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**Key Stage 4  
Curriculum Guide  
& Options Booklet  
2024-2026**



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## Year 9 Options

Dear Students and Parents/Carers

At Seahaven Academy we design the school curriculum to provide a broad and balanced experience for all students, whatever their starting points, to enable them to achieve the success they deserve and open doors to future opportunities in education and the workplace.

We promote the highest expectations for all and pride ourselves on ensuring that Further and Higher Education can be accessible to all. We want students to feel confident and prepared when they make decisions about their next steps, having taken part in a range of careers education, information and guidance sessions and activities throughout their time at Seahaven Academy.

Options Evening will allow you to hear from members of teaching staff as they offer explanation and guidance on their subjects in person and also by video message. There will be an opportunity for you to ask questions face to face and online through the “feedback and questions” form on the options webpage. These questions will be responded to in a frequently asked questions bulletin or by individual contact as appropriate.

Year 9 students have access in school to careers advice via their tutors, Pastoral Leaders, and Key Stage Directors and Amanda Bosley, the School’s Careers & Community Manager.

So far in the options process, students have had information delivered through an assembly and from their tutors and teachers during the parent consultation evening. The next steps will be to attend the Options Evening, read through the booklet, ask questions, discuss possible choices and liaise with staff for further advice as required.

Year 9 students will have received an initial letter before the recent Parents’ Consultation Evening explaining the pathways available in Key Stage 4.

### Key Stage 4 pathways

There are two pathways available at Seahaven Academy, designed to meet the academic needs of our students and to ensure a broad and balanced curriculum is provided for everyone:

- **EBacc pathway:** students study the core curriculum plus Geography or History, and also French at GCSE level. In addition, one other optional subject is chosen.
- **Attainment pathway:** students study the core curriculum plus Geography or History. Most students will study French (if appropriate) and one other optional subject choice.

Please take the time to look carefully through this booklet together, discuss choices and submit your options request by **Monday 19<sup>th</sup> February**. Please do not hesitate to contact me if you have any further questions.

Mr C Storey, Director of Key Stage 3  
[storeyc@seahavenacademy.org.uk](mailto:storeyc@seahavenacademy.org.uk)

# Year 9 Options Programme

## Looking forward

Considering your options for study at Key Stage 4 is one of the key milestones in your education journey. The choices you make will give you an opportunity to explore a range of subjects in more depth and think about where these choices may take you in the future. It is important to give these choices careful consideration so that you are able to focus on subjects which will allow you to develop as a learner and take full advantage of the chance to study them to a more advanced level.

## What do you have to study?

Students in Key Stage 4 at Seahaven Academy study:

- English
- Mathematics
- Science
- PE
- RS (Beliefs, Ethics and Philosophy)
- PSHE
- Geography or History



Every student will also be expected to study a Modern Foreign Language (French) if appropriate. You can, if you wish, consider a reserve option that we can discuss should a foreign language not be appropriate for you.

There will, of course, be advice and guidance from tutors, teachers and our independent careers advisor at any point necessary.

## Structure

The structure of pathways therefore looks like this:

Pathway	Ma.	Eng.	Sci.	R.S.	P.E.	Humanities	MFL	Option
<u>EBACC</u>						Geography or History	Required	
<u>Attainment</u>						Geography or History	Possible	

Options
Art, Design (DT), Photography
Drama / Music
Food Technology (Expression interest)
Geography / History (Both)*
PE

Meaning	Colour
Core / Required	
Possible	
Option Choice	

## Choices available

We always try to ensure that as many students as possible are able to study their first preferences. However sometimes we cannot meet all option preferences for the following reasons:

- If only a small number of students opt for a particular subject, we may not be able to offer it that year.
- If a subject is over-subscribed (which means that more students want to study the subject than there are places available) some students may not be able to take this subject.
- Some combinations of subjects may not be possible to timetable together.
- Some subjects require a level of participation or expertise that may make them unsuitable for some students. This would be discussed with the student and subject specialist teachers.

## Forms Options Online submission

We will be using the Forms Online to record student preferences and queries. This means that choices can be made using any device that has internet access.

Students will receive an invitation and link to access the system on their school email account. Parents/carers are required to participate in the process and acknowledge that they have reviewed the submission before it is sent.

Only the students will be able to make and amend their choices. However, parents/carers will be able to review the final option choices and allocation when we send out the final option confirmation during Term 5.

