“My vision when I took on the role as Headmaster was to increase the academic ambition of Seaford and the results we achieve are testament to the personal ambition our students have. I believe that ambition pays off! Seaford has maintained its core ethos and our results are achieved in a non-pressurised environment where students also excel in extra-curricular pursuits alongside their studies. Success is across every quartile; we have the best results across the board, from the academically gifted through to those that find the exam process a challenge. The results have been achieved with a smile on our student’s faces, in a happy and supportive community.”

John Green, Headmaster
When making the selection of what options and where to study Post-16 education, there are several factors that need to be considered for every student. At Seaford, we pride ourselves on a nurturing environment that gets the personal bests out of every student.

Tonight, at the Sixth Form Options Information Evening, and within this booklet, you have a total guide of Post-16 education; from subject information, to enrichment opportunities, to Careers and UCAS and beyond. Contained within the Seaford Sixth Form Experience brochure is additional information from staff and students about life in the Seaford Sixth Form.

The Sixth Form is an exciting new venture for students, as new subjects become available, the freedom of choice within their own curriculum and the enrichment opportunities increase, and there is a shift of ownership onto the student themselves.

Within this ownership comes responsibility, as more independent tasks are set and the students will be using the private study sessions within their timetable to read around the subjects that are making up their curriculum.

With regards to the choices available, we are delighted to offer a variety of pathways to suit the variety of learning needs of our students - current and prospective. We will guide and offer advice on combinations that suit individual strengths and interests. There will be the opportunity to speak with me or one of my team about Sixth Form choices in an informal, open and honest discussion, as we seek to offer you the pathway which gives you the greatest chance of success in the Seaford Sixth Form.

The Headmaster always says, “Sixth Form should be the greatest two years of your school life.” We are here to help make that happen, as we believe the Seaford Sixth Form is a truly unique experience and does in fact become the best two years in education. Please feel free to speak with me tonight or contact me directly to have a discussion regarding options for your son/daughter in the Sixth Form.

We look forward to welcoming you to the Seaford Sixth Form.

Mr Joe Follows - Director – Head of Sixth Form
Sixth Form Options Process

Introduction
The courses offered as part of the Sixth Form curriculum are rigorous and intellectually demanding as well as providing a great deal of flexibility so that each Sixth Former can follow a programme suited to his or her interests and strengths. All subjects require students to organise their time effectively, as well as develop skills and an appreciation of the value of hard work.

We have carefully considered our Sixth Form curriculum to ensure it caters for a wide range of interests. It allows students to follow a path, which can successfully lead to a University place, an apprenticeship or straight into work. We offer a selection of A Level and BTEC courses, with students able to select from both course types.

Courses Offered
Please note that we reserve the right to not run a course listed below if there is insufficient interest.

A Levels
A Level subjects have all undergone a process of reform in recent years in line with recent government policy. A Level subjects now have a linear structure, meaning there are no AS examinations at the end of the Lower Sixth. Our Lower Sixth students now sit rigorous internal examinations in the summer term to help inform our tracking and UCAS predicted grades.

Art, Craft and Design         Economics
Biology                      Music
Business                     Music Technology
Chemistry                    PE
Classical Civilisation      Photography
Computer Science            Physics
Design Technology:          Politics
    Product Design
Drama

Economics
English Literature
Fine Art
French
Further Maths
Geography
Graphical Communication
History
Mathematics

Music
Music Technology
PE
Photography
Physics
Politics
Psychology
Spanish
Textile Design
BTEC and Cambridge Technical (CTech) Courses:

BTEC (Single Award)
- Business
- Countryside Management
- Hospitality
- Sport
- Performing Arts²

BTEC (Double Award)
- Sport²

CTech
- Digital Media², ³

The courses listed here also work in combination with the A Levels subjects listed below. Both can be used for to accumulate points for UCAS (see UCAS section for details on points and equivalence).

The BTEC courses in Business, Countryside Management, Hospitality and Sport (Single award) are continually assessed through a variety of internally set assignments. The BTEC courses in Performing Arts (Single Award) and Sport (Double award) plus the Cambridge Technical Digital Media course are assessed through a mixture of internally set assignments and externally assessed exams and/or controlled assessments.

From 2020 all of our BTEC and CTech Level 3 courses will be assessed in this way. Our BTEC and CTech courses foster an interest in the subject area as well as developing transferable skills which can be applied by students as they progress to University or employment.

Notes:
1. Further Maths may not be taken without Mathematics.
2. We are exploring the possibility of offering BTEC Double Award in Sport, CTech Digital Media and BTEC Single Award in Performing Arts. Please note that we need to gauge interest before we can confirm these courses will definitely be offered.
3. This subject is available as a Single Award (Level 3 diploma, equivalent to one A Level) as well as the Double Award (Level 3 Extended Certificate, equivalent to two A Levels).
Extended Project Qualification

Extended Project Qualification (EPQ) allows students to push their abilities beyond the A Level syllabus and prepare for University or their future career. It is a self-directed and self-motivated optional course that provides a valuable opportunity to demonstrate independence and individuality. It is also a highly regarded qualification which gives the students an advantage when applying to University. EPQ is equivalent to half an A Level so can be used to earn extra UCAS points.

Purple Time – Academic and Vocational Enrichment

Purple Time is our new enrichment programme in the Sixth Form. This programme of Academic and Vocational Enrichment is built into the timetable, allowing all students the opportunity to choose activities that either support their main academic studies or to develop their broader CV.

Activities include The Young Enterprise Scheme, Mixed Martial Arts, EPQ, CCF, Science Journal Club, Maths for Scientists, Biomedical Society, Oxbridge, MOOC courses, Chamber Choir, Congo Band, Zumba Fitness, Arts Awards, Shotokan Karate, Golf coaching, Estate Management Skills, Sixth Form Drama, Community Service, Climbing NICAS Qualification, Fly Fishing, 3D Printing and Drone Making club, and subject tutorials to support academic option subjects.

Which Course?

All students will be expected to select three subjects from the variety of A Level, BTEC and CTech options on offer. Universities make offers based on three subjects and we believe that focusing on these three subjects from the start of the Sixth Form is likely to lead to improved grades.

Will I enjoy it?

You will have experienced many of the subjects on offer at GCSE and you will have a good idea of your interests. However, there are a number of subjects that are only offered in the Sixth Form. The best way of finding out if you will enjoy them is by speaking with current Sixth Form students and the relevant Head of Department. If you enjoy the subject, you will value the time you spend working on the subject. You will want to read outside of the textbook and complete the extension work, all leading to a better all-around understanding of the subject.

Am I good enough?

Each subject has its own entry requirements which can be found in the subject information pages. The requirements are in your best interest as those who do not achieve the required grades will not perform as well in that subject in the Sixth Form. Some of the courses have demanding coursework deadlines throughout. You will need to be well organised in order to give yourself the best chance of achieving your best in the subject. You should think carefully before choosing 3 coursework heavy subjects.
Are there good combinations?

Many students wish to choose contrasting subjects (for example: Spanish, Music Technology and Chemistry). Some students prefer to specialise and choose related subjects (for example: Textiles, Graphics and Media). We aim to accommodate choices made by the deadlines outlined later in this booklet. We do review all option combinations and will start discussions with the students and parents if a subject choice is inadvisable.

