



BROADWAY ACADEMY

Headteacher & CEO: Ron Skelton M.Ed. B Phil. B.Ed (Hons). NPQH. LLE. FRSA



Our Children, Our Community, Believe it can be done!

Sixth Form Prospectus

2021-2022





Introduction to Broadway Sixth Form

I can assure you of a very warm welcome at Broadway Sixth Form.

Broadway Academy Sixth Form is committed to providing excellent pastoral care, as well as, supporting all students to achieve excellent vocational and academic outcomes. Our extensive partnerships result in an academic and socially enjoyable atmosphere which we know you will enjoy. We would expect you to work hard and take advantage of the many opportunities on offer.

Broadway Sixth Form is focused on its students and their successes. We believe in encouraging all students to achieve the best they can. We have a highly supportive staff who are well experienced in the education of Sixth Form students. We have high expectations of our students and ourselves. Everyone here will support and guide you to achieve your qualifications and to participate in other activities designed to ensure you leave with the best possible passport to University or Employment.

In our new £21m building we offer you a friendly and purposeful learning environment and a wide choice of courses to suit your individual needs.

We look forward to sharing with you, and your parents, our future plans.

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Headteacher & CEO.





Choosing Your Subjects

When you start at Broadway Sixth Form you will have the opportunity to choose the subjects in which you excel, as well as discovering new areas of study. It is your chance to explore specific areas of interest and to challenge existing opinions.

Our advice is to choose subjects with future aspirations in mind. You should consider subject choices that will strengthen and enhance future job or university applications. Changes in Sixth Form education have provided greater flexibility; your choice of subjects can now be tailored to your individual requirements.

We offer Level 3 courses, most of which are A Levels, and a small number of Level 2 courses - which are GCSEs or equivalent. Before you choose your subjects carefully consider the learning style you enjoy and read the subject information. Discuss choices with the teaching staff and visit us. We will be happy to answer any questions you have.

At Broadway Sixth we hope that all students will take courses which match their skills and interests. When you enjoy your subjects you will be

The Broadway Sixth Form Experience

EVERYONE ACHIEVES BECAUSE WE GO THE EXTRA MILE...

We have the capacity for 300 Sixth Form students at Broadway Sixth Form. We are recognised by Ofsted as having a supportive and nurturing ethos.

Whilst you are at Broadway Sixth Form, you will benefit from the highest professional standards from the teaching staff, and we will provide an environment which supports your development and learning.

You will be given advice on how you can fulfil your potential. You will be part of a tutor group, with a maximum of 18 students, and every morning you will meet together.

At Broadway Sixth we think this group identity, and regular contact is important for your future success. Regular contact with experienced Key Stage 5 Tutors provides a clear focus on the needs of all Broadway Sixth Form Students.



State Of The Art Learning Facilities

“When deciding which Sixth Form to go to I chose Broadway because the teaching is great.

The teachers already know you - so it's easier to work with them. I think I made the right choice and I'm glad I stuck to it.”

Bilal

Student

Sixth Form study at Broadway Sixth Form is quite different from what you are used to up until now. We are preparing you to meet the challenge of life in business, commerce, industry or university.

Sixth Form students enjoy both study and recreational facilities while they are with us. There are traditional study sessions and opportunities for independent work (and the use of ICT) throughout the day.

The “Student Voice” At Broadway Sixth

Broadway Sixth “Student Voice” are students who have high aspirations for our Sixth Form and our School Community. We can be found in the classroom, on the sports pitches, and in our local community.

We are an important part of the school's leadership and are involved in every aspect of school life. Our aim is to strengthen the Sixth Form's sense of community and teamwork.

Broadway Sixth Form students appreciate the opportunities that the school has brought them and are loyal to Broadway Sixth. Many want to “give something back” to the school and our local community.

The “Student Voice” enables students to work together in a spirit of friendship and teamwork. Come and join our “Student Voice” next year!



Student support at Broadway Academy Sixth Form

The team consists of Ms Smith (Director of Sixth form), Ms Godsil (Assistant Director of Sixth Form) and Miss Daley (Student support assistant)

Ms Godsil is responsible for the day to day running of the sixth form and is often the first port of call for concerns. Ms Smith is the strategic leader of the sixth form and oversees the smooth running of the sixth form.

Ms Daley, Student Support Assistant

- Academic mentoring – supporting students to work towards achieving their target grade or above. This includes consistent reviews of the effectiveness of a range of different revision materials or techniques used to work towards the target grade.
- Pastoral mentoring – Supporting students in their personal lives by using an ‘open door policy’ to enable students to achieve to their highest potential.
- Assisting the stage code of conduct and monitoring for sixth form, including overseeing stage 2 by arranging parental meetings and setting targets based around attendance and behaviour
- Providing medical support for students who have long term illnesses and medical conditions
- General administration support for staff including communications with parents/carers via letters and phone calls home to support teachers and support staff member to achieve required targets for their students.



Broadway Academy Sixth Form Enrichment

The enrichment lesson is one of the opportunities for students to develop their soft skills (competencies) outside of the classroom. These skills are then ones looked for in University, apprenticeship and job applications.

This is not an optional activity and so all Yr12 and 13 students will engage with Enrichment. We have an excellent range of activities but we are happy to put on anything students feel really passionately about.

Activity	Description
Social action	Social action provides learners with the opportunity to create positive social change whilst learning some business basics. Social Action is an enrichment programme aimed at taking action to help people around the world who are disadvantaged due to economic instability and poverty. Students come up with different fundraising ideas to raise money to send to our partnership school - Kiri Vong Sa School in Cambodia. Student work in groups to discuss and agree on a particular activity to take part in to raise money for our partnership school. Some successful fundraising ideas have included: • Football matches • Basketball • Cake and Samosa sales • Guess the number of sweets in the jar • Sponsored silence There are many benefits to the students taking part such as helping other children who are in poverty around the world and developing knowledge and understanding of different cultures around the world. The planning and preparation of these activities help to improve organization skills such as time management and prioritizing tasks. Students will also develop a wider set of transferable skills like team working, verbal communication skills and showing initiative. The course also provides pupils with 16 UCAS points.
Sports Leadership	Level 3 Qualification in Sports Leadership (HSL3) Pupils at Broadway Academy have the opportunity to complete a level 3 qualification in sports leadership as part of their enrichment unit. The course entails pupils to develop their leadership skills to be able to plan, deliver and evaluate the provision of sport/physical activities to a range of participants with differing needs. Units of study: Pupils who select to complete the course will study 6 units: 1. Developing leadership skills. 2. Plan, lead and evaluate a sports/physical activity session. 3. Lead safe sport/physical activity sessions. Plan, lead and evaluate sport/physical activity sessions for children. Two units from the below optional units: 5. Plan, lead and evaluate sport/physical activity sessions in the community. 6. Plan, lead and evaluate sport/physical activity sessions for disabled people. 7. Plan, lead and evaluate sport/physical activity sessions for older people. Opportunities: The course enables pupils to reflect on the key skills required for many jobs, considering their strengths and areas for development. Pupils are provided opportunities to problem solve whilst taking part in the course, working with a wide range of abilities. Pupils complete a minimum of 30 hours volunteering and have successfully led a number of events for primary and secondary school children including inclusive activities.



Broadway Academy Sixth Form Enrichment continued

Activity	Description
Duke Of Edinburgh Year 12 only	The D of E gives you the chance to gain an award that is recognised by all colleges, universities and companies. It takes you out of your comfort zone and into a place where you'll push yourself and have amazing new experiences in different places across the country. To complete the Gold Award is to guarantee you a trip to Kensington or Buckingham Palace. The Duke of Edinburgh Award requires you students to complete the following sections: • Physical (for 6, 12 or 18 months) • Skill- where you learn to do something new(for 6, 12 or 18 months) • Volunteering – where you give at least of one hour of your time to school or the community(for 6, 12 or 18 months) • Expedition- Walking or canoeing in the country side four three nights and four days • Residential- were you spend at least four days and nights away from home on an activity Putting the Duke of Edinburgh award on a UCAS/apprenticeship/job application is a guaranteed way for students to stand out from their peers.
Foundation Level Initial Teacher Training Programme' Year 13 only	The 'Foundation Level Initial Teacher Training Programme' is designed to provide sixth form students who have an interest in pursuing a career in teaching with an insight and experience of teacher training. It is an excellent 'stepping stone' for students that want to pursue a career in teaching, but ultimately is designed to equip all students with a wide range of skills that will make them better lifelong learners.
EPQ	An EPQ (Extended Project Qualification) is an independent project for which you'll earn a qualification. In addition to your A Levels. It helps to develop research skills, time management and a whole host of other skills that could be very useful at university. An EPQ consists of a 5000-word report on a subject of your choice and a presentation on both the planning and project management of your EPQ, as well as the content of your report. (A top grade in your EPQ is worth the equivalent of half an A-Level (70 UCAS points) which could be invaluable when applying to universities.)
Lamda (15 students)	LAMDA is a qualification recognised by universities and undertaken by the top schools across the globe. LAMDA offers several communication examinations for 'Speaking verse and prose' that aim to support students with the skills for effective oral communication of written word. LAMDA also carries UCAS points
Theology Course	This exciting new course will give you an opportunity to complete an in depth study of Islam and Christianity from a theological viewpoint. You will major on one faith; Islam or Christianity studying the main points of its history and beliefs, including a practical placement in the local faith community in an area of interest to you. The Christian and Muslim units of work will be led by two experienced and qualified staff. There is also an opportunity to link the course to an EPQ Project giving UCAS points upon completion. The course could also involve a possible visit to the Holy Land.