An email containing the link will be delivered to year 9 students from [storeyc@seahavenacademy.org.uk](mailto:storeyc@seahavenacademy.org.uk) the link can then be followed by students to submit their preferences. Students are familiar with the link and process as they were sent an initial survey on the 25<sup>th</sup> January to gather frequently asked questions and their initial choices in the same format.

Final option choices should be made by Monday 19<sup>th</sup> February to ensure they can then be reviewed at the start of Term 4 and any further discussions needed with students and parents/carers can take place as soon as possible.

# Core Subjects



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# Subject: English Language and Literature



Lead Teacher: Mrs Newby

## Why study this subject?

- Studying both English and English Literature helps us to be able to communicate effectively with the information we are constantly bombarded with. From exploring different text types, to understanding our literary heritage and being able to decipher the latest events in the news, this subject encompasses it all.
- Just as good English skills are required in all walks of life, they are required in all subject areas. Understanding a range of texts, breaking down examination questions and communicating effectively are all necessary skills across the full range of subjects.

## Aims of the course

- To improve reading, writing and speaking and listening skills
- Students learn to read and write an increasingly complex range of texts, exploring how writers appeal to readers.

## What can this course lead to?

- A-Level and Degree Options in English Language and Literature or a combined course. For many post 16 courses, English Language is a key requirement.
- Careers in publishing, the media and advertising are common routes for these courses.
- Confidence in being able to communicate in range of different ways to a range of different people is important throughout life.

## Expectations of subject

**English Language:** The GCSE Language exam is split into two halves and students will be required to demonstrate the following skills:

### Paper 1 (Fiction):

Reading:

- Analysis of language and structure (HOW does a writer use technical skills to create an impression on the reader)
- Evaluation (forming an opinion on texts, using evidence and exploring how a writer has created this impression)

Writing:

- Narrative and descriptive writing: Use a picture or written prompt to create a well-structured short piece of narrative or descriptive writing on a given theme

### Paper 2 (Non-Fiction)

Reading:

- Summary and synthesis (Identifying differences between two texts exploring a similar theme)
- Analysis of language (HOW does a writer use technical skills to create an impression on the reader-particular)
- Comparison (Comparing how two writers use language, form, tone and structure to create different texts on a similar theme)

## Writing:

Opinion writing: Students will be given a statement and asked to write in one of the following forms (essay/news article/text for a leaflet/text for a speech/letter) expressing their opinion on the given topic.

- In preparation for the exam, over the two years of the course, students will explore extracts from a range of source texts, both fiction and non-fiction. These texts will be selected to cover a diverse selection of authors, in terms of genre, era, gender, race and culture to allow students the opportunity to explore a truly broad range of texts.
- Students will have regular opportunities to practise and develop their writing skills. This will include using model texts, debates to support generation of ideas for opinion writing, scaffolds and structural templates for short-form fiction writing and exploration of contemporary issues.

## Speaking and listening:

The speaking and listening component of the exam is assessed separately and will take the form of a short presentation to the class on a topic of the student's choice. The critical aspect of this presentation is the student's ability to respond in detail to questions at the end of the presentation. This will be assessed at the end of Year 10.

**English Literature:** The GCSE Literature exam is designed to enable students to explore literary fiction from a range of eras and in different forms and genres. The exam paper overviews are outlined below:

### **Paper 1 (Shakespeare and the 19th Century novel):**

Shakespeare: Macbeth

19th Century Novel: A Christmas Carol - Charles Dickens

### **Paper 2 (Modern text and poetry)**

A: Modern text: An Inspector Calls- JB Priestley

B: Poetry anthology: Fifteen poems on the theme of power and conflict

- Ozymandias- Percy Shelley · London- William Blake · Extract from The Prelude- William Wordsworth
- My Last Duchess- Robert Browning · Charge of the Light Brigade – Alfred Lord Tennyson
- Exposure- Wilfred Owen · Bayonet Charge- Ted Hughes · Storm on the Island- Seamus Heaney
- War Photographer – Carol Ann Duffy · Poppies- Jane Weir · Remains- Simon Armitage
- Tissue- Imtiaz Dharker · Emigree- Carol Rumens · Checking Out My History- John Agard · Kamikaze- Beatrice Garland

C: Unseen Poetry

Students will study each of the texts in depth, exploring character, plot and theme. We focus heavily on the 'big ideas' behind the texts – This could be the ideas which were prevalent at the time of writing but can also include modern interpretations and readings.