I want to be a …

Some students will have an idea of the area they wish to study or work in, in the future. If you do have a specific area of future study or employment in mind, it would be advisable to check if they have any entry requirements. Details of who to contact for advice can be found later in this booklet.

Options Timeline

9th November  
Online form available for parents to complete on students behalf

3rd December  
Initial option choices deadline (internal candidates only)

9th December  
Option blocks are finalised (any changes past this point must fit within the published blocks)

15th February  
Subject choices sent out for confirmation

22nd August  
GCSE results day

22nd – 30th August  
Choices reviewed in light of GCSE results
Further Help

There are many people around you to offer support and advice throughout this process.

Your tutor will be able to provide sound advice on which Heads of Department to speak with and what your current progress suggests about subject suitability in the Sixth Form. You will find the Heads of Department listed in the subject information pages below.

Should you wish to book an appointment to discuss potential options then please email sdagar@seaford.org or jfollows@seaford.org.

For information on Careers and Oxbridge applications, our Director of Academic Performance and Enrichment, Mr John Doy will be able to provide guidance and advice.

General Advice

Mr J Passam  
Deputy Head: Academic  
jpassam@seaford.org

Mr A Arya  
Assistant Head: Teaching and Learning  
aarya@seaford.org

Mr J Follows  
Director of Sixth Form  
jfollows@seaford.org

Mr J Doy  
Director of Academic Performance and Enrichment  
jdoy@seaford.org

Mr M Pitteway  
UCAS coordinator and Director of Boarding  
mpitteway@seaford.org

Miss E Le Barth  
Head of EPQ  
lebarth@seaford.org

Subject Choice Advice

Mr S d’Agar - Director of Studies  
sdagar@Seaford.org

Mr J Follows - Director Head of Sixth Form  
jfollows@seaford.org

Subject Information

Heads of Department

Mr Sebastian d’Agar - Director of Studies
Your thoughts...

What are your thoughts on A Level or BTEC courses?

________________________________________________________________________

________________________________________________________________________

Which subject talks did you enjoy?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Which subjects do you think you will do well at?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Which subjects do you need?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
University Applications and Life Post Seaford

Support for Life Post Seaford

Our aim at Seaford is to help all students identify the right pathways and options for them as individuals and then to help on their journey to achieving them. Key to the achievement of this aim is the value and trust we place on our Academic Tutors.

Your Academic Tutor

As well as offering academic support, our Sixth Form Tutors are also tasked with guiding students as they begin to plan for the next exciting stage in their lives. As a school it is of prime importance that all our leavers are well prepared for further study, vocational training, or work.

Sixth Form Tutors are available to offer individual help and advice, in particular with the completion of UCAS application forms. Each student follows a carefully designed programme to steer them in the right direction when making higher education and career choices. We also recommend that students supplement their online research by attending University open days and wherever possible taster courses.

The tutor is backed by a specialist team including our UCAS Coordinator (Mr Pitteway), and Director of Academic Performance and Enrichment (Mr Doy) who are 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.

UCAS

UCAS serves as a central administrative organisation to deal with all University applications. It processes all applications but makes no decisions about an individual’s possible admission.

You are presently able to apply to up to five institutions, four if you are applying for Medicine, Veterinary Medicine or Dentistry. Many schools set internal deadlines for receipt of completed forms from students. At Seaford our deadlines are mid-September for applicants to Oxford or Cambridge and for applications to read Medicine, Vet, Medicine and Dentistry, and October half term for all other applicants. We aim to have sent all UCAS forms to UCAS as soon after half term of the autumn term as possible.
Once UCAS receives your application form, copies are made and sent to each of the institutions you have chosen on the form. At this stage, some of the contextual information on the UCAS form and all details of the other institutions you have applied to are removed. You will then begin to receive either:

- a conditional offer i.e. an offer stating the grades required in the forthcoming exams
- an invitation to an interview
- a rejection

You can monitor the progress of your applications via the UCAS website using Track.

**Open Days and Interviews**

As the number of applications for Higher Education places has increased tremendously over the last decade, Admissions Tutors are less able to give formal interviews. Generally, all candidates receive an invitation to spend a day at the University Department and this often includes an informal interview. Some courses nearly always carry a formal interview such as Medicine, Drama, Teaching, etc. Some University Departments have a policy, stated in the prospectus, of offering no interviews. It is up to you to check. If you have made five applications and received invitations to spend a day at several of the institutions, you will need to be selective as to which you attend; five visits would be very disruptive to your academic work and often quite costly.
University Responses

Once all institutions have made a decision on your application, UCAS will send you a summary of all responses from all the institutions to which you applied. You will then have a few days to decide on the two offers you wish to accept. Two offers may be selected, both conditional on certain grades;

- a firm acceptance (CF)
- an insurance acceptance (CI)

The latter should carry an offer which calls for lower grades than the former and should be a course at an institution you will be happy to study at for the next 3 - 4 years. You need to notify UCAS of these choices either on-line or using the slip at the bottom of the letter sent by UCAS.

Offers are usually made in terms of A Level grades and can specify certain grades in certain subjects. Alternatively, the offer may be in points whereby certain qualifications attract UCAS points according to a published tariff (see below).

UCAS Tariff Points for A Level, BTEC and Cambridge Technical (CTech) Courses

The points are as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th><strong>A Level</strong></th>
<th>Points</th>
<th>BTEC (Single)</th>
<th>Points</th>
<th>CTech (Double)</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>A*</td>
<td>56</td>
<td>Distinction* (D*)</td>
<td>112</td>
<td>D<em>D</em></td>
</tr>
<tr>
<td>48</td>
<td>A</td>
<td>48</td>
<td>Distinction (D)</td>
<td>104</td>
<td>D*D</td>
</tr>
<tr>
<td>40</td>
<td>B</td>
<td>40</td>
<td>-</td>
<td>96</td>
<td>DD</td>
</tr>
<tr>
<td>32</td>
<td>C</td>
<td>32</td>
<td>Merit (M)</td>
<td>80</td>
<td>DM</td>
</tr>
<tr>
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<td>24</td>
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<td>MP</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>32</td>
<td>PP</td>
</tr>
</tbody>
</table>

Examples:

*A student achieving a BBC at A Level would earn 112 UCAS Tariff Points.*

A student achieving a Distinction at BTEC (Single) and two B grades at A Level would achieve 128 UCAS Tariff Points.
Responding to Your Offers

It is important that you discuss these choices with either Mr Pitteway or Mr Doy and your form tutor before notifying UCAS. UCAS will notify you of the date by which you should make this decision and notify them of this decision.

It is very important that you adhere to this deadline. Failure to do so will result in all your offers being declined by UCAS on your behalf. If you have been rejected from all the Universities you applied to you can make further applications within the same year. You will be sent further information about this automatically from UCAS. This process is called UCAS Extra.

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 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.

For more information please contact:

Mr Matthew Pitteway
UCAS coordinator and Director of Boarding
mpitteway@seaford.org
Courses

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Chemistry A Level (OCR) 17
Classical Civilisation A Level (OCR) 18
Computer Science A Level (OCR) 19
Countryside Management BTEC Single Award (Pearson) 20
Design Technology: Product Design A Level (AQA) 21
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Art, Craft & Design A Level (AQA)

Head of Department:
Mr A Grantham-Smith

Teaching Staff:
Mr A Grantham-Smith
Mr A Kirkton
Mrs J Weld
Miss L Arnold

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.

Course Content
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.