A-levels

A Level Biology



BROADWAY ACADEMY
SIXTH FORM

Exam Board AQA
Course code 7401/7402

Description

Biology A-level will give you the skills to make connections and associations with all living things around you. Biology literally means the study of life and if that's not important, what is? Being such a broad topic, you're bound to find a specific area of interest, plus it opens the door to a fantastic range of interesting careers.

In Year 12 students study for an AS-Level in Biology. This is comprised of four units which are assessed through 2 examinations (each 1 hour 30 minutes long) in May/June of that year. Depending on their performance in the AS-exams, students will continue to study for the A-Level in Year 13. The A-level consists of the 4 units studied at AS plus 4 more units from year 13, all of which are assessed through 3 exams (each 2 hours long) at the end of Year 13. There is no course work on this course; however performance during practical work is assessed. At least 15% of the marks in the exams for A-level Biology are based on these practical investigations.

Entry Requirements

Grade 6-6 or better in GCSE Combined Science or at least two grade 6s in GCSE Separate Science
Grade 6 or better in GCSE English Language
Grade 5 or better in GCSE Mathematics

Course content

AS and first year of A-level

1. Biological molecules
2. Cells
3. Organisms exchange substances with the environment
4. Genetic information, variation and relationships between organisms

Second year of A-level

5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

Practical Investigations

Throughout the course a number of practical activities will be carried out including: using microscopes to observe cell division, dissection of animal and plant systems, aseptic technique to study microbial growth, investigation of animal behaviours and distributions of species in the environment.

They will provide the skills and confidence needed to investigate the way living things behave and work. It will also ensure that if you choose to study a Biology-based subject at university, you'll have the practical skills needed to carry out successful experiments in your degree.

Assessment

Year 12 (AS Biology)

Paper 1

- Any content from topics 1–4, including relevant practical skills

written exam: 1 hour 30 minutes (75 marks)

- 50% of AS
- 65 marks: short answer questions
- 10 marks: comprehension question

Paper 2

- Any content from topics 1–4, including relevant practical skills

written exam: 1 hour 30 minutes (75 marks)

- 50% of AS
- 65 marks: short answer questions
- 10 marks: extended response questions

Year 13 (A level Biology)

Paper 1

- Any content from topics 1–4, including relevant practical skills
- written exam: 2 hours (91 marks)

- 35% of A-level
- 76 marks: a mixture of short and long answer questions
- 15 marks: extended response questions

Paper 2

- Any content from topics 5–8, including relevant practical skills
- written exam: 2 hours (91 marks)

- 35% of A-level
- 76 marks: a mixture of short and long answer questions
- 15 marks: comprehension question

Paper 3

- Any content from topics 1–8, including relevant practical skills
- written exam: 2 hours (78 marks)

- 30% of A-level
- Questions
- 38 marks: structured questions, including practical techniques
- 15 marks: critical analysis of given experimental data
- 25 marks: one essay from a choice of two titles

Future opportunities

Possible degree options:

Biology, Psychology, Sport and exercise science, Medicine, Anatomy, Physiology, Pharmacology, Toxicology, Pharmacy

Possible career options:

Doctor, Clinical molecular geneticist, Nature conservation officer, Dentist, Vet, Pharmacologist, Research scientist, Secondary school teacher, Marine biologist

Further information

Ask Mr Nana or Mrs Akram

Find out more at www.aqa.org.uk/science

A Level Business



BROADWAY ACADEMY
SIXTH FORM

Exam Board AQA
Course code 7131/2

Description

This course runs for two years. There is no coursework. You will sit an A/S level exam at the end of year 12, but this will not count towards your final A level grade.

The AS exam consists of 2 papers covering parts of the topics below. There will be a combination of multiple choice questions, short answer questions and longer answer data response and case study questions.
The A level exam consists of 3 papers covering all of the topics below. The type of questions will be the same as for AS level.

Entry Requirements

A good pass (5) in English Language and Maths, plus 4 other GCSEs. Studying GCSE Business is not essential.

Course content

Year 12

An introduction to key business areas: marketing, operations, finance and human resource management. This includes a special focus on decision making – particularly how decisions made in one area can affect the rest of the business.

- Topic 1 – What is business?
- Topic 2 – Managers, leadership and decision making
- Topic 3 – Decision making to improve marketing performance
- Topic 4 – Decision making to improve operational performance
- Topic 5 – Decision making to improve financial performance
- Topic 6 – Decision making to improve human resource performance

Year 13

An investigation of the strategic decisions that all businesses have to make.

- Topic 7 – Analysing the strategic position of a business
- Topic 8 – Choosing the strategic direction
- Topic 9 – Strategic methods: how to pursue strategies
- Topic 10 – Managing strategic change

Assessment

Year 12 (AS)

AS-level assessment consists of two 1 hour 30 minute written exams taken at the end of the year.
Both papers will draw on material from the whole course, and will feature a range of question styles including multiple choice questions, short answer questions, essay questions, data response questions and case studies.
The results of the AS level do NOT count towards the final A level grade.

Year 13 (A Level)

A-level assessment consists of three two hour written exams taken at the end of the year.
Each exam will be worth a third of the A-level. All three papers will draw on material from the whole course, and will feature a range of question styles including multiple choice questions, short answer questions, essay questions, data response questions and case studies.

Future opportunities

A wide variety of areas include:

- banking
- retail
- commerce
- teaching
- administration
- self-employment

Further information

Speak to Mr Mound and/or visit the AQA website.

A Level Chemistry



BROADWAY ACADEMY
SIXTH FORM

Exam Board AQA
Course code 7404/7405

Description

In Year 12 students study for an AS Level in Chemistry with AQA. This involves the study of three units; Physical Chemistry, Inorganic Chemistry and Organic Chemistry which are assessed through examination. Paper 1 and Paper 2 will be examined in May/June on each academic year. All Units are equally weighted.

In Year 13 students study for an A Level in Chemistry with AQA. This involves the study of further three units; Physical Chemistry, Inorganic Chemistry and Organic Chemistry which are assessed through examination. Paper 1, Paper 2 and Paper 3 will be examined in May/June of each academic year.

Entry Requirements

Grade 6-6 or better in GCSE Combined Science or at least two grade 6s in GCSE Separate Science
Grade 6 in GCSE Mathematics
Grade 5 or better in GCSE English Language

Course content

Year 12

Section 1 (Physical Chemistry):
Atomic structure, amount of substance, bonding, Energetics, Kinetics, Equilibria, Redox

Section 2 (Inorganic Chemistry)
Periodicity, Group 2 Alkaline Earth Metals, Group 7 Halogens, relevant practical skills

Section 3 (Organic Chemistry)
Introduction to Organic Chemistry, Alkanes, Halogenoalkanes, Alkenes, Alcohols, Organic Analysis

Year 13

Section 1 (Physical Chemistry):
Thermodynamics, Kinetics, Equilibrium Constant K_p, Electrode Potentials, Acids & Bases

Section 2 (Inorganic Chemistry)
Periodicity, Transition Metals, Reactions of Inorganic Compounds

Section 3 (Organic Chemistry)
Nomenclature & Isomerism, Carbonyl Groups, Aromatic Chemistry, Amines, Polymerisation, Amino Acids, Proteins & DNA, Organic Synthesis, Structure Determination, Chromatography

Assessment

Year 12 (AS Chemistry)

Paper 1

- Physical chemistry (Amount of Substance, Bonding, Energetics, Kinetics, Equilibria)
- Inorganic chemistry (Periodicity, Group 2, Group 7)
- Relevant practical skills

Written exam

- 80 marks (65 marks short and long answer – 15 marks multiple choice)
- 90 minutes
- 50% of AS

Paper 2

- Physical chemistry (Atomic Structure, Amount of Substance, Bonding, Energetics, Equilibria, Redox)
- Organic chemistry (Introduction to organic chemistry, alkanes, halogenoalkanes, alkenes, alcohols, organic analysis)
- Relevant practical skills

Written exam

- 80 marks (65 marks short and long answer – 15 marks multiple choice)
- 90 minutes
- 50% of AS

Year 13 (A Level Chemistry)

Paper 1

- Physical chemistry topics (Atomic Structure, Amount of Substance, Bonding, Energetics, Equilibria, Redox, Thermodynamics, Equilibrium Constant K_p, Electrode Potentials, Acids & Bases)
- Inorganic chemistry (Periodicity, Group 2, Group 7, Properties of Period 3 Elements, Transition Metals and Inorganic Reactions)
- Relevant practical skills

Written exam

- 105 marks (short and long answer questions)
- 2 hours
- 35% of A Level

Paper 2

- Physical chemistry topics (Amount of Substance, Bonding, Energetics, Kinetics, Equilibria)
- Organic chemistry (Introduction to organic chemistry, alkanes, halogenoalkanes, alkenes, alcohols, organic analysis)
- Relevant practical skills

Written exam

- 105 marks (short and long answer questions)
- 2 hours
- 35% of A Level

Paper 3

- Any content
- Any practical skills

Written exam

- 90 marks (65 marks short and long answer – 30 marks multiple choice)
- 90 minutes
- 30% of AS

Future opportunities

What can I do with Chemistry?

