‘Class of 2028’

Options Booklet

Contents

Introduction

Welcome to the Options Process for our Class of 2028

How exciting! Or is it daunting? Probably a bit of both for parents, let alone students. This process marks a significant milestone in your child's education and is their first opportunity - ever - to have a degree of choice in what they will learn over the next two years.

We will give our students, your children, as much advice and support as they need. We ask you to come to the process with an open mind, ready to absorb the plethora of information that we will share with you and to help your child make sense of it all. Consider balance, interests, passions, future career aspirations and the sheer love of learning a subject or enjoying a new challenge. Along with this, help your child to think about workload, expectations, the number and format of exams and where their choices might take them.

There is no doubt that, since the recent curriculum reforms of 2014, the focus has shifted towards gaining better grades in fewer subjects. Added to this, studying the combination of subjects that leads to the English Baccalaureate or Ebacc is an expectation for the vast majority of 16 year olds.

In Years 10 and 11 a number of subjects are compulsory; we call these the Core Curriculum. Other subjects are optional and this booklet is designed to help you and your child make the right choice of optional subjects for them. We encourage all students to choose either Geography or History and to consider taking French, as these are high value academic subjects. It is very important to remember that nobody is expecting students to decide on their final career at the age of 14, but closing a door now might make it more challenging to open it again in the future. Our offer is broad and balanced, and we recommend that your child's suite of qualifications is too.

Please make the most of this process and ask plenty of questions. We are all committed to making sure that your child chooses subjects that will lead to future success at GCSE and beyond, and intend to make their journey as enjoyable and rewarding as possible.

I wish you the very best with this process. We are always on hand to help if you need it.

Rachel Lewin

Headteacher

Your child's support team

Ms Georgia Barrs	Tutor	georgiabarrs@fiveislands.org
Ms Marthe Broadhurst	Tutor	marthebroadhurst@fiveislands.org
Ms Leigh Kendrick	Tutor	leighkendrick@fiveislands.org
Mrs R Lewin	Headteacher	rachellewin@fiveislands.org
Mrs E Banfield	Assistant Head: Achievement & Standards	emilybanfield@fiveislands.org
Mrs L Masters	Careers Advisor	lmasters@mountsbay.org
Mrs C Jewell	SENDCO; Assistant Head: Inclusion & Safeguarding	charlottejewell@fiveislands.org
Mr T Garratt	Assistant Head: Behaviour & Aspirations	timgarratt@fiveislands.org

Core Curriculum

Subject
English Language
English Literature
Mathematics
Combined Science (2 GCSEs)
RS (Religion and Worldviews)
PE

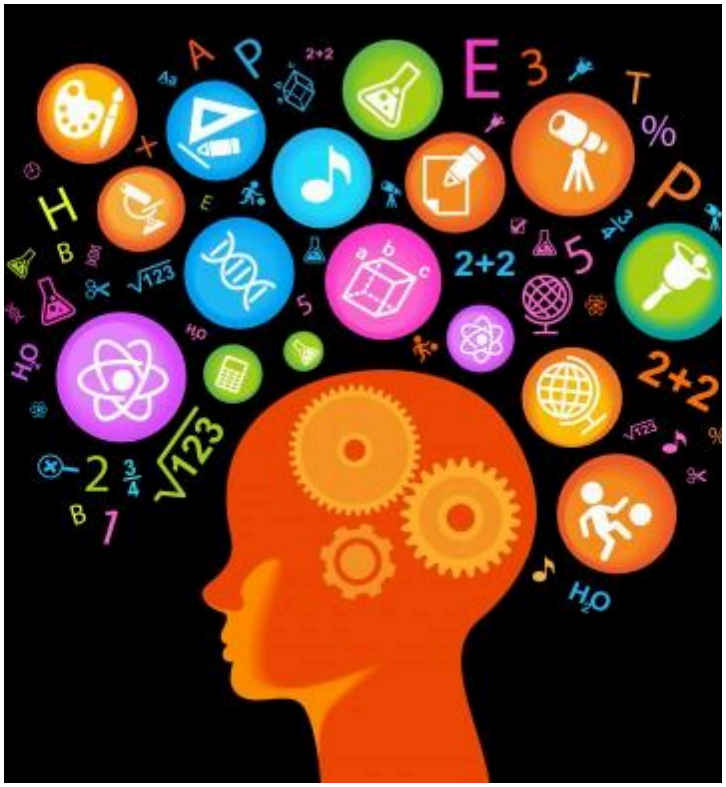
The first five subjects all lead to GCSE qualifications, meaning that your child will gain six GCSEs from their Core Subject studies.

Optional Level 2 Qualifications

Students will select subjects from the following options to study in addition to their six Core GCSEs.

