Sixth Form Subjects

Inspiring personal ambition and success
Moving into the Sixth Form is a significant stage in any young person’s academic career. The Sixth Form is an exciting time where students have the freedom to choose subjects they are interested in. New subjects are on offer, such as Psychology, Economics, Business, as well as subjects studied previously, and students are able to study with more specialisation – for example there are a number of different Art A Levels. Alongside this the responsibility for study becomes, in a greater part, the student’s – more independent work is set and students get a number of private study lessons in which they are expected to read around the subjects they are studying.

Over the course of the two years there is also more directed careers advice and advice in preparing for life after Seaford, whether that is the workplace, an apprenticeship, a GAP year, application to Art College, or using the UCAS system to apply for university. All students will be advised on an individual basis throughout the two years to make sure that they are in the best possible position to make decisions on the next step.

Alongside this, of course, are all of the extra-curricular activities Seaford offers. The range at Seaford is huge – from Mountain Biking to Drama, Fly-Fishing to Debating, Golf to Choir, Greenpower to CCF, Clay-Pigeon Shooting to D of E and, of course, a range of sports played to all levels. There is something for everyone and students are encouraged to get involved both inside and outside the classroom to achieve their personal bests. There are also more positions of responsibility and a greater input into the running of the school, whether that be as a prefect, a member of School Council, a Sports Captain, an Officer in the CCF or any other of the positions that are on offer. These experiences offer extensive personal development opportunities. Seaford develops well-rounded, articulate students who have the confidence to succeed.

In this booklet you will be given information on the academic life here at Seaford – the options that we offer and information about each one of them. I hope that this helps you as you begin to narrow down the choices or, indeed, if you already know what you are going to study. Please do contact us though for support and guidance if you have any uncertainties about the path you should take.

It is often said that the Sixth Form are the best two years at School – you are studying the subjects you want to, at the top of your School, with all of your friends around you. It is important that you work hard but that you also enjoy your Sixth Form years to the full, taking up every opportunity on offer to you. We look forward to you joining us.

Will Yates Deputy Head Pastoral & Academic (Sixth Form)
All Lower Sixth students choose three subjects initially. This allows students to focus their efforts on subjects they know are a solid choice that they enjoy and for which they are well-suited.

**Key Dates for deciding Sixth Form Options during Year 11:**

**Winter Term**

Parents’ Evening. Start the process of thinking and discussing, look at possible subjects and combinations. ATTEND TALKS and ENGAGE with subject.

- Ask about recommended requirements (e.g. Maths)
- ‘Gear Up’ & Target GCSE results
- November: Options Forms sent out via Firefly

- See Heads of Departments or if you need more advice, book an appointment with Mrs Yates (Head of Lower Sixth Form) to discuss possible options and combinations
- End of November: Options Forms deadline on Firefly
- December: We start the process of refining the Option Blocks*

*Whilst we strive to accommodate all choices, there may be times when it is not possible to structure the timetable and setting to accommodate all combinations of choices – in this event we will ask you to choose alternatives.
The Option Blocks are finalised in February and are likely to differ from this year’s.

IMPORTANT NOTES:

• After 19th February, any changes in subject choices must work within the published Option Blocks
• Subject choices will be confirmed to parents following the ‘post Mocks’ Parents’ Evening, allowing for final ‘tweaks’ based on mock results
• Changes to options following results in August are possible, but depend on availability and set numbers. Please see Mrs Yates as a matter of priority following results if a change in options is required
UCAS is the Universities Centralised Admission System for degree courses at universities and colleges. Tutors keep in close touch with their Tutees about their hopes and potential, discuss options in depth, and guide Tutees through the relevant application procedure. All students will have a briefing on how to apply through UCAS Apply (internet application). Students, with their parents, will be introduced to these at the Higher Education day held every year in June.

The Tutor will prepare the student’s academic and personal reference. The Tutor and Head of Sixth Form will also arrange mock interviews in preparation for the real thing for those applying for courses where interviews are the norm (medicine, law Oxbridge applications). When A Level results are known, the Tutor and Sixth Form management team will be available to help any students who may need it.

University Guidance

Our aim is to help students identify the right courses and the right institutions for them as individuals and then secure acceptance at them.

The Tutor is the student’s key advisor. At key moments the Tutor will encourage the student to take a longer view. Choice of GCSE subjects is the first of these moments, when the student has to decide which subjects engage him or her the most and which make best use of existing talent. Choice of A Level subjects is next, when students should be matching existing strengths and future ambitions, and laying a foundation for higher education. The focus on university plans begins in earnest in the Lower Sixth. Students are introduced to the available options by a programme of visiting speakers and tutorial sessions that starts in the Autumn term of the Lower Sixth. Tutors at this stage are encouraging students to research the options and talk about what suits them best, and to arrive at some provisional decisions in the Summer term of the Lower Sixth. The last week of the year is also the time our Higher Education day takes place to give students a taste of all the different options available post Seaford.
University applications are completed and submitted in the Autumn term of the Upper Sixth, and during the Lent term of the Upper Sixth those applying to University should be receiving offers which will give them a target to aim at for their summer exams.

The Tutor is backed by a specialist team: our Deputy Head, Sixth Form (Mr Yates), Assistant Head of Sixth Form (Mr Pitteway), Head of Careers and Director of Academic Performance (Mr Doy), are all ready to advise on specialist aspects of entrance to UK universities. In addition, the Head of Art (Mr Grantham-Smith) will advise on entry to Art Colleges.

For the last few years, we have held special sessions for parents in the Autumn term, when a speaker closely involved in university admissions has discussed the parental perspective.

**Key dates:** Lower Sixth:
- February – A talk on the UCAS process from an Admissions Officer’s perspective
- June – Higher Education Day – to inform of all options for life post Seaford (Gap Years, Studying abroad, private universities etc)

**Key dates:** Upper Sixth:
- September – a day’s seminar on writing personal statements delivered by an external organisation
- October 15th – deadline for all Oxbridge applications as well as Medicine, Veterinary Science and Dentistry
- Half term – internal deadline for all students to have completed their personal statement
- January 15th – deadline for all applications to be completed and sent

### University points

The points are as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>A Level</th>
<th>BTEC</th>
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<tbody>
<tr>
<td>56</td>
<td>A*</td>
<td>Distinction*</td>
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<tr>
<td>48</td>
<td>A</td>
<td>Distinction</td>
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<td>40</td>
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<td>32</td>
<td>C</td>
<td>Merit</td>
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<td>24</td>
<td>D</td>
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<td>16</td>
<td>E</td>
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Therefore, a student achieving a BBC at A Level would earn 112 points.

A student achieving a Distinction at BTEC and two B grades at A Level would achieve 128 points.

### Careers at Seaford

Many of our students at Seaford will want to go on to University, and Mr Pitteway, Assistant Head of Sixth Form, is in charge of the Higher Education and UCAS application process. In addition to getting our students ready for university, the Careers Department aims to introduce students to alternatives to university such as apprenticeships and work-place training. A number of speakers from business and other fields of interest will be visiting the School, addressing the interests of all students, whatever path they eventually decide upon. We also run the Young Enterprise programme for students in the Lower Sixth, which allows our potential entrepreneurs to get a taste of running a business, and which is a highly valuable part of the careers package here at Seaford.
Art, Craft & Design
A Level (AQA)

Head of Department: Mr A J Grantham-Smith
Teaching Staff: Mr A J Grantham-Smith, Mr A Kirkton, Mrs H Hatton

Subject Overview:
A broad-based course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and media associated with aspects of two or more of the titles below: Fine Art; Graphical Communication; Textile Design; Three-Dimensional Studies.

Modules:
• Terms 1 & 2 – Expanding Existing Student Knowledge: Over the first two terms students experience a range of practical and theoretical workshops that build upon existing student knowledge
• Terms 3 & 4 - Component 1 Personal investigation: This is a practical investigation supported by written material. Students are required to conduct a practical investigation into an idea, issue, concept or theme, supported by written material
• Terms 5 & 6 - Component 2 Externally set assignment: The exam board issues a question paper which consists of a choice of eight questions to be used as starting points. Students are required to select one to base this unit of work on. At the end of this unit students undertake a timed examination study. Supervised time – 15 hours
Expectations:
An ability to work with autonomy is essential to fully engage with all ‘arts’ subjects. Students must be prepared to not only work hard in lessons but also be prepared to invest substantial time outside the taught curriculum working on weekly prep assignments. Students must also be open to new experiences and be willing to take artistic risks within their emerging work.

Future:
Art based A levels contribute UCAS points to most Degree courses and are obviously essential qualifications for anyone wishing to further their education to Art College, Design based courses, or Architectural routes.

Key Skills:
Students could develop skills in the following throughout the course:

- Graphic communication: including interactive media; Textile design; Three-dimensional design; Photography

Recommended Entry Requirements:
Students should have successfully completed an Art based GCSE (preferably Fine Art or Art, Craft & Design). Minimum grade - B or above.

A good command over vocabulary and an ability to write well is essential.

“No words can really explain A Level Art. But I love it. I’m inspired every time I walk into Seaford’s spectacular Art Gallery and classrooms.”

Seaford Student
Biology
A Level (Edexcel B)

Head of Department: Mr S d’Agar
Teaching Staff: Mr S d’Agar, Ms K Bloomer, Mr G Barham, Mr A Plewes

Subject Overview:
Biology is not only the window into the fascinating world of living things, it is also the door to a lifelong interest in subjects which are vital to solving problems spawned by the 21st century.

As well as 3 exams at the end of the 2 years there is an additional practical endorsement certificate. The practical assessment is assessed against the candidate’s ability to complete core competencies and biological techniques by the end of the two years. There is no formal marking scheme for this and so it opens up limitless opportunities for practical work within the constraints of the course content and time limits.

