SACRED HEART
SIXTH FORM

ADDITIONAL INFORMATION AND COURSES

2020 - 2021

Camberwell New Road · London SE5 0RP · Telephone 020 7274 6844
Email - sixthform@sacredheart.southwark.sch.uk · www.sacredheart.southwark.sch.uk
INTRODUCTION

This booklet will introduce you to the opportunities and courses of study that are offered in the Sixth Form at Sacred Heart Catholic School in the academic year 2020-2021. We hope that it will help you make a well-informed decision about the subjects you would like to study over the next two years.

Most students find that the two years spent in the Sixth Form are the most enjoyable and rewarding of their time in school. As Sixth Formers, you will be specialising in those subjects that you have chosen and which interest you most.

There is obvious continuity between life in Year 11 and the Sixth Form. You will continue to develop your social, academic, dramatic, musical and sporting interests. However, you will also work in a different way, taking more responsibility for your studies and for organising yourself.

You will be expected to read around your subject, to work independently and to plan your work over a period of time. The Sixth Form serves as a transition between the close monitoring of work and deadlines that you have experienced through to Year 11 and the much greater reliance on personal initiative and responsibility that characterises university studies.

For the first time, you may have some time when you will not be in lessons and when you need to develop independent learning skills. You will be expected to make academic study your priority and set your sights high in all that you do.

As Sixth Formers, you will be the leaders of the student body of the school. Your positive example will set much of the tone and character of the school. You will have opportunities to develop your leadership skills; some of you will become academic prefects; some will become mentors and become involved in the welfare of younger students. Sixth Form students will have the opportunity to lead the Student Leadership Team, this will give you the opportunity to support, develop and lead the student body at Sacred Heart. In sport, drama, voluntary service, outdoor activities, clubs and societies and in links with other schools, we will look to you not only to participate, but also to lead.

You will find your experience in the Sixth Form stimulating, challenging and interesting. It is our aim that you emerge with a first rate set of academic results as well as a portfolio of experience and expertise that will prepare you for applying to university.

CATHOLIC ETHOS

At Sacred Heart Catholic School, we foster a love of learning, a love of Christ and a love of one another. Our students are encouraged to embrace wholeheartedly the spiritual values of serving others, tolerance, prayer and forgiveness. Thus, Sixth Form students are given considerable opportunities to display initiative and to use their skills and experiences for the benefit of younger students and wider communities e.g. peer mentoring, peer mediation and charitable endeavours. In these termly charity events our Sixth Formers raise the profile of the work of national and international charities, highlighting the responsibility of carrying out Catholic social teaching.

The religious life and role of our Sixth Formers is nurtured, not only through formal General RE lessons, but in planning and engaging in liturgical events and services. We encourage students to take on aspects of ministry within our weekly mass, the religious life of the school, and to develop a deeper understanding of their faith in the many activities organised outside the curriculum.
THE CURRICULUM FOR YEARS 12 & 13

Sacred Heart Catholic School offers A Level courses and a limited number of BTEC awards in the Sixth Form. Entry to these courses is only available to those students who have performed sufficiently well in their GCSE examinations and have achieved a minimum of six GCSEs grade 5 or above, including English and Mathematics. The full list of subjects can be viewed later in this booklet and it is essential that students read this information as it contains subject specific entry requirements.

THE NEW LINEAR A LEVELS

AS Levels (not offered by all courses)
These are aimed at students halfway through an A-level course. They no longer count towards an A Level. However, they can serve as an excellent predictor of university success and useful target for students.

A Levels
These are linear qualifications that are assessed at the end of Year 13. This means that while students will begin their A Level studies in Year 12, they will not be tested on the content until the Summer of Year 13. Grades awarded are from A* to E.

BTEC
These are vocational qualifications based on practical activities that prepare students for university and the workplace.

General RE
This compulsory course aims to provide Post-16 General Religious Education that builds on students’ learning experiences in previous key stages that enables the distinctive nature of Catholic education in the curriculum to be fully explored, thus providing a programme of Religious Education and personal/spiritual growth and development.

Pupils will study 5 modules throughout the year and will develop a greater understanding of spiritual matters and also of the world around them.

The course gives pupils the opportunity to develop skills of discussion, enquiry and debate and is always an enjoyable part of a Sixth Former’s timetable!

SPECIAL ADMISSIONS REQUIREMENTS TO COURSES
Check the specific subject requirements to ensure that you meet the entry requirements.

HOW WILL MY SIXTH FORM PROGRAMME BE ORGANISED?
The curriculum is a two-year programme where all students will select three or four subjects (if four subjects—for most students these will be trialled until Christmas). In addition, all students will undertake a programme of enrichment opportunities. The timetable will be constructed to allow the maximum possible flexibility in both the choice and combination of subjects. All students will study three subjects in Year 13.

Students will be asked to express a preliminary choice of subjects in December. On the basis of this information the option pattern is constructed. The “final subject choices” are made early in the Spring Term according to the option pattern. An option subject may be cancelled at any stage of the process if there is insufficient demand. In the case of over subscription any criteria that need to be applied for acceptance on a course will be open and fair. Once GCSE results are published, students intending to enter the Sixth Form are required to confirm whether the agreed subject choice is still appropriate. Although the school timetable will have been written to meet the original agreed subject choices, we will try to accommodate special requests for changes at this stage.
HOW IS SIXTH FORM STUDY DIFFERENT FROM YEAR 11?

- You are expected to spend at least four hours a week in Year 12 and five hours in Year 13 on each subject outside of lesson time
- You are studying your chosen subjects
- You are more responsible for your own learning
- We prepare you for study in Higher Education

ACADEMIC TUTORING

During your time in the Sixth Form your progress will be monitored through a process of academic tutoring. This will begin with an interview with your academic tutor early in the year.

Your tutor will use data relating both to you and students like you in order to indicate the level of grade you would be expected to achieve during your A level studies. The process of academic tutoring will also determine strategies for how you might achieve these grades or even exceed them.

Careers Education and Planning your Future career

- A range of external speakers provide information and advice
- Computer software is available to aid you in your decisions
- All students are given advice by experienced members of staff in making appropriate and ambitious choices
- Mock interviews are arranged for those who require them
- We organise a Higher Education Evening to support the University application process
- UCAS information is available on the UCAS website and through the Head of Year 13
- You have the opportunity to attend university “Open Days” and conferences
- Year 12 Work Experience Programme/Summer Schools
- Academic Enrichment Programme
- Director of Employability/Careers Advisor available to provide advice and support

ACADEMIC MONITORING & SUPPORT SYSTEMS

One of the benefits of studying at Sacred Heart Catholic Sixth Form is the importance that is placed on monitoring student performance. We can quickly identify when a student is not performing in line with expectation and consequently activate remedial strategies to help.

The transition from GCSE to A level is a difficult one for some students, especially in the first weeks and months of Year 12. You can be assured that all students will be supported throughout their time in the Sixth Form.

