





Contents

Welcome	3-4	A Level Results & Destinations	14-15
Our Curriculum Intent	5	Choosing a Course	18
Why Choose Ousedale Sixth Form	6	Application Process	19
The Sixth Form Centre	7	Blocking Structure	20
How to Find Us	7	Pupil Leadership	21-24
Sixth Form Life	9	Subject Information	25-63
Meet the Team	10	Key Dates	64

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 pupils. For example it is very easy to highlight our tradition of academic excellence which stretches over many years; our Sixth Form pupils regularly achieve amongst 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 pupils 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 pupils 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 pupils 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 pupils 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 pupil 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 pupils, 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



Andrew Burton
Headteacher

“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.”

Our Vision



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 Experiences Curriculum and Transition Team.

Ousedale Sixth Form has some of the finest study facilities in Milton Keynes. The Sixth Form Centre has been considerably extended, featuring a 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 (from 12/1/24): <https://www.ousedale.org.uk/sixth-form-applications>. Completed application forms need to be submitted by Friday 8th March 2024.

Mr Jon Grant

Assistant Headteacher/Director of Sixth Form

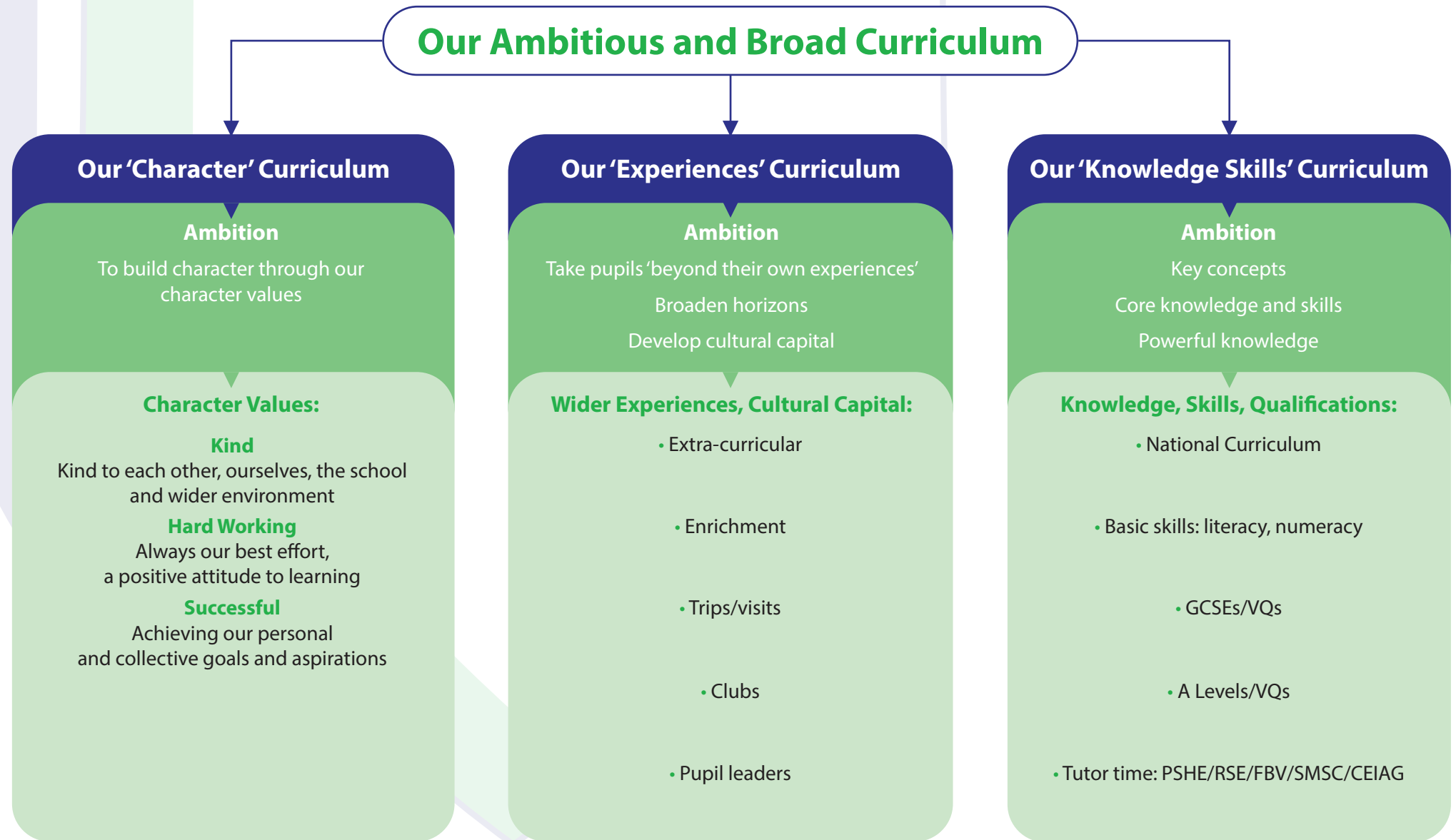


Jon Grant
Assistant Headteacher/
Director of Sixth Form

“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

Our Curriculum Intent - The 3 Curricular Elements



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 providing 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 employer engagement. There are also numerous visits and residential trips over the two years, both as subject

enhancement and as part of our experiences 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 Microsoft Teams.

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 about relationships, to talks by employers to Zumba!

“ 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



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.

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.

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



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, relationships, 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 Nicola Austen
Careers and Work
Experience Officer



Ms Sian Moulds
Lead of Experiences Curriculum
and Transition



Ms Claire Tierney
Sixth Form Study Centre
Co-ordinator



Mrs Emma Hough
Sixth Form
Admin Support



Mrs Emma Sweet-Roe
Careers Manager



Mrs Mandy Coombs
Sixth Form
SEN Support



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



Taqi

Choosing Ousedale was an easy decision for me due to its stellar academic reputation. Wanting to be surrounded by a supportive and ambitious atmosphere led me to follow my ambitious peers to Ousedale School. Studying Economics, Mathematics, and Business here has been an incredible journey. The dynamic approach to learning combined with close relationships with my teachers is what I love most about Ousedale, as it directly fuels my passion to take a further interest in certain subjects.

