



SIXTH FORM
PROSPECTUS
2022/24



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Welcome from the Headteacher

I am delighted that you are considering Ousedale School's Sixth Form to continue your studies. There are of course compelling reasons why Ousedale is a sensible and highly popular choice for post-16 students. For example it is very easy to highlight our tradition of academic excellence which stretches over many years; indeed recent honours include 4 national awards for progress and attainment at GCSE and A Level, and our Sixth Form students regularly achieve the highest proportion of the top A*/B and Distinction*/Distinction grades in the region. But as a school community and Sixth Form we are so much more than exam results. Indeed we expect our Sixth Form team and students to embody our school values of kindness, hard work and succeeding together.



Throughout this prospectus you will read about the many opportunities, experiences and support that our students can access, benefit from and enjoy, including volunteering and contributing to the broader school community. You will read about the wide range of traditional and vocational courses we run and value equally. Our past students have also been keen to add their stories to the prospectus, so that those who are thinking about joining us can get a real sense of what the Sixth Form holistically is about. Last year all of our students graduated from Ousedale and went on to destinations of their choice be that university, advanced apprenticeships or meaningful jobs with training; in other words, no student leaves our Sixth Form without the skills, experiences and qualifications necessary to progress in life. As Headteacher I am most proud of this, over and above our exam results measures.

I could continue, but I will let you read on and hear what our students, past and present, have to say; they are, after all, our greatest advocates.

I look forward to welcoming you into the Ousedale family and Sixth Form.

Andy Burton – Headteacher

Our Vision

“All young people leave Ousedale ready to succeed in life. As effective learners they will acquire the character, experiences, knowledge, skills and qualifications which will enable them to thrive, and lead successful, happy lives.”



Welcome from the Assistant Headteacher - Director of Sixth Form



Ousedale Sixth Form has a long tradition of success, consistently achieving excellent results at GCE Advanced Level in all subjects and vocational routes. Our pupils consistently achieve highly and progress to a wide variety of destinations. Typically over a third of pupils go to Russell group universities, including Oxford and Cambridge.

In addition, many of our pupils

pursue pathways including apprenticeships at university or with employers such as; Mercedes, Grant Thornton, PWC, BAE Systems, and the Foreign, Commonwealth & Development Office. Whatever route pupils take, we will be there every step of the way not only from our exceptional teachers and Pastoral Team but also from our dedicated Careers Team and Widening Opportunities Team.

Ousedale Sixth Form has some of the finest study facilities in Milton Keynes. The Sixth Form Centre has been considerably extended, featuring a new study centre, catering for all pupils on two levels. The second large space known as the 'gallery' provides a lovely social area in which to relax over a coffee, discuss and collaborate with others and purchase snacks in our café which is open for the majority of the day.

All classrooms are fitted with the latest technology and pupils can bring their own device and log-on to our Wi-Fi. Although located separately to the main school, the Sixth Form still benefits from the skills and subject expertise of over 100 staff and has full use of specialist facilities within the school. With over 400 pupils in our Sixth Form, we are proud to offer an ambitious, broad curriculum including our experiences curriculum, taking pupils 'beyond their own experiences', broadening horizons and developing cultural capital. Pupils can also expect to benefit from our excellent relationships with a range of organisations, whilst maintaining our strong 'academic' route. Ultimately, we believe that our pupils will shape the future, whilst they are at Ousedale our vision will underpin their experience.

The following pages provide information on the courses and opportunities available and details on the application procedure. We would like you to be part of our future success. The Sixth Form provides a kind, supportive environment where every pupil matters. The Pupil Leadership Team are fully invested in the school and contribute to social and academic developments. Should you wish to apply to our Sixth Form, the application form can be found on our website: <https://www.ousedale.org.uk/sixth-form/about-the-sixth-form>. Completed application forms need to be submitted by Friday 11th March 2022.

Mr Jon Grant

Assistant Headteacher/Director of Sixth Form

“Committed teachers use their excellent subject knowledge to ensure that all pupils, and particularly pupils with special educational needs and/or disabilities (SEND), achieve well.”

Ofsted January 2020



Why Choose Ousedale Sixth Form?

We believe that our Sixth Form provides a nurturing environment that allows all pupils to grow and develop both academically and develop character to become confident, well-rounded young individuals. We strive to create an aspirational culture, where pupils are encouraged to make the most of the opportunities offered to them, both subject based and extra-curricular.

Succeed Together

We recognise that Sixth Form study is the next step on your journey, whether your goal is higher education or the workplace; therefore results matter. Our commitment to academic rigour ensures that proving a high quality experience is at the centre of everything we do.

Outstanding Teaching – we go above and beyond to make sure you achieve the best results

The results are only achievable through the outstanding teaching and learning experience that defines our Sixth Form. We have a committed team of subject specialists who will work with you to ensure that you achieve your goals. Our teachers are passionate about their subject and will share this love with you to enable you to develop powerful knowledge and skills and a deep interest in your chosen subjects that goes beyond the specification or exam.

Future Readiness – we prepare you for your next steps

Ousedale Sixth Form will prepare you to gain a place at your chosen university, apprenticeship, school leaver programme (or whatever pathway you choose to pursue), and to be successful when you are there. We never forget that what happens after Sixth Form is as important as what happens in it. Providing high quality information from our careers team, advice and guidance at every opportunity means that you will be well prepared for your next steps. There are specific times in the timetable for new experiences including trips and visits, as well as one to one advice to ensure that all our pupils are ready for the future.

Pastoral care – we will support you through the transition from KS4 to KS5 and beyond

The jump to Sixth Form study can be the hardest in your education. We have developed a comprehensive system of pastoral care that will support you at every step of the way. You will have an allocated Form Tutor who will help you settle into Sixth Form life, support you in both years 12 and 13 and help you prepare for the future. They are experienced in the expectations and demands of Sixth Form study so will be able to provide realistic strategies to help you manage time and work load. Our retention rate is very high, evidence that we go the extra mile to support all of our pupils.

New Experiences

It's not all about academic learning; there will be a wide range of opportunities to support your study programme, and personal development to enhance your UCAS or other applications. We also provide a wide range of sporting and musical opportunities, as well as experiences such as debating, arts, additional language classes, national competitions and employee engagement. There are also numerous visits and residential trips over the two years, both as subject enhancement and as part of our widening opportunities curriculum.

We expect our pupils to be role models for younger years in our community. That's why we encourage pupils to participate in volunteering; this could be supporting in classes in the main school, or helping out in the local community.

Ousedale Sixth Form is what you make of it; we encourage you to work hard, take on leadership roles, new challenges and support each other and succeed together!

The Sixth Form Centre

The Sixth Form Centre at Ousedale is located at the Newport Pagnell campus.

The centre is purpose built for Sixth Form pupils and provides classrooms, study areas, and catering facilities for the use of Sixth Form pupils only. The building has recently been significantly enlarged in order to provide enhanced high quality facilities.

Pupils have a choice of which area of the centre they wish to study in during the time they are not in lessons.

The Study Centre is an open area where pupils can work quietly and pupils will receive structured study to enhance their learning. Within the Study Centre is the silent section where pupils have access to individual study carrels. When working in this area, pupils have access to school computers and laptops.

Pupils are encouraged to use their time wisely, and there are extra departmental resources and a Sixth Form Library located within the study area for those who want to use additional study material. The notice boards in the Library area display university posters advertising the different universities and their open days.

For those pupils that are considering applying to university there are bookshelves full of university prospectuses, and a designated UCAS board which provides lots of useful information about the application process. This information is also shared via assemblies and Google Classroom.

The Sixth Form Gallery is a multi functional area within Sixth Form. It is available for those that wish to study while working in larger groups. The café has extended opening times, when hot and cold food and drinks can be purchased from our designated Sixth Form catering assistant.

There are several notice boards in the Gallery which provide pupils with information on the Pupil Leadership Team, Pupil Council and upcoming events.

There is also an achievements board which was put in place by the pupils themselves to advertise and celebrate their range of achievements.

Various events are held in the Gallery during the course of the year, from assemblies to talks by employers to Zumba!





How to find us

Ousedale School's Sixth Form Centre can be found at our Newport Pagnell campus, directly down from the main High Street and onto the estate where Ousedale is located. We are situated on The Grove, Newport Pagnell MK16 OBJ.

Travelling by public bus?

Ousedale School is served by the local bus companies who drop pupils at Market Hill or on Annesley Road, depending upon the service number. For further information of local bus times and route planners in and out of Newport Pagnell, please use the Arriva and Redline bus websites.

Those living outside the MK16 postcode will have their 'All in one card' paid for and there is a travel bursary available.

Travelling by bicycle?

At our Newport Pagnell campus we offer our pupils a secure area where you can store your bike during school hours. Bicycles should not be used on the campus which is a pedestrian only site, and cyclists should always dismount at the gate, before continuing to the bicycle store on foot. The storage area can be found at the front of school.

Travelling by car?

Car parking spaces are limited and permits are issued to those pupils travelling from the greatest distance.

Here's what our pupils have to say...



Ciara

I study Art, Photography and Media Studies at Ousedale Sixth Form and I thoroughly enjoy it here. My decision to come to Ousedale was not only influenced by the 5 years of secondary education I had taken here prior, but because I know that the level of teaching here is outstanding. Tutors are incredibly supportive and they constantly push me to do my best, which I have found incredibly helpful throughout my studies. My courses are heavily coursework based and it is a lot of work both inside and outside of school time, however the facilities and support from teachers have made it possible for me to work efficiently and stay motivated, going out of their way to accommodate my practical work.

Ousedale provides talks and lectures with members of the working industry, this helps students to gain insight on particular career areas. I am looking to study film production at University after Sixth Form, seeking further study on the art of film making and cinematography after discovering my love for it through Media Studies.



Isaac

I am currently studying Mathematics, Physics and Biology and at first I thought it might be too difficult a set of subjects for me to succeed. However, Ousedale Sixth Form has plenty of support and helpful staff that have helped ease some of my stress. I originally came to Ousedale Sixth Form because I went to the Olney campus and I don't regret my decision as the teachers and other students did a great job at creating a welcoming atmosphere and safe environment.

It is difficult to say one reason why Ousedale is such a great school but I would say the best part is the high quality of education and the staff being extremely helpful, like giving extra lessons after the school day ends or quickly marking your work. In the future I am planning to study computer science at University and feel confident I will get the three A's needed to get into my first choice of Birmingham.

Sixth Form Life

Pupil Support

Sometimes pupils need some financial support to enable them to maximise their opportunities at Sixth Form. Bursaries are available from the school to support pupils experiencing financial hardship. Applications for funding are made directly to the school on an official application form. In addition, if you have a postcode outside the MK16 area, we will pay for your 'All in one' card. You may also be eligible to apply for our travel bursary.

Tutorial Support System

We work closely with pupils so that their personal needs are known and met. Timetabled tutorial sessions provide opportunities for Form Tutors to follow a structured programme to support pupils and help them cope with the demands of Sixth Form study. These sessions also prepare them for leaving Sixth Form and entering employment or Higher Education.

Careers Education and Guidance

An extensive careers education and guidance programme is available to pupils throughout the Sixth Form. Pupils can take advantage of specialist advice and attend a number of organised events which focus on employment opportunities, apprenticeships and Higher Education. Visiting speakers from outside agencies are arranged, alongside visits to universities. A number of sessions are given over to the university application process, as many pupils wish to take advantage of this. Experienced staff and tutors play a key role in supporting pupils through the process.

Ousedale takes great pride in working closely with a number of local, regional, national and global employers.

Private Study and Independent Learning

A major difference in Sixth Form is that pupils are permitted to bring in their own devices and are expected to be able to utilise Private Study periods for progression within their subjects. Dependent on their timetable, pupils will have some lessons available for private study. Facilities are available which support pupils' individual learning.

Sixth Form Leadership Team

Our Pupil Leadership Team take an active role in the life of both the Sixth Form and the whole school. They are responsible for organising a range of activities such as enrichment, charity and social events and assemblies. The Leadership Team have a range of roles working with different staff members across the school, to support all Ousedale pupils. The Leadership Team attend a variety of school events and are ambassadors for Ousedale School.

Sports

Pupils are encouraged within Sixth Form to lead healthy lifestyles and part of this is through physical activity. There are a range of sporting facilities available including our well-being fitness suite and through optional core PE lessons.

PSHE and Enrichment

All pupils have timetabled PSHE lessons. PSHE sessions cover a variety of topics including settling into Sixth Form life, study skills, preparing for life beyond Ousedale and UCAS/next steps.

There are a range of opportunities such as community support lessons and leadership where pupils in our Sixth Form can enhance their skills and work with younger pupils. Pupils are also able to participate in the Duke of Edinburgh Award Scheme.

Pupils can also take part in a selection of activities offered, ranging from Young Enterprise, Debating National Competitions, volunteer placement, Music, Massive Open Online Courses (MOOCS), TED talks and more.

