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# TETTENHALL COLLEGE

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## SIXTH FORM

## COURSE GUIDE

## 2010 ENTRY

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**Tettenhall College**  
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## Studying in the Sixth Form at Tettenhall College

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The Sixth Form is the highlight of a pupil's school career. Two years in the Sixth Form serve as a bridge between school and university and enable students to face the future challenges of higher education with confidence.

At Tettenhall we offer a wide range of academic opportunities. Sixth Formers are able to choose combinations of subjects from twenty options at AS and A level. Excellent teaching is reinforced by structured programmes of independent study and regular assessment.

The Sixth Form Study Centres are equipped with study carrels. A modern library provides an alternative study area and access to around 8,500 volumes and other research material including networked computers with internet access. Café 6 is a bright, modern location where sixth formers can eat lunch or snacks.

Whilst the pursuit of good A Level grades is the core business of the Sixth Form, a sixth former will not derive the full educational benefits of their last two years at school unless they participate fully in other areas of community life. There are endless sporting, cultural and artistic opportunities and sixth formers are encouraged to accept positions of responsibility and to play a positive role in the governance of their school.

Entry to the Sixth Form at Tettenhall is normally conditional upon a minimum of five GCSE passes at Grade C or above.

**It is assumed that pupils presently in Year 11 at Tettenhall will continue into the Sixth Form unless a term's notice of withdrawal is given in writing.**

Sixth Form Academic Scholarships are available and there are also awards for Art, Music and Sport. Internal candidates are eligible for a Sixth Form Academic Scholarship through their performance in the "practice" GCSE examinations held in December. For those entering the Sixth Form from other schools, examinations are held by arrangement with the Headmaster. Candidates may be required to sit papers in those subjects which they are proposing to study at A Level. For further details of all the scholarships and bursaries please contact the Headmaster's office.

Prospective pupils and their parents are welcome to visit the School at any time by appointment. Day visits by prospective pupils are also encouraged. The Sixth-Form Open Evening is scheduled for **7.00p.m. on Tuesday 19<sup>th</sup> January 2010.**

Further information is contained in this booklet but if you have any queries about any aspect of the Sixth Form at Tettenhall please do not hesitate to ask.

**Dr P C Bodkin**  
**Headmaster**

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# Choosing your Subjects

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## **How Many?**

Some pupils may take the opportunity to study four subjects to AS level in the Lower Sixth before narrowing their choice to three A levels in the Upper Sixth. However, three subjects in both Lower and Upper Sixth may be more appropriate in many cases. The passport to virtually all university courses is still three good A level passes and if candidates overstretch themselves there is the possibility that the quality of their grades will suffer.

## **When do I choose?**

Careers interviews take place in the first half of Year 11, but it is best to familiarise yourself with the Careers Library before this. You should discuss your career ideas with your parents or guardian and your tutor, who may refer you to someone with a specialised knowledge of the field you have in mind. Careers staff have information about entry requirements for university courses in your chosen area, and this will help you narrow down your subject choices. After the mock examinations there will be an opportunity to discuss A level options with the relevant heads of department.

## **Which Subjects?**

Both the depth of study and amount of work demanded at AS and A level are significantly higher than at GCSE.

Consequently you will need to commit both time and effort to your studies. Ask yourself these questions:

### ***Will I enjoy the subject?***

You are much more likely to spend the required minimum six hours of study time outside lessons on a subject you are interested in.

### ***Do I need to have studied the subject at GCSE?***

Some subjects do not require this. If in doubt, check with the Head of Department concerned.

### ***Do I need the subject for my career?***

Your careers interview will help you answer this question. Students not currently studying at Tettenhall are also welcome to consult the Careers staff.

### ***Will I get the grades I need?***

Be realistic – you are unlikely to succeed in the A level of a subject you find difficult at GCSE. If the career you have in mind needs grades higher than those you are likely to achieve, talk to the Careers staff or your tutor. They may be able to suggest a career in a related area which is less academically demanding.

### ***Am I choosing a sensible combination?***

Many university courses combine subjects in different ways, for example Engineering with a foreign language. This means that it may not be necessary to follow traditional combinations such as three sciences. If you are unsure of your career choice, it may be preferable to follow a wider course to allow for greater flexibility. If in doubt, discuss your choices with an appropriate member of staff, the Headmaster, the Director of Studies, the Head of Sixth Form or your form tutor.

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# The Sixth Form Curriculum

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## Subjects offered at AS and A level:

Subject	Board	Subject	Board
Art	OCR	History	OCR
Biology	AQA	Information and Communication Technology	AQA
Business Studies	OCR	Law	OCR
Chemistry	AQA	Mathematics	Edexcel
Drama and Theatre Studies	Edexcel	Further Mathematics	Edexcel
Economics	OCR	Music	OCR
Electronics (AS only)	AQA	Sport and Physical Education	AQA
English Literature	OCR	Physics	AQA
French	Edexcel	Psychology (AS only)	WJEC
Geography	AQA	Religious Studies (AS only)	AQA
German	Edexcel		

Overseas students are encouraged to take the IELTS examination, as it is an entry requirement for most British Universities.

Subjects are arranged into groups from which pupils select their options. Timetabling requirements mean that it is not possible for pupils to choose 2 subjects from the same group. Details of the groups can be obtained from the Headmaster.

The move to AS levels at the end of the Lower Sixth means that it is vitally important that pupils work hard throughout this first year. Progress is monitored continuously and reviewed on Assessment Days, which take place twice a year in November and March. For Lower Sixth the first external AS module for some subjects will take place early in January.

If you have any queries or require further information about any of the A level courses, please contact the Head of Department concerned. Details can be found on the individual subject pages.

**Mrs P Jones**  
**Director of Studies**

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## Course Structure and Careers

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Most A Level courses are divided into 4 modules

- AS Level, 2 modules
- A2 Level, 2 modules.

AS levels are designed to be of a standard between GCSE and A level, and they are assessed at the end of the Lower Sixth Year.

Each AS module may be retaken only once, either in January or June of the Upper Sixth Year.

These examinations are awarded points, which universities will consider when offering places to students who apply. AS levels are worth half the equivalent 'A' level points, for example a Grade A 'A' level is worth 120 points, and a Grade A, AS level is worth 60.