Looking ahead, my aspirations revolve around being involved with the finance industry. Informative sessions with the careers team made my options clear so I could pursue my goals with confidence. I'm eager to apply the knowledge and skills gained from Ousedale School to pursue my dreams in these fields.

Annabel

I began my studies at Ousedale School as a Year 7 in 2017, and it has laid the foundations for both my education and my future in the best way possible. I am currently studying Sociology, Geography and Media, and with the help of brilliant staff these lessons are always interesting and easy to follow.

I chose to stay at Ousedale for Sixth Form because there is a great balance of focused work and support, as well as independence and trust from the staff. Teachers are always willing to help and provide 1 to 1 support, and even though we are encouraged and driven to work hard, there is a relaxing atmosphere with excellent facilities that provide the opportunity for a break such as outdoor ping pong tables and lunchtime/after school clubs. A wonderful opportunity that Ousedale provided to me was the Geography trip to Iceland, which reinforced my interest in the subject as it was such a fantastic experience.

After Sixth Form I hope to study Law at University, and the school has been incredibly helpful with writing our personal statements. The trip to the University of Birmingham inspired me to work even harder to pursue my studies, which Ousedale Sixth Form will help me achieve due to the supportive staff, engaging environment and outstanding opportunities.



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

Zelma

I chose to join Ousedale Sixth form as an external pupil from Sir Henry Floyd after completing my GCSEs. The wide array of subjects that were on offer to choose particularly appealed to me, I now study Sociology, Geography and Media Studies, which has taught me greatly about critically thinking about different aspects of our world and society and helped me narrow down where I want to take my next step into higher education.

The approachability, friendliness, and confidence of the staff I've encountered here has made life at Ousedale and my A level journey smoother and far more enjoyable than I initially anticipated. Furthermore, there are countless opportunities the school offers. I've had the opportunity to participate in the Year 12 Pupil Council, the Year 13 Pupil Panel, and been presented with various subject specific and University related trips that have helped to round me as a person. A notable example being the Year 13 Geography Trip to Iceland.

I hope to study International Business Management or Management and Human Resources at University with an opportunity to study abroad, and I believe I'll be able to achieve my goals through Ousedale.



Charlie

Since Year 7, I have attended Ousedale school. Initially at the Olney campus, after I completed my GCSEs I was certain that I wanted to continue my journey at the Ousedale Sixth Form thanks to the wide variety of subjects on offer.

I am currently studying History, Psychology and Philosophy at A-Level. Since starting my A-Levels I have been surrounded by teachers and other pupils who are motivated and dedicated to helping me achieve my goals. There has always been a member of staff to go to whatever the problem, their rich experience and passion for what they do is clear. The Sixth Form is well-balanced, ensuring that no pupil is overburdened with work nor left without anything to do. The wide array of extra-curricular activities the school offers is unparalleled in the area. From university lectures at Oxbridge and Russell Group Universities, to trips to the USA, there is something for everyone and it has assured me that, thanks to Ousedale, I am prepared for future university education and employment in the future. All of this has led to me wanting to pursue a degree in International Relations and hopefully later working in politics.

Reflecting on our 2023 A Level and Vocational Results

Overall headline figures include:

- 80% of the cohort have applied to and accepted university places; a third are attending Russell Group universities
- An increase in the number of apprenticeships being applied for and accepted by pupils
- 174 pupils took qualifications with the average grade achieved a C+, this represents a very comparable performance compared to 2019 which was the last time formal examinations were sat when the average grade was also a C
- 25 pupils achieved an average grade across all their qualifications of an A/A*
- 77 pupils, i.e. 45% of the cohort, achieved an average grade across all their subjects of a B or better
- Whilst there are no progress or value added measures being published, we expect our results will show that pupils have made progress in line with their expected performance
- Of those pupils making exceptional progress i.e. on average results are more than 1 grade higher in each of their subjects than pupils nationally of a similar ability achieved in 2019, 75% are pupils with identified special educational needs.



Destinations - Universities

Provider name	Course placed
Anglia Ruskin University	Criminology and Sociology
	Biomedical Science
Aston University	Accounting and Finance
Bangor University	Music
Birmingham City University	Jewellery and Silversmithing
	Early Years
Bournemouth University	Geography
Cardiff University	Psychology with Professional Placement
	Environmental Geography
Coventry University	Motorsport Engineering
De Montfort University	Psychology
Durham University	Politics and International Relations
	Computer Science
	Natural Sciences
Edge Hill University	Computing (Networks, Cyber Security and Forensics)
Imperial College London	Materials Science and Engineering
Keele University	Accounting and Finance
	Biochemistry and Biology
King's College London	History and International Relations
Lancaster University	Architecture
	Business Management (Industry)
Leeds Arts University	Fine Art
Leeds Beckett University	Business Studies
	Human Geography & Planning
Manchester Metropolitan University	Marketing
	Speech and Language Therapy
	Fashion Marketing
Medway School of Pharmacy	MPharm (Pharmacy) with Preparatory Year
Northumbria University	Business and Management Foundation Year
Norwich University of the Arts	Photography
Nottingham Trent University	Pharmacology
	Economics
	Business Management and Marketing
	Law
	Fashion Design
	Politics
	Business Management and Marketing
	Product Design

Oxford Brookes University	Business and Management
	Geography
	Occupational Therapy
Royal Holloway, University of London	Music and Sound Design for Film, Television, and Interactive Media
Sheffield Hallam University	Events Management
Swansea University	Applied Medical Sciences
UCL (University College London)	Psychology
University of Birmingham	International Law and Globalisation
	Psychology
University of Brighton	Law
	Computer Science for Games
University of Cambridge	History and Politics
University of Central Lancashire	Modern Languages
University of Derby	Computer Science
	Psychology
University of East Anglia UEA	Computing Science
	Biochemistry
University of Essex	Economics
	Journalism with Human Rights
	Accounting and Finance
University of Exeter	Drama and Film & Television Studies
University of Gloucestershire	Interior Design
University of Kent	Computer Science with a year in Industry
	English Literature and English Language and Linguistics
University of Leeds	International History and Politics
University of Leicester	Business and Management
University of Leicester	Psychology (x2)
University of Lincoln	English
	International Relations
University of Liverpool	Sociology with Spanish
University of Manchester	Biomedical Sciences with Industrial / Professional Experience
University of Northampton	Psychology (Counselling)
	History
	Politics and International Relations
	Forensic Psychology
	Graphic Communication Design
	Health Sciences
University of Nottingham	Politics and Philosophy
	History
	Geography BA