Meet the Team



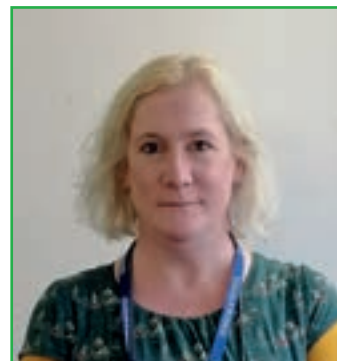
Mr James Moore
Pastoral and Academic
Leader Year 13



Mrs Haley Nagle
Pastoral and Academic
Leader Year 12



Mrs Donna Montague
Careers Manager



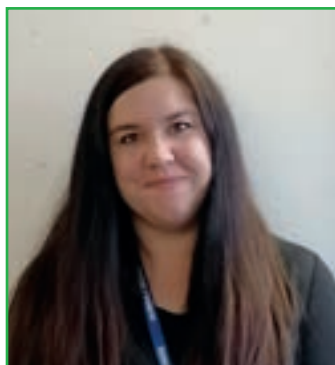
Ms Sian Moulds
Head of Transition and
Widening Opportunities



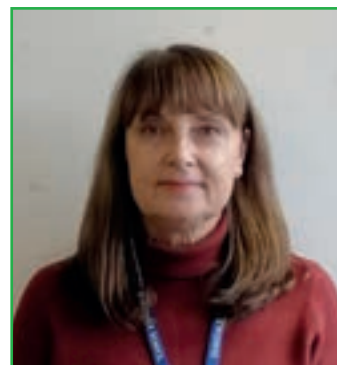
Ms Claire Tierney
Sixth Form Study Centre
Co-ordinator



Mrs Emma Hough
Sixth Form Admin Support



Mrs Leigh Gibson
Careers and Work
Experience Officer



Mrs Mandy Coombes
Sixth Form SEN Support

“Sixth Form pupils feel that staff support them well. Pupils appreciate the varied sessions on personal development. They also receive high-quality advice about possible career opportunities. This means that they are well prepared to leave Sixth Form and pursue their goals.” Ofsted January 2020

Here's what our pupils have to say...

Duane

I'm currently studying Business, Design Technology and Art for my A Level subjects. I chose to come to Ousedale Sixth Form because it allows me to have one to one experiences with specialised teachers to prepare me for university. They help me to remain focused to work hard in order to achieve a place at a top university. Ousedale Sixth Form also gives me a wider opportunity for me to meet new people and learn new things. The teaching and support staff go out of their way to help students and from my experience, they truly do make a huge difference. I'm a student who enjoys sports activities, which is another reason why I chose Ousedale Sixth Form because they offer so many sporting opportunities. I particularly enjoy basketball club.



Ellie

My education is very important to me and football is my passion.

My teachers and other staff members have worked closely with me so I could successfully access my courses whilst at the same time committing to a very challenging training schedule with Tottenham Hotspur.

Although football is my main passion I have to remember school always comes first and there is a course for everyone at Ousedale Sixth Form.

I study the Level 3 Diploma in Health and Social Care alongside the Level 3 Diploma in Financial Studies.

I am in my second year of Sixth Form therefore I will be leaving in the summer 2022. After Sixth Form I am looking to go to America on a full scholarship to better my footballing ability but also a chance for an experience of a lifetime. Whilst being out there I will be able to get a degree and I am also looking to do some teaching over there too. My experience at Ousedale has really helped to focus and support me with my career aspirations.

Alumni - Where our pupils are now...

Dr Nick Cunliffe

My job as a Neurologist is to make accurate diagnoses and to initiate appropriate treatments. Additionally, I also undertake research in the field of multiple sclerosis. I am currently working to find a treatment that can delay (or hopefully prevent) the progressive disability that the majority of people with MS eventually develop.

In order to qualify as a doctor, you have to undertake at least 5 years at medical school. I undertook an extra neuroscience degree during my years of study, and so I spent 6 years at Cambridge University. After leaving medical school, I stayed in the east of England to undertake "Foundation training". These are 2 years of working at the most junior level as a doctor, in which you rotate through several different specialties. I then proceeded to internal medical training.

I spent 2 years in South London, again rotating through a host of medical specialties. During this time, I undertook an extra set of exams to allow me to practice medicine at a senior level. I took up my current post in 2016, having secured a neurology training position at Addenbrooke's Hospital, Cambridge. I now just see people with diseases affecting the brain, spinal cord and peripheral nerves. My working hours are busy, but the evenings/nights/weekends commitment is less as I can often work from home. In order to be a senior neurologist, you typically also undertake a PhD.



Eric Murray - Mechanical Engineering at Harper Adams University

I thought I would start an apprenticeship somewhere in mechanical engineering within the agricultural sector, working on and designing great big machinery like tractors and combine harvesters. I was very much against going to university, I hated the idea of more homework and classroom learning, and I am very tactile and practical hence why I was keen on an apprenticeship.

I was encouraged, by our careers team, to "keep an open mind, not all the universities are what you think they are". And they were right! I found a university where I instantly felt right at home just from discussions with professors and students and looking through their website.

Over the summer of 2021 I worked on a farm in Essex, full-time, as a tractor driver and farm worker. I learnt a lot about crops, machinery and mechanics from the people I worked with.

In truth, I don't know exactly what I want to do with my degree, but what I have learnt so far is to follow what you enjoy and what feels right; the rest will all fall into place as and when. My university course will put me in a room with like-minded people and together, we will learn more about it.

Here's what our pupils have to say...

Jake

After I had completed my GCSEs I was ready for the next challenge in my academic career; I attended many different open days hosted by a variety of Sixth Forms and colleges and Ousedale really stood out to me. What impressed me the most was the clear vision that the Sixth Form had for its students and also the passion that all the teachers had for their subjects. These two qualities have been very evident throughout my first year studying at Ousedale Sixth Form. The teaching you get is of a very high standard by people with a passion for their subject which makes their lessons easy to engage with while also being interesting and allowing you to learn.

I am currently studying Mathematics, Physics and Economics. While it has been a challenge I have really enjoyed studying my subjects at Ousedale, the support from the staff is amazing and you can find them at any time to help you with any queries. There are plenty of great opportunities as well at Ousedale, the Sixth Form provides talks from many different universities and companies to ensure you have the best possible information when choosing your path after Sixth Form. This has definitely helped me as after listening to many different companies (such as Grant Thornton and Mercedes Benz) it has inspired me to do an apprenticeship in Finance.



Choosing a Course

Academic Courses

All A Levels are two year linear courses. The examinations for these courses will cover content from all of the units studied and will occur at the end of the two year period.

We also offer a range of vocational courses.

We expect the majority of pupils to study three subjects over the two years. Year 12 pupils will have internal end of year exams in May/June.

Those studying a vocational qualification will have internal and external assessments throughout the two years.



What Qualifications are Needed? (September 2022)

This is outlined in each subject area but largely the minimum entry requirement has been pitched at Grade 5 ***because experience suggests that anything less does not constitute an adequate platform from which to embark on Advanced Level study, however, some vocational routes will require Grade 4 or equivalent.*** In practice, of course, most pupils will exceed the entrance requirement by a considerable margin. Pupils choose three A Level courses, and will follow these for two years before sitting A Level examinations. Pupils may also study the EPQ.

Pupils should also note that meeting the minimum entrance requirement and satisfying specific subject requirements will not by themselves guarantee entry to the Sixth Form.

We have up to 250 places in Year 12 for September 2022 and those will be allocated both to those presently in Year 11 at Ousedale School and up to thirty places for those seeking entry from other schools.

Sixth Form places will be confirmed only in the light of the results published in August.

Parents and prospective pupils are advised that only in exceptional circumstances will there be any question of waiving the specific subject requirements for entry into the Sixth Form.



Application Process

Applications must be submitted by Friday 11th March 2022. We use an online application form which can be found on our website: <https://www.ousedale.org.uk/sixth-form/about-the-sixth-form>.

Once you have applied, you will be invited to a meeting to discuss your subject choices and future plans. Conditional offers will then be made, based on the required grades being achieved in your chosen subjects, and you will also be invited to our induction days in July.

Enrolment will take place on results day, Thursday 25th August 2022. The enrolment 'desk' will also be open on Friday 26th August 2022. If you do not achieve the entry requirements, options can be discussed with a member of the Sixth Form team on this day.

A copy of our admissions policy can be found on our website. There will be a subscription charge of £50 for pupils who enrol in Ousedale Sixth Form; this will cover the cost of various enrichment activities and basic stationery required for your studies.

“Pupils have a broad and rich curriculum in the Sixth Form.”

Ofsted January 2020



Blocking Structure - Course Combinations Table

	Block A (5 Hours)	Block B (5 Hours)	Block C (5 Hours)	Block D (5 Hours)	Block E/Core Curriculum
Level 3 Academic A Level 2 Year Courses	Business English Language English Literature History Mathematics Further Mathematics Sociology Photography	Art Chemistry Economics Financial Studies Geography Media Studies Music Technology Politics Theatre Studies	Business French Geography History Media Studies Music Physical Education Physics Sociology	Biology Computer Science Economics English Language English Literature History Product Design Psychology Spanish	Financial Studies GCSE Mathematics GCSE English Language Further Mathematics Extended Project (EPQ) Philosophy & Ethics Psychology
Level 3 Vocational 2 Year Courses	Level 3 Vocational Health and Social Care	WJEC Food Science and Nutrition Level 3 Vocational Engineering	Level 3 Vocational Sport	Level 3 Vocational Health and Social Care * Level 3 Vocational Applied Science Level 3 Vocational Information Technology	WJEC Criminology

Pupils should ensure they have chosen subjects that cover three out of five option columns.

- The blocking structure is related to the timetable, therefore choosing 2 subjects in the same block is impossible.
- We hope that all courses offered can run however, there are a minimum number of pupils required for a course to be viable.

*2 A Level equivalent must be taken with Health & Social Care in Block A

Pupil Leadership



Joquan Johnson - Head Boy

At Ousedale, I study Music, Philosophy and Media Studies. I have attended Ousedale since Year 7 and in this time, I have been in multiple leadership roles, such as the student council from Year 7 - Year 10 and being an Ambassador in Year 11. Ousedale has provided me with the opportunities to broaden my horizons by helping me gain a very competitive place in a summer school to my dream university. This has helped me gain a better knowledge and understanding of University life and has guaranteed me an offer to the University of Durham.

After Sixth Form, I would love to study Music and Philosophy as a joint honours course, focusing on Ethnomusicology and Ethical Morality. This course will eventually lead me to becoming a secondary school teacher. COVID-19 has impacted us hugely these past few years, therefore as Head Boy, I would love to help mould our school community to be a more inclusive and diverse space where our voices as students are heard.

Saskia Chaplin - Head Girl

When I first joined Ousedale in 2015 I lacked confidence and self-belief. But thanks to the wide range of extracurricular activities and support from staff over the past six years I have been able to achieve my academic goals and develop my leadership skills - allowing me to play an active role as an Ambassador, Student Councillor and now as Head Girl. So far this year I have already had the pleasure in helping organise Black History Month which allowed me to deliver assemblies at both Campuses and work with students to celebrate diversity. I am currently studying Mathematics, History and English Literature with the ambition to read English as an undergraduate at the University of Oxford (fingers crossed).

Outside of school, I am an endurance athlete and coach for MK Marshall's Athletics Club; I also help coordinate volunteers for sports events in Milton Keynes and enjoy getting stuck into volunteering myself. What do I want to be when I'm older? No idea. But what I do know is that I hope to make a positive impact on the community around me - something I endeavor to do during my final year at Ousedale.



Pupil Leadership

Alex Eglington - Deputy Head Boy

I was at Olney Campus for 5 years and I am now studying Mathematics, Economics and History at Sixth Form and hope to go to university to study economics next year. Over the next few months, I am keen to help the school from an environmental point of view and I'm excited for the year ahead. I look forward to working as part of this year's Leadership Team as I know we can play our part in improving everyone's time at this school.

Outside of school I am very passionate about sports (mainly football) and I am - with some regret - a Nottingham Forest season ticket holder. In the words of the man I'm named after: *"Failing/losing is a powerful management tool, so long as it doesn't become a habit"* (Sir Alex Ferguson).



Fiona Muncaster - Deputy Head Girl

I started attending Ousedale at the start of Year 12 and have since wanted to make my own mark on the school by becoming part of the Sixth Form Leadership Team. I want to make the school a more comfortable environment for students, particularly focusing on people moving into the Sixth Form and student wellbeing within the school. I currently take English Literature, English Language and Photography and am hoping to study film production at University.

Outside of school, I love being creative and spend my free time volunteering at MK gallery where I enjoy working in a team of equally artistic people. I hope to spend my time as part of the Leadership Team making a positive difference to the school and helping other students to achieve success.