We will provide:

- A dedicated personal tutor who will oversee all aspects of your development
- Regular tutorial contact with your personal tutor
- Advice and guidance in relation to higher education, careers and employment
- Regular contact with parents

TEACHING, LEARNING AND ASSESSMENT

You can expect to receive a formal report twice a year which will include results from various formal assessments.
ENRICHMENT ACTIVITIES

Enrichment is an important aspect of your sixth form experience. At Sacred Heart we want to provide you with the opportunity to improve and develop your skills to ensure that you are prepared for the next stage in your life. The sixth form enrichment program at Sacred Heart will provide you with the essential skills and qualities required by top universities and employers. The big difference for sixth form students is that instead of merely taking part, sixth formers have the opportunity to organise and lead activities. Enrichment activities include:

♦ Academic Mentor
   This is a key role in the school to support the learning of younger pupils within your specialised subject area. You will set an example for the younger students developing their confidence in the subject.

♦ Charity Work
   The students will continue to support the school charities and will have the opportunity to participate in the school’s mission to Pattaya, Thailand.

♦ Community Placements
   As a Catholic, working with and supporting the local community is a key aspect of your Christian duty and therefore a vital component in the enrichment program. Students have the opportunity to work with outside groups for a few hours each week, placements include working in local primary schools, care homes and a range of charitable organisations.

♦ Student Leadership Team
   This is a formal link between students and staff. The sixth form takes responsibility for the organisation and running of the council.

♦ The Duke of Edinburgh Award
   This is one of the most prestigious schemes a young person can participate in. It is organised to help young people gain a variety of experience in a service, physical recreation, skill, residential and expedition element. The scheme is held by universities and employers as extremely impressive.

♦ Music and Performing Arts
   Sacred Heart has an outstanding performing arts department, students will be actively encouraged to develop instrumental skills, participate in school choirs and take part in whole school productions. There is also an opportunity to attend dance classes.

♦ Debating Club
   This programme allows students to hone their verbal communication skills when arguing for or against a point.
CONDUCT AND DRESS CODE
As a member of the Sacred Heart Sixth Form all students will be expected to become role models for the rest of the school. Sixth Formers will be expected to act as if they were working in a professional business environment. Attendance and punctuality must be exemplary.

Sixth Form students will be expected to wear a plain black or dark grey business suit. Boys will need a plain shirt and a tie of their choice. Girls will be allowed to wear a plain blouse with collar. Shoes should be sensible and have a heel under 5cm.

All Sixth Form students must uphold the rules and the ethos of Sacred Heart Catholic School at all times. The school retains the right to withdraw a student’s place if they do not comply with our expectations.

Sacred Heart is one of the highest performing secondary schools in the country for exam results. We are determined to ensure that from the outset, standards and expectation levels will be extremely high in our Sixth Form.

SIXTH FORM DRESS CODE
The overall effect of the Sixth Form clothing should be one of smartness and appropriate to a conventional business context.

GIRLS
1. Smart business wear that is not ostentatious in style, pattern or colour:
   • Dark grey, black or navy matching suit
   • Blazers must be worn at all times (with tailored skirt, dress or trousers)
   • Skirt must be tailored and no shorter than above the knee. Hems must be straight. No jersey skirts, tube skirts or other tight fitting skirts
   • Trousers must be tailored (not stretchy) and full length. Leggings / jeggings / cropped or ‘seasonal fashion’ trousers are not allowed
2. Blouse must be plain, tailored and sleeved (short sleeves are permitted) and have a collar
3. Jumper/cardigan may be worn under blazers. They must be plain. No hooded tops are permitted
4. If tights are worn these must be black or flesh tone only and in a good condition
5. Plain flat black or brown shoes. No trainers, sandals, platforms, stilettos or boots are permitted
6. Own coat of sober colour
7. Natural own hair colour only, extreme hair colour is not allowed
8. Discreet minimal makeup and jewellery. (If the school deems that makeup and / or jewellery are not discreet, then girls will be asked to remove it)
9. No facial piercings
10. No logos
11. Own bag

BOYS
1. Smart business wear that is not ostentatious in style, pattern or colour:
   • Dark grey, black or navy matching suit
   • Blazers must be worn at all times
   • Trousers must be tailored. No chinos or jeans are permitted
2. Collared plain shirt and tie must be worn at all times
3. Jumper/cardigan may be worn under blazers. They must be plain. No hooded tops are permitted
4. Plain black or brown shoes. No trainers are permitted
5. Own coat of sober colour
6. Natural own hair colour only, extreme hair colour is not allowed
7. No jewellery other than a small stud, watch, or a crucifix/roary
8. No facial piercings
9. No logos
10. Own bag

Please note that pupils will be sent home if the sixth form dress code is not adhered to.
SIXTH FORM APPLICATION PROCESS

Thursday 7th November 2019
Sixth Form Open Evening
4.30 - 5.30 Internal Applicants
5.30 - 7.00 External Applicants

Thursday 21st November 2019
Application forms due

Monday 13th January 2020
Interviews commence

Monday 17th February 2020
Conditional letters of offer issued to students

Before submitting your application form – CHECKLIST
You should be able to answer **YES** to each question below prior to handing in your completed application form.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have read the course descriptions on the school website.</td>
<td></td>
</tr>
<tr>
<td>You have discussed your choices with subject staff.</td>
<td></td>
</tr>
<tr>
<td>For external applicants please check with current teachers</td>
<td></td>
</tr>
<tr>
<td>You are prepared to put in the necessary hard work required</td>
<td></td>
</tr>
<tr>
<td>in the Sixth Form to achieve your full potential.</td>
<td></td>
</tr>
</tbody>
</table>
Sixth Form Code of Conduct

As a Sixth Form student at Sacred Heart Catholic Secondary School you will be expected to follow all school rules at all times. You are a role model for younger students and it is essential that you set a high standard of behaviour, dress and academic excellence.

- I will not bring any unauthorised person onto the school premises.
- I will at all times be polite, courteous and act as a role model to younger pupils.
- I will follow the sixth form dress code.
- My mobile phone must be switched off and out of sight at all times during lessons to ensure they do not affect my learning or that of others.
- I understand that my mobile phone may be used in the sixth form study area only but not in the library or anywhere else in the school.
- I will not have my mobile phone out in corridors and I will not use my mobile in front of lower school pupils.
- I understand the school bears no responsibility for loss, theft or damage to any valuables, including electronic equipment that I may bring into school and I do so at my own risk.
- I understand that if my mobile is not turned off that a teacher can and will confiscate it.
- I will not have head phones in during lessons or walking around school.
- My attendance at lessons and enrichment is compulsory I understand non-attendance will be classified as truancy.
- I will not bring food back into school for other students, nor consume hot food brought in from outside. Cold food can be consumed in designated areas.
- I understand that I cannot use the staff car park.
- I am responsible for ensuring I have all the equipment I need for my lessons.
- My attendance will be 95% or above.
- I understand registration is compulsory.
- I understand that if I come back to lessons late from lunch my lunch time privileges will be withdrawn.
- Good punctuality is vital to my success so I will endeavour to be on time to school and all my lessons. I know and accept that appropriate sanctions will be employed if I do not.
- I understand that homework and meeting homework deadlines are an integral part of my progress and my development into higher education. I will meet all deadlines with no excuses.
MAKING YOUR CHOICES

You can choose a maximum of four subjects. Some courses chosen will lead to an AS qualification at the end of Year 12.