University of Nottingham	Geography BSc
	Politics and International Relations
	Sport and Exercise Science
	Politics and International Relations
	Computer Science
University of Oxford	American Studies and English
	Geography
University of Plymouth	Navigation and Maritime Science
	Biomedical Science with Foundation Year
University of Portsmouth	Digital Marketing
University of Reading	Computer Science with Industrial Year
	Applied Psychology (Clinical)
	Business and Management with Foundation
	English Language and Linguistics
University of Sheffield	Sociology
	Economics
	Sociology
	Economics
University of Southampton	Bioengineering
	Marine Biology
University of Surrey	Politics
	Economics
University of Sussex	Life Sciences
University of the Arts London	Fine Art: Drawing
University of Warwick	Engineering
	Psychology
University of York	Sociology
	Mathematics/Physics (Equal)
	International Relations

36 students went on to Apprenticeships and full time employment:

BMW
 Childbase Partnership
 Cranfield University
 Dachser
 Foreign, Commonwealth & Development Office
 Nifty Lift
 The Parks Trust
 Watford Football Club
 Wellies Day Nursery
 VW Group

Alumni

**Dr Nick Cuniffe,
Academic Clinical
Lecturer in Neurology**

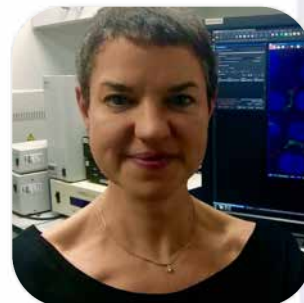


I am a Neurologist, currently working at Addenbrooke's Hospital in Cambridge, responsible for caring for people with illnesses such as multiple sclerosis, motor neuron disease, epilepsy, Parkinson's disease, brain tumours, dementia and strokes. I am also a clinical lecturer at the University of Cambridge, where I conduct research centred on finding treatments that can delay (and hopefully prevent) progressive disability in people living with multiple sclerosis.

To qualify as a doctor, you attend at least 5 years of medical school. I undertook an extra neuroscience degree, and so I spent 6 years in Cambridge. I then spent 4 years between Cambridge and London working at the most junior level as a doctor (a house officer), in which I rotated through several different specialties. During this time, I undertook extra exams to allow me to practice medicine at a senior level, before I secured a neurology training position in Cambridge.

I completed a PhD on the treatment of multiple sclerosis. It is our ambition to see a world free from the effects of MS.

**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 pupils

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. 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. After graduating, 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.

**Matthew Davies,
Associate Project
Manager**



My role involves managing a working team during a project by tracking their responsibilities and progress, communicating with stakeholders, including team members and clients. Analysing projects, identifying risks and forming risk mitigation strategies.

When I was in Sixth Form, a representative of the organisation I now work for came to Ousedale to talk about apprenticeship opportunities and I knew that I wanted to do an apprenticeship after Sixth Form. Coincidentally, they happened to be offering an apprenticeship in Project Management so I decided to apply as that is the career I wanted to go into. I had a series of interviews and eventually, to my surprise, I was offered the job.

My advice to anyone thinking about the next steps would be to try and experience as many different opportunities as possible and, meet as many people as possible in the workplace. Even if you find out something is not for you then you have still learnt something.

Alumni

Silvia Papadopoulou, Studying Law at Queen Mary's University of London

Heading towards
University, my stomach
was tied in a knot from

the anxiety and anticipation of living starting a new life. But just like everyone else, I managed to find my group of people. It's truly fascinating the different cultures and people you will be exposed to, the academic and life skills you will acquire along your journey, and the friends you will make. You will be exposed to the most hilarious student run societies...Bubble tea society and Taylor Swift society to name a couple!

Studying Law has been the best decision I have ever made. The modules are very engaging, the cases unbelievable and the lecturers amazing. Learning about the law and then applying it to different scenarios, trying to work out whether this person can be held criminally liable, is so intellectually engaging and you start feeling like a lawyer. I think what makes it fascinating is how you can apply everything you learn in your everyday life, in the tv shows you watch and the conversations you have. The number of opportunities Queen Mary provides is amazing, ranging from small events, networking with employees, and one year placement schemes in law firms. They have been supporting me throughout my academic journey with resources, career meetings, events and projects to enhance my CV.



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.



Jessica Cuniffe - Speechwriter

During three years as a Reporter 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 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. I loved every moment I spent researching, writing and editing, and 'For the Record' became a bestseller when it was published in September 2019.





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?

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 240 places in Year 12 for September 2024 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 8th March 2024. We use an online application form which can be found on our website (the application form will Go Live on Friday 12th January 2024): <https://www.ousedale.org.uk/sixth-form-applications>

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 22nd August 2024. The enrolment 'desk' will also be open on Friday 23rd August 2024. 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 an administration charge of £10 for pupils who enrol in Ousedale Sixth Form.

"Pupils have a broad and rich curriculum in the Sixth Form,"

Ofsted, January 2020



Blocking Structure

	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 Psychology	Art Chemistry Economics Geography Media Studies Music Technology Politics Theatre Studies Philosophy and Ethics	Business French Geography History Media Studies Music Physical Education Physics Sociology	Biology Computer Science Economics English Language English Literature History Product Design Psychology Spanish	GCSE Mathematics GCSE English Language Further Mathematics Extended Project (EPQ)
Level 3 Vocational 2 Year Courses	Level 3 Vocational Health and Social Care Level 3 Criminology		Level 3 Vocational Sport	Level 3 Vocational Health and Social Care (Diploma)* Level 3 Vocational Applied Science	

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



Ellie Dilks - Pupil Head

My name is Ellie Dilks, and I am Head Pupil at Ousedale Sixth Form. This means that I help across all areas of the leadership team as we work together to maintain a productive and exciting Sixth Form community. This year we are aiming to be better than ever by getting pupils involved in various different events such as raising money for charities and highlighting the importance of diversity and representation within the Sixth Form space. It is essential to our leadership team that we ensure that Ousedale Sixth Form is a welcoming environment for all pupils to advocate for their needs, whilst simultaneously providing support for them on their various different pathways. I wish to leave a legacy memorable for its achievements, and secure enough to inspire future pupils to build upon for themselves.