Extended Leadership Team



Emily Cuddeford

At Sixth Form, I'm studying Biology, Chemistry and Mathematics and I hope to go to university to study Medicine. Outside of school, I play two instruments, volunteer at an Infant School and enjoy languages. I hope to become a doctor and be able to travel as part of my career. Ousedale helped inspire me to want to explore other countries through the amazing trips they provide - my most memorable being a History trip to Vietnam.

As part of the Sixth Form Leadership Team I will work to ensure other students have access to experiences like this. Additionally, I feel passionate about Student Wellbeing and want to work with the rest of the team to make sure every student feels supported and comfortable coming to Ousedale.

Saba Malik

I started my journey at Ousedale in Year 10. Being at this school since Year 10, I have enjoyed all of the opportunities that have been provided as well as the learning environment also facing many challenges and achievements which has helped me grow as an individual.

I am currently studying Politics, Economics and English Language at A level. As I have always had a great interest in Politics, I will be looking forward to seeing where this takes me after Sixth Form.

As part of the Leadership Team I will help with charity along with other areas and so I will look forward to working with everyone whilst encouraging students to participate around the school.



Art

Pupils wishing to study Art to Advanced Level will find a number of changes from their GCSE course. They will be working in a more able and highly motivated group of pupils. They will have a highly structured start to the course slowly easing off to celebrate individual preferences and personal investigation. Pupils need enormous creative energy and enthusiasm for the subject as they will find it a demanding and stretching course but also very enjoyable and exciting.

The structure of the course echoes the structure of GCSE with 8-10 weeks in term one taking part in workshops. Pupils are introduced to a variety of techniques including both traditional and more experimental approaches to creating; something that will question their understanding of what recording is and what it could be.

Pupils have the opportunity to study different craft areas and record their experimentations and experiences in a sketchbook format.

These craft areas are:

- Photography including use of digital/physical manipulation.
- Painting and other 2D techniques.
- Sculpture including modelling, carving and constructing in a variety of materials.
- Printmaking using processes including lino and screen print.
- Textiles incorporating printing and manipulation.

Pupils use some or all of the above skills to produce a highly personal project and an outcome piece or series. They will work closely with staff to discuss their ideas. They must be able to respond positively to advice and guidance and develop individual learning skills.

There is a compulsory contextual element. Pupils will analyse a range of sources, investigating in depth. Their contextual understanding and specialist vocabulary will expand throughout the course.

Key Information

Level:
A Level

Examining Board:
AQA

Head of Department and Course Leader:
Miss Eileen Fennelly

Entry Requirements:
GCSE Grade 5 in Art

Modules
Component 1:
Personal Investigation 60%
Component 2:
Externally Set Assignment 40%

Assessment Method

Coursework Personal Investigation 60%
Externally Set Assignment 40%

Assessment Criteria

Developing ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

Recording ideas, observations and insights relevant to intentions, reflecting on work and progress.

Presenting a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Here's what our pupils have to say...

Mica

I chose to study at Ousedale Sixth Form as it has the reputation of being the best school in Milton Keynes and I had siblings that came here and insisted I attended too due to the success rate. It offers a wide range of subjects that I was interested in. I study English Language, Sociology and Business, all of which I feel greatly supported in as this Sixth Form provides a range of opportunities to further my knowledge. There is the Session 6 option and a Study Centre that is open during and after school hours. I enjoy my day-to-day experiences as it is a great place to socialise with friends while still being surrounded by a work environment, meaning you can be productive and make friends all in the same place. The school has an excellent support system, insisting that everyone has a meeting with the Careers Team to assist them with their future goals and a forum that provides us with all the information we need at our fingertips to do extra-curricular activities to further our opportunities such as work experience. The staff are widely available and are always there if you need to reach them about worries at school to situations at home and I feel very supported by being here. Eventually I hope to attend University to do a course in Forensic Psychology as this is the job role I would like to occupy and I feel as though Ousedale Sixth Form is the perfect place to help me get there.



Matthew

I study Business, Economics and PE. I chose Ousedale Sixth Form because I thoroughly enjoyed my experience at the school from Year 7-11. The teachers were a significant factor in my decision making because I felt like the teachers were very supportive and passionate about their respective subjects. I also chose Ousedale as the facilities on offer are very impressive and provide everything a student could want. Ousedale Sixth Form has amazing connections to universities and higher education, which is unique compared to any other Sixth Form in the local area.

My experience so far at Ousedale Sixth Form has been better than expected and I have enjoyed it more than I could have imagined. The teachers are very knowledgeable and supportive when you need help. I have always felt like I can ask for help if I ever need it. The additional support on offer to students outside of subjects is also very impressive; teachers are happy to help with personal statements for university and even offer help and advice on life outside of Sixth Form e.g. job applications.

After I finish studying my A-Levels I would like to study sports business management at Manchester Metropolitan University. I aspire to own my own sport management firm, dealing with different aspects of the industry i.e. player agent, personal assistant, events management.



Level 3 Vocational Applied Science

The Level 3 Vocational Applied Science course is for post-16 pupils who want to continue to study science but would welcome a more practically based and applied approach to the learning. It is suitable for those who aim to progress to university and ultimately to employment, possibly in the applied science sector. The qualification is equivalent in size to one A Level and aims to give a coherent introduction to the study of science and the applied science sector.

Skills pupils will acquire through the course include:

- A good understanding of core science concepts in Biology, Chemistry and Physics and to be able to apply them to the work place.
- How to plan investigations, collecting, analysing, and presenting data and communicating results.
- Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology.
- Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation.
- Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.
- Recognise problems and apply appropriate scientific methods to identify causes and achieve solutions.

Key Information

Level:
Level 3 Vocational Applied Science

Examining Board:
TBC

Director of Science:
Mr John Woodward

Course Leader:
Mrs Gwendoline Tasong

Entry Requirements:
GCSE Grade 4 in Mathematics, Sciences (combined or triple) and English Language

The Applied Science Level 3 qualifications have been designed with refreshing, engaging and exciting content that is up to date. This will ensure that students gain the right combination of knowledge, understanding and skills required for the laboratory or further study. It includes an extensive range of centre-assessed units with practical and wider project-based assessment opportunities, as well as examined units on Science Fundamentals, Laboratory Techniques and Scientific Analysis and Reporting, resulting in focused qualifications.

Assessment Method

There is a combination of both external assessment units and internally assessed coursework units which are externally moderated.

External Assessment – A thorough understanding of scientific principles and practices are assessed

External Assessment – Good knowledge in working in a laboratory including the importance of health and safety in the laboratory are assessed

Internal units include – Knowledge of hazards encountered in typical laboratory and how to maintain a safe working environment, determining the concentration of an acid or base using titration, separating techniques such as Chromatographic techniques, identifying bacteria using gram stain.

Biology

The course aims to develop essential knowledge, principles and concepts that exist within all levels of life, from the cellular to the whole organism.

Topics covered include aspects of human physiology, disease and immunity. Biochemistry is studied in the contexts of enzyme action, digestion, respiration and photosynthesis.

Ecological and field studies enable pupils to learn important techniques in order to survey the environment. Ethical and moral aspects of biology are also studied in order to give pupils a grounding in the influence science can have in a wider society. Dissections are carried out, but these are not compulsory, so those pupils with strong objections to animal dissection may still study the course. The course is an intellectually stimulating, yet demanding one. It expects a high level of motivation and self-discipline, plus the ability to work independently. Homework is set on a weekly basis and will be exam practice questions or lab reports.

Pupils will not complete formal coursework but will be required to carry out a range of practical activities (6 in

Year 12 and 6 in Year 13) as specified by the exam board in addition to other relevant practicals set by teachers. Practical skills will be assessed in the written papers.

Pupils will need to have the following skills:

- An interest in other science subjects and mathematics.
- Excellent data analysis skills.
- Ability to use technical language concisely.
- Drive and enthusiasm for the subject.
- Ability to carry out practical work carefully.
- Willingness to carry out further reading around the subject.
- Carry out mathematical calculations e.g.
 - percentage change
 - statistical analysis
 - use of standard form
 - use power, exponential and logarithmic functions
 - calculation of rates

(Minimum 15% of marks are awarded for mathematical skills in A Level Biology)

Key Information

Level:

A Level

Examining Board:

AQA

Director of Science:

Mr John Woodward

Course Leader:

Mrs Emma Beaumont

Entry Requirements:

GCSE Grade 6 in Combined Science or Biology and Mathematics

Assessment Method

A Level

Paper 1 (2 hours) covers topics 1-4, 35% of A Level.

Paper 2 (2 hours) covers topics 5-8, 35% of A Level.

Paper 3 (2 hours) covers topics 1-8 with essay
30% of A Level

Business

This A Level Business course introduces pupils to all they need to know about working in business, providing a solid foundation for further study. With a focus on helping them to become a good decision maker, they will learn essential managerial skills, alongside techniques to help them become an analytical problem solver. These skills are all highly sought after and valued in a wide range of careers.

In order to study business, finance or management at university, A Level Business provides an excellent foundation.

The skills pupils learn are also transferable across a broad range of subjects and careers. Whatever they choose to do in the future, they will find that the things they learn in this course will help. For example, they will probably work with lots of different people, so knowledge of motivational theory will help them to work well with others and help them achieve their potential.

Key Information

Level:

A Level

Examining Board:

AQA

Head of Department and Course Leader:

Mr Andrew Britton

Entry Requirements:

GCSE Grade 5 in English Language and Mathematics

Year 12

An introduction to key business areas: marketing, operations, finance and human resource management.

This includes a special focus on decision making – particularly how decisions made in one area can affect the rest of the business.

Year 13

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

Pupils might have ambitious plans to start their own business. If that's the case, they'll find the marketing and finance topics particularly useful.

Topics covered include:

- 1 What is business?
- 2 Managers, leadership and decision making.
- 3 Decision making to improve marketing performance.
- 4 Decision making to improve operational performance.
- 5 Decision making to improve financial performance.
- 6 Decision making to improve human resource performance.
- 7 Analysing the strategic position of a business.
- 8 Choosing strategic direction.
- 9 Strategic methods: how to pursue strategies.
- 10 Managing strategic change.

Assessment Method

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

Chemistry

In Year 1 pupils study Physical Chemistry (structure, bonding, energetics, calculations from equations, kinetics, equilibria and redox); Inorganic Chemistry (periodicity, Group 2, and Group 7); and Organic Chemistry (Alkanes, Alkenes, Halogenoalkanes, Alcohols and Organic Analysis).

In Year 2 pupils study Physical Chemistry (Thermodynamics, Rate equations, Equilibrium constants, Electrochemistry and Acids and Bases); Inorganic Chemistry (Periodic Properties (Period 3), Transition Metals and Aqueous Ion Reactions); and Organic Chemistry (Optical Isomerism, Compounds with Carbonyl groups, Aromatic chemistry, Amines, Polymers, Amino Acids, Proteins, DNA, Organic Synthesis, and NMR spectroscopy).

The course is intellectually stimulating and yet demanding. Pupils are expected to have a high level of motivation and self-discipline, plus the ability to work independently. Homework is set regularly in the form of experimental reports, research, essays, self-study units, exam questions and past examination papers.

Key Information

Level: A Level

Examining Board: AQA

Director of Science:
Mr John Woodward

Course Leader:
Miss Catherine Chang

Entry Requirements:
GCSE Grade 6 in combined Science or Chemistry and Mathematics

Year 1

Relevant Sections from:
3.1 Physical Chemistry
3.2 Inorganic Chemistry
3.3 Organic Chemistry

Year 2

Relevant Sections from:
3.1 Physical Chemistry
3.2 Inorganic Chemistry
3.3 Organic Chemistry

Over two years, pupils complete twelve required practical exercises and are assessed against the 5CPAC criteria. The experiments are assessed in paper 3 at the end of the A Level. Pupils are awarded a pass grade.

Pupils will need to have the following skills:

- An interest in other science subjects and mathematics.
- Understand abstract concepts quickly.
- Excellent analytical skills.
- Ability to use technical language concisely.
- Organise their study pattern carefully.
- Demonstrate drive and enthusiasm for the subject.
- The ability to carry out practical work methodically and with due regard for health and safety.
- A willingness to engage in further reading around the subject.
- An ability to learn and carry out mathematical calculations e.g.
 1. Rearrangement of algebraic equations.
 2. Calculation of reaction rate.
 3. Construct graphs correctly.
 4. Appreciate logarithms and exponential forms.
 5. Data analysis (means, uncertainties).
 6. Rates of change and slopes of graphs.

Assessment Method

A Level Examinations

Paper 1: (2h; 105 marks)

Physical Chemistry, Inorganic Chemistry, Relevant Practical Skills

Paper 2: (2h; 105 marks)

Physical Chemistry, Organic Chemistry, Relevant Practical Skills

Paper 3: (2h; 90 marks)

Any Content, Any Practical Skills.

