Ruislip High School

KS4 Curriculum Options 2026-2028

Contents

February 2026

Dear student and parents/guardians

This booklet contains an overview of how the timetable is organised for Key Stage 4 students, including compulsory and optional subjects.

Information is then provided for each individual subject to assist current Year 9 students in planning for the next academic year and making the best choices.

The procedures for selecting option choices will be explained at the Options Event on Thursday 26th February, 2026.

Key dates in the process are outlined below:

- The Options Evening on 26th February will give you the opportunity to find out more from subject teachers and to hear more about the options process and our Key Stage 4 provision.

- The initial 'Expression of Interest' options form must be submitted to the school by Thursday 19th March, 2026. Details on how to access and fill out this form will be made available at the Options Event.

- Some students will then have one to one meetings with a member of staff to discuss their options choices; students will be selected for these if there is a specific reason that their choices need to be discussed further.

- Confirmation of options agreed for each student will be sent to parents/guardians once we have considered all students' choices.

I hope this letter and accompanying booklet, together with the Options Evening, will address most issues that you may have, but please do not hesitate to contact me or the relevant subject leader via office@ruisliphigh.org.uk should you need any further information.

Yours sincerely

Mr G Hankin
Assistant Headteacher

Key Stage 4 Curriculum 2026-28

There will be a number of compulsory subjects which students have to study as part of the National Curriculum:

- English Language (GCSE) and English Literature (GCSE)
- Mathematics (GCSE)
- Science - Combined or Triple (GCSE)
- Physical Education

All students studying Combined Science will continue to study GCSE Citizenship which was started in Year 9; this will NOT count as one of the option choices. Decisions about which students will be studying Triple/Combined Science will be made during the summer term.

In addition, students will be expected to study a further THREE subjects at GCSE level or equivalent.

Although students will be studying THREE GCSEs (or equivalent) for their options, they must choose FIVE in order of preference. This is to ensure that should the first three choices not be available, students have two other choices that can be studied. Students should make their choices in order from 1 (definitely want to do this option) to 5 (would do this option if the other choices are not available).

List of options subjects available for September 2026
<u>GCSEs</u> **Art and Design - one of either:** • **Fine Art** • **Textile Design** **Computer Science** **Drama** **French** **Geography** **History** **Media Studies** **Music** **PE** **Spanish**
<u>Vocational subjects</u> **Health and Social Care (BTEC Tech Award)** **ICT (OCR National)** **Sport (BTEC Tech Award)**

Whilst we aim to offer all the subjects listed, it is possible that should we not have staff expertise in a particular subject, then that subject will not run. In addition, if a subject is not selected by a specific number of students then it may not take place.

Every effort is made to ensure the accuracy of information about Key Stage 4 courses. Ruislip High School reserves the right to alter any element described as the needs of a developing curriculum dictate.

Compulsory GCSEs

GCSE English (AQA)

Students follow the AQA examination board, and all students sit both English Language and English Literature GCSEs. The specification is assessed by 100% terminal examinations in the summer of Year 11.

English Language

Explorations in Creative Reading and Writing
1 hour 45 minutes
80 marks
50% of English Language GCSE

Students read one piece of literary fiction and answer four questions analysing its content, language and structure and evaluating a statement about the text. They then write a creative piece of either descriptive or narrative writing.

Writers' Viewpoints and Perspectives
1 hour 45 minutes
80 marks
50% of English Language GCSE

Students read two linked non-fiction texts, one of which will be a 19th century text, and answer four questions analysing and comparing the writers' viewpoints and perspectives. They then produce a piece of writing presenting a viewpoint, linked to the given texts.

Spoken Language:
Non-examination assessment
Students create a presentation on a topic of their choice and respond to questions from the audience. Students are given a separate award for this qualification.

English Literature

Shakespeare and the 19th century novel
Closed book examination (students are not allowed copies of the texts in the examination)
1 hour 45 minutes
64 marks
40% of English Literature GCSE

Students answer one question on *Macbeth* by William Shakespeare and one on *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson. For both texts, students write in detail about an extract from the text and then write about the play or novel as a whole.

