



Tuxford Post 16 Centre
Excellence through Teamwork

POST 16 PROSPECTUS 2019-2020



Diverse Academies
Learning Partnership

Contents

04-05

Welcome

06-07

Support and succeed

08-09

Our Post 16 Centre

10-11

Aspire and achieve

12-13

Facilities

14-15

Enrich and excel

16-17

Points boosters

18-19

Advice and guidance

20-21

Presidents' address

22-23

Your education

24-25

Your pathways

62-63

How to apply

64-65

Find out more

66

How to find us

26-61

Curriculum directory

26 Applied business 27 Applied science
28 Art and design – fine art 29 Biology 30 Business
31 Chemistry 32 Computer science 33 Criminology
34 Digital media 35 Drama and theatre studies
36 Economics 37 Engineering 38 English language
39 English literature 40 Food science and nutrition
41 GCSE English resit 42 GCSE Maths resit
43 Geography 44 Government and politics
45 Health and social care 46 History 47 IT
48 Maths 49 Maths – core 50 Maths– further
51 Modern foreign languages – French and Spanish
52 Music 53 Physical education
54 Philosophy and ethics 55 Photography
56 Physics 57 Product design 58 Psychology
59 Sociology 60 Sport 61 Travel and tourism



**DATE FOR
YOUR DIARY**

**OPEN
EVENING**

29 November 2018

Welcome to Tuxford Academy Post 16 Centre

Thank you for considering the Post 16 Centre at Tuxford Academy. We offer a wide range of courses and our relationships with students are excellent. In an increasingly competitive world, higher qualifications will give you a broader range of career opportunities.

Our post 16 motto is Grit and Goodwill. Grit characterises the effort that students must make to meet our high expectations for academic work, enrichment, and community involvement. It recognises that perseverance, passion and courage are the traits that lead to success.

Goodwill underlines the importance of teamwork, reflecting Tuxford Academy's motto 'Excellence Through Teamwork'. Students' successes will be determined by teamwork – students working with staff who are committed to help them to achieve their full potential, as they build towards their future success.

We work with students to help them secure the best qualifications that they can achieve, and they enjoy a range of leadership and enrichment opportunities that help to develop their wider skills.

A programme of information, advice and guidance informs students about university, apprenticeship and college pathways, and we provide students with opportunities to develop their X-factor, giving them the edge in the next stage of their careers.

There is a broad range of course options to consider and the decisions that you make will guide your future choices in terms of university, apprenticeships, employment or further education. Please spend time considering your strengths and choose a programme that is best suited to your abilities, interests and future career plans.

Our post 16 team is dedicated to ensuring an effective climate for learning and maximising student progress. The academy building provides excellent facilities for teaching and learning provision.

Students can also access a range of support strategies, including the learning mentor team who can help to develop effective independent learning skills.

We are always happy to welcome prospective students to see our outstanding academy, so please do not hesitate to contact the post 16 team and arrange a visit.



David Vernon
Principal



**Higher
qualifications
will give you
a broader
range of career
opportunities.**

Support and succeed

When you join us at post 16, you will be supported by your tutor and our team, as you make your option choices. We will help you choose a programme that is best suited to your talents and aspirations. Help and support will be available to you during our enrolment day, which takes place after your GCSE exams. There will also be support available once you have received your exam results in August.

We have a number of external students who join us each year and they are made to feel welcome and settle in well. For example, have a look at what our student President, George, has to say on page 21. We are always happy to offer help and advice to prospective students – we are available in the post 16 office if you need anything.

Tuxford Academy's aims and expectations for post 16 education are:

- to enable students to shine in their achievements, through excellent teaching and learning of an inspiring curriculum
- students will benefit from outstanding guidance and pastoral support
- students will develop grit through perseverance, passion and flexibility as they work to achieve their goals
- students' goodwill will be enhanced as they contribute to, and benefit from, high levels of community cohesion

**ONWARD
DESTINATION**
**96.7%* of students
achieved their
first choice of
destination**
**3.3%* achieved
their second choice**

Our high quality, engaging and stimulating lessons enable you to develop a deep understanding and enjoyment of your subjects. You will be supported as you make the transition to the demands of post 16, and you will also receive regular, quality feedback on your progress towards achieving and exceeding your targets.

There is a wide choice of enrichment activities that will help you to develop skills beyond the curriculum and to prepare you for your future pathways. All students in year 12 undertake work experience to help build employability skills.

We are proud of our students' achievements. More students than ever are gaining their first choice of university – with many taking up places at Russell Group universities. The vocational route is increasing in popularity – our links with local employers have helped many students gain higher apprenticeships.

**PASS
RATE 100%***
at A2 or equivalent

EXAM SUCCESS

**50% of students achieved
A*-B at A2 or equivalent**

36
**courses
available**



**Ofsted
outstanding
since 2012**

* Figures taken from Tuxford Academy 2018 students' results



Our Post 16 Centre

Post 16 education is not just about qualifications; it also helps to develop an independent individual ready for the future. There is an expectation that students make good use of their study periods to develop their learning and independence.

The post 16 forum is a self-governing body elected by the students for the students. Our events committee contributes to the organisation of numerous social events throughout the year, culminating in the year 13 prom. The charity committee plans and carries out fundraising activities for charity.

Additionally, the forum meets regularly with staff. This provides an excellent channel for communication and discussion to take place on post 16 issues and improvements. The forum plays a prominent role in the annual post 16 open evening for students and parents, and forum members act as mentors for our new students.

Tuxford Post 16 Centre recognises the importance of developing leadership skills for the future. This begins by setting a good example, and to this end, our dress code requires students to wear clothes suitable and appropriate for a professional working environment. This encourages confidence and respect from others as students begin to take on leadership roles.

Students are encouraged to apply for a variety of positions, from faculty ambassador to LRC assistant. This also includes opportunities to work with and support other students, further developing their leadership qualities.

Aspire and achieve

Throughout their time at Tuxford, post 16 students are kept well informed of potential pathways into higher education, employment or apprenticeship opportunities.

A weekly information, advice and guidance bulletin is emailed to every student, which is discussed during form time with their tutor. This bulletin is kept up to date with information on apprenticeship vacancies, employment opportunities and university open days, as well as study and revision tips. Whichever potential pathway you are thinking of taking towards your future career, there will be a section of the bulletin which will be relevant to you.

In addition to this, a week is set aside each year for students to source, arrange and complete a work experience placement with whichever employer they feel will be most relevant to their future pathway. This is an excellent opportunity to practise 'real life' skills which will become invaluable when writing a CV or application in the future – giving our students the edge over those with just academic qualifications.

To help with applications to employment, apprenticeships and university, we have subscribed to the Unifrog online service and will be encouraging its use.

This service draws on information from UCAS, the National Apprenticeships Service, the National Careers Service, and many other statistical and governmental organisations, to ensure that students are well informed of the potential of each possible future pathway. This includes data on starting salaries, vacancies, requirements, course completion and satisfaction rates, and many other important factors which go into making a decision on your next steps.

Many opportunities are provided for students to complete outreach programmes with universities. These range from specialist residential support with applications for medicine and Oxbridge, to programmes designed for students who are undecided on whether they want to go to university. In addition, we run a residential visit to a campus university each year in order to give students a flavour of what university life will be like. We also invite outside speakers from universities, colleges, apprenticeship providers and employers to give you an overview of what each different career pathway might look like.

Regardless of which pathway you are thinking of taking, there will be plenty of support to aid you with the application process from form tutors, teachers and other students. We are committed to ensuring that you are kept up to date with the opportunities that are out there and, most importantly, what you need to do to take them.



All students
complete
**WORK
EXPERIENCE**



Facilities

Our environment has been purpose-built to encourage our students to make effective use of their time both in and out of the classroom.



Post 16 students have access to a variety of study spaces that cater to different needs.

The learning resource centre is a dedicated silent study space, whereas the conference room enables students to discuss their ideas and to work on presentations.

The study spaces also provide students with access to desktop computers and laptops.

Students are welcome to access a dedicated wifi connection if they prefer to use their own devices. These facilities are available before and after school, with advice available from the post 16 staff. The cyber cafe and refectory provide students with a space to eat and study, along with the dining room and clumber gallery.

Post 16 students enjoy the use of a dedicated refectory which serves food and refreshments throughout the day. Students are invited to provide feedback to help develop the menu.



Catch up with friends or even study together over a cup of coffee



Enrich and excel

When reviewing university applications, admissions tutors look for evidence of an applicant's dedication to their chosen subject and make sure that they are equipped with a range of skills that go beyond academic study. Similarly, employers will look for a range of skills on a CV.

At Tuxford Academy, our X-factor pillar is used to represent what students do to move beyond their academic study. All students are encouraged to develop their X-factor by participating in enrichment activities.

Enrichment can be either extra-curricular or super-curricular. Extra-curricular activities are pursuits that students undertake in addition to their academic courses to show employers and universities that they are well-rounded, interesting and enthusiastic individuals and team players. Super-curricular activities take a student's academic study to a higher level and evidence their commitment to their subject.

We provide a range of activities that allow students to develop these two strands. Students can develop their initiative, enterprise and leadership through a range of activities such as the Young Enterprise scheme, Duke of Edinburgh, the Arts Award and a wealth of opportunities such as mentoring and faculty ambassador roles. Students take on positions of responsibility within post 16, such as the student forum, and also run successful events and charity committees. Students who complete four enrichment activities in different areas will receive the Tuxford Community Award to recognise their achievements.

X-factor examples

- | Core Maths
- | Financial Management
- | First Aid
- | National Citizen Service
- | Sports Leader
- | Power of Coaching
- | Faculty Ambassador
- | Events Committee
- | Charity Committee
- | Volunteering in a local school or care home
- | Duke of Edinburgh

Our X-factor pillar is used to represent what students do to move beyond their academic study.

We encourage students to participate in both strands of enrichment options, both inside and outside the academy. Students can improve their applications to university, employment and apprenticeships by joining or organising clubs and activities. Many students also complete points boosting subjects - see page 16 for more details. Students have the opportunity to take on positions of responsibility, such as the student forum, form buddies, or our two committees.

Points boosters

Points boosters are a series of courses that can be taken alongside your three chosen subjects. They are graded and award UCAS points, which go towards university applications.

Points booster courses can also provide the necessary and valuable experience required for undergraduate study, employment and apprenticeships. All of these courses carry the same expectations as our A Level and Applied General courses, and will require commitment and dedication. By taking a points booster course, you will be showing that you have gone 'above and beyond' your post 16 study – a quality which is greatly respected and admired by university admissions tutors and employers alike, so we encourage all students to choose one of these options.