We explore additional texts (both fiction and non-fiction) to provide a broader curriculum and to deepen the students' understanding of genre and themes - for example when studying the early poems in the anthology we may look at articles on the Peterloo Massacre, the living conditions of London during the Industrial Revolution and the work of other Romantic poems. When exploring Macbeth and A Christmas Carol, we refer to biblical stories and works such as Dante's Inferno in order to understand the influence on these writers. We also look at contemporaries of these writers as well as modern non-fiction responses to their works.

# Subject: Maths



**Lead Teacher: Miss Stokes**

## Why study this subject?

- Studying maths will provide you with essential numeracy skills and knowledge useful to everyday life beyond school.
- The knowledge and skills you gain can help you tackle tasks at work, apply for a wider range of jobs, and progress to study higher level courses.
- You will gain problem solving and analytical skills which are highly transferable and desirable in professional and private life.

## Aims of the course

To enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts and to be able to communicate mathematically with others in the world.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences, and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## What can this course lead to?

- Maths qualifications are an essential gateway to many further and higher education courses. Gaining a level 4 pass in maths will mean that pupil's will not have to continue studying for a GCSE maths at college.

## Expectations of subject

- Students complete a formal assessment in January and June on the topics taught during the year to that point.
- Homework is set once a week, usually on SPARX and relates to the units of work recently covered. The maths department view homework as a major component of the GCSE course and pupils are expected to complete all homework to the expected standard, on time, every week.
- Students are encouraged to work on their areas of weakness at home, as well as maintaining and improving their basic numeracy skills such as times tables and written methods.

## Support and provisions

- A hard working team of maths teachers tailoring lessons and homework to pupil's needs.
- Catch up sessions, in computer rooms, supervised by maths teachers twice a week to help pupils with their homework and to provide general support with maths.
- Online homework accessible from any computer with a network connection.
- Small group support for selected students in year 11.
- Detailed, individually tailored assessment feedback with ready to go revision tasks.



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# Subject: Science



Lead Teacher: Mrs Kelly

## Why study this subject?

- Science is for all and has something to suit students of all abilities and aspirations. The GCSE courses we offer engage and challenge our students to reach their scientific potential.
- Science is part of the Ebacc group of subjects and is highly regarded by colleges, universities and employers. Universities will look for two good science GCSE grades as part of their entry requirements.
- The course focuses on scientific explanations and models, and gives you an insight into how scientists help to develop our understanding of ourselves and the world we live in.
- There are strong links with all subjects you will study, for example applying maths in physics lessons, using knowledge and understanding of plate tectonics from geography, understanding the development of scientific terms from other languages, using materials to create new products in design and technology, and using English to develop scientific writing skills.

## Aims of the course

To enable students to:

- To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- To develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- To develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- To develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

## What can this course lead to?

- A lifelong curiosity about how the world works!
- Progress on to Science 'A' Level courses including Biology, Human Biology, Chemistry and Physics and BTEC Science courses.
- GCSE Sciences are highly regarded qualifications by colleges and employers, but they are essential for many careers not just traditional science related jobs.
- Studying science allows students to work collaboratively and develop an enquiring mind.

## Expectations of subject

- All students study Science at GCSE, either Combined Science (Double Award) or Separates Sciences Biology GCSE, Chemistry GCSE and Physics GCSE (Triple Award).
- Students are expected to have a revision guide and workbook which is used for homework tasks and preparation for exams.
- Homework is set weekly; this might be using an online resource such as Educake or from an exam workbook. Students should spend between 1 and 2 hours per week completing Science homework. All students should have a scientific calculator.

## Support and provisions

- Revision guides and workbooks can be purchased from school; these should then be brought in to lessons.
- There is a wealth of revision resources available to students including; BBC Bitesize, Seneca and my-gcsescience.com.
- Additional support is offered to students who would benefit from smaller group activities.
- Our exam board website can be used to find past papers materials and mark schemes: [www.aqa.org.uk](http://www.aqa.org.uk)



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## Subject: Religious Studies and Ethics

Lead Teacher: Miss Christy

### Why study this subject?

At Seahaven Academy the RS Department is committed to providing a curriculum that prepares students for life in a culturally diverse modern world. The department aims to promote an awareness of the usefulness of Religious Education to everyday living, to encourage enthusiasm for interest in the study of other people's beliefs and to promote mutual respect, tolerance and understanding across different cultures and communities - those with and without a religious faith.

