



TUXFORD
ACADEMY



GCSE
options
2024

We empower | We respect | We care



Part of
Diverse
Academies



- 04 Welcome
- 06 The options process
- 08 Frequently asked questions
- 10 Careers education, information, advice and guidance (CEIAG)
- 11 Timeline and deadlines

Core subjects

- 13 English Language and Literature
- 14 Maths
- 15 Science

Optional subjects

- 17 Art and Design
- 18 Business
- 19 Child Development
- 20 Computer Science
- 21 Creative iMedia
- 22 Dance
- 23 Design and Technology - Product Design
- 24 Digital Information Technology
- 25 Drama
- 26 Engineering
- 27 Enterprise and Marketing
- 28 Food Preparation and Nutrition
- 29 Geography
- 30 Health and Social Care
- 31 History
- 32 Modern Foreign Languages
- 33 Music Practice
- 34 Philosophy and Ethics
- 35 Photography
- 36 Physical Education
- 37 Sociology
- 38 Sport

Welcome

We are very proud of the ongoing success and achievements of our students - and an important factor in their 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.

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.

Contacts

For further information or clarification please contact:

Mr Stephen
dstephen@tuxford-ac.org.uk

Miss Leathem-Pugh
aleathempugh@tuxford-ac.org.uk

Mr Griffiths
kgriffiths@tuxford-ac.org.uk

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

Excellence through
Teamwork

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



The options process



Compulsory subjects for GCSE study are:

- English Language and Literature
- Maths
- Science
- Physical Education (non-assessed)

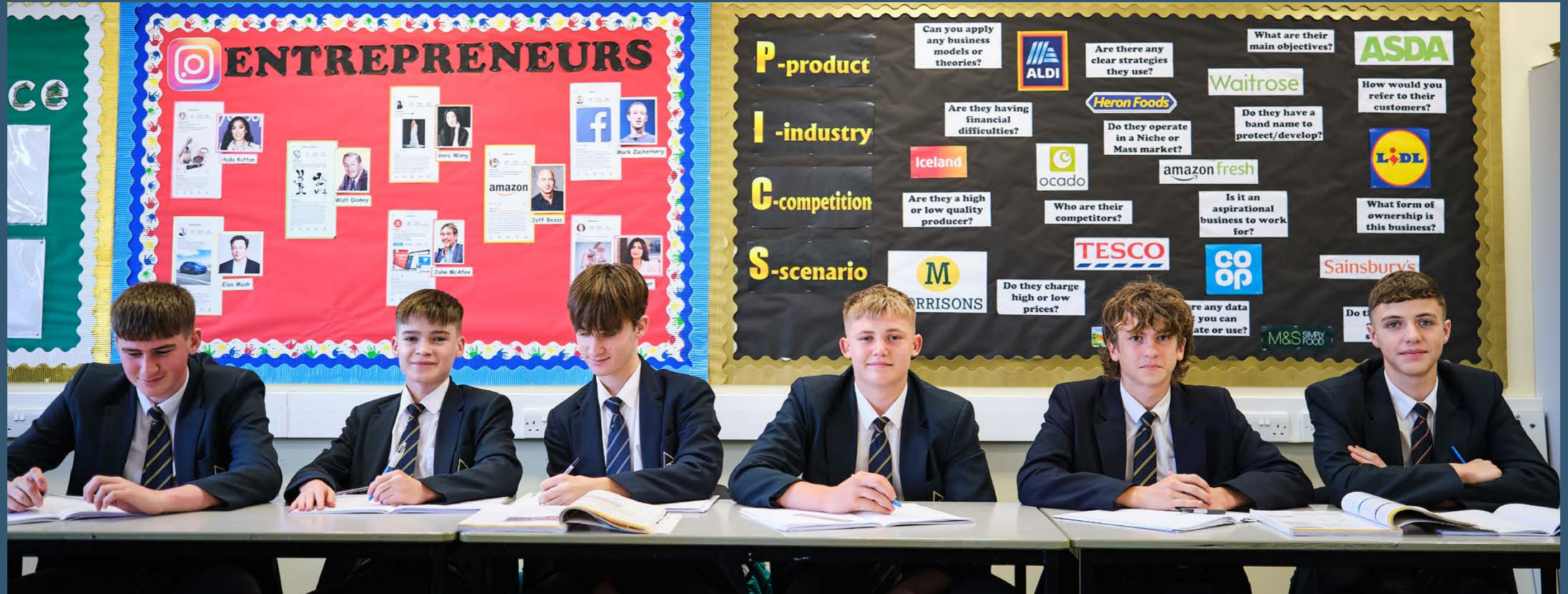
How many options can you select?