During their two years of A level studies, Sixth Formers are given regular talks to encourage them to research Higher Education possibilities, then to prepare and make appropriate applications. A group visit to Aston University, Higher Education Fayre is arranged in the summer term for all members of the Lower Sixth and advice is offered on further individual visits. Other information, such as prospectuses, videos and CD Rom are also available.

Personal Tutors, the Head of Sixth Form, subject teachers as well as Careers advisers help with the filling and checking of UCAS forms, which are now completed on-line. Later on, help and guidance are available for interview technique and in deciding which two offers to return as first and second choices.

In most cases the A level results in August confirm the preferred choices, and help is always available at school if it should be needed at this stage.

**Miss Uttley**  
**Head of Sixth Form**

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# Art and Design

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## Prospects

The World of Art is exciting, lucrative and a large employer of creative and enterprising talent. Everything man-made has a creative hand and mind behind it. Take a look around, there is art, craft and design everywhere.

## The Art School

At Tettenhall College we are fortunate to have a very well-resourced department, where the young enquiring mind can develop and express ideas to the full. Alongside the main Art Studio, the sixth formers have their own room with individual studio spaces being allocated. The department offers students access to the following areas; a photographic darkroom, a ceramics area, a multi-purpose workshop and a well-equipped library and resources room with photocopier and computers.

## The Course

The course is structured around themes, with students being guided through, and taught the various disciplines. The coursework units last approximately 20 weeks, with deadlines and reviews taking place periodically. In the controlled assignments the students are given 8 weeks to prepare for either the 5 hour (AS) or the 15 hour (A2) exams. Students are continually exposed to the work of others, and visits to galleries are an integral part of the course, this assists in opening up new ways of working.

## Access to Course

Most students will have completed a GCSE in Art and Design, however some may be returnees having quit after Year 9. Some of these students may feel that they cannot draw and that art is not for them. Our aim in the department is to instil confidence in the individual and build upon existing strengths. We believe that in art you cannot lose marks, only gain them through trial and error. Appraisal and evaluation are key tools in this development process.

## The Exam Syllabus

From 2008 the AS will move away from the current 3 units to 2, and the A2 will also move from 3 to 2 units

- |                          |                           |
|--------------------------|---------------------------|
| 1. Coursework portfolio  | 3. Personal investigation |
| 2. Controlled assignment | 4. Controlled assignment  |

The qualification is accepted by all Universities. Also all students will create a sizeable portfolio of work which will assist them in any application made to Art College. The department is open seven days a week with the permission of the Head of Art. Students in doubt and considering the course should discuss the option with me.

## Mr R M Leighton, Director of Art

*Mark Leighton, as Director of Art, is qualified with a B.A. Hons in Fine Art and a PGCE in Art and Design Education. He is currently pursuing an MA in Art Practise and Education. He has taught in several schools, an all boys' comprehensive, two independent schools in Cyprus and at Cyprus Polytechnic. Whilst in Cyprus he worked closely with Museums and galleries, being commissioned to produce limited edition prints. He also held several exhibitions whilst abroad. Here in the UK he has exhibited at The Ikon, Birmingham, and at the Birmingham Institute for Art and Design. In addition to his academic responsibility, he is a residential Assistant Housemaster and a coach of various sports.*

# Biology

## Course Structure

The specification aim to encourage students to:

- Develop essential knowledge and understanding of concepts of biology and the skills needed for their use in new and changing situations
- Develop an understanding of scientific methods
- Be aware of advances in technology, including information technology, relevant to biology
- Recognise the value and responsible use of biology in society
- Show knowledge and understanding of the facts, principles and concepts from different areas of biology and to make and use connections between them.

## AS Examinations

Unit One <b>Biology and disease</b>	<b>Unit 1 BIOL1 Biology and disease</b> Examination paper (60 raw marks / 100 UMS) 5 – 7 short answer questions plus 2 longer questions (a short comprehension and a structured question requiring continuous prose). 1 hour 15 minutes 33.3% of the total AS marks 16.7% of the total A Level marks Available in January and June
Unit Two <b>The variety of living organisms</b>	<b>Unit 2 BIOL2 The variety of living organisms</b> Examination paper (85 raw marks / 140 UMS) 7 – 9 short answer questions plus 2 longer questions (1 data handling and 1 assessing analysis and evaluation) 1 hour 45 minutes 46.7% of the total AS marks 23.3% of the total A Level marks Available in January (from 2010) and June
Unit Three <b>Investigative and practical skills</b>	<b>Unit 3 – Internal Assessment Investigative and practical skills in AS Biology</b> <b>Either BIO3T, Centre Marked Route T (50 raw marks/60 UMS)</b> Practical Skills Assessment (PSA – 6 raw marks) Investigative Skills Assignment (ISA – 44 raw marks) <b>Or BIO3X, Externally Marked Route X (50 raw marks/60 UMS)</b> Practical Skills Verification (PSV – teacher verification) Externally Marked Practical Assignment (EMPA – 50 raw marks) 20% of total AS marks 10% of total A Level marks Available in June only

## A2 Examinations

Unit Four <b>Populations and environment</b>	<b>Unit 4 BIOL4 Populations and environment</b> Examination paper (75 raw marks / 100 UMS) 6 – 9 short answer questions plus 2 longer questions involving continuous prose and <i>How Science Works</i> 1 hour 30 minutes 16.7% of the total A Level marks Available in January (from 2010) and June
Unit Five <b>Control in cells and in organisms</b>	<b>Unit 5 BIOL5 Control in cells and in organisms</b> Examination paper (100 raw marks / 140 UMS) 8 – 10 short answer questions plus 2 longer questions (a data-handling question and a synoptic essay - choice of 1 out of 2) 2 hours 15 minutes 23.3% of the total A Level marks Available in June only
Unit Six <b>Investigative and practical skills</b>	<b>Unit 6 – Internal Assessment Investigative and practical skills in A2 Biology</b> <b>Either BIO6T, Centre Marked Route T (50 raw marks/60 UMS)</b> Practical Skills Assessment (PSA – 6 raw marks) Investigative Skills Assignment (ISA – 44 raw marks) <b>Or BIO6X, Externally Marked Route X (50 raw marks/60 UMS)</b> Practical Skills Verification (PSV – teacher verification) Externally Marked Practical Assignment (EMPA – 50 raw marks) 10% of the total A Level marks Available in June only

**P G Evans**  
**Head of Science**

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# Business Studies

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## Course Content

*This A Level course is designed to give Sixth Form students an understanding of the nature and problems of business through an investigation of the principles which govern business decisions and the solution of business problems.*

The coursework element is no longer a requirement!