As both citizens and employees this course equips students with an important understanding of the beliefs of others, whilst exploring and developing and confirming their own beliefs and values.

RS will teach you the life skills of analysis, open-mindedness, critical thinking, evaluation, cultural understanding and empathy. If you intend to work with or manage people in the future these dispositions and skills are required.

### Aims of the course

- Is to promote the spiritual, moral, social, cultural and intellectual development of pupils by encouraging them to explore those aspects of human experience which raise fundamental questions about beliefs and values.
- To encourage students to develop positive attitudes towards followers of other faiths and to understand that people express beliefs and ideas in a variety of ways. Religious concepts are related to the students' own personal and everyday experiences. The content builds on and develops what students learn in Years 7-9.

### Course Content

- Students will build up knowledge of how different religions form their beliefs and attitudes and they will develop skills in effective group work, debating, discussion.
- Students will begin to follow the AQA RS Syllabus and focus on an in-depth knowledge of two religions.
- In addition, students will study a range of topics from: Crime and Punishment, Religion and Life, Peace and Conflict, Relationships and Families, and Human Rights and Social Justice.

### What can this course lead to?

- The study of philosophy and ethics prepares you for life and the many issues people face. It prepares you for jobs where you will work with a diversity of people. The study of ethics and religion shows that you have awareness of current issues and of different religions and cultures.
- The GCSE qualification in Religious Studies achieved through this course can support further study in a wide range of subjects, at both A level and degree level, including geography, history, English, sociology, law, philosophy and ethics, psychology and religious studies and theology.
- Careers that benefit from an understanding of people through religion and ethics include those related to health, education, travel and tourism, construction, armed and emergency services, journalism, law, events management – essentially any employment that has an element of working with/understanding people.

### Expectations of subject

- Homework is set once a week and students are expected to spend 1 hour on this.

# Subject: Physical Education



Lead Teacher: Miss Hunter

## Why study this subject?

- Physical Education forms a core part of the curriculum for students during Key Stage 4. Students will be physically active in all lessons and will build upon their experiences from Key Stage 3, continuing to experience a range of physical activities and sports that will enhance skill level and physical fitness. The activities offered will be tailored to meet the needs of each student and will include the opportunity to develop skills within new activities.

## Aims of the course

- Acquire and develop skills, knowledge and understanding through a range of physical activities.
- Increase understanding of the health benefits associated with physical activity.
- Develop an interest in physical activity in preparation for leaving school and further education.

## What are the benefits of physical activity?

- Improved physical fitness.
- Skill and motor skills development.
- Provides regular, healthful physical activity.
- Teaches self-discipline.
- Facilitates development of student responsibility for health and fitness.

# Expected Subjects



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## Subject: Geography

Lead Teacher: Mrs Price

### Why study this subject?

- Geography is a huge part of our lives. It is a constant source of amazement and is ever changing. It is vital for managing our environment and is only going to become more important as the challenges facing our planet grow.
- Geography is all around us. From choosing our summer holidays, to informing our shopping habits, to understanding dramatic and heart breaking natural disasters. No other subject is as regular a visitor in the news. Geography allows us to understand more about other cultures and issues and encourages us to be better 'Global citizens.'

### Aims of the course

- In year 10 students will start a two year GCSE course following the AQA specification. This builds on and extends knowledge gained throughout KS3. The course covers a range of physical and human Geography modules and contains a variety of case studies from all over the world and within the UK.
- GCSE Geography places great emphasis on the idea of sustainability which is a central focus of governments around the world. It also develops skills, such as the ability to organise, problem solve, interpret data, text, maps and images. Geography also focuses on being able to justify or explain decisions. All of these skills are highly valued by employers and in further education.

### What can this course lead to?

- GCSE Geography is an excellent foundation for progression to further education, whether that is studying Geography or a variety of academic subjects. Geography develops many transferable skills which means a variety of degree options are available both in humanities and subjects such as architecture and law.
- Geographers experience some of the lowest rates of unemployment compared to other subjects and are well suited to a variety of careers. There is no such thing as a 'Geography job' as there are such a wide range of jobs that would love to employ a Geographer.

### Expectations of subject

- A positive attitude in lessons showing an enthusiasm for the subject.
- Good organisational skills and independence to complete regular homework and revision.
- Ability to produce extended writing and revise detailed case studies.
- A willingness to keep up to date with Geographical news events and geography documentaries.