Pharmacy
Medicine
Environmental Studies
Food Chemistry
Geochemistry
Chemical Engineering

Biomedical Science
Chemistry
Biochemistry
Physical Chemistry
Forensic Chemistry
Materials Science

Further information

Ask Mr S Ahmed or Miss S Yunus @ Broadway Academy

Visit www.aqa.org.uk OR www.s-cool.co.uk/a-level/chemistry

A Level English Literature



BROADWAY ACADEMY
SIXTH FORM

Exam Board AQA
Course code 7711, 7712

Description

Does art imitate life or does life imitate art?

The Literature course gives you the opportunity to explore the connections between society and the literature which reflects, critiques and influences that society.

The specification aims to develop your understanding of both English Language and Literature drawing on your experiences at GCSE as well as offering a meaningful foundation for the study of English and other academic subjects beyond GCE level.

During the course you will examine a number of different historical periods and their texts. You will also engage critically with texts, exploring the texts through different philosophical and sociological critical perspectives. For example Feminism, Marxism, Freudism. All your studies will be firmly rooted in your ability to analyse and explore language and it's meanings. This is a great course for anyone who enjoyed English at GCSE.

Entry Requirements

6 in Language and 7 in Literature

Course content

This specification promotes as wide a choice of texts for you and your students as possible within a clear and helpful framework. The requirement in the subject criteria for students to study a minimum of four texts from particular genres and periods has been organised as follows:

Year 12

One drama text	A Shakespeare play from set list (pre-1900)
One poetry text	From set list
Two prose texts	From set list

Year 13

Love through the ages	A	One core set text	One drama text	Shakespeare
	B	Two comparative set texts	One poetry and one prose text	One must be written pre-1900
Texts in shared contexts	A	One core set text	One drama, one poetry and one prose text	One must be written post-2000
	B	Two comparative set texts		
Texts across time		Two independently chosen texts	Choice of genre	One must be written pre-1900

Year 12 (AS)

Paper 1: Love through the ages: Shakespeare and Poetry.

Study of two texts: one Shakespeare play and one AQA anthology of love poetry through the ages (pre-1900 or post-1900)

Assessed

- written exam: 1 hour 30 minutes
- closed book
- 50 marks
- 50% of AS level

Questions

Section A: Shakespeare. One passage-based question with linked essay (25 marks)

Section B: Poetry. One question on printed poem (25 marks)

Section C: Love through the ages: prose

Study of two prose texts. Examination will include an unseen prose extract

Assessed

- written exam: 1 hour 30 minutes
- open book
- 50 marks
- 50% of AS level

Questions

Section A: Unseen prose. One compulsory question on unseen prose extract (25 marks)

Section B: Comparing prose texts. One comparative question on two prose texts (25 marks)

Year 13 (A Level)

Paper 1: Love through the ages

Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play. Examination will include two unseen poems

Assessed

- written exam: 3 hours
- open book in Section C only
- 75 marks
- 40% of A-level

Questions

Section A: Shakespeare: one passage-based question with linked essay (25 marks)

Section B: Unseen poetry: compulsory essay question on two unseen poems (25 marks)

Section C: Comparing texts: one essay question linking two texts (25 marks)

Paper 2: Texts in shared contexts 2: Texts in shared contexts

Choice of two options:

Option 2A: WW1 and its aftermath

Option 2B: Modern times: literature from 1945 to the present day

Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000

Examination will include an unseen prose extract

Assessed

- written exam: 2 hours 30 minutes
- open book
- 75 marks
- 40% of A-level

Questions

Section A: Set texts. One essay question on set text (25 marks)

Section B: Contextual linking

- one compulsory question on an unseen extract (25 marks)

Paper 3: Non-exam assessment: Independent critical study: texts across time

Comparative critical study of two texts, at least one of which must have been written pre-1900

One extended essay (2500 words) and a bibliography

Assessed

- 50 marks
- 20% of A-level
- assessed by teachers
- moderated by AQA

Assessment

Future opportunities

Students can use this course to support many different career paths, for example, Teaching, Journalism, Media, Drama, Education, Business or Law. Universities will always value the critical thinking and communication skills that A level English promotes, therefore English is a valuable academic option irrespective of the course students choose to study at degree level.

Further information

Feel free to speak with your English teachers for further information

A Level Geography

Exam Board AQA
Course code 7036/7037



BROADWAY ACADEMY
SIXTH FORM

Description

In the words of Michael Palin, 'Geography is the subject which holds the key to our future'. In today's natural and political climate, there has never been a better, nor important time to study Geography. This course takes students far further into understanding the wonderful world we call home and encourages students to critique current theories to forge a brighter future for all.

Being the most multidisciplinary subject, students will develop knowledge and skills of a variety of case-studies and the inherent connections between them. From deforestation in the Malaysian rainforest to the gentrification of downtown Detroit; students will develop the incredibly valuable skills needed to work across the social and physical sciences. A special set of skills, employers are crying out for.

Students begin studying an AS-level in Geography in Year 12. The AS-level consists of 3 topics and an independent Geographical investigation of their choice; assessed through 2 examinations. In Year 13, 3 more topics are introduced, and the Geographical investigation extended. The A-level is then assessed through 2 exams (each worth 40% of A-level), incorporating all taught topics and the extended Geographical investigation as coursework (20% of A-level).

Entry Requirements

5 GCSE's at grade 4 or above. Grade 5 or above in English, Science and Geography.

Course content

Year 12

Topic 1: Water and Carbon Cycles (Physical Geography)

Water cycle processes and changes, Carbon Cycle processes and changes, Impacts on Earth's climate system, Geographical skills, Case studies: Malaysian Rainforest and River Exe.

Topic 2: Contemporary Urban Environments (Human Geography)

Urbanisation, Urban forms, Issues with urbanisation, Urban Climate, Urban Drainage, Urban waste, Sustainable urban environments, Geographical skills, Case studies: Rio- an Olympic city and London- an Olympic City.

Topic 3: Changing Places (Human Geography)

Nature and importance of place, Relationship and place representation, Geographical skills, Case studies: Birmingham and Detroit.

Independent Geographical investigation (Physical or Human Geography)

A geographical investigation of their choice to be carried out by the student over the course of 4 days and written up as a geographical report.

Year 13

Topic 4: Coastal Systems and Landscapes (Physical Geography)

Coasts as systems, Coastal geomorphology, Coastal landscape development, Coastal management, Geographical skills, Case studies: Jurassic Coast and Azores Islands.

Topic 5: Global Systems and Global Governance (Human Geography)

Globalisation, Political Geography, International trade, Global Governance, 'Global Commons', Geographical skills, Case studies: Antarctica as a global common.

Topic 6: Ecosystems under stress (Physical Geography)

Ecosystem sustainability, Ecosystem processes, Biome Geography, UK ecosystem succession, Marine ecology, Geographical skills, Case studies: Ex-moor National Park and Wicken Fen, Cambridgeshire.

Assessment

Year 12 (AS)

Paper 1

Section A: Water and Carbon cycles

Section B: Contemporary Urban Environments
Geographical Skills

Written exam

1 hour 30 minutes

80 marks (40 marks section A and 40 marks section B)
50% of AS

Paper 2

Section A: Changing Places

Section B: Geography Fieldwork investigation
Geographical Skills

Written exam

1 hour 30 minutes

80 marks (40 marks section A and 40 marks section B)
50% of AS

Year 13 (A Level)

Paper 1- Physical Geography

Section A: Water and Carbon Cycles

Section B: Coastal Systems and Landscapes

Section C: Ecosystems Under Stress

Geographical Skills

Written exam

2 hour 30 minutes

120 marks (36 marks section A, 36 marks section B and 48 marks section C)
40% of A-Level

Paper 2- Human Geography

Section A: Global Systems and Global Governance

Section B: Changing Places

Section C: Contemporary Urban Environments

Geographical Skills

Written exam

2 hour 30 minutes

120 marks (36 marks section A, 36 marks section B and 48 marks section C)
40% of A-Level

Geographical Fieldwork Investigation

Coursework

3,000-4,000 words

60 marks

20% of A-level

Marked by teachers and moderated by AQA

Future opportunities

Degree options:

Geography, Marine science, Zoology, Environmental Science, Economics, Politics, Urban Planning, Engineering, Geology, Biology, International relations, Meteorology, Volcanology, Ecology, International development

Non-degree options:

Higher apprenticeships with organisations including: National Grid, Jaguar Landrover and Aecom

Career options:

Environmental consultant, Urban Planner, Architect, Financial consultant, Geographical information systems officer, Ecologist, Geologist, Teacher, Land surveyor, International development worker, Transport planner, Conservationist, Logistics manager, Tourism officer

Further information

See Mr Cockayne or research further at:

www.aqa.org.uk/subjects/geography/as-and-a-level

A Level History



BROADWAY ACADEMY
SIXTH FORM

Exam Board AQA
Course code 7041/7042

Description

History is the study of the past. It examines the political, economic, social and cultural issues of different era and cultures. In some ways, the subject is the study of everything!

Of course, in A level History you won't be expected to learn everything from the Battle of Hastings in 1066 to the Cold War, but you will cover enough in breadth and depth to develop a good understanding of events in their historical context, and to develop an historian's approach to the past. "Why was a particular course of action followed?" is a fundamental question underlying the study of history, and its primary purpose is not to judge but to comprehend.

