



Sixth Form Options

2022 - 2024



Tettenhall College
ENGLAND

Studying in the Sixth Form

The Sixth Form at Tettenhall College provides a crucial stepping stone for our pupils, guiding them through their secondary schooling and on to university, an apprenticeship, or the workplace.

We pride ourselves on getting the most out of our pupils, providing the opportunity for a wide range of enrichment activities in conjunction with their academic study. When our pupils finally leave us, they are enthusiastic learners who are not only able to meet life's next step but excel in their chosen field. Achieving academic success is a fundamental goal of Sixth Form, but at Tettenhall College it is also balanced with the development of essential personal skills. We facilitate and encourage involvement in activities such as charitable work, sport, music, drama and roles of responsibility, reinforcing pupils' preparation for life beyond Sixth Form.

The demands of A Level study are very different to those of GCSE and in that sense, unlike the rest of the School, we are academically selective. We base our entry into Sixth Form (Years 12 and 13) on a variety of criteria, taking the diverse backgrounds of our prospective students into consideration. These criteria include GCSE (or equivalent) results, entrance tests, a face-to-face or Skype interview with the Headmaster or Deputy Head, school report(s) and a reference. All international students will be required to demonstrate competence in English (EAL).

Support and guidance are always at hand from all staff, in particular the House and Personal Tutors, Head of House and Head of Sixth Form who remain in close contact with pupils throughout their two years in the Sixth Form. The House and Personal Tutors care for pupils' pastoral wellbeing and academic progress. We support university, apprenticeship and workplace applications and act as a source of advice and encouragement. We encourage all our pupils to maximise their opportunities for success at A Level, whilst preparing them for study and employment beyond Tettenhall College.

We are very proud of our pupils. The majority of them go on to university, studying at a range of prestigious institutions, including members of the Russell Group and distinguished art colleges. Our pupils always keep in touch with us to share their many successes and this is down to the wonderful time they had during their Sixth Form at Tettenhall College.

Mr Tom Seston
Head of Sixth Form

How to choose your A Levels

Sixth Form courses are more specialised than GCSE and you need to make your choice on the basis of interest, ability and future aspirations. Before making your choice of Sixth Form subjects you should consider the following points very carefully:

Choose subjects that you enjoy

Interest in the subjects is of prime importance. You will need to devote many hours of study to each of your subjects. Unless you are interested, you will find it hard to maintain the motivation necessary to achieve your best possible grades. The grades you achieve will have a direct effect on your future plans and decisions.

Choose subjects at which you can succeed

You should have the ability to carry on studying your subjects to a high level, therefore, it is sensible to choose subjects in which you have already succeeded and are confident. When choosing new subjects look carefully at their requirements; do they match your strengths?

Choose subjects that are relevant to future plans

If you have a clear idea of your future aspirations at eighteen, choose subjects that are chosen by higher education institutions or employers to fulfil those intentions. Investigate the various options and look on the UCAS website: www.ucas.com. Advice is always available from the Head of Careers, Personal Tutors and Subject Teachers.

Choose subjects which suit your style of working

Look carefully at the skills, study patterns and styles of work required by each subject.

Choose subjects which are compatible with each other

Ensure your subjects fit well together and appear a sensible grouping for your future career or education.

If you are really unsure, select subjects from the facilitating subjects list

These come from a report entitled “Informed Choices” produced by The Russell Group of Universities. The report can be found on the student section of the Russell Group website: <https://www.informedchoices.ac.uk/>. This should help you hold open as many options as possible.



Sixth Form Opportunities

It is our aim to develop confidence, independence, initiative and maturity in our Sixth Form pupils. We offer a wide range of opportunities as vehicles to develop these traits, ensuring that our pupils leave the School fully prepared for Higher Education and the world of work. Examples include:

- Head Boy/ Head Girl and School Prefects
- Boarding House Prefects
- House Captains
- House events in sport and culture
- Peer mentoring
- Paired reading with Preparatory School pupils
- Charity Committee
- School Council
- National Engineering Competition
- Extended Project Qualification (EPQ)
- Subject field trips
- Subject trips at home and abroad
- Individual music lessons and performance opportunities
- University visits
- Visiting speakers
- Practice interviews

In addition, we offer a wide range of extra-curricular activities, such as:

- Sports teams and matches
- Duke of Edinburgh Award Scheme
- Share investment
- School plays and musicals
- Public speaking and interview preparation
- Extended School Day activities including Young Enterprise

The activity programme is constantly changing, and details are published each term.



IELTS & Academic Support

IELTS

Those pupils who study English as a second or additional language and have not passed GCSE English, are required to undertake the IELTS (International English Language Testing System) course. IELTS is the English language qualification most recognised by British universities; therefore, it is essential that overseas pupils wishing to undertake a higher education qualification at a British institution complete this course.

The IELTS examination will test a pupil's ability to comprehend, write on and speak about a wide range of general topics. These topics include leisure activities, education, technology, the workplace, climate and the environment, globalisation and tourism.

IELTS uses a unique nine-point scoring system to measure and report test scores in a consistent manner. Candidates receive scores for each language skill (listening, reading, writing and speaking) and an overall band score on a band scale from one to nine. University requirements vary according to the institution's academic reputation.

IELTS

Support is available to help all pupils achieve their maximum potential in their academic studies. This may involve help and advice regarding study habits and techniques or assessment for examination access arrangements such as extra time. In the Sixth Form this is carried out on an individual basis rather than in timetabled lessons, and is organised by the Head of Academic Support.

