



**Tuxford Academy**

Excellence through Teamwork

# GCSE Options 2021



Diverse  
Academies



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“ Education is the passport to the future, for tomorrow belongs to those who prepare for it today. ”

*Malcolm X*





# Welcome

We are very proud of the ongoing success and achievements of Tuxford Academy's students. An important factor in our students' success is ensuring they choose courses best suited to them.

In year 9, you will need to decide which subjects you would like to study in years 10 and 11, either as GCSEs or Level 2 courses.

All students must study English literature and language, maths, science and non-assessed PE. You will also study either history or geography, which you will have recently chosen.

As well as these mandatory subjects, you have the opportunity to study three subjects of your choice.

It is important to think carefully about your choices, as you will be studying them for the next two years and they could affect your options for A Levels or further education.

Certain subjects may be oversubscribed. If these subjects are selected, students will have to select a reserve choice. If subjects are oversubscribed, selection for the course will be determined by the academy.



Please encourage your child to:

Read this booklet and focus on courses they enjoy and excel in

Carry out research into careers and what skills and qualifications they require

Speak with parents, carers, family and friends about what they would like to do in the future

For further information or clarification please contact:

Mr Stephen – [dstephen@tuxford-ac.org.uk](mailto:dstephen@tuxford-ac.org.uk)

Miss Leathem-Pugh – [aleathempugh@tuxford-ac.org.uk](mailto:aleathempugh@tuxford-ac.org.uk)

Final student numbers will determine whether the qualifications offered in this booklet will be available.



# The options process

Compulsory subjects for GCSE study are:

- English
- maths
- science
- physical education (non-assessed)

How many options can you select?

Students will have already started one of their GCSE courses in either geography or history. Therefore, students will need to select three other options to study at key stage 4.



What options can you choose from?

- Art and design
- Business
- Computer science
- Creative iMedia
- Dance
- Design and technology – product design
- Digital information technology
- Drama
- Engineering
- Enterprise and marketing
- Food preparation and nutrition
- Geography
- Health and social care
- Modern foreign languages
- Music practice
- PE
- Psychology
- Philosophy and ethics
- Sociology
- Sport



# Frequently asked questions

## How might you choose your option subjects?

- Read about the different subjects on offer and what topics you could be studying
- Sit down with your parents or carers, or a member of staff, to talk through your options
- Choose subjects you enjoy and think about the subjects you are good at
- If you have a particular job or career path in mind, find out what subjects might support you with that career choice
- Don't choose subjects just because your friends are doing them or you like the teacher – you may end up stuck studying a subject that you don't enjoy.

## How do we personalise or amend key stage 4 options at Tuxford Academy?

All students' pathways at key stage 4 are individual and personalised, and each student will be placed on the most suitable and beneficial pathway to help ensure their potential and provide them with the best pathways that follow key stage 4.

All students' progress and achievement in their chosen subjects is monitored and assessed at regular intervals throughout key stage 4. Students' pathways are regularly reviewed in light of up-to-date predicted grades to ensure their choices continue to provide the most appropriate pathway for them.

## What is a GCSE?

GCSE stands for General Certificate of Secondary Education. The government has introduced new GCSEs. For your child this means they will achieve a grade 9-1.



## What are Level 2 qualifications?

Level 2 qualifications offer a learning experience through an applied approach. Students apply and acquire knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

## What do terminal examinations involve?

Usually these consist of one or more written papers taken at the end of the two-year course. For most subjects these will have the most significant influence on a student's final grade. The examinations are set to reward positive achievement. Therefore, they allow candidates to show what they know, understand and can do.

## Thinking about the future?

The three main routes available to you, after GCSEs, are further education (sixth form or college), apprenticeships or employment with training.

While some students have a clear idea of the path that they would like to follow, others do not. The following websites include information about different careers, and some include quizzes to help you identify areas of work you may not have previously thought about. They may prove useful when choosing options or to support discussions about options at home.

<https://nationalcareers.service.gov.uk>

[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)

[www.theuniguide.co.uk](http://www.theuniguide.co.uk)

[www.unifrog.org](http://www.unifrog.org)



## Careers education, information, advice and guidance (CEIAG)

CEIAG stands for careers education, information, advice and guidance. Tuxford Academy has a planned programme of CEIAG, which ensures that all students have the opportunity to recognise their own strengths and values and take responsibility for developing employability skills.

Careers information provides access to up to date, impartial information relating to educational and training opportunities, to inform career planning and future employment.

Careers advice and guidance is the provision of unbiased, student-centred counsel to assist students in making appropriate career, training and education decisions and choices, which are informed and well thought through.

For further information, or to request a careers guidance appointment, please contact Sue Johnson at [sjohnson@tuxford-ac.org.uk](mailto:sjohnson@tuxford-ac.org.uk)



## Next Steps

1

Watch the GCSE subject videos on the academy website

2

Discuss the reasons for your potential option choices with your parents or carers and family members

3

Do some extra research about your potential choices. Look at the academy website, talk to older students and look at relevant careers websites

4

If required, book and attend the virtual subject teacher pathway evening

5

Discuss your option choices and option form with your tutor

6

Fill in the options form and return by 10 February 2021

# Core Subjects

- 13 English
- 14 Maths
- 15 Science

## ENGLISH

EXAM BOARD  
QUALIFICATION TYPE  
CONTACT  
COURSE CODE

AQA  
GCSE  
Mr Bingham, Mrs Hooton  
English language 8700, English literature 8702

cbingham@tuxford-ac.org.uk  
ahooton@tuxford-ac.org.uk

### What will I study?

All students study two GCSEs; English literature and English language.

In year 10 there is a focus on the English literature set texts, which students can revisit and revise over the two years in preparation for the examination at the end of year 11.

In year 11, there is much more focus on the skills needed for the English language examination.