Students will opt for four subjects in total - one from either geography or history and three further options from the blocks provided.

What options can you choose from?

- Art and Design
- Business
- Child Development
- 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
- History
- Modern Foreign Languages
- Music Practice
- Philosophy and Ethics
- Photography
- Physical Education
- Psychology
- Sociology
- Sport





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.

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.

nationalcareers.service.gov.uk

www.apprenticeships.org.uk

www.theuniguide.co.uk

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 Mrs Johnson at sjohnson@tuxford-ac.org.uk

Next steps

1

Attend the year 9 pathways evening on **Wednesday 31 January 2024**

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

Discuss your option choices and option form with your tutor

5

Fill in the options form and return by **Wednesday 7 February 2024**

- 13 English Language and Literature
- 14 Maths
- 15 Science

English Language and Literature

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Mr Alderson - dvalderson@tuxford-ac.org.uk
COURSE CODE	English language 8700, English literature 8702

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.

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.

The academy provides access to the Mathswatch website and students are encouraged to use this site on a regular basis, to support their understanding.

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 classes that best suit the student's ability and, within the course, there is an increased amount of flexibility of entry. Final decisions on exams for most students will be made by 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. There are three x 1 hour 30 minute exams. One non-calculator, two calculator allowed. Each paper is out of 80 marks.

Career opportunities

- Engineering
- Accountancy
- Science



Science

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Miss Campbell - scampbell@tuxford-ac.org.uk
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 by the science faculty 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 15 minute exams
- Chemistry: two x 1 hour 15 minute exams
- Physics: two x 1 hour 15 minute exams

Career opportunities

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

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- 18 Business
- 19 Child Development
- 20 Computer Science
- 21 Creative iMedia
- 22 Dance
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- 24 Digital Information Technology
- 25 Drama
- 26 Engineering
- 27 Enterprise and Marketing
- 28 Food Preparation and Nutrition
- 29 Geography
- 30 Health and Social Care
- 31 History
- 32 Modern Foreign Languages
- 33 Music Practice
- 34 Philosophy and Ethics
- 35 Photography
- 36 Physical Education
- 37 Sociology
- 38 Sport

Art and Design

EXAM BOARD	OCR
QUALIFICATION TYPE	GCSE
CONTACT	Mrs Parker - vparker@tuxford-ac.org.uk
COURSE CODE	Art, craft 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.

After the skill building unit, we will decide which endorsement each art student is best suited for; fine art or art, craft and design, depending on their style of working and general strengths. Fine art can predominantly be painting and drawing, and art, craft and design focuses on one or more other medium such as printmaking, photography, 3D work etc. This is not to say that either endorsement disallows other ways of working, it is simply a different code we will enter in order to get the best possible results for each art student.

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

What will I study?

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. It helps us identify each art students strengths and areas for development and to which endorsement they are best suited.

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 five hour mock exam to help prepare them for the unusual nature of an art exam.

Externally set task (40% of overall grade)

In January of year 11, 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, which they will have spent the last few months preparing for. It is the only exam you know the answers to before you start!

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, advertising, fashion
- Media, photography
- Architecture, engineering, interior design, landscaping
- Museums/galleries, teaching
- Therapy
- Film/animation, set design
- Graphic design, illustration, special effects

Business

EXAM BOARD	Pearson
QUALIFICATION TYPE	GCSE
CONTACT	Mr Grand - kgrand@tuxford-ac.org.uk
COURSE CODE	1BSO

Why study business?

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 a 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.

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 exam - 1 hour 45 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 exam - 1 hour 45 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

Child Development

EXAM BOARD	OCR
QUALIFICATION TYPE	Level 2 Cambridge Nationals
CONTACT	Miss Ingram - gingram@tuxford-ac.org.uk
COURSE CODE	J809

Why study child development?