Subjects Offered

- **Art and Design**
(Fine Art, Graphics or Photography) - (Eduqas)
- **Biology (AQA)**
- **Business (OCR)**
- **Chemistry (AQA)**
- **Computer Science (OCR)**
- **Economics (OCR)**
- **Electronics (Eduqas)**
- **English Literature (OCR)**
- **EPQ (AQA)**
- **French (AQA)**
- **Geography (AQA)**
- **History (OCR)**
- **Mathematics (Edexcel – Pearson)**
- **Further Mathematics (Edexcel – Pearson)**
- **Music (Edexcel – Pearson)**
- **Physical Education (OCR)**
- **Physics (AQA)**
- **Psychology (Eduqas)**
- **Religious Studies (Eduqas)**
- **Spanish (AQA)**
- **Performing Arts – BTEC (Edexcel – Pearson)**

Art & Design

(Eduqas)

What will I study?

This course specialises primarily in fine art; which is painting, drawing, printmaking, photography, 3D modelling, computer-aided design and much more. You will be encouraged to experiment with ideas and the materials you use and your existing skills will be extended whilst you develop your creativity. You will be encouraged to develop your own individual style by analysing the work of other artists through independent research and visits to local, national and international art galleries.

Coursework requires pupils to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes and refine ideas towards producing personal and resolved outcome(s). Pupils, through experimentation, may choose to explore their work through any one of the following disciplines: fine art, graphic communication, printmaking, textile design, sculpture, ceramics, audio visual media and photography.

The A Level includes a personal investigation unit that is worth 60% of the overall qualification and requires pupils to write a 1000 - word essay. Following this, pupils will be set an externally set examination in the spring term which will be examined by a fifteen hour examination in the summer term.

How will I be assessed?

Pupils will be assessed formatively through one-to-one discussions, written feedback and regular assessment using the four main objectives of Develop, Explore, Record and Present. Throughout the year pupils will receive formal progress checks.

What careers could it lead to?

There are numerous careers an art qualification can lead to. Typical careers in this field include: photographer, interior designer, fine artist, illustrator, architect, animator, teacher, fashion designer, set designer, graphic designer and many more.

The art and design industries are an integral part of the modern world and the term covers a huge range of areas, which make up a lot of what we see every day. From magazine covers to furniture, almost everything you own has been designed in some form or fashion. During your art education it is important to build up a portfolio of work that can help you to showcase your abilities. The portfolio can be used to secure university placements and apprenticeships and would help during an interview for a job or work experience placement.

Biology

(AQA)

What will I study?

Biology is a versatile A Level, suitable for diligent pupils with an interest in how living organisms interact and function. All of the A Level topics that are included in the course provide both a sound grounding in and exposure to the main areas of biology, allowing pupils to make informed decisions about which area might be of interest for post-18 study.

Year 12:

- Biological molecules
- Cells
- Organisms exchanging substances with their environment
- Genetic information, variation and relationships between organisms

Year 13:

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

Pupils will complete at least twelve practical activities across the two-year A-Level course. Pupils will be asked to apply the knowledge and understanding they learn from these activities in their written examinations. Written examinations will combine both short answer questions and extended written responses.

Practical-based questions will form about 15% of the total assessment.

How will I be assessed?

Paper 1: Any content from topics 1 - 4, including relevant practical skills.
35% of A Level

Paper 2: Any content from topics 5 - 8, including relevant practical skills.
35% of A Level

Paper 3: Any content from topics 1 - 8, including relevant practical skills.
30% of A Level

What careers could it lead to?

Biology at A Level is essential for any pupil looking to study medicine, dentistry, biosciences, pharmacy, veterinary science or physiotherapy. It is also a subject that develops the practical and organisational skills required of any pupil.

Business

(OCR)

What will I study?

The aim of the course is to provide pupils with the ability to apply sophisticated business concepts and techniques to a wide range of contexts, to analyse, interpret and evaluate complex business information and take a more strategic view of business opportunities, problems and issues. It will develop skills such as data analysis, problem solving and essay writing.

Year 12:

- Business objectives and strategic decisions
- External influences facing businesses
- Marketing and marketing strategies
- Operational strategy
- Human resources
- Accounting and financial considerations

Year 13:

As for Year 12 plus

- The global environment of business

Sixth Form visits – Visits to a range of businesses both national and international including car manufacturers (Jaguar Land Rover), motorcycle manufacturers (BMW), breweries and many others.

How will I be assessed?

Three two-hour written examinations at the end of the A level course.

What careers could it lead to?

Business underpins any number of possible careers in both the private and public sectors. The content of the subject is appropriate and useful for any career pathway you might choose in the future.

Chemistry

(AQA)

What will I study?

The study of chemistry at A Level provides pupils with an understanding of important scientific concepts and equips them with a range of valuable skills. Chemists can follow a wide range of degree courses and careers. Degrees in chemistry are highly valued in both the scientific and commercial worlds.

Year 12: Inorganic chemistry, Organic chemistry, physical chemistry, practical skills.

Year 13: Further inorganic chemistry, physical chemistry, further organic chemistry, practical skills.

How will I be assessed?

Paper 1

- Inorganic chemistry, with relevant physical chemistry
- Relevant practical skills
- 35% of A Level

Paper 2

- Organic chemistry, with relevant physical chemistry
- Relevant practical skills
- 35% of A Level

Paper 3

- All practical skills
- All content
- 30% of A Level

What careers could it lead to?

Chemistry is an excellent choice of subject for people seeking a career in health and clinical professions, such as medicine, nursing, biochemistry, dentistry or forensic science. It will also equip you for a career in industry, for example in the petrochemical or pharmaceutical industries. Many chemistry graduates apply their skills to other areas and find jobs analysing financial markets or in accountancy.

Computer Science

(OCR)

What will I study?

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. The aims of this qualification are to enable learners to develop:

- An understanding of and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so.
- The capacity to think creatively, innovatively, analytically, logically and critically.
- The capacity to see relationships between different aspects of computer science.
- Mathematical skills.

Topics covered include:

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues
- Elements of computational thinking
- Problem solving and programming
- Algorithms

How will I be assessed?

| | | |
|-------------|---|-----|
| Examination | (01) Computer Systems | 40% |
| Examination | (02) Computational Thinking, Algorithms and Programming | 40% |
| NEA | (03) Programming Project | 20% |

What careers could it lead to?