Subject
French (Guided EBacc Option) History (Guided EBacc Option) Geography (Guided EBacc Option) Separate Sciences (Physics, Chemistry and Biology) Fine Art Music Design Technology Computer Science GCSE PE Hospitality & Catering Drama Engineering

Core Course Descriptions



Core: English Language

Qualification Type	GCSE English Language Specification
Exam Board	AQA
Grade Range	9 - 1
Exam and Tiers of Entry	Two examination papers: Paper 1 - Explorations in Creative Reading and Writing; Paper 2 - Writers' Viewpoints and Perspectives. Non-exam assessment: Spoken Language Presentation.
Controlled Assessment	None
Post-16 and Employability Skills	The literacy skills developed through English Language are seen as an essential requirement for most jobs today and a good understanding of English is expected for most apprenticeships.
What will I learn?	Students will develop their ability to read a wide range of texts fluently and with good understanding. They will develop critical thinking skills, analysing and evaluating the words, language features and structural choices made by writers. Writing analytically is a key focus of GCSE English Language, enabling students to explain their ideas using carefully-chosen evidence – a skill that underpins success in many of their other GCSE subjects. They also learn to express themselves clearly and creatively in Spoken English, imaginative and transactional writing, using a wide vocabulary and correct grammar, punctuation and spelling.
How will I learn?	GCSE English Language is a challenging test of reading, writing and speaking skills, all of which are developed through the study of English Literature, and therefore the course is interwoven with the study of our Literature texts before being studied in its own right at the beginning of Year 11. Fiction and non-fiction extracts are used to develop the analytical and evaluative skills needed for success in both English GCSEs, while adding breadth and depth to our Literature texts. In turn, these are used to inspire creative and transactional writing, allowing students to express and share their ideas.
Staff Contact	Ms Marthe Broadhurst marthebroadhurst@fiveislands.org

Core: English Literature

Qualification Type	GCSE English Literature Specification
Exam Board	AQA
Grade Range	9 - 1
Exam and Tiers of Entry	Two examination papers: Paper 1 - Shakespeare and the 19th Century Novel; Paper 2 - Modern Texts and Poetry.
Controlled Assessment	None
Post-16 and Employability Skills	The study of English Literature provides an excellent stepping stone to A Level or further study in any Arts, Languages or Humanities subjects, as it develops the ability to read and write critically and at length. For all students, the study of texts exposes them to a wide range of challenging ideas, building on their skills of debate, communication, empathy and understanding: key attributes for any workplace.
What will I learn?	Students will study three full-length texts: a Shakespeare play, a post-1914 British play or novel and a Victorian novel, in addition to an anthology of poetry linked by the theme of worlds and lives. They will explore plot, theme and character in each text, and how the writers' contexts affected their powerful meanings and messages to the reader or audience. Students also learn how to analyse the language, form and structure of the texts in detail.
How will I learn?	Thought-provoking Essential Questions drive our exploration of a different text each Quadmester during Year 10. By Year 11, students are able to revisit the texts from their wiser and more mature perspectives, linking up and developing their ideas, digging deeper into key quotations and practising exam skills.
Staff Contact	Ms Marthe Broadhurst marthebroadhurst@fiveislands.org

Core: Maths

Qualification Type	GCSE Mathematics Specification
Exam Board	Edexcel
Grade Range available	Higher Tier (Grades 9 - 4) Foundation Tier (Grades 5 - 1) A student must take all three papers at the same tier. Entry for Foundation or Higher Tiers is not finalised until after Mock exams in Year 11, so that aspirational grades are open to all students through their GCSE course.
Exam and Tiers of Entry	Three examinations. One will be a non-calculator paper, the other two are calculator papers. Each paper is worth 33.3% of the total marks. Each paper is 1 hour 30 minutes long and will be worth 80 marks.
Controlled Assessment	None
Post-16 and Employability Skills	The numeracy skills developed in Mathematics are seen as an essential requirement for most jobs today and a good understanding of maths is expected for most apprenticeships.
What will I learn?	GCSE Mathematics covers a wide range of basic knowledge and skills, grouped into five areas: Number, Ratio, Proportion & Rates of Change, Algebra, Statistics & Probability, Geometry & Measures.
How will I learn?	Use and apply standard mathematical techniques. Apply the functional elements of mathematics in everyday life and real life situations. Acquire and use problem solving strategies for both routine and non-routine problems in mathematical and non-mathematical contexts. Reason, interpret and communicate mathematically. Students will be required to memorise a number of formulae.
Staff Contact	Mrs E Banfield emilybanfield@fiveislands.org