Child development allows you to understand how children learn and grow throughout the early years of their lives. It teaches how we can keep children safe whilst also letting them learn about the world at the same time. Child development also educates students on safe sex and the support available during pregnancy which is perfect for students who wish to go into a medical profession.

What will I study?

Health and well-being for child development

This is assessed by an exam.

In this unit you will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. You'll also learn about postnatal care and the conditions in which a child can thrive.

Topics include:

- Pre-conception health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment

Create a safe environment and understand the nutritional needs of children from birth to five years.

This is assessed by a set assignment (coursework).

In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.

Topics include:

- Creating a safe environment in a childcare setting
- Choosing suitable equipment for a childcare setting
- Nutritional needs of children from birth to five years

Understand the development of a child from one to five years

This is assessed by a set assignment (coursework).

In this unit you will learn the physical, intellectual and social developmental norms for children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development.

Topics include:

- Physical, intellectual and social developmental norms from one to five years
- Stages and types of play and how play benefits development
- Observe the development of a child aged one to five years
- Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

How will I be assessed?

- Two controlled assessments (2 x 30%)
- One exam (40%)

Career opportunities

- Nursery nurse
- Childminder
- Primary school teacher
- Teaching assistant
- Midwife
- Nurse

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 exams (1 hour 30 minutes each)

Paper 1 (50%)

Computer systems – focuses on the theoretical understanding of computer science

Paper 2 (50%)

Computational thinking, algorithms and programming – focuses on the practical application of computer science: program design, writing, testing and refinement.

- Section A – 50 marks
- Section B – 30 marks

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	J834

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 and how media is used in the industry. 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 which utilise a wide range of different software skills.

What will I study?

The course has two mandatory units.

Creative iMedia in the media industry

- Understanding the different sectors of the media industry
- Understanding job roles in the media industry
- Factors influencing product design
- Planning pre-production
- Distribution of media products

Visual identity and digital graphics

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

One further unit which may include, comics and character creation, animation with audio, interactive digital media, visual imaging or digital games.

How will I be assessed?

- Written paper (1 hour 30 minutes)
- Two 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. Students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style they wish 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 workshops that develop their skills in choreography. They will choreograph in response to a range of stimuli and create dance that conveys meaning through a vast range of elements.

Professional dance works

Students study six professional 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, structure, 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 for their practical assessments.

Career opportunities

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

Design and Technology – Product Design

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Mr Simpson-Baker - ksimpsonbaker@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 or polymers. This allows them to gain a more thorough understanding of the material areas that 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. Students will investigate a variety of different products, materials, designers, design movements and systems to learn more about design and manufacture.

Students will also learn how to make products, including investigating how products are made commercially. Our product design students are dedicated, hardworking and creative – they ask questions about the world around them and come up with their own ways to make it better.

What will I study?

Students gain a broad foundation of knowledge and understanding around the core principles of product design and manufacture. This enables students to interact thoughtfully and critically with products and concepts within product design.

Specialist technical principles

Students focus their attention on certain material areas to deepen their specialist knowledge. This includes learning about the selection of materials and components, specialist manufacturing techniques and processes, as well as investigating the ecological and social impact of product design.

This specialist knowledge is used in the exam and applied in the NEA coursework project.

Designing and making principles

Students will learn about the stages of the designing and making process through small projects throughout Y10. This enables them to work independently through the extensive NEA coursework project. Students analyse the work of designers and companies, plus learning how to sketch like the professionals and use CAD to communicate their ideas and prototype products.

How will I be assessed?

Exam (2 hours) 50%

This consists of a combination of core technical and specialist technical principles.

Coursework (30-35 hours) 50%

This is an exciting opportunity for students to take ownership of a unique and independent project. Starting with given topic headings, they research and generate ideas, testing and improving their designs until they develop a final prototype solution to a problem of their choosing. All work from this iterative process is documented and submitted as their coursework.

Career opportunities

- Architect/landscape architect
- Interior designer/product designer/industrial designer
- Design and technology teacher

Digital Information Technology

EXAM BOARD	Pearson
QUALIFICATION TYPE	BTEC
CONTACT	Mrs Davis - rdavis@tuxford-ac.org.uk
COURSE CODE	603/7050/6

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.