A Level Computer Science and a related further qualification may lead to a career in the following:

Computer programmer, software developer, database designer and engineer, computer hardware engineer, computer systems analyst, web developer, information security analyst, forensic computing, project management, IT manager, IT Engineer, cyber security or app development.

Economics

(OCR)

What will I study?

The aim of this course is to inspire, enthuse and motivate pupils so that they have a comprehensive understanding of key economic issues. From a base of microeconomic theory, pupils will discuss and evaluate how well microeconomic theories explain our observations of economic agents in the real world. In macroeconomics, pupils will learn the technical and analytical tools required to understand how the macro economy functions on a domestic and global scale.

Year 12

- Microeconomic theory
- Competitive markets and how they work
- Market failures and government interventions
- Macroeconomic functions on a domestic and global scale
- Policy approaches
- Macroeconomic equilibrium

Year 13

- Microeconomic theory
- Theoretical workings of the free market
- Imperfections and market failures
- Macro economy functions on a domestic and global scale
- Policy approaches
- Changes in microeconomics over time

Sixth Form visits – Visits to a range of firms both national and international, including car manufacturers (Jaguar Land Rover), motorcycle manufacturers (BMW), breweries and many others. Student revision days for ‘Economics in Action’ at Warwick University are also attended.

How will I be assessed?

Three two hour written examinations at the end of the A Level course.

What careers could it lead to?

Previous pupils have furthered their education by studying at the London School of Economics, Cass Business School and Queen Mary’s London. Many have qualified as economists (public and private sector), investment bankers, stockbrokers and accountants.

Electronics

(Eduqas)

What will I study?

A Level electronics is an absorbing course for pupils who want to explore and understand the electronic systems that underpin everyday life.

Year 12

System synthesis, D.C electrical circuits, input and output sub-systems, energy and power

Component 1 – Principles of Electronics (40%)

- Semiconductor components
- Logic systems
- Operational amplifiers
- Signal conversion
- AC circuits and passive filters
- Communications systems
- Wireless transmission
- Instrumentation systems

Year 13

Component 2 – Application of Electronics (40%)

- Timing circuits
- Sequential logic systems
- Micro-controllers
- Digital communications
- Optical communications
- Mains power supply systems
- High power switching systems
- Audio systems

How will I be assessed?

Component 1 – Principles of Electronics – Examination (40%) 2 hours 45 minutes

Component 2 – Application of Electronics – Examination (40%) 2 hours 45 minutes

Component 3 – Non-exam assessment (NEA) (20%) Extended system design and realisation tasks

What careers could it lead to?

Electronics is most suitable for pupils who want to be electrical engineers and also pupils who have good practical skills and want to apply them in a scientific field. Graduates of electronic and electrical engineering are in great demand and will be involved in developing future technology.

English Literature

(OCR)

What will I study?

The course offers you the chance to study a rich variety of literature from many different periods. The texts are stimulating and interesting and there are several opportunities for you to choose your own texts, develop your own interests and even try your hand at some creative writing of your own. In studying English Literature, you will explore the psychology of characters, the motives of writers and the political, social and historical contexts in which texts were written and read. You will discover how writers succeed in shaping the responses and opinions of others. How they draw you into their world. How they make you laugh, cry or empathise. You will examine how writers from other countries and cultures write differently. The study of English Literature trains the brain and frees the imagination; it is about life and living and just where you fit into the world around you. Over the two years you will complete three components and study, at least, eight set texts

Component 01: Drama and poetry pre-1900.

In Section 1: pupils study one Shakespeare play from the following:

- Coriolanus
- Hamlet
- Measure for Measure
- Richard III
- The Tempest
- Twelfth Night

In Section 2: pupils study one pre-1900 drama text and one pre-1900 poetry text.

Drama texts:

- Christopher Marlowe: Edward II
- John Webster: The Duchess of Malfi
- Oliver Goldsmith: She Stoops to Conquer
- Henrik Ibsen: A Doll's House
- Oscar Wilde: An Ideal Husband

Poetry texts:

- Geoffrey Chaucer: The Merchant's Prologue and Tale
- John Milton: Paradise Lost Books 9 & 10
- Samuel Taylor Coleridge: Selected Poems
- Alfred, Lord Tennyson: Maud
- Christina Rossetti: Selected Poems

Component 02: Comparative and contextual study

Pupils will focus on one of the five topic areas listed below. They will study at least two whole texts, one of which must be from the core set text list for their chosen topic area:

American Literature 1880—1940

- F. Scott Fitzgerald: *The Great Gatsby*
- John Steinbeck: *The Grapes of Wrath*

The Gothic

- Angela Carter: *The Bloody Chamber and Other Stories*
- Bram Stoker: *Dracula*

Dystopia

- Margaret Atwood: *The Handmaid's Tale*
- George Orwell: *Nineteen Eighty-Four*

Women in Literature

- Jane Austen: *Sense and Sensibility*
- Virginia Woolf: *Mrs Dalloway*

The Immigrant Experience

- Mohsin Hamid: *The Reluctant Fundamentalist*
- Henry Roth: *Call It Sleep*

Component 03: Literature post-1900

This component encourages individual study, interest and enjoyment of modern literature. Students study three literary texts, which must include one prose text, one poetry text, and one drama text. All texts must have been first published or performed after 1900, and at least one must have been first published or performed after 2000. Texts in translation are not permitted.

There are two tasks:

- Close reading or re-creative writing with commentary – both must be based on one literary text
- Comparative essay – must be based on two literary texts.

The key skills you will develop are highly transferable and vital to any further programme of study or field of work.