40 marks: Practical Techniques/Data Analysis

20 marks: Testing across the Specification

30 marks: Multiple Choice Questions

Block B

Computer Science

This demanding course follows on from GCSE Computer Science, looking at how computers, networks, and Internet-based technologies work. Despite lots of theory to cover, where possible the course is delivered as a practical 'hands-on' approach.

AQA Computer Science teaches pupils the principles of computation and algorithms, computer programming, machine data representation, computer systems (hardware and software), computer organisation and architecture, communications and networking, databases, and the consequences of using computing. The pupils will develop their coding skills further throughout the course extending their learning from GCSE Computer Science. During year 13 the pupils will complete an NEA project where they can choose the type of project they would like to undertake and the coding language they would like to develop in.

This course relates strongly to Science and Maths. Pupils who are good at these subjects will find that they pick up the programming rapidly and are motivated by the problem-solving aspects. You will need to become a strong and independent programmer to be successful in this course.

On this course pupils become competent problem solvers, engineers, and programmers. These skills are transferable across a wide range of careers, as well as being applicable to jobs in science or technology, professional web design, database administration, software development and network management.

Computer Science A Level is a qualification highly regarded by universities and an excellent preparation for a Science, Technology, Engineering or Maths (STEM) based degree course.

The primary language used to teach the course is Visual Basic. Object Oriented Programming using Visual Basic, database programming using SQL and functional programming using Haskell will also be covered, along with theory on data structures, algorithms and efficiency, data representation, communications, networking, database design and systems architecture. In addition, pupils will examine how to systematically solve problems, and look at a variety of computing theories.

Key Information

Level:
A Level

Examining Board:
AQA

**Head of Department
and Course Leader:**
Mr Martin Willans

Entry Requirements:
GCSE Grade 6 in Mathematics and Computer Science. If GCSE Computer Science has not been taken, an entry test will be taken in September to check suitability.

Subject content

Fundamentals of

- Programming
- Data structures
- Algorithms
- Data representation
- Computer systems
- Computer organisation and architecture
- Communication and networking
- Databases
- Functional programming
- Consequences of uses of computing
- Theory of computation
- Big Data
- Systematic approach to problem solving
- Non-exam assessment- the computing practical project.

Assessment Method

Coursework 20%
Examination 80%

Criminology - WJEC Level 3 Diploma

The Level 3 Vocational Criminology course is the study of why people commit crime and society's response to crime. Some of the questions we will look at are: How do we decide what behaviour is criminal? What is the difference between criminal behaviour and deviance? How do we explain why people commit crime? What makes someone a serial killer, or abusive to their own families? What different types of crime take place in our society? What kinds of crime exist about which we know very little, or which are simply not reported to the police and the media? How do we explain people's reluctance to come forward about crimes of which they have been the victim?

By trying to answer these questions you will discover how campaigns are used to bring about change and then plan your own campaign for change relating to crime.

Key Information

Level: Level 3 Applied
Diploma in Criminology

Examining Board: WJEC

**Head of Department and
Course Leader**
Dr Alex Price

Entry Requirements:
GCSE Grade 4 in English
Language

Unit one:
Changing awareness of
crime
Unit two:
Criminological theories

Criminology is directly relevant to careers in the probation, police or prison services, social work, the legal profession, community development work and youth work. You may go on to study Criminology at degree level or move into specific apprenticeships or jobs in related fields of social work, police, sociology, psychology or law.

Course structure

Unit One:

At the end of this unit, you will have gained skills to see the difference between myth and reality when it comes to crime and to recognise that common representations may be misleading and inaccurate. You will have gained the skills to understand the importance of changing public perceptions of crime. You will be able to use and assess a variety of methods to raise awareness of crime so that it can be tackled effectively. You will have gained the skills to plan a campaign for change in relation to crime; for example to raise awareness, change attitudes or change reporting behaviour.

Unit Two:

At the end of this unit you will have gained the skills to evaluate some criminological theories and know there are debates within the different theories. You will understand how changes in criminological theory have influenced policy. You will also have gained the skills to apply the theories to a specific crime or criminal in order to understand both the behaviour and the theory.

Assessment Method

50% Exam
50% Coursework

Alumni - Where our pupils are now...

Jessica Cuncliffe - Speechwriter

My job title is Speechwriter, but I write more than just speeches. It all happened very quickly. I applied for a job as a reporter and got it. During three years there I completed the National Council for the Training of Journalists certificates in law, public affairs, news reporting and shorthand via distance learning. It was when I was covering politicians' visits to my patch that I realised that I didn't want to write about their speeches, I wanted to write the speeches themselves. So I approached one of my contacts about working for him. A year later I saw the Conservative Party's headquarters were looking for a speechwriter. After a series of interviews, and a gruelling three-hour test alongside five other applicants, I got the job.

After applying for a speechwriting job at 10 Downing Street and not getting it, I tried again a year later and succeeded. I was finally working behind the big black door. I wasn't always confined to No10, though. A PM does lots of travelling – and makes lots of speeches when they do. I accompanied David Cameron on one trip to South East Asia, where we went to five cities in four countries over just three nights – and during that time I had to write 13 speeches.

Then, on New Year's Day 2017, I had a text from David Cameron asking if I would come and help him to write his autobiography. It was a huge challenge but I loved every moment I spent researching, writing and editing, and 'For the Record' became a bestseller when it was published in September 2019.



Lewis Ngre, Film Studies at Warwick University

I initially wanted to be an actor but over time felt concerned about having to memorise scripts. I enjoy telling stories and as a visual person wanted to find something that used these talents. After some exploration I decide that becoming a film director was something I wanted to pursue. I did some research around the courses while at school in Liverpool and applied to Ousedale Sixth Form to study Media, Photography and Sociology. Each of the subjects allowed me to grow as an individual and build on my skills and knowledge to support my future career.

During my time at Ousedale I have created my own portfolio website to showcase my photography work. Alongside this I have my own YouTube channel which showcases the music videos I have created. I am also a member of the National Youth Film Academy, we are currently shooting a short film which has involved engaging people across the country.

The Careers Team within the school supported me in taking part in a 2 day workshop exploring film directing in London. This programme allowed me to gain more of an insight into the industry and an understanding into the different roles. Alongside this I was able to make useful connections. I tried to be proactive with sourcing work experience and worked as an assistant video recorder to learn the skills I need for my future. This experience allowed me to develop my communication skills, how to take direction, follow instructions and work as a team. I also work part time with a DJ to create short films to support his business.

Design and Technology - Product Design

Product Design is a creative and thought provoking qualification, which gives pupils the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in creative industries.

Pupils will be required to develop an understanding of contemporary industrial and commercial practices applied to designing and manufacturing products and the associated risks involved.

Pupils should have a good working knowledge of health and safety procedures and relevant legislation.

The course will investigate historical, social, cultural, environmental and economic factors influencing design and technology. Pupils will enjoy opportunities to put their learning into practice by producing prototypes of their choice. Pupils should be aware of the important contribution made by key historical movements and figures in modern design thinking.

It is increasingly important that pupils develop an awareness of wider issues in design, and appreciate that design and technological activities can have a profound impact on the environment and society; that these impacts, together with sustainability are key features of design and manufacturing in practice.

Mathematical and scientific principles are an important part of designing and developing products and pupils need to apply these principles when considering the designs of others.



Key Information

Level:

A Level

Examining Board:

AQA

Head of Department and

Course Leader:

Mrs Rachel Nute

Entry Requirements:

GCSE Grade 5 in either Art or Design Technology or a minimum of a Merit in BTEC Engineering

Assessment Method

Examination:

Paper 1 - 120 marks, 2½ hours = 30%

Paper 2 - 80 marks, 1½ hours = 20%

NEA = Coursework:

100 marks - 50% internal assessment / external moderation

Block D

Here's what our pupils have to say...



Cam

I am currently studying PE, Psychology and History at Ousedale School. I chose this Sixth Form as it offers great opportunities, including guest speakers and important guides to decide on a career path going forward, which for me was essential.

Ousedale Sixth Form also offered a wide range of courses when coming to choose my options. I have received a great amount of support from all the teaching and support staff. They are all really inspiring and work hard to help you achieve your career goals. I hope to progress to study Sports Multimedia and Journalism at UCFB.



Reilly

At Sixth Form I am currently studying BTEC double Health and Social Care and Sociology. I chose to attend Sixth Form because I thoroughly enjoyed studying GCSEs at Ousedale, especially Health and Social Care, so the option to do it as a double really interested me.

The staff and teachers are very supportive at Ousedale Sixth Form and have aided me when it comes to applying to university and writing my personal statement. As well as this, every single one of my Sixth Form teachers have offered after school revision sessions, where they give up their own time to help you with your course.

Next year my goal is to attend university and study Primary Education, as I would like to be a primary school teacher in the future. Currently, I am looking at different universities and writing my personal statement. Ousedale has been very helpful when it comes to resources provided to support you in the university application process. My experience at Ousedale Sixth Form has overall been a very positive experience and I have really enjoyed it.

Economics

What is Economics?

Imagine that the world was nearly all one ocean with just one small island; there are two people living on the island and one banana plant. How do we decide who gets the bananas that grow on the banana plant? That's Economics; it's deciding who gets the bananas!

In a world with unlimited wants and scarce resources it is an unfortunate reality that some individuals are excessively wealthy and obtain vast amounts of resources and others are excessively poor and attempt to survive on the minimal resources that they have access to.

This is an infinitely complex course that will challenge the way you view the world, giving you a new insight into many aspects of life and enabling you to think like an economist.

Key Information

Level:
A Level

Examining Board:
Edexcel

**Head of Department and
Course Leader:**
Mr Andrew Britton

Entry Requirements:
GCSE Grade 5 in
English Language and
Mathematics
Year 1 Content
Theme 1: Introduction to
Markets and Market Failure.
Theme 2: The UK Economy:
Performance and Policies
Year 2 Content
Theme 3: Business
Behaviour and the Labour
Market
Theme 4:
A Global Perspective

Some of the topics we explore in Year 12:

Microeconomics:

- The problem of unlimited wants and scarce resources
- How markets work, which considers the interaction of supply and demand
- The failure of markets – where consumers over or under consume goods such as alcohol or vaccinations.
- The role of the government in tackling market failure through taxation, prohibition, regulation and price controls.

Macroeconomics:

- Essentially here you will learn about how a whole nation's economy is managed; the goal would be that you complete Year 12 with the ability to manage a nation's economy!
- You will consider economic growth (GDP), inflation (CPI), inequality (Gini Coefficient), the balance of trade, budget deficit/surplus, unemployment.

Some of the topics we explore in Year 13:

Microeconomics:

- We expand on your learning from Year 12 by exploring in detail the different market structures: monopoly; oligopoly - including the mathematical model of game theory; monopolistic competition; perfect competition.
- We consider the economics of labour markets.

Macroeconomics:

- We expand on your learning from Year 12 by exploring the global economy, where we learn about poverty and inequality and the policies that may be used to promote development of a nation to bring its citizens out of poverty.

Assessment Method

Examination: 100%

Level 3 Vocational Engineering

The Level 3 Vocational Engineering course is designed for pupils who are interested in a career in the engineering sector and want to progress to further study in the sector. Pupils will take a practical, applied engineering course as part of their Level 3 study programme, which gives them an introduction to the sector. They will be able to combine this with other qualifications, such as a GCE A Level in Mathematics or Physics, which would allow them to progress to higher education to study engineering or other STEM-related programmes.

Engineering covers a broad variety of roles and it involves the application of scientific principles and practical knowledge to transform ideas and materials into products and systems safely and support them during their lifetime. This qualification has a focus on a broad range of engineering specialist areas.

The following topics will be studied over the course:

- Engineering principles and mathematics
- Health and safety, team work and interpreting and creating computer-aided engineering drawings
- Design and manufacture of products

Key Information

Level:
Level 3 Vocational Engineering

Examining Board:
TBC

Head of Department:
Mrs Rachel Nute

Course Leader:
Miss Kathryn Knapman

Entry Requirements:
GCSE Grade 5 in Mathematics,
Grade 4 in Science, Grade 5 in Design and Technology or Level 2 Merit in BTEC Engineering

A suitable candidate for the Level 3 Vocational Engineering will:

- Be able to communicate well (both oral and written)
- Be able to work as a team and independently
- Like solving problems
- Show a sustained effort throughout assignment projects
- Be methodical and analytical in their thought process
- Be empathetic to the needs of others
- Be able to think and work in 3 dimensions
- Be resilient and a risk taker in their learning

This qualification comprises three mandatory units and one option unit to achieve the full qualification:

Unit 1: Engineering Principles (Mandatory)

The application of mathematical and physical science principles to solve electrical-, electronic- and mechanical-based engineering problems.