WHAT CONSIDERATIONS SHOULD INFLUENCE YOUR CHOICES?

The website www.ucas.co.uk has links to every university course in the UK and you should take into account their entrance requirements for different courses when choosing what subjects to study.

If your career path does not require definite subject choices or you still have no idea what you want to do you may wish to study those subjects you enjoy, combined, perhaps, with one of the new subjects on offer. It is especially important for you to read the course information and speak to the teachers when considering one of the new subjects.

If you are going to study four AS levels then try to ensure you maintain some breadth to your learning.

If you intend to apply for university you should research the entry requirements for the course(s) that interest you. University entry requirements change regularly as post-16 education changes, so up-to-date information will be needed.

Some universities will require specific grades, for example: AAB. Others may require the points score equivalent.

FREQUENTLY ASKED QUESTIONS

WHAT ARE THE ENTRY REQUIREMENTS?

Six GCSE passes at grade 5 and above including English Language and Mathematics is the base entry requirement to join the Sixth Form.

For individual A level requirements check the individual subject specification.

WHAT IF I DON’T GET THE GRADES REQUIRED?

Don’t panic, all may not be lost. We will look at your grades with you in the summer against your intended courses. It may be you will need to change your options slightly but if you miss the entry requirements by some margin we will help you find an alternative path.

HOW MANY AS SUBJECTS SHOULD I STUDY?

The number of A-Levels that you will take at Sacred Heart Sixth Form will depend on your GCSE results. A calculation of your top 8 GCSE results will provide a GCSE Average Point Score (APS). To calculate your GCSE APS add up the GCSE results for English Language, Mathematics and the remaining highest GCSE results from 6 other subjects. Please note that BTEC or equivalent qualifications should not be included. Numerical grade achieved will equal the points. e.g. English 7 = 7.

Based on your GCSE APS, the following pathways will be available to you. Please note that the number of A-Level subjects you will take will be discussed on an individual basis at enrolment; your choices will be subject to entry department requirements.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 x grade 7+ at GCSE</td>
<td>Four subjects trialled in the first instance and reduced to 3 as soon as possible, and certainly by Christmas. In exceptional circumstances pupils will be allowed to continue with 4 ‘A’ levels. Their progress will be carefully monitored in the knowledge that top universities require only 3 excellent ‘A’ level grades. This even includes students wishing to study medicine.</td>
</tr>
<tr>
<td>7 x grade 6+ at GCSE</td>
<td>Three subjects. No courses including medicine require more than 3 excellent ‘A’ level grades at our top universities.</td>
</tr>
<tr>
<td>5 x grade 6+ at GCSE</td>
<td>Three subjects - excluding Sciences and Maths.</td>
</tr>
<tr>
<td>6 x grade 5+ at GCSE</td>
<td>BTEC Pathway.</td>
</tr>
</tbody>
</table>

CAN I CHANGE MY OPTIONS AT A LATER DATE?

Yes, in principle, but bear in mind that the course you may wish to change to may be full or may not even be running at all if insufficient numbers opted for it.

IS IT COMPULSORY TO STUDY A SUBJECT AT GCSE IN ORDER TO STUDY IT AT AS LEVEL?

Not always. Subjects such as Sociology, History, Drama and Theatre Studies and RE regularly pick up students who did not study these subjects at GCSE. You must however speak with the teachers of such subjects to discuss the course content.
SIXTH FORM POLICY FOR
ADMISSION IN SEPTEMBER 2020/2021

School Mission Statement

"Our school strives to be a Catholic community in which Christian principles of care and respect are valued, with emphasis on the development of the individual through academic achievement and personal development".

Sacred Heart Catholic School is a Catholic Secondary School in the Archdiocese of Southwark. The Diocese founded the school in 1959 to provide education for boys and girls of Catholic families. The school is conducted by its governing body as part of the Catholic Church in accordance with its trust deed, instrument of government and funding agreement with the Secretary of State for Education and seeks at all times to be a witness to Jesus Christ.

75 places overall will be available in Year 12 at Sacred Heart Catholic School. The published admission number for Year 12 is 20. This is the number of places which will be available on an annual basis to external applicants who meet the published academic entry requirements. If fewer than 55 of the school’s own Year 11 pupils transfer into Year 12, additional external pupils will be admitted until Year 12 meet its capacity of 75.

In addition to this overall limit, admission to particular courses will depend on the school being able to run the courses and there being vacancies on them. Individual courses have a maximum number of places available and specific subject entry requirements. Applicants are asked to note that an offer of a Sixth Form place or course suitability meeting will always be conditional upon achieving the GCSE grades specified in the school brochure and on the school website, and a course suitability opinion from the previous education establishment.

Applicants should be aware that while the age of participation in education is 18, there is no legal duty for a school to offer a place to a child after the summer term of their 16th birthday.

An assessment of suitability for an A level course will be made from information about expected performance at GCSE which will be sought from each pupil’s current School. Applications will be invited to attend a course suitability discussion at the school either in December 2019 or January-February 2020. This is not an interview but is designed to provide advice concerning subject choices and to enable prospective pupils to determine how their needs and requirements might be met at the school.
Over-Subscription Criteria For External Applicants

Any places offered will be subject to applicants meeting the academic entry requirements set by the School. In the event of over-subscription places will be offered in the order of priority that appears under the points below.

1. Looked After* Catholic Children who meet the entry requirements.

2. Children who, together with one or both parents, are baptised, practising members* of the Catholic Church and are resident in the Camberwell, Cathedral or Lambeth Deaneries.

3. Children who are baptised members of the Catholic Church and are resident in the Camberwell, Cathedral or Lambeth Deaneries.

4. Children who are baptised members of the Catholic Church.

5. Other looked after children or looked after children and other previously looked after children who have been adopted or who have become the subject of a residence or guardianship order.

6. Children who are baptised members of Historic Eastern Churches*.

7. Children who are members of churches that are part of Churches Together in England.

8. Any other applicants.

Tie Break

In the case of over-subscription in any category, priority will be given to students living nearest the school using a straight line measurement from the front door of the applicant’s home to the main gate of the school on Camberwell New Road. In the event of a tie, the Governors will draw lots supervised by an independent person.

Unsuccessful applicants will be informed of their right to appeal against the decision and of how to appeal.

The Headmaster will recommend to the Governing Body, on the basis of the information available, whether the admissions criteria have been satisfied, and therefore a place should be offered. The Headmaster, on behalf of the Governors, reserves the right to refuse admission where there is no room on a specific course requested.

Pupils with an Education, Health and Care (EHC) Plan

The admission of pupils with an EHC Plan are dealt with by a completely separate procedure. The procedure is integral to the making and maintaining EHC plans by the pupil’s home local authority. Details of this separate procedure are set out in the SEND code of practice. Pupils with an EHC plan naming the school will be considered for entry if suitable courses are available.

*see notes for definitions
Information about the applications deadline and the date that offers will be made are given in the Sixth Form Handbooks for the year of entry.