Sophie Allen - Pupil Deputy Head

My name is Sophie Allen, and I am the Pupil Deputy Head at Ousedale. I aim to focus on helping years 10-12 get work experience and seize super-curricular opportunities as well as helping the year 13's to make the most of their final year. I am currently studying history, politics, maths and further maths but aspire to get a law degree at Durham university. I love how my history and politics courses complement each other so I can transfer my knowledge from one lesson to the next. I chose maths at A level because I wanted a break from the essay subjects and have always found that problem solving came naturally to me. I plan on using my degree to obtain a training contract with a law firm and from there begin a career as a corporate solicitor. I look forward to leading the excellent, hardworking leadership team towards a successful year 13 and creating an exciting, energetic sixth form community.

Pupil Leadership

Nylarose Abdul Pupil Head of Literacy

I am the Literacy Leader for Sixth Form which means I get involved in main school literacy and aid the betterment of literacy levels.

Now, I am studying Mathematics, Geography and Biology here and the journey through Sixth Form has been so fun. My favourite subject would have to be Geography because the increased level of depth you go through during A-levels has fascinated me and the physical and human level. I particularly am enjoying my non-examined assessment because it allowed me to get hands on in my subject (and the trip to the Lake District was honestly magical). That is not to say my other subjects are a bore because each subject has its own charm and when you grow to love your subject you find it rewarding instead of a chore.

In the future, I hope I will have completed university and found a career that fits me. When picking a university course, I have had to be careful because I am not sure on what I want as a career, but I have looked at the opportunities in each course and I am counting on these to help me pick my career during university. Obviously, life should not just be about your education but also being a living human being, so I hope that I take as many opportunities as possible so that I can say that I have enjoyed my life.



Gemma Wickham Pupil Head of Diversity

My name is Gemma, and I am the Diversity Leader for Sixth Form. My role is to celebrate the things that make us

different and unique and provide a safe space for people to feel that they can be themselves. This includes celebrating events such as Black History Month and Pride Month, and raising awareness of challenges that people may face because of their gender, ethnicity, disability or sexuality. I am currently studying Biology, Geography and Sociology, and I also did an EPQ in Year 12. I have enjoyed studying these subjects a lot, and I have also enjoyed the extra opportunities that I have had whilst studying them. After Sixth Form, I plan on either getting an apprenticeship or going to university, with the hope of working as a zookeeper or working in animal conservation.

I want to leave a legacy where we have a Sixth Form that is diverse and welcoming, and everyone feels comfortable to be themselves, and is accepting of others.



Madelaine O'Brien Pupil Head of Teaching and Learning

I'm Madelaine and my application to be Teaching and Learning Leader was motivated

by a deep-rooted belief in the importance of education and more significantly to nurture a desire to learn in both Sixth Form and lower school: through consistently improving the way education and learning are perceived. I study History, English Literature and Art and I intend to continue my reading of History into University then focus on a more politically themed route.

My hope is to renew a fascination to learn in Sixth Form and beyond through evolving the current transition programme and working with students to help them form a cohesive idea of what their educational future may hold, by encouraging the creation of extracurricular societies and opportunities to engage education beyond a classroom setting.



Pupil Leadership

Jessica Allen Pupil Head of STEM and Careers

Hi, I am Jessica Allen, and I am one of the STEM and Careers Leaders helping pupils across all year groups find opportunities to expand their knowledge and build their STEM portfolio. In this role aim to help the year 12's find experiences to build their personal statements, offer advice about the post Sixth Form applications process, as-well as inspiring younger pupils in the school to pursue STEM careers. I am currently studying Further Maths, Physics and History. After Ousedale I hope to study engineering at university and eventually work in the energy sector, helping the world move towards a greener future.



Poppy Page Pupil Head of Events and Charities

Hello, I'm Poppy Page, a Year 13 Events and Charities Leader. This year I have the objective to create many events for Sixth Form and include the main school much more, to ensure everyone who attends Ousedale has an enjoyable experience, and we all have exciting activities to look forward to. I'm always open minded when it comes to other pupils giving me any ideas and I am keen to organise multiple events during Charity Week, like I helped with last year. As a collective we have all in some way shaped each other's days here in Sixth Form therefore, one of my main focuses this year is planning the Year 13 prom as I am passionate about having a night for our whole year group to say goodbye to one another, celebrate friendships and congratulate our hard work.



Georgia Pitkethly Pupil Head of STEM and Careers

Hello, my name is Georgia and I am one of the STEM and Careers Leaders. I am studying A-level Chemistry, Biology and Maths along with AS-level Further Maths and an EPQ. I love the extra depth that A-level subjects offer and how they all start to link together so my studies feel more cohesive and less like I am studying three entirely different things. In my spare time I volunteer for the National Parks Trust every month and I ice skate once a week - they provide a great break from studying whilst still keeping me engaged with my community. Music is a huge part of my life and if I'm not listening to it you'll often find me playing my guitar or piano. When I leave Ousedale I hope to be studying a Chemistry degree with the aspiration to one day be at the cutting edge of renewable energy efficiency. I have been doing research over the past year on how we may replace metal catalysts found in solar panels with organic enzymes made from abundant resources, hopefully with this knowledge I will help to build a more sustainable world that will thrive for many more generations to come.



Pupil Leadership

Jayden McIntosh Pupil Head of Music and Arts

Hello, I'm Jayden and I am part of the student leadership team as a Music and Arts Leader. I am currently studying Maths, Music and French. I enjoy the independent study periods as it allows me to work at my own pace so I really understand the topics I am learning and revising. Outside of studying I quite enjoy playing basketball at break time each day. I take part in piano and violin lessons at school and was part of the orchestra for the most recent school production of 'Les Miserables'. I hope after Ousedale I'm able to apply to a Russell Group University to study Maths and Music with the goal of becoming a video game composer at a Russell Group university.



Megan Ward Pupil Head of Music and Arts

Hi, I'm Megan, and I am one of the Music and Arts Leaders here at Ousedale. I have been passionate about music from a young age, and this is reflected in my taking part in school musicals, as well as having guitar lessons here at school. I study Philosophy and Ethics, English Language, and History at A level and hope to go on to study Philosophy and Ethics with combined theology at university. Despite not having studied Music for GCSEs or A Level, I have a keen interest in singing, song writing, composing, and performing and have even been booked for private events - receiving great feedback afterwards!