Unit 2: Delivery of Engineering Processes Safely as a Team (Mandatory)

Exploring how processes are undertaken by teams to create engineered products or to deliver engineering services safely.

Unit 3: Engineering Product Design and Manufacture (Mandatory)

Exploring engineering product design and manufacturing processes and complete activities that consider function, sustainability, materials, form and other factors.

Unit 10: Computer Aided Design in Engineering (Option) TBC

Developing two-dimensional (2D) detailed drawings and three-dimensional (3D) models using a computer-aided design (CAD) system.

Assessment Method

Unit 1: External examination (2 hours)

Unit 2: Internally centre assessed assignment

Unit 3: Externally set and marked assignment

Unit 4: Internally centre assessed assignment

English Language

This course will build on your study at GCSE and has a more conceptual and theoretical approach to the study of spoken and written language in use. Students will be examined on a range of texts including advertising, current articles and multi-media texts. You will be taught to consider the modes, purposes and audiences of text with a rich variety of topics: sport, the environment, politics and gender to name just a few. Students will be required to use linguistic methods to analyse and investigate a variety of texts from different time periods, exploring how meanings and representations are created.

Ever wondered how children learn to speak, read and write? You will be able to study children's language development and apply case studies and concepts to texts as varied as children's early writing at school and home or to transcripts of conversations between caregivers and their children. Students will also consider key topics such as accent and dialect, the development of English around the world and throughout time, as well as sociolect. The non-examined element requires students to conduct a language investigation into an area of interest, collecting, analysing and evaluating their own data. They will also have the opportunity to produce a piece of original writing to suit a specific purpose: journalistic articles, short stories or a political speech perhaps. They will then write an accompanying commentary to explore the choices made.

If you are interested in analysing all kinds of texts and researching society, diversity, personal and geographical factors and developing your own craft as a writer, then English Language A Level is for you.



Key Information

Level:
A Level

Examining Board:
AQA

Director of English:
Mrs Joanna Bazzone

Course Leader:
Mrs Emma Yeomans

Entry Requirements:
GCSE Grade 5 in English
Language and Literature

A Level Modules:
Paper 1:
Language, the
individual and Society
Paper 2:
Language Diversity and
Change

Non-exam assessment:
Language in Action

Assessment Method

A Level
Non-exam assessment: 20%
Examination: 80%

English Literature

The broad aim of this course is to develop critical and empathetic minds through the study of Literature. You will constantly be asked what your opinion and perspective is on a text and to appreciate the views of others whose experience has impacted the text throughout time. Discussion, in small or large groups, will form the major part of lessons where students will be able to articulate their opinions, argue their ideas as well as being able to challenge the opinions of others. Ideas discussed in class will inevitably be of use in the essays which students will be expected to submit at regular intervals.

The course encourages pupils to explore aspects of a central literary theme as seen over time in 'Love through the ages,' using unseen material and set texts. In the 'Texts in Shared Contexts' module, pupils are encouraged to explore aspects of literature connected through a period of time, for example 'Modern Times: literature from 1945 to the present day.' There is a compulsory Shakespeare element at A Level, along with the opportunity to read and study a range of prose, poetry and drama texts. A love of reading is essential as pupils are expected to make links with their wider reading texts in the examinations.

Successful completion of the Literature course will require a confident and competent grasp of more than just basic English skills on the part of the candidate. It cannot be over emphasised that the most successful entrants are those who contribute to discussion regularly and who demonstrate a willingness to have their own views examined critically by others. In every respect, the Literature course opens up a wonderfully rich experience to the keen, interested pupil.

English Literature Advanced Level offers more than just a content based course - we offer a way of viewing literature which allows the pupil to reflect more generally on the influences affecting his or her daily life. In this respect, the course is an excellent preparation for coping with the rigours of college/university or the demands of a work environment where sensitivity to others is an essential component of successful communication and achievement.

Key Information

Level: A Level	A Level Modules Paper 1: Love through the ages Paper 2: Texts in shared contexts
Examining Board: AQA	
Director of English: Mrs Joanna Bazzone	Non exam assessment: Independent Critical Study - Texts across Time
Course Leader: Mrs Emma Yeomans	Considered a facilitating subject for Russell Group Universities
Entry Requirements: GCSE Grade 5 in English Language and Literature	

Assessment Method

A Level
Non-exam assessment: 20%
Examination: 80%

Extended Project (EPQ)

The Extended Project is an optional and additional level 3 qualification, which can make that link between school and university or work.

Pupils have to:

- Choose a topic to study.
- Complete a production log to document the project process.
- Plan, research and carry out their project.
- Prepare a presentation on the outcome.

The Extended Project (EPQ) at Level 3 offers opportunities for pupils to:

- Have a significant input into the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project.
- Develop and improve their own learning and performance as critical, reflective and independent learners.
- Develop and apply decision making and, where appropriate, problem solving skills.
- Extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills.
- Develop, where appropriate, as confident learners and apply new technologies in their studies.
- Develop and apply skills creatively, demonstrating initiative and enterprise.
- Use their learning experiences to support their personal aspirations for higher education and career development.

The Level 3 Extended Project (EPQ) gives pupils more control over their studies than ever before. Candidates can choose to explore a further aspect of a subject they're studying, or another subject, or simply choose a topic that they have a personal interest in. The finished project can be a written report, a performance, a piece of art, a community project, a CD or DVD, or even computer software.

This level of choice and flexibility means pupils are engaged and motivated, and gain valuable research and project management skills along the way.

It is worth 24 UCAS points for an 'A' grade and is viewed as a valuable qualification for pupils wanting to show their commitment to their studies, particularly if they are applying to a Russell Group University or to Oxbridge.

Key Information

Level:
Level 3

Examining Board:
AQA

Course Leader:
Ms Sian Moulds

Assessment Method

The Project is a research-based activity assessed through presentation of the completed piece of work (an essay), production (for example a fashion show, performance of some kind, charity event etc.) or artefact (making of something).

Block E

Pupils can also select this option at the end of Year 12

Financial Studies - Level 3

The Diploma in Financial Studies (DipFs) is a comprehensive introduction to personal finance. It develops the knowledge and skills required for young people to make informed financial decisions by introducing them to the risks and challenges involved in personal finance and to tools for effective planning. Through developing core skills of critical analysis and evaluation, synthesis and written communication, DipFs provides a foundation for further study in business and finance-related disciplines, as well as a wide range of other fields.

Key content areas

- Importance of financial capability for immediate, short-term, medium-term and long-term financial needs;
- Financial services and products, including sources of help and advice;
- Borrowing, budgeting, financial planning and cash flow;
- The impact of external influences at different stages in the personal life cycle; and
- Risk and reward in managing personal finance;

Key Information

Level:
Diploma (equivalent to
GCE A Level qualification)

Examining Board:
LIBF

**Head of Department and
Course Leader:**
Mr Andrew Britton

Entry Requirements:
GCSE Grade 4 in English
Language

Year 12 Certificate
Unit 1:
Financial Capability for the
immediate short term
Unit 2:
Financial Capability for the
medium and long term
Year 13 Diploma
Unit 3: Sustainability of an
individual's finances
Unit 4: Sustainability of the
financial services system

Key skills developed

The qualification will encourage pupils to:

- Analyse financial information, financial service products and services and begin to make judgements about suitability for people in different circumstances;
- Understand financial concepts and terminology;
- Analyse, synthesise, evaluate and reflect;
- Demonstrate numeracy skills including the ability to manipulate financial and other numerical data;
- Select appropriate data and information to make arguments;
- Structure and communicate ideas logically and coherently; and
- Increase their ability to work and learn independently.

Preparation for further study

The financially-related content of this qualification provides a foundation for continued study within finance and business-related disciplines, with many pupils going on to study subjects such as accounting, business, finance and banking at Higher Education Institutions or through further vocational training. The transferable skills developed are also valuable for further study in unrelated disciplines and the financial capability content and skills support pupils in making informed decisions about the value of personal, employment and study options and budgeting whilst studying.

Assessment Method

External examination at the end of each unit – multiple-choice and written exams

Food Science and Nutrition - WJEC Level 3 Diploma

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates. This is an Applied General qualification. This means it is designed primarily to support pupils progressing to university. It is mainly designed for those wanting to pursue careers or learning in related areas such as the food industry production.

Key Information

Level:
Level 3 Diploma

Examining Board:
WJEC

Head of Department:
Mrs Rachel Nute

Course Leader:
Miss Emily Caves

Entry Requirements:
GCSE Grade 4 in English
Language, Grade 4 in
Science, Grade 5 in Food
Preparation and Nutrition
OR Merit in Hospitality and
Catering

Units:
Unit 1
Meeting nutritional needs
of specific groups
Unit 2
Ensuring food is safe to eat
Unit 3
Experimenting to solve
food production problems
Unit 4
Current Issues in
Food Science and Nutrition

Course Structure

Unit 1

Meeting nutritional needs of specific groups will enable you to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.

Unit 2

Ensuring Food is Safe to Eat will allow you to develop your understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again, practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

Unit 3

Experimenting to Solve Food Production Problems or

Unit 4

Current Issues in Food Science and Nutrition will allow you the opportunity to study subjects of particular interest or relevance to you, building on previous learning and experiences.

Assessment Method

50% examination
50% coursework

French

The MFL Department prides itself on its excellent A Level results and we know that language qualifications are very highly regarded by universities. Statistics show that those who can speak another language are very marketable and can earn a higher salary.

The Advanced Level language courses have been created to build upon the skills that you have developed at GCSE. The aims of these courses are to:

- Enable you to communicate easily in the chosen language, seeking and conveying information, expressing ideas, opinions and feelings.
- Develop your understanding of both the written and the spoken language.
- Form a sound basis of language skills for further study or for continuing use in work and leisure.
- Deepen your knowledge of the culture of French speaking countries.

In order to achieve the aims set out above we offer a programme that will vary greatly from week to week as classes are given regular practice in all four skill areas: reading, writing, listening and speaking, with a strong emphasis on oral work in the form of role-play, discussion and debate. Much of the work is based on authentic material taken from the Internet, newspapers, magazines, television and radio.

Many pupils have combined their study of French with another subject at university to add another dimension to their course. You could also consider a year abroad as a pupil under the ERASMUS programme.

Profile of a Successful A Level Pupil

You enjoy languages and are a strong performer at GCSE (Grade 6-9). You are good at absorbing language and at finding opportunities to re-use it to express your views in writing and speech. You have an awareness of grammar rules and you appreciate the need for accuracy and have an eye for detail. You are keen to find out more about the country whose language you are studying and to spend time there if possible. Moreover you have a broad interest in contemporary and social issues.

Key Information

Level:
A Level

Examining Board:
AQA

Head of Department and Course Leader:
Mrs Emma Galvin

Entry Requirements:
GCSE Grade 6 in French

A Level

Year 1 - Pupils will study:

One theme on the topic of Social Issues and Trends in French speaking society.

One theme on the topic of Political and/or intellectual and/or artistic culture

One book or a film.

Grammar.

Year 2: Pupils will study:

A further theme as above

One book or film. Grammar.

Individual research project for a speaking assessment.

Assessment Method

A Level:

3 papers: To cover; Speaking, Listening, Reading, Writing, Translation

Geography

What is A Level Geography?

Geography is always in the news. It is an exciting and dynamic subject which gives you the understanding and skills you need to make sense of the world. Geography is a very broad discipline with links to other subjects like Economics, Sociology, International Development, Biology and Physics. Geographers are considered highly employable due to the wide range of skills that they acquire.

Key Information

Level:

A Level

Examining Board:

Edexcel

Head of Department:

Mrs Emma Laurence

Course Leader:

Mr William Rippin

Entry Requirements:

GCSE Grade 5 in
Geography

A Level Areas of Study**1. *Dynamic Landscapes***

- i. Tectonic processes and hazards
- ii. Landscape systems, processes and change

2. *Human Geography*

- iii. Globalisation
- iv. Shaping places

3. *Physical Systems and Sustainability*

- v. The water cycle and water insecurity
- vi. The carbon cycle and energy security
- vii. Climate change futures

4: *Human systems and geopolitics*

- viii. Superpowers
- ix. Global development and connections

What fieldwork will I do?

Throughout the two years of A Level you will be required to undertake residential and one day field trips. There is an opportunity to take part in an Awe and Wonder trip to Iceland in Year 13.

A Level Course Structure

Paper 1:**Dynamic Landscapes and Physical Systems and Sustainability**

30% of qualification

2 hours 15 minutes

Paper 2:**Human Geography and Human Systems and Geopolitics**

30% of qualification

2 hours 15 minutes

Papers 1 and 2 include short open and resource linked questions as well as 12-mark and 20-mark extended writing questions.

Paper 3:**The Synoptic Investigation**

20% of qualification

2 hours 15 minutes

Synoptic investigation of a geographical issue within a place based context. The examination will include short and longer answers based on a resource.