From an intellectual standpoint, A level History is about the acquisition of vital learning skills: you need to be able to read and digest large amounts of information and to pick out what is and is not relevant to the question you are dealing with. History will teach you how to analyse, reflect and to argue clearly in class and in writing.

The rewards are many! The enjoyment and intellectual stimulation you get when you've securely understood the topic are considerable. This is when arguments can be formed and you can involve yourself in the cut-and-thrust of historical debate. Your ideas will be revived or challenged and you are bound to establish new perspectives.

Entry Requirements

Five GCSEs at Grade 4 and above including Maths and English. We prefer a grade 5 in History and/or English but will accept well motivated students with a Grade 4 in either subject. It is not compulsory to have studied GCSE History.

Course content

Year 12:

Unit 1: The Age of the Crusades

- The Crusader states and Outremer, c1071–1149
- The origins of conflict and the First Crusade, c1071–c1099
- The foundation of new states and the Second Crusade, c1099–1149

Unit 2: The Making of Modern Britain

- The Affluent Society, 1951–1964
- The Sixties, 1964–1970
- The end of Post-War Consensus, 1970–1979

Year 13

Unit 1: The Age of the Crusades

- The Muslim Counter-Crusade and Crusader states, 1149–1187
- The Third and Fourth Crusades, 1187–1204

Unit 2: The Making of Modern Britain

- The impact of Thatcherism, 1979–1987
- Towards a new Consensus, 1987–1997
- The Era of New Labour, 1997–2007

Non-Examined Assessment (Coursework) – “To what extent was the British Empire a positive force for change in India, 1857-1967?”

Assessment

Year 12 (AS)

Two Exams each 50% of the total

Unit 1: The Age of the Crusades

Unit 2: The Making of Modern Britain

Year 13 (A Level)

Paper 1: The Age of the Crusades (40%)

One interpretation Question and Two essays 2 hours 30 minutes

Paper 2: The Making of Modern Britain (40%)

One source Question and Two essays: 2 hours and 30 minutes

Paper 3: Non- Examined Assessment (20%)

3,500-4000 word essay.

Future opportunities

History is a subject that is highly regarded by universities and employers as it proves that you are able to think, discuss and evaluate.

It is an excellent preparation for any degree. It particularly prepares students for the following careers:

Legal and medical services
Journalism and publishing
Education and social work
Broadcast, film, video and media sector
Politics
And many more.....

Further information

See Mr Dyson, Miss Ali, Mr Roberts or Mr Carroll

There is also lots of material available via AQA's website at: <https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042>

A Level Law



BROADWAY ACADEMY
SIXTH FORM

Exam Board AQA

Course code 7162

Description

A-level Law develops knowledge and understanding of the English Legal system. The study of Law at A-level enables students to develop their analytical and critical thinking skills. Studying Law develops students' problem solving skills through the application of legal rules, together with an understanding of legal method and reasoning. These skills provide excellent preparation for those students who wish to progress to degree level study or pursue a wide range of careers. The A-level Law specification is designed to encourage and engage students to sustain their interest and enjoyment in law.

Entry Requirements

5 GCSES (6 in English GCSE)

Course content

Year 12

Subject content

1. The nature of law and the English legal system
2. Criminal law
3. Tort

Year 13

Subject content

1. The nature of law and the English legal system
2. Criminal law
3. Tort

Options

4. Law of contract
5. Human rights

Assessment

Year 12 (AS)

Paper 1
Criminal Law

Paper 2
Tort Law

Year 13 (A Level)

Paper 1
Criminal Law

Paper 2
Tort Law

Paper 3
Contract Law

Future opportunities

A successful GCE in Law will enhance your chances of being accepted into university, either to take a law degree, a social science or business degree, or any other course of study. So whether you want a career in the law, or in other areas like education, human resources, finance or business, A Level Law can really open doors for you.

Further information

<https://www.aqa.org.uk/subjects/law>

A Level Maths



BROADWAY ACADEMY
SIXTH FORM

Exam Board AQA
Course code 7357

Description

A-level Maths is a linear exam. The A level qualification will be taken at the end of the 2 years course. Students can study and sit the AS exams at the end of the first year and receive a freestanding qualification. As and A level students can be taught together for the first year. A level Mathematics provides the techniques in Algebra, Geometry, Trigonometry and Calculus that form the fundamental building blocks of the subject.

Entry Requirements

Minimum a good grade 6 at GCSE in mathematics

Course content

Year 12:

Algebra, Coordinate Geometry, Integration, Probability and statistical distribution, Binomial distribution, Kinematics, forces and Newton's laws, Probability, Hypothesis testing, Vectors.

Year 13:

Algebra and functions, Trigonometry, Further differentiation and integration, Numerical methods, Differential equations, Kinematics, Sequences and series, Exponentials and logarithms, Hypothesis testing, Probability, Motion in 2 dimensions, Forces.

Assessment

Year 12 (AS)

Paper 1: Pure Mathematics and Mechanics (1 hour 30 minutes)
Paper2: Pure Mathematics and Statistics (1 hour 30 minutes)

Year 13 (A Level)

Paper 1 (2 hours) Pure Mathematics.
Paper 2 (2 hours) Pure Mathematics and Mechanics.
Paper3: (2hours) .Pure Mathematics and Statistics.

Future opportunities

A-level Maths provides a foundation for further studies in a variety of subjects including Accountancy, Medicine, Finance, Teaching, Science and Engineering.

Further information

Maths department and AQA website

A Level Physics



BROADWAY ACADEMY
SIXTH FORM

Exam Board AQA
Course code 7407/7408

Description

In Year 12 students study for an AS Level in Physics with AQA. This involves the study of five sections, all of are assessed through examination. All sections will be examined in May/June of each academic year. There are two exam papers which are equally weighted.

In Year 13 students study for an A Level in Physics with AQA. This involves the study of three further mandatory sections plus one of five optional sections. There are three exams with different weightings. All papers will be examined in June of each academic year.

Entry Requirements

Grade 6-6 or better in GCSE Combined Science or at least two grade 6s in GCSE Separate Science
Grade 6 or better in GCSE Mathematics
Grade 5 or better in GCSE English Language

Course content

Year 12

Measurements and their errors, particles and radiation, waves and optics, mechanics and materials, electricity.

Year 13

Further mechanics and thermal physics, fields, nuclear physics + one of Astrophysics, medical physics, engineering physics, turning points in physics and electronics.

Assessment

Year 12 (AS Physics)

Paper 1

- Measurements and their errors, particles and radiation, waves and optics, mechanics and materials, electricity.

Written Examination

- 70 marks – short and long form questions split by topic
- 90 minutes
- 50% of the total AS marks

Paper 2

- Measurements and their errors, particles and radiation, waves and optics, mechanics and materials, electricity.

Written Examination

- 70 marks
- Section A: 20 marks short and long form questions on practical skills and data analysis
- Section B: 20 marks short and long form questions from every topic
- Section C: 30 multiple choice questions
- 90 minutes
- 50% of the total AS marks

Year 13 (A2 Physics)

Paper 1

- Measurements and their errors, particles and radiation, waves and optics, mechanics and materials, electricity, periodic motion

Written Examination

- 85 marks – 60 marks short and long form questions and 25 multiple choice questions split by topic
- 2 hours
- 34% of the total A Level marks

Paper 2

- Thermal physics, fields, nuclear physics (assumed knowledge of previous topics)

Written Examination

- 85 marks – 60 marks short and long form questions and 25 multiple choice questions split by topic
- 2 hours
- 34% of the total A Level marks

Paper 3

- Practical skills and data analysis + one of Astrophysics, medical physics, engineering physics, turning points in physics and electronics

Written Examination

- 80 marks
- Section A: 45 marks of long and short form questions of practical experiments and data analysis.
- Section B: 35 marks of short and long form questions on one optional topic
- 32% of the total A-Level marks
- 2 hours

Future opportunities

What can I do with Physics?

Engineering	Air pilot	Medical Physicist
Astronomer	Physics	Air traffic controller
Food Physics		Materials Science
Radiation officer		Nuclear Scientist
Water management		Mathematics
Geo-Physics		Forensic Physics

Further information

Ask Mr P McLaren or Mr I Bulale

Visit www.aqa.org.uk OR www.s-cool.co.uk/a-level/Physics

A Level Psychology



BROADWAY ACADEMY
SIXTH FORM

Exam Board AQA
Course code 7182/1

Description

A level Psychology is a two-year course that looks at many areas of society such as relationships, health, crime and ethics. They use scientific methods and knowledge about human mind and behaviour to help deal with practical problems such as helping people overcome depression, stress, trauma or phobias. What causes aggression? Why do some people have phobias? How does memory work? Why do some people suffer from mental illness? Why do people conform?

Psychology looks at questions like these in the study of the human mind and behaviour. It is a science with innovative research that has real world applications to issues in everyday life, ranging from criminal justice, relationships, medical treatments through to social change.

Entry Requirements

6 GCSE 5-9 Grades including ideally a high grade 5 in both English and Mathematics. Enjoyment of Biology is also desirable.

Course content

Year 12:

Component 1

Introductory topics in Psychology is made up of Social Influence, Memory and Attachments.