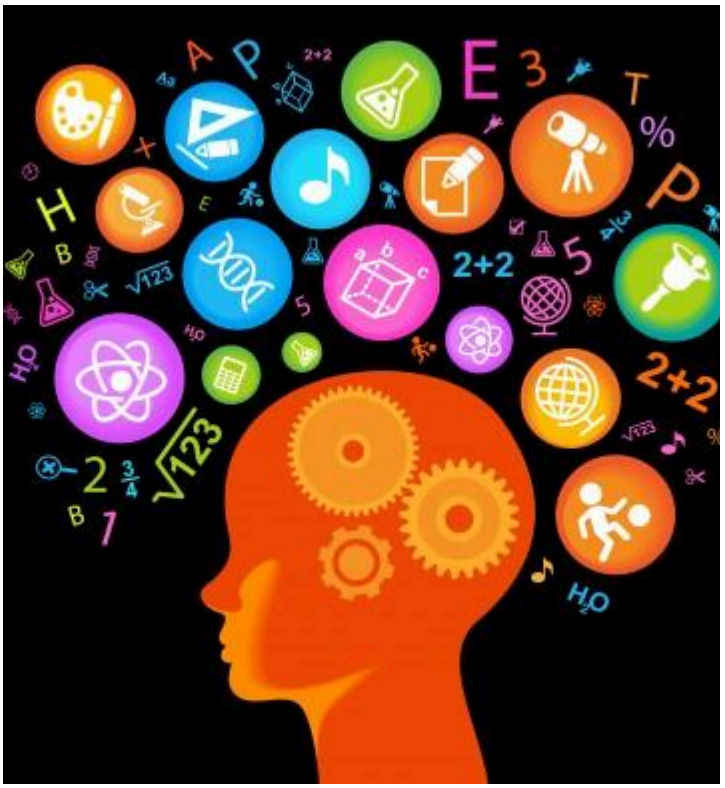
Core: Combined Science

Qualification Type	GCSE Specification
Exam Board	Edexcel
Grade Range available	9 – 1
Exam and Tiers of Entry	Higher Tier (Grades 9 - 4) Foundation Tier (Grades 5 - 1) 2 x Biology exams (60 marks each) 2 x Chemistry exams (60 marks each) 2 x Physics exams (60 marks each) Graded from a total accumulated score from all six papers (out of 360) Entry for Foundation or Higher Tiers is not finalised until after Mock exams in Year 11, so that aspirational grades are open to all students through their GCSE course.
Controlled assessment	The content includes 18 mandatory core practical investigations. Students must carry out all mandatory core practical experiments listed as they will make up a minimum of 15% in the final written exams.
Post 16 and Employability Skills	This course allows a broad coverage across Biology, Chemistry and Physics. This can be a gateway to A-level or Level 3 BTEC over a range of science courses. They are also useful for the study of any health, sporting or engineering courses at post-16.
What will I learn?	A broad range of practical skills as well as a wide range of science understanding and application.
How will I learn?	A huge variety of practical work to underpin key concepts and theoretical understanding. This will be well resourced and supported by digital textbooks and online learning opportunities.
Other information	This route leads to a double award GCSE: it counts as two Science GCSEs.
Staff Contact	Mr T Garratt timgarratt@fiveislands.org

Core: Religious Studies

Qualification Type	GCSE Specification
Exam Board	AQA Specification A
Grade Range	9 - 1
Exam and Tiers of Entry	Component 1: The study of two major world religions: Buddhism and Christianity. Written exam: 1 hour 45 minutes Component 2: Thematic studies. Religious, philosophical and ethical themes: Relationships & families; Religion, peace & conflict; Religion, human rights & justice. Written exam: 1 hour 45 minutes
Post 16 and employability	A GCSE in Religious Studies is a stepping stone to a wide range of future opportunities. The skills you develop, such as analytical and critical thinking, literacy and forming an argument, will support you in further studies and employment. Furthermore as you enter the world of work, you will be expected to work alongside people with different beliefs from your own. Religious Studies will teach the skills, understanding and empathy needed to work with people of all faiths and cultures. These skills are vitally important in all careers especially professions such as Social Work, Charity Work, Welfare Rights, Youth Work, Teaching, Human Resources, Police Force & Nursing: in fact any profession that brings you into contact with other people.
What will I learn?	The main aim of this RS course is to develop a greater understanding of the issues that are facing the modern world. Students are encouraged to examine different responses to moral and ethical issues. This course does not require you to be religious and is designed to be accessible to persons of any religious tradition or none. You will not only study two major world religions and their influences on individuals, communities and societies, but also major philosophical and ethical themes that affect all our lives.
How will I learn?	This course will involve lots of active learning and debate. We will meet, learn from and question a wide range of people's beliefs - through film, texts and face to face discussion. You will learn to write thoughtfully, analytically and evaluatively about a range of issues, building transferable skills that will support your achievement across all your GCSEs.
Staff Contact	Ms R Thornton rachelthornton@fiveislands.org
You can read our Religious Education Policy here.	