The course structure is:
- Exam based project – 40%
- Coursework in the form of a personal project – 60%

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 Pathway
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 must develop skills in one or more of the following during the course:
- A back bone of quality recording through drawing and painting, plus work in one or more of the following areas – Textiles Design, Three-dimensional Design, Graphical Communication or Photography.

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.
Biology A Level (Edexcel – Biology B)

Head of Department:
Ms K Bloomer

Teaching Staff:
Ms K Bloomer
Mr S d’Agar
Ms R Weir
Mr J Cannon

Overview
Biology plays an important role in the understanding of all forms of life involving animals, plants and single cell organisms. It helps us understand the interaction between the living world and the non-living world. It also develops interests in the lives of living organisms in an effort to preserve them for the future.

Course Content
The course is split into the 10 topics below:
- Biological Molecules
- Cells, Viruses and Reproduction of Living Things
- Classification and Biodiversity
- Exchange and Transport
- Energy for Biological Processes
- Microbiology and Pathogens
- Modern Genetics
- Origins of Genetic Variation
- Control Systems
- Ecosystems

The course structure is:

- **Paper 1: Advanced Biochemistry, Microbiology and Genetics (30%, 1h 45m)**
- **Paper 2: Advanced Physiology, Evolution and Ecology (30%, 1h 45m)**
- **Paper 3: General and Practical Principles in Biology (40%, 2h 30m)**

There is also Biology practical endorsement which the students must Pass.

Expectations
Students are encouraged to fully participate in theory and practical lessons. This is shown by the students pre-reading the textbook, organising time to see their teachers if they need help and therefore being proactive in their own learning.

Future Pathway
An A Level in Biology is a highly respected qualification that will lead you into wide variety of courses and careers including: Science and Research, Medicine and Healthcare, Agriculture, Sport and Fitness, Engineering, Police and Emergencies services.

Key Skills
Over the course the students will need to develop the following:

- **Practical skills:** ability to evaluate and manage potential risks. Be able to communicate information and ideas through the use of appropriate terminology and ICT.
- **Mathematical skills:** Understand the principles of sampling as applied to scientific data or to select and use a statistical test.
- **Problem solving:** to make decisions about scientific issues.

Recommended Entry Requirements
Grade 6-6 at GCSE (Biology or Combined Science) and at least Grade 6 in GCSE Mathematics.
Business A Level (Edexcel)

Overview
Studying Business does not guarantee that you will become a future Bill Gates or Jeff Bezos, but you will study a wide variety of issues which will help you to understand the world and help with virtually any job in your future life.

Course Content

Theme 1: Marketing and People
- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders

Theme 2: Managing Business Activities
- raising finance
- financial planning
- managing finance
- resource management
- external influences

Theme 3: Business Decisions and Strategy
- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- assessing competitiveness
- managing change

Theme 4: Global Business
This theme develops the concepts introduced in Theme 1
- globalisation
- global markets and business expansion
- global marketing
- global industries and companies (multinational corporations)

The course structure is:
- Paper 1 (Themes 1 and 4) – 2hrs: 35%
- Paper 2 (Themes 2 and 3) – 2hrs: 35%
- Paper 3 (Synoptic) – 2hrs: 30%

Expectations
Students need an interest in current affairs and a willingness to engage in discussion and debate. Good reading skills and an ability to interpret written text and data is essential. Typically, we would expect a grade 5 in English Language and Maths.

Future Pathway
Many Business students 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
The ability to interpret information (written and numerical) and write clearly and fluently using effective business language.

Recommended Entry Requirements
Grade 5 in GCSE English Language and Maths is required.
Business BTEC Single Award (Pearson)  
Equivalent to one A Level

Head of Department:
Mr E Reynolds

Teaching Staff:
Mr E Reynolds
Mr M Pitteway
Mrs K Naylor
Mr T Cobb
Mr J Williams

Overview

Studying Business does not guarantee that you will become a future Bill Gates or Jeff Bezos, but you will study a wide variety of issues which will help you to understand the world and help with virtually any job in your future life.

Course Content

Year 12
Unit 1 - The Business Environment
Unit 2 - Business Resources
Unit 5 - Business Accounting

Year 13
Unit 4 - Business Communications
Unit 3 - Introduction to Marketing
Unit 36 - Starting a small business

This qualification is 100% coursework based.

Expectations

Students need an interest in current affairs and a willingness to engage in discussion and debate. Good reading skills and an ability to interpret written text and data is essential.

Future Pathway

Many Business students 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

The ability to interpret information (written and numerical) and write clearly and fluently using effective business language.

Recommended Entry Requirements

Working towards a Grade 4 or above in both Maths and English.

Note: Access to a laptop would be beneficial to produce the required assignments.
Chemistry A Level (OCR)

Head of Department:  
Dr N Street

Teaching Staff:  
Dr N Street  
Mr W Yates  
Mrs H Harris  
Mr L Kingdon

Overview

A Level Chemistry will give you an exciting insight into the contemporary world of Chemistry. It covers the key concepts of Chemistry and practical skills are integrated throughout the course. You will learn about Chemistry in a range of different contexts and the impact it has on industry and many aspects of everyday life.

Course Content

Module 1 – Development of Practical Skills in Chemistry  
Perform a range of chemical techniques to obtain data to analyse and form appropriate conclusions.

Module 2 – Foundations in Chemistry  
Study of the key concepts underpinning Chemistry, including the structure of the atom, bonding and quantitative measurements (moles).

Module 3 – Periodic Table and Energy  
Measuring and applying concepts such as enthalpy, reaction rates and equilibrium to chemical reactions.

Modules 4 and 6 – Organic Chemistry  
Exploring the chemistry of carbon based compounds and how they are synthesised and purified.

Module 5 – Physical Chemistry and Transition Elements  
Investigating and calculating the pH of acids and bases, redox and electrode potentials and the chemical and physical properties of the transition metals.

The course structure is:

- Paper 1: Periodic Table, Elements and Physical Chemistry (2hrs 15m, 37%)
- Paper 2: Synthesis and Analytical Techniques (2hrs 15m, 37%)
- Paper 3: Unified Chemistry - (1hr 30mins, 26%)

Expectations

Chemistry makes significant demands of the individual. Your passion and love for atoms will fuel your motivation and your inquiring mind will keep you questioning, leading to knowledge and understanding. A strong resilience will keep you rote learning the key definitions and not giving up when that equation seems impossible to balance.

Future Pathway

A Level Chemistry is an excellent base for a University degree in healthcare, such as Medicine, Pharmacy and Dentistry as well as the Biological Sciences, Physics, Mathematics, Pharmacology and Analytical Chemistry.

Chemistry is also taken by many Law and Economics applicants as it shows you can cope with difficult, and at times, abstract concepts.

Key Skills

The nature of Chemistry requires a wide range of skills including investigating, problem solving, research, decision making, mathematical skills and analytical skills. Of course, the practical side of the course needs the confident handling and use of a range of equipment, glassware and chemicals and consideration of the associated Health & Safety issues.

Recommended Entry Requirements

Grade 6-6 at GCSE (Chemistry or Combined Science) and at least Grade 6 in GCSE Mathematics.
Classical Civilisation A Level (OCR)

**Overview**
The study of Classics remains both interesting and relevant to the modern age. We believe that Latin and Classical Studies have great value, providing a different kind of linguistic challenge, opening up an understanding of our own language, leading to the study of great literature and an understanding of two civilisations which have had a massive influence on our own.