Topics:
There are no modules, but the course is split into the 10 topics below:

• Biological molecules
• Cells, viruses and reproduction
• Classification and Biodiversity
• Exchange and transport
• Respiration and photosynthesis
• Disease biology
• Genetic engineering
• Population genetics
• Bodily control – nerves and hormones
• Ecosystems
Studying Biology at A Level has allowed me to question how all of the life around me is managing to survive, given all of the complex and varied processes that are going on at any one time. The practical work we do fits well with the theory that we learn and it is good to know that our practical work can also give us an additional qualification on top of the A Level grade.

Expectations:

Students are encouraged to fully participate in lessons, whether this be in discussion or debate led lessons, practical work, group tasks or independent activities. It is important that private study time is utilised effectively, revisiting lesson content, spending time on prep tasks and researching topics further. It is important to ask for help when it is needed from the start of the course. Biology is a progressive subject, with topics linking together. Struggling with one topic will only make future learning more difficult.

Future:

An A Level qualification in Biology is a highly respected qualification. Not only does it show a student’s academic strengths but also shows practical skills and the ability to work in groups and independently. Universities welcome these kind of skills regardless of the discipline being applied for.

Future:

There are a wealth of courses and careers in the Biological field, which range far beyond the well-known careers of Medicine and Research.

Key Skills:

Throughout the course students are expected to develop 11 core competencies and 12 key practical techniques including: identifying hazards and assessing risks; using appropriate software and/or tools to process data; carry out research and report findings; using sampling techniques in fieldwork; using ICT such as computer modelling, or data logger to collect data, or use software to process data.

Recommended Entry Requirements:

Minimum 6/6 in GCSE Combined Science or 6s in the separate Sciences and a 6 in GCSE Maths.

"Studying Biology at A Level has allowed me to question how all of the life around me is managing to survive, given all of the complex and varied processes that are going on at any one time. The practical work we do fits well with the theory that we learn and it is good to know that our practical work can also give us an additional qualification on top of the A Level grade."

Seaford Student
Business
A Level (Edexcel)

Head of Department: Mr E Reynolds
Teaching Staff: Mr M Pitteway, Mr E Reynolds, Mrs K Naylor

Subject Overview:
Business aims to encourage an understanding and appreciation of business constraints and how successful companies use their resources to overcome them. During the two year course students develop a critical understanding of the following: the internal functions of business organisations of all types, from start-ups to multinational organisations; the ever-changing external environment within which businesses operate and the effects this can have upon decision-making within a business; major topical issues that can generate change for business organisations and the ways in which businesses respond to these issues; and the range of ‘stakeholder perspectives’ that can affect business activities.

There are 3 exams, all of which are taken at the end of the course in summer 2018:

- **Paper 1**: Marketing, people and global businesses, 2 hour written exam, 35% of A Level
- **Paper 2**: Business activities, decisions and strategy, 2 hour written exam, 35% of A Level
- **Paper 3**: Investigating business in a competitive environment, 2 hour written exam, 30% of A Level
Expectations:
Students are expected to: engage in the ‘wider world’ of business through reading newspapers and magazines; take part in business competitions such as ‘Young Enterprise’; keep up-to-date with current affairs; undertake wider background reading and show real interest in the subject.

Future:
Many students who take A Level Business go on to study a related degree (most universities offer a variety of Business and Management courses).

After university, a Business degree will enable you to work in almost any work environment, whether it is starting your own business or working for a multinational corporation.

Key Skills:
Transferable skills include: carrying out calculations, interpreting data, making and presenting arguments, making and justifying decisions, identifying problems and proposing solutions, conducting research and challenging assumptions.

Recommended Entry Requirements:
No previous knowledge of Business is required, however an interest in current affairs and recent history is an advantage, as is the willingness to engage in discussion and debate. Good reading skills and ability to interpret written text and data is essential.

Whilst there is no specific GSCE Maths requirement for A Level Business students are expected to have good arithmetic skills and understand techniques with a numerate element to them, investment appraisal for example.

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I like studying Business and discussing current business cases and issues. I’m part of Seaford’s Young Enterprise team and I like the entrepreneurial opportunities it gives me. I’d love to go to LSE and then do a Masters.”

Seaford Student
Chemistry A Level (OCR)

Subject Overview:
A Level Chemistry can open many doors for you in the future. It is seen, and quite rightly so, as a challenging, academic and rigorous subject that will impress a lot of universities/employers. The course is split into six teaching modules which collectively cover the following areas: practical skills; foundations; the periodic table and energy; core organic chemistry; physical chemistry and transition elements as well as organic chemistry and analysis.

Modules:
- Periodic table, Elements and Physical chemistry (Module 01): 100 marks, 2 hours 15 minutes written paper
- Synthesis and Analytical techniques (Module 02): 100 marks, 2 hours 15 minutes written paper
- Unified chemistry (Module 03): 70 marks, 1 hour 30 minutes written paper
- Practical Endorsement in chemistry (Module 04): This module does not contribute to the overall A Level grade but develops practical skills
Expectations:
By taking Chemistry you are expected to develop some very useful skills that can be applied well outside of the subject discipline; these include problem solving, numeracy, practical skills as well as developing a broad scientific background.

Future:
An A Level in Chemistry can lead to many careers in healthcare such as medicine, pharmacy and dentistry but is also extremely useful in careers in the biological sciences, physics, mathematics, pharmacology and analytical chemistry. Chemistry is also taken by many Law applicants as it shows you can cope with difficult concepts. Chemistry brings a nice balance to your studies if you are doing many Arts subjects. You need Chemistry to study Veterinary Medicine, many universities asking for an A but some allowing a B. Almost every medical school in the country asks for A Level Chemistry.

Key Skills:
You should learn to: develop essential knowledge and understanding of different areas of the subject and how they relate to each other; develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods:

• develop competence and confidence in a variety of problem solving skills
• understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society

Recommended Entry Requirements:
This specification has been developed for learners who wish to continue with a study of Chemistry at Level 3 in the National Qualifications Framework (NQF). The A Level specification has been written to provide progression from GCSE Combined Science (Trilogy/Synergy), GCSE Chemistry or from AS Chemistry. It is expected that learners will have at least a Grade 6 at GCSE Chemistry or a 6/6 at GCSE Combined Science and a Grade 6 in Maths, as 20% of the exam questions are now Maths based and require the use and manipulation of chemical equations and calculations.
Classic Civilisation
A Level (OCR)

Head of Department: Mr T Farmer
Teaching Staff: Mr T Farmer

Subject Overview:
Three units which are likely to be Homer’s Odyssey, Greek Theatre and Greek Religion.

Modules:
Three units leading to an examination on each unit.
**Expectations:**

An interest in and enthusiasm for the subject; commitment, a positive approach and a good work ethic. A good grade already obtained at GCSE for English Language is an advantage as is a qualification in English Literature. No prior study of the subject at GCSE or elsewhere is necessary to take up Classics at A Level. Candidates should be aware, as with all A Level studies, that work is necessary outside the classroom and that lessons are therefore a catalyst for what goes on in private study time.

**Future:**

An A Level qualification in Classics is a highly respected qualification. The Greek and Roman civilisations have given us much on which we base our own. To study this subject therefore is to study our own history. The subject provides a gateway to many degree courses in many areas and to various careers, with employers still looking favourably on Classics students due to the disciplines involved in studying the subject.

**Key Skills:**

Within each unit candidates will have the opportunity to develop key skills of knowledge, understanding and evaluation through their detailed response to the material studied. The work with set texts allows students to appreciate some of the greatest ancient writers who have provided modern authors with a source of inspiration. Perhaps most importantly, I would recommend a study of the subject for enjoyment.

**Recommended Entry Requirements:**

Grade 5 or above in English language at GCSE level. A qualification in English Literature and/or History at GCSE Level would be an advantage.

“

I enjoy studying Classics and I plan to read Classics at University.”

Seaford Student
Computer Science A Level (OCR)

Head of Department: Mr D Crook
Teaching Staff: Mr D Crook

Subject Overview:
Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It’s an intensely creative subject that allows students to develop the skills to solve problems and design their own systems.

Modules:
Computer Systems:
- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data

- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues
  2 hour paper (40% of total A Level)
- Algorithms and programming
- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms
  2 hour paper (40% of total A Level)

Programming Project: Students can choose to develop a program or game of their own choice. Non-exam assessment (20% of total A Level).
Computer Science interests me because I like solving problems and I’d like to go into software design.”

Seaford Student
Drama and Theatre
A Level (WJEC)

Head of Department: Dr J Askew
Teaching Staff: Dr J Askew

Subject Overview:
The A Level qualification in Drama and Theatre comprises three elements. One involves the preparation and performance of a devised piece of work with an accompanying portfolio that is marked by the teacher and moderated by the exam board.
The second involves the performance of an extract and a reinterpretation of an extract from different published plays, and is marked by a visiting examiner.
The third is a written examination for which students study two set texts and have the opportunity to write from the point of view of a director, designer or performer.

Modules:

Theatre Workshop (20%): learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text, using techniques and working methods of an influential theatre practitioner or company. This is accompanied by a creative log. Internally assessed, externally moderated.

Text in Action (40%): learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC.

Text in Performance (40%): written examination (2 hours 30 mins) on two ‘open book’ questions based on two different texts, one pre-1956 and one post 1956, as well as one question based on an extract prescribed by the exam board.
Expectations:

Students will need to be able to offer a high level of ability as a performer. They will also require very good literacy skills, and a keen interest in developing their knowledge and understanding of different theatrical styles and genre. Students must have good independent learning skills as well as the ability and desire to work as part of an ensemble within lesson time. It will be expected that students are prepared to undertake additional rehearsals in preparation for assessed performances.

