

# NORTH BIRMINGHAM ACADEMY

## Sixth Form Prospectus



“Sixth-form students are articulate, reflective and ambitious. They value education and the support that their sixth form provides.”

**Headteacher : Mrs Jo Paddock**



# Welcome to Our Sixth Form

***North Birmingham Academy Sixth Form promotes individual excellence within a caring and supportive environment.***

We offer a broad curriculum which has a focus on academic and vocational subjects from A Levels to BTEC, diplomas and OCR Nationals. Students are able to combine a selection of these qualifications in order to enhance their chances of academic and employment success, whilst making the most of their individual skills and talents.

Our sixth form students work hard to achieve strong examination results and we are extremely successful in working with students to achieve places in their chosen universities, training work placements or employment.

In preparation for this students will study subjects in far greater depth, whilst being more responsible for their learning and the direction of their studies. To support this, we offer a structured and supportive environment allowing students to flourish and develop independent learning skills; allowing them to be successful in their chosen route beyond Post 16.

We believe it is important to develop the whole student, ensuring all of our students leave us as responsible, committed and ambitious young people who are a credit to themselves, their families and their communities.

All Sixth Form students are encouraged to make a positive contribution to Academy life and the wider community as school leaders and mentoring the younger students. Our students are reflective, ambitious and open-minded, we look forward to welcoming like-minded individuals to our sixth form.

**Miss A Blake**

**Head of Sixth Form**

# BIOLOGY A Level



## Course Overview

A Level in Biology A specification aims to encourage learners to:

- develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- develop competence and confidence in a variety of practical, mathematical and problem solving skills
- develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject

## Course Structure

Content is split into six teaching modules:

- Module 1 – Development of practical skills in biology
- Module 2 – Foundations in biology
- Module 3 – Exchange and transport
- Module 4 – Biodiversity, evolution and disease
- Module 5 – Communication, homeostasis and energy
- Module 6 – Genetics, evolution and ecosystems
- Component 01 assesses content from modules 1, 2, 3 and 5.
- Component 02 assesses content from modules 1, 2, 4 and 6.
- Component 03 assesses content from all modules (1 to 6).
- Assessments: Biological processes (01) 100 marks 2 hour 15 minutes written paper  
Biological diversity (02) 100 marks 2 hour 15 minutes written paper  
Unified biology (03) 70 marks 1 hour 30 minutes written paper  
Practical Endorsement in biology (04) (non exam assessment)

## Progression Routes & Qualifications

Any science degree including medicine, dentistry and veterinary sciences.

## Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level 2 Diploma (or equivalent)**. In addition, students will need at least a grade 6 in GCSE Biology or 66 in combined science.

**For more information about this subject please speak to:**

**Mrs S Ghani : Faculty Lead—Science**

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# BUSINESS STUDIES

## BTEC Level 3



### Course Overview

In today's world of international business, success is driven by people with the skills to balance satisfying their customers with providing great products and services. This qualification is for learners who are interested in developing business-sector knowledge and skills alongside other fields of study.

This is a level 3 Diploma which is equivalent to two A Levels. It comprises 8 units of study 6 of which are mandatory, 2 option of which 3 are external. For examinations all learners take the same assessment at the same time. For set tasks learners undertake this through completion of vocational tasks in a set period. External assessments are available twice a year with the opportunity to resit.

### Course Structure

Unit 1 Exploring Business (Written Coursework), Unit 2 Developing a Marketing Campaign (Set Task), Unit 3 Personal and Business Finance (Written Examination), Unit 4 Managing an Event (Practical and Written Coursework), Unit 5 International Business (Written Coursework), Unit 6 Principles of Management (Set Task), Unit 8 Recruitment and Selection (Practical and Written Coursework) and Unit 24 Employment Law (Written Coursework)

### Progression Routes & Qualifications

100% of previous Business students either progress to University or Higher Apprenticeships with the majority choosing University as their pathway.

Specific careers could include but, are not limited to: Management, Teaching, Law, Accountancy, Advertising, Marketing, Journalism and running your own business.

### Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level 2 Diploma (or equivalent).**

**For more information about this subject please speak to:  
Mrs Wiley—Head of Business Studies**

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# CHEMISTRY

## A Level



### Course Overview

The aims of these specifications are to encourage candidates to:

- Develop their interest in, and enthusiasm for chemistry, including developing an interest in further
- Study and careers in chemistry
- Appreciate how society makes decisions about scientific issues and how the sciences contribute to
- The success of the economy and society
- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of *How Science Works*
- Develop essential knowledge and understanding of different areas of chemistry and how they relate to each

### Course Structure

A Level Chemistry Course (2 years)

CONTENT OVERVIEW	ASSESSMENT CRITERIA	
Content is split into six teaching modules: • Module 1—Development of practical skill in chemistry • Module 2—Foundations in chemistry • Module 3—Periodic table and energy • Module 4—Core organic chemistry • Module 5—Physical chemistry and transition elements • Module 6—Organic chemistry and analysis	Periodic table, elements and physical chemistry (01) 100 marks 2 hours 15 minutes written paper	37% or total A level
	Synthesis and analytical techniques 100 marks 2 hours 15 minutes written paper	37% or total A level
	Unified chemistry 70 marks 1 hour 30 minutes Written paper	26% or total A level
	Practical endorsement in chemistry (non exam assessment)	

### Progression Routes & Qualifications

The course provides a valuable foundation for candidates who wish to take chemistry or related subjects at university degree level. This can lead to jobs in Chemical industry, Pharmaceuticals industry, Medicine,

### Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level 2 Diploma (or equivalent)**. In addition, students will need at least a grade 6 in GCSE Chemistry or 66 in combined science.

**For more information about this subject please speak to:**

**Mrs Bains : Head of Chemistry**

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# COMPUTER SCIENCE A LEVEL



## Course Overview

Designed to build on the knowledge gained through the study of Computer Science at GCSE, A Level Computer Science affords students to deepen their understanding of the fundamental principles of Computer Science, analyse problems through advanced Computational Thinking and apply these skills to real world scenarios.

This qualification also affords students the opportunity to further develop their programming skills and knowledge, beyond that which they have already gained at GCSE level, and apply them to a range of real world

## Course Structure

**Computer Systems:** *External examination—2 hours 30 minutes—40%*

- Characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues

**Algorithms and Programming:** *External examination—2 hours 30 minutes—40%*

- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

**Programming Project:** *Non-exam assessment—20%*

## Progression Routes & Qualifications

Computer Science is a highly respected A Level qualification and demonstrates a range of transferable skills to support any university application. A Level Computer Science is essential if you wish to progress onto a Computer Science degree or onto one of the growing work-study opportunities that the technology industry is currently developing. There are a wide range of career paths a degree in Computer Science can take you on including Software development and Website development

## Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4**, In addition, students will need a grade 6 in GCSE Mathematics and GCSE Computer Science

**For more information about this subject please speak to:**

**Mrs Howells—Faculty Lead New Technologies**

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# DANCE

## BTEC Level 3



### Course Overview

This course provides students with the opportunity to gain experience of performance and choreography and to develop critical thinking about Dance. This four-unit specification requires students to:

- Develop understanding and knowledge as well as critical skills for the analysis of choreography and performance within their own work and in professional repertoire.
- Gain experience of choreography and performance through practice.
- Gain in-depth knowledge of specific study areas and professional works.

### Course Structure

#### **UNIT 1: Investigating Practitioners' Work** (*External Exam—3 hours*)

Students will investigate 2/3 contrasting practitioners from a list supplied by Pearson. Students will make comparisons between the works and will examine the choreographic choices in relation to social, cultural, political and historical factors.

#### **UNIT 2: Developing Skills & Techniques for Live Performance** (*Internally assessed unit*)

Students explore technical performance skills with a focus on developing skills and techniques in at least two performance styles through technique classes and professional workshops.

#### **UNIT 3: Group Performance Workshop** (*Externally assessed unit*)

Students will respond to a given stimulus as part of a group, using research, discussion and practical exploration to develop performance material of approx. 10 minutes for an informal presentation to an invited audience.