**Appeals**
Parents and/or pupils whose applications for places are unsuccessful may appeal to an Independent Appeal Panel set up in accordance with section 94 of the Schools Standards and Framework Act 1998. Appeals must be made in writing and must set out the reasons on which the appeal is made. Appeals should be made to the Admissions Appeal Clerk at the school address. Parents and/or pupils have the right to make oral representations to the Appeal Panel.

**Minimum Entry Requirements**
6 GCSE’s passes at Grade 5 and above including English Language and Mathematics is the base entry requirements to join the Sixth Form.

**Allocation**
Unsuccessful candidates will be asked whether they wish to join the waiting list. The waiting list will take effect in August when examination results are published and will be ranked on the basis of the Over-Subscription Criteria in this Policy except that actual GCSE results (rather than the results predicted on the exam details sheet) will be used to determine whether the minimum level of attainment for the course chosen (or subsequently agreed at a course suitability discussion) has been achieved.

**Notes (these notes form part of the over-subscription criteria)**
- A ‘Looked After Children’ is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

  This includes children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children’s Act 2002 (see section 46 adoption orders).

  Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence orders in force prior to 22 April 2014 is deemed to be a child arrangements order.

  Section 14A of the Children Act 1989 defines a ‘special guardianship order’ as an order appointing one or more individuals to be a child’s special guardian (or special guardians).

  *Any references to previously looked after children in the School Admissions Code 2014 means such children who were adopted (or subject to child arrangement orders or special guardianship orders) immediately after having been looked after.*
Catholics are defined as those who are baptised or received into the Catholic Church, children baptised or received into the Eastern Churches in union with the See of Rome and children of members of the Ordinariate.

- “Practising members of the Catholic Church” refers to people who:
  a) have attended Sunday Mass regularly over at least three years. (See Canons 1246, 1247 and 1248 of the current Code of Canon Law 1983). Higher priority will be given where there is a higher frequency of attendance as specified on the supplementary form;
  b) have had their children baptised as infants (see Canon 867 of the current Code of Canon Law 1983);
  c) have had their children receive First Communion at the age of reason (see Canons 913, 914, 97 of the current Code of Canon Law 1983);
  d) applications will be ranked in the order shown on the Supplementary Information Form; priority being given firstly weekly Mass attendance, then fortnightly, etc.

- “Catechumen” means a member of the catechumenate of the Catholic Church. This will normally be evidenced by a certificate of reception into the order of catechumens.

- “Historic Eastern Church” includes Orthodox Churches, and is normally evidenced by a certificate of baptism or reception from the authorities of that Church.

- A brother or sister is defined as a brother or sister through blood, a half brother or sister, adopted brother or sister, step brother or sister, and, in every case, who is living as part of the same family unit at the same address. The school may require documentary proof in order to consider these entry criteria.

- To demonstrate an exceptional social or medical need of the child which can be most appropriately met at this school, the governing body will normally require written evidence from an appropriate professional such as a registered health worker, doctor, social worker or priest.
ART, CRAFT & DESIGN

A Level

COURSE CONTENT

This is a practical and flexible course where pupils have a variety of experiences exploring a range of 2D and 3D media, processes and techniques. It will be an exciting course where pupils will have the opportunity to attend an international study trip as a basis for their personal study, work with Art galleries, Museums and professionals from the design industry. Students produce practical and contextual work working within two or more of the following. The flexibility of the course allows students to work to their strengths. Students will exhibit their work during and at the end of the course. AQA Syllabus 7201

Fine Art, Graphic Communication, Textile Design, Three –Dimensional Design, Photography

Textile Design
Students can produce practical and contextual work in one or more areas including fashion and/or dyed fabrics and materials, wallpaper, interior design, constructed textiles and installed textiles.

Fine Art
Students can produce practical and contextual work in one or more areas including painting, drawing, mixed-media, sculpture, land art, installation, printmaking, film and animation.

Graphic Communication
Students can produce practical and contextual work in one or more areas including illustration, advertising, packaging design, design for print, communication graphics, computer graphics, multimedia, animation, web design, film, television or video.

Three –Dimensional Design
Candidates can produce practical and contextual work in one or more areas including ceramics, sculpture, jewellery, body adornment, exhibition design, design for theatre, television and film, interior design, product design, environmental design and architecture.

Students have the opportunity to develop personal responses to idea, observations, environments and cultures. They explore images artefacts and resources relating to art, craft and design from the past and recent times, including European and non-European examples. Pupils may also have the opportunity to be entered for AS Textiles or AS Photography.

ASSESSMENT

Component 1: Personal investigation 60% of A –level
No time limit.

Component 2: Externally set assignment 40% of A – level
Preparatory period + 15 hours supervised time

ENTRY REQUIREMENTS

Pupils are required to have a minimum GCSE grade 5 or above in Art & Design or a related creative discipline such as Textiles or Graphics, plus a level 5 in English. Alternately a portfolio of Artwork may be accepted

OVERSUBSCRIPTION CRITERIA

Places will be prioritised to pupils who achieve level 7 and above in Art & Design.
BIOLOGY

A Level

COURSE CONTENT

Biology is one of the three Sciences offered at Sacred Heart School; students will be taught by Biology specialist teachers in Science laboratories. The Biology department currently has four Biology specialist teachers each who will be able to bring their own area of expertise to the teaching of this subject.

The OCR Biology A level course has been designed to build upon your Biology knowledge and skills from GCSE Science. This specification is split into six distinct units with an emphasis on understanding the subject rather than simply learning key facts. Students will be taught key practical skills such as microscope work, dissections, taking measurements and fieldwork and these will be examined in the written papers.

ENTRY REQUIREMENTS

To do 3 Sciences a minimum grade score of 21 in triple science
To do 2 Sciences a minimum grade score of 14 (in triple science this score must be in the sciences to be studied)
To do 1 Science students must have a grade 7 or better in that subject or a minimum of grade score of 13 in combined science.

Biology requires a grade 6 or better in Mathematics GCSE.

Pupils wishing to do more than one Science at A level will need to meet a point score requirement based on their Science GCSE taken.

In addition to having a keen interest and knowledge of Biology, students must also have practical and analytical skills. Due to the nature of the assessments a high level of literacy is required; students must be willing to read around the subject learning beyond the constraints of the syllabus. 10% of the paper is now examined mathematical content.

OVERSUBSCRIPTION CRITERIA

In cases where this course is oversubscribed, subscription criteria will be applied and students ranked in order of attainment in their grades for GCSE Science; students will be prioritised according to this rank and the course filled with these students accordingly.

ASSESSMENT

At A Level:
Module 1 – Development of practical skills in biology
Module 2 – Foundations in biology
Module 3 – Exchange and transport
Module 4 – Biodiversity, evolution and disease
Module 5 – Communications, homeostasis and energy
Module 6 – Genetics, evolution and ecosystems

In year 12 Units 1-4 will be covered
In year 13 Units 1, 5-6 will be covered

At A Level:
• A Level Paper 1 assesses the content from Modules 1, 2, 3 and 5
• A Level Paper 2 assesses the content from Modules 1, 2, 4 and 6
• A Level Paper 3 assesses the content from Modules 1 to 6.