Throughout the two years, students will be developing their accuracy of written expression to ensure that they are well prepared for examination at the end of year 11. Spelling, punctuation and grammar now makes up 20% of the final English language exam.

Students will also develop spoken language skills, ready for an assessed presentation at the end of year 10.

### How will I be assessed?

- English language – two written exams (1 hour 45 minutes each)
- English literature – two written exams (one 1 hour 45 minutes, one 2 hours 15 minutes)

### Career opportunities

- Journalism
- Writer (author, playwright, poet etc.)
- Teaching (in the UK or abroad)
- Public relations
- Law
- Advertising
- Marketing and communications
- Broadcasting
- Politics





# MATHS

|                    |                                 |
|--------------------|---------------------------------|
| EXAM BOARD         | AQA                             |
| QUALIFICATION TYPE | GCSE                            |
| CONTACT            | Mr Lee – mlee@tuxford-ac.org.uk |
| COURSE CODE        | 8300                            |

We use maths every day in a variety of settings, and even just a good knowledge of the basics can be invaluable. A minimum grade 4 maths GCSE is often required by employers and higher education institutions alike. We aim to provide study programmes which meet the needs of the student and are student-centered to enable the greatest progression.

Revision should be seen as a continuous discipline and we encourage students to keep a separate notebook that builds up throughout the course. The academy provides access to the Mathswatch website and students are encouraged to use this site on a regular basis, to support their understanding. This is particularly useful when students have missed work through absence.

## What will I study?

We seek to enable students to:

- recall number and algebra skills, and then apply them to real-life practical situations
- identify appropriate data handling and space and shape skills applicable to real-life practical situations
- explain and describe what they see in patterns and sequences
- demonstrate their understanding by analysing the appropriate data and illustrating results in a mathematical context
- use functions, formulae, equations and inequalities in mathematical concepts and then employ differentiated methods to solve or illustrate their findings
- develop their thinking and learning of the maths about them, both appraising the techniques required and justifying their use

In years 9, 10 and 11, maths is taught in ability-appropriate classes and, within the course, there is an increased amount of flexibility of entry. Final decisions on exams for most students will be made at the end of year 10.

## How will I be assessed?

Decisions about exam entry and tier are based on class performance, achievement in progress tests and other evidence that we collect throughout the key stage 4 years. Final assessment consists of two tiers: foundation tier and higher tier. Foundation tier papers assess grades 1 to 5 and higher tier papers assess grades 4 to 9. Students are examined by formal examinations.

## Career opportunities

- Engineering
- Accountancy
- Science

# SCIENCE

|                    |   |                              |
|--------------------|---|------------------------------|
| EXAM BOARD         | AQA   | jccosslett@tuxford-ac.org.uk |
| QUALIFICATION TYPE | GCSE  | scampbell@tuxford-ac.org.uk  |
| CONTACT            | Mrs Cosslett, Miss Campbell                                       |                              |
| COURSE CODE        | Biology 8461, Chemistry 8462, Physics 8463, Combined science 8464 |                              |

Science is a set of ideas about the material world and, at GCSE level, includes investigating, observing, experimenting or testing out ideas and thinking about them. Students will learn about the development of scientific ideas and science's power and limitations. They will also evaluate the benefits and drawbacks of scientific and technological advances.

Students will develop experimental, investigative and problem-solving skills. The way scientific ideas flow through the specification helps to build a deep understanding of science. This will involve talking about, reading and writing about science, plus the actual doing, as well as representing science in its many forms both mathematically and visually through models.

The course encourages development and understanding, with opportunities for working scientifically, and with core practicals which must be carried out. Working scientifically is the sum of all the activities that scientists do. This is woven throughout the course and in written papers.

All students follow the same course in year 9 and year 10. The final decision on whether they take combined science, which leads to two GCSE grades, or the three separate GCSEs, will be made in year 11. Both courses of study allow students to choose A Level biology, chemistry or physics.

## What will I study?

### Biology

Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation, evolution, ecology.

### Chemistry

Atomic structure, periodic table, quantitative chemistry, chemical changes, energy changes, rates of chemical change, organic chemistry, chemical analysis, the atmosphere, using resources.

### Physics

Forces, electricity, particle model, atomic structure, forces, waves, magnetism and electromagnetism.

## How will I be assessed?

### Examinations for separate sciences

- Biology: two x 1 hour 45 minute exams
- Chemistry: two x 1 hour 45 minute exams
- Physics: two x 1 hour 45 minute exams

### Examinations for combined science

- Biology: two x 1 hour 45 minute exams
- Chemistry: two x 1 hour 45 minute exams
- Physics: two x 1 hour 45 minute exams

## Career opportunities

- Medicine
- Veterinary science
- Pharmacology
- Forensic science
- Scientific writing



# Optional Subjects

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## ART AND DESIGN

|                    |   |
|--------------------|---|
| EXAM BOARD         | OCR                                       |
| QUALIFICATION TYPE | GCSE                                      |
| CONTACT            | Miss Wilkins – awilkins@tuxford-ac.org.uk |
| COURSE CODE        | Art and design J170, Fine art J171        |

### Why study art and design?

In art and design, students explore given themes to develop a personal response through a series of guided activities. At GCSE, students use a wider range of materials and processes and critically analyse the work of others. Students are guided through skill-building workshops in preparation for the coursework and exam units. GCSE artists are hard working, reflective students who are able to develop an idea through to a final piece.

The art and design GCSE is very different to a typical GCSE course in that there are no specific 'pressure points' where exams take place. Rather than covering content and then revising, art students' revision time is replaced by the expectation of them to spend at least two hours per week completing work started in lesson time. The pressure is steady and constant, as opposed to peaking at exam times like other subjects. The course will end in May of year 11, meaning you will then be able to focus on your other exams.