Component 2

Psychology in context is made up of Approaches to Psychology, which includes Biopsychology, Research Methods and Psychopathology

Year 13

The Issues and Options Year 2 component includes:

- Topic 1: Relationships
- Topic 2: Schizophrenia
- Topic 3: Forensic Psychology

As well as compulsory components: Biopsychology, Research Methods and Issues and Debates in Psychology.

Assessment

Year 12 (AS)

AS-level is 100% examination. It is made up of 2 x 1 hour 30 minute examinations which are worth 72 marks each. Both papers require multiple choice, short answer and extended writing responses.

Year 13 (A Level)

The A-level is 100% examination. It is made up of 3 x 2 hour examinations which are each worth 96 marks All 3 papers are composed of multiple choice, short answer (ranging between 2-6 marks) and extended writing (up to 16 marks) questions

Paper 1

Involves assessing knowledge within the Introductory knowledge in Psychology component

Paper 2

Assesses Psychology in Context

Paper 3

Assesses the Issues and Options in Psychology component

Future opportunities

Jobs directly related include:

Clinical psychologist, Counselling psychologist, Educational psychologist, Forensic psychologist, Further education teacher, Health psychologist, High intensity therapist, Occupational psychologist, Psychological wellbeing practitioner, Sport and exercise psychologist

Jobs where a qualification would be useful include:

Advice worker, Careers adviser, Chaplain, Counsellor, Detective, Education consultant, Human resources officer, Life coach, Market research, Mediator, Play therapist, Policy officer, Psychotherapist

Further information

See Ms Smith Head of Sixth Form and look at AQA website.

A Level Sociology



BROADWAY ACADEMY
SIXTH FORM

Exam Board AQA
Course code So1

Description

This A Level Sociology course at Broadway Academy will allow candidates to acquire the essential knowledge and understanding of central aspects of sociological thought and methods, together with the application of a range of skills. The Sociology A-level course integrates sociological themes, such as Education, Families and Households, and Crime and Deviance, and beliefs in society and provides appropriate foundation for further study of Sociology and related subjects in higher education. In addition, it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning. Equally, material studied would be useful for candidates intending to pursue careers in the field of Social Sciences.

To Study Sociology A' Level there is no prerequisite that students need to acquire at GCSE. Instead, candidates who have Grade C in English Language or similar attainment at Key Stage 4 will find that those skills will suitably equip them for the study of this specification. No prior learning is necessary for candidates to undertake a course of study based on this specification and will need no previous attainment in this subject.

Entry Requirements

5 GCSEs grade A* - C (including English)

Course content

Year 12 (AS)

Students are expected to be familiar with sociological explanations of the following content:

AS Paper 1: Education with methods in context

- The role and functions of the education system, including its relationship to the economy and to class structure.
- Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.
- Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organization of teaching and learning.
- The significance of educational policies, including policies of selection, marketization and privatization, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education;
- The impact of globalization on educational policy.
- Students must be able to apply sociological research methods to the study of education.

AS Paper 2: Research methods and Topics in Sociology Research Methods

- quantitative and qualitative methods of research; research design sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- the distinction between primary and secondary data, and between quantitative and qualitative data
- the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research

Families and Households

- the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies
- changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures
- gender roles, domestic labour and power relationships within the family in contemporary society
- the nature of childhood, and changes in the status of children in the family and society
- Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

Year 13

Beliefs in Society

- ideology, science and religion, including both Christian and non-Christian religious traditions
- the relationship between social change and social stability, and religious beliefs, practices and organisations
- religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice
- the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices
- The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.

Paper 3: Crime & Deviance with Theory & Methods

- Crime, deviance, social order and social control.
- The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime.
- Globalization and crime in contemporary society; the media and crime; green crime; human rights and state crimes.
- Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

Year 12 (AS)

Paper 1 Education with methods in context – 1 hour 30 minutes written exam

Paper 2 Research methods and topics in Sociology - 1 hour 30 minutes written exam

Year 13 (A Level)

Course Assessment

Paper 1 Education with methods in context – 2 hour written exam (33.3% of total A' Level)

Paper 2 Topics in Sociology - 2 hour written exam (33.3% of total A' Level)

Paper 3 Crime and deviance with theory and methods - 2 hour written exam (33.3% of total A' Level)

Assessment

Future opportunities

Career Opportunities and Progression to University

This might lead to jobs in social services, education, criminal justice, welfare services, government, counselling, charities and the voluntary sector. They include charity fundraiser, community development worker, counsellor, lecturer, housing officer, teacher, probation officer, social researcher, social worker and welfare rights adviser. There are a range of specific abilities and skills associated with the study of sociology, but there are also wider transferable skills that you can develop. The specific skills include ability to judge and evaluate evidence; understanding the complexity and diversity of situations, including organizing themselves; collecting information; making reasoned and logical arguments. Sociology students will also develop a wider set of transferable skills like team-working; verbal communication skills; showing initiative; being able to work in a way that is supportive of equality and diversity in the workplace

Ask Miss Daley

Further information

Websites: www.aqa.org.uk - exam board information
www.sociology.net.uk
www.sociology.org.uk - Student friendly website
www.britisoc.co.uk - The British Sociological Association

The websites above will show you everything you could wish to know with links to other valuable sociological websites.

A Level Religious Studies



BROADWAY ACADEMY
SIXTH FORM

Exam Board
Course code

WJEC/Eduqas

Description

Studying RE is an opportunity to engage intellectually with the world in which we live. **What dictates the decisions we make? Is there a God and can we prove His existence? Can God be transcendent and immanent?** You will have the chance to study a world religion, philosophy and ethics. RE at Broadway is one of the best performing subjects which is 'suitable preparation for university' as suggested by the Russell Groups of top universities.

RE is interesting, engaging and will make you think deeply about controversial issues which have been discussed by famous philosophers for centuries, such as Descartes and Gaunilo. If you want your perception of the world to be challenged then RE is the subject for you!

The course aims to cover the content of the Specification with examination preparation from the start. The accompanied resources/text books aim to help you get through the course whilst at the same time developing some important key skills needed for the examination.

There are clearly defined sections for each of the A01 and A02 areas of the Specification. These are arranged according to the Specification Themes, and use, as far as possible, Specification headings to help you see the content has been covered, for both AS and A Level.

The A01 content is detailed but precise, with the benefit of providing you with references to both religious/philosophical works and to the views of the scholars. The A02 responds to the issues raised in the Specification and provides you with ideas for further debate, to help you develop your own evaluation skills.

Entry Requirements

Grade 6 in English

Course content

Year 12

Islam:

1. Religious Figures and Texts – Jahiliyyah, Hijrah, Qur'an
2. Religious concepts – Tawhid, Risalah, Malaikah and Akhirah
3. Religious Life – Salah, zakah, Hajj, 5 categories of action
4. Religious practices – Masjid, Ashura, Ramadan and Eid.

Philosophy of Religion:

1. Arguments for the existence of God (inductive) – Aquinas, Craig, Paley, Tennant, Hume.
2. Arguments for the existence of God (deductive) – St Anselm, Descartes, Malcolm, Gaunilo
3. Problem of evil and suffering – Epicurus, Mackie, Rowe, Augustine, Iraneaus
4. Religious Experience – nature, mystical

Religion and Ethics:

1. Ethical thought – Divine command theory, virtue theory, ethical egoism
2. Aquinas Natural Law
3. Situation Ethics – Joseph Fletcher
4. Utilitarianism – Bentham, Mills.

Year 13

Paper 1: Study of Islam: (A120UB0-1)

Paper 2: Philosophy of Religion (A120U20-1)

Paper 3: Religion and Ethics: (A120U30-1)

Assessment

Year 12 (AS)

Paper 1: Islam
1 hour 30 minutes written exam
33.3%

Paper 2: Philosophy of Religion
1 hour 30 minutes written exam
33.3%

Paper 3: Religion and Ethics
1 hour 30 minutes written exam
33.3%

Year 13 (A Level)

Paper 1
Option B: Study of Islam: (A120UB0-1)
2 hour written exam
33.3%

Paper 2
Philosophy of Religion (A120U20-1)
2 hour minutes written exam
33.3%

Paper 3
Religion and Ethics: (A120U30-1)
2 hour minutes written exam
33.3%

Future opportunities

RS Philosophy, Ethics and Religion is highly regarded by universities and employers as it proves that you are able to think, discuss and evaluate.

It is an excellent preparation for any degree.

It particularly prepares students for the following careers:

Legal and medical services
Journalism and publishing
Education and social work
Broadcast, film, video and media sector
Politics
And many more.....

Further information

Speak to any of the following staff in the RE department:

Mrs. P. Mann
Mrs. A. Khan
Ms. S. Hussain
Mr. A. Khan
Ms. J. Godsil



BTEC

Level 3 Extended Certificate in Applied Business



BROADWAY ACADEMY
SIXTH FORM

Exam Board AQA
Course code 1830

Description

Applied Business focuses on four key themes: people, markets, finance and operational delivery. Each unit addresses aspects of these themes to ensure coherent learning.

Learners cover topics including:

- the role of finance in planning an enterprise, analysing and making financial decisions
- how organisations use human, physical and financial resources to achieve goals
- enterprising behaviour and how it encourages entrepreneurial opportunities.

Entry Requirements

A pass (4) in English Language and Maths, plus 4 other GCSEs. Studying GCSE Business is not essential. You also need to have the ability to cope with working under Controlled Assessment conditions over a long period of time.