CAREER VALUE

A requirement of many popular degree courses such as medicine, veterinary science, pharmacology and physiotherapy. Should you wish to continue studying any of the Sciences at degree level; most courses recommend you have at least two A-levels in a Science subject. Biology is a difficult subject which is why it is so highly respected; by gaining a good A-level grade in Biology you are able to demonstrate a high level of academic and transferable life-skills.
BUSINESS

A Level

COURSE CONTENT

Business is concerned with the actions and decisions taken by individual firms and focuses on topics such as: Marketing, Human Resources, Finance and Production Methods. If you are interested in how businesses operate, grow and compete you will find this a motivating subject.

At AS students will develop a critical understanding of organisations, the markets they serve and the decision making process. This includes the consideration of the internal workings and management of organisations and, in particular, the process of improving the performance of each function within the business.

In addition to the AS course, A Level students will analyse the strategic position of a business and identify effective management strategies to change the direction of the business. An understanding of the external climate that businesses operate in is key for A Level Business, in particular the varied impacts that the UK’s decision to leave the European Union will have on how businesses operate.

ENTRY REQUIREMENTS

Level 5 in Maths and English Language, plus two Level 6s in the following: English Language, English Literature, Geography, History or Religious Studies are required. However, due to the high literacy and numeracy demands of the course, a Level 6 in GCSE Mathematics and GCSE English Language are strongly desired.

OVERSUBSCRIPTION CRITERIA

If the course is oversubscribed, places will be prioritised to students who have achieved the highest grades in English Language and a Level 6 or above in Maths. GCSE Business Studies or Economics is not a prerequisite, however if taken, a minimum Level 6 is required.

A LEVEL ASSESSMENT

A-level assessment is by three two hour written exams at the end of the two year course, each exam is worth 33% of the A-level qualification.

Paper 1: Three compulsory sections:
- Section A has 15 multiple choice questions.
- Section B has short answer questions.
- Sections C and D have two essay questions.

Paper 2: Three data response compulsory questions made up of three or four part questions.

Paper 3: One compulsory case study followed by approximately six questions.

CAREER VALUE

Business is particularly useful for those considering a career in management consultancy, advertising, accountancy, human resource management, hospitality management and events management. With the number of Business and Management degree courses at university growing rapidly over the past 10 years the study of Business would be an asset.
CHEMISTRY

A Level

COURSE CONTENT

The Chemistry department currently has three specialist Chemistry teachers each who will be able to bring their own area of expertise to the teaching of this subject. The course has been designed to build upon your Chemistry knowledge and skills from GCSE Science.

At A level, students complete theory based units with an emphasis on understanding the subject rather than simply learning key facts. There are a total of six units. Pupils will be examined in all units at the end of the course in 3 exams totalling 6 hours. Pupils will have to apply information from all units in these exams.

Throughout both years, students will be taught key practical skills such as observing and explaining chemical reactions and quantitative chemistry. Students will be assessed on the skills they have learnt at the end of the year through written exam questions. Pupils will also be awarded a practical completion mark although this will not form part of the A level final grade.

ENTRY REQUIREMENTS

To do 3 Sciences a minimum grade score of 21 in triple science
To do 2 Sciences a minimum grade score of 14 (in triple science this score must be in the sciences to be studied) To do 1 Science students must have a grade 7 or better in that subject or a minimum of grade score of 13 in combined science.

Chemistry requires a grade 6 in Mathematics GCSE (to reflect 30% of the paper containing mathematical skills for chemistry).

In addition to having a keen interest and knowledge of Chemistry, students must also have practical and analytical skills. It is recommended that students take Chemistry with another Science A-level, preferably Biology or Physics as these subjects tend to complement each other. The number of Science A levels a pupil can take is determined by the point score achieved in the Sciences taken at GCSE. Finally, excellent numeracy skills are necessary for students wishing to study A-level Chemistry so it is also advised to take A Level Mathematics alongside.

OVERSUBSCRIPTION CRITERIA

In cases where this course is oversubscribed, subscription criteria will be applied and students ranked in order of attainment in their grades for GCSE Science; students will be prioritised according to this rank and the course filled with these students accordingly.

ASSESSMENT

Module 1 - Practical skills in chemistry
Module 2 - Foundations in chemistry
Module 3 - The periodic table and energy
Module 4 - Core organic chemistry
Module 5 - Physical chemistry and transition elements
Module 6 - Organic chemistry and analysis

Pupils will cover Modules 1-4 in Year 12
Pupils will cover modules 5-6 in Year 13

Pupils doing A level Chemistry will sit 3 exams totalling 6 hours at the end of the course.

Paper 1 assesses the content from - Modules 1, 2, 3 and 5

Paper 2 assesses the content from - Modules 1, 2, 4 and 6

Paper 3 assesses the content from - Modules 1 to 6. Chemical Investigations (pupils will carry out a minimum of 12 investigations throughout the course) covered in class will be assessed in these papers.

(Please note: the above information is subject to confirmation by the examinations board)

CAREER VALUE

Studying Chemistry at A-level is a fundamental requirement of many popular degree courses such as: Medicine, Veterinary, Science, Biochemistry and Pharmacy.

Chemistry is a difficult subject which is why it is so highly respected; by gaining a good A-level grade in Chemistry you are able to demonstrate a high level of academic and transferrable life-skills.


COMPUTER SCIENCE

A Level

COURSE CONTENT

The A Level in Computer Science is highly relevant to the modern and changing world of computing. The 2 year course focuses on:

- Programming and emphasises the importance of computational thinking as a discipline.
- Computational thinking at its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence.
- Computer components and how they work.

ASSESSMENT

Component 1 – Computer Systems (Exam)
This component introduces students to the internal workings of the Central Processing Unit (CPU), software development, data types and legal and ethical issues.

Component 2 – Algorithms and programming (Exam)
In this component, students will learn about computational thinking, the principles of solving problems and build on their programming skills.

Component 3 – Programming project (A2 only) (Non-exam assessment)
Students will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language - the underlying approach is to apply the principles of computational thinking to a practical coding problem.

ENTRY REQUIREMENTS

- Grade 6 in Maths and Science GCSE
- Needs to be taken with Maths A Level
- GCSE Computer Science will be beneficial but not a requirement

OVERSUBSCRIPTION CRITERIA

Students with a 7 or above in GCSE Maths and Science and also a 7 in GCSE Computer Science will be given priority if oversubscribed.

CAREER VALUE

Computer Science has been designed for students who wish to go on to higher education courses or employment where knowledge of Computer Science would be beneficial. An A Level in Computer Science is well regarded by Universities and employers, as you learn practical skills which can be transferred into many courses or jobs.

Studying Computer Science, along with your other subjects, can support you going on to a career in many fields including Software Development, Medicine, Law, Business, Engineering or any type of Science.
COURSE CONTENT
Economics is the study of people, businesses and governments, the choices and decisions they make. Economics helps you better understand the world we live in. Economics can help answer questions like: What’s the impact on the global economy of China’s superpower? Why do nurses and fire fighters earn such low wages? Why is education free? Why do so many businesses keep going bankrupt recently? Why do you pay so much for popcorn at the cinema when it’s so cheap in supermarkets? Why are interest rates at their lowest ever level? Is Government debt a problem?