Students are given weekly verbal feedback, as well as written feedback, on how to improve their skills and work.

### What will I study?

#### Food – skills-building unit

This unit is designed to improve skills in drawing, photography, analysing art, painting, mixed media, developing ideas, composition and designing final pieces. By the end of the unit, students should have acquired a set of skills, knowledge and understanding to make a success of the coursework and exam units.

### Distortion portraits – personal portfolio (60% of overall grade)

Students have the freedom to respond to the title in their own personal way. Teachers will guide artists through a series of tasks to enable them to meet the criteria. This unit includes a 5-hour mock exam to help prepare them for the unusual nature of an art exam.

### Externally set task (40% of overall grade)

Students are given a number of different titles as starting points to develop a sketchbook of work in response to their chosen theme. They then create a final piece in a ten-hour art exam, over two days.

### How will I be assessed?

- Producing a portfolio of work showing a personal response to a given starting point. This will result in a five-hour mock exam
- Creating a second portfolio of work, exploring a given subject from an exam paper with a choice of five themes. This is a ten-hour exam over two days, creating a final piece
- All work is internally assessed and externally moderated

### Career opportunities

- Publishing
- Media
- Architecture
- Museums/galleries
- Photography
- Film/animation
- 3D design



# BUSINESS

|                    |                                     |
|--------------------|-------------------------------------|
| EXAM BOARD         | Pearson                             |
| QUALIFICATION TYPE | GCSE                                |
| CONTACT            | Mr Grand – kgrand@tuxford-ac.org.uk |
| COURSE CODE        | IBSO                                |

## Why study business?

GCSE Business is engaging and inspiring, reflecting the demands of a truly modern and evolving business environment. It is a qualification that enables you to develop as commercially minded and enterprising individual and helps you to succeed. The engaging themes will spark your imagination and inspire commercial thinking as you develop your business knowledge.

GCSE Business enables students to:

- understand business concepts, terminology, objectives, the integrated nature of business activity the impact of business on individuals and wider society
- apply understanding of contemporary business issues to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively, drawing on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, thinking critically and reflectively
- investigate and analyse real business opportunities and issues to construct well-evidenced arguments, demonstrating depth of business understanding
- develop and apply quantitative skills relevant to business, including using and interpreting data

## What will I study?

### Theme one: investigating small business

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

### Theme two: building a business

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

## How will I be assessed?

### Theme one: investigating small businesses

Written examination – 1 hour 30 minutes (50% of the qualification)

The paper is divided into three sections:

- Section A: 35 marks
- Section B: 30 marks
- Section C: 25 marks

### Theme two: building a business

Written examination – 1 hour 30 minutes (50% of the qualification)

The paper is divided into three sections:

- Section A: 35 marks
- Section B: 30 marks
- Section C: 25 marks

The papers consist of calculations, multiple-choice, short-answer and extended-writing questions. Sections B and C in both exams are based on business contexts given in the paper.

## Career opportunities

- Marketing consultant
- Financial adviser
- Accountant
- Retail manager
- Business analyst

# COMPUTER SCIENCE

|                    |                                      |
|--------------------|--------------------------------------|
| EXAM BOARD         | OCR                                  |
| QUALIFICATION TYPE | GCSE                                 |
| CONTACT            | Mrs Davis – rdavis@tuxford-ac.org.uk |
| COURSE CODE        | J277                                 |

## Why study computer science?

During the course, students develop their understanding of current and emerging technologies including the central processing unit (CPU), computer memory and storage, data representation, networks and system security. They will use this knowledge to become independent and discerning users of technology, able to make informed decisions about the use of and implications of different technologies.

They will also develop skills and understanding in computational thinking and the use of algorithms in computer programs to solve problems using programming. Students will undertake a wide variety of programming tasks during their course of study which allow them to develop their skills to design, write, test and refine programs using a high-level programming language.

## What will I study?

- Systems architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns
- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

## How will I be assessed?

This course is assessed through two examinations.

## Career opportunities

A GCSE in computer science will give you a fantastic set of skills that you can use in any career.

- Designer
- Architect
- Engineer
- Publisher
- Medical researcher
- Music or film producer





# CREATIVE IMEDIA

|                    |                                      |
|--------------------|--------------------------------------|
| EXAM BOARD         | OCR                                  |
| QUALIFICATION TYPE | Level 2 Cambridge Nationals          |
| CONTACT            | Mrs Davis – rdavis@tuxford-ac.org.uk |
| COURSE CODE        | J817                                 |

## Why study creative iMedia?

Digital media is a key part of many areas of our every day lives and vital to the UK economy. Production of digital-media products is a requirement of almost every business, so there is huge demand for a skilled and digitally-literate workforce.

The Cambridge National Certificate in Creative iMedia will equip you with a range of creative media skills and provide opportunities to develop desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, you will ultimately be creating fit-for-purpose creative media products.

The examined unit looks at the planning of media products. Planning is an essential part of working in the creative and digital media sector. The unit enables students to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.

The following units use and build upon this knowledge through the study and creation of a number of different digital media products, starting with the basics of digital graphic creation. This leads on to the creation of more complex media products (currently animation and interactive multimedia products) which utilise a wide range of different software skills.