GCSE Option Course Descriptions



Guided Option: Geography

Qualification	GCSE Geography Specification
Exam Board	AQA
Grade Range	9 - 1
Exam and Tiers of Entry	This GCSE is made up of three parts: Paper 1. Living with the Physical Environment. (1 hour 30 mins) Paper 2. Challenges in the Human Environment. (1 hour 30 mins) Paper 3. Geographical application. (1 hour 30 mins)
Controlled Assessment	None, although students will complete two fieldwork tasks which they then use to answer questions during their Paper 3 exam. This fieldwork will involve a trip to the mainland to conduct an investigation into an urban area (a city) that will take place in Year 11.
Post-16 and Employability Skills	Geography is an increasingly sought-after qualification, as students not only learn how and why our shared earth is changing, but also the skills needed to address these changes. Geography is relevant to every career choice, due to the increasing impact of climate change or urban challenges like conflict. Geography can lead students to careers such as: volcanology, oceanography, marine biology, tourism boards, working with the UN, polar scientist, risk analysis, community empowerment, and many more.
What will I learn?	**Physical Geography:** Why does our physical environment look like this, and how is it changing? We will learn about the causes, impacts, and mitigation strategies of natural hazards (earthquakes, volcanoes, climate change); the dynamic processes that have shaped the environment of the UK, and how we manage these processes today; and the essential interactions between our environment and the living world, by studying Tropical Rainforests and Frozen environments. **Human Geography:** How is our human world changing, and what can we do about it? We will look at how cities grow, and the impact of this growth; the causes and consequences of economic inequality; and what we can do about the increasing scarcity of precious resources like water. You will also develop a wide range of Geographical skills and be able to apply them.
How will I learn?	You will use a combination of independent research, fieldwork, geographical event analysis and interactive classroom activities, to develop an inquiry based understanding of the Geography which affects the world we live in.
Staff Contact	Ms H Stromberg harrietstromberg@fiveislands.org

Guided Option: History

Qualification	GCSE History Specification
Exam Board	OCR History B (Schools History Project)
Grade Range	9 - 1
Exam and Tiers of Entry	Component 1 British History (40%) - 1 hr 45 exam Component 2 History Around Us (20%) 1 hr exam Component 3 World History (40%) - 1 hr 45 exam
Coursework	None
Post-16 and Employability Skills	History is a highly respected choice, being a rigorous, analytical subject that develops critical thinking, writing and communication skills which are prized by employers and enrich students' abilities across the curriculum. It provides great preparation for post-16 study of Humanities, Languages or Arts subjects, opening doors to careers in law, politics, business and education as well as many more.
What will I learn?	**Migrants to Britain**: the fascinating story of motives, experiences and impact of diverse groups of people who have settled in England in the past 1000 years, from Europeans in the Middle Ages to recent economic migrants, refugees and asylum-seekers. **The Norman Conquest**: was England crushed under the 'Norman Yoke'? Students think like academic historians to challenge and debate interpretations of William the Conqueror. **History Around Us**: a site study of Star Castle and its Garrison, exploring moments when our tiny islands were touched by wider national conflicts, sometimes playing a key strategic role. **Viking Expansion**: were these people really just fierce warriors who 'plundered and slaughtered' their way across the seas, or can we find evidence of a richer, more sophisticated society? **Living under Nazi Rule**: a dark and compelling narrative, with enormously important insights into human nature and society.
How will I learn?	People who study history are fearless explorers of the past. They investigate past lives, politics, societies, cultures, languages, health, art, education, money, conflicts and more, look at how things have developed over time, analyse cause and consequence, connecting the dots to debate how we got to where we are today. It's a challenging subject, with lots of key knowledge to learn and extended writing to tackle - but if students are willing to work hard, we can help every child succeed and enjoy their GCSE studies.
Staff Contact	Mrs R Lewin rachellewin@fiveislands.org Ms Georgia Barrs georgiabarrs@fiveislands.org