Future:

An A Level qualification in Drama and Theatre can be an invaluable asset. Candidates who have completed the course successfully have subsequently taken a broad variety of career paths. It is an essential qualification for anyone considering a career in the theatre industry. However, its focus on collaborative work, independent research, creative thinking and practical application of ideas are highly valued in careers such as marketing, events management, teaching, project management and business. Former students frequently comment on the diverse usefulness of skills developed while studying this subject.

Key Skills:

The following key skills are identified by the exam board as integral to the course: Communication; Working with Others; Using Information Technology; Improving ‘Own Learning and Performance’ and Problem Solving.

Recommended Entry Requirements:

GCSE Drama Grade 5 and/or English Grade 6.

“Drama not only inspired my dream of pursuing an acting career, but also helped me to be myself.”

Max Jukes
(who went on to study Drama at Guildford School of Acting)
**Subject Overview:**

This is a new specification as from September 2017 and is a completely revised A Level developed from the DfE prescribed content. AS and A levels will be decoupled – this means that AS results will no longer count towards an A Level, in the way they do now. There is a key Ofqual requirement that 15% of the marks in the exam assess mathematical skills in the context of design and technology. However, designing and making is still at the heart of the course.

- Students will study historical, social, cultural, environmental and economic influences on Design and Technology and put their learning into practice by designing and making products
- Students will develop an understanding of what it is like to be a designer and maker
- Students should develop skills useful for employment and higher education

**A Level - Specification at a glance:**

- **Paper 1:** Technical Principles 30%
  2 h 30 - 120 marks
  Mixture of short and extended response

- **Paper 2:** Designing and Making Principles 20%
  1 h 30 - 80 marks
  Mixture of short and extended response
  Product analysis questions
  Commercial manufacture questions

Head of Department: Mr D Shaw
Teaching Staff: Mr D Shaw, Mr P Harker
Non Examination Assessment (NEA) 50%

- 45 hours
- Single substantial design and make task
- Written or electronic portfolio. Must include photographic evidence of practical outcome

Expectations:

In all lessons, candidates will need to be able to offer a high level of concentration in order that new concepts can be appreciated and understood quickly and permanently. Candidates will need to be able to work independently and safely within the workshop environment and have achieved a good pass at GCSE level which sets the foundations on which the course is built. Candidates should understand that class contact time must be supported by their commitment to consolidate their own understanding in their own Private Study time.

Future:

A wide range of careers, further education and degree courses can be studied within the Art, Design, Architecture and Engineering fields (to name a few!).

Key Skills:

Sketching, Design, Manufacturing, Workshop Skills, Production, CNC and CAD.

Recommended Entry Requirements:

GCSE Grade 6, but must have scored a high Grade 6 or above in the exam and have a strong interest in the subject.

Non Examination Assessment (NEA) 50%

• 45 hours
• Single substantial design and make task
• Written or electronic portfolio. Must include photographic evidence of practical outcome

Expectations:

In all lessons, candidates will need to be able to offer a high level of concentration in order that new concepts can be appreciated and understood quickly and permanently. Candidates will need to be able to work independently and safely within the workshop environment and have achieved a good pass at GCSE level which sets the foundations on which the course is built. Candidates should understand that class contact time must be supported by their commitment to consolidate their own understanding in their own Private Study time.

Future:

A wide range of careers, further education and degree courses can be studied within the Art, Design, Architecture and Engineering fields (to name a few!).

Key Skills:

Sketching, Design, Manufacturing, Workshop Skills, Production, CNC and CAD.

Recommended Entry Requirements:

GCSE Grade 6, but must have scored a high Grade 6 or above in the exam and have a strong interest in the subject.

“Students have thoroughly enjoyed their experience in Design and Technology and have gone on to various design based degree courses or been inspired to set up their own businesses based on the skills learnt on the course.”

D Shaw, Head of DT
Economics
A Level (AQ)

Head of Department: Mr E Reynolds
Teaching Staff: Mr M Pitteway, Mr E Reynolds, Mrs K Naylor

Subject Overview:
Economics is the study of how society produces, distributes and consumes resources and wealth. It tries to explain the reasons why we make and buy different things, and also how the government manages and runs the economy. The course consists of two broad areas which are studied in parallel: Micro-economics (the study of Markets, Market Failure, Business Economics, Income Distribution and Government Intervention in market) and Macro-economics (the study of the workings of the National Economy, Macro-economic Performance, Government Policies and International Economics).

A range of teaching and learning styles is used during the course. Formal teaching is combined with discussion, case studies, task-based learning, interactive use of ILT and video, all pitched at A Level appropriate to the age and experience of students. There are 3 exams, all of which are taken at the end of the course in summer 2018:

- **Paper 1:** Markets and Market Failure (2 hour written exam, 33.3%)
- **Paper 2:** National and International Economy (2 hour written exam, 33.3%)
- **Paper 3:** Economic Principles and Issues (2 hour multiple choice and written exam, 33.3%)
Expectations:
Students will be expected to: maintain a good awareness of current affairs as exams will be based on real-life information; keep up-to-date with current affairs and undertake wider background reading; show interest in the subject and challenge themselves; complete all homework on time and to the best of their ability; review and learn from their work and understand how each topic builds on those they have studied.

Future:
Economics is regarded by universities and employers as one of the most highly regarded academic subjects. It provides an excellent background for degree level study and careers in Business & Management, Finance & Accounting, Law and Politics.

Key Skills:
A range of Research, Reading and Discursive skills are developed in the course. Numeracy and Literacy are key skills that are required throughout.

Recommended Entry Requirements:
You will need to have GCSE Maths and English Grade 6 or equivalent, as there is a need to use and interpret graphs and data.

You will also need to be able to write fluent and persuasive English.

“Economics is very relevant to the world today; it gave me a greater understanding of news headlines on many issues, from interest rates to news about major businesses. The variety of teaching methods used in this course constantly keep your attention. You get the chance to discuss issues in the news and about the broader economy, as well as following the syllabus.”

Seaford Student
English Literature
A Level (Edexcel)

Head of Department: Ms H Johnson
Teaching Staff: Ms H Johnson, Mr J Doy, Mrs S Roberts, Mrs A Doy, Miss S Hollis

Subject Overview:
A Level English Literature is made up of four components: Drama, Prose, Poetry and Coursework. Students study texts across the range of periods and genres for the three examined papers and have a free choice of two texts for their course work.

Modules:
• **Component 1:** Drama 30% of total qualification – students study one Shakespeare play and one other drama from either tragedy or comedy. Students also study a critical anthology relating to the selected plays and or genres. They will sit a 2hr 15 minute exam containing two questions. Example texts: ‘King Lear’ and ‘A Streetcar Named Desire’

• **Component 2:** Prose 20% of total qualification – students study two prose texts from a chosen theme. At least one must be pre-1900. They will sit a 1 hr exam containing one question. Example texts: ‘The Handmaid’s Tale’ and ‘Frankenstein’

• **Component 3:** Poetry 30% of total qualification – students study a selection of post-2000 poetry and a range of poetry from either a specified literary period or a named poet from within a literary period. Example texts: ‘The Forward Book of Poetry’ and ‘The Wife of Bath’s Prologue and Tale’
I enjoy English Literature and I have always had an interest in Shakespeare. This came to life when I visited Stratford-upon-Avon last year."

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**Key Skills:**

Within each unit candidates will have the opportunity to develop key skills in written communication, literary analysis, presenting an argument and creative reading.

**Expectations:**

Students will be expected to read widely and write regular weekly term-time essays. Lessons are often discursive and exploratory so a willingness to air your ideas in class is essential.

**Future:**

English Literature is a highly respected qualification that combines high level reasoning and analysis with the need for exceptional written communication skills. It is also an opportunity to extend the students’ cultural and historical knowledge.

**Recommended Entry Requirements:**

IGCSE English Literature, minimum Grade 7.

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**Component 4:** Coursework 20% of total qualification - students choose two texts not studied in the rest of the course on which to write a comparative essay. Example texts: ‘The Great Gatsby’ and ‘Death of a Salesman’

**Key Skills:**

Within each unit candidates will have the opportunity to develop key skills in written communication, literary analysis, presenting an argument and creative reading.

**Expectations:**

Students will be expected to read widely and write regular weekly term-time essays. Lessons are often discursive and exploratory so a willingness to air your ideas in class is essential.

**Future:**

English Literature is a highly respected qualification that combines high level reasoning and analysis with the need for exceptional written communication skills. It is also an opportunity to extend the students’ cultural and historical knowledge.

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**Recommended Entry Requirements:**

IGCSE English Literature, minimum Grade 7.
Fine Art
A Level (AQA)

Head of Department: Mr A J Grantham-Smith
Teaching Staff: Mr A J Grantham-Smith, Mr A Kirkton, Mrs H Hatton

Subject Overview:
Students should produce practical and critical/contextual work in one or more areas of study, for example: drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation) and photography.

Modules:
- **Terms 1 & 2**: Expanding Existing Student Knowledge. Over the first two terms students experience a range of practical and theoretical workshops that build upon existing student knowledge
- **Terms 3 & 4**: Component 1, Personal investigation. This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material
- **Terms 5 & 6**: Component 2, Externally set Assignment. The exam board issues a question paper which consists of a choice of eight questions to be used as starting points. Students are required to select one to base this unit of work on. At the end of this unit students undertake a timed examination study. (Supervised time – 15 hours)
Expectations:
An ability to work with autonomy is essential to fully engage with this subject. Students must be prepared to not only work hard in lessons but also be prepared to invest substantial time outside the taught curriculum working on weekly prep assignments. Students must also be open to new experiences and be willing to take artistic risks within their emerging work.

