



**Seahaven Academy**  
The best in everyone™

Part of United Learning

# KS4 Curriculum

# Options Booklet 2026



## Class of 2028



Seahaven Academy  
The best in everyone™  
Part of United Learning

*Be Kind. Be Confident. Be Ambitious.*

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# Options: Introduction

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.

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. There will be an opportunity for you to ask questions face to face or via email [millenl@seahavenacademy.org.uk](mailto:millenl@seahavenacademy.org.uk)

Year 9 students have access in school to careers advice via their tutors, the Head of Year, Key Stage Directors and careers staff.

So far in the options process, students have had information delivered through assemblies and in tutor.

Year 9 students will have received an initial letter along with this booklet confirming their options pathway.

## 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 French at GCSE level. In addition, one other optional subject is chosen.
- **Attainment pathway:** students study the core curriculum plus Geography or History. Some students may study French (if appropriate) and one or two optional subject choices.

Please take the time to look carefully through this booklet together, discuss choices and submit your options request by **Monday 16<sup>th</sup> March**. Please do not hesitate to contact email [millenl@seahavenacademy.org.uk](mailto:millenl@seahavenacademy.org.uk) if you have any further questions.

# The Process

Launch	Research	Options Evening
		
<p>The options process is launched and introduced to students in assembly with follow up activities in tutor time</p> <p>The launch starts from <b>28<sup>th</sup> January 2026.</b></p>	<p><b>11<sup>th</sup> February</b> there will be further assemblies on option subjects: Child Development and Travel and Tourism.</p> <p>From the <b>21<sup>st</sup> February</b> onwards there will be classroom lessons about Options delivered by staff to students about options subjects and how they link with careers.</p>	<p>Options Evening will take place on <b>Thursday 12<sup>th</sup> March.</b></p> <p>This event is an opportunity for parents to attend a short presentation on the options process and meet with subject specialist and senior leaders to learn more about the courses on offer.</p>
Selection	Review	Confirmation
		
<p>Options need to be submitted online, no later than <b>Monday 16<sup>th</sup> March 2026.</b></p>	<p>Each student's selection will be reviewed. Parents and students will be contacted if the selected options need to be discussed further.</p>	<p>We will write to parents and students to confirm their option choices during term 4.</p> <p>At any point in the process, parents can contact <a href="mailto:millenl@seahavenacademy.org.uk">millenl@seahavenacademy.org.uk</a></p>

# The Programme

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.

## Quality rather than quantity

The majority of the courses will result in a GCSE or the equivalent. Most students will leave with 8 qualifications. However, some students will have additional qualifications if they are high attaining students where they could study Further Maths or Triple Science. Gaining eight or nine qualifications with the best outcome for each individual is more useful than having many low-grade qualifications.

## Balanced curriculum

Make sure your choices are broad and balanced – even if you have a specific career path in mind. It is normal to change your mind about what career you want so it is worth keeping as many doors open as possible. A broad and balanced curriculum will allow you the flexibility in career choices once you have finished your education, and it will also show that you are well rounded. Consider subjects you enjoy even if it is not something you think will help you in your career.

## The DO's and DON'TS

DO	DON'T
<b>Make sure you have researched the subjects you wish to study.</b>	<b>Just choose what your friends are doing, these are your choices not theirs.</b>
<b>Think about your likes and dislikes – these courses will be studied for the rest of the time at the school.</b>	<b>Make choices based on teacher that you like – they may not teach you next year.</b>
<b>Think about your future aspirations – don't close the doors by picking courses that are all very similar.</b>	<b>Choose what you ought to do rather than what you want to do – make sure you choose subjects that you will enjoy and be successful at.</b>
<b>Think about your chances of success. The better the grades, the greater opportunities post 16.</b>	<b>Follow family traditions if they are not right for you. Choose a course because you want to and feel you will be successful at it.</b>

## Subjects Choices

Subject choices will vary according to the pathway in which students have been placed on. All students will work for GCSEs in English Language, English Literature, Maths and Sciences (usually Combined Science). Students with the highest attainment in Year 9 Science will be selected to take Triple Science. All students will study practical PE and PSHE, which are non-examination compulsory core subjects.

Students will either follow the EBacc or Attainment Pathway.