Assessment Method

Coursework

Written geographical investigation of 3,000 – 4,000 words based on fieldwork and research - 20%

Examination - 80%

Alumni - Where our pupils are now...

Maddy Parsons, Professor of Cell Biology at King's College London

As a Professor of Cell Biology I run a research team of 12 PhD students and post-doctoral scientists who all work in the lab on trying to understand how cells respond to their environments in the body and why this goes wrong in diseases such as cancer and fibrosis. One of the brilliant things about this job is getting to know other scientists across the world and seeing them regularly at conferences. I feel extremely privileged to be doing a job that I love, getting to work with some truly brilliant and inspirational scientists and being able to guide and train the next generation of researchers.



My journey to this point started with GCSE biology. It was the first time I'd really been exposed to the amazing and exciting world of cells and what they do. My biology teacher was also great at explaining things and really enthusiastic, which helped a lot! After Sixth Form I went to Bath University to do a 3-year BSc (hons) in Biology.

I decided to do a Biology course at University but when I graduated from University I wasn't totally sure what I wanted to do - I applied for jobs in research but also in the brewing industry as I had worked in a pub for many years and loved it! I ended up being offered a PhD position in London and after that I was totally hooked on research! I then went to University College London and did a 3-year PhD in Biochemistry within the Department of Medicine.

I have no regrets whatsoever about pursuing the academic track and if you are passionate about science and have a creative mind, it's an absolutely brilliant job.

Ethan Du Casse - Degree Apprenticeship in Project Management with BAE Systems.



I always wanted to start a business. My plans were clear from the beginning, I tailored my studies to this. After visiting Barclays for Work Experience I set my sights on becoming a Project Manager.

I was accepted on a Degree Apprenticeship in Project Management with BAE Systems. I previously completed an online project management course and was aware of barriers for starting a business such as the lack of experience, funding, support and the fact that most businesses fail within the first year. I knew I couldn't jump straight into any business ideas without increasing the chances that it would survive.

Project management helps with the key skills and abilities to eventually start a business. Plus it allows me to network, gain funding, experience and most of all knowledge. I just wanted to thank everyone that I had the pleasure of meeting during my time at Ousedale. I thoroughly enjoyed my time at Ousedale Sixth Form and will not forget a single moment. I met some brilliant teachers, people who set me in the right direction and showed me that there are different methods to communicate. Others inspired me to look into different topics of interest such as Psychology. Many presented themselves as down to earth people that were there to help with and wanted pupils to do their best. That is, what I believe, the key difference that sets Ousedale apart from other schools and Sixth Forms.

Level 3 Vocational Health and Social Care

The Level 3 Vocational Health and Social Care courses have been developed in the health and social care sector to provide;

- The opportunity for learners to enter employment in the Health and Social Care sector.
- A range of pathways for learners to progress onto other courses.
- Opportunities for learners to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Skills pupils will acquire through the course include:

- Interpersonal skills: knowledge and understanding of skills involved in effective communication.
- Counselling skills: caring for the young and elderly, supporting and protecting vulnerable people.
- Presentation skills: how to produce a report; care plan; oral presentation.
- Cognitive skills: Analyse different perspectives on Health and Social Care including Sociological and Psychological views.

The subject encourages pupils to enhance their knowledge of:

- **Equality and diversity:** The rights of patients and professionals in a Health and Social Care setting.
- **Supporting individual care needs:** How to effectively communicate and care for those in a Health and Social Care setting.

The subject also encourages pupils to:

- Explore their own view points on ethical issues regarding Health and Social issues.
- Challenge ideas of morality.
- Apply their knowledge to a Health and Social Care setting as well as everyday lives.

This course would be a great asset to pupils wishing to broaden their skills and knowledge in sectors related to Health and Social Care.

Key Information

Level:

Level 3 Vocational Health and Social Care

Examining Board:

TBC

Head of Department:

Mr Richard Vanstone

Course Leader:

Mrs Hannah Barnes

Entry Requirements:

GCSE Grade 5 in English Language

Assessment Method - Single Award

The Extended Certificate in Health and Social Care (The Single Award) is worth one A level and students complete four units.

The Diploma in Health and Social Care (The Double Award) is worth two A levels and students complete eight units.

There is a combination of both external assessments and internally moderated coursework units.

External assessments include: Relationships in Health and Social Care, Equality, Diversity and Rights in Health and Social Care and Health and Safety in Health and Social Care.

Internal units, example titles include – Promoting Health and Wellbeing, Public Health and Promoting Creativity and activities for children, adults and older people.

History

Advanced Level History increases your powers of argument, analysis and judgement, whilst also developing your ability to state and support a point of view coherently and convincingly. History is now widely acknowledged as providing pupils with transferable skills, not only useful for an understanding of the world today, but also essential for many areas in the job market.

The following topics will be studied over the full A Level course:

1. The making of a Superpower: USA, 1865–1975:

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How did government, political authority and political parties change and develop?
- In what ways did the economy and society of the USA change and develop?
- How did the role of the USA in world affairs change?
- How important were ideas and ideology?

Key Information

Level:

A Level

Examining Board:

AQA

Head of Department and Course Leader:

Mrs Suzie Whiting

Entry Requirements:

GCSE Grade 5 in History

A Level Units

Unit 1:

The making of a

Superpower:

USA, 1865-1975

Unit 2:

The making of Modern

Britain, 1951 - 2007

Unit 3:

Historical Investigation

- How united was the USA during this period?
- How important was the role of key individuals and groups and how were they affected by developments?

2. The Making of Modern Britain, 1951–2007

This option provides for the study in depth of the key political, economic, social and international changes which helped to mould Britain in the second half of the 20th century. It explores concepts such as government and opposition, class, social division and cultural change. It encourages students to reflect on Britain's changing place in the world as well as the interrelationship between political policies, economic developments and political survival.

3. Historical Investigation

“Teachers develop pupils’ learning over time successfully so that lessons encourage pupils to be attentive, inquisitive and hard working. Pupils complete work that is demanding. In the Sixth Form, pupils quickly grasp complex concepts by applying their prior knowledge. For example, in history, pupils analysed sources about Germany at the end of the First World War and answered challenging questions on the topic.”

Ofsted January 2020

Assessment Method

Coursework 20%

Examination 80%

Blocks A, C & D

Level 3 Vocational Information Technology

The Level 3 Vocational Information Technology course has been developed in consultation with the IT industry and appropriate sector bodies, to allow pupils who are interested in a basic introduction to the study of IT to develop IT knowledge and study areas such as managing and processing data to support business and using IT to communicate and share information. This will give pupils the opportunity to:

- Complete the course to enter employment in the growing IT sector.
- Progress to higher education courses, not necessarily in IT.
- Gain a range of skills and techniques, personal skills and attributes essential for a successful working life.

Skills pupils will acquire through the course Include:

- Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology.
- Interpersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation.
- Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.
- IT Skills: Fundamentals of Information Technology systems, managing information and cyber security.

Although not essential, some prior experience of programming would be beneficial to applicants entering onto the course.

Given the significant demands of the coursework the following skills are also required:

- Self-motivation and being able to work independently.
- Organisation and good timekeeping.
- Ability to prioritise workload.
- Confidence at written communication.

Alongside these skills a willingness to present in front of a small audience will be needed.

Key Information

Level:

Level 3 Vocational
Information Technology

Examining Board:

TBC

Head of Department:

Mr Martin Willans

Course Leader:

Mr Matthew Brownsett

Entry Requirements:

GCSE Grade 4 in English
Language and Maths

Certificate - Assessment Methods (Single)

There is a combination of both external assessments and internally moderated coursework units.

Units to be covered include:

- IT Systems
- Cyber Security
- Project Management
- Programming
- Systems analysis and design
- Social Media

Here's what our pupils have to say...



Ivo

I am studying Biology, Chemistry, Maths and Further Maths as well as undertaking an EPQ. The dedication of the excellent teachers at Ousedale Sixth Form (especially throughout the pandemic) has made me feel calm and relaxed as I progress to my final exams. I feel involved in my lessons and am confident that I have access to all the resources required for my subjects.

I came to Ousedale Sixth Form for the excellent teaching but I discovered the best thing about it is the positive community spirit of the students and staff. Whilst writing my personal statement and preparing my university application, I was supported and helped by several members of staff and even fellow students. I would recommend studying here because if you aspire to excellence, you will find people here to help you get there.

Alex

I've been studying at Ousedale all through main school where I was supported and challenged during my GCSEs, I'm now in Year 13 studying for two A levels: Sociology and Psychology as well as a Level 3 BTEC in Health and Social Care.

I chose to study at Ousedale Sixth Form as I liked the opportunity to study a combination of A Levels and vocational courses, this allowed me to keep my options open. I appreciate the structure of lessons and support offered by Ousedale Sixth Form and feel this has been invaluable, especially during Covid.

The Sixth Form study centre offers a great range of choice for independent study, while also offering after school sessions. At Ousedale I was always offered skilled academic support from my teachers while also getting great advice from our Sixth Form Co-ordinator and Careers Guidance Team. Through this, I have explored my options and have decided that I want to go into radiography, hopefully doing a degree apprenticeship in a hospital setting. Each staff member I'm in contact with has been very encouraging of this and has helped me gain confidence in my options.



Mathematics

Mathematics is a subject that can be combined well with both Art and Science subjects. It is highly valued by Universities and Colleges and can provide the pupil with skills which are invaluable to a whole range of other disciplines. It can also be fun and rewarding in its own right! A strength and enjoyment of algebra is essential as this forms a significant part of the course.

Mathematics:

The course contains elements from three disciplines:

Pure Mathematics contains such subjects as algebra techniques, co-ordinate geometry, calculus, functions, trigonometry, series, partial fractions and exponentials.

Statistics involves such topics as hypothesis testing, standard deviation and variance, probability sampling theory, binomial and normal distributions. It is particularly useful for those also taking Geography, Biology or Economics.

Key Information

Level:

A2 level

Examining Board:

Edexcel

Director of Mathematics:

Mrs Debbie Barker

Course Leader:

Mr Emir Sheikh

Entry Requirements:

A Level Mathematics:

GCSE Grade 6 in Mathematics

A Level Mathematics:

The assessment consists of 3 examination papers each contributing $\frac{1}{3}$ to the final grade:

Pure Paper 1: 2 hours

Pure Paper 2: 2 hours

Statistics and Mechanics:

2 hours

A Level Further Mathematics:

GCSE Grade 7 in Mathematics

Mechanics is closely related to Physics and contains topics such as velocity, acceleration, Newton's Laws, momentum, power, work, energy, and vectors.

An A Level calculator will be required to access this course costing about £19.

Mathematics GCSE

This is a course for pupils who are looking to gain a Grade 4 or 5 in Mathematics at GCSE and have achieved a lower grade at GCSE.

Further Mathematics

This consists of 3 papers in Year 12 or Year 13 and a further 4 papers completed in Year 13. This gives students an A2 qualification in Mathematics and an A2 Qualification in Further Mathematics. This option is designed for the able mathematicians who can work at an accelerated rate and therefore students need to achieve at least a grade 8 at GCSE.



Assessment Method

A Level Mathematics

A2 Examination: 100%

A Level Further Mathematics

A2 Examination: 100%

Block A

Alumni - Where our pupils are now...



Kat Scott-Hyde, BSc Business Management, King's College London

I believe in taking things one step at a time and focusing on the now. I knew I wanted to go to King's but not much beyond this. Although, that said, I've always wanted to do something with a creative outlet. I think when you're wired this way, you need to express it in your work and your day-to-day life.

My foremost goal is to do a job that brings me joy and creativity, whilst also providing others with value. Going to a business school has made me realise that I fundamentally care very little for large corporations and have absolutely no desire to be a 'cog in the machine' at a company that considers me a commodity. I'd like to work at a start-up or for myself, preferably in a creative industry like branding, design or events.

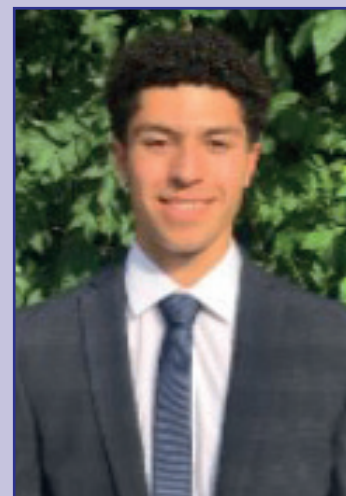
I am a very poor mathematician. As in, will draw out a number line to do subtraction if I can't use a calculator. In contrast, I am very good with words and design. Whilst I can't pretend I don't struggle with this fact still, all I can do is accept it. I have to reassure myself that my skillset is equally valuable and that I can forge my own opportunities. After all, there's a reason my peers are so desperate to work at bulge bracket banks and MBB consultancies – it's their branding. And that's what I am good at.