Guided Option: French

Qualification Type	**AQA GCSE French**
Exam Board	AQA
Grade Range	9 - 1
Exam and Tiers of Entry	Higher Tier (Grades 9 - 4); Foundation Tier (Grades 5 - 1) Students must take all four question papers at the same tier. 4 exams: Listening, Speaking, Reading, Writing, each worth 25% of final grade. Entry for Foundation or Higher Tiers is not finalised until after Mock exams in Year 11, so that aspirational grades are open to all students through their GCSE course.
Post-16 and employability skills	With the new (2026) GCSE bridging the gap between GCSEs and A Levels, the 'jump' between the two has become smaller. **Global skills** - Able to speak and understand other languages. Appreciation of other cultures and the Francophone world. **Employability:** Languages are highly prized in our global economy and society, particularly in careers in tourism, hospitality, international business, marketing, the Navy or Merchant Navy, travel and transport and scientific research. Through studying GCSE French, students become resilient which is a highly desired skill by employers. **Higher Education**: Top universities in the UK have named languages as subjects that open doors to more degrees and some universities such as University College London request a language GCSE as an entry requirement.
What will I learn?	You will learn to communicate confidently and coherently with native speakers in speech and writing, conveying what you want to say with increasing accuracy; listen to and understand French speakers; deepen your knowledge about how language works and enrich your vocabulary to increase your independent use and understanding; understand and respond to authentic spoken and written material; develop awareness and understanding of the culture and identity of the countries and communities where French is spoken.
How will I learn?	**Listening** to authentic material using multimedia. **Reading** from authentic sources such as newspapers and literary works. **Speaking** on the 3 themes studied - Role-play, photo card and general conversation. **Writing** about the topics studied.
Staff Contact	Ms Kate Pritchard katepritchard@fiveislands.org

Option: Art & Design (Fine Art)

Qualification Type	GCSE Art Specification
Exam Board	Eduqas
Grade Range	9 - 1
Exam and Tiers of Entry	**Component 2: Externally Set Assignment (40% of qualification)** Completed Jan - May of Year 11. 1 Tier only.
Coursework	**Component 1(60% of qualification)**: Practical Sketchbook based Portfolio based on internally set themes and subject matter developed from personal starting points. Completed Sept of Year 10 to Jan of Year 11.
Post-16 and employability skills	A Level, BTEC, HND Diploma in the following areas- Art, 3D Design, Fashion, Photography, Media, Illustration and more. Foundation Course leading to a specialist degree study at college or university. University courses in a range of options from Architecture to Game Design, Illustration & more. Work with practising artists and designers, or employment in studio, office, retail or creative industries.
What will I learn?	The Eduqas GCSE in Art and Design (Fine Art) is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. The rewarding and immersive programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the specification is to nurture an enthusiasm for Art, Craft and Design and, through a broad introductory foundation programme, to develop critical, practical and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields.
How will I learn?	You will learn through effectively exploring and developing your personal ideas, guided by the GCSE assessment criteria. Students will be expected to attend an after school Art workshop in Year 11. Your work will be assessed based on: Critical understanding, Creative making, Reflective recording and Personal presentation.
Staff Contact	Miss E Sladen emilysladen@fiveislands.org

Option: Music

Qualification	GCSE Music Specification
Exam Board	EDUQAS
Grade Range	9 - 1
Exam and Tiers of Entry	This GCSE is **60% controlled assessment**, and **40% written exam.** The exam is roughly 90 minutes long. It is based on the 4 areas of study that you learn about during the course, and you listen to extracts of music to analyse from each area of study, 8 questions in total. You need to be able to perform on an instrument or sing; rapping and DJing are also permitted. There is no minimum standard but in order to hit the MD (more difficult) marking criteria you will need to be able to perform a Grade 4 standard or above piece of music. Subsidised instrumental lessons are offered to all GCSE music students subject to availability. Playing ability levels: Standard - Grade 3 More Difficult Standard - Grade 4 and above. Basically, you will have much more leeway for the odd slip within your performance for the MD marking criteria enabling you to gain full marks despite there being a couple of mistakes.
Controlled Assessment	**Performance (30%)**. You will record 1 solo performance and 1 ensemble performance or more if we need to, in order to meet the 4 minute minimum criteria. Ensemble is a compulsory element, a significant part has to be harmony not melody within the ensemble. **Composition (30%).** You will do 2 compositions; 1 is to a set brief, the other a free composition for which you write your own brief. Both are recorded and can be done using Garageband, Pro Logic or Sibelius. You will need to complete a composition log and lead sheet/score/ annotated screenshots for each composition. All coursework can only be completed in Y11, although we can start looking at performance pieces and the free composition in Y10.
Post-16 and employability skills	This course would be an ideal preparation for AS/A2 level Music, or a vocational course such as BTEC Music Performance or Music Technology. Studying music will enable you to develop many skills that employers are looking for, such as: non-routine problem solving; decision making and reasoning; critical thinking; ICT literacy; communication; relationship-building skills; collaborative problem solving; adaptability; motivation, self-management and self-development.
What will I learn?	Musical Forms and Devices; Music for Ensemble; Film Music; Popular Music. You will also develop your performing skills on an instrument or vocally, and learn how to compose original music.
How will I learn?	A mixture of practical work, written activities and independent research. You will also have time to practise your instrumental skills. Composition work will be done using one of our software programmes on the Macs - Logic Pro, GarageBand or Sibelius.
Staff Contact	Mr Pierre Young pierreyoung@fiveislands.org