There is an annual foreign tour for the Lower Sixth (during the second term). Tours have been to Paris and Lille, Brussels, Munich, Barcelona and Budapest.

The number of students who go on to university to study Business related courses is significant.

The course is taught by Dr Mottershead and Mrs Nash. A 100% pass rate has been achieved every year since 2000. Further information may be obtained from Dr Mottershead.

Unit	Level	Name of Unit	Weighting		When sat
			AS	A	
F291	AS	An Introduction to Business	20%	-	Taken in January of Lower 6th
F292	AS	Business Functions	30%	-	Taken at the end of the Lower 6th
		Options (one from):			
F293	A2	Further Marketing	-	20%	January of Upper Sixth
F294	A2	Further Accounting and Finance	-	20%	
F295	A2	Further People in Organisations	-	20%	
F296	A2	Further Operations Management	-	20%	
F297	A2	Business Strategy	-	30%	June of Upper Sixth

## Dr A R Mottershead

### Director of Professional Development and Head of Business Studies and Economics

*He has been teaching at the College since 1974. He gained a Doctorate in Philosophy for his thesis in Criminology at Southampton University. He is a Principal examiner for A level Business Studies and has written textbooks for A and AS level Business Studies in addition to several articles for professional journals.*

*He is a keen sportsman, still playing club cricket and running the 1st XI cricket. When not on the sports field he enjoys building the sets for the school plays.*

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# Chemistry

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## Aims and Objectives

The Chemistry Department aims to provide a coherent, worthwhile educational experience for all pupils through a series of well-designed experimental and practical activities integrated with theory, intended to stimulate pupils' curiosity, interest and enjoyment of the subject.

In addition the Department seeks to enable pupils to acquire sufficient knowledge and understanding to become confident citizens in a technological world, or to provide a sound foundation for further study at University level in courses such as chemistry, medicine, engineering, pharmaceutical and forensic science.

## AQA Modular Specification

To gain AS certification in Chemistry candidates must take three modules. To gain A level certification six modules must be offered.

### Scheme of Assessment

AS Examination Unit 1 - 3

A2 Examination Unit 4 - 6

## Content of Modules

### AS

#### Unit 1: Foundation Chemistry

- Particles, composition of the nucleus, isotopes and use of mass spectrometer
- Calculating the amount of substance
- Ionic, covalent and metallic bonding and intermolecular forces
- The construction of the periodic table
- Organic chemistry
- Alkanes from crude oil

### Assessment

Written Paper	1 hour 15 minutes
Weighting	33% of total AS Level marks 16% of total A Level marks

4-6 short answer questions plus one or two longer structured questions

#### Unit 2: Chemistry in Action

- Collision theory and effect
- Definitions of oxidation and reduction
- Redox properties of halogens and halide ions
- The extraction of Metals
- Haloalkanes and alkenes

### Assessment

Written Paper	1 hour 45 minutes
Weighting	46% of total AS Level marks 23% of total A Level marks

6-8 short answer questions plus two longer questions

### **Unit 3: Investigative and Practical Skills – Internal Assessment**

- Making observations and measurements
- Analysing and evaluating results

#### **Assessment**

Internal Assessment

Weighting                    20% of total AS Level marks  
   10% of total A Level marks

Teacher assessment of practical skills (PSA) 12 marks

Teacher assessment of investigative assignment (ISA) 38 marks

### **A2**

#### **Unit 4: Kinetics, Equilibria and Organic Chemistry**

- Acids and bases
- Nomenclature and Isomerism in organic chemistry
- Compounds containing the carbonyl group
- Amines; base properties and nucleophilic properties
- Polymers
- Organic synthesis and analysis

#### **Assessment**

Written Paper                1 hour 45 minutes

Weighting                    20% of total A Level marks

6-8 short answer questions plus one or two longer structured questions

#### **Unit 5: Energetics, Redox and Inorganic Chemistry**

- Thermodynamics
- Periodicity; reactions of Period 3 elements
- Redox equilibria
- General properties of transition metals

#### **Assessment**

Written Paper                1 hour 45 minutes

Weighting                    20% of total A Level marks

5-7 short answer questions plus two or three longer structured questions

### **Unit 6: Investigative and Practical Skills – Internal Assessment**

- Making observations and measurements
- Analysing and evaluating results

#### **Assessment**

Internal Assessment

Weighting                    10% of total A Level marks

Teacher assessment of practical skills (PSA) 12 marks

Teacher assessment of investigative assignment (ISA) 38 marks

### **Mr R Ellmore, Teacher of Chemistry**

*Robert Ellmore studied Chemistry with Management Studies at London University. He spent ten years working in various industrial sectors as a chemist including pharmaceutical, environmental and manufacturing before gaining a PGCE in secondary science from the University of Gloucester. He enjoys outdoor pursuits and is co-ordinator of the Duke of Edinburgh's Award at Tettenhall College.*

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# Drama and Theatre Studies

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The A Level Drama and Theatre Studies course is highly practical and requires candidates to work cooperatively in small groups. Regular theatre visits will form an important part of the course and candidates will be required to attend whenever possible.

We follow the new Edexcel Specification. The scheme of assessment is as follows:-

## **AS - Unit 1 -Exploration of Drama and Theatre**

Internally assessed coursework 40% of AS (20% of A2)

Two play texts are studied and explored practically from the point of view of a recognised theatre practitioner, a performer, a director and a designer. Candidates produce a set of 'Exploration Notes' in the form of written coursework.

Candidates also produce a theatre evaluation based on a live performance.