Nathan Smith, Apprenticeship with Grant Thornton

I have always wanted to pursue a career in the Finance sector but was never 100% sure on what route I wanted to take. However, I always had a keen interest in accounting and therefore chose this route as the first step in my career.

In Year 10, I completed 2 weeks work experience for Mean Broadcast where I did market research and aiding the finance team with small tasks. I also attended various careers events and talks from external companies at Ousedale. These gave me great exposure to the opportunities available post Sixth Form as well as the ability to expand my network. I also took up other opportunities such as Head Boy, Ambassador, Young Enterprise programme and Sports Ambassador.

I faced some challenges during the early stage of my career when applying for apprenticeships. The process of applying for apprenticeships was tough; a lot of work had to be done in order to be successful, but I felt fully supported. If students are looking to apply for apprenticeships my one piece of advice would be to ensure they have thorough knowledge of the company they are applying for and examples where you have portrayed their values/culture in real life.



Media Studies

Media literacy is arguably one of the most important skills for pupils to possess. The contemporary media landscape is transient and fluid. Media Studies provides pupils with the knowledge and understanding to navigate complex sets of messages and ideologies. In order to achieve this pupils will engage with both historical and contemporary media products in order to fully appreciate the media in terms of its past, present and future. Textual analysis, theoretical approaches and critical debate underpin the course across two years of study.

Pupils will extend their practical skills, build their capacity for independent research, and gain a deeper appreciation and understanding of the role media plays in day-to-day life.

Through studying Media Studies pupils will view, evaluate and analyse a variety of media products, and develop practical skills spanning a range of media forms. Pupils will study contemporary, diverse and varied texts coupled with engaging content, helping pupils to develop research and problem-solving skills as well as their creativity. They'll also refine their debating skills through the discussion of contemporary issues from a range of perspectives.

Core content will focus on the following aspects which form the theoretical framework:

1. Media language
2. Media representation
3. Media industries
4. Media audiences
5. Media theory
6. Media issues and debates

Key Information

Level: A Level

Examining Board: AQA

Head of Department and Course Leader:
Mr James Moore

Entry Requirements:
GCSE Grade 5 in English Language

Assessment Method

Paper 1 - 35% of A Level

Section A will focus on Media Language and Media Representations. Questions in this section will test the following forms:

- Advertising and Marketing
- Music Video

Section B will focus on Media Industries and Media Audiences. Questions in this section can test any of the following forms:

- Radio
- Newspapers
- Film (industries only)

Questions

- A range of questions relating to an unseen source and Close Study Products
- Two essay questions (20 marks), one of which is an extended response question

Paper 2 - 35% of A Level

Questions will focus on the in-depth media forms of television, magazines and online, social and participatory media/video games

Questions

One medium length unseen analysis question. Three essay questions (25 marks), one of which is an extended response question and one of which is a synoptic question

Non-Exam Assessment - 30% of A Level

- Application of knowledge and understanding of the theoretical framework
- Practical skills relating to the media format of their choice

A choice of topics related to the over-arching (annually changing) theme.

Blocks B & C

Music

The A Level music syllabus provides opportunity for pupils to:

- Study and practise critical listening skills.
- Develop an understanding of compositional techniques and creative music writing.
- Achieve confident, advanced performance skills.
- Acquire skills of study and research through written and listening papers.
- Develop a lifelong interest and enjoyment in listening to, and making music.

In A Level Music you will cover three components: Appraising Music, Performance and Composition.

Component One: Appraising Music

Appraising Music focuses on developing pupils listening skills. The areas of study provide an appropriate focus for pupils to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language. The areas of study can also provide a rich source of material for pupils to work with when developing performance and composition skills.

All pupils must study the Western classical tradition (1650-1910), which covers three strands from three key genres:

- Baroque: the solo concerto.
- Classical: the operas of Mozart.
- Romantic: the piano music of Chopin, Brahms and Grieg.

Pupils will also study Jazz and Music Theatre in detail as further areas of study. Pupils will be expected to critically analyse a set work from these chosen strands.

Component Two : Performance Skills

Focusing on performance skills you will develop your solo and ensemble skills to prepare for a recital to last a minimum of ten minutes.

Component Three: Composition

You will learn how to develop musical ideas and compose music both in response to a set brief and within a 'free composition'. A minimum of four and a half minutes of music in total is required.

Pupils will need to be organised, able to meet deadlines and have an excellent attendance record. Desirable skills include being an analytical listener, confident performer and having good essay writing skills.

Key Information

Level:
A Level

Examining Board:
AQA

**Head of Department and
Course Leader:**
Mr Mark Couldrick

Entry Requirements:
GCSE Grade 5 in Music
Grade 5 ABRSM or
equivalent

Assessment Method

A Level Music

Component 1: Appraising Music
40% of A Level (Exam)

Component 2: Performance
35% of A Level (Coursework, Externally assessed)

Component 3: Composition
25% of A Level (Coursework, Externally assessed)

Music Technology

The Music Technology course encourages pupils, including those who do not play a 'traditional' instrument, to explore their musicality and create music using technology. The emphasis throughout this course is on practical work and encourages the cultivation of a wide range of skills.

Component 1: Recording

(Non-examined assessment: externally assessed 20% of the qualification)

The purpose of this component is to assess pupils' skills in capturing, editing and mixing sounds to produce an audio recording with increased sensitivity and control. Pupils will develop the skills to capture and manipulate sounds in corrective and creative ways in order to communicate effectively with listeners. Pupils will use technology to explore a range of techniques for capturing, editing and manipulating sound which will help them understand the impact of music technology on creative processes in the studio. They will then produce a completed mix.

Component 2: Technology-based Composition

(Non-examined assessment: externally assessed 20% of the qualification)

The purpose of this component is to assess pupils' skills in creating, editing and structuring sounds with increased sensitivity and control to develop a technology-based composition. Pupils will develop the skills to create and manipulate sounds in imaginative and creative ways in order to communicate effectively with listeners. Pupils will use technology to explore a range of techniques for developing ideas. They will then turn their ideas into completed technology-based compositions. Pupils should develop in-depth knowledge and understanding of musical elements and musical language, and apply these, where appropriate, to their own technology-based compositions.

Component 3: Listening and Analysing

(Written examination, 25% of the qualification)

The purpose of this component is for pupils to develop listening and analysing skills through the study of a range of music production techniques used in unfamiliar commercial recordings.

Component 4: Producing and Analysing

(Written/practical examination: 35% of the qualification)

This component assesses pupils' knowledge of the techniques and principles of music technology through a series of written and practical tasks, in the context of audio and MIDI materials provided by the examination board. The production stages of sound creation, audio editing and mixing will be covered. The content is grouped into two of the areas of study. Pupils will work with unedited audio and MIDI materials provided by Pearson that have been captured using microphone, DI and sequencing techniques. The examination will assess the ability to process and correct these materials using a range of production skills, culminating in a series of audio bounces/exports for individual instrumental/vocal parts, plus a final stereo mix. Pupils will refine and combine pre-existing 'ingredients' of a mix to form a convincing final product.

Key Information

Level:
A Level

Examining Board:
Edexcel

**Head of Department and
Course Leader:**
Mr Mark Couldrick

Entry Requirements:
GCSE Grade 5 in
Music
Good Keyboard/Piano Skills
Ability to read music
notation
Excellent IT skills

Philosophy and Ethics

Students will look at the thinking of Ancient Greek and modern Philosophers, alongside that of philosophers and theologians from the Judaeo-Christian tradition to attempt to answer some of these ultimate questions about life including the existence of God, life after death and the problem of evil.

In Ethics students consider ethical theories that may be used when we make decisions. Students will look at ethical language, conscience and sexual ethics. Students will also look at the developments in religious thought directly linked to religious beliefs, values and teachings. This will also look at the sources of religious wisdom and authority and practices which shape and express religious identity.

The course requires the student to think intelligently across a range of subject areas in order to develop philosophical skills. They are required to organise material, assessing and evaluating its significance, whilst also being willing to present their own arguments and opinions supported by evidence. Lively debate is encouraged!

Students should be competent in essay writing and prepared to contribute verbally. At no point does the course assess a student's personal beliefs, but rather their ability to analyse and evaluate their own position in comparison to the views of Philosophers and Scholars.

Philosophy and Ethics incorporates the same educational principles and standards as other A Level Arts subjects, therefore the skills are transferable to many subject areas, such as History, Politics, Sociology, Law, Psychology and English. As an academic qualification it is welcomed by colleges and universities as evidence of an ability to think critically and evaluate a variety of different viewpoints.

Key Information

Level:
A Level

Examining Board:
OCR

Head of Department and Course Leader:
Miss Katie Wilkins

Entry Requirements:
GCSE Grade 5 in Religious Studies

Year 1

Philosophy

- Ancient philosophical influences
- Soul, body and mind
- Arguments based on observation and reason
- Religious experience
- Problem of evil

Ethics

- Natural law
- Situation ethics
- Kantian ethics
- Utilitarianism
- Euthanasia
- Business ethics

DCT Augustine

- Death and afterlife
- Knowledge of God's existence
- Person of Jesus Christ
- Christian moral principles and actions

Year 2

Philosophy

- Nature of God
 - Religious language and 20th century perspectives
- #### Ethics

- Meta ethics
- Conscience
- Sexual ethics

DCT

- Religious pluralism and theology/society
- Gender and society/theology
- Secularism
- Liberation theology and Marx

Assessment Method

Examination: 100%
Philosophy of religion – 33.3%
Religion and ethics – 33.3%
Developments in religion – 33.3%

Photography

Overview

Pupils will be introduced to a range of experiences and photography techniques including traditional black and white darkroom techniques and colour explored through digital photography. Pupils will have to have an element of drawing within their project to address the exam board criteria.

Year 1 - Pupils start the course with an introduction period lasting 8-10 weeks. During this time they are introduced to a number of skills, the use of film cameras, digital SLRs and editing packages including Photoshop. They record the detailed technical information, ideas and the development of practical work through a journal.

Year 2 - The A Level course work consists of a personal investigation. A coherent in depth study that demonstrates the pupils ability to conduct a detailed personal practical investigation, then an externally set assignment.

Equipment

There is no expectation that pupils have their own camera. We have department cameras which pupils can share and use in lesson time. As the course progresses, pupils may need to purchase additional resources such as photographic paper and film.

Key Information

Level:

A Level

Entry Requirements:

GCSE Grade 5 in Art or Photography

Examining Board:

AQA

Modules

Extended Project

Head of Department and Course Leader:

Miss Eileen Fennelly

Component 1: Personal Investigation 60%

Component 2: Externally set Assignment 40%

There is a compulsory contextual element; 1000 - 3000 word essay. Pupils will analyse a range of sources investigating in depth. Their contextual understanding and specialist vocabulary will expand throughout this course.

“I transferred from another school and found Ousedale to be a happy and welcoming environment. In just a few months I have made many friends and have the support from staff for my self-development. The transfer has been seamless and I have enjoyed every minute of school since.”

Assessment Method

Coursework Personal Investigation 60%

Externally Set Assignment 40%

Assessment Criteria

Developing ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

Recording ideas, observations and insights relevant to intentions, reflecting on work and progress.

Presenting a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Block A

Physical Education

The Physical Education course is fully linear and assessment will take place at the end of two years of study. This course allows a deeper understanding of PE. The content is designed to be stimulating and engage pupils across a range of topics. There is a combination of physical performance and academic content. All aspects of the course are compulsory. The course is designed to offer opportunities into many different areas for example; personal training, sports massage therapist, further education in sports science, coaching, sports management, PGCE Medical Disciplines such as Occupational therapist, physiotherapy.

Course aims

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Understand how physiological and psychological states affect performance.
- Understand the key socio-cultural factors that influence people's involvement in physical activity and sport.

Key Information

Level:
A Level

Examining Board:
OCR

**Head of Department and
Course Leader:**
Mr Richard Vanstone

Entry Requirements:
GCSE Grade 5 in PE

Components:
1. Physiological Factors
Affecting Performance
2. Psychological Factors
Affecting Performance
3. Socio-cultural and
Contemporary Issues
4. Performance within
Physical Education

- Understand the role of technology in physical activity and sport.
- Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance, demonstrating ability to action plan and critically evaluate.
- Understand the contribution which physical activity makes to health and fitness.
- Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

Essential attributes needed to complete the course:

- Good personal organisation and time management.
- Excellent attendance, punctuality and work ethic.
- Good understanding of Anatomy, Physiology and Exercise Physiology.
- An active role in sport outside of school, such as a performer, participation in sport should be to a strong level to maximise marks in component 4 (There is an option to offer coaching, however pupils should regularly be doing this).
- Good independent learning skills.
- The ability to analyse and be confident to verbally respond to Q&A.
- A willingness to be challenged and resilient across all aspects of the course.
- To provide evidence suitable for examination for coaching or practical performance.