You will;

- develop your knowledge of literary analysis, as you explore the texts and their contexts
- learn how to structure a convincing and detailed argument; collating and responding to the views and opinions of others as you formulate your own interpretations
- become skilled in the art of discussion, debate, independent thinking and evaluation
- learn how to empathise, sympathise, question and disagree
- learn how to write fluently, articulately and persuasively.

By the end of the course you will have become a highly skilled and independent pupil, and more importantly you will understand the power of the written word.

How will I be assessed?

01 Drama and poetry pre-1900 - Written examination - 60 marks (Closed text)
2 hours 30 minutes 40% of total A Level

02 Comparative and contextual study - Written examination - 60 marks (Closed text)
2 hours 30 minutes 40% of total A Level

03 Literature post-1900 - Non examined assessment - 40 marks 20% of total A Level

What careers could it lead to?

A Level English Literature is a very good passport to a number of different occupations, including journalism, law, managerial positions, advertising and media, performing arts and teaching, as well as to Higher and Further Education.

“Before embarking on my A Levels in English Literature and Drama and Theatre Studies I had no idea how much these subjects would teach me about the world in which I live. I have learnt so much about history, politics, society and psychology and even after half a term, I have become highly skilled at making connections between things I read or hear about. Yes, these subjects are about novels, and poems and plays, but these courses teach you so much more than how to study literature; they teach you about people, about the world and, as a result, about yourself.” (Year 12 pupil).

Extended Project Qualification (EPQ)

(AQA)

What will I study?

In addition to a full A Level programme, we offer pupils the opportunity to undertake the EPQ. This is taken in addition to A Levels and has to be primarily driven by the pupils with help and advice from staff members

The EPQ gives pupils more control over their studies. Pupils can choose to explore a further aspect of a subject they are studying, or another subject.

The finished project can be a 5000 - word written report or an artefact, such as a performance, a piece of art, a community project, or even designing a piece of computer software.

Pupils must show that they can identify, design, plan, and complete their project. They must also demonstrate effective research and use of resources and skills, including new technologies. Pupils must be able to evaluate outcomes.

To access the course, you need to make a research proposal to your chosen EPQ supervisor and to the Centre Coordinator. You will then need to have regular, documented meetings with your supervisor to ensure you remain focused and on track.

How will I be assessed?

Assessment objective weightings:

20% - management: identify, design, plan, and complete the individual project, or task within a group project, applying organisational skills and strategies to meet stated objectives.

20% - resources: obtain and select information from a range of sources, analyse data, apply relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic.

40% - 'develop and realise' the project: select and use a range of skills, including new technologies, to solve problems, to take decisions critically, creatively and flexibly, and to achieve planned outcomes.

20% - present/review/evaluation: evaluate outcomes including own learning and performance.

Select and use a range of communication skills and media to convey and present evidenced outcomes and conclusions.

What careers could it lead to?

Pupils can use the learning experiences gained during the extended project to support their aspirations for higher education and career development.

EPQ's are widely valued by universities and colleges, with some recognising the skills learnt and thus lowering the offer grade to EPQ holders.

French

(AQA)

What will I study?

The aim of the course is to enhance French linguistic skills and promote and develop the pupils' capacity for critical thinking. Pupils will deepen their knowledge and understanding of the French language and of the culture and society of French-speaking countries.

- Social issues and trends
- Political and artistic culture
- Grammar
- Literary texts and films

Pupils will study technological and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world.

Pupils will also explore the influence of the past on present-day French-speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Pupils will study texts and film and have the opportunity to carry out independent research on an area of their choice.

How will I be assessed?

Paper 1: Listening, Reading and Writing

Pupils will listen to spoken passages and read a range of stimulus texts from a range of contexts and sources, covering different registers and types. The content of the passages will be based on the themes and sub-themes in the specification. Questions will target main points, gist and detail and will require either non-verbal responses or responses in French. Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences. Pupils will need to summarise in French what they have understood from the passage they have heard or read and marks will be awarded for the quality of French used.

Pupils will translate a passage of at least one hundred words from French into English. The content will be based on the themes and sub-themes in the specification. Pupils will also be required to translate a passage of at least one hundred words from English into French. The content will be based on the themes and sub-themes in the specification and pupils will be provided with a supporting text in French, giving them some of the vocabulary and structures which they will need for the translation.

Paper 2: Writing

Pupils will answer an essay question in French for each of the two works they have studied (this can be a book and a film, or two books). Pupils will have a choice of question on each book/film. All questions will be in French and will require a critical and analytical response.

Paper 3: Speaking

Task 1: Discussion based on stimulus cards. Each card will contain images, text and three questions.

Task 2: Pupils present the findings of their individual research projects for up to two minutes. This will be followed by a discussion of their findings with the examiner.

What careers could it lead to?

Languages are highly sought after by universities because studying a language demonstrates that you have good communication skills; can speak well in public and have well-developed problem solving skills.

"Learning French is like discovering a whole new world. It's so much more than grammar: French is communicating with and understanding another culture" (former A Level pupil).

Geography

(AQA)

What will I study?

A Level geography offers a natural progression from GCSE. This engaging and flexible course will give you the opportunity to:

- Engage with the relationship of human populations to each other over space and time.
- Study the relationship between human populations and their physical environment at a variety of scales from the local to the global.
- Consider your own role in relation to themes and issues being studied and the roles, values and attitudes of others including decision makers.

The course is divided equally into physical geography, human geography and fieldwork.

In Year 12 you will study:

- Coastal Systems and Landscapes
- Water and Carbon Cycles
- Geography Fieldwork and Geographical Skills
- Hazards

In Year 13 you will study:

- Changing Places
- Population and the Environment
- Global Systems and Global Governance
- Geographical Investigation

How will I be assessed?

A Level Geography: two equally weighted examinations will provide 80% of the marks divided equally between physical and human topics. Coursework is 20% of the total A Level mark.

What careers could it lead to?