Option: Separate Sciences

Qualification Type	3 separate GCSEs (9-1): Biology, Chemistry and Physics Biology Specification Chemistry Specification Physics Specification
Exam Board	Edexcel
Grade Range	9 – 1
Exam and Tiers of Entry	Higher Tier (Grades 9 - 4) Foundation Tier (Grades 5 - 1) 2 x Biology exams (100 marks each) 2 x Chemistry exams (100 marks each) 2 x Physics exams (100 marks each)
Controlled assessment	The content includes 24 mandatory core practical investigations, 8 for each science. Students must carry out all mandatory core practical experiments listed and collate question responses which reflect their learning and practical experience. Knowledge and understanding from these will make up a minimum of 15% of the questions in the final written exams.
Post 16 and Employability Skills	These courses are excellent grounding for any student wishing to pursue the study of Science and Science related subjects at AS and A-level. Many of the practicals allow for relevant techniques to be developed which would be similar to those carried out on the forefront of research science.
What will I learn?	A broad range of scientific knowledge and understanding which will enhance and extend content delivered in Combined Science lessons. The course will provide teaching and learning of extension understanding and allow practical experiences related to complex theoretical concepts.
How will I learn?	A huge variety of practical work to underpin key concepts and theoretical understanding. This will be well resourced and supported by digital textbooks and online learning opportunities.
Other information	This route, in addition to Combined Science lessons, leads to three separate GCSE grades: Biology, Chemistry and Physics.
Staff Contact	Mr T Garratt timgarratt@fiveislands.org Ms Louise Bloor louisebloor@fiveislands.org

Option: Design Technology

Qualification Type	GCSE DT Specification
Exam Board	AQA
Grade Range available	9 - 1
Exam and Tiers of Entry	50% - 2 hour written examination. 100 marks. 1 Tier only.
Non-Exam Assessment (NEA)	50% - 30–35 hours approx. 100 marks. Portfolio of work and a final product.
Post-16 and employability skills	GCSE Design and Technology provides excellent grounding for the study of A-level Design. There is a wide spectrum of Degree courses in Design. You will learn skills that will transfer across to any working environment: Communication and Interpersonal Skills, Problem Solving, Using Initiative and Self-Motivation, Working under Pressure and to Deadlines, Organisational Skills and the Ability to Learn and Adapt.
What will I learn?	This qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices. The GCSE places emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.
How will I learn?	While this is a practical subject area, much of our time is spent researching, developing ideas, planning, producing products and evaluating them. For example, research can involve not only investigating printed matter and people's opinions, but also investigating for example proportions, adhesives, colour, structures and materials through practical work. There will be a small contribution charge towards the cost of materials if students want to take their projects home.
Staff Contact	Miss E Turner lizturner@fiveislands.org

Option: Engineering

Qualification Type	Vocational Level 2 Award Engineering Specification
Exam Board	WJEC - Eduqas
Grade Range	Distinction* - Distinction - Merit - Pass
Exam and Tiers of Entry	Unit 3: Solving Engineering Problems Written examination: time of exam - 1 hour 30 minutes 40% of qualification
Non-Exam Assessment (NEA)	Unit 1: Manufacturing Engineering Products Controlled assessment: 20 hours, 40% of qualification Unit 2: Designing Engineering Products Controlled assessment: 10 hours, 20% of qualification
Post-16 and employability skills	The WJEC Level 1/2 Vocational Award in Engineering has been designed to develop in learners the skills needed for progression from Key Stage 4 and GCSE learning to further education, employment and training. The successful completion of this qualification could provide the learner with opportunities to access a range of Level 3 qualifications, apprenticeships and vocationally related qualifications.
What will I learn?	The qualification introduces students to the various strands available within the engineering field, providing learners with the opportunity to develop knowledge, skills and understanding through tasks set in realistic work-related contexts.
How will I learn?	You will be taught how to present designs in different ways both by hand, on the computer and through the use of 2D and 3D drawing packages. You will produce a product from a series of working drawings where you will learn to use all the equipment in the workshop.
Staff Contact	Miss E Turner lizturner@fiveislands.org