At AS in Microeconomics students will study how markets operate, why they fail, and why the government intervenes. In Macroeconomics students will study how the UK economy works, analyse economic performance and government policy.

In addition to the AS course, A Level students will study market structures, the labour market and the distribution of income and wealth. In Macroeconomics students will study financial markets and international markets.

ENTRY REQUIREMENTS
Level 6 in GCSE Mathematics and Level 5 in English Language, plus two further Level 6s in the following: English Language, English Literature, Geography, History or Religious Studies are required. However, due to the high literacy demands of the course, a Level 6 in GCSE English Language is strongly desired.

OVERSUBSCRIPTION CRITERIA
If the course is oversubscribed, places will be prioritised to students who have achieved the highest grades in English Language and the required Level 6 or above in Maths.

GCSE Business Studies or Economics is not a prerequisite, however if taken, a minimum Level 6 is required.

A LEVEL ASSESSMENT
Students will complete the AS examination in Year 12 and A Level examination in Year 13. A-level assessment is by three two hour written exams at the end of the two year course, each exam is worth 33% of the A-level qualification.

Paper 1: Markets and market failure
Paper 2: National and international economy

Paper 1 and 2 consists of: Section A: data response questions requiring written answers. Section B: essay questions requiring written answers, choice of one from three.


CAREER VALUE
Economics is a highly valued academic A level at university. It complements the study of Maths and Physics due to the application of logic to theories. History and Government and Politics also complement Economics in terms of learning of the Great Depression and the understanding of the political spectrum when the government make decisions. Geography and Languages also complement the subject when studying globalisation and development economics. Economics students go on to have careers as stockbrokers, accountants, lawyers, business analysts and journalists.
ENGLISH LITERATURE

A Level

COURSE CONTENT

This course takes a historicist approach to the study of English Literature and works on the belief that no text exists in isolation but is the product of the time in which it was produced.

Students are encouraged to explore the relationships that exist between texts and the contexts within which they are written, received and understood. Study involves investigating different texts, making connections, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives, encouraging students to debate and challenge the interpretations of other readers as they develop their own informed personal responses.

The course invites a variety of written response types and encourages critical debate. In each task, students will be required to argue and to show personal responses and critical preferences, supported by the terminology relevant to the topics and contexts with which they are engaging. In doing so, they will be able to show 'creativity'.

English Literature not only equips students with the knowledge and skills needed for exams, but also opens up a rich, challenging and coherent approach to English Literature that provides an excellent basis for further study in the subject.

Study of English at A Level will help develop skills including: independent thinking, planning and research, negotiation and teamwork, constructing and developing arguments and lines of enquiry, as well as critical and analytical thinking.

A LEVEL ENGLISH LITERATURE

Paper 1 ‘Love through the Ages’:

Students explore aspects of the theme of ‘Love through the Ages’, using unseen material and set texts. Students will read widely in the topic area, reading texts from a range of authors and times. This unit involves study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play. Students will also respond to two unseen poems in the exam.

Paper 2B Texts in Shared Contexts:

Exploring aspects of literature connected through a period of time is the focus in this unit. Students will explore modern literature (1945 – present day) considering themes such as: wars and the legacy of wars; personal and social identity; changing morality and social structures; gender, class, race and ethnicity; political upheaval and change; resistance and rebellion; imperialism, post-imperialism and nationalism; engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century.

Independent Critical Study: ‘Texts across Time’

‘Texts across Time’ provides a challenging and wide-ranging opportunity for independent study. This is a coursework component. Students will write an essay of 2500 words. Texts chosen for study will maximise opportunities for writing about comparative similarity and difference and allow access to a range of critical views and interpretations.

ENTRY REQUIREMENTS

A minimum of two grade 6s in GCSE English Literature and GCSE English Language; a grade 7 or above is desirable.

OVERSUBSCRIPTION CRITERIA

Students with grade 7 or above will be given priority.

ASSESSMENT

A LEVEL ENGLISH LITERATURE

Paper One: ‘Love through the Ages’

Written exam: 3hrs (open book in section C only)
Section A: Shakespeare: One passage-based question with linked essay (25 marks)
Section B: Unseen Poetry: Compulsory essay question on two unseen poems (25 marks)
Section C: Comparing Texts: One essay question linking two texts (25 marks)
40% of A-level

Paper Two: Modern times: literature from 1945 to the present day

Written exam: 2hrs 30mins (open book)
Section A: Set Texts. One essay question on set text (25 marks)
Section B: Contextual Linking
One compulsory question on an unseen extract (25 marks)
One essay question linking two texts (25 marks)
40% of A-level

Independent Critical Study: ‘Texts across Time’

Comparative critical study of two texts, at least one of which must have been written pre-1900
One extended essay (2500 words) and a bibliography (50 marks)
20% of A-level
Assessed by teachers and moderated by AQA

CAREER VALUE

Oxford University, Cambridge University and other Russell Group universities list A Level English Literature as a preferred option for all humanities courses and it is excellent preparation of a wide variety of careers including Law, Journalism, Teaching, Publishing and the Media.
GEOGRAPHY

A Level

COURSE CONTENT

Changes for the better...

As you know, all A Levels will have undergone changes as of 2016. Luckily for Geography the changes have been for the better and the structure of the New A Level course is an improvement.

In each unit of study students will consider the values and attitudes of decision makers, consider their own values and attitudes to the issues being studied and support their learning of ideas through the study of specific case studies.

Students will also develop a variety of geographical skills, which will broaden and deepen existing knowledge and be employed with a greater degree of independence.

Course content...

We teach a number of Human and Physical topics that include up to date real life case studies that are occurring on a national and international scale. The topics include...

4 Days of Fieldwork!

A Level students must complete a minimum of four days of fieldwork. Fieldwork must be carried out in relation to processes in physical and human geography. There are no prescribed locations or topics and so we will listen to your ideas and suggestions as to where we go and what we investigate. How cool is that?!

What would you like to investigate?

Course Assessment: 3 Exams + 1 Piece of Coursework

Only 3 exams (80%) across the two Years...

Paper 1: Written examination: 2 hours 30% of A Level (Physical Geography)

Paper 2: Written examination: 2 hours 30% of A Level (Human Geography)

Paper 3: Written examination: 1 hour and 45 minutes 20% of A Level (A resource based exam on a selected global issue).

Coursework Investigation (20%)

New for 2016 is the introduction of an Independent Coursework Investigation: 20% of A Level- The onus is on the students to select a question or issue for investigation and complete a report on it. The investigation report is internally assessed and externally moderated.

What would you do your investigation on…?

CAREER VALUE

Geography lends itself to a wide range of career paths including; advertising, banking, cartography, education, engineering, environmental management, journalism, law, meteorology, politics, retailing, tourism to name but a few.

Through the Geography A-level you will acquire a range of transferable skills valued by universities and employers hence the wide range of career choices. These skills include; analysing, evaluating and interpreting evidence/organise, record and present information and ideas/argue persuasively and select appropriate routes of enquiry.

ENTRY REQUIREMENTS

Candidates are required to have gained at least a level 6 in GCSE Geography.