### Core Subjects – All students will study the following:

Examinations Core Subjects	Non-Examination Core Subjects
English Language	PE
English Literature	PSHE
Maths	
Combined Science (equivalent to two GCSEs) or Triple Science (equivalent to three GCSEs)	

### EBacc Pathway – will study all core subjects and the following:

Examination Subjects for EBacc Pathway	Option Subjects (students must choose <u>one</u> subject and <u>one</u> reserve subject)	
Geography or History	Art	History
French	3D Design	RS
	Food	Music
	Geography	Drama
	PE	Photography
	Child Development	Travel and Tourism

### Attainment Pathway – students will study all core subjects and the following:

Examination Subjects for Attainment Pathway	Option Subjects (students must choose <u>two</u> subjects and <u>one</u> reserve)	
Geography or History	Art	History
	3D Design	RS
	Food	Music
	Geography	Drama
	PE	French
	Child Development	Travel and Tourism
	Photography	

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, for example Music. This would be discussed with the student and subject specialist teachers.

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

## Forms Options Online Submission

We will be using an online form to record student preferences and queries. This means that choices can be made using any device that has internet access.

Parents will receive an invitation and link to access the system on their email account. Please make sure that the school has the correct email address for you. Updates can be made by calling the main reception. Parents/carers are required to submit the form following a conversation with the learner.

Only parents 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 4.

An email containing the link will be delivered to year 9 students from [millenl@seahavenacademy.org.uk](mailto:millenl@seahavenacademy.org.uk) the link can then be followed by students to submit their preferences.

Final option choices should be made by **Monday 16<sup>th</sup> March** to ensure they can then be reviewed early in Term 4 and any further discussions needed with students and parents/carers can take place as soon as possible.

# Examination Core Subjects

Lead Teacher	Examination Type and Exam Board
Mrs Newby <a href="mailto:newbyt@seahavenacademy.org.uk">newbyt@seahavenacademy.org.uk</a>	GCSE - AQA

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.
- Improve confidence in being able to communicate in a range of different ways to a variety of different people.

### How is it assessed?

Students will study two English GCSE; one Language and one Literature. Each GCSE will have two examinations.

**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

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 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.



#### **It goes well with:**

- History
- Religious Studies
- Geography
- Science

#### **Further study opportunities:**

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.

#### **Future career opportunities:**

- Publishing
- Media and advertising
- Lawyer
- Teacher

#### **What our students say**

*"I find it very engaging learning about the different texts and characters alongside the different time periods the texts are set in. I like looking at how the writers get us to think different things about the characters."*

## Subject: Maths

<b>Lead Teacher</b> Miss Stokes <a href="mailto:stokesn@seahavenacademy.org.uk">stokesn@seahavenacademy.org.uk</a>	<b>Examination Type and Exam Board</b> GCSE – Pearson Edexcel
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Studying Maths will provide students with essential numeracy skills and knowledge useful to everyday life beyond school. The knowledge and skills gained can help tackle tasks at work, apply for a wider range of jobs, and progress to study higher level courses. Students 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.

### How is it assessed?

There is no coursework for GCSE maths and there are three exams that students will need to take. Each paper is worth 80 marks. Paper 1 – (non-calculator), Paper 2 - (calculator) and Paper 3 - (calculator)

### Expectations of the 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 success

- Lessons and homework are tailored to meet pupil's needs.
- Catch up sessions, in computer rooms, supervised by maths teachers once 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.



#### It goes well with:

- Geography
- 3D-Design
- Physics

#### Further study opportunities:

Essential gateway to any higher education course.

- Computer Science
- Chemistry
- Engineering
- Psychology

#### Future career opportunities:

- Accountant
- Economist
- Software Engineer
- Market Researcher
- Financial Trader

### What our students say

*"Maths is great at GCSE. I struggled when I was younger but listen to the teachers and lock in with the work. Then it's actually really rewarding."*

## Subject: Science

<b>Lead Teacher</b> Mrs Kelly <a href="mailto:kellyc@seahavenacademy.org.uk">kellyc@seahavenacademy.org.uk</a>	<b>Examination Type and Exam Board</b> GCSE - AQA
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The courses we offer engages and challenges our students to reach their scientific potential. It focuses on scientific explanations and models, and gives 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 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:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- 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.
- 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
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both quantitatively and qualitatively

### How is it assessed?

Students will either study Combined Science (Double Award) or Separate Sciences Biology, Chemistry and Physics (Triple Award).

Combined course students will sit six papers. Two Biology, two Chemistry and two Physics. All papers have equal weighting. Students will receive two grades, which are calculated based on the combined score of all six papers.

Separate science course students will sit six papers. Two Biology, two Chemistry and two Physics. Students will receive a separate grade in Biology, Chemistry and Physics and will be equivalent to three GCSEs.

### Expectations of the subject

- 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 is usually set using an online resource such as Sparx science. Students should spend between 1 and 2 hours per week completing Science homework.
- All students should have a scientific calculator.