Claribel Baker Pupil Head of Duke of Edinburgh

My name is Claribel. As Duke of Edinburgh Leader, my role is to promote the award throughout the school and support those completing it. Having personal experience in completing the awards I understand some can find it daunting. Therefore, I seek to aid pupils and make their experience better overall. I currently study Philosophy and Ethics, English Literature and History and intend to study History at university. I believe involvement in extra curricula activities, such as Duke of Edinburgh, not only enhances applications but also builds character. The award develops key skills such as teamwork and resilience which are applicable to life as well as future careers.



Hannah Richards Pupil Head of Events and Charities

Hi, I'm Hannah. I currently study Maths, Economics, Business and an EPQ and I hope to pursue a career in economics one day. From being in the leadership team from year 10, I have developed a passion for planning and assisting with the charities and events that the school holds. This year, I am thoroughly looking forward to raising money for good causes, planning prom, and holding a cultural fashion show. I am looking forward to hearing ideas for events and charities as a collective Sixth Form, and making them come to life!



Emily Kingham Pupil Head of Wellbeing

Hi, I'm Emily and I study Biology, Chemistry and Physics at A level. This is with hopes of studying medicine at Exeter uni next year.

I am the Well-being Leader this year and I hope to provide better support for all students and leave a lasting legacy at the school. Part of my role will be assisting in providing wellbeing support for a range of students.

I'm looking forward to being part of this leadership team and helping make this year the best it can possibly be.



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.

Key Information

Level:

A Level

Examining Board:

AQA

Head of Department:

Mrs Rachel Nute

Course Leader:

Mrs Eileen Butler

Entry Requirements:

GCSE Grade 5 in Art

Modules

Component 1:

Personal Investigation
60%

Component 2:

Externally Set
Assignment 40%

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.



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.

The Level 3 Cambridge Technical in Applied Science 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 and Laboratory Techniques.



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

Internally Assessed Units – Knowledge of hazards encountered in a 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.

Key Information

Level:
Level 3 Vocational
Applied Science

Examining Board:
OCR

**Head of
Department:**
Mr John Woodward

Course Leader:
Mrs Gwendoline Tasong

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

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

Key Information

Level:

A Level

Examining Board:

AQA

Head of Department:

Mr John Woodward

Course Leader:

Mrs Emma Beaumont

Entry Requirements:

GCSE Grade 6 in

Combined

Science or Biology and

Mathematics

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)



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.

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.

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.

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

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

Key Information

Level: A Level

Examining Board: AQA

Director of Science:

Mr John Woodward

Course Leader:

Mr Mayur Sudra

Entry Requirements:

GCSE Grade 6 in
Combined
Science or Chemistry and
Mathematics

Year 12

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

Year 13

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

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.

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.

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.

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%



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

Assessment Method

50% External Assessment
50% Internal Assessment



Key Information

Level:

Level 3 Applied
Diploma in
Criminology

Examining Board:
WJEC

Entry Requirements:
GCSE Grade 4 in
English Language

**Head of Department
and Course Leader:**
Mrs Hannah Barnes

Unit one:

Changing awareness
of crime

Unit two:

Criminological theories

Unit three:

Crime Scene to Court
room

Unit four:

Crime and punishment

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.

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.

Unit Three:

This unit looks at the criminal justice system, from initial investigation, through the stages of arrest and investigation, to prosecution and conviction of the offender, and finally to look at how the appeals process works.

Unit Four:

This unit looks at social control - how society seeks to control our behaviour and ensure we obey the law. It focuses on the criminal justice system and its efforts to achieve social control.



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

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

Design 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.



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



Kana

I started pursuing my education at Ousedale in 2022, having come from an external school. I am currently studying English Literature, Philosophy and Ethics and Politics which I am enjoying due to the continuous support and encouragement from the staff. I chose to come to Ousedale because of these subjects as well as the positive ethos which is seen throughout the school.

All staff at Sixth Form ensure that all pupils have the facilities and equipment to be able to complete their work at school, and when faced with difficulty, our teachers are willing to give up their lunch times or after school to be able to help us understand our subject more. Having a dedicated area in the study centre and being able to use laptops makes it even easier to be able to concentrate and to complete work.

The support from the careers team makes the task of finding a career or work experience less daunting as they offer tailored support rather than generalised help and are able to connect pupils with good connections and opportunities.

After studying in sixth form, I am planning to go on to study Politics and International Relations.

Anezka

I have attended Ousedale school since year 7, I believed coming to the sixth form was the right path for me. I am currently studying Politics, History and Psychology and I hope to follow my passion to become a lawyer. Ousedale Sixth Form has excellent teaching staff who encourage you to work hard and do well, as well as creating an enjoyable learning environment. In addition, they provide students with amazing support during the application process to university or apprenticeships and in my case, applying to study law at Cambridge University, I received a great sum of motivation and help. There's always great opportunities and events to take part in for example: culture day, charities week and international trips.

Overall, my experience at Ousedale has been extremely rewarding and positive and I would recommend it to anyone wanting to study A-levels.



Assessment Method

Examination: 100%



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 12 Content

Theme 1: Introduction to
Markets and Market Failure

Theme 2: The UK
Economy: Performance
and Policies

Year 13 Content

Theme 3: Business
Behaviour and the Labour
Market

Theme 4: A Global
Perspective

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.

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 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

A Level

Non-exam assessment: 20%

Examination: 80%



Key Information

Level:

A Level

Examining Board:

AQA

Head of Department & Course Leader:

Mrs Joanna Bazzone

Entry Requirements:

GCSE Grade 6 in English
Language & Grade 5 in
English Literature

A Level Modules:

Paper 1:

Language, the
individual and Society

Paper 2:

Language Diversity and
Change

Non-exam

assessment:

Language in Action

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. Pupils 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. Pupils 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. Pupils 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 pupils 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.



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 pupils 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 pupils 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. It is also considered a facilitating subject for Russell Group Universities.



Assessment Method

A Level

Non-exam assessment: 20%

Examination: 80%



Key Information

Level:

A Level

Examining Board:

AQA

Head of Department & Course Leader:

Mrs Joanna Bazzone

Entry Requirements:

GCSE Grade 6 in
English Literature &
Grade 5 in English
Language

A Level Modules

Paper 1:

Love through the ages

Paper 2:

Texts in shared contexts

Non exam assessment:

Independent Critical
Study - Texts across
Time

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).