**Course Content**
There are three units leading to an examination of Homer’s Odyssey, Greek Theatre and Religion.
The course structure is:
- **Paper 1:** Odyssey and Aeneid (2hrs 20mins: 40%)
- **Paper 2:** Greek Theatre (1hr 45mins, 30%)
- **Paper 3:** Greek Religion (1hr 45mins, 30%)

**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 Pathway**
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. In recent years many students who have studied Classics at Seaford have gone on to do Classics-based degrees at University.

**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.
Computer Science A Level (OCR)

**Overview**

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

**Course Content**

**Component 1: Computer Systems (Paper 1, 2hrs 30mins – 40%)**
- Students are introduced to the internal workings of the CPU, data exchange, software development, data types and legal and ethical issues.

**Component 2: Algorithms and Programming (Paper 2, 2hrs 30mins – 40%)**
- This builds on component 1 to include computational thinking and problem-solving.

**Component 3: Programming Project (Non-exam Assessment – 20%)**
- Students can choose to develop a program or game of their own choice.

**Expectations**

Learning to code demands focus and concentration and students are expected to consolidate on the practical lessons by using their private study periods to develop skills.

**Future Pathway**

A Level Computer Science is a highly regarded qualification that provides an excellent platform for students wishing to pursue further studies in STEM (Science, Technology, Engineering, Maths) subjects. The project approach is a vital component of ‘post-school’ life and is of particular relevance to Further Education, Higher Education and the workplace.

**Key Skills**

The aims of the qualification are to enable students to develop:

- an understanding of and ability to apply the fundamental principles and concepts of computer science
- the ability to analyse problems in computational terms through practical experience of solving such problems including writing programs to do so
- the capacity for thinking creatively, innovatively, analytically, logically and critically

**Recommended Entry Requirements**

Grade 6 at GCSE Computer Science and Maths.
Countryside Management BTEC Single Award (Pearson)  Equivalent to one A Level

Head of Department:  
Mr P Bolton

Teaching Staff:  
Mr P Bolton  
Miss E Le Barth

Overview
Countryside Management is a vocational course designed to offer students a programme of study that is both practical and challenging. The course is composed of six modules. 40% of the course is delivered outside the classroom, where students are able to thrive through the completion of practical conservation tasks in a variety of settings to include local estates, local and national parks and nature reserves.

Course Content
At Seaford we make effective use of our surroundings, which enables us to cover the following units:

- Unit 1: Investigative Project
- Unit 3: Estate Skills
- Unit 20: Understanding Freshwater and Wetland Management

We will then use external locations and partners to support the completion of:

- Unit 30: Undertaking Woodland Management
- Unit 15: Understanding Countryside Tourism
- Unit 16: Understanding Heathland Habitat Management

This qualification is 100% coursework based.

Expectations
Students are expected to wear appropriate personal protective equipment 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 Wear etc.) and work gloves - riggers and builders' gloves.

Students are also expected to partake in all practical activities as these activities will be mapped against their unit assessment.

Future Pathway
This 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.

This programme of study provides our students with a platform to access higher education where they can study for a career in the countryside sector to include Forestry, Land Management, Conservation Management and Recreation Management within Country Parks.

Key Skills
Throughout the course students will have the opportunity to develop land management and estate skills, in addition to becoming independent enquirers, creative thinkers and reflective practitioners.

During the practical activities the students will be able to develop their team working, problem solving and self-management skills.

Recommended Entry Requirements
Grade 4 or above at GCSE English, GCSE Maths and GCSE Science

Students will also be expected to demonstrate that they are interested and wish to pursue a Higher Education pathway or career within the countryside sector.

Note: Access to a laptop would be beneficial to produce the required assignments.
Design Technology: Product Design
A Level (AQA)

Head of Department:
Mr D Shaw

Teaching Staff:
Mr D Shaw
Mr P Harker
Ms A Prince-Iles

Overview
Designing and making is at the heart of this course. Over the two years, students study historical, social, cultural, environmental and economic influences on Design and Technology and put their learning into practise by designing and making products. They develop an understanding of what it is like to be a designer and maker as well as gaining skills useful for employment and/or higher education in this field.

The first year of the course is spent exploring materials and processes through a largely project based approach. Projects for this include: silver jewellery, welding, casting, woodwork, composites, 3D modelling and CAD/CAM.

Course content
Paper 1: Technical Principles (2hrs 30mins - 30%)
Paper 2: Designing and Making Principles (1hr 30mins - 20%)
Non Examination Assessment (single substantial design and make task - 45 hours - 50%)

Expectations
In all lessons, students will need to be able to offer a high level of concentration in order that new concepts can be appreciated and understood quickly as well as permanently. Students will need to be able to work independently and safely within the workshop environment. Students should understand that class contact time must be supported by their commitment to consolidate their own understanding in their own Private Study time.

Future Pathway
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
Grade 6 or above in GCSE Design Technology and a strong interest in the subject.
Cambridge Technical (CTech) Extended Certificate in Digital Media / Cambridge Technical (CTech) Diploma in Digital Media (Moving Image & Audio Production) (OCR)
Equivalent to one and two A Levels respectively

**Head of Department:**
Ms H Johnson

**Teaching staff:**
Ms H Johnson
Mr J Doy
Mr G Vernon

**Overview**
We offer two courses in Digital Media, worth one and two A Levels respectively.

- **Extended Certificate** is made up of six units: two examined units and four internally assessed units of coursework. Equivalent to one A Level, all the coursework elements lean heavily on creative thinking, as well as making links to different areas of the media industry.

- **Diploma** is equivalent to two A Levels, and entails studying double the amount of units over the two years. The guided learning hours are double the amount of the Extended Certificate and UCAS points are doubled.

**Modules**

**Extended Certificate:**

- **Unit 1** Media Products & Audiences (Exam: 2hrs, 25%)
- **Unit 2** Pre-Production & Planning (Exam: 2hrs, 25%)
- **Unit 3** Create a Media Product (Coursework: 15%)
- **Unit 20** – Advertising Media (Coursework: 15%)
- **Unit 21** – Plan and Deliver a Pitch for a Media Product (Coursework: 10%)
- **Unit 22** – Scripting for Media products (Coursework: 10%)

**Diploma – above units plus:**

- **Unit 5** TV & Short Film Production (Coursework: 15%)
- **Unit 6** Social Media & Globalisation (Exam: 1hr 30mins, 25%)
- **Unit 14** Radio Production (Coursework: 15%)
- **Unit 15** Create Audio-Visual promos (Coursework: 15%)
- **Unit 16** The Creation and Use of Sound in Media (Coursework: 15%)
- **Unit 18** Cinematography (Coursework: 15%)

**Expectations**
Students must be prepared to develop a critical eye when looking at TV, films, music, social media and computer gaming. As the course is largely creative, students will also be expected to create their own media products and understand the different roles they could undertake in industry.

**Future Pathways**
Students often go on to read Media or related courses at University, but the skills in the course lend themselves well to courses or careers based in marketing & sales, photography, journalism, advertising, television and many more.

**Key Skills**
Students will develop core analysis and evaluative skills, as well as undertaking research, presenting and pitching. They will also develop their skills using iPads, Digital SLRs and editing software.