## **AS – Unit 2 – Theatre Text in Performance**

Externally assessed performance. 60% of AS (30% of A2)

Candidates perform either a monologue or a duologue from an existing play  
**and**

Candidates take part in a group performance of an interpretation of an existing play.

## **A2 – Unit 3 - Exploration of Dramatic Performance**

Internally assessed coursework 20% of A2

In a group candidates devise and perform a unique and original piece of theatre.

## **A2 – Unit 4 – Theatre in Context**

Externally assessed written examination. (2 hours 30 minutes) 30% of A2

A further set text is studied alongside a prescribed historical period of theatrical development.

Candidates also study and research the original conditions of a play written and performed in the chosen historical period.

Candidates will also see a contemporary live performance of their chosen play.

The exam focuses on responding to a series of questions based on the historical period, the play in both its' original and contemporary performance conditions.

## **Is this course for you?**

You need to have an interest and some experience in performance and the theatre.

A qualification in GCSE Drama/Performance and fluency in spoken English is recommended.

**Miss M D Uttley**  
**Teacher of Drama and English**

*Melanie Uttley was educated at Birmingham University, where she gained a Combined Honours degree in English and French. She then gained a PGCE in English and Drama from Westminster College Oxford. Miss Uttley is the Head of Sixth Form and also teaches English.*

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## Economics

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The specification is part of the OCR Modular A level Scheme, under which an AS course comprises of two modules and an A level course of four modules (the two studied for AS, plus two additional modules). AS and A level candidates all study the topics as laid out below.

Candidates who obtain an AS award in one year may count the same marks towards an A level award the following year.

The A2 is applied economics based on the economic theory taught in the L6th.

There is a European Tour which takes place in the Spring Term in the Lower Sixth. Visits are made to a range of industries in the area. Tours to date have been to Paris, Munich, Prague, Budapest, Brussels and Barcelona.

The course is taught by Dr Mottershead and Mrs Nash. A 100% pass rate has been achieved since 2001. Further information may be gained from Dr Mottershead.

Unit	Level	Name of Unit	Weighting		When sat
			AS	Advanced GCE	
F581	AS	Markets in Action	50%	25%	January of Lower 6th June of Lower 6th
F582	AS	The National and International Economy	50%	25%	
F584	AS	Transport Economics	-	25%	January of Upper 6 <sup>th</sup>
2888	AS	The Global Economy	-	25%	June of Upper 6th

### **Dr A R Mottershead**

#### **Director of Professional Development and Head of Business Studies and Economics**

*He has been teaching at the College since 1974. He gained a Doctorate in Philosophy for his thesis in Criminology at Southampton University. He is a Principal examiner for A level Business Studies and has written textbooks for A and AS level Business Studies in addition to several articles for professional journals.*

*He is a keen sportsman, still playing club cricket and running the 1st XI cricket. When not on the sports field he enjoys building the sets for the school plays.*

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# English Literature

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English Literature at AS and A2.

We follow the OCR English Literature specification.

The course is divided into 4 units, two of which are taken at AS level and two at A2 level.

**The AS level units are:**

1. Poetry and Prose 1800 – 1945
2. Literature post 1900.

In unit 1, you will undertake critical analysis of poetry and analyse a set prose text from the period, with a view to developing a greater understanding of the contexts in which texts are produced, together with the variety of possible interpretations. This unit is assessed by means of a 2 hour examination.

Unit 2 offers you the opportunity to follow areas of individual interest through the study of modern literature, including a work published after 1900. You will be expected to compare texts and shown an awareness of literary critical concepts. This unit is assessed by coursework.

**The A2 units are:**

1. Drama and Poetry pre 1800
2. Texts in Time.

In the first unit the study of Shakespeare is a key focus, but you will be encouraged to compare and contrast texts across the works of 1300 – 1800 authors. This unit is assessed by a 2 hour examination.

Unit 2 encourages you to develop research skills and demonstrate your knowledge and understanding in an extended individual study of literary texts across genres. This unit is assessed by coursework.

The course aims to develop skills of literary analysis through the study of a range of prose, poetry and drama texts. If you enjoy reading and thinking critically about what you have read and are prepared to share and discuss your views with others you will gain a lot from this subject. Teaching is shared between two members of the English department staff. In lessons, students will analyse texts in detail and will be expected to prepare presentations. Other personal study will include extra reading, note-making, and essay writing, in addition to the preparation of coursework

We welcome anyone with a genuine interest in literature, but those with a grade C or below at GCSE may find the course rather demanding. Class sizes vary from year to year, but average around 8.

**Mrs A A Ridyard**  
**Head of English**

*Alison Ridyard was educated at Queen Mary's High School, Walsall, and at Birmingham University, where she gained a degree in English Language and Literature, and a Post Graduate Certificate in Education. She taught briefly in a Birmingham comprehensive school before taking up a post at Tettenhall College, and initially taught German as a second subject. Her main areas of specialisation whilst at university were medieval literature and the Victorian novel.*

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# Geography

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The specification studied at Tettenhall is the AQA Geography. At AS, all candidates will study core human and physical geography. In each area of study candidates will consider the values and attitudes of decision makers, consider their own values and attitudes to the issues being studied and support their learning of ideas through the study of specific case studies. Candidates will also develop a variety of geographical skills, which will broaden and deepen existing knowledge and be employed with a greater degree of independence.

## **Unit 1: Physical and Human Geography**

### **Topic list**

- Rivers, floods and management
- Coastal environments and
- Global population change
- Food supply issues, energy issues and health issues.

### **Assessment**

#### **Externally assessed**

**Written Paper:** 2 hours

**Weighting:** 70% of total AS / 35% A Level marks

Structured short and extended questions.

## **Unit 2: Applied Geography**

### **Topic list**

- Basic, investigative, ICT, graphical, cartographical and statistical skills
- Research skills and the assessment of AS fieldwork

### **Assessment**

#### **Externally assessed**

**Written Paper:** 2 hours

**Weighting:** 30% of total AS / 15% A Level marks

Structured skills and generic research/fieldwork questions.

## **Unit 3: Contemporary Geographical Issues**

### **Topic list**

- Plate tectonics and associated hazards
- Weather and climate and associated hazards
- Challenges facing ecosystems
- World cities – evolution or revolution?
- Development and globalisation
- Contemporary conflicts and challenges.