Modern texts and poetry
Closed book examination (students are not allowed copies of the texts in the examination)
2 hour 15 minutes
96 marks
60% of English Literature GCSE
Students answer one question from a choice of two on *An Inspector Calls* by JB Priestley. Students answer a question comparing two poems from the AQA 'Power and Conflict' anthology. Students also answer an extended question analysing an unseen poem and a short answer question comparing two unseen poems.

Extra information

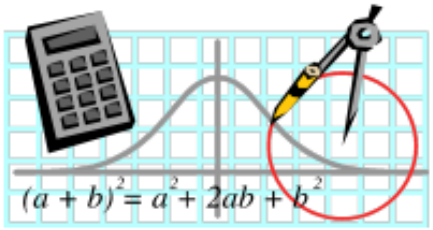
The English faculty offers trips and activities to enhance learning, including, where possible, a trip to The Globe Theatre and a visit from the Central Youth Theatre to perform *An Inspector Calls* in school. Students also take part in the Jack Petchey *Speak Out!* initiative where students are trained in public speaking and given the opportunity to speak out about a topic of their choice.

GCSE Mathematics (Edexcel)

This will be available at two levels, Higher (grades 9 - 4) and Foundation (grades 5 - 1). The qualification is 100% externally assessed by an examination (no coursework).

Both levels of examinations will include elements of the following:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry
- Probability
- Statistics



Assessment

All students will be examined at the end of Year 11. There are three examination papers, each of them 1 hour and 30 minutes long. One paper is non-calculator and the other two are calculator based.

Suggested websites for resources and revision:

- **Corbett Maths**
  Practice papers, topic papers, videos and 5 a day

- **Maths Genie**
  Past papers, topic papers and videos

- **Mathswatch**
  Videos and worksheets

- **Dr Austin Maths -Worksheets**

- **On Maths -Electronic past paper**

- **Maths Made Easy**
  Past papers, topic papers and videos

- **1st class Maths**
  Topic papers, practice papers and videos

GCSE Science (AQA)

There are a number of opportunities provided by this course such as encouraging students to develop a critical approach to scientific evidence and exploring the implications of science for society. The aim is also to develop the scientific literacy needed for adult life to enable all students to engage with an increasingly scientific and technological society.

KS4 Science is delivered from term 1 of Year 9 to the end of Year 11. The examination board followed at KS4 is AQA and the Science GCSE courses available to be studied over this Key Stage are Combined Science Trilogy, where students will be awarded two GCSEs, and Triple Science, where Biology, Chemistry and Physics are taught as separate GCSEs and students are awarded three GCSEs. Both routes provide access to A-level Sciences.

For subject content for each GCSE Science Specification, please visit the AQA website:

GCSE COMBINED SCIENCE: TRILOGY (8464)
https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF

GCSE BIOLOGY (8461) GCSE CHEMISTRY (8462) GCSE PHYSICS (8463)
https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF
https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF
https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF

Examinations

Biology Trilogy	Chemistry Trilogy	Physics Trilogy
Biology Paper 1 **Topics 1-4: Cell Biology; Organisation; Infection and response; and Bioenergetics.** **Written exam: 1 hour 15 mins** **70 marks** **16.7% of GCSE**	**Chemistry Paper 1** **Topics 8-12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.** **Written exam: 1 hour 15 mins** **70 marks** **16.7% of GCSE**	**Physics Paper 1** **Topics 18-21: Energy; Electricity; Particle model of matter; and Atomic structure.** **Written exam: 1 hour 15 mins** **70 marks** **16.7% of GCSE**

Biology Paper 2 **Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.** **Written exam: 1 hour 15 mins** **70 marks** **16.7% of GCSE**	**Chemistry Paper 2** **Topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.** **Written exam: 1 hour 15 mins** **70 marks** **16.7% of GCSE**	**Physics Paper 2** **Topics 22–24: Forces; Waves; and Magnetism and electromagnetism** **Written exam: 1 hour 15 mins** **70 marks** **16.7% of GCSE**