Extended Project Qualification (Level 3)

The Extended Project Qualification provides you with an opportunity to carry out an in-depth study into an area of interest to you.

The course allows you a number of options; you are able to decide on a topic area of your own choosing and you are able to choose the format that your project will take from the following:

- a dissertation – a 6,000-word project responding to a question that you have developed
- an artefact – where you will produce an item in response to a brief, along with a 3,000-word development
- a performance – where you will produce a piece in response to a brief, along with a 3,000-word development
- an investigation – a 6,000-word research project, responding to a hypothesis, using 80% primary research

Students are encouraged to develop independent research skills whilst looking into an area of interest specific to them. With only one lesson a week, used as a mentoring session, students will have to organise their time and take responsibility for the completion of each section of their work with limited guidance. Each student will have a different experience of EPQ depending on the type of project they produce and the topic area they choose to cover, making it unique to them.

Financial Studies (Level 3 Diploma or Certificate)

The Level 3 Certificate is a one-year course designed to encourage learners to become responsible borrowers, sensible savers and have a need for financial planning throughout their life. It is broadly equivalent to an AS Level and consists of two units; financial capability for the immediate and short term, and financial capability for the medium and long term.

The Level 3 Diploma is a two-year course designed to provide students with the opportunity to develop and enhance their knowledge and skills gained by achieving the certificate by applying them to the wider financial environment. The diploma consists of two further units; sustainability of an individual's finances, and sustainability of the financial services system.

The very nature of the qualification supports the understanding of the wider financial services industry and explores the key developments affecting consumers in recent years. It enables students to apply specialised, current knowledge of financial capability, financial sustainability, and finance concepts and theories.

Sports Leadership (Level 3)

The Level 3 Sports Leadership qualification provides you with an opportunity to develop your leadership skills whilst improving life and employability skills. These include self-belief, problem solving, teamwork, communication and self-management. There will be a mixture of both theory and practical sessions to cover the course content. You will be required to deliver 30 hours of sports sessions to a variety of groups.

Many universities recognise the importance of the skills developed through sports leadership. You will be in a position to give practical examples of how you have overcome problems, worked as part of a team and been motivational to others. You will be able to talk about your experiences in your personal statements and at interviews, and you will be far better prepared for the demands made when you enter university. The sports leadership course has many transferable life skills which you will use on a daily basis in any work or study setting.

Core Maths (Level 3)

This qualification is designed to consolidate and build on your mathematical understanding at GCSE, as well as develop your understanding and skills further in the application of maths to authentic problems.

The objectives of the course:

- deepen competence in the selection and use of mathematical techniques used at GCSE and beyond
- develop confidence in representing and analysing authentic situations mathematically and applying mathematics to address related questions and issues
- build skills in mathematical thinking, reasoning and communication

The mathematics faculty is a vibrant area of learning, with a complete suite of rooms with interactive smart boards, class sets of iPads and laptops. Students are encouraged through a range of teaching techniques to develop responsibility for their own learning. Teachers go that extra mile to help secure progressive outcomes for students.

Advice and guidance

We have a defined support system for all of our students, helping you to achieve your potential and aspire to reach further. We offer both pastoral and academic support, with guidance on financial, educational and career matters.

You will receive regular updates on your progress from your course teachers and personal tutors. Based on your GSCE performance, we set all our students realistic yet challenging targets to reach their potential in their chosen courses. Support is tailored to ensure you can achieve your goals and can aspire to stretch yourself academically. We will also provide extra support where required.

You will be allocated a form and form tutor for the duration of your time with us. You will meet your tutor regularly to discuss academic and personal progress, and they will support you through the process of university applications, apprenticeships or work placements.

You can also get support from the wider post 16 team and mentors, who provide advice and guidance on issues, concerns and any questions you may have.

This could involve wanting to change courses, obtaining information about higher education or training options, discussing problems outside of the sixth form setting or just simply needing to talk. There is also dedicated careers advice, information and guidance available.

Funding

The government provides a funded 16-19 Bursary Fund for eligible students. This provides financial support to help cover the costs associated with further study, such as educational resources or equipment, transport and food for the days you attend sixth form, and professional clothing.

These bursaries provide students with access to up to £1,200 of funding for each year of their sixth form study. There are two types of bursary available, the vulnerable bursary and the discretionary bursary.



Vulnerable bursary

You could get up to £1,200 if at least one of the following applies:

- you are in or recently left local authority care
- you get Income Support or Universal Credit
- you are disabled and get both Employment and Support Allowance (ESA) and either Disability Living Allowance (DLA) or Personal Independence Payment (PIP) in your name



Discretionary bursary

You could get a discretionary bursary if you need financial help but don't qualify for a vulnerable student bursary. The amount of support available depends on what is left in the bursary fund after the high priority bursaries are paid.

If you feel that you might meet the criteria to be considered for the 16-19 Bursary Fund, call us on 01777 870001 and a member of our staff will help you through the process and answer any questions you might have about the funding.

For further information, visit www.gov.uk/1619-bursary-fund

Presidents' address



Hannah Roe

Post 16: hard work, interesting and full of learning opportunities and experiences. That, at least, would be my description of post 16 at Tuxford Academy. During my time as post 16 President, I have loved seeing the growth and development of the centre and its students, as I myself have grown into a young adult.

The Post 16 Centre has fantastic teachers, additional lesson support and top resources. The learning resource centre, packed with books, academic journals and computers, is a great place for quiet study or to find resources for that all-important wider reading. The Post 16 Centre also has its own laptops, which makes it possible to study in all areas of the academy.

Teachers run trips, extra lessons for additional help, and educational movie nights. They go above and beyond to make studying at Tuxford as fun and as productive as possible.

One of my favourite parts of post 16 was the work experience week, which is vital for future university, apprenticeship and job applications. Thanks to support from staff, I found a fantastic placement that has given me not only a great reference, but the possibility of further opportunities. Students are supported to explore possibilities of future employment outside of the university route, and staff are always happy to help – whatever you need and no matter what you want to do. Enrichment is also a huge part of life at Tuxford Post 16 Centre.

The societies and clubs here are second to none, whether it's ultimate frisbee or mechanical engineering that you're interested in, there will be something at Tuxford for you. The gym is open in free periods, something that I find particularly useful as I am able to exercise regularly using the professional equipment.

Students will also have the opportunity to work during free periods at either Tuxford Primary Academy, a local care home, or at another setting that the post 16 team deems appropriate. I went to Tuxford Primary Academy and loved the opportunity to work with the children, build my CV and earn a little money too.

Facing the next stage in life is always a daunting prospect, but the post 16 team help to prepare you for that step. With committed tutors who assist with personal statements, applications, and finding a career path that fits, is it any wonder that post 16 students at Tuxford feel prepared for their next steps?

It's not always easy; A Levels are hard work. But, with friends, fantastic teachers and a dedicated staff team Tuxford Post 16 Centre will be there for you, every step of the way, as it has been for me.



George Moncaster

Tuxford Post 16 Centre is a place of study that truly embodies what it means to be a student. A lively and vibrant education community that helps to enrich and develop all students who attend. As an external student to the academy, I can vouch for this. Having entered post 16, my experience was so empowering and positive that I felt confident enough to apply for the position of Vice President. Now, a year later and as President of the student body, I can confidently say that the Post 16 Centre offers a great opportunity for any student.

Alongside the superb quality of teaching, Tuxford Post 16 has plenty to offer. One of many new and interesting experiences for students is the dedicated week of work experience. My peers and I spent a week at a wide variety of organisations, with the opportunity to learn all sorts of new skills. From a week on an airfield, or a few days spent in the local surgery, your work experience is yours to own. I arranged to work with the Canal and River Trust, based along the River Trent in Newark. My work experience involved maintaining a lock gate, working with local stakeholders and administration support. Work experience enables students to develop real world skills, gain independence and break out of the classroom.

In addition to this, extracurricular activities are aplenty at post 16; with one option being the debate club. Students meet weekly to discuss topics, form teams and debate important subjects. The club gives a real insight into breaking news and enables you to share your opinions in a healthy debate, building skills that enhance your experience at post 16 and in later life. I have had the pleasure of competing for the debate team alongside my peers from across Diverse Academies; which saw teams from different academies presenting ideas to a panel of judges. Other clubs and activities include mindfulness sessions, and an active drama community which recently performed the iconic Les Misérables.

The flexibility for personal development at Tuxford is extraordinary. With a dedicated careers advisor, and opportunities to visit career fairs, Tuxford helps to support students' aspirations and build confidence in their future. Working as a volunteer writer alongside my studies, I have nothing but encouragement from the staff here at post 16, as well as their confidence in my ability to achieve.

Utilising tools like Unifrog, students seeking higher education can access a database of universities across the country, comparing factors such as student life, course requirements and ranking. For those students seeking an apprenticeship, or other avenues, the staff team will help advise and support students through the application process.

Ultimately, life at Tuxford Post 16 Centre is what you make of it. With plenty of opportunity, you need to put in the work in order to succeed. Quoting the centre's mantra of 'grit and goodwill', Tuxford enables academics, thespians, artists, scientists and all manner of individuals to thrive – all while building a community that rewards the kind, good-willed and hard-working.

Of course, that's just my opinion. Why not find out for yourself?

Your education

The following section details all of the courses currently on offer at Tuxford Academy Post 16 Centre. There is a wide range of subjects to choose from, and you will have your own tailored study programme.

The information in this section answers four key questions. The answer to these will enable you to make an informed decision about how studying that course will benefit you and your future goals.

It is important to think carefully about the courses that you choose, whether that is A Level, Level 3, or a combination of the two. Both types of course are accepted by the majority of universities.

Check the entry requirements of any higher education courses that you like the look of, to help you decide which subjects suit you best.

Why?

The key reasons for choosing to study this course.

What?

Details of what you will be studying.

How?

The methods by which you will be assessed.

Where?

The potential higher education and/or career paths you may take by studying this subject.





Your pathways

All young people have to stay in education until the age of 18 and students entering Tuxford Academy Post 16 Centre will follow one of four programmes of study, which are detailed below. Students studying four courses may choose to drop one at the end of year 12 to allow for a higher grade potential in their best three.

All programmes require a minimum of a grade 4 in English language GCSE.

Subject-specific entry requirements must also be met and these can be found on subject pages in this prospectus. We can negotiate the entrance criteria if you only just miss the grades.