**Recommended Entry Requirements**
Achieved or working towards Grade 4 at GCSE English Language.
Drama A Level (WJEC)

Head of Department
Dr J Askew

Teaching Staff:
Dr J Askew

Overview
This qualification comprises three elements:

The preparation and performance of a devised piece of work with an accompanying portfolio, marked by the teacher and moderated by the exam board.

The performance of an extract and a reinterpretation of an extract from different published plays, marked by a visiting examiner.

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.

Course Content

Theatre Workshop: 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. (Practical/Written internally assessed work – 20%)

Text in Action: The creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC. (Practical Performance – 40%)

Text in Performance: A written examination. Two ‘open book’ questions based on two different texts, one pre-1956 and one post 1956, plus one question based on an extract prescribed by the exam board. (Exam 2hrs 30mins – 40%)

Expectations
Students will possess a high level of performance ability; very good literacy skills; a keen interest in developing their knowledge and understanding of different theatrical styles and genres; good independent learning skills; the ability and desire to work as part of an ensemble within lesson time; and be prepared to undertake additional rehearsals in preparation for assessed performances.

Future Pathway
Candidates who have completed the course successfully have taken a broad variety of career paths. This is a desirable qualification for anyone considering a career in the theatre industry. 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.

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
Grade 6 at GCSE Drama, and Grade 6 at GCSE English.
Economics A Level (AQA)

Head of Department: Mr E Reynolds

Teaching Staff: Mr E Reynolds, Mrs K Naylor

Overview
Economics is the study of how the world works: 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.

Course Content
The course consists of two broad areas which are studied in parallel throughout the two years:

Paper 1 – Microeconomics:
The study of Markets, Market Failure, Business Economics, Income distribution and Government intervention in markets. (Exam: 2hrs, 33.3%)

Paper 2 – Macroeconomics:
The study of the workings of the National economy, Macroeconomic performance, Government Policies and International Economics. (Exam: 2hrs, 33.3%)

Paper 3 – Synoptic (Exam: 2hrs, 33.3%)

Expectations
You will need to learn to absorb information quickly and write fluent and persuasive English. You will need to have the ability to use and interpret graphs and data. A good awareness of current affairs will be highly beneficial as your exams will be based on real-life information.

Future Pathway
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
The most important skill is the ability to take real-life information and apply Economic theory to it.

Recommended Entry Requirements
Grade 6 at GCSE English Language and grade 5 at GCSE Mathematics.
English Literature A Level (Edexcel)

Head of Department:
Ms H Johnson

Teaching Staff:
Mrs S Roberts
Ms A Doy
Mr J Doy

Overview
A Level English Literature is made up of four components, three of which are examined: Drama (30%), Prose (20%), Poetry (30%) and Coursework (20%).

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
Drama – students study Shakespeare’s Twelfth Night and Tennessee Williams’ A Streetcar Named Desire.  
(Exam – 2hrs 15mins, 30%)

Prose – 1hr exam - students study Margaret Atwood’s The Handmaid’s Tale and Mary Shelley’s Frankenstein.  
(Exam – 1hr, 20%)

(Exam – 2hrs 15mins, 30%)

Coursework - students choose two texts not studied in the rest of the course on which to write a comparative essay of 2500 – 3000 words. The texts are of the student’s choice but must be agreed by the exam board. Past textual choices have included F. Scott Fitzgerald’s The Great Gatsby, JD Sallinger’s The Catcher in the Rye and Joseph Conrad’s Heart of Darkness.  
(Coursework – 20%)

Future Pathways
English Literature is a ‘facilitating’ A level which will help students prepare for almost any higher educational course, due to its focus on analytical and reasoning skills. It is particularly pertinent to subjects such as History, Politics, Philosophy, or arts-based subjects.

Key Skills
Students will develop key skills in critical reading, analytical reasoning and written communication, across all units.

Recommended Entry Requirements
Grade 7 at GCSE English Language and GCSE English Literature.
Fine Art A Level (AQA)

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

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.

Course Content
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)

The course structure is:
- Exam based project – 40%
- Coursework in the form of a personal project – 60%

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 Pathway
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. Minimum grade 6 or above.
French A Level (Edexcel)

**Head of Department:**
Miss A Loten

**Teaching Staff:**
Miss A Loten
Ms H Martin
Miss J Stroudley
Mrs J Linford

**Overview**

Students study language in the context of four different themes.

- Les changements dans la société française (changes in French society)
- La culture politique et artistique dans les pays francophones (politics and arts in francophone countries)
- L’immigration et la société multiculturelle française (immigration and multiculturalism in France)
- L’Occupation et la Résistance (the Occupation of France and the Resistance movement)

In addition, they will study a film and a work of literature.

**Course Content**

**Paper 1:** Listening, reading and translation. (Exam: 1hr 50mins, 40%)

**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. (Exam: 2hrs 40mins, 30%)

**Paper 3:** Speaking. Internally conducted and externally assessed. Two tasks - discussion on a theme and presentation and discussion on a research project. (Exam 30%)

**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 but at this stage it is expected that students make their own arrangements.

**Future Pathway**

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. The skills they will be using whilst studying a language will increase their suitability for higher education and their employability - they will develop skills such as research, presentation, discussion, listening to others, knowledge of current affairs, appreciation of different cultures and self-expression.

**Key Skills**

Students will learn something of the culture and history of France. 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. They will gain a greater awareness of the wider world and discuss issues which affect them.

**Recommended Entry Requirements**

Grade 7 at GCSE French.
Further Mathematics A Level (Edexcel)

Head of Department:  
Mr S Kettlewell

Teaching Staff:  
Mr S Kettlewell  
Dr N Pothecary  
Mr J Percival

Overview  
Further Mathematics is an A Level qualification that broadens and deepens the mathematics covered in A Level Mathematics. Further Mathematics is usually taken alongside A Level Mathematics. It is a challenging but thoroughly enjoyable course as you embark on a journey of exploration through the complex plane, exacting proofs and along hyperbolic curves.

Course Content  
Pure Mathematics - The Further Mathematics course contains a compulsory element of Pure Mathematics. Here you will investigate the world of complex numbers, the structure of matrices, methods of proof, differential equations and many other topics as you delve deeper into the concepts and axioms of Mathematics.  
(Exam: 2 x 1hr 30mins, 25% each)

Optional modules - The course is also comprised of 2 optional modules. These can be chosen from a range of Statistics, Further Pure, Mechanics and Decision Mathematics. Please speak to Mr Kettlewell to discuss the content and selection of these modules.  
(Exam: 2 x 1hr 30mins, 25% each)

Expectations  
It is expected that students will have a passion for Mathematics and a desire to inquire deeper into the many different branches of the subject. A graphical calculator is necessary to assist in understanding some aspects of the course.

Future Pathway  
If you are planning to take a degree such as Engineering, Sciences, Computing, Finance/ Economics, or Mathematics itself, you will benefit enormously from taking Further Mathematics. Further Mathematics introduces new topics such as matrices and complex numbers that are vital in many STEM degrees. Students who have studied Further Mathematics find the transition to such degrees far more straightforward.

Key Skills  
Constructing and clearly presenting mathematical and logical arguments  
The ability to deal with highly abstract concepts  
Advanced numeracy skills  
Turning real-world problems into mathematical problems  
Being able to exactly state what a problem is, including assumptions made, if necessary breaking it down into sub-problems, and presenting the solution clearly.