#### **UNIT 27: Musical Theatre Techniques** (*Internally assessed unit.*)

Students will take part in the annual school production to develop their dance skills in relation to the chosen musical theatre production. They will be required to investigate the dance style and place within history, whilst documenting their progress through rehearsals in the style of a journal.

### Progression Routes & Qualifications

NBA will prepare you for the study of dance and the performing arts at degree level if this is your chosen career path. The industry is vast, employing an estimated 30,000 people in dance related roles in the UK alone. There are numerous professions in dance; from dancing, teaching, choreography or dance notation. In addition to this, people work in the dance industry as community dance practitioners, promoters, producers,

### Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level 2 Diploma (or equivalent).**

**For more information about this subject please speak to:**

**Miss K Taylor - Faculty Lead for Performing Arts & Sport**

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# DRAMA A Level



## Course Overview & Structure

**This qualification will** engage students through encouraging creativity, focusing on practical work which reflects 21st-century theatre practice and developing skills that will support progression to further study of drama and a wide range of other subjects

### Component 1: Devising (\*Component Code: 9DR0/01)

#### Coursework

**40% of the qualification**

**80 marks**

#### Content overview

- Devise an original performance piece.
- Use one key extract from a performance text and a theatre practitioner as stimuli.
- Centre choice of text and practitioner.

### Component 2: Text in Performance (\*Component Code: 9DR0/02)

#### Coursework

**20% of the qualification**

**60 marks**

#### Content overview

- A group performance/design realisation of **one key extract** from a performance text.
- A monologue or duologue performance/design realisation from **one key extract** from a different performance text.

### Component 3: Theatre Makers in Practice (\*Paper Code: 9DR0/03)

**Written examination: 2 hours 30 minutes**

**40% of the qualification**

**80 marks**

#### Content overview

- Live theatre evaluation – choice of performance.
- Practical exploration and study of a **complete performance text** – focusing on how this can be realised for performance.

## Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level 2 Diploma (or equivalent).**

**For more information about this subject please speak to:**

**Miss K Taylor - Faculty Lead for Performing Arts & Sport**

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# ENGLISH LANGUAGE & LITERATURE

## A Level



### Course Overview

Students will study the way in which language is used to craft both literary and non-literary texts across a range of genres. The course considers how writers construct worlds and characters through the fundamental skills of language, extending knowledge from GCSE studies. Studies will further consider the contexts informing these texts, with a particular focus on the conflict between people and societies.

The course will explore a range of works by canonical and contemporary authors including Margaret Atwood, Khaled Hosseini and Tennessee Williams, whilst supporting students with independent reading within their own areas of interest. This study will inform an independent investigative, where students can select their own texts to compare how language is used differently in literary and non-literary discourse.

### Course Structure

Over two years, pupils will study the texts and skills needed to complete two exam papers (to be assessed June) and a piece of independent coursework (to be submitted May of the final year).

**Telling Stories:** Students will answer questions on the study of how stories are crafted. There are 3 sections to the paper covering: the representation of place, point of view and genre in prose and the forms and functions of poetic voice.

**Exploring Conflicts:** Students will answer questions focusing on how writers construct ideas of conflict. There are 2 sections to this paper covering: writing about society and critical commentary with conflict within drama.

### Progression Routes & Qualifications

English Language and Literature is a highly regarded A Level that prepares students for later courses of study among a range of Higher Education degrees. The analytical nature of this course makes it an essential course for those considering an English degree and is a recommended option for students considering Humanities subjects, languages or Law. An English Language and Literature qualification could lead to opportunities in many careers including Law, Politics, Journalism, Business Management and Publishing, whilst embedding communication skills to empower students through life.

### Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level 2 Diploma (or equivalent)**. In addition, students will need at least a grade 5 in GCSE English Language & Literature.