Key Information

Level:

Level 3

Examining Board:

AQA

Course Leader:

Mrs Faye Carlisle

Pupils can select this option in Year 12 or Year 13

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.



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. You will also have the opportunity to participate in a trip to France.

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.

Assessment Method

A Level:

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



Key Information

Level:
A Level

Examining Board:
AQA

**Head of Department
and Course Leader:**
Mrs Emma Galvin

Entry Requirements:
GCSE Grade 6 French

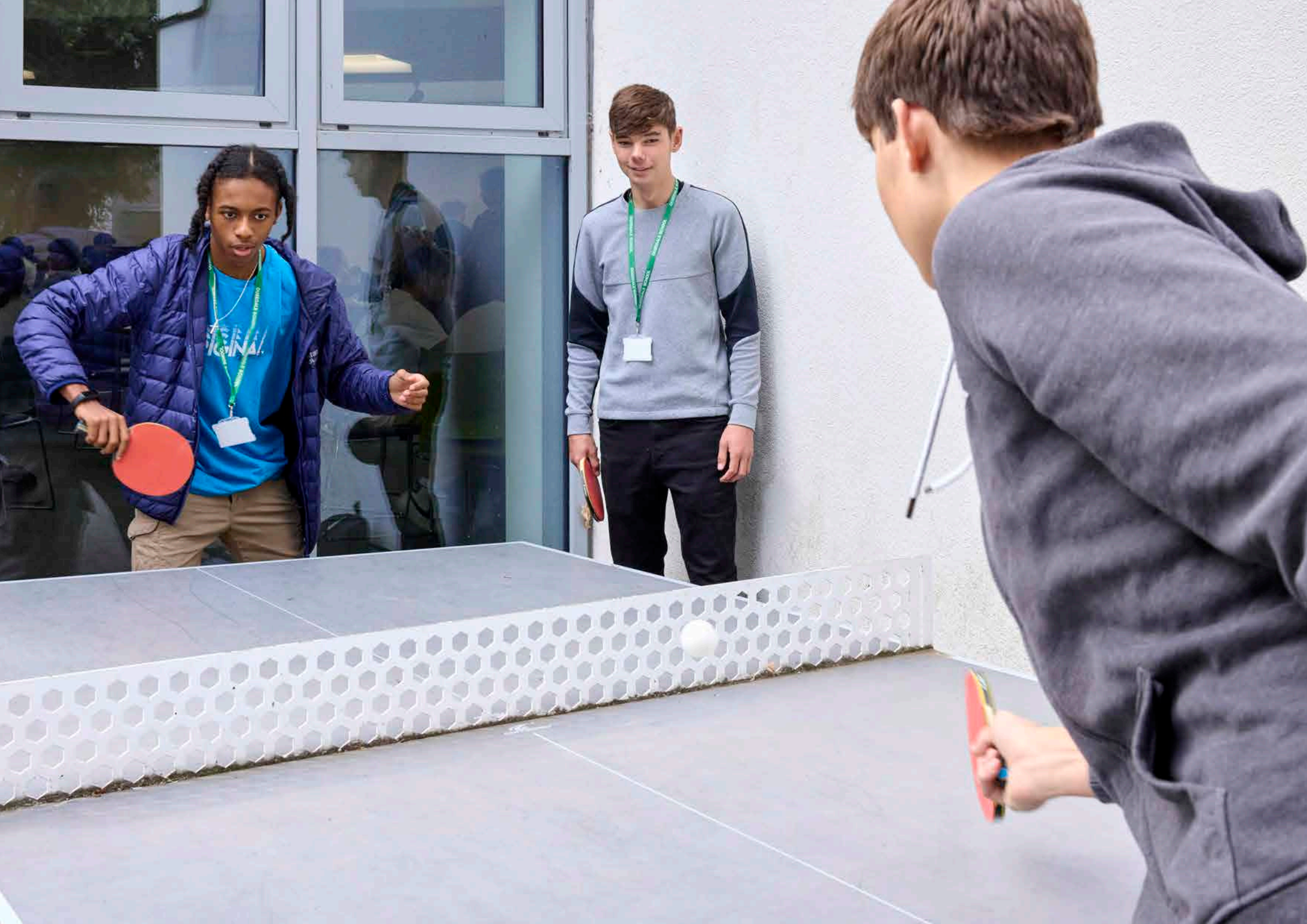
A Level Year 12:

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 13:

A further theme as above. One book or film. Grammar. Individual research project for a speaking assessment





Assessment Method

Coursework: Written geographical investigation of 3,000 – 4,000 words based on fieldwork and research - 20% Examination - 80%



Key Information

Level:

A Level

Examining Board:

Edexcel

Head of Department and Course Leader:

Mrs Emma Laurence

Entry Requirements:

GCSE Grade 5 in Geography

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.

A Level Areas of Study

1. Dynamic Landscapes.

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

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.

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



Max

My journey at Ousedale started in 2016 where I attended the Newport Pagnell campus which set me up to continue my education here at Ousedale Sixth Form. I am currently studying Geography, Economics and Politics. I chose these subjects because of the opportunities they could offer to enhance my education and develop me as a pupil. I have enjoyed the experiences I have been a part of within these subjects, for example visiting parliament with Politics and going to Iceland with Geography.

The pastoral support I have had in Sixth Form has been outstanding from both teachers and other staff within the sixth form team. With their support and guidance, I am now perusing my dream applying for Russell group universities which for me is a big achievement as three years ago I had significant health issues which made me think it was not possible to do so. With the support of Ousedale I am now looking forward to a bright future like many of my peers.

Chemmy

I'm currently studying Biology, Chemistry, Maths and Music at A-level and hope to study Nutrition and Dietetics at university. I have been in Ousedale since Year 11 and chose to continue my studies at Ousedale Sixth Form because of the support I got during GCSE period such as session 6's. One of my most remarkable experiences at Ousedale is participating in the school musical 'Les Misérables', playing viola in the orchestra. The music department has provided me with many opportunities to participate in school concerts and performances. I think the best thing about Ousedale Sixth Form is the study centre which provides us with a quiet and effective area for independent study. I find the Biology and Chemistry practicals interesting such as doing heart dissections and measuring the rate of reaction. These practicals helped me gain further insight into the subjects and excite me for the rest of the practicals in the future. My diverse academic background and involvement in the arts at Ousedale provide a strong foundation for a well-rounded education.