Future:
Art based A levels contribute UCAS points to most Degree courses. Art based A levels are obviously essential qualifications for anyone wishing to further their education to Art College, Design based courses, or Architectural routes.

Key Skills:
Students could develop the following throughout the course:
- appreciation of different approaches to recording images
- awareness of intended audience or purpose
- understanding of the conventions of figurative/representational and abstract/non-representational imagery or genres
- appreciation of different ways of working
- understanding of pictorial space, composition, rhythm, scale and structure
- appreciation of colour, line, tone, texture, shape and form

Recommended Entry Requirements:
Students should have successfully completed an Art based GCSE (preferably Fine Art or Art, Craft & Design). Minimum grade - 6 or above. A good command over vocabulary and an ability to write well is essential.

I’m planning to study Fine Art at a London Art College and enjoyed exhibiting my work at Seaford’s Art Exhibition last year.”

Seaford Student
French A Level (Edexcel)

Teacher In Charge: Mlle H Martin
Teaching Staff: Ms J Stroudley, Mlle H Martin, Mrs J Linford, Miss A Loten

Subject Overview:
Students study language in the context of four different themes: Theme 1: Les changements dans la société française; Theme 2: La culture politique et artistique dans les pays francophones; Theme 3: L’immigration et la société multiculturelle française; Theme 4: L’Occupation et la Résistance. In addition they will study a film and a work of literature. They will be improving their listening and reading comprehension skills, learn to do good translations and gain confidence in discussing affairs and writing on different topics.

- **Paper 1**: Listening, reading and translation. Written examination: 1 hour and 50 minutes 40% of the qualification
- **Paper 2**: Written response to works and translation. This paper draws on the study of two discrete French works: either two literary texts, or one literary text and one film. Written examination: 2 hours and 40 minutes 30% of the qualification
- **Paper 3**: Speaking Internally conducted and externally assessed. Two tasks - discussion on a theme and presentation and discussion on a research project. Total assessment time: between 21 and 23 minutes, which includes a single period of 5 minutes formal preparation time 30% of the qualification; All exams will be in May/June of the second year
Expectations:
Students must understand that a certain level of commitment is required to achieve success. Learning vocabulary takes time, as does reviewing and practising grammar points. Regular application to both of these helps to ensure success. A study stay in France is also extremely beneficial and very much encouraged. The school can help with this but at this stage it is expected that students make their own arrangements.

Future:
An A Level qualification in a language is regarded as quite an achievement. It opens so many doors in so many areas. A study stay abroad is also very impressive on your CV or UCAS application. The skills you will be using whilst studying a language will increase your suitability for higher education and your employability - research, presentation, discussion, listening to others, knowledge of current affairs, appreciation of different cultures, self expression, to name just a few.

Key Skills:
Students will be developing their skills of listening, reading, speaking and writing. They will gain a greater awareness of the wider world and discuss issues which affect them. They will also learn something of the culture and history of France.

Recommended Entry Requirements:
GCSE Grade 6 minimum, preferably Grade 7 or 8.

“ I enjoy learning about culture and politics and speaking another language. I want to work abroad in the future.”
Seaford Student
Further Maths A Level
A Level (Edexcel)

Head of Department: Mr S Kettlewell
Teaching Staff: Mr S Kettlewell, with some modules taught by Mr J Percival, Mrs B Jinks or Dr N Pothecary

Subject Overview:
A Level Further Mathematics comprises four exams that are taken at the end of two years. Three quarters of the components cover Pure Mathematics and one quarter will involve Applied Mechanics.

Components:

- Further Pure 1, 2 & 3
- Further Mechanics 1
- **Scheme of Assessment:** Four 1½ hour component papers. These exams are taken at the end of the second year
Many students have gone on to study at either Oxford or Cambridge University and at a range of other well-known top universities. The Head of Department does keep in touch with past students and can let future students know of the type of careers the past students have taken up.”

Seaford Student
Geography
A Level (Cambridge International)

Head of Department: Mr N Angier
Teaching Staff: Mr N Angier, Mr J Follows, Miss E Le Barth, Mr J Hart

Subject Overview:
Geography is the study of both the natural and human environments. This involves a wide range of skills and knowledge including visits both home and abroad. There are two AS papers and two A2 papers; these are one and a half hours each.

NB: A stand alone AS is not available for this subject.

Modules:

- **AS Physical Geography** - The basics of the natural side of the subject are covered
- **AS Human Geography** - The basics of the people side of the subject are covered
- **A2 Advanced Physical Options Geography** - A chance to specialise in specific physical areas of Geography e.g. Plate Tectonics
- **A2 Advanced Human Options Geography** - A chance to specialise in specific human areas of Geography e.g. Globalisation
There is a lot of work to do but I actually discovered that I enjoyed it and found Geography fascinating.’ James Smith (went on to study for a Geography degree). Past students, such as Jossie Kyte and Alastair Kent, have found Geography A Level to be a useful asset, not only in accessing further study at university but in their future career.

Expectations:
Commitment and initiative is expected from students throughout. There is an emphasis on research and individual investigation work. Students are expected to produce written work on a regular basis. Essay writing skills are particularly important.

Future:
A very good broad preparation for numerous careers. Geography graduates are highly employable as they have a wide range of skills and attributes. In conjunction with a number of other qualifications, as a well-respected A Level, Geography enables access to a wide range of university courses.

Key Skills:
Map and fieldwork, essay writing, analysis and presentation skills are required and developed throughout. IT proficiency and self directed study are key skills for Geography.

Recommended Entry Requirements:
Grade 6 at GCSE is recommended.
Subject Overview:

An A Level in Government and Politics is comprised of three units, all examined at the end of the two year course. These units assess students’ ability to construct arguments and analyse politics mechanisms.

Modules:

- **UK Politics**: A study of British democracy, political parties, electoral systems, the media and the ideologies of Conservatism, Liberalism and Socialism. This is worth 33% and assessed in a 2 hour exam.

- **UK Government**: A study of the British Parliament, Prime Minister, constitution and the relationship between them, as well as the ideology of nationalism or anarchism. This is worth 33% and assessed in a 2 hour exam.

- **US Politics**: A study of the US constitution, federalism, congress, presidency, Supreme Court, democracy and participation. This is worth 33% and assessed in a 2 hour exam.
Expectations:

Students are expected to conduct at least 3 hours of private study a week alongside prep set by their teacher. Students should spend 1 hour consolidating class notes into revision materials, 1 hour reading ahead of the course and 1 hour conducting wider research. Most importantly, students should be reading or watching the news every day to stay abreast of political affairs.

Future:

Politics is a useful choice for a wide range of careers and can be combined with a wide range of science, social science and humanities subjects at A Level and in higher education. Politics students learn to develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes. They will gain an understanding of the structures of authority and power within the UK and American political systems and how these may differ from those of other political systems.

Key Skills:

The course enables students to comprehend and interpret political information in a variety of forms, to analyse and evaluate, identify parallels, connections, similarities and differences. Also to select and organise relevant material to construct arguments and explanations leading to reasoned conclusions and to communicate arguments and explanations with relevance and clarity, using appropriate political vocabulary.

Recommended Entry Requirements:

GCSE History Grade 6 is highly recommended but those with a 6 in English Literature will also be considered.

“A significant proportion of students of Government and Politics at Seaford go on to university to study politics, often in combination with history or international relations. ‘My interest in politics developed initially whilst being involved in the Youth Parliament in my hometown Kirovograd, Ukraine for which I was elected head. My choice of A Level Politics at Seaford has given me the essential knowledge needed to understand the basics of history, politics and international issues in order to continue my academic studies and to fulfil my aspirations to work for an international organisation.”

Yeva Agayan
Graphical Communication
A Level (AQA)

Head of Department: Mr A J Grantham-Smith
Teaching Staff: Mr A Kirkton

Subject Overview:
Students should produce practical and critical/contextual work in one or more areas of study, for example: interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, motion graphics, design for film and television.

Modules:
- **Terms 1 & 2** - Expanding Existing Student Knowledge. Over the first two terms students experience a range of practical and theoretical workshops that build upon existing student knowledge
- **Terms 3 & 4** - Component 1 Personal investigation. This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material
- **Terms 5 & 6** - Component 2 Externally set assignment. The exam board issues a question paper which consists of a choice of eight questions to be used as starting points. Students are required to select one to base this unit of work on. At the end of this unit students undertake a timed examination study. Supervised time – 15 hours
Expectations:
An ability to work with autonomy is essential to fully engage with all ‘arts’ subjects. Students must be prepared to not only work hard in lessons but also be prepared to invest substantial time outside the taught curriculum working on weekly prep assignments. Students must also be open to new experiences and be willing to take artistic risks within their emerging work.

Future:
Art based A levels contribute UCAS points to most Degree courses. Art based A levels are obviously essential qualifications for anyone wishing to further their education to Art College or Design based courses.

Key Skills:
Students could develop the following throughout the course:

- ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of graphic communication
- appreciation of the relationship of form and function
- appreciation of the appropriate use of typography (which could include hand lettering and calligraphy)
- understanding of a variety of materials and genres

Recommended Entry Requirements:
Students should have successfully completed an Art based GCSE (preferably Graphical Communication). Minimum grade - 6 or above. A good command over vocabulary and an ability to write well is essential.

“I want to be a game designer and really enjoy using my creative talent.”

Seaford Student
History A Level (OCR)

Head of Department: Mr J Gisby
Teaching Staff: Mr J Gisby, Mrs L Stitt, Miss M Beard

Subject Overview:
An A Level in History is comprised of four units with three exams at the end of the two year course. These units assess students’ ability to construct arguments and evaluate historical ideas.