Recommended Entry Requirements  
Grade 8 at GCSE Mathematics plus an interview with the Head of Mathematics and must be taking A Level Maths.
Geography A Level
(Cambridge International)

Head of Department:
Mr N Angier

Teaching Staff:
Mr N Angier
Mr J Hart
Mr J Follows

Overview
We are passionate about our subject. 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.

Course Content
Year 12: Physical Geography
The basics of the natural side of the subject are covered.
(Exam: 1hr 30mins, 25%)

Year 12: Human Geography
The basics of the people side of the subject are covered.
(Exam: 1hr 30mins, 25%)

Year 13: Advanced Physical Options Geography
A chance to specialise in specific physical areas of Geography e.g. Plate Tectonics. (Exam: 1hr 30mins, 25%)

Year 13: Advanced Human Options Geography
A chance to specialise in specific human areas of Geography e.g. Globalisation. (Exam: 1hr 30mins, 25%)

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 Pathway
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 Geography at GCSE is recommended.
Graphical Communication A Level (AQA)

Head of Department:
Mr A Grantham-Smith

Teaching Staff:
Mr A Kirkton

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.

Course Content

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

The course structure is:
- Exam based project – 40%
- Coursework in the form of a personal project – 60%

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 Pathway
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.
History A Level (OCR)

**Head of Department:**
Mr J Gisby

**Teaching Staff:**
Mr J Gisby
Mrs L Stitt
Miss M Beard
Ms A Thomas

**Overview**
A Level History allows students to explore historical interpretations and evaluate their accuracy. Students regularly debate key historical ideas and leaders and form their own judgement. This two year course comprises four modules examined in three exams.

**Course Content**

**British History:** A study of Britain over a period of 100 years looking at the evolution from Churchill to Blair. (Exam: 1hr 30mins, 25%)

**Non-British:** How did Russia become Communist and then remain Communist? This topic explores Russia 1894-1941. (Exam: 1hr, 15%)

**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 and more. (Exam: 2hrs 30mins, 40%)

**Coursework:** An independent study guided by the History Department of 4,000 words, worth 20% of the entire A Level. A chance for you to decide what to study!

**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.

**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**
Grade 6 at GCSE English Literature or History.
Hospitality BTEC Single Award (Pearson)  
Equivalent to one A Level

**Head of Department:**  
Mrs A Wilkins-Shaw

**Teaching Staff:**  
Mrs A Wilkins-Shaw  
Miss S Byrne

**Overview**

This two year course, covers a range of aspects of the Hospitality industry including Customer Service, Events Organisation, Interpersonal Skills and Practical Employability Skills; it gives students the opportunity to acquire a range of skills from across the industry. Students who are interested in a career in Event Management or Leisure & Tourism, would benefit from this course.

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**Course Content**

**Year 1**

- **Unit 1 The Hospitality Industry**  
  An introduction to a variety of hospitality businesses such as hotels, restaurants, event management, contract catering services.

- **Unit 2 & 3 Principles of Customer Service, Providing Customer Service (some practical role play required)**

**Year 2**

- **Unit 10 European Food, Unit 11 Asian Food**  
  Both with research into recipes/dishes and practical work (cooking)

- **Unit 18 Marketing for Hospitality**

- **Unit 22 Planning & Managing an Event**  
  An opportunity to plan and run an event in-house at Seaford College.

This qualification is 100% coursework based.

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**Expectations**

Ability to use computers, send emails; good independent organisation; research skills; confidence to speak publicly; creative, confident cooking skills; an interest in planning events; an open-minded approach with the ability to adapt in different situations; teamwork and producing individual assignments to a high quality and in a suitable format.

**Future Pathway**

This course is equivalent to an A Level, with UCAS points for entry into Further Education (Foundation or Bachelor’s degree); the hospitality industry direct employment, catering courses, apprenticeships, managerial roles, all aspects of leisure and tourism, event planning, project management, education, etc.

**Key Skills**

The following key skills are identified by the exam board as integral to the course: commitment, communication skills, computer knowledge, enthusiasm, interpersonal skills, leadership, organised, knowledge of safety/hygiene issues, teamwork, self-management, being thorough.

**Recommended Entry Requirements**

Grade 4 or above in GCSE English and Maths as well as a genuine interest in the industry.

Note: Access to a laptop would be beneficial to produce the required assignments.
Mathematics A Level (Edexcel)

Head of Department:
Mr S Kettlewell

Teaching Staff:
Mr S Kettlewell
Dr N Pothecary
Mr J Percival

Overview
A Level Mathematics takes you beyond the ideas and concepts you learned at GCSE to give you an insight and appreciation of the intricacies and the underlying principles of the subject. The course consists of two modules assessed at the end of the course by way of examination.

Course Content
Pure Mathematics – The Pure module focuses on the abstract concepts of Mathematics. There is a strong emphasis on algebraic methods together with introductions to new topics, such as trigonometry and calculus. (Exam: 2 x 2hrs, 33.3% each paper)

Applied Mathematics – The Applied module is a combination of both Statistics and Mechanics. The module investigates how elements from the Pure module can be applied to model situations in the real world. (Exam: 2hrs, 33.3%)

Expectations
It is expected that students will have an inquisitive nature and desire to develop their mathematical understanding. A graphical calculator is necessary to assist in understanding some aspects of the course.

Future Pathway
If you are planning to take a degree such as Engineering, Sciences, Computing, Finance/ Economics, or Mathematics itself, you will benefit enormously from taking A Level Mathematics. Mathematics is also highly valued in degree courses not directly related to the field itself. The problem solving and logical thinking it develops can be applied to a multitude of disciplines.

Key Skills
Constructing and clearly presenting mathematical and logical arguments
The ability to deal with highly abstract concepts
Advanced numeracy skills
Turning real-world problems into mathematical problems
Being able to exactly state what a problem is, including assumptions made, if necessary breaking it down into sub-problems, and presenting the solution clearly.

Recommended Entry Requirements
Grade 7 at GCSE Mathematics.
Music A Level (Edexcel)

Head of Academic Music:  
Mrs J Hawkins

Teaching Staff:  
Mrs J Hawkins

Overview
The A Level Music Course is designed to broaden the horizons of young musicians, adding depth and inspiration to their own creativity through detailed knowledge of the techniques and history of Western Music. Over the course of the two years, students will not only become more confident as performers and composers, but will also increase their ability to discuss and critically analyse a wide range of musical styles and genres from Bach to The Beatles.

Course Content
Performing (30%):
Live recital performance of one or more pieces. The performance can be solo and/or as part of an ensemble. Minimum performance time is eight minutes.

Composing (30%):
Two compositions. The total timing across both submissions must be a minimum of six minutes.

Appraising (40%):
A two-hour written question paper based on 18 set works.

Expectations
Students will have a high level of self-motivation and passion for the subject, not just as performers but looking to improve all aspects of their musicality. Students are also expected to fully engage with the extra-curricular possibilities through the course. These activities are an opportunity for students to develop their independent learning, and they are encouraged to form their own ensembles and explore music for themselves and make links with the curriculum to enhance their learning experience.

Future Pathway
Studying music is well-known to develop a huge range of personal skills. Learning an instrument requires self-discipline, independent problem-solving and teamwork, all of which are highly sought after by employers. Moreover, the study of music develops the ability to critique and analyse social and historical evidence. As such, the A Level is highly respected by Universities and can be thought of as a gateway to many possible degree courses and careers.