**For more information about this subject please speak to:**

**Miss H Walsh : Assistant Headteacher**

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# English Literature A-Level



## Course Overview

Pupils will study Aspects of Tragedy and Elements of Political and Social Protest Writing AQA Literature B, with students completing two independent essays exploring critical theories. This course explores different ways of readings texts and their role within societies. We therefore offer texts which challenge traditional ideas and interpretations, enabling pupils to read not only the past, but the present society through a critical lens. Texts include canonical writers such as Shakespeare and Blake alongside modern texts by Hosseini and Attwood. We develop a knowledge of analytical reading and transferable skills through seminar discussion, extended writing and independent research which empowers students as successful learners and confident individuals who are prepared for a role within Higher Education or employment.

## Course Structure

Over two years pupils will study the texts and skills needed to complete two exam papers (to be assessed June) and two pieces of independent coursework (to be submitted May).

**Aspects of Tragedy:** Students will answer questions on the study of this genre. Sections A and B will focus on Shakespeare's *Othello* with Section C exploring Fitzgerald's *The Great Gatsby* and Shakespeare's *Richard II*.

**Elements of Social and Political Protest:** Section A provides an unseen extract to be analysed in terms of the genre, with pupils selecting questions from B and C using Blake's *Songs of Innocence and Experience*, Hosseini's *Kite Runner* and Attwood's *The Handmaid's Tale*.

**Non-Exam Assessment (NEA):** Pupils complete two independent essays on poetry and a novel using their own choice of critical theory.

## Progression Routes & Qualifications

English Literature is a highly regarded A Level that can take students onto almost any course of study. It is an essential choice for those considering an English degree and is a recommended option for students considering Humanities subjects, languages or Law. An English Literature qualification could lead to opportunities in many careers including Law, Politics, Journalism, Business Management and Publishing.

## Entry Requirements

English GCSE minimum grade 6 in or above in English Literature.

**For more information about this subject please speak to:**

**Miss Gaby—Head of English**  
**Miss Campbell Williams   Miss Chauhan**

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# HEALTH & SOCIAL CARE

## Cambridge Technical Level 3



### Course Overview

This qualification isn't about teaching learners how to care for babies or the elderly and the ill however; it will provide them with the skills, knowledge and understanding that will allow them to progress onto Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies. Learners will learn by applying their skills, knowledge and understanding to tasks or activities that are relevant to what happens in health, social care and child care workplaces and learners will also learn how to be proactive in promoting healthy lifestyles and supporting individuals within the sector. Having an appreciation of what happens in the workplace will also help to prepare learners for continuing their education in this sector. We have worked with universities and employers who have helped us include the transferable skills, knowledge and understanding that they are looking for in prospective applicants.

### Course Structure

720 Guided learning hours (GLH) which is equivalent to 2 A Levels

Mandatory units 6x 60GLH, 1x 90GLH

and a combination of 5 other units combination of 30 and 60GLH

5 are externally assessed (exams) the remaining units are centre assessed (coursework) and moderated by OCR.

The level 3 Diploma in health and social care is for students who want to develop and apply their skills, knowledge and understanding in health, social care and child care. The qualification is designed to take alongside other qualifications such as A-level biology, A level sociology/psychology or Engineering. There is also an option to take the extended diploma which is equivalent to 3 A levels.

### Progression Routes & Qualifications

**This qualification is suitable for learners**

- Who want to progress into health and social related apprenticeships
- Who want to gain a level 3 qualification to support further study in Further Education (FE)
- Who want to progress to Higher Education (HE) in health and Social Care

### Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level 2 Diploma (or equivalent)**. In addition, students will need a grade 4 in GCSE English Language.

**For more information about this subject please speak to:  
Mr Aazim Umar**

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# INFORMATION TECHNOLOGY

## BTEC Level 3



### Course Overview

Students study the relationship between hardware and software, managing and communicating information and data, and the principles of designing and developing computer programs across four mandatory units:

- Information Technology Systems
- Creating Systems to Manage Information
- Using Social Media in Business
- Website Development

Students will complete a mix of coursework and exam content and shall study two units each year.