Modules:

• **British History:** A study of Britain over a period of 100 years looking at the evolution from Churchill to Blair. This unit is worth 25% of the entire A Level

• **Non British:** Why was the world plunged into war twice within 20 years? This topic examines International Relations from 1890-1945. This unit is worth 15% of the entire A Level

• **Thematic Study:** This exciting unit examines the changes in warfare from Napoleon to the end of the Second World War looking at soldier quality, tactics and strategy, public opinion. This unit is worth 40% of the entire A Level

• **Coursework:** An independent study guided by the History Department of 4000 words, worth 20% of the entire A Level
Expectations:
Students are expected to conduct at least 3 hours of private study a week alongside prep set by their teachers. Students should spend 1 hour consolidating class notes into revision materials, 1 hour reading ahead of the course and 1 hour conducting wider research. A Reading/Watching list is provided for this. Candidates will build up to completing a weekly essay that ranges between 1,000 – 1,200 words. A complete support network is available for essay writing.

Future:
An A Level qualification in History is a highly respected qualification regardless of the chosen career path. Candidates who have completed the course successfully will have demonstrated an ability to express opinions with clarity and conduct research independently.

Key Skills:
Throughout the units candidates will be able to distinguish changes and continuities, evaluate the importance of events and interlink them to build a cohesive argument. Candidates will show an ability to research independently and use this research to answer a question they formulated by themselves. This is the work of a real Historian.

Recommended Entry Requirements:
GCSE English Minimum Grade 6 although other circumstances are considered on an individual basis.

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“I am forever inspired by the passion of the History teachers; they really have the ability to bring History to life.”

James Thompson – A Level History Student
Mathematics
A Level (Edexcel)

Head of Department: Mr S Kettlewell
Teaching Staff: Mr J Percival, Dr N Pothecary, Mrs B Jinks

Subject Overview:
An A Level qualification in Mathematics comprises of three components. Two of the three components involve Pure Mathematics that all universities expect candidates to have experienced. The Applied Mathematics component involves an equal balance of the study of Mechanics and Statistics.

Components:
• Pure 1 and 2: Algebra and functions; geometry; sequences and series; differentiation and integration; geometry; sequences and series; trigonometry; logarithms; differentiation and integration; exponentials and natural logarithms

Applied Components:
• Mechanics: Modelling; vectors; kinematics; dynamics; statistics of particle and moments
• Statistics: Modelling probability; statistics; representation; data summary
• Scheme of Assessment: Three 2 hour component papers. These exams are taken at the end of the second year
**Expectations:**
In all lessons, candidates will need to be able to offer a high level of concentration in order that new concepts can be appreciated and understood quickly and permanently. Candidates should understand that class contact time must be supported by their commitment to consolidate their own understanding in their own Private Study time.

**Future:**
An A Level qualification in Mathematics is a highly respected qualification. Candidates who have completed the course successfully have demonstrated to others not only high intelligence level, but that they also possess the skills to make considered judgements and decisions quickly. This qualification can be thought of as a gateway to many degree courses and into a variety of careers.

**Key Skills:**
Within each component candidates will have the opportunity to develop key skills in application of number communication, information technology and problem-solving.

**Recommended Entry Requirements:**
Higher tier GCSE Mathematics, minimum Grade 7.

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“I have particularly enjoyed studying A Level Mathematics at Seaford College as it has helped develop my logical and analytical skills much further than I anticipated; these skills build a firm foundation for many degree courses, not just Mathematics.”

Miriam Boos (who went on to study Mechanical Engineering at University)
Media Studies
Cambridge Technical Level 3 Introductory Diploma (OCR)

Teaching Staff: Ms H Johnson, Mr J Doy

Subject Overview:
The course enables students to have an overview of media organisations and conglomerates and understand the operating models and relationships between different media outlets and businesses. As well as this, students will develop an analytical understanding of media products and how they attract audiences. Students will learn skills from pre to post-production of a range of products, including the industry expectations for pitching and project work. Students will produce an online portfolio of work which will be assessed externally. The course assessment weighting is 100% coursework.

Units:
- **Unit 1 – Analysing Media Product and Audiences**, where students will study a media organisation and learn how to critically analyse a film and evaluate its success.
- **Unit 11 – Scriptwriting for Media Products**: Students will understand the role scripting plays in media products and learn the codes and conventions used. They will produce a script in response to a client brief, then adjust following client feedback.
Units (continued):

• **Units 16 and 17 – Planning and Producing an Audio-Visual Media Product.** Students will understand Audio-visual products and the importance of research and planning in producing them. They will then plan, film and edit their own short film.

• **Unit 47 - Acting for the Screen.** Students will learn the principles of working with cameras and will plan and produce a short screen test to demonstrate their learning.

• **Unit 55 – Talk and Music Radio Production.** Students will understand existing talk and/or music radio programmes. They will plan, record and edit a five minute radio programme for a specific radio station.

Expectations:

Students must be prepared to develop a critical eye when looking at TV, films, music, social media and computer gaming. This should be underpinned by an interest in current affairs, with a particular focus on media-related stories.

Future:

Career Opportunities - marketing and sales, politics, photography, cinematography, journalism, law, IT, advertising, television, public relations, to name but a few.

Key Skills:

Analysis and evaluation; research, presentation and pitching; creative composition.

Recommended Entry Requirements:

Grade 4 in English.

"I have been astounded, learning about the ways in which our daily lives are impacted so much by a few huge conglomerations. Media CTec has definitely given me an insight into how multi-million pound industries, such as the film industry, work."

Seaford Student
Subject Overview:
The A Level Music course is designed to develop and demonstrate students’ musicianship skills through performing, composing and appraising.

Modules:

- **Performing:** Live recital performance of one or more pieces. Performance can be solo and/or as part of an ensemble, with a minimum performance time of eight minutes. 30% of the qualification 60 marks
- **Composing:** Two compositions
  One composition must be either from the set briefs relating to the Areas of Study or a free composition. This should be at least four minutes in duration
  The other composition must be from a list of briefs assessing compositional technique. This should be at least one minute in duration, unless the brief specifies otherwise.
  The total timing across both submissions must be a minimum of six minutes.
  30% of the qualification 60 marks (40 for Area of Study brief or free composition; 20 for the compositional technique’ brief)
- **Component 3 Appraising:** A two-hour written paper based on:
  The 18 set works
  Application of knowledge to unfamiliar works
  Aural skills: melody completion
  40% of the qualification: 100 marks
**Expectations:**

In all lessons students will need to be able to maintain their concentration in order to develop their musical concepts and understandings. Private Study Time must be used to develop skills and reinforce concepts that have been learned in the Music classes and students are expected to use this time to good effect.

**Future:**

An A Level qualification in music is a highly respected qualification. It shows students to be a well rounded musicians in all disciplines of music from performing to composing and appraising music at the highest level. This qualification can be thought of as a gateway to many degree courses and music conservatoires.

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**Key Skills:**

Skills learnt are continued performance skills, understanding composition technique and being able to analyse music in a coherent and musical way.

**Recommended Entry Requirements:**

Grade 6 minimum at GCSE.

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“I have particularly enjoyed the performance side of music and getting involved in many activities from choirs to school productions. I have also developed my skills as a composer and although I never thought I would be able to do that have enjoyed that area of the course immensely. Music appreciation has also taught a great deal of the aspect of music from all periods and cultures.”

Holly Graham (who gained a Music Scholarship to the Royal College of Music)
Music Technology
A Level (Edexcel)

Head of Department: Mr J Weaver
Teaching Staff: Mr T Sheinman

Subject Overview:
Students of our Edexcel A Level in Music Technology will focus on the techniques, practices and principles of music technology as an area of advanced study. They’ll learn about the technical principles that underpin music technology, develop a technical vocabulary, and be encouraged to use music technology as a tool to develop their composing and arranging skills.

Modules:
• **Unit 1: Recording**
• **Unit 2: Technology-based Composition**
• **Unit 3: Listening and Analysing**
• **Unit 4: Producing and Analysing**

**UNIT 1** Students will have the opportunity to record live instruments to produce a Multi-track recording captured using microphones and mixed using production software.

**UNIT 2** Students will be given a choice of 3 composition briefs set by Edexcel, developing their sequencing, arranging and production skills.

**UNIT 3** A written exam in which students will answer a series of questions based on musical excerpts provided on a CD by Edexcel.

**UNIT 4** Students will be tested on their technical and written skills, and will also produce a completed piece combining MIDI and Audio files provided by Edexcel.
Expectations:
Students are expected to develop their understanding of technology within the music industry through individual research in their own time in addition to timetabled lessons. An enquiring mind, passion for technical detail and a love of music are encouraged.

Future:
An A Level can be a gateway to degree courses that have music recording and productions aspects.

Key Skills:
This Music Technology specification involves much practical work and encourages the cultivation of a wide range of skills. Students will have opportunities to:

- sequence MIDI
- sequence audio
- record live instruments
- produce CDs
- compose using music technology

Recommended Entry Requirements:
GCSE Music is recommended (Grade 4 or above), but not essential.

“The facilities in the Music Department attracted me to studying Music Technology. I want to work in the Music Industry in the future and play in a Seaford Rock Band.”

Seaford Student
PE
A Level (OCR)

Head of Department: Mr J Thompson
Teaching Staff: Mr J Thompson, Mrs G Hegarty, Miss E Teague

Subject Overview:
A Level PE develops a combination of Practical skills and Theoretical knowledge. Whilst there is a practical component (30%), the majority of the course is theory and is examined at the end of the A Level. The course covers: Anatomy & Physiology, Exercise Physiology and Biomechanics, Skill Acquisition and Sports Psychology, Sport & Society and Contemporary Issues. The practical component consists of one practical activity marked on performance and observation analysis, a spoken exam on your sport. (Note: This is a full A Level course – a ‘standalone’ AS Level is not offered).