### **Assessment**

#### **Externally assessed**

**Written Paper:** 2 hours

**Weighting:** 30% of total A Level marks

Structured short and extended questions and an essay.

## **Unit 4: Geography Issue Evaluation**

### **Assessment**

**Externally assessed**

**Written Paper:**

**1 hour 30 minutes**

**Weighting:**

**20% of total A Level marks**

Structured short and extended questions based on an issue evaluation exercise

### **Fieldwork**

Fieldwork is an essential part of the study of Geography. Students have the opportunity to take part in a number of one-day field trips as well as a residential course. During these they will be doing exercises based on the work done at school and also collecting data for use in the coursework project.

### **Mrs R K Samra**

*Raj Samra was educated at Coventry University, where she gained a Bachelor of Science in Geography and Economics. She has been teaching Geography as her specialist subject since gaining her degree.*

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# History

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The A level course specification allows candidates at A2 to build on the period and subject content studied at AS. The AS course is set up in such a way that the study of History at GCSE is not essential to its study at A level. The specification also enables candidates to develop expertise in various skills (general as well as historical) and to acquire and demonstrate knowledge and understanding of the periods studied. The specification we use is that devised by OCR. The A level comprises four modules.

**The modules offered at AS level are as follows:**

## **Russia: Autocracy to Communism 1894-1941**

This module looks at the causes of the Russian revolutions and the take over of Communist power. It looks at the problems encountered by Lenin in his early years, the establishment of Stalin's personal dictatorship and the effectiveness of his economic policies. The course focuses on the development of essay skills, two must be completed in the exam which is sat in the January.

## **Mid-Tudor Crisis 1540-58**

This module looks at the idea of a 'Tudor Crisis' involving the extent and significance of political, religious, economic and social change. This module focuses on source evaluation, the candidates must answer one comparative and one evaluative question; it will be examined in the June.

Those candidates progressing to the A level will take one examined module in the Upper Sixth year together with two pieces of coursework.

**The A2 modules are as follows:**

## **Rebellion and Disorder in England 1485-1603**

This is the synoptic module (studied throughout the course of the Upper sixth year) and deals with themes in history over an extended period, bringing together the skills and knowledge, which have been acquired over the whole course. The theme focuses on the nature and extent of rebellion and disorder in England during this period. The Themes paper will be examined by a one and a half hour paper in the summer term for which the candidates write two essays from a choice of three.

**Coursework.** This consists of two extended 2000 word essays. The coursework is based on the topic of **The Cold War 1941-1956**, in particular, the reasons for collapse of the Grand Alliance and the development of the Cold War as far as 1956. The purpose of the coursework is to allow candidates to display a range of knowledge, understanding and critical assessment skills. The interpretations essay will be based on an examination of a number of historians' interpretations within the context of the candidate's knowledge of the area of debate. The investigations essay will be based on a problem or issue about which there is a variety of views. This is undertaken in the Spring term of the Upper Sixth year and is marked internally.

**Mrs A Y J Jarman**  
**Head of History and Law**

*Mrs Jarman took a single honours degree in History at the University of Southampton and then gained a PGCE in History from the University of Bath. Mrs Jarman also teaches Law.*

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# Information Communications Technology

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The department intends to offer the new AQA A-level ICT course. Its emphasis is firmly on the study of information and the methods by which it is managed, rather than programming and electronics. The first unit of the course involves a considerable amount of practical work, although it is assessed by examination. Unit 4 is assessed via a coursework project that solves a problem for a real end user.

This new specification is designed to encourage candidates to:

- work co-operatively and manage projects
- develop personal learning and thinking skills
- provide quality ICT-based solutions to a range of problems
- develop an awareness of developments in technology.

The modules studied are as follows:

## AS Level

### Unit 1 Practical Problem Solving in the Digital World

25% of the total A level marks

Unit 1 will cover:

- practical use of ICT, identifying, designing, producing, testing, documenting and evaluating solutions
- data entry, storage, output of information
- use of software, current health and safety legislation.

### Unit 2 Living in the Digital World

30% of the total A level marks

Unit 2 will cover:

- ICT systems, their components, uses, users, safety and security
- data and information, data transfer, backup and recovery.

## A2 Level

### Unit 3 The Use of ICT in the Digital World

30% of the total A level marks

Unit 3 will cover:

- developments in technology, information needs of organisations, ICT systems, management of ICT
- developing ICT systems, introducing large ICT systems into organisations
- training and supporting users of ICT systems.

### Unit 4 Coursework: Practical Issues Involved in the Use of ICT in the Digital World

20% of the total A level marks

Unit 4 will cover:

- practical issues involved in managing the use of ICT in organisations
- investigating, analysing and defining requirements
- selecting and using appropriate technologies, designing solutions, methods for testing and installation, documenting and evaluating.

**Mrs D E Spencer**  
**ICT Co-ordinator**

*Mrs Spencer initially worked as a design engineer before taking her teaching degree. She has written the AQA approved text book for this qualification and is involved in scrutinising ICT qualifications for Ofqual (Office of the Qualifications and Examinations Regulator).*

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# Law

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This OCR course provides a grounding in the main principles of English and Welsh law and their development. It enables candidates to develop knowledge, understanding and a critical awareness of the structure, personnel and functions of the English Legal System, and, for Advanced Level, of one area of substantive law.

At **AS Level** the modules are based on areas of knowledge and understanding of the English Legal System.

## 1. The English Legal System:

<ul style="list-style-type: none"><li>• criminal process</li></ul>	<ul style="list-style-type: none"><li>• legal personnel.</li></ul>
<ul style="list-style-type: none"><li>• civil process and alternatives</li></ul>	

**Examination** – 2 hours. Four, two part essays, comprising description, analysis and application of knowledge to a legal scenario.

## 2. Sources of Law:

<ul style="list-style-type: none"><li>• legislation</li></ul>	<ul style="list-style-type: none"><li>• European law</li></ul>
<ul style="list-style-type: none"><li>• statutory interpretation</li></ul>	<ul style="list-style-type: none"><li>• Law reform.</li></ul>
<ul style="list-style-type: none"><li>• judicial precedent</li></ul>	

**Examination** – 1 hour. A three part source based question comprising description, explanation, analysis and application of knowledge to a legal scenario.