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 exam (1 hour 30 minutes) 40%
- Two coursework units (2 x 30%)

Career opportunities

- Designer
- Teaching
- Business
- Web and digital communication



Drama

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Mr Wilson - bwilson@tuxford-ac.org.uk
COURSE CODE	8261

Why study drama?

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.

What will I study?

Understanding drama

Section A - exploration of theatre terminology/production elements.

Section B - through practical work, students will study the text 'Blood Brothers', exploring approaches to staging the text, studying characterisation and relationships, how design elements communicate meaning and how themes and social, political and cultural historical context can be communicated.

Section C - students will watch a piece of professional live theatre and write a detailed evaluation summarising their analytical views.

Devising drama - through a series of practical workshops, students will develop the skills to create (devise) original and unique pieces of live theatre. We will explore complex dramatic devices, contrasting styles/genres, practitioner theories and staging techniques. Students will have a choice of two stimulus items to inspire their original group performance and produce a written portfolio documenting research, process and evaluating the final performance.

Texts in practice - students will take on a role in a contemporary play and be assessed in both their individual and group performance, either monologue or dialogue. They will work in a group but will be assessed individually.

How will I be assessed?

- Understanding drama (40%) - externally assessed through a written exam, 1hr 45mins.
- Devising drama (40%) - internally assessed through a practical performance and written coursework portfolio.
- Texts in practice (20%) - externally assessed practical group performance.

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 Simpson-Baker - ksimpsonbaker@tuxford-ac.org.uk
COURSE CODE	J822

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. You'll develop and use practical skills such as sketching, drawing, computer modelling and model making to communicate design ideas.

What will I study?

Through this course students will explore and apply a wide range of engineering design and make skills, and use engineering knowledge to research, design, optimise and communicate engineering designs. Students will consider the wider influences on engineered designs to ensure that their designs meet the needs and wants of users and stakeholders, whilst ensuring designs are feasible and meet the requirements of British standards and environmental responsibilities.

How will I be assessed?

Principles of engineering design - 40% exam

- Design strategies and processes
- Design requirements
- Communicating design outcomes
- Evaluating design ideas

Communicating designs - 30% NEA coursework

- Sketching
- Engineering drawings
- Computer aided design

Design evaluation and modelling - 30% NEA (non-exam assessment) coursework

- Product evaluation
- Modelling design ideas
- Virtual modelling
- Physical modelling

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.org.uk
COURSE CODE	J837

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?

- RO67 - Enterprise and marketing concepts (40%) - 1 hour and 15 minute written exam, externally assessed
- RO68 - Design a business proposal (30%) - OCR set assignment, centre assessed and OCR moderated
- RO69 - Market and pitch a business proposal (30%) - OCR set assignment, centre assessed and OCR moderated

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	Mr Simpson-Baker - ksimpsonbaker@tuxford-ac.org.uk
COURSE CODE	8585

Why study food preparation and nutrition?

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 – 50% (1 hour 45 minutes)
- Written report – 15% (1,500-2,000 words) including photographic evidence of a practical investigation
- Written portfolio – 35% (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	Mr Newsum-Smith - jnewsum-smith@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.

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 exam 1 (35%) – living with the physical environment (1 hour 30 minutes)
- Written exam 2 (35%) – challenges in the human environment (1 hour 30 minutes)
- Written exam 3 (30%) – geographical applications (1 hour 30 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
CONTACT	Miss Ingram - gingram@tuxford-ac.org.uk
COURSE CODE	J835

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?

Principles of care in health and social care

This is assessed by an exam.

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Including:

- social care settings
- person-centred values of care
- effective communication in health and social care
- protecting service users and service providers in health and social care settings

Supporting individuals through life events

This is assessed by controlled assessment (coursework).

In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Including:

- life stages
- impacts of life events
- sources of support

Health promotion campaigns

In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign. Including:

- current public health issues and the impact on society
- factors influencing health
- plan and create a health promotion campaign
- deliver and evaluate a health promotion campaign

How will I be assessed?