Unit Number	Unit Title	Type	How Assessed
1	Information Technology Systems	Mandatory	External exam unit
2	Creating Systems to manage information	Mandatory	External Exam unit
3	Using Social Media in Business	Mandatory	Internal coursework unit
6	Website Development	Mandatory	Internal Coursework unit

### Progression Routes & Qualifications

Will the qualification lead to employment, if so, in which job role and at which level? The qualification, when studied with other level 3 qualifications, is aimed at progression to higher education. However, it also enables students to develop the knowledge and skills needed for entry level roles related to IT, including vocational apprenticeship roles and trainee/entry level roles in software development web/content development, mobile apps design, games design, programming and IT/business analysis support.

### Entry Requirements

5 GCSE at 4 or above (or the equivalent) including maths.

**For more information about this subject please speak to:**

**Mrs Stephanie Howells: Faculty Leader**

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# HISTORY A Level



## Course Overview

In the first Unit we will be looking at The British Empire. The reason why the British Empire developed and how indigenous people were affected by the British rules in places like, Africa, India, Egypt and Sudan, are all key themes and factors pupils will be studying.

In the second Unit we will be looking at Russian History - from Revolutions to a Dictatorship. The Tsar's failures, the two major revolutions and how Stalin affected Russia after becoming dictator will be explored in depth.

Finally, there will be a NEA (Coursework) for pupils to complete on the Witchcraze, so we will explore key themes around the Witchcraft, in Britain and possibly Europe. Pupils will be given the chance to research their own material for this piece of work. This will eventually prepare them for University Assessments.

Overall, History will be diverse and will broaden pupils' knowledge and understanding of today's world.

## Course Structure

The two year AQA A Level History course.

Pupils are assessed on the Year 12 and 13 topics at the end of Year 13. There will be two exams, worth 40% each, and one coursework piece, worth 20% of the final grade.

## Progression Routes & Qualifications

History students go on to hold some of the most high paying and important positions in the country. Commonly students who take History and develop their research, analysis and evaluation skills look towards careers in law, journalism, PR, academia, research & development, business development and as Officers in the British Armed Forces.

## Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level 2 Diploma (or equivalent)**. In addition, students will need a grade 4 in GCSE English Language and a grade 5 in GCSE History.

**For more information about this subject please speak to:**

**Mr J Davies : Teacher of History**

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# MATHEMATICS

## A Level



### Course Overview

The course will build upon many skills learnt during GCSE mathematics including (but not limited to) skills learnt in algebra, geometry and statistics, and will develop problem solving and reasoning skills. Students need to have a logical approach to answering questions and be hard working and willing to set aside at least 10 hours of independent study a week. The Mathematics A-level studies both pure and applied (Statistics and Mechanics) Maths. The Pure Mathematics topics are: Proof, Algebra and Functions, Co-ordinate geometry in the (x,y) plane, Sequences and Series, Trigonometry, Differentiation, Integration, Numerical Methods and Vectors. The Applied Mathematics topics are for Statistics: Statistical Sampling, Data Presentation and Interpretation, Probability, Statistical Distributions, Statistical Hypothesis testing and for Mechanics: Quantities and units in mechanics, Kinematics, Forces and Newton's laws, and Moments.

### Course Structure

The Department subscribes to the Edexcel examination board. The assessments take place in May or June.

The A-level culminates in three exams at the end of the two years: two pure and one applied (with Statistics and Mechanics in separate sections) with each paper equally weighted.

Those just taking a one year AS in Mathematics take only two exams: one pure and one applied (Statistics and Mechanics) with the pure paper being worth a higher amount than the applied paper.

### Progression Routes & Qualifications

The qualification in mathematics is an excellent foundation for pupils interested in entering many subjects and careers:

- The Financial and Economic World
- Engineering
- Medicine

An A-level in Mathematics is also looked highly on by universities and employers as it demonstrates problem solving skills.

### Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level 2 Diploma (or equivalent)**. In addition, to a minimum grade 6 in Mathematics.

**For more information about this subject please speak to:**

**Mr Saleem : A level Maths Teacher**

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# MUSIC

## BTEC Level 3



### Course Overview

This course provides students with the opportunity to gain experience of performance and composition. This four-unit specification requires students to:

- Develop performance skills through a range of solo and group performance tasks
- Explore the wider music industry, the relationships between different sectors and how an artist can successfully process in the industry

### Course Structure

#### UNIT 1: Practical Music Theory and Harmony

Students will develop knowledge and understanding of music theory and harmony, and will apply their understanding in practical scenarios

#### UNIT 2: Professional Practice in the Music Industry

Students will explore the importance of professional practice in the music industry and will enable you to develop the relevant skills, knowledge and understanding needed to out forward a successful bid for work.