Those continuing on to **A2 Law** will study Tort law. Candidates will develop knowledge and understanding of the principles of the law of torts and also develop an appreciation of the nature and scope of the various torts available. The main emphasis of the A2 course is that students are expected to support their knowledge by citation of relevant leading cases and the main provisions of relevant statutes.

### Course content:

<ul style="list-style-type: none"><li>• Negligence</li></ul>	<ul style="list-style-type: none"><li>• Torts connected to land</li></ul>
<ul style="list-style-type: none"><li>• Occupiers' liability</li></ul>	<ul style="list-style-type: none"><li>• Liability for animals</li></ul>
<ul style="list-style-type: none"><li>• Defences</li></ul>	<ul style="list-style-type: none"><li>• Trespass to the person.</li></ul>
<ul style="list-style-type: none"><li>• Vicarious liability</li></ul>	

Examination will be in the summer term, comprising a 2 hour exam with one analytical question and one application of knowledge to a legal scenario.

The special paper comprises the synoptic element of the A level. Students study pre leased materials relevant to a particular area of law (presently negligence); they will also need to employ various aspects of their AS knowledge to fully understand and address the concepts and ideas covered within the documents. Students are examined by a one and a half hour paper in which they answer two application of knowledge questions and one essay question. All questions are compulsory.

There are no special qualifications for candidates wishing to take this course, although a good level of written English is beneficial.

**Mrs A Y J Jarman**  
**Head of History and Law**

*Mrs Jarman took a single honours degree in History at the University of Southampton and then gained a PGCE in History from the University of Bath. Mrs Jarman has been teaching Law as a specialist A level subject for eight years.*

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## **Mathematics / Further Mathematics**

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Mathematics is the most modern and the most ancient of disciplines. For those lucky enough to be able to pass beyond the early stages of learning to more advanced level work there awaits a world of fascination and even beauty. Elsewhere, the knowledge and skills gained are highly valued by employers in industry and commerce.

The advanced level course consists of six modules from the Edexcel examination board. The first three modules are examined during the first year, the other three at the end of the course.

In the first year all students study two modules of Core Mathematics and one of Statistics. In the Upper Sixth all students study two more modules of Core Mathematics and one of Mechanics

Examinations last 1½ hours per module. There is no coursework required in this subject.

### **Further Mathematics**

This extremely demanding course is only for the student with a genuine passion and a real flair for mathematics. Students must be taking A level mathematics and complete additional 3 modules for AS Level and an additional 6 modules for the A Level. It should only be undertaken after full consultation with the Head of Mathematics.

### **Mr Lawrence Head of Mathematics**

*Having completed his Degree and PGCE in Mathematics, Mr Lawrence taught Maths in three schools in the Wolverhampton area. At his last school he was a deputy head teacher for five years before moving to Tettenhall College in September 2002.*

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# Modern Languages

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The Edexcel Advanced Specifications in French, German and Spanish offer students the opportunity to develop highly sought- after linguistic competences in the Foreign language(s) studied as well as familiarising them with the culture and society of the chosen Target language(s). Indeed the importance of languages in the world place is reflected in the increasing range of combined courses offered by top Universities such as French and Law/ Accountancy /IT.

## Outline of the course:

As for GCSE, the four key languages skills continue to form the basis for study at AS and A2 Level and a greater emphasis is put on using the Target language in the Classroom. There are the seven General Topic areas: four at AS and three at A2. Topics explored at AS will vary from *Youth Culture and Concerns* to *Lifestyle, Health and Fitness*, from *The world around us (tourism, Environment etc.)* to *Education and Employment*. At A2, students will revise all of the above and learn about Customs, Traditions & Beliefs, National and International Events or Literature and the Arts.

## Assessment:

This course consists in four Units: two assessed at AS and two at A level.

### At AS

#### **Unit 1: Spoken Expression and Response in the Target Language (8 –10 minutes)**

Students are first required to answer general questions based on a visual stimulus related to the general topic area they have chosen to discuss for the speaking examination. This is followed by a wider discussion on the same topic.

#### **Unit 2: Understanding and Written Response in the Target language (2 hours 30)**

In Section A, students will be required to listen to a range of authentic recorded French-language material and to retrieve and convey information given in the recording by responding to a range of French-language questions.

In section B, students will be required to read authentic French-language printed materials and to retrieve and convey information by responding to a range of mainly French-language test types.

In section C, students will be required to write 200-220 words in the form of a letter, report or article in French based on a short printed French-language stimulus.

No dictionaries are allowed in this examination.

### At A2:

#### **Unit 3: Understanding and Spoken Response in the Target Language (11–13 minutes)**

This test consists in a short presentation in which the student takes a stance on an issue, followed by a general discussion on the issue. The issue chosen to discuss may or may not relate to the Topic Areas covered at As and A2 and will not require specialised factual knowledge or relate to the Target language-language culture.

#### **Unit 4: Research, Understanding and Written Response in the Target Language ( 2 hours 30)**

The paper set for this unit has **three** sections: a short translation exercise ( from English to the Target Language); a discursive or creative essay ( 240-270 words) on one of the topic areas studied; a research-based essay in French (240-270 words) on a book, film or region studied related to the target Country.

		% of AS/A2	% of Advanced GCE
AS Level	Unit 1	30% of AS	15%
	Unit 2	70% of AS	35%
A2 Level	Unit 3	35 % of A2	17.5%
	Unit 4	65% of A2	32.5%

Ms L Teulé, Head of Modern Foreign Languages

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# Music

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Both the AS and A level courses (OCR) are divided into the same areas of study

- Performing
- Composing
- Historical and Analytical Study

## AS Level

**Performing** – A solo recital of between 5 and 8 minutes , a discussion with the examiner about the music and the option of performing on a second instrument or taking part in an ensemble.

**Composing** – Coursework involves writing choral music and instrumental music for between 4 and 10 instruments.

**Historical Study** – a two-hour paper with aural questions, essay and analytical questions on six set pieces from the classical and jazz repertoire.