### Support and success

- Revision guides and workbooks can be purchased from the school; these should then be brought into 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)



### It goes well with:

Geography  
Maths  
PE

### Further study opportunities:

Essential gateway to higher education courses

- Biomedical or Environmental Science
- Chemical Engineering
- Forensic Science

### Future career opportunities:

- Meteorologist
- Forensic Technician
- Laboratory Manager
- Cartographer

## What our students say

*“Studying science encourages my curiosity to ask questions and find evidence-based answers to scientific problems.”*

# EBacc and Attainment Choice Subject

## Subject: Geography

<b>Lead Teacher</b> Mrs Price <a href="mailto:pricec@seahavenacademy.org.uk">pricec@seahavenacademy.org.uk</a>	<b>Examination Type and Exam Board</b> GCSE - AQA
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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. 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 and will build on and extend on the 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.

### How is it assessed?

Students will sit three formal examinations.

Paper 1 – 88 marks based on the physical modules (studied in year 10)

Paper 2 – 88 marks based on the human modules (studied in year 11)

Paper 3 – 76 marks based on fieldwork and a decision-making exercise from a pre-received resource booklet.

### Expectations of the 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.
- Good attendance and good understanding of English, Maths and Science.
- Students are required to attend a geography field trip in Year 10 for Paper 3 of the examination
- Homework is set weekly for students to complete.

### Support and success

- 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. (Funding Available)
- Seneca and BBC Bitesize is a superb online revision page.
- Extra intervention sessions are provided after school to help pupils during year 11.



### It goes well with:

- Biology
- History
- Languages
- Travel & Tourism

### Further study opportunities:

- Economic
- Agriculture
- Travel & Tourism
- Conservation

### Future career opportunities:

- Environmental Scientist
- Urban Planner
- Sustainability Consultant
- Market Researcher

### What our students say

*"I really enjoy learning about volcanoes and earthquakes and how natural disasters impact people. The Year 10 field trip was so much fun, and I really feel it has helped me with the paper 3 GCSE exam."*

## Subject: History

<b>Lead Teacher</b> Mr Lavy <a href="mailto:lavyk@seahavenacademy.org.uk">lavyk@seahavenacademy.org.uk</a>	<b>Examination Type and Exam Board</b> GCSE – Pearson Edexcel
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History is an engaging and exciting course that will introduce students to some of the most important and transformative periods of human history. By studying a wide range of historic periods, students will gain a broad range of historical knowledge that will help them to understand the complex times we live in. History equips you with a wide range of skills which are transferable and valued by employers.

### 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.

### How is it assessed?

The assessment for History is 100% examinations at the end of Year 11.

Paper 1 – Medicine 30%, Paper 2 (2 papers) – Elizabeth 20% and Cold War 20% and Paper 3 – Germany 30%

### Expectations of the 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 success

- Revision guides for each topic are produced in school and available free for students.
- Students are provided with knowledge organisers and fluency sheets which emphasise the key knowledge and historical arguments per unit. Blank versions of these are also available for revision purposes.
- Students will learn from department-produced booklets, so if students miss a lesson, they can take these booklets home to catch up.
- Homework is set each week via department-produced homework booklets. This involves both knowledge revision and exam question preparation.
- Additional tutoring and intervention sessions targeting specific skills and content is provided in year 11 as part of the period 6 provision.
- Students will also be directed to additional resources, including documentaries and podcasts, to enhance their knowledge outside of the classroom.
- Students can also access the history library for scholarship to further enhance their historical understanding.
- Revision sessions in preparation for mock exams are available in Year 10 and 11



### It goes well with:

- English
- Drama
- Religious Studies

### Further study opportunities:

- English Literature
- Economics
- Philosophy & Ethics
- Psychology

### Future career opportunities:

- Lawyer
- Teacher
- Journalist
- Archivist

### What our students say

*“History is incredibly interesting and is broadening my horizons of the world.”*

## Subject: Modern Foreign Language – French

Lead Teacher	Examination Type and Exam Board
Mrs Ayling <a href="mailto:aylingm@seahavenacademy.org.uk">aylingm@seahavenacademy.org.uk</a>	GCSE - Edexcel

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 and 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

- Helps students become global citizens in a multicultural, mutually respectful world.
- Develop their ability to communicate in authentic daily French.
- Offers and insight into the culture of French speaking countries.
- Provides enjoyment and challenge through the skills of language learning.
- Encourages 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.

### How is it assessed?

There are four examinations that students will need to complete for this course Speaking, Listening, Reading and Writing. The speaking exam is completed with the French teacher under exam conditions.