Biology Triple	**Chemistry Triple**	**Physics Triple**
Biology Paper 1 **Topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.** **Written exam: 1 hour 45 mins** **100 marks** **50% of GCSE**	**Chemistry Paper 1** **Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.** **Written exam: 1 hour 45 mins** **100 marks** **50% of GCSE**	**Physics Paper 1** **Topics 1–4: Energy; Electricity; Particle model of matter; and Atomic structure.** **Written exam: 1 hour 45 mins** **100 marks** **50% of GCSE**
Paper 2 **Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.** **Written exam: 1 hour 45 mins** **100 marks** **50% of GCSE**	**Paper 2** **Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and using resources.** **Written exam: 1 hour 45 mins** **100 marks** **50% of GCSE**	**Paper 2** **Topics 5–8: Forces; Waves; Magnetism and electromagnetism; and Space physics.** **Questions in Paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.** **Written exam: 1 hour 45 mins** **100 marks** **50% of GCSE**

There are no longer controlled assessments for Science GCSEs, although practical or 'Working Scientifically' skills will be assessed in the examinations. Students will complete at least 16 required practical experiments in class. They will be assessed on knowledge of practical methods; 15% of marks in each exam will be based on practical methods.

Students will carry out summative and formative assessments, AO1 (Knowledge), AO2 (Application) and AO3 (Analysis, Working Scientifically) throughout the year which aim to assess all their scientific skills in addition to subject content.

Recommended revision guide:
COMBINED TRILOGY (one revision guide includes all the specialisms)
AQA GCSE Combined Science Higher Revision (grade 4-9)
AQA GCSE Combined Science Foundation Revision (grade 1-5)

SEPARATE (three revision guides are required, one for each specialism)
AQA GCSE Biology higher revision and exam practice
AQA GCSE Chemistry higher revision and exam practice
AQA GCSE Physics higher revision and exam practice

Useful websites

- **BBC Bitesize GCSE** - revision notes, tests and videos (choose AQA and either combined or separate sciences)
- **Seneca revision:** (choose AQA)
- Youtube channels: **Free science lessons**, **Malmesbury education** (for the required practicals) & **Primrose Kitten**

GCSE Citizenship (AQA)

The GCSE in Citizenship is built around the concept of being topical and controversial. The course lends itself to students who have a passion for the news and what is going on in the world around them now. It is designed to enable students to try and change the world that they live in.

Students will study:

- Rights and responsibilities
- Life in modern Britain
- Politics and participation

The course also includes an element of active citizenship that students take part in and features in the examination.

The course is assessed entirely by examination. Students will sit two papers, each 1 hour 45 minutes in length. Each paper has a mix of question types: multiple-choice, short answer, source based questions and extended answers.

Due to the nature of the course and the topics covered, students are provided with general knowledge that would be useful for any career. The skills that students develop will aid them particularly if they were considering a role within politics, the charity sector, or public speaking.

GCSE Options

GCSE Art and Design (AQA)

- **Art and Design: Fine Art**
- **Art and Design: Textile design**

The school offers Art and Design at GCSE levels in 2 different areas: **Fine art and Textile design**. These qualifications are becoming increasingly popular and are supported by coursework guides and endorsed textbooks for all the major examination boards. We will follow the AQA Examination board for Art and Design. Students can choose **one of the two options**; Art and Design: Fine Art **OR** Art and Design: Textile Design. **They cannot choose more than one. ***

More information can be found on the AQA website:

http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206

Both courses are designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination. Students show this through their responses to a range of visual and written stimuli.

Fine Art will encourage learners to:

- Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- Be confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent (such as mark making, drawing and mono-printing)
- Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- Develop an awareness of the different roles and individual work practices evident in the creative and cultural industries
- Develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to student's own work
- Demonstrate safe working practices in art, craft and design.

Textile Design will encourage learners to:

- Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- Develop creative, imaginative and intuitive capabilities when exploring and making images, textiles and patterns
- Be confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent (such as weaving, felting, stitching, appliqué, and printing)
- Develop knowledge and understanding of art textiles in historical and contemporary contexts, societies and cultures
- Develop an awareness of the different roles and individual work practices evident in the creative and cultural industries
- Develop an awareness of the purposes, intentions and functions of art textiles in a variety of contexts and as appropriate to student's own work
- Demonstrate safe working practices in textiles.

Assessment for Fine Art and Textile Design is based on two components.
Component 1 - This is the coursework component worth 60% of the students' grades. This component will be completed by January in year 11. Students who are underachieving will be put into intervention to help boost their marks. This is internally assessed and then a sample is externally moderated.

Component 2 - This is the externally set task worth 40% of the students' grades. Students are given their exam paper in January in year 11 and complete a preparatory sketchbook with their exam taking place at the beginning of the summer term. This is internally assessed and then a sample is externally moderated.