Route	Entry Criteria	Courses	Possible Destinations
Academic	6+	Three A Levels over two years (possibly four depending on progress) Applications for medicine/veterinary/dentistry, Oxbridge or Russell Group universities will require at least two traditional subjects: mathematics and further mathematics; English literature; physics; biology; chemistry; geography; history; modern foreign language	Medicine/veterinary/dentistry Oxbridge Russell Group university University degree Higher apprenticeship
Combined	5+	Three courses made up of a combination of A Levels and Level 3 Applied General courses over two years	University degree Higher apprenticeship
Vocational	4+	Three Level 3 Applied General courses over two years	University degree University foundation degree Advanced apprenticeship

Applied Business

(BTEC Level 3 – Certificate/Extended Certificate)

Why study applied business?

This is a varied and interesting course, allowing students to develop skills that are transferable to many areas of the business world such as working in a team, communication skills and invaluable analysis and evaluation skills.

Students will gain a broad spectrum of theoretical knowledge and discover ways in which it can be applied practically. This will include the knowledge and skills associated with working within a business function and how businesses operate through key components such as human resources, finance, marketing and more.

Throughout the course, students will work on their own business ideas, which will be developed over the two years and will give them the option to develop a business proposal that could be turned into a real business.

What will I learn about?

There are three units that are covered in year one:

Financial planning and analysis

- learners explore different ways in which enterprises can be owned and financed. Students will gain an understanding of the issues that enterprises face in an ever-changing environment and this will be used to make business decisions

Business dynamics

- learners investigate factors contributing to the success of businesses, focusing on the role of managers, supervisors and employees. Structures of businesses are evaluated and analysed

Entrepreneurial opportunities

- learners develop an understanding of entrepreneurial opportunities and investigate how individuals can exploit these through personal enterprise

There are three additional units

studied in year two:

- managing people
- developing a business proposal
- optional unit

How will I be assessed?

- Assignments
- Examinations

Future pathways and careers

The course supports entry into higher education or employment such as management, finance, entrepreneurship, economics etc. when taken alongside other qualifications. The qualification carries UCAS points.

Entry requirements

5 GCSEs at A*-C or 9-4, including a grade 4 in English and a grade 4 in maths.

Examination board: AQA

Specification: Certificate (TVQ01206) and Extended Certificate (TVQ01027)

Applied Science

(BTEC Level 3 – Certificate/Extended Certificate)

Why study applied science?

Applied science is appropriate for a wide range of students and combines well with other subjects such as chemistry, physics, maths and psychology.

You will need to have a keen interest in science in industry and other modern settings.

What will I learn about?

There are three mandatory units:

- principles and applications of science
- practical scientific procedures and techniques
- science investigation skills

There will also be two extra units studied, which the teacher will choose from:

- physiology of human body systems
- human regulation and reproduction
- biological molecules and metabolic pathways
- genetics and genetic engineering
- diseases and infections
- applications of inorganic chemistry
- applications of organic chemistry
- electrical circuits and their application
- astronomy and space science

How will I be assessed?

- Assignments
- Examinations

Future pathways and careers

The course is designed to meet the needs of employers and higher education providers so students have the option of progressing straight into the work environment or choosing to continue their studies in higher education.

Entry requirements

5 GCSEs at A*-C or 9-4, including two grade 5s in combined science, a grade 4 in English and a grade 5 in maths.

Examination Board: Edexcel

Specification: Certificate (180 GLH) and Extended Certificate (360 GLH)

Art and Design – Fine Art

(A Level)

Why study fine art?

Fine art is art which is predominantly concerned with creating work for aesthetic purposes (rather than design purposes). The course allows artists to develop a wide range of skills as well as focus on one or more of the following areas; portraiture, landscape, still life, human form, abstraction, experimental imagery, narrative, installation, and working in a genre. The course teaches skills in a number of different media and allows artists to specialise in a particular area. Students are required to meet all four assessment objectives through a sustained and proactive approach to learning. The course also includes workshops with professional artists and visits to artistic places of interest.

What will I learn about?

You will receive six lessons per week, one of which is self-directed study time during which you will receive one to one advice and guidance. We have three skilled professional artists from different specialisms who facilitate the course and help you find your own artistic style.

Numerous skills are acquired through artist led workshops, as well as working in a range of different media from digital photography, painting and drawing to printmaking, sculpting and mixed media.

Independence and personal drive are the key to success on the fine art A Level course, as you will be encouraged to embrace the life of an artist and regularly record ideas, visit places of artistic interest and reflect upon your own work and that of others. If you are proactive and able to develop your own opinions and ideas, this is the creative course for you!

How will I be assessed?

- Externally set tasks
- Skills workshops
- Portfolio building
- 10hr exam
- Investigation

Future pathways and careers

One in twelve UK jobs is within the creative industries. There are many careers for which an art background is essential or relevant including:

- media
- architecture
- museum and gallery work
- photography
- film
- animation
- 3d design
- ceramics
- fashion
- textiles
- interior design
- styling
- illustration
- art therapy
- forensic art
- set design

The transferrable skills an art A Level develops are highly attractive to many employers, including; problem solving, communicating ideas, research, analysis, project and collaborative work, as well as creativity, confidence, persistence and accountability.

Entry requirements

5 GCSEs at A*-C or 9-4, including grade 5 or above in GCSE Art or a merit or above in BTEC Level 2 Art and Design, a grade 5 in English and a grade 5 in maths

Examination board: OCR

Specification: H601

Biology

(A Level)

Why study biology?

The biology A Level course is taught through eight contemporary topics to help motivate students. These are context orientated and link many of the concepts studied to real life examples to try and ensure a high level of interest. The course also has an exclusive dedicated website that students can log into and download resources to inform their learning.

Students will be taught using a range of teaching techniques that will aim to develop students so they are capable of learning effectively on their own as well as in the classroom. There are a number of core experiments that need to be completed by students to aid their understanding and develop their practical skills.

There is no coursework for biology A Level, but students will be asked questions about the core experiments they have studied in the course.

What will I learn about?

In biology you will study the causes of strokes and heart attacks by studying two case studies of the disease. This will then be linked to the circulatory system and how it functions. You will also learn about cystic fibrosis and how a genetic mutation can cause the disease. This will then be used to show how genes are inherited.

Units:

- lifestyle, transport, genes and health
- development, plants and climate change
- environment and survival
- energy, exercise and coordination

How will I be assessed?

- Examinations

Future pathways and careers

Biology is a subject that leads to many different careers including:

- medicine
- veterinary science
- genetics
- biotechnology
- nursing
- marine biology
- microbiology
- pathology
- forensic science
- law
- teaching

Entry requirements

5 GCSEs at A*-C or 9-4, including two grade 6s in combined science or a grade 6 in biology, plus a grade 6 in English and a grade 6 in maths.

Examination board: Edexcel

Specification: 9BN0

Business

(A Level)

Why study business?

A Level Business is both varied and interesting and gives students the opportunity to use excellent computer facilities. Studying business allows students to actively experience the business environment whilst developing transferable skills that will aid them in the business world; such as team working, communication skills and time management, in conjunction with developing analysis and evaluation.

What will I learn about?

Year one

- **What is business?** – this looks at the nature and purpose of business, understanding different business forms and understanding that businesses operate within an external environment
- **Managers, leadership and decision making** – this considers the roles of management, leadership and decision making and the role and importance of stakeholders
- **Decision making to improve marketing performance** – this looks at how developments in technology are affecting marketing decision making and activities, the ethical and environmental influences on marketing decisions, how marketing decisions help improve competitiveness and the interrelationship between marketing decisions and other functions
- **Decision making to improve operational performance** – this looks at how decision making and activities are affected by operations due to more online businesses, better links with customers, suppliers and inventory control

- **Decision making to improve financial performance** – this considers how technology is affecting financial decision making and business activities such as crowd funding
- **Decision making to improve human resources** – this considers the changing nature of work, the skills that are required and ways of working such as tele-working

Year 2

- Analysing the strategic position of a business
- Choosing strategic decision
- Strategic methods: how to pursue strategies
- Managing strategic change

How will I be assessed?

- Examinations

Future pathways and careers

This course gives a good foundation for higher education or employment opportunities in the business sector, such as jobs in finance, sales, human resources, marketing and project management. However, the skills of analysis and evaluation developed during the course will be valuable for any future routes.

Entry requirements

5 GCSEs at A*-C or 9-4, including a grade 5 in English and a grade 5 in maths.

Examination board: AQA
Specification: 7132

Chemistry

(A Level)

Why study chemistry?

The specification is arranged into the three traditional branches of chemistry; physical, inorganic and organic. Students will be taught using a wide range of teaching techniques that aim to ensure they are capable of learning effectively in the classroom or independently.

Practical work is an integral part of the course and practical lessons are incorporated whenever possible, to further cement understanding and application. Students will need to be well organised, complete tasks on time, be motivated to read around the subject and review work on a regular basis.

What will I learn about?

In the first year, you will study the following topics:

- atomic structure
- amount of substance
- bonding
- energetics
- kinetics equilibria
- periodicity and an introduction to organic chemistry and some homologous series such as the alcohols

In the second year, new topics are introduced such as thermodynamics, electrochemical cells, and the properties of period 3, transition metals, optical isomerism, polymers, proteins, DNA, organic synthesis and NMR. There are 12 core practical activities that must be carried out and lead to a practical skills accreditation.

How will I be assessed?

- Examinations

Future pathways and careers

A Level Chemistry demonstrates that you have good analytical skills, the ability to learn high level information and an organised and logical approach to problem solving and practical situations. These skills are transferable to a number of careers which is why it is highly valued by universities and employers.

Chemistry A Level can lead to university courses in chemistry, biochemistry, chemical engineering, dentistry, forensic science, food science, pharmacy, medicine, nursing, veterinary science and many other specialised courses.

Entry requirements

5 GCSEs at A*-C or 9-4, including two grade 6s in combined science or a 6 in chemistry, a grade 6 in English and a grade 6 in maths.

Examination board: AQA

Specification: 7405

Computer Science

(A Level)

Why study computer science?

Computing requires and develops logical thinking, especially when analysing, designing and implementing the practical coursework projects. It is a rapidly developing area that influences all aspects of life. The increasing use of computers in design, particularly for the internet and ecommerce, has created a whole new area where the knowledge gained from this course can be applied.

What will I learn about?

Year one

- Drawing and interpreting simple state transition diagrams and transition tables
- Programming in a high level programming language
- The binary number system
- The stages of development of a hardware/software system
- Logic gates and Boolean algebra
- The internal components of a computer and hardware devices
- The fundamentals of computer systems
- The structure of the internet, networking protocols and the consequences of uses of computing

Year two

- Problem solving and algorithmic complexity
- Algorithms and data structures for problem solving
- Programming paradigms and object oriented programming techniques
- The role of an operating system and database design
- Analysis, design, construction, testing, training and maintenance of a programmed solution

How will I be assessed?