Assessment Method

Components 1 to 3 are assessed by an examination paper, Component 4 is assessed through internal assessment and external moderation.

Physics

Physics as a subject can be most rewarding and interesting, but it is conceptually demanding and is therefore a high status subject. There are relatively few long writing exercises but a whole new language of technical terms to learn and understand.

Many of the ideas and theories are expressed mathematically and pupils will need to be able to do the same. A good level of Mathematics is essential and we require at least Grade 6 on the higher tier papers at GCSE.

This course gives pupils the chance to reflect on many of the major research themes in Physics such as Particle Physics and Astronomy, but also gives pupils the thorough grounding they need in the basics, to understand these themes.

Key Information

Level:

A Level

Examining Board:

AQA

Director of Science:

Mr John Woodward

Course Leader:

Dr Dominic Keogh

Entry Requirements:

GCSE Grade 6 in
Combined Science or
Physics and Mathematics

Course Content

Year 1:

- 1 Measurements and their errors
- 2 Particles and radiation
- 3 Waves
- 4 Mechanics and materials
- 5 Electricity

Year 2:

- 6 Further mechanics and thermal physics
- 7 Fields and their consequences
- 8 Nuclear physics
- 9 Astrophysics

Pupils are encouraged to look at Physics in the context of the wider world and to use the skills and knowledge they acquire to solve problems. Many pupils take Physics along with other related courses and use it as a springboard to go on to study a range of courses in Higher Education. In addition to Physics these include many of the Physical Science disciplines, Medicine and all of the various engineering courses.

The analytical, numeracy, communication and technical skills that are so integral to a Physics course are in great demand in a variety of employment areas and pupils develop a range of transferable skills that are highly desirable.



Assessment Method

Paper 1 (2 hours) covers topics 1-6a, 35% of A Level
Paper 2 (2 hours) covers topics 6b-8, 35% of A Level
Paper 3 (2 hours) covers practical and Astrophysics, 30% of A Level

Politics

The A Level Politics course requires the in-depth study of both British and American government and politics. Pupils will be further required to identify similarities and differences between the two political systems. The course enables pupils to develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes.

Pupils will also develop a detailed knowledge and understanding of political ideologies, with a particular focus on Liberalism, Conservatism and Socialism.

The following topics will be studied over the full A Level course:

1. The government of the UK

Government and Politics of the UK are divided into ten sections. Each has a particular focus, but their inter-relationships must be understood to appreciate the complexities of the system. Pupils will study each of the prescribed sections below.

- The nature and sources of the British Constitution
- The structure and role of Parliament
- The Prime Minister and cabinet
- The judiciary
- Devolution

- Democracy and participation
- Elections and Referendums
- Political parties
- Pressure groups
- The European Union

2. Government and politics of the USA and comparative politics

Government and politics of the USA are divided into eight sections. Each has a particular focus but their inter-relationships must be understood to appreciate the complexities of the system.

Pupils will study each of the prescribed sections below.

- The constitutional framework of US government
- The legislative branch of government: Congress
- The executive branch of government: President
- The judicial branch of government
- The electoral process and direct democracy
- Political parties
- Pressure groups
- Civil rights

3. Political ideas

- Liberalism
- Socialism
- Conservatism
- Feminism

Key Information

Level:

A Level

Examining Board:

AQA

Head of Department:

Mrs Suzie Whiting

Course Leader:

Miss Katie Freeman

Entry Requirements:

GCSE Grade 5 in English Language

Assessment Method

Each of the three units is assessed with an examination.

Each unit is:

Written exam: 2 hours

77 marks

33⅓% of A Level

Psychology

Psychology is the science of mind and behaviour. Psychologists attempt to find reasons for why we act, think and feel. Psychologists study a huge variety of behaviours and phenomena such as; memory and forgetting, sleeping, brain plasticity, why we turn to crime and psychotic disorders.

The A Level has three components; research methods, psychological themes through core studies and applied psychology.

Research methods introduces and develops knowledge and understanding of the process of planning, conducting, analysing and reporting psychological research across a range of experimental and non-experimental methodologies and techniques.

Psychological themes through core studies focuses on some of the central areas of investigation in psychology. For each key theme, pupils are presented with both a classic and

a contemporary study. The classics are landmark pieces of research, whilst the contemporary studies are more up to date but still engage with the issues the landmark study grappled with.

Applied psychology will have one compulsory component on 'issues in mental health' and two from: child, criminal, environmental and sport exercise psychology.

Psychology is accredited as a science and you will therefore achieve a science A Level upon completion.

Pupils who follow a psychology course can continue their studies in many fields at university including:

- Criminal psychology
- Clinical psychology
- Health psychology
- Teaching
- Social studies

And many more.....

Key Information

Level: A Level	A Level Components: Component 1: Research methods
Examining Board: OCR	Component 2: Psychological themes through core studies
Head of Department and Course Leader: Dr Alex Price	Component 3: Applied Psychology: Issues in mental health and two from child psychology, criminal psychology, environmental psychology, sport and exercise psychology.
Entry Requirements: GCSE Grade 5 in English Language	

“Sixth Form has given me so many valuable opportunities that have enabled me to grow as an individual and become confident, self-motivated and dedicated to my future.”

Assessment Method
Examination: 100%

Sociology

The syllabus reflects the basic aim of the course, which is to promote a critical awareness of the social world in which we live.

Pupils are encouraged to learn and to use sociological methods and theories in order to develop an awareness and appreciation of the complex and diverse nature of society with particular reference to class, gender, ethnicity and cultural differences.

Throughout the two years a variety of approaches to the course are used, ranging from note-taking in lecture-style lessons to discussions, seminar work and independent study on sociological issues. The pupils should develop a set of intellectual skills such as comprehension, interpretation, presentation, analysis, evaluation and the ability to construct a clear and logical argument, which will be easily transferable to other subjects.

Key Information

Level:
A Level

Examining Board:
OCR

Head of Department and Course Leader:
Ms Rose Camden

Entry Requirements:
GCSE Grade 5 in English Language

The full A Level course looks at:
Identity, Culture and Socialisation, Families and Relationships, Research Methods in the Context of Social Inequalities, Globalisation, Education.

The following topics will be studied over the full A Level course:

1. Identity, Culture and Socialisation: This section focuses on identity construction, cultural diversity and ways in which humans are socialised.

2. Families and Relationships: This section considers family diversity, demography, power relationships within the family and different theoretical views regarding the role and purpose of the family within contemporary society.

3. Research Methods: This section teaches pupils how sociological research is generally performed and then requires them to use their methodological knowledge in order to explain and assess how research on social inequalities is carried out.

4. Social Inequalities: This section covers the theoretical explanations for social inequalities and has a particular focus on class, age, gender and ethnicity.

5. Globalisation and Digital Communication: This section considers how globalisation has changed society and has a particular focus on the world since the birth of the internet. Pupils consider how society has changed since we live our lives on social media and how globalisation might help and hinder different types of people.

6. Education: This section focuses on the role, purpose and history of the education system. Pupils consider different theoretical explanations and assess the extent to which the British and global systems offer equal opportunities for all pupils.

Assessment Method

Examination: 100%

Spanish

The MFL Department prides itself on its excellent A Level results and we know that language qualifications are very highly regarded by universities. Statistics show that those who can speak another language are very marketable and can earn a higher salary.

The Advanced Level language courses have been created to build upon the skills that you have developed at GCSE. The aims of these courses are to:

- Enable you to communicate easily in the chosen language, seeking and conveying information, expressing ideas, opinions and feelings.
- Develop your understanding of both the written and the spoken language.
- Form a sound basis of language skills for further study or for continuing use in work and leisure.
- Deepen your knowledge of the culture of Spanish speaking countries.

In order to achieve the aims set out above we offer a programme that will vary greatly from week to week as classes are given regular practice in all four skill areas: reading, writing, listening and speaking, with a strong emphasis on oral work in the form of pair-work, discussion and debate. Much of the work is based on authentic material taken from the Internet, newspapers, magazines, television and radio.

Did you know that 350 million people speak Spanish worldwide? A language opens a range of employment opportunities which will allow you to travel whilst using your language.

Profile of a Successful A Level Pupil

You enjoy languages and are a strong performer at GCSE (Grade 6-9). You are good at absorbing language and at finding opportunities to re-use it to express your views in writing and speech. You have an awareness of grammar rules and you appreciate the need for accuracy and have an eye for detail. You are keen to find out more about the country whose language you are studying and to spend time there if possible. Moreover you have a broad interest in contemporary and social issues.

Key Information	
Level: A Level	Pupils will study: One theme on the topic of 'Aspects of Hispanic Society' and 'Multiculturalism in Spanish Society'
Examining Board: AQA	
Head of Department: Mrs Emma Galvin	One theme on the topic of Political and/or intellectual and/or artistic culture
Course Leader: Ms Marianna Clements	One book and one film
Entry Requirements: GCSE Grade 6 in Spanish	Grammar Individual research project for a speaking assessment

Assessment Method
3 papers: To cover; Speaking, Listening, Reading Writing, Translation

Level 3 Vocational Sport

The Level 3 Vocational Sport course is a great opportunity to take part in work-related learning, giving pupils an edge and opening the door to higher education or employment in sport sectors. There are clear progression routes: such as BSc in Sport, Physical Education and Coaching Science. It also supports progression into direct entry level roles such as physical activity leader or fitness/leisure assistant. Through the course, pupils will gain transferable skills development such as communication, team working and leadership skills.

Skills pupils will acquire through the course Include:

- Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology.
- Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation.
- Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

Knowledge and understanding:

Vocational sport will look at a range of topical subjects within physical education and engage students with content that they can link to sport and well-being. With a key focus on Anatomy and Physiology, fitness training and programming and other topics such as coaching, leadership and psychology.

Key Information

Level:
Level 3 Vocational Sport

Examining Board:
TBC

Head of Department:
Mr Richard Vanstone

Course Leader:
Mr Stuart Phipps

Entry Requirements:
GCSE Grade 4 in English Language, GCSE Grade 5 in PE or Merit in VCERT in Health and Fitness (or equivalent)

Prior study of a PE course at level 2, regular involvement in sport or sports leadership is desirable and will help pupils when completing assessments to draw on their experiences and provide them with a starting point to develop their knowledge and application to the sporting context more effectively.

Given the significant demands of the coursework the following skills are also required:

- Self-motivation and being able to work independently.
- Organisation and good timekeeping.
- Ability to prioritise workload.
- Confidence at written communication.
- A willingness to present in front of others and engage in discussions.

On completing the course we would like pupils to be able to have improved knowledge and understanding within Sport and also the following attributes: The ability to learn independently, to research actively and methodically, be able to give presentations and being active group members, all skills which should aid their future pathways.

Assessment Method

There is a combination of both external assessments and internally moderated coursework units.

External Assessment - Anatomy and Physiology

External Assessment - Sports organisation, fitness training and development.

Two internal units, example titles are - Sport Psychology, professional development in sports industry and sports coaching and performance.

Theatre Studies

Drama offers students exciting opportunities to perform, direct or design and to extend their knowledge and understanding of the History and development of Drama.

Students can pursue their interests and develop skills in a range of practical elements including directing, acting, costume, setting, mask and technical elements. The course enables students to gain an A Level qualification, allowing students access to higher education.

Theatre studies offers students the freedom to choose both the content and form of their practical performance work. The course offers students an opportunity to work under the spotlight or behind the scenes.

With the written element, candidates interpret an extract from a play from the perspective of either a director, performer or a designer. Candidates will answer a question with reference to one live theatre production that they have seen.

The subject content for A Level Drama and Theatre Studies is divided into three components:

- 1. Drama and Theatre
- 2. Creating original Drama
- 3. Making Theatre

Guidance is also provided on the theatrical skills students will need to work on. In the practical components students may specialise in performing, lighting, sound, set, costume, puppets and/or directing , not necessarily performance.

We are looking for committed and hard-working students who are passionate about Drama. High attendance is vital. Ideally, students should have a good GCSE pass in English. You will be expected to go on between 4 - 6 theatre trips a year.

Confidence developed in Drama opens doors to a bright future. A Level Theatre studies will also help develop students inter-personal and communication skills, preparing them for the world of employment beyond Ousedale School.

Key Information

Level: A Level	A Level Component 1: Drama and Theatre
Examining Board: AQA	Component 2: Creating original drama
Head of Department and Course Leader: Mrs Sarah Addison	Component 3: Making theatre
Entry Requirements: GCSE Grade 5 in Drama. If Drama was not taken at GCSE, a Grade 4 in English Language will be required	

Assessment Method

- Component 1: Three hour Written Exam - 40%
- Component 2: Practical - 30%
- Component 3: Practical - 30%

Key Dates

6th January 2022.....Sixth Form Open Evening

11th March 2022Deadline for application forms

25th August 2022Results day

5th September 2022 Year 12 courses start

6th

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