Course content

Year 12

1 Financial planning and analysis

Learners explore different ways in which enterprises can be owned and financed. Learners will need to understand the issues that enterprises face and will use this information to make business decisions.

External Examination.

2 Business dynamics

Learners investigate factors contributing to the success of businesses, focussing on the role of managers, supervisors and employees. They consider how businesses organise themselves and will analyse and evaluate the effectiveness of these organisational structures.

Internally centre assessed – completed under controlled assessment conditions

3 Entrepreneurial opportunities

Learners develop an understanding of entrepreneurial opportunities and investigate how individuals can exploit these through personal enterprise. They consider opportunities for personal enterprise for a given context and propose marketing and operations activities to take advantage of entrepreneurial opportunities.

External assignment – set and marked by the exam board and completed under controlled assessment conditions

Year 13

4 Managing and leading people

Learners explore how organisations operate in a changing environment. Themes include leadership, how employees and managers interact in the workplace and the impact of organisational structures on how managers and employees work.

External examination

5 Developing a business proposal

Learners develop, present and evaluate a business proposal. The business proposal will require human resources beyond those provided by the learner. Learners will develop and present their proposal to funding providers.

Internally centre assessed - completed under controlled assessment conditions

There is also one more optional internally assessed unit that needs to be completed in year13.

Successful candidates are awarded a pass, merit or distinction which are equivalent to an E, C or A.

See above. The units are graded Pass, Merit or Distinction.

Assessment

The overall qualification is graded as P, M, D, D*
Learners must pass each unit in order to pass the qualification.

The learner is allowed one re-sit/re-take for each unit in the qualification.

Future opportunities

A wide variety of areas include:

- banking
- retail
- commerce
- teaching
- administration
- self-employment

Further information

Speak to Mr Mound or Ms Hesson and/or visit the AQA website.

BTEC Level 3 National Extended Certificate in Applied Psychology



BROADWAY ACADEMY
SIXTH FORM

Exam Board Pearson
Course code 603/3058/2

Description

Psychology is the scientific study of human mind and behaviour. In Unit 1, you will explore four key approaches in psychology – social, cognitive, learning and biological – and develop an understanding of how psychological research and concepts can explain gender, aggression and consumer behaviour. In Unit 2, you will develop knowledge, understanding and skills in the scientific process and in psychological research methodology through their own psychological research project. In Unit 3, you will explore psychological approaches, theories and studies related to lifestyle choices, unhealthy behaviours and behavioural change, linking them to their specific contexts. In Unit 4, you will EITHER explore the different theories used to explain criminal behaviour and the application of criminal and forensic psychology in the criminal justice system OR develop knowledge of psychopathology, types and characteristics of mental disorders and approaches to treatment, and the role of professionals in supporting and promoting mental health.

Entry Requirements

Course content

Year 12:

Unit 1: Psychological Approaches and Applications
Unit 2: Conducting Psychological Research

Year 13:

Unit 3: Health Psychology
Unit 4: Psychopathology OR Criminal and Forensic Psychology

Assessment

Year 12

Externally marked exam - Unit 1: Psychological Approaches and Applications
Internally marked coursework – Unit 2: Conducting Psychological Research

Year 13

Externally marked exam – Unit 3: Health Psychology
Internally marked coursework – Unit 4: Psychopathology OR Criminal and Forensic Psychology

Future opportunities

If you study psychology, you will be able to hone your analytical and organisational skills and learn about scientific research methods, including collecting and working with data. Learning about human behaviour can also help to build your communication skills and improve your teamwork and leadership skills. Psychologists can work in social care, mental health, education, business, research and sports

Further information

The Pearson BTEC Level 3 National Extended Certificate in Applied Psychology is intended to be an Applied General qualification for post-16 learners wanting to continue their education through applied learning, and who aim to progress to higher education and ultimately to employment, possibly in the applied psychology sector. The qualification is equivalent in size to one A Level and it has been designed as one third of a typical study programme, normally alongside A Levels or other applied general qualifications at Level 3. The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education.

BTEC Level 3 National Diploma in Applied Science



BROADWAY ACADEMY
SIXTH FORM

Exam Board

Course code 31627H

Description

The BTEC Applied Science is an Edexcel vocational course which involves the study of 8 units in total. It is most suited for students who enjoy Science but do not want to specialise in totally in one area and it carries UCAS points.

The six mandatory units and two optional units consist of four assignments (internal), two exam exams and one synoptic exam (External). These assignments are in form of written essays, practical investigation and presentations. Once submitted the assignment is marked and graded within 10 days of submission.

Entry

Requirements

Students must have minimum 5-5 in Science and 4 in Maths and English.

Course content

Unit 1: Principles and Applications of Science (exam)

The aim of this unit is to enable learners to develop understanding of key science concepts in biology, chemistry and physics.

This unit will be assessed through a written exam worth 90 marks, which is set and marked by Pearson. Each exam will last 40 minutes. The papers (Biology, chemistry, Physics) are worth 30 marks each.

The paper will include a range of question types, including multiple choice, calculations, short answer and open response. These question types will assess discrete knowledge and understanding of the content in this unit. The assessment availability is January and May/June each year.

Unit 2: Practical and Scientific Procedures and Techniques (assignment)

The aim of this unit is to enable learners to gain the knowledge and skills to use a range of practical techniques. Learners will be introduced to quantitative laboratory techniques, calibration, chromatography, calorimetry and laboratory safety, which are relevant to the chemical and life science industries.

Unit 3: Scientific investigation skills(internal exam)

Learners will cover the stages involved and the skills needed in planning a scientific investigation: how to record, interpret, draw scientific conclusions and evaluate. This unit will be assessed through a written task book (Part B) worth 60 marks. The task is set and marked by Pearson and will be completed in one sitting, within a supervised assessment period of one week. The assessment task will assess learners' ability to plan, record, process, analyse and evaluate scientific findings, using primary and secondary information/data.

In order to complete the written task, learners will need to obtain results/observations from a practical investigation. Pearson will release teacher/technician notes and guidance to centres to enable sufficient time for resource and trialling of the practical investigation.

Unit 4: laboratory techniques and their application (assignment)

Learners are required to investigate scientific organisations, to understand the importance of health and safety and relevant legislation. They will explore techniques for preparing and testing and organic liquid and an organic solid. Learners will also need to demonstrate how scientific information may be stored and communicated in a workplace laboratory.

Unit 5: Principles and Applications of Science II (exam)

The aim of this unit is to enable learners to develop understanding of key science concepts in biology, chemistry and physics.

This unit will be assessed through a written exam worth 120 marks, which is set and marked by Pearson. The exam will last over two days. The papers (Biology, Chemistry, Physics) are each worth 40 marks.

The paper will include a range of question types, including multiple choice, calculations, short answer and open response. These question types will assess discrete knowledge and understanding of the content in this unit. The assessment availability is January and May/June each year.

Unit 6: Investigative project (assignment)

Learners will research, plan and carry out and review an investigative project chosen in collaboration with their teacher/tutor. Learners must select a relevant area of study linked to chemistry, physics or biology, or a combination of different fields. Learners will use key HSW concepts to research and explain their results and producing an evaluation.

Unit 8: Physiology of human body systems (assignment)

Learners will focus on the physiological make up of three human body systems (musculoskeletal, lymphatic and digestive), how the systems function and what occurs during dysfunction. Learners will research various systems in the body making reference to the treatments and physiological reasoning.

Unit 11: Genetics and genetic engineering (assignment)

Learners will investigate the mechanisms of cell division and carry out research to explain how the behaviour of chromosomes during cell division relates to variation. There will be an opportunity to demonstrate and expand your knowledge of genetics and variation, to include how genes control the characteristics of living organisms by synthesising proteins using nucleic acids as a code.

Assessment

The highly practical nature of this unit requires that a significant part of this assessment involves records of learners' practical activities. There should be evidence of tutor observation of the key chemical techniques used. This could take the form of a witness testimony; checklist and commentary sheet; comments on a general feedback sheet; or indeed, annotations on learners' own records of their activities.

Criteria	Equivalent AS Grade
DISTINCTION*	A*
DISTINCTION	A
MERIT	C
PASS	E

Future opportunities

Biological Sciences	Biomedical Science
Forensic Science	Drug research
Environmental Studies	Biochemistry
Food Chemistry	Science Technician
Science research	

Further information

Contact:

Mr S Ahmed OR Mrs R Akram

Visit:

www.edexcel.org.uk OR <http://qualifications.pearson.com/en/qualifications/btec-nationals/applied-science-2016.html>

BTEC Level 3 National Extended Certificate in Applied Science



BROADWAY ACADEMY
SIXTH FORM

Exam Board

Course code 31617H

Description

The BTEC Applied Science is an Edexcel vocational course which involves the study of two mandatory units in Year 12 and two units in Year 13. It is most suited for students who enjoy Science but do not want to specialise in totally in one area and it carries UCAS points.

The three mandatory units and one optional unit consist of two assignments (internal), one exam and synoptic exam (External). These assignments are in form of written essays, practical investigation and presentations. Once submitted the assignment is marked and graded within 10 days of submission.

Entry Requirements

Students must have minimum 5-5 in Science and 4 in Maths and English.