## What will I study?

### Pre-production skills

- Understanding the purpose and content of pre-production
- Planning pre-production
- Producing pre-production documents
- Reviewing pre-production documents

### Digital graphics

- Understanding the purpose and properties of digital graphics
- Planning the creation of a digital graphic
- Creating a digital graphic
- Reviewing a digital graphic

### Creating a digital animation

- Understanding the purposes and features of animation
- Planning a digital animation
- Creating a digital animation
- Reviewing a digital animation

### Creating interactive multimedia products

- Understanding the uses and properties of interactive multimedia products
- Planning interactive multimedia products
- Creating interactive multimedia products
- Reviewing interactive multimedia products

### How will I be assessed?

- Written paper – 1 hour 15 minutes
- Three additional centre-assessed units, moderated by OCR

## Career opportunities

- Multimedia specialist
- Systems administrator
- Technicians (gallery, library, ICT and museum)
- Telecommunications technical specialists
- Web developers
- Computer network professionals
- Media equipment operators

# DANCE

|                    |   |
|--------------------|---|
| EXAM BOARD         | AQA   |
| QUALIFICATION TYPE | GCSE  |
| CONTACT            | Miss Crossley – ecrossley@tuxford-ac.org.uk |
| COURSE CODE        | 8236  |

## Why study dance?

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

This course recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph. This allows students to play to their strengths and develop their abilities in other styles, making them diverse performers.

The study of the anthology of professional works will develop students' abilities to critically appraise professional dance works and provides a springboard for engaging, professional and interesting practical tasks. Students develop interpersonal skills that are transferable in all career paths, including confidence, teamwork, problem solving and the ability to interpret the deeper meaning behind theatrical elements and movement. Not only does this course develop resilience, it also develops passion and enthusiasm through its need for energy and persistence.

## What will I study?

### Performance

Students participate in workshops that develop their dance technique and ability to perform effectively in solos and group pieces.

### Choreography

Students participate in a range of workshops that develop their skills in choreography from a range of stimuli to create dance that conveys meaning through a vast range of elements.

### Professional dance works

Students study six modern dance pieces all ranging in style, costume, lighting, props, set and sound. Students explore these practically, learning repertoire from the dances and develop a thorough understanding of the pieces as they interpret the deeper meaning behind the choreographic and design choices made in each.

## How will I be assessed?

### Performance (30%)

Students perform two solos of 30 seconds each, and a duet or trio of three to five minutes. These dances are choreographed by both the exam board and the teacher. Students are assessed on their physical, technical, mental and expressive skills.

### Choreography (30%)

Students independently choreograph a routine for themselves or others. This can include one to five dancers. They are assessed on their use of actions, dynamics, space, relationships, aural setting and use of choreographic devices.

### Written exam (40%)

Students are assessed on their ability to interpret meaning behind six professional dance pieces including costume, lighting, sound and set/staging. They are required to choreograph a routine on paper and discuss previous performances they have completed on their GCSE.

## Career opportunities

- Choreographer
- Dance teacher
- Dance administration and management
- Dance movement therapy
- Complementary therapies



# DESIGN AND TECHNOLOGY – PRODUCT DESIGN

|                    |   |
|--------------------|---|
| EXAM BOARD         | AQA                                     |
| QUALIFICATION TYPE | GCSE                                    |
| CONTACT            | Mr Coxhead – gcoxhead@tuxford-ac.org.uk |
| COURSE CODE        | 8552                                    |

## Why study product design?

This course will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on design and technology including historical, social, cultural, environmental and economic factors.

Students will get the opportunity to work creatively when designing, making and applying technical and practical expertise. This GCSE allows students to explore core technical, designing and making principles, including a broad range of design processes, materials, techniques and equipment.

Students will choose a specialist area to study in greater depth such as textiles, timbers, polymers and electro-mechanicals. This allows them to personalise specialist technical principles to align with their interests and future pathways.

If you enjoy problem solving, being creative, drawing, CAD, and making things, and want to learn more about how and why products are designed and made, then this is the course for you. You will investigate a variety of different products, materials, designers, design movements and systems to learn more about design and manufacture. You will learn how to make products, including investigating how products are made commercially. Our product design students are dedicated, hardworking and artistic – but with a love of all things technical too!

## What will I study?

- Core technical principles
- Specialist technical principles (selection of materials or components; forces and stresses; ecological and social footprint; sources and origins; using and working with materials; stock forms, types and sizes, scales of production, specialist techniques and processes; surface treatments and finishes)
- Choice of timbers, textiles, polymers, or electro-mechanical specialist technical areas
- Designing and making principles (e.g. studying the work of designers and companies, plus learning how to sketch like the professionals and use CAD to prototype products)

## How will I be assessed?

- Exam (2 hours)
- Coursework (30-35 hours)

## Career opportunities

- Electronics/electrical design engineer
- Control systems engineer
- Mechanical design engineer
- Product designer
- Service engineer
- Industrial designer

# DIGITAL INFORMATION TECHNOLOGY

|                    |                                      |
|--------------------|--------------------------------------|
| EXAM BOARD         | Pearson                              |
| QUALIFICATION TYPE | BTEC                                 |
| CONTACT            | Mrs Davis – rdavis@tuxford-ac.org.uk |
| COURSE CODE        | 603/2740/6                           |

## Why study digital information technology?

IT offers essential skills for life beyond school. To quote the marketing director of one of the largest UK insurance companies, “as an employer we look for a good mix of IT, maths and English... communication, project management, data handling and analysis skills, vital for digital growth”.

The government talks about a ‘huge digital skills gap’. People with a knowledge of cyber security, big data, project management and emerging technologies are in demand. IT careers are fast-moving with plenty of chances of promotion, and demand for IT professionals is surging.

In this digital age, the ability to use IT is paramount. In every walk of life, the way we work, learn and socialise has been affected by the digital revolution. Whichever path you decide to follow when you leave school, you will need IT skills for your future education and employment.

Information technology is an ever-changing, fast paced practical subject – equipping you with the skills to take on new and unknown problems, and design answers to new challenges, due to the speed at which the industry is evolving.

BTEC Digital Information Technology allows you explore user interface design and development principles, investigate how to use project planning techniques to manage a digital project and discover how to develop and review a digital user interface.