#### UNIT 3: Ensemble Music Performance

Students will work as part of a musical ensemble and will develop their skills and techniques in rehearsal and performance. Assessment will be in a live performance setting and students will demonstrate their ability to work together to create music.

#### UNIT 6: Solo Performance

### Progression Routes & Qualifications

NBA will prepare you for the study of music and the performing arts at degree level if this is your chosen career path. The industry is vast, and there are numerous professions in music; from performing, teaching, songwriting, composition or music production. In addition to this, people work in the music industry as producers, promoters, publishers, music therapists, community workshop leaders, peripatetic teachers, musical directors or session musicians.

### Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level 2**

**For more information about this subject please speak to:**

**Ms L Hornsby : Head of Music**

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# MUSIC TECHNOLOGY—Digital Music Production

## BTEC Level 3



### Course Overview

This course provides students with the opportunity to gain experience of performance and composition. This five-unit specification requires students to:

- Develop music production skills through a range of composition and remixing tasks
- Explore the use and application of sampling and sequencing techniques
- Demonstrate knowledge and understanding of mixing / mastering techniques and its importance in digital music production

### Course Structure

#### **UNIT 3: Music and Sound for Media**

Students will explore the production of the music, sound and effects that are used for media products such as games, films and apps, and will produce and create a range of music and sound creations appropriate to the given genre.

#### **UNIT 6: DAW Production**

Students will develop an understanding of how a digital audio workstation (DAW) can be used creatively to produce music, manipulate audio and mix music.

#### **UNIT 8: Creative Synthesis and Sampling**

Students will explore the creative functions of synthesisers and samplers in making music and sound design, using the knowledge to create effective synthesised music

#### **UNIT 10: Remixing and Reworking**

Students will experiment with unique, creative digital audio workstation (DAW)-based techniques associated with remixing. The skills learned will enable you to manipulate music in highly technical and innovative ways, and you will create a portfolio of contrasting remixes and reworks using a wide range of creative audio and musical instrument digital interface (MIDI) sequencing techniques.

#### **Unit 16: Commercial Music Production**

In this unit, you will develop the technical skills required to produce modern, commercially driven songs, and also explore the creative techniques which help to define the sound of commercial music.

### Progression Routes & Qualifications

NBA will prepare you for the study of music production and the performing arts at degree level if this is your chosen career path. The industry is vast, and there are numerous professions; from producer, DJs, teaching, sequencer, studio engineer or games music programmer. In addition to this, people work in the music industry as promoters, publishers, music therapists, community workshop leaders, peripatetic teachers or sound engineers.

### Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level**

**For more information about this subject please speak to:  
Ms L Hornsby : Head of Music**

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# A LEVEL PHOTOGRAPHY



## Course Overview

Photography has been used by practitioners to record, document and present examples of everyday life, in ordinary and extraordinary circumstances. It has also been used as a vehicle for artistic expression, communicating personal ideas about the world around us. It is used to convey personal identity more widely used in social, commercial and scientific contexts. Within the course you will focus on both Film based Photography and Digital Photography, as well as Film and Video.

## Course Structure - AS and A Level Syllabus EDEXCEL

### AS Photography—Year 1

This may be awarded as a qualification in its own right or as the first half of an A Level

Your ability to produce a body of work around a given theme. You are encouraged to employ a vast range of creative approaches. You will use the work of other photographers and artists as inspiration for your own work. Your work will be **Inspirational, Independent and Experimental.**

### A Level—Year 2

**Contextual Study—**This consists of two linked elements. The first part will consist of visual and written research into photographers and artists of your choice. You will design your own project demonstrating the influence that this has had on your own practice.

There is a practical based exam where you will produce a final outcome. Examiners have previously been very impressed by the work completed at this stage

## Progression Routes & Qualifications

This qualification gives students a wide choice of progression options into further study, training or relevant employment.