Course content

Unit 1: Principles and Applications of Science (exam)

The aim of this unit is to enable learners to develop understanding of key science concepts in biology, chemistry and physics. This unit will be assessed through a written exam worth 90 marks, which is set and marked by Pearson. Each exam will last 40 minutes. The papers (Biology, chemistry, Physics) are worth 30 marks each. The paper will include a range of question types, including multiple choice, calculations, short answer and open response. These question types will assess discrete knowledge and understanding of the content in this unit. The assessment availability is January and May/June each year. The first assessment availability is May/June 2017.

Unit 2: Practical and Scientific Procedures and Techniques (assignment)

The aim of this unit is to enable learners to gain the knowledge and skills to use a range of practical techniques. Learners will be introduced to quantitative laboratory techniques, calibration, chromatography, calorimetry and laboratory safety, which are relevant to the chemical and life science industries.

Unit 3: Scientific investigation skills(internal exam)

Learners will cover the stages involved and the skills needed in planning a scientific investigation: how to record, interpret, draw scientific conclusions and evaluate. This unit will be assessed through a written task book (Part B) worth 60 marks. The task is set and marked by Pearson and will be completed in one sitting, within a supervised assessment period of one week. The assessment task will assess learners' ability to plan, record, process, analyse and evaluate scientific findings, using primary and secondary information/data. In order to complete the written task, learners will need to obtain results/observations from a practical investigation. Pearson will release teacher/technician notes and guidance to centres to enable sufficient time for resource and trialling of the practical investigation.

Unit 8: Physiology of human body systems

Learners will focus on the physiological make up of three human body systems (musculoskeletal, lymphatic and digestive), how the systems function and what occurs during dysfunction.

Assessment

The highly practical nature of this unit requires that a significant part of this assessment involves records of learners' practical activities. There should be evidence of tutor observation of the key chemical techniques used. This could take the form of a witness testimony; checklist and commentary sheet; comments on a general feedback sheet; or indeed, annotations on learners' own records of their activities.

Criteria	Equivalent AS Grade
DISTINCTION*	A*
DISTINCTION	A
MERIT	C
PASS	E

Future opportunities

Biological Sciences
Forensic Science
Environmental Studies
Food Chemistry
Science research

Biomedical Science
Drug research
Biochemistry
Science Technician

Further information

Contact:

Mr S Ahmed OR Mrs R Akram

Visit:

www.edexcel.org.uk OR <http://qualifications.pearson.com/en/qualifications/btec-nationals/applied-science-2016.html>

BTEC Level 3 National Extended Certificate in Art and Design



BROADWAY ACADEMY
SIXTH FORM

Exam Board PEARSON
Course code 601/7228/9

Description

The qualification gives a coherent introduction to the study of art and design at this level. Learners develop art and design projects and gain an understanding of the creative process. They study visual recording and communication, critical analysis and production skills to produce art and design outcomes. The qualification is designed for post-16 learners who aim to progress to higher education and ultimately to employment, possibly in the creative industries, as part of a programme of study alongside other BTEC Nationals or A Levels.

Entry Requirements

GCSE Art and Design grade 5 or above.

Course content

360 GLH (480 TQT) Equivalent in size to one A Level.

4 units of which 3 are mandatory and 2 are external.
Mandatory content (83%).
External assessment (58%).

Assessment

Over the two year course you will study:

- 1 Visual Recording and Communication- 120 GLH
- 2 Critical and Contextual Studies in Art and Design- 90 GLH
- 3 The Creative Process- 90 GLH

There will then be a choice of subjects to choose from to study further worth 60 GLH

Future opportunities

You could continue to pursue training and a career in the following fields of work: architect, graphic designer, product designer, fashion designer, textiles print designer, furniture designer, art teacher, jewellery designer, photographer, print maker, theatre designer, interior designer, landscape architect, fine artist etc.

Further information

Please see your teacher if you have any further questions regarding this course.

Level 3 Diploma in Criminology



BROADWAY ACADEMY
SIXTH FORM

Exam Board WJEC
Course code 601/6248/X

Description

The WJEC Level 3 Diploma in Criminology is an Applied General Qualification. This means that each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. Students are required to look at causes of crime through the study of published cases in the media and beyond. They are also required to assess and evaluate campaigns that have led to changes in the law and the way society works. This subject draws from Law, Sociology and psychology.

Skills required for independent learning and development. The applied purpose will also allow learners to learn in such a way that they develop:

- a range of generic and transferable skills
- the ability to solve problems
- the skills of project-based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts

All units within the WJEC Level 3 Diploma in Criminology are vocationally relevant to Criminology and the criminal justice section

Entry Requirements

4 GCSE's at Grade 4 or above including Maths or English

Course content

Year 12

Unit 1: In Changing Awareness of Crime, learners develop an understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. Knowing about the wide range of different crimes and the reasons people have for not reporting such crimes provides an understanding of the complexity of behaviours and the social implications of such crimes and criminality.

Unit 2: Criminological Theories enables learners to gain an understanding of why people commit crime, drawing on way they have learned in Unit 1. Learners explore the difference between criminal behaviour and deviance and the theories behind why people commit crime.

Year 13

Unit 3: Crime Scene to Courtroom provides learners with an understanding of the criminal justice system from the moment a crime has been identified to the verdict. They develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

Unit 4: In Crime and Punishment, learners apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

Assessment

Year 12 Certificate

Unit 1: Internal Assessment (December)
WJEC Level 3 Applied Diploma in Criminology has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications Document. The following principles apply to the assessment of each internally assessed unit:

- Units are assessed through summative controlled assessment (available electronically).
- Controls for assessment of each internally assessed unit are provided in a model assignment.

Unit 2: Criminological Theories External assessment (May/June)

Details of the external assessment are as follows:

- 90-minute examination
- total of 75 marks
- three questions on each paper
- short and extended answer questions, based on stimulus material and applied contexts
- each question will have an applied problem-solving scenario
- each paper will assess all learning outcomes and assessment criteria will be sampled in each series

Year 13 Diploma

Unit 3: Unit 3: Crime Scene to Courtroom Internal Assessment (January)
WJEC Level 3 Applied Diploma in Criminology has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications Document. The following principles apply to the assessment of each internally assessed unit:

- Units are assessed through summative controlled assessment (available electronically).
- Controls for assessment of each internally assessed unit are provided in a model assignment.

Unit 4: Crime and Punishment External Assessment (May/June)

Details of the external assessment are as follows:

- 90-minute examination
- total of 75 marks
- three questions on each paper
- short and extended answer questions, based on stimulus material and applied contexts
- each question will have an applied problem-solving scenario
- each paper will assess all learning outcomes and assessment criteria will be sampled in each series

Future opportunities

The WJEC Level 3 Diploma in Criminology has elements of psychology, law and sociology that complement studies in humanities. The main purpose of the qualification is to support access to higher education degree courses, such as:

• BSc Criminology · BA Criminology · BA Criminology and Criminal Justice · BSc (Hons) Criminology and Psychology · LLB (Hons) Law with Criminology · BA (Hons) Criminology and Sociology · BA (Hons) Criminology · BSc (Hons) Psychology and Sociology · BSc Criminology with Law.

The qualification also enables learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the National Probation Service, the Courts and Tribunals Service or the National Offender Management Service

Further information

See Ms Godsil and WJEC Level 3 Diploma in Criminology

BTEC National Diploma/ Certificate in Health and Social Care – Single



BROADWAY ACADEMY
SIXTH FORM

Exam Board PEARSON
Course code HSC

Description

The Pearson BTEC Level 3 National Health and Social Care is designed to provide innovative vocational learning for learners wanting to progress to higher education, an apprenticeship or employment in the health and social care sector. The course runs over two years. The Diploma includes eight units, three of these are externally assessed and the extended certificate is made up of four components. 50% of this qualification is externally assessed, learners will sit one exam in year 12, one exam in year 13 and one controlled assessment. Both qualifications are equivalent to A-levels. The Diploma is equivalent to two and the Extended Certificate is equivalent to one A-Level. This qualification is perfectly suited to someone who wants to work in the health and social care sector as all units will prepare learners for working in health and social care; regulations and legislations regarding the sector will be taught. The combination of mandatory content and optional units means that the qualifications in Health and Social Care can be tailored to suit all sector needs from biomedical sciences to public health, and complementary therapies.

Entry Requirements

Minimum 5 GCSE's . 4 or above including English and Maths

Course content

In the first term students will take part in an induction programme that aims to show an overview of the course and what they will study, study skills including the skills of essay writing and the differences between what is required for a pass, merit or distinction piece of work.

Year 12

Unit 2 – Working in Health and Social Care (External Assessment)

This unit will help learners to understand what it is like to work in the health and social care sector. It covers the responsibilities that workers need to understand and carry out. These include safeguarding individuals with health and social care needs, making sure that personal information is handled properly and preventing discrimination. Learners will need to understand how workers are accountable both to individuals and the regulatory bodies. Learners will learn about working with people with specific needs, including ill health, learning disabilities, physical and sensory disabilities, and the needs of people who occupy different age categories.

Unit 5 – Meeting Individual Care and Support Needs

This unit enables learners to understand the principles and practicalities that underpin the way that care and support meet the needs of individuals.

Year 13

Unit 1 – Human Lifespan Development

This unit is an external assessment that focuses on how people develop and the impact genetics and the environment can have on physical, intellectual, emotional and social development. This focuses on real life stories and case studies where students will develop their analytical and evaluative skills. Health and social care practitioners need to develop a knowledge base for working with people in every stage of their lives, and they need to know how their own experiences relate to health and wellbeing.