Modules:
Theory component (70%):
• Paper 1 (2hrs): Anatomy & Physiology; Exercise Physiology; Biomechanics
• Paper 2 (1hr): Skill Acquisition; Sports Psychology
• Paper 3 (1hr): Sport & Society; Contemporary Issues
Practical component (30%)
Expectations:
Students are encouraged to fully participate in lessons, whether this be in discussion or debate led lessons, practical work, group tasks or independent activities. It is important that private study time is utilised effectively; revisiting lesson content, spending time on prep tasks and researching topics further. It is important to ask for help when it is needed from the start of the course.

Future:
What can you use A Level PE for? Entry onto any degree course at university (points for UCAS entry); Apply to a sports related degree course at university: Sports coaching/teaching; Sports management; Sport with finance & business; Strength & conditioning coach; Sports psychology; Sports nutrition; Sports medicine; Sports physiology and Sports therapies.

Key Skills:
Development of physical motor skills; research analysis; teamwork; presentation.

Recommended Entry Requirements:
GCSE PE Grade 6 or above in both theory and practical areas, is expected in order to access the demands of A Level PE.

“Although hard, very interesting topics are made easier through the constant link to sports and performance - lessons are very interactive and link theory to practical which I like and learn well from.”

Seaford Student
Photography
A Level (AQA)
Head of Department: Mr A J Grantham-Smith
Teaching Staff: Mrs K Grantham-Smith

Subject Overview:
Photography students produce practical and critical/contextual work in one or more areas of study. For example: portraiture; landscape photography; still life photography; documentary photography; photojournalism; fashion photography; experimental imagery; multimedia; photographic installation.

Modules:
• Terms 1 & 2 – Expanding Existing Student Knowledge. Over the first two terms students experience a range of practical and theoretical workshops that build upon existing student knowledge
• Terms 3 & 4 - Component 1 Personal investigation. This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material
• Terms 5 & 6 - Component 2 Externally set assignment. The exam board issues a question paper which consists of a choice of eight questions to be used as starting points. Students are required to select one to base this unit of work on. At the end of this unit students undertake a timed examination study. Supervised time – 15 hours
**Expectations:**
An ability to work with autonomy is essential to fully engage with all ‘arts’ subjects. Students must be prepared to not only work hard in lessons but also be prepared to invest substantial time outside the taught curriculum working on weekly prep assignments. Students must also be open to new experiences and be willing to take artistic risks within their emerging work.

**Future:**
Art based A levels contribute UCAS points to most Degree courses. Art based A levels are obviously essential qualifications for anyone wishing to further their education to Art College or Design based courses.

**Key Skills:**
Students could develop the following throughout the course: Awareness of intended audience or purpose; the ability to respond to an issue, theme, concept or idea, or work to a brief or answer a need; appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area(s) of photography; an understanding of techniques related to the production of photographic images, presentation and layout.

**Recommended Entry Requirements:**
It is useful for students to have completed and passed an Art based GCSE course but is not an essential entry requirement. A good command over vocabulary and an ability to write well is essential.

“While studying Photography and Textiles A Level, there has been so much more to them than I thought which has helped me see the world in exciting and different ways.”

Anna Dronsfield, Year 13 Student
Physics
A Level (OCR)

Head of Department: Mr E Barkham
Teaching Staff: Mr E Barkham

Subject Overview:
A Level Physics gives the tools to properly explain the world around you and gain an insight into all the times you may have asked “Why does that happen?”.

There are no modules. The course is linear over two years, culminating in 3 exam papers worth 100% of the final grade between them. One paper focuses on the Classical Physics side of the course, one on the Modern Physics side and the final paper is synoptic, covering everything.

The topics covered are:

• **Classical** - Motion; Forces; Work, Energy and Power; Materials; Momentum; Thermal Physics; Gas Laws; Circular Motion; Oscillations; Gravitational Fields; Stars and Cosmology

• **Modern** - Charge and Current; Energy, Power and Resistance; Electrical Circuits; Waves; Interference of Waves; Quantum Physics; Capacitance; Electric Fields; Magnetic Fields; Particle Physics; Radioactivity; Nuclear Physics and Medical Physics
I want to study Quantum Physics at university and plan to do a Masters. I’d like to go into engineering.”

Seaford Student
Psychology
A Level (Edexcel)

Head of Department: Mrs A Yates
Teaching Staff: Mrs A Yates

Subject Overview:
The subject will be offered as an A Level only. Topics include Social Psychology; Cognitive Psychology; Biological Psychology; Learning Theories; Research Methods and 'Issues and Debates in Psychology'.

Applications of Psychology will include Clinical Psychology and a topic selected from Child Psychology, Criminology and Health Psychology. Practical investigations are a key part of the course.

Qualifications at a glance:
- **Paper 1:** Foundations of Psychology compulsory topics (2 hours)
- **Paper 2:** Applications of Psychology (2 hours)
- **Paper 3:** Psychological Skills (2 hours)
**Expectations:**

You will need to: be willing to have your opinions and values challenged; be willing to listen to and take on board new ideas and novel arguments; be able to see both sides of an issue not reject one side simply because you believe initially that it is wrong. Independent study to consolidate class work is essential.

**Future:**

An A Level in Psychology is a very useful subject for any career where you interact with people. Occupations such as journalism, nursing and marketing all welcome trainees who have studied Psychology. If you are considering Higher Education, Psychology can be an invaluable subject. Although Psychology is a science, it sits on the boundary of Science and Arts subjects and combines elements of both.

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**Key Skills:**

You will have developed data handling and writing skills which are transferable to both university and employment.

**Recommended Entry Requirements:**

You do not need any knowledge of Psychology to undertake this course. However, the nature of the course means that having a '6' grade or better at GCSE Maths and English, and Science at Higher Tier, is strongly advisable. The course involves essay writing, collection of data, analysis of data using statistics and interpretation of evidence. Psychology is a science so a scientific way of looking at things can be an advantage, however, this is something you can learn. You need to be good at writing and willing to learn.

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"By doing Psychology I’ve been able to look into so many different and interesting areas of the mind, behavior and our society. I’ve also found the one topic I’m really interested in and want to study at university."

*Seaford Student*
Spanish
A Level (Edexcel)

Head of Department: Ms M Molinero-Quiralte
Teaching Staff: Ms M Molinero-Quiralte, Miss A Loten, Miss C Apps, Mr J Jones

Subject Overview:
Students study language in the context of four different themes: Theme 1: La evolución de la sociedad española, Theme 2: La cultura política y artística en el mundo de habla española, Theme 3: La inmigración y la sociedad multicultural española, Theme 4: La dictadura franquista y la transición a la democracia.

In addition they will study a film and a work of literature. They will be improving their listening and reading comprehension skills, learn to do good translations and gain confidence in discussing affairs and writing on different topics.

- **Paper 1:** Listening, reading and translation. Written examination: 1 hour and 50 minutes 40% of the qualification
- **Paper 2:** Written response to works and translation. This paper draws on the study of two discrete Spanish works: either two literary texts, or one literary text and one film. Written examination: 2 hours and 40 minutes 30% of the qualification
- **Paper 3:** Speaking. Internally conducted and externally assessed. Two tasks - discussion on a theme and presentation and discussion on a research project. Total assessment time: between 21 and 23 minutes, which includes a single period of 5 minutes’ formal preparation time 30% of the qualification. All exams will be in May/June of the second year
**Expectations:**

Students must understand that a certain level of commitment is required to achieve success. Learning vocabulary takes time, as does reviewing and practising grammar points. Regular application to both of these helps to ensure success. A study stay in Spain is also extremely beneficial and very much encouraged. The school can help with this but at this stage it is expected that students make their own arrangements.

**Future:**

An A Level qualification in a language is regarded as quite an achievement. It opens so many doors in so many areas. A study stay abroad is also very impressive on your CV or UCAS application. The skills you will be using whilst studying a language will increase your suitability for higher education and your employability - research, presentation, discussion, listening to others, knowledge of current affairs, appreciation of different cultures, self expression, to name just a few.

**Key Skills:**

Students will be developing their skills of listening, reading, speaking and writing. They will gain a greater awareness of the wider world and discuss issues which affect them. They will also learn something of the culture and history of Spain.

**Recommended Entry Requirements:**

GCSE Grade 6 minimum, preferably Grade 7 or 8.

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“I enjoy learning about culture and politics and speaking another language. I want to read Modern Languages at university.”

Seaford Student
Textile Design A Level (AQA)

Head of Department: Mr A J Grantham-Smith
Teaching Staff: Mr A J Grantham-Smith

Subject Overview:
Students should produce practical and critical/contextual work in one or more areas of study, for example: fashion design; fashion textiles; costume design; digital textiles; printed and/or dyed fabrics and materials; domestic textiles; wallpaper; interior design; constructed textiles; art textiles and installed textiles.

Modules:
• Terms 1 & 2 – Expanding Existing Student Knowledge. Over the first two terms students experience a range of practical and theoretical workshops that build upon existing student knowledge

• Terms 3 & 4 - Component 1 Personal investigation. This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material

• Terms 5 & 6 - Component 2 Externally set assignment. The exam board issues a question paper which consists of a choice of eight questions to be used as starting points. Students are required to select one to base this unit of work on. At the end of this unit students undertake a timed examination study. Supervised time – 15 hours
Expectations:
An ability to work with autonomy is essential to fully engage with all ‘arts’ subjects. Students must be prepared to not only work hard in lessons but also be prepared to invest substantial time outside the taught curriculum working on weekly prep assignments. Students must also be open to new experiences and be willing to take artistic risks within their emerging work.

Future:
Art based A levels contribute UCAS points to most Degree courses. Art based A levels are obviously essential qualifications for anyone wishing to further their education to Art College or Design based courses.