## A Level

**Performing** – A solo recital of between 12 and 15 minutes and an investigation making a comparison of interpretations of music relevant to the style or genre that is the focus of their recital.

**Composing** – A composition based on a text provided by the exam board or a piece of programme music or a film storyboard and instrumental pieces based on one either of the traditional styles of writing (two-part counterpoint, string quartet writing etc.or a modern style (popular song, serial technique or minimalism).

**Historical and Analytical Study** – A 2½ hour paper with aural questions on recorded extracts, essay questions on historical periods of music history and on changes in musical style.

## Mr I F Wass Director of Music

*The Director of Music, Mr Ian Wass has been at Tettenhall College since 1983 and has built up a high reputation for music performance, both instrumental and choral.*

*At St. John's College, York he won the organ scholarship for three consecutive years, directing and accompanying choirs in many exciting venues.*

*Mr Wass has tutored on many residential courses specializing in singing, and his choirs have performed in both English Cathedrals and abroad. The school regularly provides singers for professional shows at the Grand Theatre. He is also an examiner for A level Music Composition for the OCR awarding body.*

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# Physics

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## AS OUTLINE

At AS, this specification introduces new topics as well as building on previous studies in physics. The AS specification has 3 units:

### Unit 1: Particles, Quantum Phenomena and Electricity

**Written Paper:** 1 hour 15 minutes  
**Weighting:** 20% of total A Level marks

This unit is comprised of 6/7 structured questions. All questions are compulsory. The question paper will have 70 raw marks.

### Unit 2: Mechanics, Materials and Waves

**Written Paper:** 1 hour 15 minutes  
**Weighting:** 20% of total A Level marks

This unit is comprised of 6/7 structured questions. All questions are compulsory. The question paper will have 70 raw marks.

### Unit 3: Centre assessed unit

**Weighting:** 10% of total A Level marks

This unit will involve the centre assessment of practical and investigative skills. There will be 50 raw marks in this unit.

## A2 OUTLINE

At A2, this specification builds on AS physics (A) and includes optional topics. The A2 specification has 3 units:

### Unit 4: Fields and Further Mechanics

**Written Paper:** 1 hour 45 minutes  
**Weighting:** 20% of total A Level marks

This unit is comprised of two sections: Section A will comprise of 25 multiple choice questions and Section B will have 4/5 structured questions. The paper will have 75 raw marks.

### Unit 5: This unit is comprised of two sections

#### Section A: Nuclear and Thermal Physics

#### Section B: Option

**Written Paper:** 1 hour 45 minutes  
**Weighting:** 20% of total A Level marks

This section is comprised of 4/5 structured questions. All questions will be compulsory. There will be 40 raw marks.

## **Section B: Option Units**

Pupils will be entered for one option from:

- Astrophysics, Medical Physics, Applied Physics, Turning Points in Physics.

Each option will have a question paper comprised of 4/5 compulsory structured questions. There will be 35 raw marks.

### **Unit 6: Centre assessed unit**

**Weighting: 10% of total A Level marks**

This unit will involve the centre assessment of practical and investigative skills. There will be 50 raw marks in this unit.

**Mr G Evans**  
**Head of Physics**

*Gordon Evans studied Physics at University College Cardiff, followed by a PGCE at the same college. He then joined the Royal Navy as an Instructor Officer serving at HMS Collingwood, HMS Sultan and HMS Raleigh. On leaving the Royal Navy he taught at Birkenhead School for 4 years before joining Tettenhall in September 2000. He enjoys rugby and cricket along with most other sports.*

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# Sport and Physical Education

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This AQA course sets out to:

- Enable candidates to know about, understand and analyse the major concepts and principles underlying sport and PE
- Encourage the understanding of theoretical principles through practical examples.

## **Course outline / assessment pattern**

At AS level candidates are required to complete units 1 & 2. At A level candidates will add units 3 & 4.

### **Unit 1**

#### **Opportunities for and the effect of leading a healthy and active lifestyle.**

(60% of total AS marks, 30% of total A level, written paper, 2 hours, 84 marks.)

Includes questions on: - physiology, skill acquisition, opportunities for participation and applying theoretical knowledge to a practical situation.

### **Unit 2**

#### **Analysis and evaluation of physical activity as performer and/or in an adopted role/s.**

(40% of total AS marks, 20% of total A level, internal assessment with external moderation, 100 marks.)

Assessment of ability to perform, analyse and evaluate the execution of core skills/techniques in isolation and a structured practice.

Section A – assessment of ability in 2 roles from a choice of 3 (player, coach, official)

Section B – theoretical factors that improve performance.

### **Unit 3**

#### **Optimising performance and evaluating contemporary issues within sport.**

(30% of total A level, written paper, 2 hours, 84 marks)

Section A – how the application of physiological factors can optimise performance.

Section B – how the application of physiological knowledge can optimise performance.

Section C – evaluates contemporary influences in sport and their impact on the performer.

### **Unit 4**

#### **Optimising practical performance in a competitive situation.**

(20% of total A level, internal assessment with external moderation, 120 marks.)

Assessment of ability to perform, analyse and evaluate their own performance of core skills/techniques in a competitive situation as either a player/performer or in an adopted role.

Then identify weaknesses, causes for and corrective measures.

## **Mr J Bullock and Mrs J L Taylor**

*Mrs Taylor has been teaching since 1974 and continues to attend coaching courses. She holds several awards in a number of sports, including a diploma in Sports Psychology. She was recently appointed a 'talent identification selector' for England Netball within South Staffordshire. With Tettenhall College since 1991, she is responsible for Girls' Physical Education and the pastoral care of girls in Years 7 and 8.*

*Mr Bullock completed a Sports Science degree in 1997 then going on to Cambridge University to complete a PGCE in Physical Education. He has taught at two previous schools being Head of Faculty at his last post before joining us in 2006. His role within the College as Head of Physical Education includes the responsibility for all curriculum planning and the delivery of PE and Games from Year 3 through to Year 13.*

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# Electronics AS level

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At AS, this specification will emphasise the skills and processes of Electronics. Pupils will be given the opportunity to develop their constructional and communication skills. The specification reflects up-to-date practice in Electronics and encourages safe practice in using electronic systems.