Assessment Method

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

Internally Assessed Units: example titles include – Promoting Health and Wellbeing, Public Health and Promoting Creativity and activities for children, adults and older people.

Key Information

Level:
Level 3 Vocational
Health and Social Care

**Head of Department
and Course Leader:**
Mrs Hannah Barnes

Examining Board:
OCR Cambridge
Technicals

Entry Requirements:
GCSE Grade 5 in
English Language

Blocks A & D

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.



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 any 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 pupils 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?
- 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%



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

Assessment Method

A Level Mathematics

A2 Examination: 100%

A Level Further Mathematics

A2 Examination: 100%

Key Information

Level: A2 level

Examining Board:

Edexcel

**Head of Department and
Course Leader:**

Mrs Debbie Barker

Entry Requirements:

A Level Mathematics:
GCSE Grade 6 in
Mathematics

A Level Mathematics:

The assessment consists of
3 examination papers each
contributing 1 third 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 8 in
Mathematics

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.

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 around £21.

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.



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

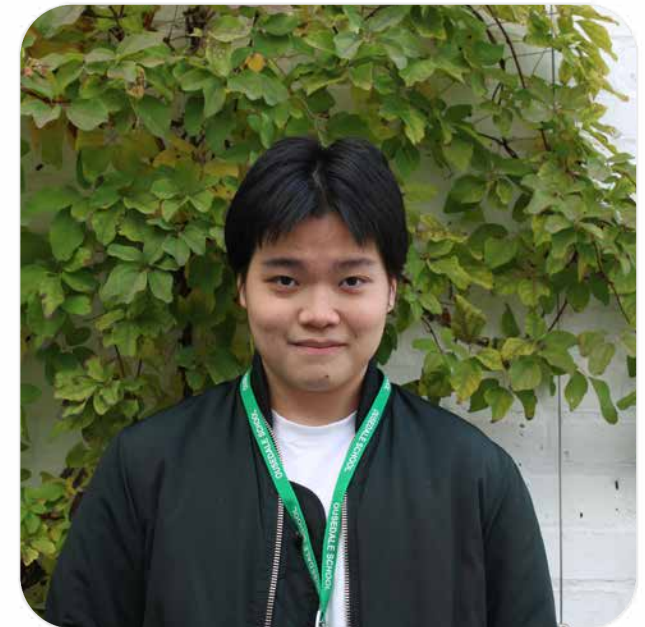


Gevin

I have been with Ousedale since year 7 and ever since this school has been a platform for me to strive better and know that there are no limits to one's potential. I am currently studying Mathematics, Economics and Psychology where the teachers help me to excel and push me further to do my best. I chose to stay at Ousedale for Sixth Form as teachers helped me throughout all my subjects and gave me unlimited resources for me to achieve the best grades possible. At Ousedale, they don't just focus on academic performance, but also on the well-being and growth the pupil has made as a person and a pupil. During my last year at Ousedale, I have only good memories and will always be thankful for the hardworking staff who have pushed me continuously to put me on the path I dreamt of. What makes Ousedale different from other schools are the opportunities that they offer such as leadership roles. I have been a pupil council member and ambassador, which I believe makes Ousedale pupils more attractive to companies, setting them up for a brighter future. After Sixth Form I would like to go to university where I will pursue a degree in accounting and finance. Ousedale has also helped me with trips to open days. This gave me the opportunity to talk to various pupils and professors, helping me to decide the next significant part of my academic journey.

Brandon

I'm Brandon and I came from HK from a school called ICHK. I chose to come to Ousedale because of its outstanding A-level grades in comparison to other schools in the area. I now study Psychology, Sociology and Politics. These subjects have helped me increase my understanding of people and how society interacts as a whole, which is helpful because I'm aiming to pursue a career in the field of psychology. The environment and the teachers here are very supportive and feel easy to talk to when you struggle with a topic you are learning in class. It was also very easy for me to make friends even though I'm new to the school. I've had plenty of opportunities to learn outside of school like a psychology trip to Warwick University and sociology talks in London, which helped me expand my knowledge of the subjects; this school really puts a priority on educational experiences. I plan to go to university after Sixth Form, to study psychology with the goal of becoming a psychiatrist.



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.

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.

Level:

A Level

Examining Board:

AQA

Head of Department and Course Leader:

Mrs Joanna Bazzone

Entry Requirements:

GCSE Grade 5 in English Language

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



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.

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)

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: Recording

20% of A Level (Non-examined external assessment)

Component 2: Technology – based Composition

20% of A Level (Non-examined external assessment)

Component 3: Listening and Analysing

25% of A Level (Written examination)

Component 4: Producing and Analysing

35% of A Level (Written/practical examination)

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, Excellent IT skills

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

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

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 indepth 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

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

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.

Philosophy and Ethics

Pupils 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 pupils consider ethical theories that may be used when we make decisions. Pupils will look at ethical language, conscience and sexual ethics. Pupils 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 pupil 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!

Pupils should be competent in essay writing and prepared to contribute verbally. At no point does the course assess a pupil'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.

Year 1 Philosophy

- Ancient philosophical influences
- Soul, body and mind
- Arguments based on observation & 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 & 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%.



Key Information

Level:
A Level

Examining Board:
OCR

Head of Department and Course Leader:
Mrs Suzie Whiting

Entry Requirements:
GCSE Grade 5 in Religious Studies

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.

Key Information

Level:

A level

Examining Board:

AQA

Head of Department:

Mrs Rachel Nute

Course Leader:

Mrs Eileen Butler

Entry Requirements

GCSE Grade 5 in Art or Photography

Modules

Extended Project

Component 1: Personal Investigation 60%

Component 2: Externally set Assignment 40%

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 12 - 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 13 - The A Level coursework 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.

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.



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 and 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.
- 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.

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

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

Key Information

Level:

A level

Examining Board:

AQA

Head of Department:

Mr John Woodward

Course Leader:

Dr Dominic Keogh

Entry Requirements:

GCSE Grade 6 in
Combined Science or
Physics and
Mathematics

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.

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.