There are four Assessment Objectives in AQA GCSE (9-1) Art and Design. Students are expected to demonstrate their ability to:
➔ **AO1**- Develop Ideas through investigations, demonstrating critical understanding of sources
➔ **A02**- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
➔ **A03**- Record ideas, observations and insights relevant to intentions as work progresses
➔ **AO4**- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Students are supported in reaching their full potential with a well planned scheme of work and support sessions running every Tuesday and Thursday to help them with their homework as well as continued guidance.

GCSE Computer Science (OCR)

OCR's GCSE (9–1) in Computer Science (J277) will encourage learners to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

Assessment details

Content Overview	Assessment Overview	
J277/01: Computer systems. This component will assess: 1.1 Systems architecture 1.2 Memory and storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology	Computer systems (01) 80 marks 1 hour and 30 minutes Written paper This is a non-calculator paper	50% of total GCSE
J277/02: Computational thinking, algorithms and programming. This component will assess: 2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages and Integrated Development Environments	Computational thinking, algorithms and programming (02) 80 marks 1 hour and 30 minutes Written paper This is a non-calculator paper	50% of total GCSE
Programming Project All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.	Programming project (03/04)	0% of total GCSE

Cambridge Nationals - IT Level 1/Level 2 - J836

This course introduces students to key IT concepts and their role in the digital world, including data, the Internet of Everything, and emerging technologies. Students will develop practical, transferable skills by using IT effectively for different purposes and audiences, while building confidence, independence, and problem-solving skills. They will design, create, and evaluate IT solutions that meet user needs and consider effective design and Human–Computer Interaction principles, as well as explore the impact of digital technologies on individuals, organisations, and society.

Overview

There are three mandatory units :

Unit 1- R050: IT in the digital world

This is assessed by taking an exam. In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world.

Topics include:

- Design Tools
- Human Computer Interface (HCI) in everyday life
- Data and testing
- Cyber-security and legislation
- Digital Communications
- Internet of Everything (IoE)

R060: Data manipulation using spreadsheets (Coursework)

This is assessed by completing a set assignment. In this unit you will learn how to plan, design, create, test and evaluate a data manipulation solution to meet client's requirements. You will be able to evaluate your solution based on the user requirements.

Topics include:

- Planning and designing the spreadsheet solution
- Creating the spreadsheet solution
- Testing the spreadsheet solution
- Evaluating the spreadsheet solution

R070: Using Augmented Reality to present information (Coursework)

This is assessed by completing a set assignment. In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements.

Topics include:

- Augmented Reality (AR)
- Designing an Augmented Reality (AR) model prototype
- Creating an Augmented Reality (AR) model prototype
- Testing and reviewing.

How will I be assessed?

Unit 1- R050: IT in the digital world

Written exam 1hr 30minutes
70 marks in total
40% of course
Cambridge OCR set and marked

R060: Data manipulation using spreadsheets (Coursework) NEA

60 marks in total
30% of course
Centre-assessed and OCR moderated

R070: Using Augmented Reality to present information (Coursework) NEA

60 marks in total
30% of course
Centre-assessed and OCR moderated

GCSE Drama (AQA)

Component 1: Understanding of Drama (Written Exam 1hr 45 minutes)

Students answer three sections of questions on theatre roles and terminology, study of set text and live theatre response.

- Section A: Multiple choice theatre roles and terminology (4 marks)
- Section B: Four questions on a given extract from the set play that you study (44 marks)
- Section C: One question (from a choice) on the work of the theatre makers in a single live theatre production (32 marks)

Component 2: Devising Drama (Practical)

Students create, develop and perform a devised piece from stimulus material provided by the teacher. The devised piece must be performed using a specific genre. Students must choose one specialism: performer or designer. The devising log is each student's individual record of their contribution to the group process; it is an analysis and evaluation of the work created.

Component 3: Texts in Practice (Practical)

Performance of two extracts from one play. Students may contribute as a performer or designer.

How will I be assessed?