### Support and provisions

- All Geography pupils are required to buy a revision guide and homework book. These are available at a very small cost and are used throughout the two years.
- BBC Bitesize is a superb online revision page.
- Extra intervention sessions are provided after school to help pupils during year 11.

# Subject: History



**Lead Teacher: Mr Millen**

## Why study this subject?

- History is an engaging and exciting course that will introduce students to some of the most important and transformative periods of human history.
- To understand the future, you must understand the past. History is about the people and events which have shaped the world in which we live today. By studying the rise of Hitler, The Cold War, Elizabethan England and the development of medicine, you will gain a broad range of historical knowledge that will help you to understand the complex times we live in.
- History equips you with a wide range of skills which are transferable and valued by employers. GCSE History is highly respected by employers and further/ higher education.

## Aims of the course

- To develop secure knowledge of a range of historical eras and events from medieval England to the fall of the Berlin Wall in 1989.
- To develop the ability to engage with source material in a critical way.
- To understand how and why different interpretations develop.
- To develop an ability to express complex ideas, arguments and interpretations effectively in writing.
- To become curious and reflective young people with enquiring minds.
- To instil a deep and lifelong passion for history.

## What can this course lead to?

- History is recognised as a valuable qualification for a range of courses and careers.
- History can aid entry into careers such as teaching, journalism, politics and law.
- Many further and higher education courses contain elements of history so a grounding in historical skills is good preparation for any course.
- A lifelong interest in the human experience and the events that have shaped the world we live in today.

## Expectations of subject

- The exam is made up of 4 written papers which are all sat at the end of year 11 so students opting for history will need to be able to commit large amounts of factual information to memory, and strong literacy is a key requirement in order to be successful in history.
- Students will have to engage with source material in a critical way and therefore they are expected to read widely and take an interest in current affairs to set historical events in a wider context.
- Independent study and organisation are key requirements of the course – regularly meeting deadlines and completing homework to high standard will be essential to student success.

## Support and provisions

- Revision guides are available to all pupils, free of charge.
- Knowledge Organisers are provided to students throughout the course and work is supported through the booklet that students take home.
- Homework is set each week and this includes using SENECA which is tailored to this GCSE History qualification.
- Additional tutoring and intervention sessions targeting specific skills and content is provided in year 11 as part of the Period 6 provision.

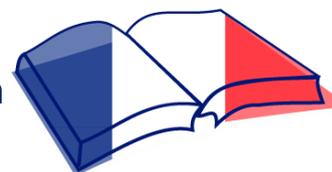


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# Subject: Modern Foreign Language – French



Lead Teacher: Mrs Ayling

## Why study this subject?

- French is part of the Ebacc suite of subjects and is regarded as a highly desirable GCSE subject for students aiming for a broad and balanced curriculum.
- Many universities recommend a modern language at GCSE level to gain entry onto a range of degree courses. Many employers respect a modern language GCSE as a high level subject.
- A Modern Language can be a challenging, but highly rewarding subject to study. Being able to communicate in another language is a fantastic life-skill to have.
- Languages will open a lot of doors to a very wide range of careers in the future.
- It has been proven that learning languages increases your cognitive ability.

## Aims of the course

- To become global citizens in a multicultural, mutually respectful world.
- To develop your ability to communicate in authentic daily French.
- To offer insights into the culture of French speaking countries.
- To provide enjoyment and challenge through the skills of language learning.
- To encourage positive attitudes to foreign language learning and to speakers of foreign languages and a sympathetic approach to other cultures and civilisations.
- To improve general learning skills e.g. organisation, memorisation, presentation.

## What can this course lead to?

- Anything! Every job or career can be enhanced by a modern language.
- Exciting work and travel and opportunities abroad.
- Potentially higher salaries.
- The ability to take on new challenges, work hard and achieve your goals.
- The motivation, confidence and experience to know that you can learn any other language in the future.
- Many local colleges/6<sup>th</sup> Forms will offer French at A level, which can then lead to a Degree course in French or combined with a range of other subjects including other languages, Business, Hospitality, Law, Media, Marketing and many other combinations – French goes well with everything!

## Expectations of subject

- In order to enjoy French at GCSE, you need to be self-motivated and demonstrate an appropriate end of KS3 language level in Listening, Speaking, Reading and Writing.
- The GCSE is assessed through final assessments in listening, speaking, reading and writing (25% each skill). Students will build confidence and skills in each area throughout the course.
- Students need to be prepared to learn vocabulary regularly as well as keeping up with the demands of the course.