- Examinations
- Coursework

Future pathways and careers

In today's workplace, those with knowledge and skills in computing have the opportunity to pursue new and exciting careers and to be instrumental in the conception of computer systems that increasingly shape work and leisure activities.

Careers could include:

- software developer
- database administrator
- computer hardware engineer
- computer systems analyst
- computer network architect
- web developer

Entry requirements

5 GCSEs at grades A*-C or 9-4, including grade 6 (or higher) in maths and grade 6 in computing. Students who have not studied computing at GCSE will be considered for the course if they can demonstrate that they are competent programmers.

Examination board: OCR

Specification: H406

Criminology

(Level 3 Certificate/Diploma)

Why study criminology?

An understanding of criminology is relevant to many job roles within the criminal justice sector, including police officers, probation and prison officers, and social workers. With their critical thinking, analytical and communication skills, criminology graduates are also attractive to employers outside of the criminal justice sector, in areas such as social research and politics.

The Level 3 Diploma in criminology has been designed to provide learners with underpinning knowledge, understanding and skills to progress to further study and training. It offers exciting and interesting experiences through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.

What will I learn about?

In year 12, students cover changing awareness of crime in a piece of controlled assessment looking at types of crime, reasons for crime, and the media's input to crime. They will also learn about criminological theories, sitting a 90-minute exam at the end of the year.

In year 13, students will complete a second piece of controlled assessment focusing on the crime scene to the courtroom.

This piece of work will consider who is involved in criminal investigations, the techniques used, trials and evidence in court and the rights of the witnesses, suspects and victims.

How will I be assessed?

- Examinations
- Assignments

Future pathways and careers

The Level 3 Diploma in criminology has elements of psychology, law and sociology that complement studies in humanities. The main purpose is for the subject to support applications to universities in criminology or similar subjects such as law, psychology or sociology. It is well recognised by universities as giving a good base knowledge of criminology to support a number of subjects, with universities praising students who study criminology for their good communication skills and ability to think critically with a good knowledge of people skills.

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade 4 in English and a grade 4 in maths.

Examination board: WJEC

Specification: 601/6249/1 (Certificate), 601/6248/X (Diploma)

Digital Media

(Cambridge Technicals Level 3)

Why study digital media?

Designed in collaboration with experts spanning the breadth of the sector, digital media focuses on the skills, knowledge and understanding that today's universities and employers demand. You will apply practical skills and knowledge in preparation for further study or the workplace.

You will develop professional and social skills through interaction with performers, clients and peers; as well as theoretical and technical knowledge and understanding to underpin these skills. This will allow creativity and flair to be harnessed in the design and production of media products used within the industry.

You will develop conceptual ideas, and visualise these all the way through the production cycle; from planning and pre-production right through to editing, post-production and presentation of products. You'll also learn how to analyse target audience requirements, research market demand and bring a media concept alive working in line with legal and regulatory requirements, in a safe and effective way, protecting themselves and those they're working with from injury or harm.

You will also gain an understanding of how different businesses and organisations in the media sector work.

What will I learn about?

Year one

- Media products and audiences
- Create a media product
- Plan and deliver a pitch for a media product

Year 2

- Pre-production and planning
- Create a personal media profile
- Journalism and the news industry, or advertising media

How will I be assessed?

- Examinations
- Portfolio

Future pathways and careers

There are many careers for which a digital media background is essential or relevant including; advertising, publishing, web design, commercial photography, film and TV, animation, fashion, illustration, teaching, marketing, broadcasting, social media, journalism, performing arts, photography and so on.

The transferrable skills developed as part of this course are highly attractive to many employers; traits including problem solving, communicating ideas, research, analysis, project and collaborative work, as well as creativity, confidence, persistence and accountability.

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade C or above in art, graphics or ICT GCSE or the BTEC Level 2 equivalent, plus a grade 5 in English and a grade 4 in maths.

Examination board: OCR

Specification: Applied General Certificate 05843 and Applied General Extended Certificate 05844

Drama and Theatre Studies

(A Level)

Why study drama and theatre studies?

Drama and theatre studies is an exciting and highly practical subject that offers you a unique opportunity to develop key skills in creativity, communication and cognitive analysis. You will explore a wide range of performance styles, play texts, practitioners and production elements, whilst also developing your skills in performance and design. If you have a passion for creating theatre, performing, or the inner workings of theatre, then this is certainly the right course for you.

What will I learn about?

- **Practitioners in practice** – you will practically explore the theories of two renowned theatre practitioners; Brecht and Artaud. You will then work collaboratively to devise a piece of original theatre inspired by a stimulus. Your work must also be influenced by the two studied theatre practitioners
- **Analysing characters** – you will study two contrasting texts; 'Hamlet' and 'Black Watch'. You will practically explore common themes between the two plays, characterisation and appropriate dramatic devices. As well as gaining an understanding of the text as a whole, you will focus your efforts on four specific extracts. You will also analyse a piece of professional live theatre, with a focus on style/genre, dramatic intentions and the use of semiotics (production values)
- **Exploring and performing texts** – this scripted performance unit allows you to stage a large extract from a contemporary play. During this unit you will deepen your understanding of the acting process whilst developing a well-crafted character. You will be responsible for making key decisions surrounding staging, style and dramatic devices

- **Deconstructing texts for performance** – you will study a full scale play text, focusing on characters, structure, themes and the social, cultural, historical and political context. The exploration of the text will be both practical and research based. The work of an established theatre practitioner will be studied alongside the text.

How will I be assessed?

- Examinations
- Performances
- Portfolio

Future pathways and careers

Russell Group universities recently concluded that drama is a 'sensible choice' for those wishing to take an essay-based subject at university; the focus on open-ended questioning and analysis provides many useful transferable skills. Drama can lead to careers in media, performing arts, journalism, social work, drama therapy, youth work, teaching and the design industry. Drama also complements subjects such as English, media and history.

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade C or above in GCSE Drama or the BTEC Level 2 equivalent, plus a grade 5 in English and a grade 4 in maths.

Examination board: OCR

Specification: H459

Economics

(A Level)

Why study economics?

Economics has become high profile. The credit crunch, bankers' bonuses and fears of a Euro meltdown post-Brexit are just three topics rarely out of the news in recent years, throwing a light on the importance of, and divisions within, the discipline.

Economics is an important subject as it is looked on favourably by employers for the transferable skills it provides such as analysis and evaluation. The topics studied are both interesting and enjoyed by students due to the dynamic nature of the course.

What will I learn about?

- **Microeconomics, the operation of markets and market failure** – this looks at the economic problem, price determination in a competitive market, production costs and revenue, competitive and concentrated markets, the market mechanism, market failure and government intervention in markets
- **Macroeconomics, the national economy** – this considers macroeconomic performance, how the macro economy works, the circular flow of income, AD/AS analysis and related concepts, economic performance, macroeconomic policy
- **Individuals, firms, markets and market failure** – this looks at individual economic decision making, perfect competition, imperfectly competitive markets and monopoly, the labour market, the distribution of income and wealth, poverty and inequality
- **Macroeconomics, the national and international economy** – this considers financial markets and monetary policy, fiscal policy and supply-side policies, the international economy.

How will I be assessed?

- Examinations

Future pathways and careers

This course gives a good foundation for higher education or employment opportunities in the business and finance sector. However, the skills of analysis and evaluation developed during the course will be valuable for any future routes.

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade 5 in English and a grade 6 in maths.

Examination board: AQA
Specification: 7136

Engineering

(Level 3 Foundation Technical Level)

Why study engineering?

Engineering at Tuxford is an exciting and stimulating course which brings together theory and practical assessment to create an engaging journey for the students. All learners have access to a range of both traditional and modern engineering manufacturing equipment and machinery and will be expected to competently utilise these in order to achieve.

Students will also be required to learn high level CAD/CAM skills as well as working as a team to produce components. The mixture of exam and coursework based assessment enables students to explore a wide range of processes and equipment in order to develop solutions to problems.

A core feature of the course is close involvement with local engineering companies, this offers a real world insight into potential careers and employment opportunities whilst adding relevance to the topics studied.

What will I learn about?

The students will study a range of engineering disciplines and processes. The course is split into four units, covering materials technology and science, mechanical systems, engineering design, and production and manufacturing.

How will I be assessed?

- Examinations
- Coursework

Future pathways and careers

With the international recognition of engineering courses you can progress straight into employment or further study. Engineering is a respected qualification in any arena and will demonstrate to universities and employers alike that candidates have good problem solving, analytical and practical skills. There are also a range of potential careers to explore within any engineering discipline; such as aerospace, mechanical, chemical, electrical, manufacturing, motorsport, and nuclear.

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade 5 in a design and technology subject, a grade 5 in science, a grade 5 in English and a grade 5 in maths.

Examination board: AQA
Specification: TVQ01018

English Language

(A Level)

Why study English language?

This specification offers opportunities for students to develop their subject expertise by exploring key language concepts and engaging with a range of texts and discourses. Language is seen as a creative tool for expression and social connection, as well as for individual cognition. The study of language as a symbolic system used to assert identity in society is fundamental to the scope of this specification.

Two pieces of coursework are produced. Firstly, students will create their own original text and reflect critically on their own processes of production, while analysing the texts produced by others. Secondly, students also have the opportunity to work independently to research and investigate an aspect of language in use which is of personal interest to them.

What will I learn about?

Students will explore the study of English language both as a medium of communication and as a topic in its own right, with an emphasis on the ability of students to pursue lines of enquiry, analyse texts produced by others, debate different views and produce a range of own writing using a variety of extracts taken from everyday sources. The focus is on how language generates meaning and identity for individuals and social groups, including gender occupation and the variety of 'Englishes' around the United Kingdom.

The course will also cover the variety and impact of global 'Englishes', child language acquisition (how we learn to use language) and language change since 1600.

Students are encouraged through a range of teaching techniques to develop their own ideas and analytical skills. Discussion, group work, reading and individual research offer a varied and interesting approach to the study of English language. You will be required to conduct additional independent research and enquiry along your own avenues of interest. This supports you in developing academic research and study skills required at higher education whether or not you choose to continue your English studies.

How will I be assessed?

- Examinations
- Assignments

Future pathways and careers

The skills of analysis, evaluation and communication that you will develop by studying English language are applicable to a wide range of careers and university degrees. Journalism, media, marketing, advertising, management, law, teaching, librarianship, business, administration and banking are a few examples. Students taking English language A Level have gone on to pursue careers in radio broadcasting, property management and sports journalism, to name a few.

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade 6 in English language and English literature.

Examination board: AQA
Specification: 7702

English Literature

(A Level)

Why study English literature?