OVERSUBSCRIPTION CRITERIA

Should the subject be oversubscribed then students with a level 7+ will be considered first.
GRAPHIC COMMUNICATION

A Level

COURSE CONTENT

This is a practical and flexible course where students have a variety of experiences exploring a range of 2D and 3D media, processes and techniques. Students will have the opportunity to attend an international study trip as a basis for their personal study and work with museums and professionals from industry.

Every year the department takes students to the UCAS ‘Create Your Future’ event, where students are able to gain insight into course, apprenticeships and careers within the ever expanding Creative Industries.

Students produce practical and contextual work in one or more areas including illustration, advertising, exhibition graphics, packaging design, design for print, communication graphics, computer graphics, multimedia, and print-making. The course starts with skills based projects, where students gain experience of working with Adobe Creative Suit – Photoshop, In Design and Illustrator as well as traditional graphic techniques.

ENTRY REQUIREMENTS

Students will need a GCSE grade 6 and above in Graphic communication or another design based subject. A portfolio may be accepted in some cases.

OVERSUBSCRIPTION CRITERIA

Students with a 7 or above in Graphic Communication or a similar subject such as Art and Design will get priority in event of the course being oversubscribed. A level 6 or above in English would also be advantageous.

ASSESSMENT

Year 12
A Level
Skills based learning year. Students will complete a series of short projects developing the required knowledge and understanding needed for a career in the various fields within Graphic Design.

Year 13
A Level

UNIT 1: Coursework Portfolio-Personal investigation with accompanying essay (60%)

UNIT 2: 15 hour practical exam based on a theme from the exam board at the end of a 12 week preparatory period (40%).

CAREER VALUE

Careers such as architect, animator, cartoonist, illustrator, graphic designer, web design, game art worker, printer, sign writer, advertising, visual effects, packaging designer, typographer, magazine layout, and any profession which involves independent research, creative and innovative thinking. The course also focuses on working to briefs and specifications, time management and meeting deadlines – all essential qualities for those seeking a career in the Creative Industries.
A Level

COURSE CONTENT

Choosing Advanced Level History offers students the opportunity to break free from the constraints of everyday life and take in what is going on in the world around them. It is an opportunity to see things as they really are and to understand why our society and the world as a whole behaves in the way it does. Advanced Level History is an exploration of human nature and of what is right, what is wrong and ultimately what is going to happen when human nature is put to the test.

The course is studied in Four Units:

Unit One Communist States in the 20th Century
Russia 1917 – 1991 Lenin to Yeltsin. (30%)
This option comprises a study in breadth, in which students will learn about the key political, social and economic features of communist rule in Russia during the twentieth century, an era that saw its authority and influence rise to the status of a superpower, only to diminish and decline later in the century. The focus of study is on developments and changes over a broad timescale, and so the content is presented as themes spanning a significant duration: 1917–85. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: reasons for the fall of the USSR, c1985–91.

Unit 2 Mao’s China 1949-1976 (20%)
Students will study communism, one of the most significant ideologies of the twentieth century. Communism directly affected the lives of millions of people who lived under communist rule, but it also had indirect effects on countless others around the world. Studying two different countries allows students to develop a greater understanding of the nature of communist rule and the similarities and contrasts between them.

Unit 3 Protest, Agitation and Parliamentary Reform.
Britain 1780-1928. (30%)
This unit explores the relationship between authority and mass agitation in Britain, the struggle for greater representation in Britain, and the ways in which the interests and protests groups and concerns of individuals in society could make themselves known. Within the primarily political focus of parliamentary reform, this option also gives students the opportunity to explore the economic and social contexts and their influence on developments and on the pressures for change including the radical reformers, Chartism, the campaign against the Contagious Diseases Act, the WSPU and women’s rights and Trade Union militancy.

Unit Four- Coursework: (20% of GCE)
A comparative study of leadership in the USSR.
You will use the knowledge you have learnt in Unit 1: Russia from 1917 to 1991 to write a comparative study of leadership in the USSR. You will conduct your own academic research to identify different historical interpretations about the nature of leadership, focusing on either Tsar Nicholas II and Lenin or Lenin and Stalin. Your final piece will be approximately 3500 words and will make up 30% of your final A-Level grade. This unit helps you to develop independent research and academic reading skills which will be essential at university.

ENTRY REQUIREMENTS
Candidates require grade 6 and above in History and grade 6 in English Language at GCSE. For those students who have not studied History at GCSE but who wish to study it at Advanced level, students will require a grade 7 in a Humanities subject (e.g. Religious Studies, Sociology, or Geography).

OVERSUBSCRIPTION CRITERIA
Students with a 7 or above in History will get priority in event of the course being oversubscribed.

ASSESSMENT
80% Exam
20% coursework

CAREER VALUE
History gives students the ability to research and then select and deploy information in response to different questions and challenges. They are encouraged and taught to communicate in an effective and concise manner. Students of History are taught to analyse and assess different sources of information in an objective manner. Students of History can work to schedule and complete high quality work in pressure situations. All of these skills are transferrable and Advanced Level History is recognised as a worthy A level. Typically students who study History go on to work in Journalism, Media, Academia Publishing, Politics Law and Industry.
MATHEMATICS

COURSE CONTENT

A Level

Pure Mathematics:
- Topic 1 – Proof
- Topic 2 – Algebra and functions
- Topic 3 – Coordinate geometry in the (x, y) plane
- Topic 4 – Sequences and series
- Topic 5 – Trigonometry
- Topic 6 – Exponentials and logarithms
- Topic 7 – Differentiation
- Topic 8 – Integration
- Topic 9 – Numerical methods
- Topic 10 – Vectors

Applied:
- Statistics
  - Topic 1 – Statistical sampling
  - Topic 2 – Data presentation and interpretation
  - Topic 3 – Probability
  - Topic 4 – Statistical distributions
  - Topic 5 – Statistical hypothesis testing
- Mechanics
  - Topic 6 – Quantities and units in mechanics
  - Topic 7 – Kinematics
  - Topic 8 – Forces and Newton’s laws
  - Topic 9 – Moments

ENTRY REQUIREMENTS
Grade 7 or above in GCSE Mathematics is required due to the challenging nature of this course.

OVERSUBSCRIPTION CRITERIA
In the case of the course being oversubscribed, students will be ranked in order of attainment and priority given to those with the highest results.

ASSESSMENT
At the end of year 12, students sit AS examinations. These do not contribute towards the final A level grade.

Year 1 AS Assessment:
- Two examinations
  - Paper 1: Pure Mathematics 2hrs;
  - Paper 2: Statistics and Mechanics 1h15m
Failure to achieve at least a D grade in these exams may jeopardise your placement on the Mathematics A Level course.

Year 2 A Level:
- Three examinations
  - Paper 1: Pure Mathematics 2hrs
  - Paper 2: Pure Mathematics 2hrs
  - Paper 3: Statistics and Mechanics 2hrs

CAREER VALUE
Maths A Level is a highly respected course. The training in clear logical thinking is widely applicable to careers such as Law, Medicine, Engineering, Accountancy, and all the sciences. This is a fantastic A Level for students with a love and a talent for Mathematics.