Career paths available with A Level geography are great and varied but often involve sustainability and green issues, real estate and surveying, urban regeneration, energy supply, retail location, managing the effects of hazards and climate change management.

“I really enjoyed geography, it was my favourite subject and it helped more for university than any of my other subjects.” (Former A Level pupil)

“I’ve found the concepts I learnt in geography highly relevant to me both inside and outside academia. The ability to comprehend and synthesise concepts, from theoretical and past sources, is nurtured by the many detailed case studies”. (Former A Level pupil)

History

(OCR)

What will I study?

The history course allows us to study a range of different countries and periods and will, therefore, offer a wider perspective on the nature of history than suggested by studying a single period alone. It is the breadth of the course which is the real strength of what we offer and best prepares our pupils for further study at university in history or other fields.

Year 12

- Britain 1930 to 1997
- Depth study Churchill 1930 - 1951
- Non-British period:
French Revolution and Napoleon 1776 – 1815

Year 13

- Thematic study and historical interpretations:
The Middle East 1908 - 2011

How will I be assessed?

By examination plus a topic-based essay arising from independent study and research, on a topic of the learner's choice.

What careers could it lead to?

A Level History provides the opportunity to develop a wide range of skills which are useful not just at school but in higher education and the employment market. These include:

- Writing with precision and care
- Being able to debate a case both on paper and in class discussion
- Forming one's own views using available evidence: the history you will study throughout the two years will demonstrate that there are no "right" answers: your opinion can be as worthwhile as those of a professional historian if they are well-argued.
- Assessing the reliability and usefulness of documentary evidence.
- Developing a sceptical approach to "obvious" lines of argument.

With thorough training in these skills, it is understandable why professions such as law, business, the civil service, politics, and the media recruit heavily from those who have studied history at A Level and university.

Mathematics

(Edexcel - Pearson)

What will I study?

This Pearson Edexcel Level 3 Advanced GCE in mathematics builds on the skills, knowledge and understanding set out in the whole GCSE subject content for mathematics. You will understand mathematics and mathematical processes in a way that will promote confidence, foster enjoyment and provide a strong foundation for progress to further study. You will extend your range of mathematical skills and use them to solve challenging problems that require carefully thought out strategies to obtain the solution. You will use technology such as calculators and graphing software and take increasing responsibility for your own learning and the evaluation of your own mathematical development.

The course will be split into three distinct areas of mathematics; pure mathematics, statistics and mechanics.

Topics in pure mathematics include; proof, algebra and functions, coordinate geometry in the (x,y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods and vectors.

Topics in statistics include; statistical sampling, data presentation and interpretation, probability, statistical distributions and statistical hypothesis testing.

Topics in mechanics include; quantities and units in mechanics, kinematics, forces and Newton's laws and moments.

How will I be assessed?

Mathematics consists of three externally examined papers. Pupils must complete all assessments in May/June in any single year.

| | | | |
|---------|--------------------------|-----------|--------------------------|
| Paper 1 | Pure Mathematics 1 | Two hours | 1/3 of the qualification |
| Paper 1 | Pure Mathematics 2 | Two hours | 1/3 of the qualification |
| Paper 3 | Statistics and Mechanics | Two hours | 1/3 of the qualification |

What careers could it lead to?

Previous pupils have furthered their education by studying at Oxford University, Cambridge University, Imperial College, London School of Economics, UCL, and Bath University in recent years. Those who study mathematics are in the fortunate position of having a wide range of career choices. Previous pupils have qualified as mathematicians, scientists, medics, engineers, accountants, statisticians, accountants and software developers.

Further Mathematics

(Edexcel - Pearson)

What will I study?

It is compulsory to study mathematics as well as further mathematics as this Pearson Edexcel Level 3 Advanced GCE in Further Mathematics builds on the skills, knowledge and understanding set out in the whole GCSE subject content for mathematics and the subject content for the Pearson Edexcel Level 3 Advanced GCE Mathematics qualifications.

The course will be split into three distinct areas of mathematics; core pure mathematics, further statistics and decision mathematics.

Topics covered in core pure mathematics include; proof, complex number, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions and differential equations.

Topics covered in further statistics include; discrete probability distributions, Poisson, geometric and negative binomial distributions, hypothesis testing, central limit theorem, Chi squared tests, probability generating functions and quality of tests.

Topics covered in decision mathematics include; algorithms and graph theory, algorithms on graphs, critical path analysis and linear programming.

How will I be assessed?

Mathematics consists of four externally examined papers. Pupils must complete all assessments in May/June in any single year.

| | | | |
|---------|-------------------------|-----------------------------|--------------------------|
| Paper 1 | Core Pure Mathematics 1 | One hour and thirty minutes | 25% of the qualification |
| Paper 2 | Core Pure Mathematics 2 | One hour and thirty minutes | 25% of the qualification |
| Paper 3 | Further Statistics | One hour and thirty minutes | 25% of the qualification |
| Paper 4 | Decision Mathematics | One hour and thirty minutes | 25% of the qualification |

What careers could it lead to?

Previous pupils have furthered their education by studying at Oxford University, Cambridge University, Imperial College, London School of Economics, UCL, and Bath University in recent years. Those who study mathematics are in the fortunate position of having a wide range of career choices. Previous pupils have qualified as mathematicians, scientists, medics, engineers, accountants, statisticians, accountants and software developers.

Music

(Edexcel - Pearson)

What will I study?

The A Level music course offered at Tettenhall College is designed to provide pupils with a wide range of skills and experiences. Practically, pupils will improve their performance ability up to Grade 7 standard or higher, which could allow more able pupils entry to music college or university courses. All pupils will study composition styles ranging from traditional harmony (Bach Chorale and Baroque Counterpoint) through to the more modern styles of popular music. The final examination brings together the pupils' understanding of set works from a very wide range of musical genres, and assesses their ability to appraise and contrast these works with other wider listening undertaken throughout the course.