'English Literature A's historicist approach to the study of literature rests upon reading texts within a shared context. Working from the belief that no text exists in isolation but is the product of the time in which it was produced, English Literature A encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood.' AQA specification

Students are encouraged through a range of teaching techniques to develop their skills of analysis and evaluation, through reading, annotation, discussion, written essays, debating, group work and independent research.

What will I learn about?

In year one, under the theme 'love through the ages', students are able to study and analyse a variety of texts, from diverse historical periods. A classic novel is studied at greater depth and compared with a collection of classic poetry. At least one pre-1900 text will be included to ensure historical coverage. All genres of literature will be covered, including one Shakespeare play.

In year two, the revised subject content continues to keep a strong focus on advanced literary studies and the reading of major literary genres through the historicist's lens. The content studied in year one will be developed and reviewed, so as to meet the demands of A Level questions. The students also have the challenge of completing a non-exam assessment, an independent critical study based on novels – one of their choice – across time. The students are then able to look at historical periods in more detail, studying texts with the shared context of WW1 and its aftermath. This covers the study of novels, plays and poetry and also includes unseen extracts from a selection

of great war literature. This will make sure students have a sound historical coverage, which was requested by higher education representatives.

How will I be assessed?

- Examinations
- Assignments

Future pathways and careers

The skills of analysis, perception and communication you develop during this course are important in many fields of employment and are highly regarded by all institutions of higher education. Law, teaching, journalism, media, advertising, librarianship, literary agent, publishing or jobs in the arts sector are some examples of future careers.

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade 6 in English language and English literature.

Examination board: AQA
Specification: 7712

Food Science and Nutrition

(Level 3 Diploma)

Why study food science and nutrition?

On completing this course, students will be able to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through ongoing practical sessions, will gain practical skills to produce quality food items to meet the needs of different individuals.

What will I learn about?

Food science and nutrition at Tuxford Academy combines practical and theoretical elements to create an engaging and exciting course. Students will get the opportunity to explore the food industry and develop their design and technology capability by producing food products that enhance our everyday lives. The course covers a range of areas including nutrition, food science, food design, production and manufacture.

The course involves a mixture of exam and coursework based assessments, allowing students to explore a wide range of complex and current issues affecting the food industry and food production in the modern world. The course will allow students to gain a real insight into potential careers and opportunities the food industry has to offer.

How will I be assessed?

- Examinations
- Coursework

Future pathways and careers

With the recognition of the course from many universities you can progress to further study or into employment. Studying food science and nutrition can lead to a range of careers within food development, nutrition, food manufacture and food science. The course has links with biology, engineering and design.

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade 5 in food technology, a grade 5 in science, a grade 4 in English language and a grade 4 in maths.

Examination board: WJEC

Specification: Level 3 Diploma 601/4552/3

GCSE English Resit

(GCSE)

Why study GCSE English resit?

Students are now required to resit the English language GCSE until they reach a grade 4 minimum (the equivalent to a C grade in the past). This is the minimum grade required by universities, many apprenticeships and employers to show proficiency and confidence with English.

What will I learn about?

The course covers reading, fiction and non-fiction from 20th century to the present day, and writing creatively and writing viewpoints. Students will study a range of fictional extracts from novels from a wide range of genres and improve their written creativity and accuracy. Students will also study a range of non-fiction texts covering a wide range of issues and improve their own skills in writing to argue and persuade.

How will I be assessed?

- Examinations

Future pathways and careers

- English language is a core subject and a grade 4 is considered an essential requirement by employers, universities, colleges and apprenticeships.

Entry requirements

Grade 3 in GCSE English.

Examination board: AQA

Specification: 8700

GCSE Maths Resit

(GCSE)

Why study GCSE Maths resit?

The course seeks to lift students from a grade 3 to at least a grade 4, taking the foundation tier examination.

What will I learn about?

Students will:

- consolidate previous skills and meet appropriately challenging work
- apply mathematical knowledge to solve problems
- think and communicate mathematically, precisely, logically and creatively
- appreciate the place and use of mathematics in society, and apply mathematical concepts to situations arising in everyday life
- work co-operatively, independently, proactively and investigatively

How will I be assessed?

- Examinations

Future pathways and careers

Many universities specify a minimum grade 4 or equivalent in maths. The following professions usually require a grade 4 or equivalent in maths; accountancy, banking, law, teaching, nursing and many others. Colleges give enhance entry to courses where a grade 4 or equivalent has been obtained.

Entry requirements

Grade 3 in GCSE Maths.

Examination board: AQA
Specification: 8300

Geography

(A Level)

Why study geography?

Geography is a dynamic, contemporary subject that can inspire a deep interest in the complex world around us. Students learn a wide range of transferable skills through the course including collecting, analysing, and interpreting data, problem solving, individual and group research and a variety of forms of communication.

The skills are in great demand and are recognised by employers and universities as being of great value. Many of the world's current issues – at a global scale and locally – boil down to geography, and need the geographers of the future to help us understand them. Global warming as it affects countries and regions, food and energy security, the degradation of land and soils from over-use and misuse, the spread of disease, the causes and consequences of migration, and the impacts of economic change on places and communities – just some of the challenges facing the next generation, which geographers must help solve.

What will I learn about?

The course is structured into four main elements:

- physical geography (including water and carbon cycles, coastal systems and landscapes, hazards)
- human geography (including changing places, global systems and governance, population and the environment)
- geography fieldwork investigation, which will include 4 days of studies on location within the UK
- geographical skills using maps, graphs and statistics

How will I be assessed?

- Examinations
- Independent investigation

Future pathways and careers

Geography can be taken at university in many different forms and can lead to either a BA or a BSc graduate degree. In its own right geography can lead to careers in many different areas. It is a subject that helps young people into work. Many employers prize the knowledge and skills that studying geography can provide and geography in higher education is thriving.

Geography students are among those gaining greatest satisfaction from their studies, and geography graduates have a relatively low level of unemployment. It's no wonder there is a growing demand to study the subject at university. This is underlined by the Russell Group of universities, along with David Willetts MP, who both recognise geography as one of the key facilitating subjects for entry to degree level study. The skills learnt in geography are recognised by employers in all areas such as accountancy, lawyers and education.

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade 6 in geography, a grade 6 in English and a grade 6 in maths.

Examination board: AQA
Specification: 7037

Government and Politics

(A Level)

Why study government and politics?

Politics is about power and how it is divided. For this reason alone, there's no denying that it's one of the most interesting and engaging qualifications you can choose at A Level. Covering news and current affairs from the UK and US, it helps you understand how the UK is run and develops research, written communication and debate skills.

Studying government and politics is fascinating, but requires constant attention to the news and world around you. As such, lessons are varied and interactive, and classes have a collaborative environment in which we can discuss the topics of the day and embed them within their wider context. In classes, you will be encouraged to ask questions and develop informed opinions based upon wider reading. Your progress will be supported through model answers, clear essay guidelines, formative marking, AfL activities and revision guides.

What will I learn about?

You will study three main topics: the government and politics of the UK, the government and politics of the USA and, finally, political ideologies. As such, you will look into elections, Brexit, parliament and pressure groups, before comparing Britain's electoral and governmental systems with the USA. Crucially, this new A Level, also allows students to place this debate within a study of ideology. Are the Conservatives really conservative? What is a socialist? Is anarchism left wing or right wing? As such, by the end of the two years, students will be politically literate and aware of the world around them.

How will I be assessed?

- Examination

Future pathways and careers

Government and politics is a subject that allows students to analyse current affairs and the world around them. For this reason, government and politics works exceptionally well with other subjects. It's ideal if you're considering studying politics, sociology, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, law, international organisations, the media, government and the civil service.

Critically, government and politics also fits with maths. Many students continue to study politics as psephologists (the studying of voting and elections) and this can open up lucrative careers within polling and statistical analysis.

Those who have studied politics often succeed such as Barack Obama, Dick Cheney, Hilary Clinton, Condoleezza Rice; Christopher Hitchens (writer and academic), Riz Ahmed (actor) and Harry Enfield (comedian).

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade 6 in a humanities or social science subject, and a grade 6 in English language.

Examination board: AQA

Specification: 2150

Health and Social Care

(Level 3 Extended Certificate)

Why study health and social care?

The health and social care course is designed to give students a practical insight into a range of health and social care environments, exploring how they function, the care provided and the expectations placed upon service providers.

What will I learn about?

- **Human lifespan and development** – students cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing
- **Meeting individual care and support needs** – this unit looks at the principles behind providing quality care and support. It introduces the values and issues that need to be considered when planning care and support that meet the needs of an individual in a health and social care environment. Including values and principles, ethical issues, factors impacting professionals, challenges faced and how they can be overcome, methods used by professionals, including multi-agency working
- **Working in health and social care** – this unit explores what it is like to work in the health and social care sector and the responsibilities held by staff, including maintaining safety and safeguarding individuals with health and social care needs, handling their personal information professionally and preventing discrimination towards them. You will learn about the services provided and the barriers that can prevent people accessing services. You will also learn about working with people with specific needs, including ill health, learning disabilities, physical and sensory disabilities, and the needs of people who occupy different age categories

- **Supporting individuals with additional needs** – this unit aims to give you specialist knowledge crucial to ensuring that those with additional needs meet their full potential, including how equal opportunities are ensured, diversity is respected and suitable environments for all are created. It explores a range of additional needs and how services work together to assess and provide for these needs, investigating how challenges can be overcome. Finally, it explores legislation, frameworks and politics that support the rights of individuals.

How will I be assessed?

- Examinations
- Assignments

Future pathways and careers

The course promotes understanding, empathy, communication and professionalism, skills valued in any work place. More specifically, progression through the health and social care course will allow students to apply for further education courses and vocations in a range of health and social care professions and settings, including careers in a range of health care roles, nursing, social care, childcare, teaching and therapy.

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade 4 in English language and a grade 4 in maths.

Examination board: Edexcel

Specification: 360 GLH

History

(A Level)

Why study history?

A level history is fascinating and awe inspiring! As a history student you will gain insight into the multifaceted nature of the human experience and history will help you to make sense of a complex, globalising world. You will learn to examine issues critically and creatively, use evidence to develop a convincing argument and think boldly yet flexibly to reach insightful judgements. You will also learn how to organise and present your ideas, clearly and coherently. Past history students have often said what they learn in history helps them achieve in other subjects like drama and English literature.

What will I learn about?

In year 12 you will study a unit called 'Searching for Rights and Freedoms in the Twentieth century'. This will include two fascinating modules. 'In search of the American Dream, c.1917-96' includes topics such as the civil rights movement, the growth of the USA as a superpower, the Cold War, the impact of the media on American culture and Reagan's presidency. 'India, c.1914-48, the Road to Independence' includes topics such as the British Raj, Gandhi, the Muslim league, and partition.