Option: Hospitality & Catering

Qualification Type	VCERT: Level 1/2 Vocational Award Hospitality & Catering Specification
Exam Board	WJEC Eduqas
Grade Range	L1 Pass, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction*
Exam and Tiers of Entry	Unit 1: The Hospitality and Catering Industry - 90 minute online or paper-based assessment for all entrants
Controlled Assessment	Unit 2: Hospitality and Catering in Action - internally assessed externally moderated, portfolio of coursework and practical assessment.
Post-16 and employability skills	The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group.
What will I learn?	Learners will explore this vocational sector and the potential it can offer them for their careers or further study. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. Students will learn about Health and Safety in the kitchen, allergies and contaminated food and how to prepare, cook and present meals to a high standard.
How will I learn?	Learners will study in class, in a local placement, and through online research to develop knowledge of the hospitality and catering industry, then apply their learning to safely prepare, cook and present nutritional dishes. Students will also produce coursework to support unit 1, theory and have a practical assessment for unit 2.
Staff Contact	Mrs S Scott soniascott@fiveislands.org

Option: Drama

Qualification Type	GCSE Drama
Exam Board	Eduqas
Grade Range	1 - 9
Layout of the course	The Eduqas Drama GCSE is a practical course made up of three components, focusing on devising, performing, and evaluating theatre. The layout of this course will be dependent on the makeup of the KS4 group. The course could be heavily focused on lighting, sound, costume and make-up design. Or, if it is a group that is heavily into performance, the assessment can be made up of this or a mixture of the two. You do not need to be in the school productions in order to take this course.
Controlled Assessment	GCSE Drama is all assessed externally. Students need to keep an ongoing portfolio for Component 1.
Post-16 and employability skills	This course will prepare you for future employment as: Prop maker, Set designer, Make-up artist, Circus performer, Choreographer, Video editor, Camera operator, Audio visual technician, Dance teacher, Costume designer, Actor, Director, Singing Teacher, Voice over artist, Broadcast journalist.
How will I learn?	We will study performance through workshops working in teams and groups. We will also have the opportunity to study and analyse recorded performances.
Staff Contacts	Mrs Clare Simutis claresimutis@fiveislands.org

Option: Physical Education

Qualification Type	GCSE PE Specification
Exam Board	AQA
Grade Range	1 - 9
Exam and Tiers of Entry	Paper 1: 75 minute externally assessed exam for all entrants. Paper 2: 75 minute externally assessed exam for all entrants. Each paper is worth 30% of the final grade.
Controlled Assessment	Practical performance in 3 different activities. 1 must be an individual activity whilst another must be team based. The 3rd is either. This makes up 40% of the final grade.
Post-16 and employability skills	This course is a good stepping stone towards A Level or BTEC PE courses, as well as Level 3 courses in Sports Science and or Sports Coaching. The synoptic project shows that you can research and develop fitness programmes tailored to the individual and the Unit 1 course provides a sound grounding in human anatomy and physiology. These open up career opportunities in education, coaching, personal training and physiotherapy.
What will I learn?	You will learn about the four main body systems and how exercise and lifestyle can affect these. You will also learn how to create fitness programmes that can be tailored to individual needs. There is also a sports psychology and socio-cultural unit.
How will I learn?	The course is theory-based with opportunities for practical application. Changes to physiology and training methods will be taught through practical activities within the gym and Sports Hall environments. Practice for the practical part of the course will take place in some core PE lessons and outside of curriculum time.
Staff Contact	Mr A May adammay@fiveislands.org

Option: Computer Science

Qualification Type	GCSE Computer Science Specification
Exam Board	Edexcel
Grade Range	1-9
Exam and Tiers of Entry	One tier entry. Two exams: Paper 1 - Principles of Computer Science 1h 30 *(Written examination)* Paper 2 - Application of Computational Thinking 2 hours *(Practical on-screen examination)*
Controlled Assessment	NA
Post-16 and employability skills	Students who enjoy Computer Science at GCSE and are keen to continue can study A Level or other Level 3 Computing Courses. You will learn practical application of skills relevant to all employment sectors.
What will I learn?	• to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation • to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs • to think creatively, innovatively, analytically, logically and critically • to understand the components that make up digital systems, and how they communicate with one another and with other systems • to understand the impacts of digital technology to the individual and to wider society • to apply mathematical skills relevant to Computer Science.
How will I learn?	You don't need to have studied this subject before, and assessment is quite simply based on one written and one practical on-screen examination. You will learn through practical programming and theory lessons. The course is designed to give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the screens'. This is a demanding GCSE, recommended to students who are forecast a Grade 6 or above in Maths.
Staff Contact	Ms L Kendrick leighkendrick@fiveislands.org

Alternative Curriculum: Supported Options

We are committed to ensuring that every child at Five Islands Academy is supported to access a broad and balanced curriculum that will enrich their lives and prepare them well for their post-16 pathways. We aspire for every child to enjoy their school experience and to achieve a strong range of qualifications, including both GCSEs and carefully chosen alternative options where appropriate.