- Two controlled assessments (2 x 30%)
- One exam (40%)

Career opportunities

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



History

EXAM BOARD	Edexcel
QUALIFICATION TYPE	GCSE
CONTACT	Mr Fuller - afuller@tuxford-ac.org.uk
COURSE CODE	IH10

Why study history?

History is a dynamic and fascinating subject that teaches students how to analyse and create judgements. History, at GCSE, builds on the knowledge from key stage 3 and develops students who can tackle challenging arguments. The course covers over a thousand years of history and allows students to explore a huge variety of topics. History is a popular choice at GCSE, achieving brilliant results through a supportive department with high expectations.

What will I study?

We start in year 9 by looking at the American West: the story of how America conquered the Great Plains. We follow the story of the early American pioneers who ventured west and how this growth led to the destruction of the Native American way of life. We also explore the impact of farming, cattle ranching and the railroad and how this led to clashes with the Native Americans. Think: Cowboys Vs Indians... 'This town ain't big enough for the two of us!'

Having explored the Americas, we head back to Britain and explore the Norman Conquest. We return to the disputed succession of 1066 after Edward the Confessor's death and look at the seismic changes that take place after William's victory. Then, having re-enacted the battles (!), we go onto look at the impact of the Norman invasion on Britain and how many people fought back against their brutal treatment. Think: Chaos, contenders, castles, and cruelty.

In year 10, we move onto medicine through time, a topic that is so gory it would fit in the horrible histories curriculum! We look at what people thought caused disease, how they would treat it, try to prevent it and cure it at four different time-periods in history.

Here we then see how much changed, and why these changes took place, stopping to spend time to look at how surgery changed. Think: Bodies, blood, and bile.

Before moving into year 11, we look at what the conditions were like in the First World War. Having looked at what causes the conflict, we look at sources to find out how medicine changed during WWI. Think: Trenches and new techniques for medicine.

Finally, in year 11, we explore Russia from 1894-1941. The course moves from Nicholas II - the last Tsar of Russia - through to Stalin's dictatorship. This challenging and relevant unit really prepares students for A level and provides a fascinating insight into one of the most contested periods in world history. Think: Romanovs, revolution and ruin.

How will I be assessed?

Three written exams, with a variety of questions:

Paper 1: Medicine through time and the historic environment (WWI) (1 hour 15 minutes)

Paper 2: American West and Anglo Saxons (1 hour 45 minutes)

Paper 3: Russia and the Soviet Union (1 hour 20 minutes)

Career opportunities:

- Law
- Politics
- Journalism
- Teaching
- Researcher
- Social worker

Any career that requires explanation, argument and enthusiasm!

Modern Foreign Languages

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Miss Vause - rvause@tuxford-ac.org.uk
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 Modern Foreign Languages 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: 35 or 45 minutes

Reading exam: 45 minutes or 1hr

Writing exam: 1hr or 1hr 15 minutes

Career opportunities

- Academic researcher
- Interpreter
- Political risk analyst
- Secondary school teacher
- Translator
- Broadcast journalist
- Detective
- Diplomatic service officer
- Education consultant
- English as a foreign language teacher
- International aid/development worker
- Logistics and distribution manager
- Marketing executive
- Patent examiner
- Private tutor
- Publishing rights manager
- Sales executive

Music Practice

EXAM BOARD	Pearson
QUALIFICATION TYPE	BTEC
CONTACT	Mr Evason - jevason@tuxford-ac.org.uk
COURSE CODE	603/2973/7

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 exam.

Career opportunities

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



Philosophy and Ethics

EXAM BOARD	OCR
QUALIFICATION TYPE	GCSE
CONTACT	Miss Ashton - nashton@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.

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 (25%): beliefs, teaching and practices (1 hour)
- Islam (25%): beliefs, teachings and practices (1 hour)
- Philosophy and ethics in the modern world - 50% (2 hours)

Career opportunities

- Teaching
- Social work
- Law
- Business and finance



Photography

EXAM BOARD	OCR
QUALIFICATION TYPE	GCSE
CONTACT	Mrs Parker - vparker@tuxford-ac.org.uk
COURSE CODE	J173

Why study photography?