*The AS specification has 3 units:*

## **Unit 1: Introductory Electronics**

### **Assessment**

**Written Paper:** 1 hour  
**Weighting:** 35% of the total AS Level marks  
17.5% of the total A Level marks

Written Paper – 67 marks, 6 or 7 compulsory questions of varying length.

## **Unit 2: Further Electronics**

### **Assessment**

**Written Paper:** 1 hour  
**Weighting:** 35% of the total AS Level marks  
17.5% of the total A Level marks

Written Paper – 67 marks, 6 or 7 compulsory questions of varying length.

## **Unit 3: Coursework**

### **Practical skills**

Candidates will be expected to:

identify a problem, consider alternative solutions, conduct research into performance parameters, construct, test and modify the system and produce a report of all of the stages of the development. The report produced should detail all of the development and include photographic evidence of the artefact.

### **Assessment**

**Weighting:** 30% of the total AS Level marks  
15% of the total A Level marks

Coursework – 50 marks. Based on the content of AS units 1 and 2.

**Mr G Evans**  
**Head of Physics**

*Gordon Evans studied Physics at University College Cardiff, followed by a PGCE at the same college. He then joined the Royal Navy as an Instructor Officer serving at HMS Collingwood, HMS Sultan and HMS Raleigh. On leaving the Royal Navy he taught at Birkenhead School for 4 years before joining Tettenhall in September 2000. He enjoys rugby and cricket along with most other sports.*

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## Religious Studies AS level

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Religious Studies is offered initially as an AS option. The qualification can be used as a progression to study at A2 or alternatively to supplement subject options in science, the arts or humanities. The areas of study will draw on other subject knowledge as well as current affairs and topical issues. They will be relevant to a wide range of courses and careers including business, law and medicine.

The course is divided into 2 Modules. Each module is assessed by a 90 minute written examination. There is no coursework.

**Religion and Ethics.** This module gives students the opportunity to study different ethical principles and apply these to contemporary ethical issues. Ethics is concerned with the debate over what we should do rather than what we can do. Students will learn how to assess different viewpoints and develop their skills in producing coherent written arguments in essay form.

Topics

1. Utilitarian Ethics – Theory and practical application to debates about Just War
2. Situation Ethics – Theory and practical application to debates about Genetic Engineering
3. Nature and value of Human Life – Matters relating to Freewill, Equality and Quality of Life
4. Abortion and Euthanasia – Detailed study of the issues and alternative ethical responses

**Religion, Philosophy and Science.** This module gives students the opportunity to study the relationship between Religion and Science. Questions about areas of conflict and agreement will be studied as well as issues relating to ultimate questions about the nature of the world in which we live. Students will learn how to take a balanced viewpoint through knowledge and understanding of both fundamentalist and compatibilist positions.

Topics

1. Miracles – Arguments for and against events which appear to be supernatural
2. Creation – Critical study of Scientific and Religious accounts of the reasons for our existence
3. The Design Argument – Strengths and weaknesses of the viewpoint that the universe must have been the result of divine design.
4. Quantum Mechanics and Religion – The relationship between Maths, Physics and the nature of reality.

### **R. A. Parry, Chaplain and Head of Religious Studies**

Mr Parry has spent most of his working life in commercial agriculture and lay ministry. He has a degree in Agricultural Science and Business Management. He retrained as a teacher at Newman College in Birmingham and also gained an MA in Religious Education from Warwick University. For the past 5 years Mr Parry has taught Religious Studies and Philosophy at the King's School, Chester. He has a particular interest in ethical issues and the relationship between science and religion. He is a rowing coach and a commissioned officer in the RAF Volunteer Reserve.

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## Psychology AS level

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The A Level course is intended to provide all candidates with a sound overview of the nature of Psychology and psychological enquiry. The AS specification is based upon the principle of creating an initial understanding of the role of Psychology and its scientific nature as well as the development of critical and analytical skills. Through the study of the Approaches, Core Studies and Applied Research Methods, candidates will gain insight into the various perspectives by which the science of mind and behaviour can be studied, and of the advantages and disadvantages of the different methods of investigation. They will also develop an understanding of the sources of bias in research, with particular focus on cultural, gender and ethical issues.

The scheme of assessment consists of:

Unit PY1      Approaches in Psychology (40% at AS/20% at A2)  
Written paper – 1 hour and 15 minutes

Unit PY2      Psychology: Core Studies and Applied Research Methods (60% at AS/30% at A2)  
Written paper – 1 hour and 45 minutes

**Miss J Kendle**  
**Teacher of Psychology**

*Jane Kendle was educated at the University of Sussex where she gained a Psychology degree and after this she obtained a PGCE from the University of Wolverhampton. She has been teaching A Level Psychology for 7 years.*

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## English as a Foreign Language

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As English is the International language, it is vitally important that every overseas student is able to use it effectively. The English language underpins every subject in the 'A' level curriculum, giving the EFL department a unique role in supporting pupils' academic goals. This is done on an individual or small group basis. Those students wishing to enter a university in this country are encouraged to take the IELTS examination (International English Language Testing System) which is required by all universities. There are also opportunities for high-level discussion on topical themes. The two staff members are Ms D Stone and Mr J Higgs.

### **Ms D Stone** **Head of EFL**

*While studying for a degree in German and Music at Sheffield University, Ms Stone made many overseas friends and quickly realised their need for good English Language skills to enable them to work effectively and achieve their academic goals.*

*Having completed her degree, Ms Stone trained to teach EFL in both London and Oxford, subsequently taking up a job in Oxford. During her time there, she enjoyed short-term secondments in India and the Far East. As PA for a professional cellist, Ms Stone was involved in the business world, which included marketing and PR work. Her job at Stoke on Trent College combined teaching overseas students with managing and teaching an initial teacher training course in EFL.*

*She completed her M.Ed. in English Language Teaching at Manchester University, and joined the staff at Tettenhall College in September 1998. Ms Stone is happy to offer advice to students and help them with university applications. Ms Stone is also an IELTS Examiner.*