You will also explore how data impacts on individuals and organisations, how to draw conclusions and make recommendations based on data intelligence. You will develop effective, user friendly dashboards using data manipulation tools, explore how modern information technology is evolving, consider legal and ethical issues in data and information sharing and understand what cyber security is and how to safeguard against threats.

## What will I study?

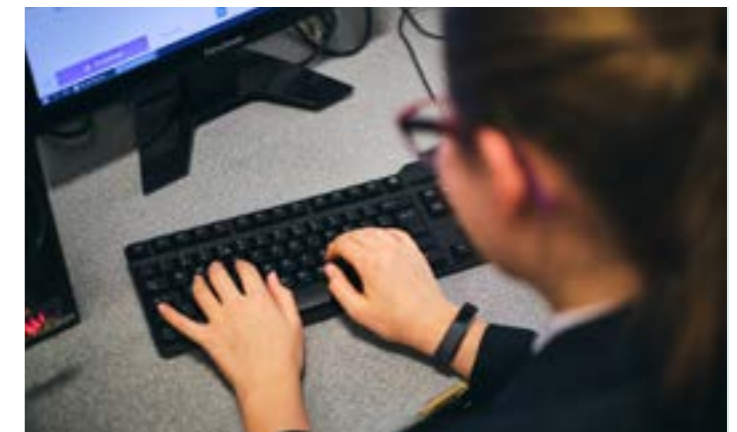
- Exploring user interface design and planning techniques
- Collecting, presenting and interpreting data
- Effective digital working practices

## How will I be assessed?

- One written examination (1 hour 30 minutes)
- Two coursework units

## Career opportunities

- Designer
- Teaching
- Business
- Web and digital communication



# DRAMA

|                    |                                 |
|--------------------|---------------------------------|
| EXAM BOARD         | OCR                             |
| QUALIFICATION TYPE | GCSE                            |
| CONTACT            | Mr Cox – ncox@tuxford-ac.org.uk |
| COURSE CODE        | J316                            |

## Why study drama?

GCSE Drama is an exciting course that offers students the opportunity to 'stand out from the crowd' and develop an extensive range of transferable skills. These skills are beneficial in all aspects of a young person's education, as well as in later life. Drama helps students to develop confidence, empathy and creativity, as well as improving skills in public speaking, communication, teamwork, written communication and self-motivation.

Drama is not just for those students wishing to pursue a career in the arts. The knowledge gained on this course will enrich a CV and offer a versatile set of skills that will complement any future career path.

Students will study interesting topics that are both thought-provoking and current, whilst also being given the opportunity to develop as a performer. However, performance is not the sole focus of this course, emphasis is also placed on the exploration of technical theatre and other design elements such as lighting, set design and costume.

Drama will complement a student's study in a number of other subjects such as English language, English literature, history, sociology, psychology, philosophy and ethics, and media. Although the course can lead to future pathways in performing arts, such as A Level drama and theatre studies, it will also enrich a student's education by helping to create well-rounded individual, who can view the world, its issues, ideas and people from multiple perspectives.

## What will I study?

**Devising drama** – students will explore how to create and develop an original piece of theatre. We will explore dramatic styles and genres, how to build and present a believable character, how to structure performance work and how to interpret thought-provoking and challenging stimuli.

**Presenting and performing texts** – students will stage an extract from a contemporary play. Focus will be on how to communicate meaning through staging, characterisation and production elements.

**Performance and response** – students will take on two roles: a director and a theatre critic. We will study the play *Blood Brothers*, exploring historical context, themes, characters and plot. Students will develop their own creative visions for the text. We will also watch a piece of live theatre and analyse how meaning is conveyed through various production elements.

## How will I be assessed?

**Devising drama (30%)** – Internally assessed through a practical performance and written portfolio.

**Presenting and performing texts (30%)** – Externally assessed by a visiting examiner through a practical performance.

**Performance and response (40%)** – Externally assessed through a written exam, 1hr 30mins.

## Career opportunities

- Media and TV production
- Acting and performing
- Technical theatre and production
- Design
- Journalism
- Social work
- Youth work
- Drama therapy
- Events, PR and advertising
- Law
- Teaching

...and any career that requires creativity, teamwork and public speaking!

# ENGINEERING

|                    |   |
|--------------------|---|
| EXAM BOARD         | OCR                                     |
| QUALIFICATION TYPE | Level 1/2 Cambridge Nationals           |
| CONTACT            | Mr Coxhead – gcoxhead@tuxford-ac.org.uk |
| COURSE CODE        | J841                                    |

## Why study engineering?

Engineering design is a process used to develop and enhance new products and systems as a response to market opportunities. This qualification is an opportunity for students to develop a design specification and study the processes involved in designing new engineered products. They'll use practical skills such as drawing, computer modelling and model making to communicate design ideas.

## What will I study?

### Design briefs, design specifications and user requirements:

- The design cycle
- Design needs
- Design specification
- Manufacturing considerations
- Wider influences
- Regulations
- Safeguards

### Product analysis and research:

- How commercial production methods, quality and legislation impact design
- How to complete effective product analysis of existing products
- How to analyse an existing product through disassembly

### Developing and presenting engineering designs:

- How to generate, develop, communicate and present designs using CAD

### 3D design realisation:

- How to plan making activities

## How will I be assessed?

- Design briefs, design specifications and user requirements – exam
- Product analysis and research – OCR moderated coursework
- Developing and presenting engineering designs – OCR moderated coursework
- 3D design realisation – OCR moderated coursework

## Career opportunities

- Engineer (design, electronic, electrical, industrial, civil, mechanical and systems)
- Industrial designer
- Aerodynamicist
- Aeronautics
- Aviation
- Motorsport design



# ENTERPRISE AND MARKETING

|                    |                                 |
|--------------------|---------------------------------|
| EXAM BOARD         | OCR                             |
| QUALIFICATION TYPE | Level 2 Cambridge Nationals     |
| CONTACT            | Mr Grand – kgrand@tuxford-ac.uk |
| COURSE CODE        | 603/0646/4                      |

## Why study enterprise and marketing?

The OCR Cambridge National in Enterprise and Marketing is a Level 2 vocational pathway that covers the key knowledge and skills needed in an ever-changing business world. It is a qualification that enables you to develop as commercially minded and enterprising individuals and helps you to succeed in your chosen pathway. The engaging units will spark your imagination and inspire commercial thinking as you develop your marketing and enterprise knowledge.