Photography is a growingly popular subject and lends itself to a number of potential career paths. This course goes beyond 'having a good Instagram' and teaches students the art of photography. Students are creative, proactive and inquisitive. Photography students learn how to take an idea from concept to creation and encourages critical reflection on work as it progresses. Students need to be computer literate and able to articulate thoughts through expansive analysis, annotation and research.

What will I study?

Skills building unit

The start of the course is geared towards gathering a number of skills needed to successfully meet the assessment criteria. This project involves a series of guided tasks where the teacher will support you in improving your understanding of photography. Students are given regular feedback on how to improve skills and deepen your knowledge. Students will be expanding and developing their knowledge of how to use a camera safely and correctly, and they will develop a bank of key words, that will build up to an expansive glossary to encourage the use of these within all analysis and annotations.

Coursework unit (60% of overall grade)

The coursework unit will be a longer project, spanning from year 10 to 11. Students focus on a chosen theme (distort or reflect) and will be deeply exploring this theme, completing wider research across a range of creative disciplines, studying an array of practitioners, conducting several photoshoots, and experimenting with digital and physical editing techniques. This unit will allow you to develop a specific focus (sub theme) in which you will create a full body of work, with in-depth critical analysis and evaluation.

Resulting in a final piece exhibition where students will display their final works as if it were in an exhibition space. This unit will need to evidence four 4 different assessment objectives to achieve their full potential (AO1, AO2, AO3, AO4).

Exam unit (40% of overall grade)

In January, this externally set task provides a number of possible starting points for students to select from. They then have a number of weeks to explore their chosen theme and demonstrate their skills. A final piece will be created and displayed during a ten-hour exam which will take place in the computer suite over two consecutive days. It might seem an intimidating exam but the only way to fail is to not prepare over the months leading up to it!

How will I be assessed?

- Produce a digital and physical portfolio of work showing a personal response to your chosen theme. This includes a five-hour mock exam.
- Create a second digital and physical portfolio of work which explored the chosen theme from the exam paper. The final piece is created in a ten-hour exam.
- Both portfolios must meet the same four assessment objectives, which are equally weighted. This includes developing and investigating ideas, exploring and refining work, recording, and presenting a personal response.
- All work is internally assessed by the visual arts staff and then externally moderated by a visiting moderator in June.

Physical Education

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Mr Bingham - lbingham@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. PE 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

Non-examined assessment 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 exams (60%)

Paper one - the human body and movement in physical activity and sport (1 hour 15 minutes).

Paper two - socio-cultural influences and wellbeing in physical activity and sport (1 hour 15 minutes).

Career opportunities

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



Psychology

EXAM BOARD	AQA
QUALIFICATION TYPE	GCSE
CONTACT	Miss Ingram - gingram@tuxford-ac.org.uk
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 Ingram - gingram@tuxford-ac.org.uk
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 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
CONTACT	Mr Bingham - lbingham@tuxford-ac.org.uk
COURSE CODE	603/7068/3

Why study sport?

This course gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- investigating provisions for sport including equipment and facilities to enhance sport
- planning and delivery of sport drills and sessions
- fitness for sport including fitness testing and methodology.

The course will provide a strong foundation for academic or vocational study at Level 3, including apprenticeships. 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 students to develop and apply knowledge, while also developing a range of relevant practical, communication and technical skills.

What will I study?

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

- Component one - preparing participants to take part in sport and physical activity fitness for sport and exercise (36 guided learning hours)
- Component two - taking part and improving other participants sporting performance (36 guided learning hours)
- Component three - developing fitness to improve other participants' performance in sport and physical activity (48 guided learning hours)

How will I be assessed?

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the sport sector, and specialist skills such as analysis, leadership, and teaching and communication at Levels 1 and 2.

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the knowledge underpinning the sector through realistic tasks and activities. Non-exam internal assessment is delivered through Pearson-set assignments. There is one external assessment, component 3.

Component 3 builds directly on components 1 and 2 and enables learning to be brought together and related to a real-life situation. The external assessment is based on a written assessment that require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The external assessment takes place under supervised conditions, which is then marked and a grade awarded by Pearson.

Career opportunities

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

Tuxford Academy

Marnham Road, Tuxford, Nottinghamshire, NG22 0JH

Contact us

01777 870001

office@tuxford-ac.org.uk

www.tuxford-ac.org.uk

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