## Support and provisions

- Appropriate revision guides or knowledge organisers with workbooks are available for students.
- Additional support is given for to prepare for speaking assessments through 1:1 and group work.
- Comprehensive ICT programmes and weblinks are used for independent learning and to support class and homework.
- We have subscriptions for authentic listening and reading material.
- Opportunities for a residential language trip to France.



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# Optional Subjects



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# Subject: Fine Art



Lead Teacher: Miss Taylor

## Why study this subject?

- This subject will focus on developing your personal, learning & thinking skills which all contribute to employability. You will work independently, focus on problem solving and be required to analyse, evaluate and create and develop ideas.
- Although drawing is one of the disciplines that students will develop, they will continue to build upon their experiences of KS3 and be encouraged to experiment within a wide range of different media including fine art, printing, Fashion & Textiles, ceramics, digital media and photography, sculpture and many more exciting mediums.

## Aims of the course

- To develop your technical and creative skills (drawing, 3d modelling, photography and more).
- To broaden your understanding of the world and how it looks.
- To broaden your knowledge of how other cultures and artists and designers work.
- To give you the opportunity to express yourself creatively.
- To give you the confidence and skills to work independently.
- To give you the confidence and skills to follow a career as an Artist or Designer or to work in various creative sectors.

## What can this course lead to?

- There are Sixth Form Art courses at all the Lewes and Brighton Sixth form colleges. There are many BTEC, Diploma and Degree courses covering all aspects of Art and Design. GCSE Art is just a first step, but it could lead to a career as an:

*Artist – Illustrator – Graphic Designer – Florist – Make-up Artist – Photographer – Fashion Designer – Potter – Hair Stylist – Set Designer - Interior Designer – Teacher – Jewellery Designer – Cartoonist – Costume Maker and many more possibilities.*

## Expectations of subject

- Creative and exciting homework every week.
- A range of equipment needed at home, including art pencils, paints, coloured pencils, sketchbook and A2 art folder to transport your work home.
- A3 sketchbook will be provided for students.
- Practical based exam (10 hours creating a final piece).

## Support and provisions

- Bitesize GCSE Revision guide <http://www.bbc.co.uk/schools/gcsebitesize/art/aos/>
- Art Club after school sessions
- [www.tate.org.uk/visit/tate-britain](http://www.tate.org.uk/visit/tate-britain)
- [www.tate.org.uk/visit/tate-modern](http://www.tate.org.uk/visit/tate-modern)

## Subject: 3D Design (DT)



Lead Teacher: Mrs Aeberhard

### Why study this subject?

- This course offers many exciting opportunities for creative students who have enjoyed KS3 Design and Technology and who would like to now be more experimental and push the boundaries of Three Dimensional Design.
- This course would suit all students who enjoy sketching, designing and making actual 3D products as well as Models and Prototypes and thinking about the marketing and display of products.
- The course gives students the opportunity to develop a wide variety of both hand-drawn and hand manufacturing techniques using a wide variety of media, materials and equipment as well as building upon their CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) skills.

### Aims of the course

- The course is assessed through 3 projects during Year 10 and 11 and a 10-hour exam in Year 11 where the students make a final product (there is no longer a written theory paper for this course and all work is marked within sketchbooks).
- Students investigate the work of designers and artists as well as consumers as starting points for their ideas. Projects may include jewellery making, lighting design, low relief tiles, hanging mobiles, natural sculpture, design for clients and more.
- They are expected to develop their ideas through experimenting with a range of materials including woods, metals, plastics, clay as well as natural and upcycled materials and they will develop making skills in drawing and collage as well as using specialist equipment and 3 Dimensional processes including casting, sculpture, shaping and forming, creating surface texture, computer aided design, and 3D printed work.

### What can this course lead to?

- 3D Design is a very broad course and is designed to provide students with a wide range of skills that would assist in any career path, including a varied range of Design course opportunities from A Level through to degrees in Product Design, Architecture, Jewellery Design, Engineering, Media, Graphic Design and Interior Design. Alternatively, it gives students a critical awareness of the world around them and it also develops important 'Independent Learning' skills which are crucial for any career route that students decide to take and gives students confidence with practical skills that they will use in the future.