In consultation with students, parents and carers and with the support of Mrs Jewell as SENDCO, we will design a tailored programme for each child. This may include options from below:

Alternative Qualification	**AQA Unit Award Scheme**
Qualification Level	Entry 1 and Levels 1, 2 and 3
What and how will I learn?	The Unit Award Scheme (UAS) is a unique way to record learner achievement. Its 'can do' approach is used to boost student confidence, engagement and motivation. UAS allows all students to engage with learning and have their achievements formally recognised. Students are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience. The scheme boosts confidence, increases engagement and improves motivation, helping students to make progress on their lifelong learning journey. The scheme is a mix of practical and written work on a variety of short term projects, ranging from soap making to how the human body works and photography to engine maintenance. Most projects take a few weeks to complete allowing students to gain accreditation throughout the year and skills in a variety of subjects suitable to the learners ability and building on prior knowledge. Students can achieve an unlimited number of units each academic year, receiving certificates on-demand at any time throughout the year.
Staff Contact:	Mrs S Scott soniascott@fiveislands.org

Alternative Qualification	**Edexcel Entry Level Certificate in Science** **Edexcel Entry Level Certificate in Further Science**
Qualification Level	Entry Level - 1/2/3
What and how will I learn?	Edexcel Entry Level Certificate in Science is designed for students working below or, at the lower end of the GCSE Combined Science Foundation tier. It has been specifically designed to meet the needs of some students and can be taught as a stand-alone qualification or in conjunction with GCSE Combined Science. The subject content of the scheme focuses on the key topics and concepts of the Foundation tier course, but at a level that is more accessible and more appropriate for some students. The Pearson Edexcel Entry Level Certificate in Science and the Pearson Edexcel Entry Level in Further Science covers the majority of the Key Stage 4 programme of study in science. The aims and objectives of this qualification are to enable students to: ● acquire a body of basic scientific knowledge and an understanding of some important scientific ideas consistent with the programme of study ● develop basic experimental and investigative abilities ● develop a basic understanding of some of the important technological and environmental applications of science and the economic, ethical and social implications consistent with the programme of study ● develop an interest in science leading to further study at a higher level, e.g. the Edexcel GCSE in Combined Science. Each qualification is broken into 6 manageable units; two biology, two chemistry and two physics. The method of assessment consists of short unit tests which students can sit when they are ready to and at any time during the course.
Staff Contact:	Ms L Bloor louisebloor@fiveislands.org

Alternative Qualification	**Vocational Work Placements and Taster Sessions**
Qualification Level	N/A
What and how will I learn?	Work Experience can be a daunting prospect and we understand that some students will require a trusted adult to support them to go off-site and meet and mix with new people. A placement in a workplace can be a block of time (e.g., a week) or regular visits to a business over a period of time. It can be for short periods of time during the academic year or a longer period as part of a structured study programme leading to a supported internship. It is based on the place, train and maintain model that works very well for anyone who has difficulty learning new tasks in one setting and transferring the learning to a new setting. For some students, a trained job coach will be needed to ensure that the placement is a success. The key thing about work tasters is that they are short sessions for an individual that exposes them to a working environment and the typical activities that occur during the working day. This may involve shadowing an employee, trying a task, having a guided tour of the business or having a talk from the boss - or all of these things! A taster session is unpaid and usually arranged in collaboration with the SEND Caseworker at the Local Authority. These sessions can take the form of either a range of workplaces or, if students have a clear idea of what they would like to do, a series of sessions at the same workplace.
Staff Contact:	Mrs C Jewell charlottejewell@fiveislands.org

Alternative Qualification	**Edexcel Functional Skills English or Maths**
Qualification Level	Level 1 or Level 2
What and how will I learn?	Pearson Functional Skills qualifications are available in English and Maths. They are designed to equip learners with the practical skills they need to live, learn, and work successfully. We will discuss with students and parents on an individual basis whether a Functional Skills qualification would suit each child. Functional Skills qualifications can be achieved at Entry Level, Level 1 or Level 2 (equivalent to GCSE). Assessment is highly flexible, meaning that you can choose the method of assessment that's right for each learner and can be completed at any stage of the school year. In Maths, the course aims are to enable learners to become confident in their use of fundamental mathematical knowledge and skills and to apply these to solve simple mathematical problems or to carry out everyday and workplace tasks. In English, the qualification gives learners the opportunity to: ● Listen, understand and make relevant contributions to discussions with others in a range of contexts ● Apply their understanding of language to adapt delivery and content to suit audience and purpose ● Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing ● Write texts such as letters, emails and leaflets of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar ● Understand the situations when, and audiences for which, planning, drafting.
Staff Contact:	Mrs C Jewell charlottejewell@fiveislands.org