Component 1: Understanding of Drama 'Open Book' Written Exam
1hr 45 minutes
80 Marks in total
40% of GCSE

Component 2: Devising Drama Devising log – Process/Evaluation.
2,500 words if entirely written.
Devising log can contain photographs and sketches. (60 marks)
Devised performance – Performance/designer (20 marks)
80 Marks in total.
40% of GCSE

Component 3: Texts in Practice

Performance of extract 1 (20 marks) Performance of extract 2 (20 marks)
40 Marks in total.
20% of GCSE

Extra-Curricular Opportunities

In Year 10 & 11 students attend regular theatre trips. Students will also get the opportunity to assist with, act in and direct regular school productions.

Careers for which this qualification would be useful

Acting, directing, marketing, public speaking, technical support, creative writing, teaching, law, HR, design, fashion, publishing, historical interpretation and many, many more.

GCSE Geography (AQA)

Year 11 students enjoying a GCSE Geography field trip to Hengistbury Head (Dorset)

In GCSE Geography, students study a wide variety of interesting topical issues, helping them develop a broad understanding of today's ever-changing world. Geography is also a subject valued by employers, as students develop their literacy and numeracy skills. This is alongside many other transferable skills such as decision-making, report-writing and giving presentations. Students will also use computer software and learn to use a wide variety of maps at different scales. The course is taught by enthusiastic and knowledgeable subject specialists. Students are well supported with GCSE revision using the 'Megabook' revision guides written by the department. These revision guides are available to students on paper and also digitally via students' Google Classrooms. The online classroom is also used to share revision quizzes and several past exam papers with students.

Field trips: The Geography Department organises two separate one-day field trips in the summer term of Year 10 in preparation for the Paper 3 examination (see below). The physical geography field trip location is Hengistbury Head in Dorset where students study coastal management. The human geography field trip location is Stratford in east London where students learn about urban changes linked to the Queen Elizabeth Olympic Park.

All students will be expected to take part in these field trips and the cost will be approximately £40 to cover the coach transport to Dorset and activities in London's Olympic Park.

Assessment: Students will sit three examinations at the end of Year 11:

Paper 1 examination: Living with the Physical Environment - 90 minutes examination (35% of the GCSE)

Section A: The Challenges of Natural Hazards
This includes studying the causes and management of extreme weather in the UK, tropical storms, tectonic hazards and climate change.

Section B: The Living World
This includes studying global ecosystems, tropical deforestation, the sustainable management of tropical rainforests, the characteristics and management of cold environments such as Svalbard and Antarctica.

GCSE Geography (AQA)

Section C: Physical Landscapes in the UK
This includes studying the diverse landscapes of the UK such as its major upland/lowland areas, coastal processes and landforms, coastal management, river processes and landforms, and flood management.

Paper 2 examination: Challenges in the Human Environment - 90 minutes examination (35% of GCSE)

Section A: Urban Issues and Challenges
This includes studying trends in urbanisation, the opportunities and challenges of urban growth, major world cities such as Rio de Janeiro and London, and how urban planning can improve the quality of life in poorer countries.

Section B: The Changing Economic World
This includes studying global variations in economic development and quality of life, transnational corporations, international aid, the development of Brazil and the economic future of the UK.

Section C: The Challenge of Resource Management
This includes studying the global distribution of food, water and energy resources. The topic has a focus on energy security in the UK, oil mining in Canada, and renewable energy use in Peru.

Paper 3 examination: Geographical Applications - 90 minutes examination (35% of GCSE)

Section A: Issue Evaluation
A resource booklet on a geographical issue will be available from March in the year of the GCSEs. Students will study the issue in the weeks leading up to the examination. The examination will then set questions assessing students' understanding of the booklet and their ability to make justified decisions.

Section B: Fieldwork
Students undertake two geographical fieldwork enquiries during two separate one-day field trips in the summer term of Year 10. They will then write about their fieldwork methods, results and conclusions in the Paper 3 exam.

GCSE History (Edexcel)

Course Content

Students will follow the Edexcel (9-1) GCSE history course. This includes a thematic study and a study of a historical environment, a period study, a British in-depth study and a modern in- depth study.

A variety of individual and group work tasks will be used to deliver the curriculum, using audio-visual evidence alongside traditional written documentation. There will be the opportunity to take part in a residential trip to Germany to visit major sites associated with the Cold War and Nazi Germany, including a visit to a concentration camp.