The set works cover an exciting and varied range of musical styles - Instrumental Music, Vocal Music, Music for Film and TV, Popular Music and Jazz, Fusions and New Directions in Music.

Pupils will study music composed by Bach, Mozart, Clara Schumann, Claude Debussy, Kate Bush, The Beatles, Danny Elfman and Courtney Pine amongst others.

How will I be assessed?

Component 1 - Performing (Coursework externally moderated – worth 30% of final grade)

All pupils are required to submit an 8-10 minute recording which may comprise solos and/or ensemble performances. The performances are to be given before a small, selected audience.

It is recommended that pupils perform at Grade 6 or 7 standard for this component.

Component 2 - Composition and Technical Study (Examination externally assessed – worth 30% of final grade)

Pupils are to complete two compositions resulting in a submission totalling 6 minutes. One of these compositions must be in response to a brief set by the examination board and the other will assess technique in musical composition.

Component 3 - Appraising (Examination externally assessed – worth 40% of final grade)

Assessment is through a 2-hour examination paper comprising three sections. Pupils will be assessed on their aural analysis (listening) skills and their understanding of set works, analysing works from a written score.

What careers could it lead to?

The music industry is vast and needs talented performers, composers and technicians to support it. Job opportunities exist in all spheres of music from classical to contemporary popular music and as a result a wide variety of university courses are on offer depending on individuals' strengths. Composer/Arranger (film, video games, orchestral etc), Performer/Musical Director (classical, theatre, rock/pop etc), Music Writer/Journalist, Music Teacher, Arts Administration, Music Administration, Sound Engineering and Recording.

Physics

(AQA)

What will I study?

Physics looks to explain the universe around us, from the very smallest quantum phenomena to astronomical interactions. The A Level course expands upon the classical areas of physics whilst introducing exciting new areas of study.

Year 12:

- Measurements and their errors
- Particles and radiation
- Mechanics and energy
- Waves
- Electricity

Year 13:

- Further mechanics and thermal physics
- Fields
- Nuclear physics
- And one of the following:

Astrophysics, Medical Physics, Engineering Physics, Turning Points in Physics, Electronics.

Pupils will complete a minimum of twelve practical activities across the two-year A-Level. They will be asked to apply the knowledge and understanding they learn from these practicals to their written examinations.

Practical-based questions will form about 15% of the total assessment.

How will I be assessed?

Paper 1: Any content from topics 1 - 5, including relevant practical skills.

34% of A Level

Paper 2: Any content from topics 6 - 8, including relevant practical skills

34% of A Level

Paper 3: Topic 9 plus practical skills and data analysis.

32% of A Level

What careers could it lead to?

Physics is an excellent choice of subject for people who want a career in engineering. It will also equip them for a career in industry where practical and mathematical skills are essential. Many physics graduates apply their talent to other areas and find the skills that they have learnt are always in demand.

Physical Education

(OCR)

What will I study?

Pupils undertaking an A Level in physical education (PE) will be expected to consider all aspects of sport from the perspectives of both the participant and society. Pupils will need to offer one sport they excel in, either as a performer or coach.

Areas that are covered during the A Level are physiological factors affecting performance, psychological and socio-cultural themes in physical education and performance in physical education performance or coaching along with an evaluation of 'Performance for Improvement' (EAPI).

A Level PE will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance; all of which leads to developing the pupil as an effective and independent learner and as critical and reflective thinker.

- Physiological factors affecting performance
- Applied anatomy and physiology
- Exercise physiology
- Biomechanics.
- Psychological factors affecting performance
- Skill acquisition
- Sports psychology.
- Socio-cultural issues in physical activity and sport
- Sport and Society
- Contemporary issues in physical activity and sport.
- Performance in physical education (NEA)
- Performance or coaching of an activity
- The Evaluation and Analysis of Performance for Improvement (EAPI).

How will I be assessed?

A Level PE has three examinations worth 70% and a practical performance as either a performer or coach in the full-sided version of one activity and the Evaluation and Analysis of Performance for Improvement, which is worth 30%.

What careers could it lead to?

This A Level opens up a whole number of career options, such as sports scientist, physiotherapist, teacher, sports psychologist or sports media.

"I chose to study A Level PE as it is an interesting, cross-curricular subject that has increased the depth and breadth of my understanding of how the body works. I have also enjoyed learning about how world events can make or break a country" (former pupil).

Psychology

(Eduqas)

What will I study?

Psychology is one of the fastest growing subjects at A Level, and a popular choice for undergraduate study. Put simply, it is the science of brain and behaviour. During the course, pupils will learn about the different ways that psychologists explain human behaviour, and the ways in which they carry out research.

Pupils in Year 13 will also be given the opportunity to carry out their own research.

Psychology develops skills in evaluation and critical thinking, and pupils also gain a deep insight into scientific methodology. There is an emphasis on using psychology to explain real world issues.

A Level Programme

Past to present: Five psychological approaches, classic pieces of research and a given contemporary debate

Investigating behaviour: Questions on the principles of research - how psychological investigations are carried out, including a personal investigative activity. Application of research methods to a novel scenario

Implications in the real world: Applications: Three structured questions on the application of psychology to the real world. The three topics are: schizophrenia, crime and addiction.

Controversies: One question from a choice of two requiring synoptic exploration of psychological controversies

How will I be assessed?

A Level – 3 exams taken at the end of Year 13. Each is 2 hours 15 minutes and worth 33% at A Level.

What careers could it lead to?

An A Level in psychology provides a wealth of opportunities for further study. Should you decide to go on to study psychology at university, an A-Level in the subject will come in very useful. Possible careers in Psychology include:

- Clinical psychology: helping people with mental illnesses in a health care setting
- Educational Psychology: using psychology to improve educational outcomes for school age children
- Occupational Psychology: applying psychological knowledge, theory and practice to the world of work
- Sports Psychology: using psychology to improve sporting performance
- Psychological Researcher: working to research new theories of behaviour

Religious Studies

(Eduqas)

What will I study?