Students who successfully complete the qualification will be well equipped to move onto university to study for numerous professions including Free Lance Photography, Journalism, Art and Design and Marketing to name but a few.

## Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level 2 Diploma (or equivalent)..**

**For more information about this subject please speak to:**

**Mrs A Hoey: Teacher of Photography**

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# Psychology A Level



## Course Overview

**Psychology is the 'scientific study of the mind and behaviour'**, the A Level offers an introduction to six 'core' areas of the discipline. Students will learn knowledge and an understanding of a variety of psychological concepts, theories and methods. They will develop an ability to evaluate treatments and therapies required for a range of psychological conditions and understand their appropriateness and effectiveness.

## Course Structure A level course outline (2 year linear)

A-Level psychology introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills. The topics covered include:

**Paper 1 Introductory Topics in Psychology; Social influence, Memory, Attachment and Psychopathology.**

**Paper 2 Psychology in context; Approaches in psychology, Biopsychology and Research methods.**

**Paper 3 Issues and options in psychology; Issues and debates, Relationships, Schizophrenia and Forensic psychology.**

Students will develop the skills to be able to:

- Develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- Develop competence and confidence in a variety of practical, mathematical and problem-solving skills
- Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society

## Progression Routes & Qualifications

Psychology goes well with many other subjects and historically popular choices from our students include taking Psychology with Sociology, English, Business Studies, Mathematics and Biology.

## Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level 2 Diploma (or equivalent)**. In addition, students will need a grade 4 in GCSE English Language and a minimum grade 5 in Mathematics.

**For more information about this subject please speak to:  
Miss A Blake : Head of Sixth Form**

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# PHYSICS

## A Level



### Course Overview

A level Physics **gives you the opportunity to explore the phenomena of the universe and to look at theories that explain what is observed.** This subject combines practical skills with theoretical ideas to develop descriptions of the physical universe.

Content is split into six teaching modules:

The following units, combined with the Practical Endorsement, constitute the full A level. The modules can be summarised as:

- **Module 1:** Development of practical skills.
- **Module 2:** Foundation of physics.
- **Module 3:** Forces and motion.
- **Module 4:** Electrons, waves, and photons.
- **Module 5:** Newtonian world and astrophysics.
- **Module 6:** Particles and medical physics.

### Course Structure

- A level Physics is assessed by 3 external examinations at the end of 2 years of study

### Progression Routes & Qualifications

- Engineering  
Consultancy  
Banking  
Accounting  
Chemical Industry

### Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level 2 Diploma (or equivalent).** In addition, students will need at least a grade 6 in GCSE Physics or 66 in combined science.

**For more information about this subject please speak to:**

**Mrs S Ghani : Faculty Lead for Science**

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# SOCIOLOGY A Level



## Course Overview

At NBA Post 16 AQA A level Sociology is delivered, it offers an engaging and effective introduction into Sociology. You do not need to have studied Sociology at GCSE in order to access this course. Through studying a range of topics and theoretical perspectives you will develop knowledge and understanding about society and how sociologists study and research social phenomena and change. Sociology is assessed by 3 2 hour written exams sat at the end of the two year course. Each exam is worth 33.33% of the final grade.

## Course Structure

**In Year 12 students will study the following topics:**

**Education** – students will become familiar with sociological explanations of the role and functions of the education system and how social groups such as social class, gender and ethnicity are impacted by factors inside and outside of education in contemporary society.

**Theory and Methods** - Students will examine a range of methods used to research sociological topics and develop an ability to analyse the relationship between theory and method.

**Families and Households** – students will learn about the relationship between the family, social structures and social change in contemporary society. They will learn about the changing patterns of the family, the demographic trends in the UK and the theory surrounding it.

**In Year 13 students will study the following topics**

**The Media** – students will become familiar with sociological explanations about the ownership and control of the media, globalization and popular culture, the different representations of social groups and the impact that the media has on its audience.