Course Content

Year 12:

1. Measurements and their error
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity

Year 13:

1. Further mechanics and thermal physics
2. Fields and their consequences
3. Nuclear physics
4. Astrophysics



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 interrelationships 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 interrelationships 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

Assessment Method

Each of the three units is assessed with an examination.

Each unit is:

Written exam: 2 hours

77 marks

33.3% of A Level

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

Examination: 100%



Key Information

Level:

A level

Examining Board:

OCR

Head of Department:

Mrs Hannah Barnes

Course Leader:

Mrs Faye Carlisle

Entry Requirements:

GSCE Grade 5 in English Language

A Level Components:

Component 1:

Research methods

Component 2:

Psychological themes through core studies

Component 3:

Applied Psychology: Issues in mental health and two from child psychology, criminal psychology, environmental psychology, sport and exercise psychology

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.....

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



Daniel

I am currently studying History, Economics, Chemistry, and Philosophy and Ethics. I have attended Ousedale since 2016, continually enjoying the environment. I therefore choose Ousedale for Sixth Form due to the consistent encouragement from many of the skilled teachers here.

This was highlighted by the support I received after suffering a severe broken leg in year 12, with teachers offering extra sessions after school and giving up their time to help me catch up on all the work I missed. In addition to this personal experience, all pupils have opportunities to attend extra revision sessions after school in every subject. The careers team also ensure multiple assemblies are given by different companies as well as external opportunities to explore multiple career paths. The Sixth Form provides multiple facilities and opportunities such as a study centre with accessible computers or trips to open days at universities. Visiting the University of Birmingham with Ousedale was very useful as it allowed me to speak to people who could give me advice about my future career and go to lectures to see what it would be like.

After my journey at Ousedale comes to an end, I hope to study Politics, Philosophy and Economics at university to keep my options for a future career broad.

Chacko

My name is Chacko Kocherikudiyl and my journey in Ousedale has been a wonderful experience. Currently at Ousedale studying Media, Sociology and Business. Coming from an entirely different continent, the UK itself was an unknown territory for me. I had been born, brought up and studied in the country of Kuwait which is like another dimension when it comes to the system that it follows. Even though I had this feeling that starting a new journey at a new place I would not be accepted that quickly, Ousedale School had never made me feel this since day one, as they always evoked the feelings that I was always a member of this family. This was from day one when I first stepped into the school, all teachers, staff, and pupils made me feel so welcome. The teachers in school always highlighted and encouraged my positive attitude to facing any situation with a smile. Graduating sixth form I aspire to further enhance my knowledge with an apprenticeship in digital marketing.





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.

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 & 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 & global systems offer equal opportunities for all pupils.

Assessment Method

Examination: 100%



Key Information

Level:
A Level

Examining Board:
OCR

Head of Department:
Mrs Hannah Barnes

Course Leader:
Ms Rose Camden

Entry Requirements:
GCSE Grade 5 in English Language

Assessment Method

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



Key Information

Level:

A Level

Examining Board:

AQA

Head of Department:

Mrs Emma Galvin

Course Leader:

Ms Janine Norman

Entry Requirements:

GCSE Grade 6 in Spanish

Pupils will study:

One theme on the topic of 'Aspects of Hispanic Society' and 'Multiculturalism in Spanish Society'

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

One book and one film

Grammar

Individual research project for a speaking assessment

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.

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.

Level 3 Vocational Sport and Physical Activity

The Level 3 Vocational Sport 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, training to be a physiotherapist or sports coach. 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 and Physical Activity will look at a range of topical subjects within physical education and engage pupils with content that they can link to sport and well-being.

Unit 1 is focused on Anatomy and physiology and its application to sport.

Unit 2 allows pupils to explore the key roles and responsibilities of coaches and sports leaders. Pupils use the knowledge they have learnt to plan and coach a series of 6 sessions to younger pupils.

Unit 3 encourages pupils to build on knowledge and understanding of sports development. There is focus on the structure of sports development such as the performance pyramid, the organisations involved in making sport happen and the impact this has on society and sport.

Unit 17 & 19 are currently the optional units' pupils take to complete the course. Pupils will apply their knowledge to assignment-based tasks, focusing on types of injury, how to minimise risk and the recovery process, creating a rehabilitation programme linked to a specific scenario. The psychology of sport looks at key factors such as what motivates performers, the attribution theory, group dynamics, and the ability to analyse the impact of key content on the performer and sport.

There are synoptic links throughout where students can transfer their learning across units.

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. 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:

Body Systems and the Effects of Physical Activity (Unit 1)
Sports Organisation and Development (Unit 3)

Internal Assessment:

Sports Coaching and Activity Leadership (Unit 2)
Sports Injuries and Rehabilitation (Unit 17)
Sports and Exercise Psychology (Unit 19)

Key Information

Level:
Level 3 Vocational
Sport and Physical
Activity

Examining Board:
OCR

**Head of
Department:**
Mr Richard Vanstone

Course Leader:
Miss Jo Green

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

Assessment Method

Component 1: Three hour Written Exam - 40%

Component 2: Practical - 30%

Component 3: Practical - 30%



Key Information

Level:

A Level

Examining Board:

AQA

Head of Department:

Mark Coultrick

Course Leader:

Mrs Sarah Addison

Entry Requirements:

GCSE Grade 5 in Drama

A Level

Component 1:

Drama and Theatre

Component 2:

Creating original drama

Component 3:

Making theatre

If Drama was not taken, a

Grade 4 in English

Language will be

required

Theatre Studies

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

Pupils 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 pupils to gain an A Level qualification, allowing pupils access to higher education.

Theatre Studies offers pupils the freedom to choose both the content and form of their practical performance work. The course offers pupils 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 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 pupils 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 pupils who are passionate about Drama. High attendance is vital. Ideally, pupils should have a good GCSE pass in English. You will be expected to go on 3 theatre visits during the 2 year course.

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

Key Dates

Sixth Form Open Evening:
11th January 2024

Sixth Form Applications Open:
12th January 2024

Deadline for application forms:
8th March 2024

Results Day:
22nd August 2024

Year 12 course start:
6th September 2024



Newport Pagnell

The Grove, Newport Pagnell,
Buckinghamshire,
MK16 0BJ

Tel: 01908 210203



Olney

Aspreys, Olney,
Buckinghamshire,
MK46 5LF

Tel: 01234 717480

www.ousedale.org.uk
admin@ousedale.org.uk