Religious Studies is a challenging but worthwhile subject. Religion is central to world history, society and human life, and regardless of your own religious beliefs (or lack thereof) the subject remains relevant and accessible. Religious Studies A-Level lets you study the various philosophies and beliefs that underpin the perspectives and motivations of believers. Everything that you will study will be examined and critiqued. We don't blindly accept any idea on faith alone!

The study of religion and philosophy can also give you a broader outlook on life and increase your skills in abstract thinking. You will gain transferable skills in extended writing, evaluation, and analysis. It will also help you challenge and reflect on your own opinions and values.

A Level Programme

C1: A Study of a Religion: Christianity: an in-depth investigation into the religion, including the life and teachings of Jesus, the role of the Bible as a source of authority, the Christian concept of God, developments in Christian thought, religious identity, and challenges from secularisation.

C2: Philosophy of Religion: a philosophical investigation of issues surrounding religious belief, including arguments for and against the existence of God, challenges to religious belief such as the problem of suffering, the nature of religious experience and miracles and religious language.

C3: Religion and Ethics: an investigation into the various philosophical arguments for how humans can best live a moral life, including divine command theory, virtue theory, natural law, situation ethics and utilitarianism. These arguments will be applied to real world issues such as homosexuality, abortion, the use of nuclear weapons etc.

How will I be assessed?

A Level – 3 exams taken at the end of Year 13 each is 2 hours long and worth 33% of the A Level.

What careers could it lead to?

An A Level in Religious Studies provides a solid foundation for students wishing to study religion, philosophy, or theology at degree level. It is also an excellent qualification to have if you are interested in studying law, politics, sociology, history, classics, health and social care, social work or communications.

An A Level in Religious Studies can prove useful in a variety of different professions:

- Jobs within religions themselves, such as a hospital chaplain
- Politics: understanding the diversity of faith is important for creating policies that may affect faith groups
- Health and Social care: understanding the faith of those in your care is vital
- Historian: religion and history are integrally linked
- Journalism: religion is an important factor in many current events

This is just a small snapshot. A qualification in Religious Studies would aid any career that involves interaction with people or society.

Spanish

(Eduqas)

What will I study?

The course aims to develop pupils' linguistic skills alongside their understanding of the culture and society of the countries where Spanish is spoken. Pupils will study technological and social change, looking at the multicultural nature of Hispanic society. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. They will learn about aspects of the diverse political landscape of the Hispanic world.

- Social issues and trends
- Political and artistic culture
- Grammar
- Literary texts and films

Pupils will explore the influence of the past on present-day Hispanic communities. Throughout their studies, they learn the language in the context of Hispanic countries and issues and influences which have shaped them. They will study texts and film and will have the opportunity to carry out independent research on an area of their choice.

How will I be assessed?

Paper 1: Listening, Reading and Writing

Pupils will listen to spoken passages and read a range of stimulus texts from a range of contexts and sources, covering different registers and types. Pupils will need to summarise in Spanish what they have understood from the passage they have heard or read and marks will be awarded for the quality of Spanish used.

Pupils will translate a passage of at least 100 words from Spanish into English. Pupils will also be required to translate a passage of at least 100 words from English into Spanish. Pupils will be provided with a supporting text in Spanish, giving them some of the vocabulary and structures which they will need for the translation.

Paper 2: Writing

Pupils will answer an essay question in Spanish for each of the two works they have studied (this can be a book and a film, or two books). Pupils will have a choice of question on each book/film. All questions will be in Spanish and will require a critical and analytical response.

Paper 3: Speaking

Task 1: Discussion based on stimulus cards. Each card will contain images, text and three questions.

Task 2: Pupils present the findings of their individual research projects for up to two minutes. This will be followed by a discussion of their findings with the examiner.

What careers could it lead to?

Possible career options include: interpreter, translator, teacher of languages, tourism, international banking, working abroad or for companies with international links, publishing, public relations and the civil service.

BTEC Performing Arts

(Edexcel - Pearson)

What will I study?

The Pearson BTEC Level 3 National Foundation Diploma in Performing Arts is for post-16 learners who want to continue their education through applied learning, and who aim to progress to higher education and to employment in the performing arts sector. The qualification is equivalent in size to one and a half A Levels, and it has been designed as a one-year, full-time study programme, or a full two-year programme when studied alongside other Level 3 qualifications. The qualification gives an engaging and stimulating introduction to study of the sector. The BTEC Nationals attract UCAS points.

The mandatory content consists of four units covering the following content areas:

- Skills and techniques for performance;
- Group performance – skills and techniques, wider transferable skills such as being able to work collaboratively, personal management and organisation (rehearsals, time-management), being able to give and take direction, confidence in front of an audience, problem solving (refining the process) and teamwork (essential when dancing as a group);
- Performing Arts in the community – learners can look to participate in community projects in order to enhance creative knowledge and opportunities;
- Research, critical analysis and extended writing skills that aim to support learners' progression to higher education. As possible future performing arts practitioners, learners will gain a good understanding of the work of influential practitioners to inform their own work and practice.

How will I be assessed?

Unit 1: Investigating Practitioners' Work (Mandatory, Externally Assessed)

In this unit, you will develop skills that allow you to investigate the work of influential performing arts practitioners (eg; Matthew Bourne, Bertolt Brecht, Bob Fosse, Stanislavski, Sondheim, Kander and Ebb). This unit will give you skills in research, critical analysis and extended writing that will support your progress to higher education. As a performing arts practitioner you will need to have a good understanding of the work of influential practitioners to inform your own work and professional practice.