Key Skills
Students will develop skills in close listening and analysis; free composition; harmony and counterpoint; and performance. The ability to converse about music that is both familiar and unfamiliar is also a skill that is developed during the course. Essay writing and independent study are also a vital part of the curriculum.

Recommended Entry Requirements
Grade 6 minimum in Music GCSE.
Music Technology A Level (Edexcel)

Head of Department:  
Mrs J Hawkins

Teaching Staff:  
Mr J Churchill

Overview
This course will focus on the techniques, practices and principles of Music Technology as an area of advanced study. Students will learn the technical principles that underpin Music Technology, develop a technical vocabulary and be able to use this as a tool to develop their composing and arranging skills.

Course Content
The course consists of four modules:

Unit 1: Recording – to record live instruments to produce a Multi-track recording captured using microphones and mixed using production software. [Practical: 20%]

Unit 2: Technology-Based Composition – Pupils will be given a choice of 3 composition briefs set by Edexcel, developing their sequencing, arranging and production skills. ([Practical – 20%]

Unit 3: Listening and Analysing – A written exam in which students will answer a series of questions based on musical excerpts provided on a CD by Edexcel. (Exam: 1hr 30mins, 25%)

Unit 4: Producing and Analysing – 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. (Written and Practical: 2hrs 15mins, 35%)

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 is encouraged.

Future Pathway
An A Level in Music Technology can be a gateway to degrees in Music Technology, Sound Engineering, Sound Design and many others.

Key Skills
The 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 is not essential.
Performing Arts BTEC Single Award (Pearson)  
Equivalent to one A Level

**Director of Performing Arts:**
Ms S Reynolds

**Teaching Staff:**
Miss A Bennett
Mrs J Hawkins

**Overview**
This BTEC Single Award is for students who are interested in learning more about the Performing Arts sector. It is a demanding, practical course which covers the 3 disciplines; dance, acting and music. There will be plenty of performance opportunities for students to create, collaborate and extend their performance skills, alongside discovering and learning about key practitioners in the Performing Arts industry.

**Course Content**
There are 3 mandatory units (83%):

- **Investigating Practitioners’ Work** – a two part theoretical unit which is externally assessed. Part A: A four week research and preparation project Part B: A three hour written task to be completed under supervised conditions.
- **Developing Skills and Techniques for Live Performance** – a practical performance based unit exploring a variety of performance techniques, which is internally assessed.
- **Group Performance Workshop** – a practical, creative, group based project, which is externally assessed.

Optional units (17%): The additional optional unit will be chosen by you/your teacher(s).

- Jazz Dance Technique
- Street Dance Technique
- Contemporary Dance Technique
- Interpreting Classical Text for Performance Acting Styles
- Developing the Voice for Performance Improvisation
- Movement in Performance Musical Theatre Techniques
- Variety Performance

**Expectations**
Students must be passionate about developing their performance skills and be keen to develop their knowledge and understanding of Performing Arts. Students must have good independent learning skills, as well as very good literacy skills. Students will need to be strong, determined performers who are able to work successfully with others during ensemble work.

**Future Pathway**
Many of the skills learnt on the course are transferable and can be applied to higher level study in many fields. The course can lead to many careers in and outside of the Performing Arts industry.

Possible careers in the Arts: Actor, Community Arts worker, Dancer, Drama therapist, Performer, Music therapist, Theatre director, Teacher, Theatre stage manager.

**Key Skills**
The ability to learn independently
Good literacy and written skills
Passion for the Performing Arts
Good creative and performance skills
The ability to research actively and methodically
Being able to give presentations and being active group members.

**Recommended Entry Requirements**
Grade 6 or above at GCSE in Music, Dance or Drama and a Grade 5 or above in GCSE English.

Note: Access to a laptop would be beneficial to produce the required assignments.
Photography A Level (AQA)

Head of Department:
Mr A Grantham-Smith

Teaching Staff:
Mrs K Grantham-Smith

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.

Course Content

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

The course structure is:
- Exam based project – 40%
- Coursework in the form of a personal project – 60%

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 Pathway
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.
Physical Education (OCR)

Head of Department:
Mr J Thompson

Teaching Staff:
Mr J Thompson
Ms E Teague
Mr K Rich

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.

Course Content
There are three theoretical components (Exam - 70%):

Paper 1: Anatomy & Physiology; Exercise Physiology; Biomechanics (Exam: 2hrs)

Paper 2: Skill Acquisition; Sports Psychology (Exam: 1hr)

Paper 3: Sport & Society; Contemporary Issues (Exam: 1hr)

There is one non-examined but assessed practical component (Assessment - 30%):

One practical activity marked on performance and observation analysis, a spoken exam on your sport.

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 Pathway
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, Grade 6 in Science and English is also expected in order to access the demands of A level.

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GCSE PE Grade 6 or above in both theory and practical areas, Grade 6 in Science and English is also expected in order to access the demands of A level.
Physics A Level (OCR)

Head of Department:
Mr I Canavan

Teaching Staff:
Mr I Canavan
Mr R Hypher

Overview
A Level Physics gives you the tools to properly explain the world around you and gain an insight into the question “Why does that happen?”

Course Content
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.

The course structure is:

- Paper 1 Modelling Physics: 2hrs 15mins
- Paper 2 Exploring Physics: 2hrs 15mins
- Paper 3 Unified Physics: 1hr 30mins

Expectations
Physics is a demanding A Level subject that requires high levels of concentration, self-directed study and external research. Students are expected to read and digest material in their own time, as well as in class, and to bring an enquiring mind.

Future Pathway
An A Level qualification in Physics opens the door to a wealth of opportunities. Physics is highly regarded by Universities and, in addition to Engineering, Technology and Climatology courses, is often a pre-requisite for Medicine, Dentistry, Optometry and Veterinary Medicine. This is because students with a good A Level in Physics demonstrate high-level analysis skills which are valued by employers.

Key Skills
Candidates will develop their observational and evaluation skills through the many experiments that we will undertake. They will also gain high level problem solving and decision making skills as they move through the course.

Recommended Entry Requirements
Grade 6-6 at GCSE (Physics or Combined Science) and at least Grade 6 in GCSE Mathematics.
Politics A Level (Edexcel)

Head of Department:  
Ms A Thomas

Teaching Staff:  
Ms A Thomas  
Mr D Falvey

Overview
This course gives an excellent overview of UK and US government and politics, as well as setting current affairs into theoretical context. It complements other humanities subjects as well as providing opportunities for discussion, debate and improving essay technique.

Course Content

Paper 1: UK Politics
(democracy and participation elections and electoral systems, voting behaviour, political parties, pressure groups) and core ideologies (socialism, conservatism and liberalism)  
(Exam: 2hrs, 33.3%)

Paper 2: UK Government
(constitution, executive, legislature, judiciary) and a non-core- ideology  
(Exam: 2hrs, 33.3%)

Paper 3: (taught in Year 13)  
US Politics and Government and comparative US/UK
Each paper is a 2 hour exam and all are completed at the end of Year 13.  
(Exam: 2hrs, 33.3%)

Expectations
Students need to be engaged and interested in the world around them, as well as open minded about their opinions and those of others. Commitment to independent learning by reading/watching news, as well as acting on feedback, are essential.

Future Pathway
Superb preparation for many degrees and careers but especially in journalism, the military, civil service, education, law, media, business and economics.