### Expectations of the 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 success

- Appropriate revision guides or knowledge organisers are available for students.
- Additional support is given for to prepare for speaking assessments through 1:1 and group work.
- Comprehensive ICT programmes 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.



### It goes well with:

- History
- Drama
- Travel & Tourism
- Geography
- Food

### Further study opportunities:

- Travel & Tourism
- Linguistics
- European Studies
- French Studies

### Future career opportunities:

- Translator/Interpreter
- Travel Industry
- Publisher
- Content Creator

### What our students say

*"I enjoy studying French as I have learnt good life skills and have learnt how to understand and communicate with people in France."*

# Option Subjects

## Subject: Art (Fine Art)

Lead Teacher	Examination Type and Exam Board
Miss Taylor <a href="mailto:taylor@seahavenacademy.org.uk">taylor@seahavenacademy.org.uk</a>	GCSE - Edexcel

A GCSE in Fine Art will focus on developing your personal, learning & thinking skills which all contribute to employability. Student's will work independently, focus on problem solving and be required to analyse, evaluate and create and develop their own 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

- Develop their technical and creative skills (drawing, painting, printmaking, collage, modelling, photography and more).
- Broaden the students' understanding of the world and how it looks.
- Broaden the students' knowledge of how other cultures and artists and designer's work.
- Allows the student the opportunity to express themselves creatively.
- Teaches students the confidence and skills to work independently and to follow a career as an Artist or Designer or to work in various creative sectors.

### How is it assessed?

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 outcome (there is no written theory paper for this course and all work is marked within sketchbooks).

### Expectations of the 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.

### Support and success

- Students are always encouraged to visit as many different galleries, exhibitions and museums as possible as the Brighton Museum, Hove Museum, The Towner Gallery and museums in London, such as the Tate Modern and Tate Britain, The National Gallery and British Museum.
- 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)



#### It goes well with:

- History
- Technologies
- Modern Foreign Language

#### Further study opportunities:

- Fine Art
- Illustration
- History of Art
- Graphic Design

#### Future career opportunities:

- Architect
- Fashion Designer
- Digital Content Creator
- Product Design

### What our students say

*"By studying Art, I am able to try a different way of working by finding a way of expressing myself. It is a calm and not stressful subject. Art is freedom!"*

## Subject: Child Development

### Lead Teacher

Mrs SJ Newnham-Reeve

[Newnham-reeves@seahavenacademy.org.uk](mailto:Newnham-reeves@seahavenacademy.org.uk)

### Examination Type and Exam Board

NCFE Level 1/2

We are excited to be able to offer this new course at Seahaven Academy. Child Development and Care equips students with the knowledge, skills and values necessary to understand and contribute meaningfully to the care and development of children in the early years. As this is a vocational course, it gives students the opportunity to experience hands-on learning alongside gaining knowledge in a classroom-based environment.

#### Aims of the course

- Foster a deep understanding of how young children live, grow and develop in a modern society.
- Instil a sense of responsibility and respect for others, encouraging students to value diversity and act with integrity in their communities.
- Equip students with the practical and theoretical knowledge needed to make informed choices about further education and career pathways in child development and care.
- Develop a sound understanding of child development and well-being for children aged 0-5 years.
- Building transferable skills, including communication, organisation, and empathy that are vital for success in both personal and professional contexts.

#### How is it assessed?

The qualification provides a vocational approach to learning blending coursework and examination units. There are 2 assessments that students will be to take: one coursework project (NEA worth 50%) and one written examination (EA worth 50% at the end of Yr11).

#### Expectations of the subject

##### Engagement and Participation:

- Actively take part in all class discussions, activities, and practical tasks.
- Show enthusiasm and curiosity when exploring topics related to child development and care.
- Contribute ideas and share thoughts confidently while respecting others' opinions.

##### Skill Development & Confidence

- Develop practical skills essential for working with children, such as communication, problem-solving, and teamwork.
- Build confidence in your ability to apply theoretical knowledge to real-world scenarios.
- Be open to feedback and use it to improve and refine your skills.

##### High Standards of Work

- Complete all classwork and homework to a high standard, demonstrating care and attention to detail.
- Show a strong work ethic by meeting deadlines and producing well-presented, thoughtful work.
- Apply knowledge and skills effectively in coursework and assessments.

##### Professionalism & Responsibility

- Demonstrate reliability, punctuality, and good organisation, preparing for each lesson with the necessary materials.
- Show respect for classmates, teachers, and the learning environment.
- Take responsibility for your own learning and personal development.