## What will I study?

Students must complete three mandatory units.

The first topic underpins the wider learning in this qualification. Students will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification. Through the first topic students will understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business.

In the second topic, students will develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal. The knowledge and skills developed by completing this unit will assist students in the third topic of this qualification.

In the third topic, students will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will develop pitching skills in order to pitch their business proposal to an external audience. Finally, they will review their pitching skills and business proposal using their learning, self-assessment and feedback gathered. The knowledge and skills developed by completing this topic will be transferable to further, related learning in areas such as enterprise, marketing or business.

## How will I be assessed?

- Enterprise and marketing concepts – external exam that lasts 1 hour 30 minutes
- Design a business proposal – internally assessed through an assignment that will be sent to OCR for moderation
- Market and pitch a business proposal – internally assessed through an assignment that will be sent to OCR for moderation

As well as the external assessment, each unit of the qualification is graded using a structure of not yet achieved, pass, merit and distinction. Due to the synoptic nature of this qualification, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all units are weighted equally.

## Career opportunities

- Management
- Marketing
- Human resources
- Retail
- Public relations
- Market research

# FOOD PREPARATION AND NUTRITION

|                    |   |
|--------------------|---|
| EXAM BOARD         | AQA                                       |
| QUALIFICATION TYPE | GCSE                                      |
| CONTACT            | Miss Watkins – cwatkins@tuxford-ac.org.uk |
| COURSE CODE        | 8585                                      |

## Why study food preparation and nutrition?

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

## What will I study?

- Food, nutrition and health – macro nutrients, nutritional needs and health
- Food science – cooking of food, heat transfer and the functional and chemical properties of food
- Food safety – food spoilage, contamination and the principles of food safety
- Food choice – factors affecting food choice, British and international cuisines, sensory evaluation, food labelling and marketing
- Food provenance – environmental impact and sustainability of food, food processing and production

## How will I be assessed?

- Written exam (1 hour 45 minutes)
- Written report (1,500–2,000 words) including photographic evidence of a practical investigation
- Written portfolio (20 A4 pages) including photographic evidence

## Career opportunities

- Chef
- Food product developer
- Buyer
- Food safety inspector
- Nutritionist
- Teacher
- Microbiologist
- Hotel or restaurant manager



# GEOGRAPHY

|                    |   |
|--------------------|---|
| EXAM BOARD         | AQA                                     |
| QUALIFICATION TYPE | GCSE                                    |
| CONTACT            | Miss Ashton – nashton@tuxford-ac.org.uk |
| COURSE CODE        | 8035                                    |

## Why study geography?

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why these changes happen and helps to prepare you for them. Most importantly though, you will get to study a wide range of fantastic places and topics crucial to the world's future and develop a range of personal transferable skills that will help you analyse and understand the dynamic world around you.

Study GCSE Geography because:

- it develops your enquiry and investigation skills
- it develops your decision making and problem solving skills
- you study amazing, awe-inspiring places
- it is an engaging, fun, dynamic subject
- it is well-respected by universities and employers
- it gives clear links to all other curriculum subjects
- it makes sense of the world we live in

Geography can prepare you for a wide range of professions and occupations. For example, geography can lead to careers in meteorology, finance, journalism, teaching, graphic design, surveying, accountancy, transport, conservation, tourism and hotel management.

## What will I study?

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK
- Urban issues and challenges
- The changing economic world
- The challenge of resource management
- Issue evaluation
- Fieldwork
- Geographical skills

## How will I be assessed?

- Written examination 1 – living with the physical environment (1 hour 30 minutes)
- Written examination 2 – challenges in the human environment (1 hour 30 minutes)
- Written examination 3 – geographical applications (1 hour 15 minutes)

## Career opportunities

- Meteorology
- Finance
- Journalism
- Teaching
- Graphic design
- Surveying
- Conservation
- Tourism and hotel management

This is just the tip of the iceberg!

# HEALTH AND SOCIAL CARE

|                    |   |
|--------------------|---|
| EXAM BOARD         | OCR                                     |
| QUALIFICATION TYPE | Level 2 Cambridge Nationals Certificate |
| CONTACT            | Miss Cluley – lcluley@tuxford-ac.org.uk |
| COURSE CODE        | J811                                    |

## Why study health and social care?

Health and social care is all about how we develop, what makes us who we are and how other factors can influence our development. It also focuses on how people who work in health and social care are responsible for their clients, what values they have to follow and how to communicate effectively. If you would like to go into the health and social care services, become a midwife, doctor, teacher or nursery nurse, then health and social care is the subject for you.