The first unit traces the history of Migration in Britain from c800 through to the present day. The students learn about the arrival of Viking settlers in England, the impact of the Reformation and how Britain's industrialisation and its growing empire led to the arrival of migrants from its colonies and elsewhere during the eighteenth and nineteenth century. The unit looks at how migration continued into the twentieth century and was encouraged by the creation of the Commonwealth, government legislation following the Second World War and global events in the late twentieth and early twenty-first centuries. As part of this unit students will also investigate the locality of Notting Hill after the Second World War, showing how it became a centre for migration from the Caribbean, and about the influence of migrants in the development of the area, as well as the wider impact of events and activism that occurred in the region.

As part of the delivery of the migration course, all GCSE history students have the opportunity to visit Spitalfields and Notting Hill.

The second unit will incorporate the British depth study and the period study. For the British depth study students will look at Early Elizabethan England 1558-1588. They will examine challenges facing Elizabeth and threats from other countries such as Spain. They will then go on to study voyages and discoveries by explorers such as Walter Raleigh and Francis Drake.

The period study will allow students to examine Superpower Relations and the Cold War between 1941 and 1991. They will investigate the increasing tension between the USA and The Soviet Union after WWII and the change in international relations brought about as a result.

The final unit is the modern depth study and will focus on Weimar and Nazi Germany between 1918 and 1939. Students will study the birth of the Weimar Republic and its later demise. The second part of the course focuses on Nazi Germany - including how the Nazis created a dictatorship and its impact on the German population.

Assessment Method

All 3 units are assessed through written examinations. They will test the students' knowledge and understanding of the course and their ability to interpret source material. They will be required to show evidence of description, explanation, analysis and evaluation.

Paper 1 – British Thematic Study with Historical Environment = 1 hour 20 minutes (30%)
Paper 2 – Period Study and British Depth Study = 1 hour 50 minutes (40%)
Paper 3 – Modern Depth Study = 1 hour 30 minutes (30%)

Future Careers

A history GCSE will serve as a good foundation for a number of careers, particularly those that require skills of evaluation and analysis, such as research, journalism, law and the media. History qualifications are also held in high regard by institutes of further and higher education.

BTEC Tech Award: Health and Social Care (Pearson Edexcel)

BTEC Tech Awards are designed to be taught alongside GCSEs, giving students a glimpse into a professional sector whilst teaching them transferable skills for life:

- specifically designed for 14-16 year olds in schools
- graded across Level 1 and Level 2 to recognise the achievements of all students
- assessed using assignments and practical tasks to suit vocational students
- count in the 'open group' of Progress 8.

Course Overview
The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas which cover:

- skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing;
- attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them;
- knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This qualification builds on and uses the knowledge and skills you are learning in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing you to apply your knowledge and skills practically in a vocational context.

Why study Health and Social Care? About three million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

Examination Board and Syllabus

BTEC Tech Awards
Health and Social Care (2022)

More information can be found on the Edexcel website:
https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/Guide/b0746i-btec-tech-awards-health-social-care-mini-guide-a4p-prf2.pdf

Assessment

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of health and social care at Levels 1 and 2.

Internal assessment

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the concepts that underpin the sector, through realistic tasks and activities.

Synoptic external assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

	Topic	Final assessment	Level
1.	Human Lifespan Development	Internal assessment	1/2
2.	Health and Social Care Services and Values	Internal assessment	1/2
3.	Health and Wellbeing	External Synoptic assessment	1/2

Further Study and Careers in Health and Social Care:

Health and Social Care GCSE would be a good foundation for studying a variety of courses at level 3: A levels in Health and Social Care, Psychology, Sociology, Biology or BTEC in Children's Care Learning and Development. It would also lead to a wider variety of apprenticeships or vocational courses at college. It would prove useful for careers such as social work; caring for others for example young children, the elderly or those with specific needs as well as early years; teaching; policing; health care assistants; doctors; nurses and many other related medical professions. It is important that students are interested in the course content from the outset and are prepared to complete an external placement.

GCSE Media Studies (Eduqas)

In GCSE Media Studies, students will have the opportunity to explore a wide range of media texts. They will develop an understanding of the techniques used by the media to communicate different messages and values to their audiences, and will be able to articulate their opinions in their written analysis. In addition, the subject offers students the opportunity to develop their digital technology skills and creativity through the Non-examined Assessment unit.