In year 13 you will study a unit called 'Britain: Losing and Gaining an Empire, 1763-1914'. This will include topics such as the growth and role of the empire, loss of America, the birth of Australia 'the criminal' colony, making Canada last, and Britain in Africa. You will also complete a coursework assignment of one 3,000-4,000 essay. For this essay you have the freedom to write your own question on any controversy in history that you find interesting!

How will I be assessed?

- Examinations
- Assignment

Future pathways and careers

The skills and knowledge you learn when studying history are highly valued and make history a keystone subject. This means history opens a range of doors in the future and is widely respected by all universities, regardless of what you plan to study. A high number of students each year choose to continue their enjoyment of history at university by taking a history or a history-related degree, whilst many others go on to study a broad range of university courses.

The skills you gain through studying history are also highly sought after by employers. History graduates gain employment in a range of fields. The most popular of these are currently law, business and finance, national and local government, international organisations, journalism and publishing, the media, teaching and museum work, and research based careers of all kinds.

Famous history graduates include former Prime Minister Gordon Brown, QC Michael Briggs, Prince Charles, writer Salman Rushdie, general of the National Criminal Intelligence Service John Abbot, chairman of the Sony corporation Sir Howard Stringer, head of the press office for ITN Lesley Anne Dawson, chairman of Manchester United Gerald Corbett, comedian Sacha Baron Cohen, and presenter Jonathan Ross.

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade 6 in History and a grade 6 in English.

Examination board: Edexcel

Specification: 9HI0

IT

(Cambridge Technicals Level 3)

Why study IT?

IT is at the heart of everyday life, at work, home and in our leisure time. From computer graphics and control systems, to communications and problem solving, IT has an ever-increasing role to play.

The Cambridge Technical in IT draws this together through a wide range of units such as information systems, installing software, creating a website, computer systems, computer animation and developing computer games. This qualification is suitable for students studying in preparation for employment in IT and also students wishing to gain a Level 3 qualification to support further study in further education and higher education in IT or in any other sector or subject area.

This new qualification is particularly attractive because of its real-world relevance and close alignment with industrial practice.

What will I learn about?

Year one

- Fundamentals of IT
- Global information

Year two

- Pre-production and planning
- Product development
- Internet of everything

How will I be assessed?

- Examinations
- Portfolio

Future pathways and careers

The objective of this qualification is to give learners the opportunity to develop their knowledge and skills in data management and social media in business. This will enable learners to progress to further study in the IT sector, or other sectors.

This will allow progression to a variety of degrees when combined with other suitable Level 3 qualifications.

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade 4 in ICT or BTEC Level 2 equivalent, a grade 4 in English and a grade 4 in maths.

Examination board: OCR

Specification: Cambridge Technical IT Certificate (05838) and Extended Certificate (05839)

Maths

(A Level)

Why study maths?

A level Maths provides a framework within which a large number of young people continue the subject beyond GCSE level. It supports their mathematical needs across a broad range of other subjects at this level and provides a basis for subsequent quantitative work in a very wide range of higher education courses and in employment. It also supports the study of A Level Further Maths.

What will I learn about?

A Level Maths builds from GCSE-level mathematics and introduces calculus and its applications. It emphasises how mathematical ideas are interconnected and how mathematics can be applied to model situations mathematically using algebra and other representations, to help make sense of data, to understand the physical world and to solve problems in a variety of contexts, including social sciences and business. It prepares students for further study and employment in a wide range of disciplines involving the use of mathematics.

This course is heavily dependent on strong knowledge and application of algebraic techniques. It requires students with a passion for the subject and a drive to acquire the skills to apply to various situations.

How will I be assessed?

- Examinations

Future pathways and careers

You should study maths if you wish to follow:

- an engineering course at university
- a maths-related degree
- any medical course
- any science-related course
- accountancy
- economics

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade 7 in maths.

Examination board: AQA

Specification: 7357

Maths – Core

(Level 3)

Why study core maths?

This qualification is designed to consolidate and build on your understanding at GCSE, as well as develop your mathematical understanding and skills further in the application of mathematics to authentic problems.

The maths faculty is a vibrant area of learning, with a complete suite of rooms with interactive smart boards, class sets of iPads and laptops. Students are encouraged through a range of teaching techniques to develop responsibility for their own learning. Teachers go that extra mile to help secure progressive outcomes for students.

What will I learn about?

The objectives of the course:

- deepen competence in the selection and use of mathematical techniques used at GCSE and beyond
- develop confidence in representing and analysing authentic situations mathematically and applying maths to address related questions and issues
- build skills in mathematical thinking, reasoning and communication

How will I be assessed?

- Examinations

Future pathways and careers

This is new government and employer sponsored course to help students progress mathematically and gain the skills they will need to complete university courses and compete in the emerging employer markets. In particular, it is important to students progressing to higher education courses with distinct mathematical or statistical elements such as, product design, economics, business, geography, science and engineering. Core maths will be invaluable for any students aiming for a career in a professional or technical field.

Entry requirements

At least a grade 4 in maths at GCSE.

Examination board: OCR

Specification: H867

Maths – Further

(A Level)

Why study further maths?

Further maths is designed for students with an enthusiasm for mathematics, many of whom will go on to degrees in mathematics, engineering, the sciences and economics. The qualification is deeper and broader than A Level Maths. A level Further Maths builds from GCSE level and A Level maths, as well as building on algebra and calculus introduced in A Level Maths.

What will I learn about?

A Level Further Maths builds from GCSE level and A Level maths courses, as well as building on algebra and calculus introduced in A Level Maths. The A Level Further Maths core content introduces complex numbers and matrices, fundamental ideas with wide applications in engineering, physical sciences and computing. The non-core content includes different options that can enable students to specialise in areas of mathematics that are particularly relevant to their interests and future aspirations.

Further maths prepares students for further study and employment in highly mathematical disciplines that require knowledge and understanding of sophisticated mathematical ideas and techniques.

How will I be assessed?

- Examinations

Future pathways and careers

Further maths is a good choice if you wish to follow:

- an engineering course at university
- a maths related degree
- any medical course
- any science related course
- accountancy
- economics

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a minimum grade 8 in maths. You must also be planning to study A Level Maths. You must maintain your target grade in assessments for maths and further maths throughout the course.

Examination board: AQA
Specification: 7367

Modern Foreign Languages – French and Spanish

(A Level)

Why study languages?

94% of the world's population do not speak English as their first language and 75% do not speak English at all. The world is full of languages. How far do you have to go from your front door to know that this is true? Think about how many more newspapers and books you could read; films and TV programmes you could watch, songs you could understand, websites you could visit and people and places you could really get to know if you could speak another language.

What will I learn about?

French

- The changing nature of family
- Positive features of diverse society
- The cyber society
- Life for the marginalised
- The place of voluntary work
- How criminals are treated
- A culture proud of its heritage
- Teenagers, the right to vote and political commitment
- Contemporary French music
- Demonstrations, strikes – who holds the power?
- Cinema: the 7th art form
- Politics and immigration
- A book or a film study
- Grammar

Spanish

- Modern and traditional values
- Immigration
- Cyberspace
- Racism
- Equal rights
- Integration
- Modern day idols
- Today's youth, tomorrow's citizens
- Spanish regional identity
- Monarchies, republics and dictatorships
- Cultural heritage
- Popular movements
- A book or a film study
- Grammar

How will I be assessed?

Listening, reading, translating, writing and speaking exams

Future pathways and careers

Careers most often associated with languages include those in the travel industry, bi-lingual secretaries, translators, interpreters, marketing and retail. However, for many careers a language qualification, although perhaps not essential, can be seen as a desirable asset by employers.

This is why many universities combine a variety of subjects with language study such as law, business and management studies, and indeed an increasing number prefer a language qualification on entry.

The ability to communicate in a foreign language sets you apart from the crowd and literally opens up a world of opportunities. Once you have mastered one foreign language, it is easier to learn another should the need arise. Languages are 'facilitating subjects' which means choosing them at advanced level leaves open a wide range of options for university study.

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade 6 in French or Spanish and a grade 6 in English.

Examination board: AQA

Specification: French 7652; Spanish 7692

Music

(A Level)

Why study music?

The A Level Music course aims to foster and develop a lifelong appreciation of music, one of the most personal forms of self-expression. This is delivered through activities which combine the three main areas of performance, composition and appraisal.

Is music suitable for me at A Level?

The answer to this question is yes if you identify music as an important part of your daily life. It's not what you do – it's what you are! Yes, if you are prepared to be open minded with regard to extending your studies beyond your usual listening and performance experiences. Yes, if you are willing to seek out, or continue with, high quality instrument-specific tuition, either privately or via the service provided by private music teachers at the academy. Yes, if you are already operating at a grade 6 or better standard at GCSE level. Yes, if you are keen to develop as a composer.

What will I learn about?

A Level Music is the point at which the bonnet is lifted and we begin to look at the engine in close detail. You will begin to appreciate why your favourite pieces of music mean so much to you simply through gaining an understanding of how composers invent and develop ideas, manipulate harmony and organise their music into coherent sections in order to communicate most effectively with the listener.

Once your analytical skills have been sharpened through listening, you will then go on to apply what you have learned in your own compositions.

As an instrumentalist or singer, you will have the opportunity to develop yourself both technically and musically through increased commitment to your chosen instrument and more frequent performances throughout the year.

How will I be assessed?

- Performance
- Composition
- Examinations

Future pathways and careers

The creative industries are a huge part of the UK economy and an A Level in music demonstrates the character of someone with self-discipline, good communication skills, strong work ethic and creativity. From performing, composing and event management to teaching, publishing and marketing, the opportunities for the budding musician are many and varied.

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade 6 in music, a grade 5 in maths and a grade 5 in English.

Examination board: Edexcel

Specification: H543

Physical Education

(A Level)

Why study PE?

Studying A Level Physical Education will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach a sport through the non-examination component, you will also develop a wide ranging knowledge into the how and why of physical activity and sport.

The two-year course is studied through a range of different contexts; three areas which are all subjects in their own right which further underpin the depth of the study of physical education and sport. You will learn why some people outperform others – mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having on physical activity and sport.

All students are provided with specialist kit which enables them to access all practical lessons. The delivery of the course is split between staff from the physical education faculty, using a range of teaching methods and styles and thus creating a rounded approach to the whole course.

Students are also given the opportunity to take part in extra-curricular events and leadership courses which further enhance their standing within the academy. It is expected that A Level PE students will flourish in such environments.

What will I learn about?