## What will I study?

### Essential values of care for use with individuals in care settings:

- What the care values are
- How they are applied
- Dangers of them not being applied correctly

### Communicating and working with individuals:

- Types of communication
- Barriers to effective communication
- Skills needed for effective communication

### Understanding life stages:

- Main life processes from birth until death
- Factors/events that affect development

### Using basic first aid procedures:

- Understand how to assess a scene of an accident
- Understand what to do in a range of situations
- Understand how to communicate with Emergency Services

## How will I be assessed?

- Three controlled assessments
- One examination

## Career opportunities

- Teacher
- Teaching assistant
- Nursery nurse
- Carer
- Nurse
- Doctor
- Social worker







# MODERN FOREIGN LANGUAGES

|                    |   |
|--------------------|---|
| EXAM BOARD         | AQA   |
| QUALIFICATION TYPE | GCSE  |
| CONTACT            | Miss Vause – <a href="mailto:rvause@tuxford-ac.org.uk">rvause@tuxford-ac.org.uk</a> |
| COURSE CODE        | French – 8658, German – 8668, Spanish – 8698  |

## Why study modern foreign languages?

GCSE students at Tuxford Academy have the option to study French, German or Spanish. Languages can bring enormous benefits, both personally and professionally. Research has shown that language capability can, on the one hand, increase our brainpower; on the other, improve our levels of trade with the rest of the world by billions.

The MFL department is committed to your success; we aim to enable students of all abilities to study a language – and equipping them with both the cultural and linguistic skills they need to put their chosen language to use. The course will help students to get to grips with the identity and culture of the countries where the languages are spoken.

A GCSE language qualification on your record will catch the eye of anyone reading your job or university application and will be valued by future employers. Above all else, learning a language is something that can open your mind and allow you to see the world in new and exciting ways.

## What will I study?

### Theme one – identity and culture

- Me, my family and my friends
- Technology in everyday life
- Free-time activities

### Theme two – local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues, global issues
- Travel and tourism

## Theme three – current and future study and employment

- My studies
- Life at school/college
- Post 16 education
- Jobs, career choices and ambitions

## How will I be assessed?

This qualification is linear. Linear means that students will sit all their exams at the end of the course and all exams are equally weighted.

- Listening exam (45 minutes)
- Speaking exam (10-12 minutes)
- Reading exam (1 hour)
- Writing exam (1 hour 15 minutes)

## Career opportunities

- Teacher
- Interpreter
- Broadcast journalist
- Detective
- Diplomatic service officer
- Education consultant
- English as a foreign language teacher
- International aid/development worker
- Logistics and distribution manager
- Marketing executive

# MUSIC PRACTICE

EXAM BOARD  
QUALIFICATION TYPE  
CONTACT

Pearson  
BTEC Tech Award Levels 1/2  
Mr Evason – jevason@tuxford-ac.org.uk

## Why study music practice?

The BTEC Tech Award in Music Practice enables students to achieve their potential in a highly practical, rigorous and relevant programme of study.

The course will reveal the music industry to students in a both a holistic and specific way, enabling them to decide if it is the pathway for them in further study and even professionally.

## What will I study?

Lesson time will be spent developing students' abilities, both on an individual basis and in groups. Specifically, they will learn how to:

- develop skills in performance, composition and production in an effective way, identifying personalised priorities for improvement
- gain an analytical and contextual understanding of a wide range of musical genres and the advancements in technology that underpin their development
- understand harmony in various music contexts
- respond independently to creative tasks from the perspective of various professional music roles
- develop a good all-round knowledge of the skill set necessary for working in the music and wider creative arts industries
- work to a specific creative brief with a non-negotiable deadline

## Units of study will include:

- exploring music products and styles
- music skills development
- responding to a commercial brief

## How will I be assessed?

The first two units are internally-assessed through a portfolio of written, audio and visual evidence, accompanied by teacher observations. These are then externally moderated.

The final unit is externally-set and marked. It is conducted under controlled conditions, over a number of weeks, towards the end of the course. There is no written examination.

## Career opportunities

- Performance
- Composition
- Production
- Teaching
- Publishing/marketing
- Music therapy





# PE

|                    |   |
|--------------------|---|
| EXAM BOARD         | AQA                                       |
| QUALIFICATION TYPE | GCSE                                      |
| CONTACT            | Mr Longmore – clongmore@tuxford-ac.org.uk |
| COURSE CODE        | 8582                                      |

## Why study physical education?

The area of sport and Physical Activity is one of the biggest growing industries in the world at this moment in time. GCSE Physical Education attracts students who have a passion and interest in the area, alongside those students who have the drive and ambition to follow a career path in sport and physical activity. It offers a variety of topics and develops a knowledge base which provides a platform for further education and employment. We welcome students with commitment, drive and determination, who are keen to progress in the area.

Please note – due to the nature of the practical assessment, students are expected to be competing in at least one sport, at club level or above, away from the academy.

## What will I study?

### Theory and examinations

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and wellbeing

### NEA and practical

- Demonstrating skills in physical activity and sport, applying appropriate technique(s)
- Demonstrating and applying appropriate decision-making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses
- Demonstrating ideas and problem-solving solutions in spontaneous and/or predetermined ways whilst under pressure in physical activity and sport

## How will I be assessed?

### Non-examined assessment (40%)

Three sports/activities (two individual and one team, or one individual and two team) and a written analysis of one sport (list of sports available on request).

### Written examinations (60%)

- Paper one – the human body and movement in physical activity and sport.
- Paper two – socio-cultural influences and wellbeing in physical activity and sport.

## Career opportunities

- Teacher of physical education
- Physiotherapist
- Journalist
- Sports coach
- Sports scientist
- Sports technician
- Armed forces



# PHILOSOPHY AND ETHICS

|                    |   |
|--------------------|---|
| EXAM BOARD         | Eduqas                                      |
| QUALIFICATION TYPE | GCSE  |
| CONTACT            | Miss Hawcroft – rhawcroft@tuxford-ac.org.uk |
| COURSE CODE        | J625  |

## Why study philosophy and ethics?

GCSE Philosophy and Ethics is an enjoyable and highly successful course. It encourages students to reflect on current ethical issues and philosophical questions such as 'what happens when we die?' and 'are miracles real?'. The lessons are engaging and varied but primarily revolve around classroom discussion of key ethical and moral issues. During the course, students will study a number of units from the perspective of Christianity and Islam as well as from a non-religious perspective.