Unit 2: Developing Skills and Technique for Live Performance (Mandatory, Internally Assessed)

For actors, dancers and singers, the 'tools' are the body, the voice and the creative and intellectual skills needed to interpret the performance material to communicate with and entertain an audience. You will participate in regular workshops, classes and exercises where you will acquire, practise and develop the necessary technical, practical and interpretative performance skills to help you succeed when performing live to an audience.

Unit 3: Group Performance Workshop (Mandatory, Externally Assessed)

In this unit, you will learn how to respond to a given stimulus as part of a group, using research, discussion and practical exploration to develop performance material and later present an informal presentation of the work to an invited audience. As a member of a team, you will contribute to the creative development and rehearsal process, shaping and refining the work and applying performance and teamwork skills.

Unit 4: Performance Arts in the Community (Mandatory, Internally Assessed)

In this unit, you will develop skills and techniques that allow you to apply your performance skills, such as dance and drama, to a community project. You will learn how to respond to and meet the needs of the community by listening and sharing ideas with beneficiaries, and modelling these into a performance.

In addition to these four mandatory units, you will study a combination of a minimum of two of these optional units (depending on your strengths and skills).

Unit 8, 9 or 10 – Classical Ballet, Tap or Jazz Dance Technique

Unit 12 – Contemporary Dance Technique

Unit 14 – Choreography for Live Performance

Unit 15 – Theatre Directing

Unit 19 – Acting Styles

Unit 21 – Improvisation

Unit 22 – Movement in Performance

Unit 23 – Singing Techniques for Performers

Unit 27 – Musical Theatre Techniques

Unit 31 – Stand-Up Comedy Technique

What careers could it lead to?

In addition to the performing arts sector-specific content, this qualification provides learners with the opportunity to develop all-round performance skills and transferable skills such as self-confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by higher education and employers.

Pupils who follow training in Performing Arts often continue to pursue careers in the following areas:

Actor, Dancer, Musician, Musical Theatre Performer

Choreographer or Director

Screenwriter

Arts administrator

Theatre Stage Management

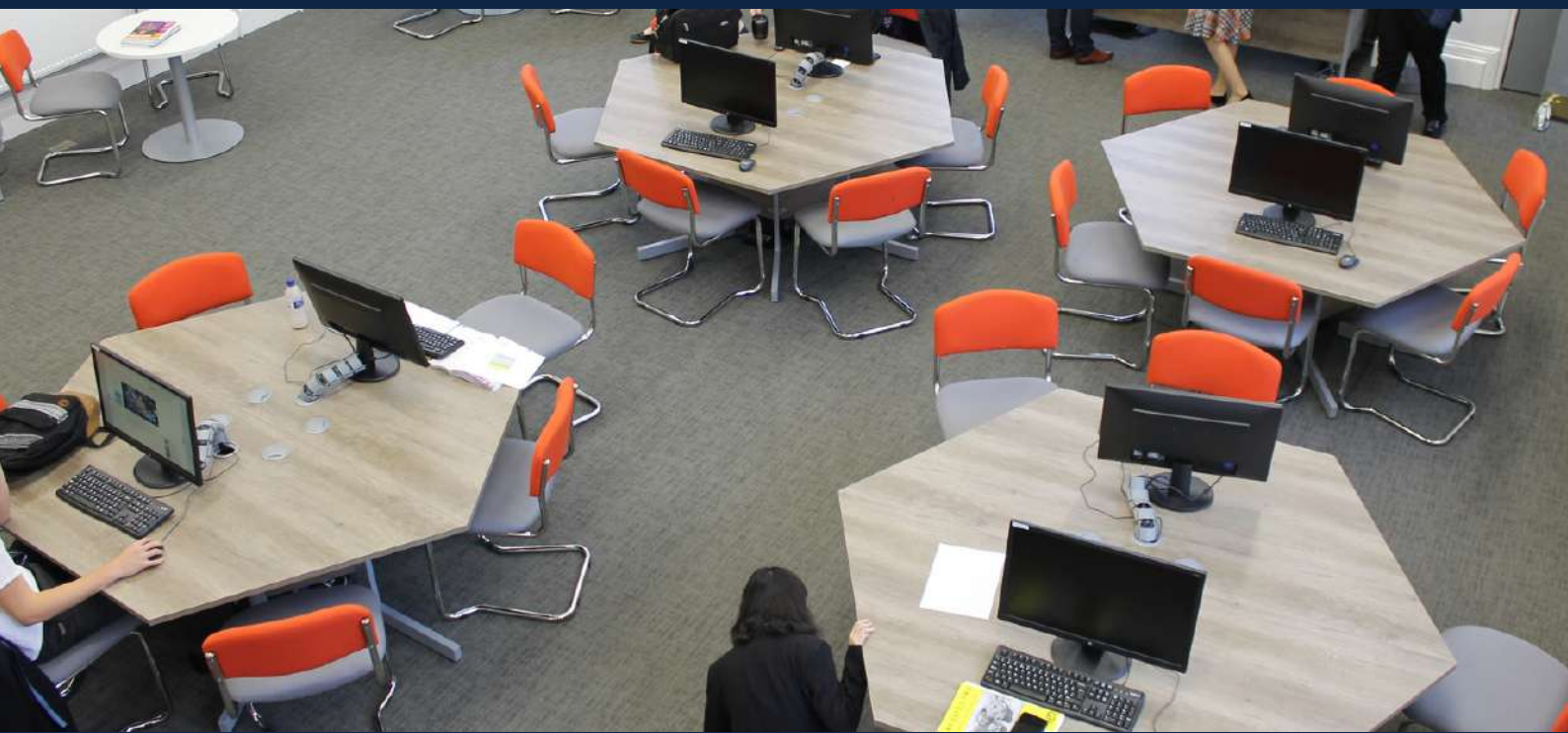
Other theatre work – costume, make-up etc.

Music Therapist

Youth music/dance/drama worker

Broadcasting

Teacher or Lecturer in the Arts





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