**Crime and Deviance, Theory and Methods**– students develop a critical awareness of crime and deviance, social control the social distribution of crime and how globalization has impacted on the type, size and scale of crime. For the theory element, students foster a critical awareness of contemporary social processes and draw together the knowledge and skills learnt in different aspects of the course

## Progression Routes & Qualifications

Sociology goes well with Psychology, Geography, English Literature and Philosophy and Ethics

## Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level 2 Diploma (or equivalent)**. In addition, students will need a grade 4 in GCSE English Language.

**For more information about this subject please speak to:**

**Miss Blake : Head of Sixth Form**

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# SPORT

## OCR Cambridge Technical Level 3



### Course Overview

The level 3 Cambridge Technical in Sport and Physical Activity is designed to develop knowledge, understanding and skills of the principles of sport and physical activity. Students will gain an insight into the sector as they investigate opportunities for delivering sport and physical activity to a wide range of participants. There are a wide range of center assessed units with practical and wider project-based assessment opportunities, as well as examined units on the body systems and the long and short term impacts of sport and physical activity; how sport is organised and the purpose of sports development and health and safety requirements in sport and physical activity.

### Course Structure

Year 12 – Cambridge Technical Extended Certificate in Sport and Physical Activity (360 GLH – equivalent to one A-Level)

Unit 1 – Body systems and the effects of physical activity (Examination)

Unit 2 – Sports coaching and activity leadership

Unit 3 – Sports organisation and development (Examination)

Unit 13 – Health and fitness testing for sport and exercise

Unit 18 – Practical skills in sport and physical activities

Year 13 – Cambridge Technical Diploma in Sport and Physical Activity (720 GLH – equivalent to two –Levels)

Unit 4 – Working safely in sport, exercise, health and leisure (Examination)

Unit 5 – Performance analysis in sport and exercise

Unit 8 – Organisation of sports events

Unit 11 – Physical activity for specific groups

Unit 17 – Sports injuries and rehabilitation

Unit 19 – Sport and exercise psychology

### Progression Routes & Qualifications

Progression to degree qualification, career within sports industry e.g. sports coach, fitness instructor, Sports & Exercise Psychologist, Sport Therapist/Exercise Rehabilitation, Dietician, Physiotherapist, Fitness Education Manager.

### Entry Requirements \*

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level 2 Diploma (or equivalent).**

**For more information about this subject please speak to:**

**Miss R Brown : Teacher of Sport**

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# Religious Studies A-Level



## Course Overview

The post 16 course covers Philosophy of religion and Islam ensuring students have a thorough understanding of diverse philosophical and ethical viewpoints.

Students gain critical and evaluative skills sought by higher education and employers – particularly in law, education, social work, politics, medicine, administration and the media.

Religious studies is a thought provoking subject and our contemporary themes will help you inspire engaging classroom discussion. The course is designed to aid in understanding the world we live in by studying the various topics covered in this course.

## Course Structure

### Component 1: Philosophy of Religion and Ethics

#### Section A: Philosophy of Religion

- Arguments for the existence of God
- Evil and suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death.

#### Section B: Ethics and Religion

- Ethical theories
- Issues of human life and death
- Issues of animal life and death
- Introduction to meta ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant.

### Component 2: Study of Religion and dialogues

#### Section A: Study of Religion (Islam):

- Sources of wisdom and authority
- God/gods/ultimate reality
- Self, death and the afterlife
- Good conduct and key moral principles
- Expression of religious identity
- Religion, gender and sexuality
- Religion and science
- Religion and secularisation
- Religion and religious pluralism.

#### Section B: The dialogue between philosophy of religion and religion:

How religion is influenced by, and has an influence on philosophy of religion in relation to the issues studied

#### Section C: The dialogue between ethical studies and religion:

How religion is influenced by, and has an influence on ethical studies in relation to the issues studied.

## Progression Routes & Qualifications

Degree in Law, Education, Social work, Politics, Journalism, Administration and the media.

## Entry Requirements

Students will be expected to have **five GCSEs at grade 9-4, or a Merit in a relevant vocational Level 2 Diploma (or equivalent)**. In addition, students will need a grade 4 in GCSE English Language.

**For more information about this subject please speak to:**

**Miss H Yafai : Teacher of Religious Education**

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