Key Skills:
Students could develop the following throughout the course – awareness of the elements of textile design; awareness of intended audience or purpose; ability to respond to an issue, concept or idea, working to a brief or answering a need; understanding of a variety of textile methods.

Recommended Entry Requirements:
Students should have successfully completed an Art based GCSE (preferably Textile Design). Minimum grade - 6 or above. A good command over vocabulary and an ability to write well is essential.

“ You can express yourself in so many different ways on the course. There is such wide scope for artistic experimentation”

Mattie Hansing - Year 13
Three-Dimensional Design
A Level (AQA)

Head of Department: Mr A J Grantham-Smith
Teaching Staff: Mrs H Hatton

Subject Overview:
Students should produce practical and critical/contextual work in one or more areas of study, for example: ceramics, sculpture, exhibition design, design for theatre, television and film, interior design, product design, environmental design, architectural design, jewellery/body ornament and 3D digital design.

Modules:
• Terms 1 & 2 – Expanding Existing Student Knowledge. Over the first two terms students experience a range of practical and theoretical workshops that build upon existing student knowledge
• Terms 3 & 4 - Component 1 Personal investigation. This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material
• Terms 5 & 6 - Component 2 Externally set assignment. The exam board issues a question paper which consists of a choice of eight questions to be used as starting points. Students are required to select one to base this unit of work on. At the end of this unit students undertake a timed examination study. Supervised time – 15 hours
Expectations:
An ability to work with autonomy is essential to fully engage with all ‘arts’ subjects. Students must be prepared to not only work hard in lessons but also be prepared to invest substantial time outside the taught curriculum working on weekly prep assignments. Students must also be open to new experiences and be willing to take artistic risks within their emerging work.

Future:
Art based A levels contribute UCAS points to most Degree courses. Art based A levels are obviously essential qualifications for anyone wishing to further their education to Art College or Design based courses.

Key Skills:
Skills include the following throughout the course: The ability to respond to a concept, work to a brief, theme or topic, or answer a need in the chosen area(s) of three-dimensional design; The safe use of a variety of appropriate tools and equipment; An understanding of working methods, such as model-making, constructing and assembling.

Recommended Entry Requirements:
Students should have successfully completed an Art based GCSE (preferably Three-dimensional Design). Minimum grade - 6 or above. A good command over vocabulary and an ability to write well is essential.

“I enjoy the ceramics sculpture part of the course. I plan to go to an Art College. I’d like to own an interior design business.”

Seaford Student
BTEC Business
BTEC Level 3 Subsidiary Diploma (Edexcel)

Head of Department: Mr E Reynolds
Teaching Staff: Mr M Pitteway, Mr E Reynolds, Mr C Thorpe, Mrs K Naylor

Subject Overview:
This is a two year course and is equivalent to one A Level. It is all course work with no final exams. Students study three units each year. The tasks studied are all similar in nature to real business tasks that take place in all types of business organisation. Students will need to demonstrate skills in finding information about companies, interpreting and making use of research to complete specific assignments.

Units:
- **Year 1:** Unit 1 - The Business Environment, Unit 2 - Business Resources, Unit 5 - Business Accounting
- **Year 2:** Unit 4 - Business Communications, Unit 3 - Introduction to Marketing, Unit 12 - Internet Marketing in Business.

Assessment is carried out for each unit by completing a series of coursework tasks to cover specific criteria. The number of assignments for each unit will generally number between 4 and 5. A wide variety of types of tasks will be used across the 6 units. These will include: writing business reports, making presentations, role-plays, producing business documents such as leaflets, posters and handbooks, plus others as required.
Expectations:
It is important that you have a lively and enquiring mind, an interest in business, a willingness to explore new ideas and an ability to communicate your ideas effectively.

Future:
BTEC Business is an exceptionally useful course that will enable you to work in almost any work environment, whether it is starting your own business or working for a multinational corporation. It is fully recognised as a valid contribution to UCAS by university admissions officers.

Key Skills:
The course will stimulate and sustain your interest in and enjoyment of business and you develop practical skills as well as the ability to carry them out. The course helps you develop your ability to acquire knowledge by means of practical work. It will improve your understanding of the world of business and recognition of its value to local and national economy.

Recommended Entry Requirements:
It is not a requirement that you should have studied Business before, however it would be helpful to have an interest in how businesses operate and current affairs. A positive attitude to learning and the commitment to deliver work on time and to your best standard is essential.

Students will ideally need to have a laptop available to produce their assignments.

“I like studying Business because it is covers current business issues and is relevant to the world. We discuss a lot of issues in the news and I understand more about major businesses.”

Seaford Student
BTEC Countryside Management
BTEC Level 3 Subsidiary Diploma
(Edexcel)

Head of Department: Mr C Thorpe
Teaching Staff: Mr C Thorpe, Miss E Le Barth, Mr G West (Ranger)

Subject Overview:
Countryside Management is a BTEC Level 3 course and is the equivalent of one A Level. It is composed of six modules. Much of the course is spent outside the classroom carrying out practical work and learning skills such as sampling, hedging, coppicing etc. These sessions are carried out either in the school grounds or on local estates and nature reserves.

Units:
There is one overarching module prepared in the Upper Sixth Form which comprises suggesting and evaluating three projects based on skills and techniques that have been covered. We make good use of the unique environment we have at Seaford in the other five units which are:

Unit 15 Understanding Countryside Tourism and Recreation:
Unit 16 Understanding Heathland Habitat Management:
Unit 18 Undertaking Farm Habitat Management:
Unit 20 Understanding Freshwater and Wetland Management:
Unit 31 Understanding Woodland Management.

All units are subject to change depending on the availability of fieldwork.
**Expectations:**
Students must wear appropriate kit for this course and will be asked to supply toughened work boots (steel toe capped and reinforced soles), heavy duty work trousers (Dickies or Site etc.) and work gloves - riggers and builders gloves.

**Future:**
The qualification was designed in close collaboration with industry and it is fully supported by the Sector Skills Council (SSC) for the sector, LANTRA. It is a highly respected route for those who wish to move into employment in the sector, either directly or following further study. UCAS has reviewed the qualification to assess its value for access to higher education, and has allocated UCAS points.

**Key Skills:**
Key skills that are covered allow students to develop the following Key Skill characteristics: Independent enquiry; Creative thinking; Reflective learning; Team work and Self Management.

**Recommended Entry Requirements:**
A pass Grade 4 or above at GCSE English, Maths and Science is recommended. Students will ideally need to have a laptop available to produce their assignments.

“Our location is an ideal place to study Countryside Management. There is a lot of practical application of the subject which I enjoy. I plan to go to an agricultural college after Seaford.”

Seaford Student
BTEC Hospitality
BTEC Level 3 Subsidiary Diploma (Edexcel)

Subject Co-ordinator: Mr E. Reynolds
Teaching Staff: Miss S Byrne, Mrs A Shaw, Mr C Thorpe

Subject Overview:
This two year BTEC course is equivalent to an A Level and covers a range of aspects of the Hospitality industry from customer service; events organisation; interpersonal skills; supervisory skills; marketing; and employability skills. Units of Study give students the opportunity to acquire a range of skills from across the industry, and to focus on particular areas. Students who are interested in a career in Event Management or Leisure and Tourism would benefit from the course.

Units:
All students undertake the following units over the two year course. Unit 1: The Hospitality Industry; Unit 2: Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism; Unit 3: Providing Customer Service in Hospitality; Unit 6: Food and Drinks Service; Unit 10 European Food; Unit 11 Asian Food; Unit 22: Planning and Managing a Hospitality Event.
This is a new course at Seaford. The Hospitality industry encompasses a wide range of different types of business opportunities from working in restaurants and hotels, to devising new systems for organising and marketing or other support & supply roles. Tasks included in the course are wide-ranging and develop skills that are transferable across many businesses. Students may go on to study Hospitality, Travel and Tourism at University or use their experience to start a career directly in an exciting and growing industry.”

Teacher comment
BTEC SPORT
BTEC Level 3 Subsidiary Diploma (Edexcel)

Head of Department: Miss E Teague
Teaching Staff: Mrs G Hegarty, Mr D Joseph, Mrs R Lendrum, Mr K Rich, Mr J Thompson

Subject Overview:
BTEC Level 3 sport is a vocational course and provides a broad basis of study and prepares learners for a range of higher education courses and job roles in the sports sector. The course consists of seven units over two years. There are four mandatory units and three optional units.

Modules:

- **Compulsory Units:** Principles of Anatomy and Physiology in Sport; The Physiology of Fitness; Assessing Risk in Sport, plus either: Fitness Testing for Sport and Exercise, or Principles and Practices in Outdoor Adventure

- **Optional units include:** Sports Coaching; Practical Team / Individual Sports; Exercise, Health and Lifestyle. In each assignment, students will be graded in the format of a Pass, Merit or Distinction, and for each unit there are approximately 4 mini assignments (tasks)
**Expectations:**
Students are expected to: attend all lessons; read and research; plan work in a logical order and keep a record of progress; reference sources; produce good quality work with high standards of grammar and spelling; present work in a suitable format according to the purpose and the audience; meet deadlines; review work and act upon feedback.

**Future:**
The course should stimulate and sustain an interest in and enjoyment of sport. Students develop their knowledge and understanding of sport and develop practical and technical skills as well as the ability to carry them out. Employers value the qualities that vocational students bring to the workplace, while universities value the independent study skills that vocational students develop throughout the course.

**Key Skills:**
Communication, teamwork, research and analysis are the main transferable skills which are valued in both higher education and the workplace.

**Recommended Entry Requirements:**
It is not a requirement that you should have studied PE before, however it would be helpful to have a genuine interest in sport. It is also recommended to have five GCSEs at good grades and/or achievement in English, Maths and the Sciences.