### Expectations of subject

- Homework: Students are expected to carry out homework every week and this will normally involve completing or extending classwork, research tasks or putting together sketches/studies or design ideas in preparation for the lesson.
- Equipment: All students are required to have basic drawing equipment including a pen, pencil, ruler, rubber and colouring pencils. Students are also encouraged where possible to invest in additional equipment such as Drawing pencils, A2 Art folder and paint.

### Support and provisions

- Students are always encouraged to visit as many different galleries, exhibitions and museums as possible such as the Brighton Museum, Hove Museum and museums in London such as the Design Museum, V&A, the British Museum and the Science Museum.
- There are many useful websites available but [www.technologystudent.com](http://www.technologystudent.com) and [www.bbc.co.uk/schools/gcsebitesize/design/](http://www.bbc.co.uk/schools/gcsebitesize/design/) are very useful and are used within lessons and encouraged as a fantastic resource for independent learning.

# Subject: Drama



**Lead Teacher: Miss Pointing**

## Why study this subject?

- Candidates that choose the subject of drama as an option need to have a real passion and enthusiasm for performing in front of an audience and working and collaborating in small groups.
- Drama is an art form, a practical activity and an intellectual discipline. Through engagement in drama pupils apply their imaginations and draw upon their personal experiences.

## Aims of the course

- Drama enables students to apply knowledge and understanding when making performing and responding to drama.
- The course involves a combination of practical and written work. Various exercises and projects will develop your knowledge and skill in Improvisation, Scripted Performance, Theatre in Education and Devised Drama.
- The course is assessed through 40% written examination. 20% Performance of a text 'off script' and 40% Devised Drama.

## What can this course lead to?

- This GCSE is an excellent way into A level studies in Theatre Arts, Expressive Arts, Performing Arts and Musical Theatre courses - of which the South East area has an abundance of choices.
- Candidates can look forward to a career in Theatre, Television, Media and Teaching. More generally the ability to act and perform shows confidence, excellent communication skills and an ability to work under pressure.

## Expectations of subject

- The students will be expected to Perform and keep a 2,500 word written Devising Log for Component 1: Devised Drama.
- They will be required to learn lines and be completely 'off script' for Component 2: Performing from a Text.
- They will also be encouraged to watch and attend Live Productions and study a set text for Component 3: The written paper.
- Good attendance is compulsory for the study of Drama as the course relies heavily on group work and rehearsals outside of normal lesson times.

## Support and provisions

- Revision guides and past papers.
- Live production visits.
- [drama@zigzagededucation.co.uk](mailto:drama@zigzagededucation.co.uk)



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# Subject: Music



Lead Teacher: Ms Bennett

## Why study this subject?

- Because you enjoy music as a subject at KS3 and enjoy the challenge of learning an instrument.
- Because music helps you develop your social skills, creativity, concentration, self-discipline and confidence.
- Because music has links to a wide range of subjects. The music industry is worth around £5.5 billion to the UK economy. There are hundreds of interesting jobs within the music industry.

## Aims of the course

- To develop your interest in music and your practical skills.
- To develop knowledge and understanding by applying your learning and skills in a work-related context.
- To allow you to take responsibility for your own learning and to develop skills essential for the modern-day workplace. These skills include: team working; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes.

## What can this course lead to?

- This course could set you on a path to becoming a music journalist, a talent scout, a sound or lighting technician, a promoter, a music therapist, an entertainment lawyer, road crew, an instrument maker, social media and digital music manager, TV or radio broadcaster OR EVEN A PERFORMER OR SONGWRITER.
- Further vocational and academic qualifications:  
BTEC Nationals Level 3 in Music and Music Technology. It may also be the first step towards a course in Performing Arts, Musical Theatre, Music Technology, Events Management or other courses related to the creative industries.

## Expectations of subject

- You will be assessed through project work. For Units 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each Unit will take 10 hours and be worth 30% of your qualification. For each one you will be given a scenario and will need to undertake a number of tasks. In Unit 3 you will undertake another project (no exam) in response to a brief, which will take 20 hours and be worth 40% of your qualification. You will be given a scenario and will need to undertake a number of tasks.
- **Music is a performing art and there is, therefore, an expectation that students are committed to developing instrumental and/or vocal skills** (through independent learning or with the support of an instrumental teacher) **with a view to performing.**
- **Students taking this course should have the ability to sing or play to a reasonable standard.**
- Homework will take the form of on-going development of instrumental skills: participation in some extracurricular activities and musical events; some written assignments.
- It is useful, but not essential, for students to have their own instrument to practise on at home. The music department is well-equipped with keyboards, drums, ukuleles and guitars so students have plenty of opportunity to practise at lunch and after school by arrangement.