##### Growth Mindset & Resilience

- Embrace challenges and persist through difficult tasks with a positive attitude.
- Be open to learning from mistakes and continuously striving for improvement.
- Support and encourage classmates, creating a positive and inclusive classroom atmosphere.

By following these expectations, you will build valuable knowledge and skills that will help you succeed in this course and beyond.

#### Support and success

- Working with others including peers, teachers and guests
- Use of learning materials, revision guides and teachers
- Achieving high grades and gaining feedback at every stage to enhance confidence and ability



#### It goes well with:

- English
- Science/Biology
- PE

#### Further study opportunities:

- Early years sector.
- Social Work/Care
- Level 3 courses or T Levels

#### Future career opportunities:

- Childcare
- Teaching/Teaching Assistants
- Healthcare and Social work

## Subject: 3D Design (DT)

<b>Lead Teacher</b> Mrs Aeberhard <a href="mailto:aeberhardy@seahavenacademy.org.uk">aeberhardy@seahavenacademy.org.uk</a>	<b>Examination Type and Exam Board</b> GCSE - Edexcel
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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. It 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

- 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.
- Students 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.

### How is it assessed?

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 written theory paper for this course and all work is marked within sketchbooks).

### Expectations of the 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 success

- 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.



### It goes well with:

- Science
- Maths

### Further study opportunities:

- Product Design
- Graphics
- Architecture
- Video Game Design
- Engineering

### Future career opportunities:

- Graphic Designer
- Architect
- Advertising Executive
- CAD Technician
- Project Management

### What our students say

*"It's great that we get the chance to use lots of different materials, try out our ideas and learn how to make real products"*

**Subject: Drama****Lead Teacher**Miss Pointing [pointingt@seahavenacademy.org.uk](mailto:pointingt@seahavenacademy.org.uk)**Examination Type and Exam Board**

GCSE - AQA

Drama is a fantastic subject that will help students develop real life skills, it develops communication, creativity, team working skills, public speaking and so much more. Students that choose to study 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.
- Students will explore different types of performance and techniques and learn how to create their own drama piece, as well as discovering a range of exciting scripts.

**How is it assessed?**

The course is assessed through 40% written examination. 20% Performance of a text 'off script' and 40% Devised Drama with a written Devising Log of the process.

**Expectations of the subject**

- The students will be expected to Perform and keep a 2,500-word written Devising Log for Component 2: Devised Drama.
- They will be required to learn lines and be completely 'off script' for Component 3: Performing from a Text.
- They will also be encouraged to watch and attend Live Productions and study a set text for Component 1: 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 success**

- Revision guides and past papers.
- Live production visits.

**It goes well with:**

- English
- Music

**Further study opportunities:**

- A Level Drama
- Level 3 BTEC in Performing Arts
- Apprenticeships
- A Level Theatre Studies

**Future career opportunities:**

- Actor
- Broadcaster
- Film Producer
- Set Designer

**What our students say**

*"Studying drama at GCSE has been incredible for my confidence and creates a real sense of achievement after a performance"*

## Subject: Food

<b>Lead Teacher</b> Mrs Aeberhard <a href="mailto:aeberhardy@seahavenacademy.org.uk">aeberhardy@seahavenacademy.org.uk</a>	<b>Examination Type and Exam Board</b> NCFE Level 1/2
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The Level 1/2 Technical Award in Food and Cookery is designed for learners who want an introduction to food and cookery that includes a vocational and project-based elements. The qualification will appeal to learners who wish to pursue a career in the food industry or progress onto further study. It will focus on the study of food, nutrients, meal planning and cookery techniques as well as offering breadth and depth of study, incorporating core knowledge relating to health and hygiene in food preparation and production.

### Aims of the course:

- provide an understanding of health and safety relating to food, nutrition and the cooking environment
- provide an understanding of legislation in the food industry
- identify and understand food provenance
- provide an understanding of the main food groups, key nutrients and what is required as part of a balanced diet
- identify factors that can affect food choice
- explore recipe development and how recipes can be adapted
- understand how to cater for people with specific dietary requirements
- demonstrate menu and action planning
- be able to evaluate and consider how to improve completed dishes
- demonstrate the application of practical skills + techniques through all aspects of the qualification content areas

### How is it assessed?

The qualification has 2 assessments externally set by NCFE a non-exam assessment (NEA) Weighting (60%) (coursework) and an examined assessment (EA) Weighting (40%) (written exam)

### Expectations of the subject

- Students can expect a combination of theory and practical lessons throughout the Year 10 and 11 course.
- They will be expected to adapt recipes, research and plan meals, as well as create final dishes and evaluate their own work throughout.
- It is expected that ingredients will be brought in from home to allow students to modify recipes and experiment with a variety of foods.