Exploring the Media – Component One (Examination)

For Component One, questions will focus on all areas of the media theoretical framework. Section A (media language and representation) focuses on a range of print media forms: magazines, marketing (film posters), newspapers, or print advertisements. Section B (industries and audiences) focuses on the following media forms: film, newspapers, radio, video games.

How it's assessed:

- Written exam: I hour 30 mins
- 80 marks
- 40% of GCSE

Understanding Media Forms and Products – Component Two (Examination)

For Component Two, students will analyse all areas and contexts of the media in relation to television (situation comedy) and music (music videos and online media).

How it's assessed:

- Written exam: 1 hour 30 mins
- 60 marks
- 30% of GCSE

Component Three (Non-examined Assessment)

Students will work individually to create an original media production. The production will be linked to a theme provided by the exam board; students will then interpret the theme in their own way and make a print or video production to fit. Previous tasks have included creating a DVD cover and film poster for a spy film and creating a radio play for teenagers.

How it's assessed:

- 60 marks
- 30% of GCSE
- Assessed by teachers and moderated by Eduqas

Which careers?

Media links directly to many careers and university courses, such as film production, PR and marketing, advertising, communications, digital media production, web design, etc.

Is Media Studies For Me?

Yes! If you ....

- **Enjoy watching and exploring a wide range of media**
- **Want to develop pratical skills in handling media technology**
- **Are looking for a challenging course which will encourage you to work independently**
- **Want to develop your critical thinking skills and share your ideas with your peers**
- **Want further study opportunities, including A Level Media Studies, Diploma in Creative Art and Media or a BTEC in Creative Media**
- **Want to pursue a career in the Media or develop skills useful in a wide variety of non-media careers.**

GCSE Modern Foreign Languages

- **French (Edexcel)**
- **Spanish (Edexcel)**

All students are encouraged to study **French** or **Spanish** in Key Stage 4. **They can only opt for the language they have been studying at Key Stage Three.** They will develop understanding of the spoken and written forms of the language, and the ability to communicate effectively in the spoken and written form. They will also develop an understanding of the countries and communities where the language is spoken. Students will visit different themes, building on what they have studied in KS3. Such themes include:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Students will be tested in four skills:

Speaking 25% - conducted by the class teacher but marked externally (Higher: 10-12 minutes, Foundation: 7-9 minutes plus 15 minutes preparation time)

Listening and Understanding 25% - examination (Higher: 60 minutes, Foundation: 45 minutes)

Reading and understanding 25% - examination (Higher 60 minutes, Foundation: 45 minutes)

Writing 25% - examination (Higher: 1h 20 minutes, Foundation: 1h 15 minutes)

All of the above examinations will take place at the end of Year 11.

A GCSE in a language will enable students to communicate effectively and cope with everyday situations in the country and to gain an understanding of what they see and hear. They will have a greater understanding of hispanic or francophone culture and how others live. They will be able to deliver presentations on a number of topics, produce extended and creative pieces of written work and understand leaflets, signs, correspondence and spoken announcements.

Visits

Spanish: A four day residential trip to Barcelona is organised bi-ennually. The next trip will be in October half term 2026. The purpose of the visit is to find out more about Spanish culture, as well as using the target language in real situations and practical conversations with native Spanish speakers. During this trip, students get the chance to explore the Ramblas and visit the Barcelona FC stadium. Students also get a full day at the Port Aventura theme park as well as sampling some Spanish tapas one evening.

French: There is currently no French residential planned but the aim will be to run on in 2027/2028.

GCSE Community Languages (AQA/Edexcel)

If your son/daughter is able to **speak, read and write** another language fluently and you would like him/her to be considered for a GCSE entry in this language, then this may be possible. The examination will take place during summer 2027 at Ruislip High School and the **cost for exam entry will be covered by the school**. Furthermore, in the case where we do not have a teacher in school who speaks the language to be examined, **we can arrange for an outside examiner for the oral examination. Should this incur a fee, this will be payable directly by the parent/guardian.**

Languages that are currently examined at GCSE are:

Arabic / Chinese (Mandarin/Cantonese) / French / German / Gujarati / Italian / Japanese / Persian / Polish / Portuguese / Punjabi / Russian / Spanish / Urdu / Turkish/ Greek

If the language you speak at home is not listed then a GCSE currently does not exist for it.