## Support and provisions

- 'How to play.....' YouTube videos and numerous other online resources.
- Independent visits to local music venues and larger scale concerts.
- Instrumental lessons are available at school through the East Sussex Music Service.
- Extracurricular music groups.

# Subject: Photography – Lens and Light-based Media



Lead Teacher: Ms Christensen and Miss Taylor

## Why study this subject?

If you are thinking of a creative pathway for your future career, then this course may benefit you to gain some valuable skills. Photography is a creative journey through the process of lens and light-based media. This could include work created using film, video, digital imaging or light sensitive materials.

## Aims of the course

The aim of this course is for students to:

- Develop ideas through investigations, demonstrating a critical understanding of sources (AO1).
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2).
- Record ideas, observations and insights relevant to intentions as work progresses (AO3).
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (AO4).

## What can this course lead to?

- There are Sixth Form Art and photography courses at all the Lewes and Brighton Sixth Form colleges. There are many BTEC, Diploma and Degree courses covering all aspects of Art and Design: Photography. GCSE photography is just a first step, but it could lead to a career as a:

*Photographer – Artist – Illustrator – Film Director – Animator – Graphic Designer – Fashion Designer – Set Designer – Teacher – Cartoonist and many others*

## Expectations of subject

Students will be expected to have their own camera or a good quality smart phone for the course. Students must be motivated to work at home, in their spare time to find inspiration and capture their own photographs. Students will be taught how to use a DSLR camera and will be expected to spend a certain amount of time using a laptop developing their Photoshop editing techniques. Students work is not limited to one area and students could develop work in at least one of the following areas of study:

- Documentary Photography.
- Photo-journalism.
- Studio photography.
- Location photography.
- Installation.
- Moving image: film, video and animation.

## Support and provisions

- <http://qualifications.pearson.com>
- <http://www.bbc.co.uk/schools/gcsebitesize/art/video/photography/>
- [http://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/teaching-and-learning-materials/U443\\_Art\\_Design\\_A5\\_6pp\\_web.pdf](http://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/teaching-and-learning-materials/U443_Art_Design_A5_6pp_web.pdf)

# Subject: Physical Education



**Lead Teacher: Miss Hunter**

## Why study this subject?

- Students who are able in physical education lessons throughout Key Stage 3 and like challenging themselves to improve should consider opting for this subject. The option is suitable for those students who excel practically and those who enjoy taking part in sport. During Year 10 students will continue to experience a range of practical activities and be introduced to the theoretical concepts of the subject. Students will be assessed with both written tests and their practical performance which will be judged against examination board assessment criteria throughout Years 10/11.

## Aims of the course

- To develop an understanding of what encourages us and allows us to take part in physical activity. This course looks at psychological (mind) and physiological (body) aspects affecting performance in sport.
- To increase knowledge of practical and theoretical concepts of PE for students wishing to study sports based course at College and University.
- Prepare for careers in the sport, the sports industry or the outdoor sector.
- To motivate students through applied learning in a practical environment.
- To acquire and develop skills, knowledge and understanding through a range of physical activities.
- To increase understanding of the health benefits associated with physical activity.

## What can this course lead to?

Students can continue studies within sport by completing the following courses:

- A1/A2 Level Physical Education or Sports Studies/Science courses.
- BTEC National in Sport (or equivalent).

These courses can then lead to university level qualifications in sports science, physiotherapy, sports coaching or sports marketing. Alternatively, they can lead to vocational careers in coaching, management or marketing.

## Expectations of subject

- Year 10 students will participate in a range of practical activities, developing skills and confidence. Students will also begin studying the theoretical content of the course both in a classroom and a practical environment, learning what fitness is and how training can improve it.
- Year 10/11 students will follow a pathway that will allow them to achieve a recognised qualification. The GCSE PE course will be assessed through 30% practical ability, 60% examination and 10% coursework.
- Equipment and Participation. All students are required to have full PE kit for both indoor and outdoor lessons. Students will be expected to take part in all practical lessons whether inside or outside.

## Support and provisions

- Revision guides and online resources will be available to support learning.
- Participation in after school activities and sport in the local community.





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