### Support and success

- Revision guides
- Seneca
- Practice meal planning and cooking
- Period 6 sessions



### It goes well with:

- Science
- PE
- DT
- Art
- Geography

### Further study opportunities:

- A Level or Level 3 qualifications
- Apprenticeship in food industry
- Cooking course

### Future career opportunities:

- Chef
- Nutritionist
- Food Science
- Hospitality
- Public Health Advisor

### What our students say

*'I have been learning so much about nutrition and planning meals as well as cooking. I will really be able to look after myself as well as be ready for a job in catering'*

## Subject: Music

<b>Lead Teacher</b> Mr Heatley <a href="mailto:heatleyt@seahavenacademy.org.uk">heatleyt@seahavenacademy.org.uk</a>	<b>Examination Type and Exam Board</b> GCSE – Eduqas
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Studying music at Key Stage 4 would benefit students who enjoy studying the subject at Key Stage 3 and like the challenge of learning a musical instrument. In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) The study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community. Music can open doors to a wide range of careers in the music industry which is worth around £8 billion to the UK economy.

### Aims of the course

- To develop student's interest in music and practical skills.
- Student's practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills
- Studying music will give students opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help in other areas too

### How is it assessed?

**Component 1 Performing 30%:** A minimum of two pieces, lasting a total of 4-6 minutes: One piece must be an ensemble (group piece) lasting at least one minute. Grade 3 music is the standard level and can score full marks if played perfectly. You can use any instrument or voice, or choose a technology option

**Component 2 Composing 30%:** Two pieces: One in response to a brief set by WJEC – there are 4 to choose from each year. One free composition – ANY style you want to write in.

**Component 3 Appraising 40%:** Listening examination: AoS 1 Musical Forms and Devices (including a set work\*), AoS 2 Music for Ensemble, AoS 3 Film Music, AoS 4 Popular Music (including a set work\*)

### Expectations of the subject

- **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 success

- '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.



### It goes well with:

- English
- Drama

### Further study opportunities:

- Musical Theatre
- Music Business
- Songwriting
- Sound Engineering

### Future career opportunities:

- Journalism
- Composer
- Music Therapist
- Theatre Director

### What our students say

*"I have really enjoyed learning how to bring my musical ideas to life through composition"*

## Subject: Photography – Lens and Light-based Media

<b>Lead Teacher</b> Miss Taylor <a href="mailto:taylore@seahavenacademy.org.uk">taylore@seahavenacademy.org.uk</a>	<b>Examination Type and Exam Board</b> GCSE – Pearson Edexcel
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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).

### How is it assessed?

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 written theory paper for this course and all work is marked within sketchbooks).

### Expectations of the 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.
- Photojournalism.
- Studio photography.
- Location photography.
- Installation.
- Moving image: film, video and animation.

### Support and success

- <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)



#### It goes well with:

- English
- History
- Drama
- Geography

#### Further study opportunities:

- Photography
- Art
- Illustration
- Fashion documentary

#### Future career opportunities:

- Journalism
- Digital Content Creator
- Photography

### What our students say

*"I enjoy photography because of the practical lessons and how creative we are allowed to be! Our teacher pushes us to be confident and ambitious in our work."*

## Subject: Physical Education

Lead Teacher	Examination Type and Exam Board
Mrs SJ Newnham-Reeve <a href="mailto:Newnham-reeves@seahavenacademy.org.uk">Newnham-reeves@seahavenacademy.org.uk</a>	NCFE Level 1/2 Technical Award

Studying PE at Key Stage 4 would benefit any student looking to improve their skills gained at Key Stage 3. 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. Overall, studying PE at KS4 not only promotes a healthy lifestyle but also offers valuable skills and knowledge that can benefit both personal growth and future career prospects.

### 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.

### How is it assessed?

The course is assessed through a completion of a fitness training programme (NEA 60%). This is completed in Year 11. Students will sit an external examination at the end of the course (40%) which will be multiple choice questions, short answer and extended answer questions, all of which will be taught and practised throughout the course.

### 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.
- The NCFE PE course will be assessed through 60% practical and theory coursework (NEA) **and** 40% final theory examination (EA).
- Equipment and participation are essential in every lesson. 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. Students will be provided with theory learning resources which they will be in charge of maintain and bringing to every lesson.