A Level PE is broken down into two components. Section one consists of three theory units which include:

- physiological factors affecting performance including topics such as anatomy and physiology, exercise physiology and biomechanics
- psychological factors affecting performance

including topics such as skill acquisition and sports psychology

- sport and society and contemporary issues including topics such as ethics, deviance, technology and global sporting events

Section two consists of a practical assessment. This involves a physical sporting performance in one activity and an evaluation of a sporting performance in the same or different activity.

How will I be assessed?

- Examinations
- Practical assessment
- Verbal discussion

Future pathways and careers

PE at A Level is recognised as a strong academic qualification which is now highly respected by universities, colleges and employers. Subsequently there are now a number of courses at prestigious universities which students can go on to study following A Level PE. These include physical education, sports and exercise science, sports and exercise psychology, sport business management, physiotherapy, sports media, sports engineering and sports coaching.

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade 6 in PE, a grade 6 in science, a grade 5 in maths and a grade 5 in English.

Examination board: OCR

Specification: H555

Philosophy and Ethics

(A Level)

Why study philosophy and ethics?

Studying philosophy and ethics is like going down a rabbit hole. The subject begins with an examination of some of the basics of western philosophy, and expands from there. Interconnecting ideas and beliefs begin to become apparent and the intricacies of the subject take form. Philosophy and ethics is a heavily content driven subject, so it requires students to take responsibility for their progress and take on wider reading in their study time. The majority of homework set is essay based, in order to prepare students for the final examinations.

What will I learn about?

Students will be introduced to a more advanced approach to religious studies, and will develop a deeper understanding of the beliefs, teachings and philosophy they study. The course will cover three components; philosophy of religion, religion and ethics, and developments in Christian thought.

In **philosophy of religion** learners will study philosophical issues and questions raised by religion and belief. These include arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering. They will also explore philosophical language and thought, through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion.

Religion and ethics is characterised by the study of ethical language and thought, with exploration of key concepts and the works of influential thinkers. Ethical theory will also be applied to issues of importance; namely euthanasia, business ethics, and sexual ethics.

Developments in religious thought provides an opportunity for the systematic study of one religious tradition. This will include the exploration of religious beliefs, values, teachings and practices that shape religious identity, as well as sources of wisdom and authority. Also central are the ways in which religious traditions have developed over time, and religious responses to challenges and significant contemporary social issues.

How will I be assessed?

- Examinations

Future pathways and careers

Philosophy is the ultimate transferable skill. With its emphasis on reason and argumentation, philosophy is an excellent preparation for a career in law, religion, business, international diplomacy, teaching, social work and psychotherapy, medicine or journalism and writing. As well as this, most world leaders study philosophy at university alongside politics and economics.

According to a recent study, philosophy students do better in verbal and writing skills than students with any other A Levels. This shows the ability that philosophy has to support any degree with a demand for essay writing skills.

Entry requirements

5 GCSEs at grades A*-C or 9-4, including a grade 6 in philosophy and ethics, and a grade 5 in English.

Examination board: OCR

Specification: H573

Photography

(A Level)

Why study photography?

Photography is an art-based course which can be provoking, rewarding, intriguing and eye-opening. Throughout the course, the photographer will have the opportunity to truly understand how to use a camera, to learn the rules of photography and to be nurtured into pushing the boundaries.

As well as offering the most up-to-date equipment and facilities to experiment and enhance your photographs, we have two skilled professional artists from different specialisms who facilitate the course and help you find your own artistic style. Photography requires various skills through studio and outdoor led photographing workshops, as well as understanding and being critical in the editing process.

What will I learn about?

The course allows pupils to research and to explore other photographers' styles through outdoor photography, studio based photography or using the editing software. Students are required to meet all four assessment objectives through a sustained and proactive approach to learning. The course also includes workshops with professional photographers and visits to artistic places of interest.

Just like in art, independence and personal drive are the key to success on the photography A Level course. You will be encouraged and expected to embrace the life of a photographer and regularly record ideas, visit places of artistic and cultural interest and reflect upon your own work and that of others. If you are visually curious about the world we live in then and want to express your own opinions and ideas, this is the creative course for you!

How will I be assessed?

- Skills workshops
- 10hr exam
- Portfolio building
- Externally set task

Future pathways and careers

One in twelve UK jobs is within the creative industries. There are many careers for which an art background is essential or relevant including:

- advertising
- publishing
- media
- architecture
- museum and gallery work
- photography
- film
- animation
- fashion
- styling
- illustration
- art therapy
- forensic art
- set design

The transferable skills that an art-based A Level develops are highly attractive to many employers; including problem solving, communicating ideas, research, analysis, project and collaborative work, as well as creativity, confidence, persistence and accountability

Entry requirements

5 GCSEs at A*-C or 9-4, including grade 5 or above in GCSE Art or a merit or above in BTEC Level 2 Art and Design, a grade 5 in English and a grade 5 in maths.

Examination board: OCR

Specification: H601

Physics

(A Level)

Why study physics?

This course will challenge you intellectually, and you will take an active role in the consideration of phenomena and the physical world around us. You will become more adept at problem solving and showing analytical skills, and enjoy learning the subject using a range of methods and techniques. The course will develop your interest in and enthusiasm for the subject, and open up routes to further study and careers associated with physics.

Practical investigations, group discussions and mathematical work led by an enthusiastic team of staff will teach you analytical and problem solving skills through exciting and challenging learning experiences.

What will I learn about?

- **Development of practical skills in physics** – foundations of physics – the building blocks of physics looking and quantities and measurements
- **Forces and motion** – exploring the movement of objects and the behaviour of materials. Electrons, waves and photons – looking at electricity and the movement of energy as waves. An introduction to the fascinating quantum world
- **Newtonian world and astrophysics** – orbits and circular motion are investigated. Momentum and Newton's laws are tested for different objects. Gravitational fields, SHM and thermal physics are also considered. The structure of the universe, astronomical distances, modern cosmology, the evolution and future of the universe are explored
- **Particles and medical physics** – further investigation of electricity and investigation of X rays, ultrasound, MRI and PET scanning.

How will I be assessed?

- Examinations

Future pathways and careers

Physics results are used to differentiate between high calibre students by top universities, medical and veterinary colleges. It is an ideal subject for the armed forces, engineering, chemists, mathematics, airline pilots and accountants. The knowledge that physics is a high calibre A Level also makes students desirable to all areas of industry and commerce.

Entry requirements

5 GCSEs at A*-C or 9-4, including two grade 6s in combined science or a grade 6 in physics, a grade 6 in English and a grade 6 in maths.

Examination board: OCR
Specification: H556

Product Design

(A Level)

Why study product design?

The A Level Product Design qualification has been developed to be a creative and thought-provoking qualification that gives students the opportunity to develop a high level of practical skills, theoretical knowledge and confidence to succeed in a number of creative careers and industries.

Product design provides the opportunity for students to unleash their creativity based around a user centred, iterative design process.

What will I learn about?

Throughout the course students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by developing solutions to problems and client briefs.

Students will be taught by staff that are passionate about, and experienced in, design. They will gain an understanding of what it means to be a real life designer working with clients, and delivering solutions to deadlines. Alongside this, they will develop the knowledge and skills sought by higher education and employers. This qualification will prepare students to launch their design career into industry or further academic study at university.

How will I be assessed?

- Examinations
- Coursework

Future pathways and careers

The A Level Product Design qualification is highly regarded by both employers and academic institutions.

As such, on successful completion of the course students can pursue a career or further study in design by moving into areas such as architecture, product design, or graphic design - to name but a few.

We have a long track record of successful students who take A Level Product Design at Tuxford Academy and go on to be successful at university and ultimately in an industrial context.

Entry requirements

5 GCSEs at A*-C or 9-4, including a grade 6 in a design and technology subject, a grade 6 in science, a grade 6 in English and a grade 6 in maths.

Examination board: AQA
Specification: 7552

Psychology

(A Level)

Why study psychology?

Psychology is the scientific study of behaviour and experience. The A Level courses both cover a wide range of approaches to human behaviour in psychology, and investigate behaviours such as aggression, learning, memory, attention, language, culture and groups.

Psychology is a refreshing and stimulating alternative to traditional A Level subjects. We find that students enjoy the demands of this challenging and engaging course. Now one of the more popular choices of degree at university, it embraces a wide range of disciplines, complementing both science and art-based subjects.

What will I learn about?

The course specifically looks at criminal behaviour and mental health alongside well-known debates in psychology such as 'is psychology a science?' and nature vs. nurture.

Students are encouraged through a range of teaching techniques to develop responsibility for their own learning. In lessons you will encounter discussions, debates, presentations, videos, lectures, research, experiments to create a varied and interesting learning environment.

We also offer extracurricular trips to the magistrates' court in Nottingham, and London Zoo to investigate phobias.

How will I be assessed?

- Examinations

Future pathways and careers

An A Level in psychology is taken as seriously as an A Level in other subjects when applying to universities. It is also considered a science subject by a number of top universities.

This is a popular course which students enjoy but it is also a serious subject. Employers like students with a qualification in psychology because it demonstrates a high level of analytical thinking along with a good knowledge of people skills. Psychology graduates are valued for their strong communication skills. It is a subject which is useful in just about all fields of work so by choosing to study psychology you do not limit your future options, but can actually broaden them.

Entry requirements

5 GCSEs at A*-C or 9-4, including a grade 5 in science, a grade 5 in English and a grade 5 in maths.

Examination board: Edexcel

Specification: 9PS0

Sociology

(A Level)

Why study sociology?

A sociologist is someone concerned with understanding society in a disciplined way. They will naturally be interested in the events that engage people's ultimate beliefs, their moments of tragedy, grandeur and ecstasy, but they will also be fascinated by the commonplace, the everyday. It can be said that the first wisdom of sociology is this – things are not always as they seem. Social reality turns out to have many layers of meaning. The discovery of each new layer changes the perception of the whole.

Sociology is an insightful and thought provoking subject. The topics covered allow for debate and encourage critical thinking. On the whole it provides students with a broader perspective on the world around them and encourages them to question and analyse what they find themselves presented with. Your ability to work independently and form your own understanding and interpretations will be constantly promoted alongside the ability to work in groups, as part of a team, and build the confidence to share your own ideas.

What will I learn about?