The lessons are engaging and varied but primarily revolve around classroom discussion of key ethical and moral issues. During the course, students will study a number of units from the perspective of Christianity and Islam as well as from a non-religious perspective.

## What will I study?

The syllabus includes beliefs, teachings and practices from both religions, an investigation into the existence of God, peace and conflict, relationships and the dialogue between religious and non-religious beliefs and attitudes.

## How will I be assessed?

There are three final exams:

- Christianity: beliefs, teaching and practices – 1 hour
- Islam: beliefs, teachings and practices – 1 hour
- Philosophy and ethics in the modern world – 2 hours

## Career opportunities

- Teaching
- Social work
- Law
- Business and finance



# PSYCHOLOGY

|                    |  |
|--------------------|--|
| EXAM BOARD         | AQA  |
| QUALIFICATION TYPE | GCSE   |
| CONTACT            | Miss Ingram – <a href="mailto:gingram@tuxford-ac.org.uk">gingram@tuxford-ac.org.uk</a> |
| COURSE CODE        | 8182   |

## Why study psychology?

Psychology is the study of the brain and behaviour where you will learn about why humans behave the way they do. There are many different topics studied in psychology, leading to a range of different career paths.

Have you ever wondered what makes you tick? How your brain works? Maybe you're interested in understanding other people better. Whatever your interest in other people's or your own behaviour is, you will find some interesting answers in psychology, as well as opportunities to develop more questions that you want answered!

The GCSE course covers a wide range of approaches to human behaviour in psychology, looking at whether we are born with behaviours or we learn them. You will also discover whether your biology, your thoughts or your environment have the biggest influence on your behaviour. For each topic you will also investigate two pieces of research and will assess how useful these are in today's society.

Psychology is a fascinating subject that will open your mind up to many new things. It is an ideal subject for students who have an inquisitive mind and don't take everything presented to them at face value. Psychology does require students to work hard and have a good work ethic as there are many things to learn that will be completely new to you. But if you've got a keen interest in all things psychology, and a positive attitude to your studies, then sign up for the course – you'll love it!

## What will I study?

- Memory
- Research methods
- Development
- Perception
- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems
- Memory
- Sleep and dreaming
- Development
- Psychological problems

## How will I be assessed?

- Exam paper 1 – cognition and behaviour (1 hour 45 minutes)
- Exam paper 2 – social context and behaviour (1 hour 45 minutes)

## Career opportunities

- Teacher
- Teaching assistant
- Counsellor
- Psychologist
- Therapist
- Journalism
- Customer service

# SOCIOLOGY

|                    |  |
|--------------------|--|
| EXAM BOARD         | Eduqas   |
| QUALIFICATION TYPE | GCSE   |
| CONTACT            | Miss Cluley – <a href="mailto:lcluley@tuxford-ac.org.uk">lcluley@tuxford-ac.org.uk</a> |
| COURSE CODE        | C200QS   |

## Why study sociology?

Sociology is the study of different dimensions of society, and the ways that these impact us as members of our society.

The term 'society' refers to the world around you, your community, your country, and all the different people and groups that exist, with their different cultures, beliefs, values, languages, religions; all of which make an impact on us directly or indirectly.

Sociology gives students the opportunities to question aspects of society that will have an impact on their lives in thought provoking ways. We often ask 'big questions' about the society in which we live, such as:

- why do some students do better than others?
- why are some groups are stopped and searched more by the police?
- what is the role of the criminal justice system?
- what impact does the family have?
- how do we learn our behaviour?

By analysing these difference questions, students will often engage in key debates about society and the way in which it works. Students will question one another, different view points and sociological theories.

## What will I study?

- Key concepts and processes of cultural transmission
- Sociological research method
- Families
- Education
- Social stratification
- Crime and deviance

## How will I be assessed?

There will be two written exams of 1 hour 45 minutes each.

## Career opportunities

- Teacher
- Teaching assistant
- Social work
- Researcher
- Journalist
- Roles within the criminal justice system





# SPORT

|                    |   |
|--------------------|---|
| EXAM BOARD         | Pearson                                   |
| QUALIFICATION TYPE | BTEC Level 1/Level 2 First Award          |
| CONTACT            | Mr Longmore – clongmore@tuxford-ac.org.uk |
| COURSE CODE        | 600/4779/3                                |

## Why study sport?

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

The qualification is the same size and level as a GCSE and is aimed at everyone who wants to find out more about the sport industry. You will study a range of units as outlined below, underpinning the knowledge and skills required for success in the sports sector. The course will provide a strong foundation for academic or vocational study at Level 3, including apprenticeships.

## What will I study?

All students will study four units over the two-year course, which equates to 120 guided learning hours.

### Mandatory units

- Unit one – fitness for sport and exercise (30 guided learning hours)
- Unit two – practical performance in sport (30 guided learning hours)
- Unit three – applying the principles of personal training (30 guided learning hours)

### Optional specialist unit

- Unit six – leading sports activities (30 guided learning hours)

## How will I be assessed?

Unit one is externally-assessed through an online examination. This will help students, as they progress either into higher levels of vocational learning or to related academic qualifications, by providing independent assessment evidence of learning.

Units two, three and six are internally assessed. Internal assessment enables learners to develop a wider range of skills and provide evidence towards meeting the unit assessment criteria. Evidence for assessment can be generated through a range of activities, including written work, practical performance and verbal presentations.

BTEC sport is a Level 1/Level 2 qualification; the grades range from Level 2 P to Level 2 D\*. Learners who do not achieve at Level 2 may be graded at Level 1. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) result.

## Career opportunities

- Teacher of physical education
- Physiotherapist
- Personal trainer
- Sports coach
- Sports scientist
- Gym instructor
- Armed forces





**Tuxford Academy**  
Excellence through Teamwork

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