The ideal earliest entry for students is at the end of Year 10. **It is essential that your son/daughter is able to read and write in the language to a high standard, as well as being able to speak it fluently.**

We cannot enter them for the examination if they are not able to perform in all four skills of listening, speaking, reading and writing (please see above for breakdown of exams sat and their weighting).

Ms Matias is the Community Languages Coordinator so any enquiries with regards to the above should be addressed to her via the School Office email address.

GCSE Music (Edexcel)

The School follows the EDEXCEL GCSE Music Syllabus. The examination covers the three areas of Listening, Composing and Performing. Students studying for the GCSE music examination must be able to play an instrument or sing confidently as 30% of the course is based on performing skills.

Course Content

Listening

This aspect of the course is a written examination. The listening examination is 1 hour and 45 minutes in length. Students are asked questions on eight set pieces of music from a variety of styles and are expected to analyse and evaluate the music. In addition students will be required to answer questions on unfamiliar extracts of music.

Composing

Throughout the two-year course students learn how to compose and write their own music. By the end of Year 11 students will create two contrasting compositions. One of the compositions will be set by the examination board and the other is a free choice.

Performing Skills

Performing accounts for 30% of the examination mark and all work will be recorded. Students need to be well prepared and ready to play or sing two pieces of their choice (one solo and one group piece).

Quick Assessment Reference Guide		
Performing	**Listening**	**Composing**
One solo performance and one ensemble/group performance	**Written Examination lasting 1 hour and 45 mins**	**One composition is in free style e.g. a musical genre of your choice.** **The other composition is based on a set of brief Edexcel releases in September of Year 11.**
30%	**40%**	**30%**

GCSE Physical Education (Edexcel)

GCSE (9-1) in Physical Education consists of two externally-examined papers and two non-examined assessment components. It is designed to give students in depth knowledge of a number of different topics involved in sport and exercise.

Overview:

Component 1 – Fitness and Body systems 36% - Units include applied anatomy and physiology; movement analysis; physical training and use of data

Component 2 – Health and Performance 24% - Units include health, fitness and well-being; sport psychology; socio-cultural influences and use of data

Component 3 – Practical Performance 30%

Component 4 – Personal Exercise Programme 10% - Students are required to select one physical activity and sport on which to plan a PEP to optimise/improve their performance in that activity.

Theory

The course is 60% theory, consisting of TWO examinations. One examination based on Component 1: Fitness and the body systems (1 hour 30 minutes - 80 marks). The second based on Component 2: Heath and Performance (1 hour 15 minutes – 60 marks). Each exam consists of short and long answer questions.

Practical

The course is 40% Practical. The practical assessment consists of the students completing 3 physical activities from a set list. One of these must be a team sport, one must be an individual and one of their free choice. For the other 10% of the practical element students are required to select one physical activity/sport on which to plan a PEP to optimise/improve their performance in that activity.

Sports studied may include badminton, basketball, football, Gaelic football, swimming, table tennis and athletics. The school is also able to assess candidates in sports that are not available in school, for example skiing.

Requirements

Candidates should show aptitude in a range of physical activities. Candidates **MUST** take part in extra-curricular sports and be actively involved in a sports club or team outside of school. Candidates should also possess good literacy and science skills.

Format

Candidates will spend three lessons per fortnight on theory based study, with one practical lesson.

BTEC Tech Award in Sport (Edexcel)

The BTEC Tech Award in Sport consists of three units of work, one of which is externally assessed and two units that are coursework based. It is designed to give pupils an in-depth knowledge of a number of different topics in sport and fitness.

Overview

Unit 1 - Preparing Participants to Take Part in Sport and Physical Activity
Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Unit 2 - Taking Part and Improving Other Participants' Sporting Performance
Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Unit 3 - Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity
Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

Theory and Practical

The course is predominantly theory in nature, but due to the flexible coursework units, practical elements are taught throughout. There will be practical lessons throughout the two years, helping to explore different sports and build up skills needed to pass the non exam units.

Requirements

Candidates should show a keen love and interest for sport and have shown interest in taking part in extra curricular activities. Candidates should be aware of the theory element and look forward to developing skills in other areas such as ICT and Media.

Format

Candidates will have 4 hours of PE a week.