Unit 10 – Sociological Perspectives

This unit introduces learners to sociology through developing an understanding of social behaviour, including its origins and the development of cultures, beliefs, and norms that have shaped the way people conduct themselves in everyday life. Learners will need to understand the different sociological concepts and perspectives and their relationship to health and social care practice.

Assessment

External Assessments

Year 12

Unit 2 – Working in Health and Social Care

Year 13

Unit 1 – Human Lifespan Development

The external assessment within the qualification is of units that are critical to the purpose of the qualification. The qualifications designed for progression to higher education include the assessment of knowledge of working in health and social care that is both applied and theoretical. The external assessments ensure a range of theoretical learning experiences.

Future opportunities

Social worker, nurse, speech and language therapist, physiotherapist, radiographer, primary teaching, nursery nurse, occupational therapist, care worker.

Further information

Work experience needs to relate to a health or social care setting as part of the core module Unit 6.

BTEC National Diploma/ Certificate in Health and Social Care – Double



BROADWAY ACADEMY
SIXTH FORM

Exam Board PEARSON
Course code HSC

Description

The Pearson BTEC Level 3 National Health and Social Care is designed to provide innovative vocational learning for learners wanting to progress to higher education, an apprenticeship or employment in the health and social care sector. The course runs over two years. The Diploma includes eight units, three of these are externally assessed and the extended certificate is made up of four components. 50% of this qualification is externally assessed, learners will sit one exam in year 12, one exam in year 13 and one controlled assessment. Both qualifications are equivalent to A-levels. The Diploma is equivalent to two and the Extended Certificate is equivalent to one A-Level. This qualification is perfectly suited to someone who wants to work in the health and social care sector as all units will prepare learners for working in health and social care; regulations and legislations regarding the sector will be taught. The combination of mandatory content and optional units means that the qualifications in Health and Social Care can be tailored to suit all sector needs from biomedical sciences to public health, and complementary therapies.

Entry Requirements

Minimum 5 GCSE's . 4 or above including English and Maths

Course content

In the first term students will take part in an induction programme that aims to show an overview of the course and what they will study, study skills including the skills of essay writing and the differences between what is required for a pass, merit or distinction piece of work. Both groups will study the core units of the course over the duration of the first two years.

Year 12

Unit 2 – Working in Health and Social Care (External Assessment)

This unit will help learners to understand what it is like to work in the health and social care sector. It covers the responsibilities that workers need to understand and carry out. These include safeguarding individuals with health and social care needs, making sure that personal information is handled properly and preventing discrimination. Learners will need to understand how workers are accountable both to individuals and the regulatory bodies. Learners will learn about working with people with specific needs, including ill health, learning disabilities, physical and sensory disabilities, and the needs of people who occupy different age categories.

Unit 5 – Meeting Individual Care and Support Needs

This unit enables learners to understand the principles and practicalities that underpin the way that care and support meet the needs of individuals.

Unit 6 – Work Experience in Health and Social Care

This unit will be delivered in conjunction with students' work experience placement. This will enable them to engage in realistic planning and preparation and will support them to make practical connections with their learning. This unit supports learners to feel confident about their work placements and gain the maximum benefit from the experience.

Unit 7 – Principles of Safe Practice in Health and Social Care

This unit provides learners a thorough understanding of safe working practices, safeguarding procedures and how to respond in emergency situations which is vitally important for workers in all health and social care settings

Year 13

Unit 1 – Human Lifespan Development

This unit is an external assessment that focuses on how people develop and the impact genetics and the environment can have on physical, intellectual, emotional and social development. This focuses on real life stories and case studies where students will develop their analytical and evaluative skills. Health and social care practitioners need to develop a knowledge base for working with people in every stage of their lives, and they need to know how their own experiences relate to health and wellbeing.

Unit 4 - Enquiries into Current Research in Health and Social Care

This is a unit about research methods that allows learners opportunity to carry out some secondary research of their own. It allows them to develop the skills needed to carry out further independent research in higher education.

Unit 8 – Promoting Public Health

This unit has been designed to raise awareness of the importance of promoting and protecting public health for health workers, as well as giving an insight to the benefits for the wider society.

Unit 10 – Sociological Perspectives

This unit introduces learners to sociology through developing an understanding of social behaviour, including its origins and the development of cultures, beliefs, and norms that have shaped the way people conduct themselves in everyday life. Learners will need to understand the different sociological concepts and perspectives and their relationship to health and social care practice.

Assessment

External Assessments

Year 12

Unit 2 – Working in Health and Social Care

Year 13

Unit 1 – Human Lifespan Development

Unit 4 - Enquiries into Current Research in Health and Social Care

The external assessment within the qualification is of units that are critical to the purpose of the qualification. The qualifications designed for progression to higher education include the assessment of knowledge of working in health and social care that is both applied and theoretical. The external assessments ensure a range of theoretical learning experiences.

Future opportunities

Social worker, nurse, speech and language therapist, physiotherapist, radiographer, primary teaching, nursery nurse, occupational therapist, care worker.

Further information

Work experience needs to relate to a health or social care setting as part of the core module Unit 6.

National Level 3 Extended Certificate in Information Technology



BROADWAY ACADEMY
SIXTH FORM

Exam Board Pearson
Course code 601/7575/8

Description

The Pearson BTEC Level 3 National Extended Certificate in Information Technology is an Applied General qualification covering 360 GLH and equivalent in size to one A Level. It is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

Learners will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information.

Entry Requirements

5 GCSEs grades 4-9 including English.

Course content

Year 12

Unit 1: Information Technology Systems
Unit 3: Using Social Media in Business.

Year 13

Unit 2: Creating Systems to Manage Information
Unit 6: Website Development.

Assessment

Unit 1

- Externally Assessed - Written Exam
- 2 Hours

Unit 3

- Internally Assessed - Subject to External Moderation
- Unit 2

Externally Assessed - Supervised Practical Assessment

- 10 Hours

Unit 6

- Internally Assessed - Subject to External Moderation

Future opportunities

When taken alongside other Level 3 qualifications, including BTEC Higher Nationals or A Levels in complementary or contrasting subjects, such as mathematics, physics, science, arts or technology, the qualification gives learners the opportunity to progress to a degree in an information technology discipline or a degree where information technology related skills and knowledge may be advantageous.

This qualification carries UCAS points and is recognised by higher education providers as meeting admission requirements to many relevant courses. As the content is equivalent in size to one A Level, higher education representatives have confirmed that it is appropriate to allow learners to choose their optional units from a wide range so that they can explore their own choice of areas for further study. The qualification supports entry to, for example:

- HND in Business
- BA (Hons) in Computer Arts
- BSc (Hons) in Fashion Buying Management
- BSc (Hons) in Software Development for Animation
- BA (Hons) in Accounting and Finance.

Some university courses may require the achievement of specific units and learners should always check the entry requirements for degree programmes with specific higher education providers.

Further information

For more information about the course, its content and assessment please speak to Miss Parker.

BTEC National Certificate in Performing Arts: Acting



BROADWAY ACADEMY
SIXTH FORM

Exam Board Edexcel
Course code

Description

The Level 3 BTEC's, Certificate and Subsidiary Diploma, in Performing Arts; Acting, are experiential learning based courses taught over one or two years. Units will be based around areas of the Arts from all areas of Acting; Auditioning, Acting styles, Site Specific Performance, Vocal Skills and many more, and will be delivered by specialist teachers. Where possible learners will be able to access and work in professional venues with professional artists. Taught lessons will be based at Broadway Academy in the specialised drama studio, Dr1, and utilize professional quality resources including costume, set props and makeup. These along with dedicated and passionate teaching staff, who have extensive experience both in teaching and performance, allow students to develop their skills to the very highest standards.

Entry Requirements

5 GCSE grades at grade 5 or above including English and Maths. In addition learners must have a grade 6 or above in a related GCSE (Drama) or Merit level at related BTEC. Auditions are held to ascertain the level of commitment and ability in Acting.

Course content

A SAMPLE OF UNITS OF WORK

APPLYING ACTING SKILLS

Looking at different acting styles and situations from improvisation to scripted work, comedy, to planning a Lip dub! We look at different opinions on how theatre should be created and explore our own preferences.

VOCAL SKILLS FOR ACTORS AND DANCERS

This unit focusses on developing the use of our voices in performance. Through work on diction, projection and song, we develop confidence and build to an evening's performance of pieces from popular culture and musical theatre.

Assessment

The units are graded Pass, Merit or Distinction.

The overall qualification is graded as P, M, D, D*

Learners must pass each unit in order to pass the qualification.

The learner is allowed one re-sit/re-take for each unit in the qualification.

Future opportunities

Learners who have completed the course will have a valuable experiential learning qualification which will allow them to pursue further courses at University or enter the professional workspace equipped. Appropriate university courses include BA Acting, BA Arts Education, BEd Performing Arts and many more. Professional work in theatres as performers or stage support will appreciate the experience gained through this course as will casting agents. None of the units offered will contribute to Equity requirements although learners will be encouraged to gain experience that may help them qualify for membership.

Further information

Please contact Mr Kendall or visit the following link

<https://qualifications.pearson.com/en/qualifications/btec-nationals/performing-arts-2016.html>