Key Skills
Developing confident knowledge and understanding of politics and government systems.

Forming a coherent argument and reaching a supported judgement in speech and in writing. Essay writing.

Recommended Entry Requirements
Grade 6 at GCSE English and in a Humanities subject, if taken. History is ideal but not essential.
Psychology A Level (AQA)

Head of Department: Mrs A Yates

Teaching Staff: Mrs A Yates

Overview
Psychology is the study of human behaviours using scientific methods to both analyse and explain different human behaviours. The course is full of interesting case studies, theories and goes in depth about certain behaviours.

Course Content
Topics include:
- Social influence
- Memory
- Attachment
- Psychopathology
- Approaches in psychology
- Biopsychology
- Research methods
- Issues and debates in psychology

The course structure is:
- Paper 1: Introductory topics in psychology (2hrs, 33.3%)
- Paper 2: Psychology in Context (2hrs, 33.3%)
- Paper 3: Issues and options in psychology (2hrs, 33.3%)

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 Pathway
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.

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

Recommended Entry Requirements
Grade 6 at GCSE Maths and English, as well as Higher tier Combined Science.
Spanish A Level (Edexcel)

**Head of Department:**
Ms M Molinero Quiralte

**Teaching Staff:**
Ms M Molinero Quiralte  
Miss A Loten  
Miss C Apps

**Overview**
Students study language in the context of four themes:

- La evolución de la sociedad Española (the evolution of Spanish society)
- La cultura política y artística en el mundo de habla español (politics and arts in Spanish speaking countries)
- La inmigración y la sociedad multicultural Española (immigration and multicultural society in Spain)
- La dictadura franquista y la transición a la democracia (the Franco dictatorship and the transition to democracy)

In addition, they study a film and a work of literature

**Course Content**

**Paper 1:** Listening, reading and translation. (Exam: 1hr 50 mins, 40%)

**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. (Exam: 2hrs 40mins, 30%)

**Paper 3:** Speaking. Internally conducted and externally assessed. Two tasks - discussion on a theme and presentation and discussion on a research project. (Exam, 30%)

**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 but at this stage it is expected that students make their own arrangements.

**Future Pathway**
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. The skills they will be using whilst studying a language will increase their suitability for higher education and their employability - they will develop skills such as research, presentation, discussion, listening to others, knowledge of current affairs, appreciation of different cultures and self-expression.

**Key Skills**
Students will learn something of the culture and history of France. 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. They will gain a greater awareness of the wider world and discuss issues which affect them.

**Recommended Entry Requirements**
Grade 7 at GCSE Spanish.
Sport BTEC Single Award (Pearson)

Equivalent to one A Level

Head of Department:
Miss E Teague

Teaching Staff:
Mr D Joseph
Mr J Thompson
Mr J Williams
Mr T Cobb
Miss B Farrant

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 in the sports sector. The course consists of 7 units over two years which are assessed as coursework and is the equivalent to one A Level.

Course Content
There are 4 mandatory units and 3 optional units.

Mandatory 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, Distinction or Unclassified and for each assignment there are approximately 4 mini assignments (tasks). If you meet the deadline, you have one opportunity to re-submit evidence if necessary.

This qualification is 100% coursework based.

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 Pathway
The course should stimulate and sustain an interest in and enjoyment of sport.

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.
**Sport BTEC Double Award (Pearson)**

*Equivalent to two A Levels*

**Head of Department:**
Miss E Teague

**Teaching Staff:**
Mr D Joseph  
Mr J Thompson  
Mr J Williams  
Mr T Cobb  
Miss B Farrant

**Overview**
BTEC Double Award in 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 9 units over two years, is assessed as coursework, controlled assessment and written examination and is equivalent to 2 A Levels.

**Course Content**
There are 6 mandatory units and 3 optional units.

**Mandatory Units:**
- Anatomy and Physiology (written exam)
- Fitness training & programming for health, sport and wellbeing (controlled assessment)
- Business for sport (synoptic unit controlled assessment)
- Professional development in the sports industry (assignment)
- Sports leadership (assignment)
- Skill acquisition (assignment)

**Plus 3 optional units (assignments)**

In each unit, students will be graded in the format of a Pass, Merit, Distinction or Unclassified and for each assignment there are approximately 4 mini assignments (tasks). If you meet the deadline, you have one opportunity to resubmit evidence if necessary. This qualification is 100% coursework based.

**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 Pathway**
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 required that you have passed GCSE PE, have a genuine interest in sport and to have passed in at least five GCSEs including English, Mathematics and Science.

Note: Access to a laptop would be beneficial to produce the required assignments.
Textile Design A Level (AQA)

**Head of Department:**
Mr A Grantham-Smith

**Teaching Staff:**
Mr A Grantham-Smith

**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.

**Course Content**

**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

The course structure is:
- Exam based project – 40%
- Coursework in the form of a personal project – 60%

**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 Pathway**
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.
Extended Project Qualification / EPQ (OCR)  
This is an extra option offered over a twelve month period in the Sixth Form – equivalent to half an A Level

Overview
Extended Project Qualification (EPQ) allows students to extend their abilities beyond the A Level syllabus and prepare for University or their future career. It is equivalent to half an A Level (70 points) so can be used to earn extra UCAS points. EPQ is an excellent enrichment qualification which allows each student to embark on a largely self-directed and self-motivated project. Students can choose any topic to plan, research and develop. The main aim of this subject is to encourage creativity and curiosity and to stand out from the crowd.

Course Content
EPQ is introduced during the spring term of Year 12 with the course commencing after Easter. This allows the students to find their feet with their other A Levels before embarking on their EPQ. The course runs until March of the following year when they hand in their completed projects.

A project topic may be directly related to a student’s main study programme, but should look beyond the specification. A finished product may take the form of a:

- research based written report
- production* (e.g. charity event, fashion show or sports event etc.)
- an artefact* (e.g. piece of art, a computer game or realised design)

*A written report must accompany these options.

Expectations
EPQ is an opportunity for students to demonstrate independence and individuality. There are 3 timetabled sessions over a fortnight which are compulsory and the students are assigned a supervisor who will be assessing them and marking their project.

Future Pathway
EPQ is a highly regarded qualification which gives the students an advantage when applying to University. It also equips them with many academic and social skills for University and in wider working life.

Key Skills
Students develop a wide range of academic skills in preparation for University, for example academic research, dissertation writing and also planning and presenting their findings. They also gain many social skills in terms of organisation, time keeping and planning.

EPQ Coordinator:  
Ms E Le Barth

EPQ Supervisors:  
Varies according to student specialism

Manage – identify, design, plan, and complete a project (or task within a group project), applying organisational skills and strategies to meet their stated objectives

Use resources/research – obtain and select information from a range of sources, analyse data, apply it relevantly, and demonstrate understanding of any appropriate connections and complexities of their topic

Develop and realise – use a range of skills, including using new technologies, to solve problems, to take decisions critically, creatively and flexibly, and to achieve their aims

Review – evaluate the outcome, including their learning and performance.

This is 100% course work and the equivalent to half an A Level in terms of UCAS points.
Notes
“Learning Support helped me immensely, I never thought I was academic but the teachers here are great. They have taken me from someone in Year 7 who struggled and wasn’t confident, to where I am now. It’s the safe atmosphere - it makes you feel like you are important and that translates into the academic. I will miss the people and the amazing facilities.”

James Thompson - 2A*s A, reading History