Note: Access to a laptop would be beneficial to produce the required assignments.
Challenge Grades explained

At the College we provide an all-round education that enables your son or daughter to develop the high self-esteem essential for success in not only the academic curriculum but also our extensive co-curricular provision.

We aim for all students to achieve their ‘personal bests’ in every activity they engage with. In the academic curriculum, we believe that effective teaching in lessons and targeted prep will enable students to achieve this aim in all curriculum subjects. We recognise that your son/daughter is at the heart of the process and that inspiring each individual to aspire to be the very best they can possibly be is the key to a student reaching their potential.

Tracking the progress your son/daughter is making at school can often be difficult. Seaford College uses Challenge Grades, a reporting system that is updated regularly, to track progress. At any time a parent, student or teacher can log on and instantly review their child’s most recent reports through the Firefly portal. Student progress is indicated through a colour coded visual dashboard, which in turn relates to a student’s Challenge Grade in each subject.
If a student is working at a level that puts them on the right path to achieving their Challenge Grade by the end of the course, they will be awarded a Green.

Platinum and Gold indicate impressive attainment and progress. An Amber indicates that they are slightly off track and will consequently be closely monitored by their tutor and teacher, whilst being supported positively to try and encourage them to achieve a Green. A Red indicates that intervention and positive support are required, coordinated through the student’s tutor and Head of Year.

We are proud to offer an inclusive environment where each individual is known and valued, is given attention and respect. Challenge Grades are, essentially, a measure of potential and are not a predicted grade. It’s what we think a student can achieve if they work hard. Challenge Grades are ambitious but realistic.

By introducing more regular tracking and reporting we are confident every student will have the best opportunity to realise their academic ‘personal bests.’

“Our aim is to educate the whole person: to nurture individuality and an acceptance of others’ strengths and weaknesses; to develop initiative and an enquiring mind: a hunger for life. A typical Seafordian will be an articulate, confident and well-rounded young person.”

John Green, Headmaster
What important conditions enable a student to achieve their Challenge Grade?

The student must:

- Attend School
- Work hard in class and asks questions to gain understanding
- Complete their work to a high standard
- Respond to feedback, both written and oral, so that they can achieve their personal bests
- Be organised and conscientious
- Make a strong effort at all times
- Complete prep work to the best of their ability
- Engage in independent learning
- Recognise that reviewing their work regularly is crucial for success
- Seek help and support when difficulties arise
- Be healthy, well-fed and well-rested
- Be happy and settled
- Perform consistently on the day of the exam itself (not applicable to the Prep School)
- Be well taught and thoroughly prepared for their exams

“My Challenge Grades have really helped me. They are realistic, but also really motivating. They showed me that the teachers here believe in me, and so now I am much more able to believe in myself. I’m really motivated to achieve higher things and to fulfil my potential.”

A Seaford College Sixth Form student
The Reporting Cycle:

At Seaford College, we have two types of report, which we alternate between over the course of the year. The first type of report (the Snap Shot Report) includes the Challenge Grade information providing an overview of how things are progressing, relative to the Challenge Grades set in each subject. These include a tutor comment, which may highlight key targets, or praise particular aspects of the report.

The second type of report is a Full Challenge Grade report, which contains written comments from all subject teachers, and a tutor comment.

The type of report and dates for publication are included in the termly calendar, and are made available through the FireFly Pupil Profile page. With any report, if you do have any concerns or queries, please do contact the tutor or Head of Year who will be able to assist in the first instance. All reports are reviewed and centrally tracked by the Deputy Heads.

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**Seaford College**

**Henry Seaford**

**Summer Term 2017 – Interim Snap-shot - Report 5**

<table>
<thead>
<tr>
<th>Challenge Grade</th>
<th>Attainment Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>C</td>
</tr>
<tr>
<td>Maths</td>
<td>C</td>
</tr>
<tr>
<td>Physics</td>
<td>B</td>
</tr>
</tbody>
</table>

**Learning Support**

We are working hard to improve on a strategy that will support Henry in learning French vocab.

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**Challenge Grade Attainment Indicator**

This chart offers a snapshot as to how well your child is progressing, in relation to their Challenge Grades.

**Attainment Indicator Key:**
- **Platinum:** Consistently producing work of a high standard in relation to Challenge Grade.
- **Gold:** Good attainment and/or effort resulting in a high level of confidence that Challenge Grade can be achieved.
- **Green:** Sound attainment and/or effort – working towards achieving Challenge Grade by end of course.
- **Amber:** Attainment and/or effort level slightly off track for achieving Challenge Grade.
- **Red:** Significant concerns with respect to achieving the Challenge Grade due to subject related issues and/or effort.

**Tutor Comment**

A good half term for Henry. He has played cricket for the 2nd XI and has performed well. I am also pleased with his academic report. It makes good reading. Maths is an area for improvement and we have discussed extra classes and more precise revision notes to address this. It is, though, fantastic to see him making excellent progress in Physics and pleasing progress in his Chemistry.
The Challenge Grades have been assigned on the basis of nationally bench-marked data from a series of baseline assessments undertaken by significant numbers of students in the UK.

Two main assessments are used, one from GL Assessments underpinned by models developed from the National Foundation for Educational Research and the other from Durham Universities CEM Centre; the Middle Year Information System (MidYIS) and the A Level Information System (ALIS). Predictions about future performance are made on the basis of how similar students have performed in the past. Of course nationally, students of the same ability will achieve different outcomes dependent on a range of other factors including the school students attend, their home situation and most importantly the determination and effort of each individual student.

Alongside such bench-marking criteria, Heads of Department and subject teachers have an input in setting an ambitious but achievable Challenge Grade based on each student’s engagement with their learning and progress made.

Generally, Challenge Grades at Seaford are set above the bench-marked national expectations; they are intended to be motivating, ambitious and challenging - ultimately giving every student the best opportunity to secure academic ‘personal bests.’ However, the Challenge Grade is not a prediction because of the variables mentioned above. The Deputy Head for Pupil Achievement (Mrs Jinks), would be more than happy to discuss this process with you, and the academic profile we have of your son or daughter.

How do we set the Challenge Grade?
Challenge Grades Years 12 & 13

By Year 12, we have more concrete information about the achievement of students from their GCSE results. In addition, all students sit the ALIS baseline assessments for Sixth Formers. The combination of these two predictive models have produced Challenge Grades that are a robust and realistic challenge for our students.

It is our intention to monitor academic progress even more stringently in the Sixth Form. The Challenge Grade system continues to make use of a colour-coded system to indicate potential student attainment, but we interpret this slightly more mechanically as a definite grade up or down from the Challenge Grade set.

The intention is for each student to make progress in between each Challenge Grade review. This system in many ways is more direct and a rather more frank measurement of academic performance for the Sixth Form. Regular assessments are used by teachers to inform decisions about likely performance at A Level. The aim of this system is to provide total academic transparency with no ‘beating about the bush’ between students, parents, teaching staff and tutor.

With further changes to be implemented across the curriculum at a National level over the next few years, we will continue to review our Challenge Grade system regularly to ensure it remains as the most academically ambitious, ‘best fit’ tracking and assessment reporting process for our students.
Seaford College
Sixth Form
Henry Seafood

Summer Term 2017 – Interim Snap-shot - Report 6

<table>
<thead>
<tr>
<th>Challenge Grade</th>
<th>Attainment Indicator</th>
<th>Challenge Grade</th>
<th>Attainment Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>A</td>
<td>Computing</td>
<td>B</td>
</tr>
<tr>
<td>Geography</td>
<td>A*</td>
<td>French</td>
<td>D</td>
</tr>
</tbody>
</table>

Challenge Grade Attainment Indicator

This chart offers a snapshot as to how well your child is progressing, in relation to their Challenge Grades

Attainment Indicator Key:
- **Platinum**: Working at a level that is likely to result in achieving a grade two grades or more above the Challenge Grade
- **Gold**: Working at a level that is likely to result in achieving a grade one grade above the Challenge Grade
- **Green**: Working at a level that is likely to result in achieving the Challenge Grade
- **Amber**: Working at a level that is likely to result in achieving a grade one below the Challenge Grade
- **Red**: Working at a level that is likely to result in achieving a grade two or more below the Challenge Grade

The Challenge Grade itself is a measure of potential. It is what we think a child can achieve if they work hard. Challenge Grades are not predicted grades, rather they should be taken as ambitious but realistic grades.

Total Academic Tracking Score: +1

Tutor Comment
A good half term for you Henry. You have played cricket for the 2nd XI and bowled well in the opening matches. I am also pleased with aspects of your academic report; Geography, French and Maths look to be progressing well. However, ICT will need to be reviewed to see why you are off the pace. Overall, you have a positive report, and with attention given to your Computing, things should improve by the end of the term. You should be trying to achieve a +2 overall in your next report.
Your son or daughter’s tutor will review each Challenge Grade report, supporting them in making appropriate academic targets for the next reporting cycle. The tutor tracks the academic progress of each tutee, and will manage on a day to day level any intervention strategies, or liaise with your son or daughter’s teachers to discuss issues raised from reviewing reports. Tutors also write summative comments at the end of reports, and are likely to indicate sensible targets of their own.

Heads of Year support tutors in their roles, whilst also keeping an overview of how the overall cohort are progressing. They will often lead intervention strategies where a student is off track, and in such situations, will communicate with parents directly. They also monitor the overall rewards within the year groups based on both academic and broader achievement. Rewards are issued for broad achievement and positive contribution in the Middle and Prep School at the end of each term in year group assemblies.

“We are proud to offer an inclusive environment where each individual is known and valued; is given attention and respect. Challenge Grades are, essentially, a measure of potential. It’s what we think a child can achieve if they work hard. Challenge Grades are ambitious but realistic.”

John Green, Headmaster