### Support and success

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



### It goes well with:

- Biology
- English
- Science

### Further study opportunities:

- Sports Performance
- Sports Education
- Sport & Exercise Science
- Sports Management

### Future career opportunities:

- Sports Coaching
- Personal Trainer
- Physiotherapy
- Sports Journalism

### What our students say

*"I really enjoy learning about how the body works in sport, it has made me improve my practical performance."*

## Subject: Religious Studies and Ethics

<b>Lead Teacher</b> Mr Barnden <a href="mailto:barndend@seahavenacademy.org.uk">barndend@seahavenacademy.org.uk</a>	<b>Examination Type and Exam Board</b> GCSE - AQA
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Studying RS at GCSE will equip students with an important understanding of the beliefs of others, whilst exploring and developing and confirming their own beliefs and values. It will teach students life skills of analysis, open-mindedness, critical thinking, evaluation, cultural understanding and empathy. The curriculum prepares students for life in a culturally diverse modern world and promotes 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.

### 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.
- 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 & Punishment, Religion & Life, Peace & Conflict, Relationships & Families, and Human Rights & Social Justice.

### How is it assessed?

The course is assessed through two examination papers. Paper 1: students will need to demonstrate knowledge and understanding of religion and beliefs and Paper 2: students will need to analyse and evaluate aspects of religion and belief, including their significance and influence.

### Expectations of the subject

- Homework is set once a week and students are expected to spend 1hour on this.
- Students are expected to learn about major world religions such as Christianity and Islam.
- Students should be able to engage with ethical issues from a religious perspective and discuss the topics.
- Students will need to explore philosophical questions and apply critical thinking.

### Success and support

- Lessons and homework will be suited to learners needs allowing them best opportunity to succeed
- During Year 11 there will be opportunity to attend Period 6 sessions to allow students to catch up and further extend their knowledge
- Homework will be available virtually through online learning platforms
- All lessons to be available (after it has been taught) online for students to look through as part of revision
- Intervention and support offered through class teacher and also United Learning Area Advisor
- Regular assessing and tests to practice exam technique and allow students to track ongoing progress



#### It goes well with:

- History
- Geography
- Art

#### Further study opportunities:

- Philosophy & Ethics
- Law
- Anthropology
- Politics

#### Future career opportunities:

- Journalist
- Human Resources
- Social Worker
- Aid Worker

## Subject: Travel and Tourism

<b>Lead Teacher</b> Mrs Price <a href="mailto:pricec@seahavenacademy.org.uk">pricec@seahavenacademy.org.uk</a>	<b>Examination Type and Exam Board</b> BTEC Technical Award
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We are excited to be able to offer this new course at Seahaven Academy. Studying Travel and Tourism is an exciting and dynamic way to explore the world of hospitality, leisure, and global travel. It focuses on understanding how the travel industry works, the factors that influence travel patterns, and how businesses in tourism cater to the needs of travellers. It will give you an overview of the Travel and Tourism industry, which is a significant part of the global economy. By studying this subject, students will gain an insight into the operations of travel-related industries like airlines, hotels, cruise liners, travel agencies, tour operators and event management companies.

### Aims of the course

The course helps students to explore the sector whilst:

- Considering customer needs, in a given scenario, by planning a response to their brief
- Developing an understand of what ownership types are and how organisations work together.
- Considering how travel and tourism impacts on the economy, locally and globally.
- Understanding how destination management works

### How is it assessed?

There are three components to the qualification: (need to confirm if all course work)

- Component 1 – (30%) Travel and Tourism Organisations and Destinations
- Component 2 – (30%) Influences on Global Travel and Tourism
- Component 3 – (40%) Customer Needs in Travel Tourism

It is a Level 1/2 Certificate, with grading across levels from Level 2 Distinction\* to level 1 pass, with Level 2 Distinction\* being the highest grade.

### Expectations of the subject

- Homework will be set for students, which will require independent research
- Students should have a curiosity about global travel.
- Be willing to learn, research and study about global destinations.
- To be able to research and present their work to a high standard.
- Have the ability to critically evaluate different areas of the travel and tourism industry sector.
- Have good communication and interpersonal skills.
- Have good to attention to detail and the ability to carry out independent research.

### Success and support

- Students will have access to real-world resources with industry case studies
- Revision guides and online resources will be available to support learning.
- Students will have access to past papers and model answers to help understand the exam format and practice answering exam-style questions.



### It goes well with:

- Geography
- English
- Modern Foreign Languages - French

### Further study opportunities:

- Vocation Level 3 Course
- Apprenticeships in Tourism sector
- Event Management

### Future career opportunities:

- Travel agent or tour operator.
- Event Management
- Customer services
- Airline or Cruise Line
- Destination marketing manager

# Frequently asked questions

## Am I guaranteed to get my top preference?

In many cases, we will be able to give you most of the courses that you have put at the top of your list, but this is not always possible, particularly if you have chosen a popular subject. Realistically you could be given any of your preferences so you must consider all choices wisely. In very rare cases, we may need to ask you to make further choices if your individual combinations of subjects do not fit the option blocks or if a course does not run.