- **Exploring socialisation culture and identity** explores why we are the way we are and investigates the key factors which influence and create both society and us as individuals; analysing the formation of culture, the process of socialisation and the creation of identities. This unit includes youth culture, giving students the opportunity to discover the origins and purpose of teddy boys, hippies, skinheads and punks alongside modern subcultures

- **Researching and understanding social inequalities** introduces and explores the methods of sociological enquiry when exploring patterns in inequality within social class, gender, race and age, and looks at whether certain social groups are at an advantage or disadvantage, not just economically but also in education, crime, the work place and the mass media
- **Debates in contemporary society** engages students in theoretical debates:
 - globalisation and the digital social world explores the modern world, examining the impact of globalisation and the advancement in digital technology and forms of communication
 - crime and deviance explores issues of power and control. The social construction of crime and deviance are emphasised and the role of agencies of social control and the law are explored

How will I be assessed?

- Examination

Future pathways and careers

Students with an A Level in sociology have access to a wide range of possible career and higher education opportunities. You learn and use a variety of skills which are transferable to a range of different career paths, including: the civil service, health services, public services including the emergency services, counselling and support work, education, the media and journalism, law, criminology, politics, youth work, research, business and marketing.

Entry requirements

5 GCSEs at A*-C or 9-4, including a grade 6 in English or grade 6 in a humanities subject.

Examination board: OCR

Specification: H580

Sport

(BTEC Level 3)

Why study sport?

BTEC Sport is made up of numerous units which link directly to the many areas which make up sport. The BTEC course offers students a different way of learning in a refreshing and stimulating environment. The course is delivered in such a manner that links are made directly to the working world of sport. The course embraces a wide range of disciplines and draws on links to sociology, psychology and biology.

What will I learn about?

Delivered over six lessons per week, students are encouraged through a range of teaching techniques to develop responsibility for their own learning.

All students are provided with specialist kit which enables them to access all practical lessons. The delivery of the course is split between staff from the physical education faculty. This provides students with a range of teaching methods and styles and thus creating a rounded approach to the whole course.

Students are also given the opportunity to take part in extra-curricular events and leadership courses which further enhance their standing within the academy. It is expected that BTEC Sport students will flourish in such environments.

Year one

- Anatomy and physiology
- Fitness training and programming

Year two

- Professional development in the sports industry
- Sports leadership

How will I be assessed?

- Examination
- Assignments

Future pathways and careers

BTEC Sport is now recognised as a credible qualification. There are a number of courses at universities which students can go on to study following this qualification, including physical education, sports and exercise science, sports and exercise psychology, sport business management, physiotherapy, sports media, sports engineering and sports coaching.

In addition, the course also provides an ideal opportunity for all students to develop employability skills as it links very closely to the world of work and thus provides a stepping stone for employment in leisure centres, gymnasiums, schools and sports clubs.

Entry requirements

5 GCSEs at A*-C or 9-4, including a grade 5 in PE, a grade 5 in science, a grade 5 in English and a grade 5 in maths.

Examination board: Edexcel

Specification: 601/7218/6

Travel and Tourism

(Level 3 Applied Certificate/Diploma)

Why study travel and tourism?

The travel and tourism industry continues to grow at a rapid pace, with the last 10 years seeing a huge increase in the amount of travel undertaken by individuals for both leisure and business purposes. This course seeks to provide students with the knowledge, understanding and skills to work in this sector. This is a great opportunity to open doors within this important worldwide industry which is continually looking for well qualified employees.

What will I learn about?

The very nature of the WJEC qualification supports the practical nature of the delivery of this course which mirrors the industry itself. Students will be conducting research into the travel and tourism sectors by studying real life organisations. Teaching methods include video, role play, discussion, case studies and written tasks. Full interaction and participation is expected throughout the course.

The Certificate in travel and tourism consists of two units:

- the United Kingdom tourism product
- worldwide tourism destinations

The Diploma consists of two further units:

- the dynamic tourism industry
- event and itinerary planning

How will I be assessed?

- Examinations
- Assignments

Future pathways and careers

The specification is designed to provide an all-round introduction to the travel and tourism industry for those who wish to develop their careers in one of its many connected occupational areas. These include careers in retail travel, visitor attractions, accommodation, transport and tour operations.

Entry requirements

5 GCSEs at A*-C or 9-4, including a grade 4 in English and a grade 4 in maths.

Examination board: WJEC

Specification: Certificate 603/0825/4 and Diploma 603/0826/6



How to apply

Application process

Once you have decided that the Tuxford Post 16 Centre is the right place for you, you will need to complete an application form. If you are a current student at Tuxford Academy, you can get one of these forms from the academy website.

If you are coming to us from a school or academy elsewhere, contact a member of our staff on 01777 870001 to discuss the process and any questions you may have.

If you are looking for a place to begin in September 2019, we will need your completed application form by 7 December 2018.

Late applications are accepted, however students that apply late may not be able to select their preferred courses.

Late Y10 /early Y11

Research your options for post 16 study
Meet our team and hear from current students

By 7 December 2018

Decide Tuxford Post 16 Centre is the provision for you
Get in touch if you have any queries
Complete and submit your application form

After you apply

Attend an interview with a member of the sixth form leadership team
Discuss your aims and we will check your suitability for the course(s)

Next steps

If successful, we will offer you a place subject to successful GCSE results
Attend enrolment day

September 2019

Start your course, expand your learning and make new friends
Meet your form tutor
Get involved in a range of extra-curricular activities

Find out more

The next step in your education is a big one, and a decision that can ultimately shape how your career or further studies will go. Tuxford Academy Post 16 Centre has a team of expert and experienced staff, who will ensure that you make an informed decision about the route you want to take and make appropriate course selections.

Our next post 16 open evening is on Thursday 29 November 2018, 6-8pm.

If you are considering applying to Tuxford Post 16 Centre, you can also arrange to visit privately by calling **01777 870001** to make an appointment – ask for Gillian Cupit (Post 16 Student Services). Alternatively, you can email gcupit@tuxford-ac.org.uk

Whether you are a current Tuxford Academy student, or you are interested in joining Tuxford Post 16 Centre from another school, please download and complete the application form from our website; this is a provisional application and is in no way binding but will register your interest in joining us.

Once received, we will write to you to acknowledge your application and we will keep you updated with any relevant information throughout the year.

From January onwards, we will contact your current school requesting a reference and, once a satisfactory reference has been received, we will be in a position to write to you with a conditional offer.

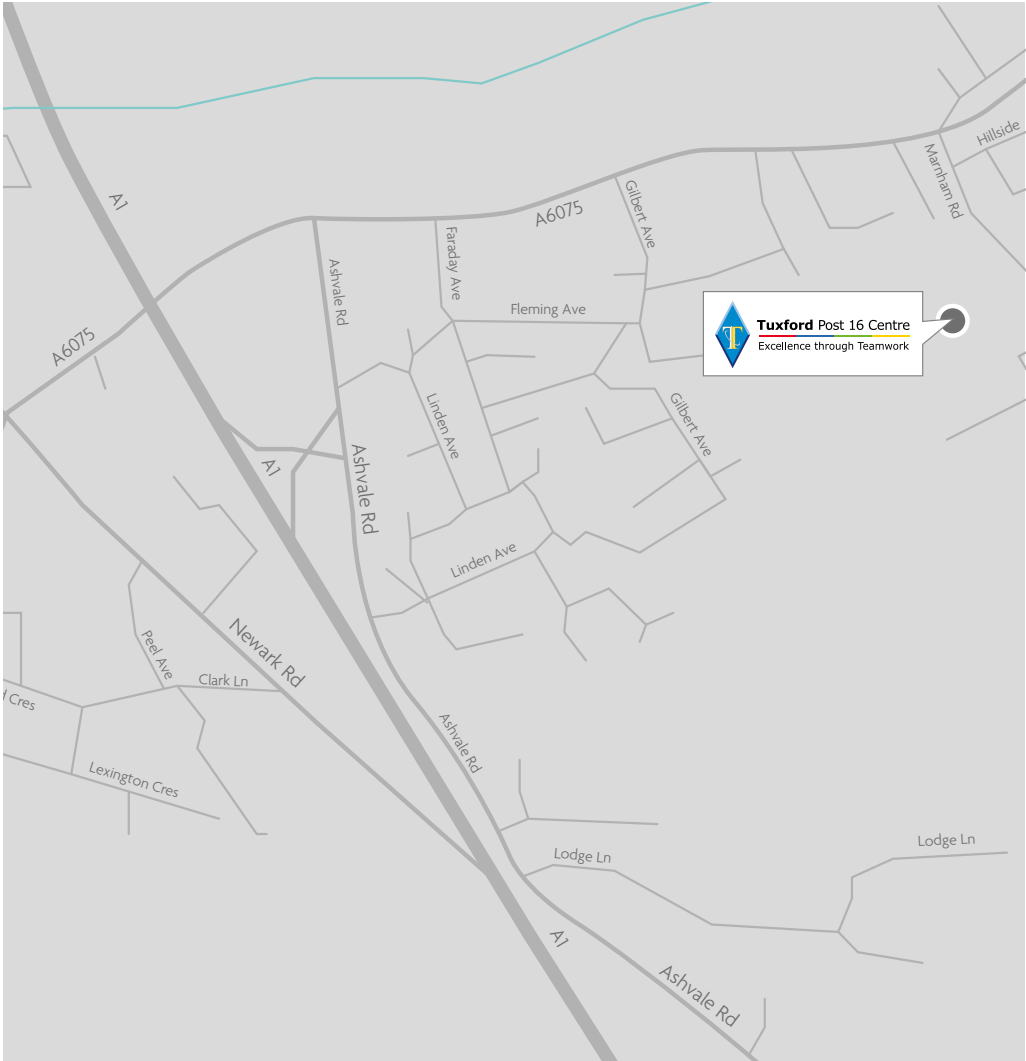
Diverse Academies Learning Partnership

Tuxford Academy is part of Diverse Academies – a group of academies committed to the development and improvement of schools through collaboration and partnership. Our core focus is the achievement and development of each individual student. We have an established framework of core principles and practice to which all academies subscribe, whilst maintaining and developing each academy's unique identity and individual characteristics. For more information, visit www.dalp.org.uk

**DATE FOR
YOUR DIARY
OPEN
EVENING
29 November 2018**

How to find us

.....





ARRANGE A TOUR

**of our facilities.
Call us on
01777 870001**

Tuxford Academy Post 16 Centre

**Marnham Road
Tuxford
Nottinghamshire
NG23 0JH**

Phone: 01777 870001

Email: office@tuxford-ac.org.uk

www.tuxford-ac.org.uk/sixth-form

Diverse Academies Learning Partnership – a partnership between the Diverse Academies Trust (Marnham Road, Tuxford, Newark NG22 0JH; registered company number 07664012) and the National Church of England Academy Trust (Annesley Road, Hucknall, Nottingham NG15 7DB; registered company number 07708713). Not for profit charitable trusts with exempt charity status, registered in England and Wales.