## Are there any restrictions on what I can choose?

Students cannot study Art, 3D Design and Photography. All courses share the same assessment code. The content is therefore identical only the presentation of the work produced by the student differs. For example, in Photography this will be photographs and in 3D Design this will be through a constructed product.

## What is the English Baccalaureate (EBacc)?

This is a performance measure for schools and something that the government is keen that every student achieves. It is made up of the following qualifications:

English (grade 5 and above in Language and Literature), Mathematics, History or Geography, Science and a language.

The English Baccalaureate will give provide many of the skills that are important to successfully move on to further study.

## Who can I speak to, to help me decide which subjects to take?

**Your teacher:** They know you well and can help to see whether the subject or course will be suitable for you. Don't forget your tutor will also help. They can help to look at your combination of choices to see if they go well together.

**Attend Options Evening:** Every option subject will be represented. You will be free to discuss the courses with your parents/carers and speak to staff about the different courses available and that you are interested in. Options Evening is Thursday 12<sup>th</sup> March

**Parents/Carers:** It is important that you discuss the options at home with your parents/carers. They are there to offer support and guidance, and they will need to confirm they agree with the choices made.

## What if I can already speak another language, can I do a qualification in this too?

If you can read, write and speak in another language it is possible to take another GCSE in this language. Please speak with your Head of Year or Key Stage Director if you would like to be considered for this additional qualification and exam. The school will support, where possible, with this qualification but it will require independent study at home to prepare for these examinations. This qualification could be taken at the end of Year 10.

## Can I change my mind once I have been allocated my options?

It is very difficult to change an option once you have made it. All classes are made by the combination of choices from all students. If you change your mind, we may not be able to change your choice. It is better to do as much research as possible, take your time and commit to your choices, rather than rushing to submit your form. The Options process does not work on a "first come, first given" basis. All students choices are considered in the allocation process.

# Qualification Guide

All educational qualifications in England and Wales are grouped into levels as follows:

Entry Level = Below GCSE Grade 1

Level 1 = GCSE Grade 3 -1

Level 2 = GCSE Grade 9 -4

Level 3 = AS/A-Level

Level 4 = Certificate of Higher Education (University Year 1)

Level 5 = Diploma of Higher Education (University Year 2)

Level 6 = Bachelors' Degree (University Year 3)

Level 7 = Master's Degree

Level 8 = Doctoral Degree

As a school we offer our students the opportunity to achieve qualifications at Level 1 but preferably Level 2, as this allows students to progress and study at Level 3 Post 16.

Qualifications that are not GCSEs (NCFE & BTEC) can be achieved at each level with a Pass, Merit, Distinction or Distinction\*. These qualifications are level 1 & 2.

GCSEs: Most GCSEs are assessed through exams at the end of the course (May/June of Year 11), although some do still have a non-examination assessment component.

Grading at GCSE: The new GCSE grading system has been in place since 2017 and the differences between the old and new grading system can be seen below:

New grade	Equivalent	Vocational Grades
Grade 9	A*	L2D*
Grade 8	A*	L2D*
Grade 7	A	L2D
Grade 6	B	L2M
Grade 5 (High level pass)	B	L2M
Grade 4 (standard pass)	C	L2P
Grade 3	D	L1D
Grade 2	E / F	L1M
Grade 1	G	L1P
Grade U (Ungraded)	Grade U (Ungraded)	U

## Homework

It is vital that homework is completed appropriately during Key Stage 4. Many tasks that are set will cover several homework sessions and will help to secure knowledge and understanding, therefore it is essential that the quality of work completed at home will often directly affect the overall grade achieved in a subject. Homework set will be shown on Satchel One. Sparx Maths and Science will continue to be used.

## Year 11 - Period 6

- Attendance to after school period 6 intervention sessions are compulsory for targeted students.
- Compulsory interventions on student's timetable.
- If not invited, students can and should speak to their subject teacher or the subject leader about what is specifically on offer in each subject.
- Period 6 sessions run from 15.00-16.00

We also offer early morning interventions, tutorial interventions, holiday revision and Saturday revision at various points in Year 11

Our intervention sessions have significant impact on student outcomes.

## What am I good at?

## Questions I need to ask?

## What might be interesting?

## Subjects I am choosing?

## What might be useful?

## Why?



# Seahaven Academy

## The best in everyone™

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