FURTHER MATHEMATICS

COURSE CONTENT

A Level

Core Pure Mathematics:
- Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations
Two Applied modules will be chosen from the following, depending on demand:

Further Statistics 1
- Extends the work covered in A Level maths. Topics include Poisson and Chi-Squared Distributions.

Further Mechanics 1
- Extends the work covered in A Level maths. Topics include Momentum and Impulse, Elastic strings and collisions.

Decision Mathematics 1
- Decision maths is closely linked to computing where students will study algorithms that computer programmers will use, such as critical path analysis.

ENTRY REQUIREMENTS
Grade 8 or above in GCSE Mathematics is required due to the very challenging nature and high demands of this course.

OVERSUBSCRIPTION CRITERIA
In the case of the course being oversubscribed, students will be ranked in order of attainment and priority given to those with the highest results.

ASSESSMENT
Year 1 AS Assessment:
- Two examinations, 50% each
  - Paper 1: Core Pure Mathematics 1h40m;
  - Paper 2: 2 Applied modules, total time 1h40m

Year 2 A Level Assessment:
- Four examinations, 25% each
  - Paper 1 and Paper 2 may contain questions on any topics from the Core Pure Mathematics 1 and 2 content.
  - Paper 3 may contain questions on any topics from the 1st Applied module content.
  - Paper 4 may contain questions on any topics from the 2nd Applied module content.
Each assessment is 1 hour 30 minutes and is out of 75 marks, weighting at 25% each.
A Level

Studying a language at A Level is very different to GCSE. Your ability to communicate spontaneously will improve dramatically and the topics you will cover in lessons will be a lot more thought-provoking. You will have the opportunity to study a vast range of subjects including society, history, literature, cinema and politics.

French A Level

In Year 12 you will focus on bridging the gap between KS4 and KS5 as you move on to the A Level topics. This will mean extensive speaking practice, recapping all grammar points covered so far and writing short pieces to put this language into practice. You will study topics including the changing nature of the family, cyber-society, the role of voluntary work, music, cinema and French cultural history.

In Years 12 & 13, you will study a film and a novel. At present pupils study ‘Entre les Murs’, a 2008 French drama film directed by Laurent Cantet, based on the 2006 novel of the same name by François Bégaudeau. The novel is a semi-autobiographical account of his experiences as a French language and literature teacher in a middle school in the 20th arrondissement of Paris, particularly illuminating his struggles with "problem children". The film stars Bégaudeau himself in the role of the teacher, and received the Palme d'Or at the 2008 Cannes Film Festival, making it the first French film to do so since 1987. Students also study the novel ‘Kiffe Kiffe Demain’, written by Faïza Guène, a young French woman of Algerian origin. It follows a year in the life of Doria, a 15-year-old girl of Moroccan background who lives in a low-income housing project outside of Paris. Doria’s father has recently left to return to Morocco (with hopes to remarry and have a son), and Doria lives alone with her mother and narrates her experiences and relationships with her family, neighbours, friends, classmates, counsellor, and social worker. In addition to this, pupils carry out an individual research project in any area of Francophone culture which interests them. Other Year 13 topics include the right to vote, politics, crime and immigration.

Spanish A Level

In Year 12 you will focus on bridging the gap between KS4 and KS5 as you move on to the A Level topics. This will mean extensive speaking practice, recapping all grammar points covered so far and writing short pieces to put this language into practice. You will study topics including changes in the family structure, the world of work, tourism, immigration, media, music and festivals.

In Years 12 & 13, you will study a film and a novel. At present pupils study ‘El laberinto del fauno’, a 2006 Mexican-Spanish dark fantasy drama film written and directed by Guillermo del Toro. The story takes place in Spain during the summer of 1944, five years after the Spanish Civil War. The narrative intertwines this real world with a mythical world centred on an overgrown, abandoned labyrinth and a mysterious faun creature, with whom the main character, Ofelia, interacts. Ofelia meets several strange and magical creatures who become central to her story, leading her through the trials of the old labyrinth garden. Students also study ‘La casa de Bernarda Alba’, a play by the Spanish dramatist Federico Garcia Lorca. The play centres on the events of a house in Andalusia during a period of mourning, in which Bernarda Alba (aged 60) wields total control over her five daughters. The play explores themes of repression, passion, and conformity, and inspects the effects of men upon women. In addition to these works, pupils carry out an individual research project on any area of Hispanic culture which interests them – previous research projects have included the war on drugs in Mexico, Spanish football and the Tomatina festival. Other Year 13 topics include the Spanish civil war, Franco’s dictatorship and the return to democracy in Spain.
Portuguese A Level

Pupils who speak Portuguese as a home language can be supported through the AS and A Level. However, this is not a full A Level course as no tuition is provided and pupils are expected to study independently. At AS pupils will study the topics of daily life, leisure and entertainment, communication and media, education and training as they are expected to have knowledge of these areas for the exam. At A2 topics include integration and exclusion, law and order, unemployment, the environment, science and technology, literature and the arts, and political issues.

EXTRA CURRICULAR LEARNING

Of course, you can’t really get to know a language without experiencing it first-hand and a language A Level will include a range of trips and visits: from going to restaurants, cinemas and businesses where foreign languages are used, to visiting France or Spain. For the last 2 years a number of pupils have completed work experience abroad as part of their language A Level. Not only does this offer pupils a good insight into the world of work, but it also allows students to put the language into practice!

ENTRY REQUIREMENT

The minimum requirement to study A level French or Spanish is a grade 6 at GCSE though a 7 or above is preferable. To do A Level Portuguese, you will need to have a grade 7 or above at GCSE. There is no spoken exam in A Level Portuguese so you must be confident in your ability to write well.

OVERSUBSCRIPTION CRITERIA

Students with a 7 or above in MFL will get priority in event of the course being oversubscribed.

ASSESSMENT

Both A Level French and Spanish are assessed with 3 exams. One exam tests your ability to listen, read and write. Another tests your ability to write analytical essays on the film and novel which you have studied. The final exam is a speaking exam, which lasts around 20 minutes and is mostly a discussion of your findings in your research project.

A Level Portuguese is assessed with an AS exam at the end of the first year lasting 2 hours and 30 minutes, and an A2 exam at the end of the second year lasting 2 hours and 45 minutes. In these exams you will be tested on your ability to listen, read and write Portuguese. There is no speaking exam.

CAREER VALUE

In today’s increasingly global society, the ability to speak a foreign language is becoming more and more of an asset. The skills and qualifications that you gain from an A Level in languages are incredibly important tools. In fact, having a language A Level can increase your salary and give you a head start against other potential employees – by speaking another language you’re vital to any company that does international business. What’s more, you can combine language study with almost any other subject at university, which gives further opportunity to travel and study abroad as part of your degree.
A Level

PHYSICS

COURSE CONTENT

The Physics department is made up of two specialist Physics teachers, each of whom bring their own area of expertise to the subject. The Physics course has been designed to build upon your Physics knowledge and skills from GCSE Science. This specification is split into six distinct units with an emphasis on understanding the subject rather than simply learning key facts.

ENTRY REQUIREMENTS

To do 3 Sciences a minimum grade score of 21 in triple science
To do 2 Sciences a minimum grade score of 14 (in triple science this score must be in the sciences to be studied)
To do 1 Science students must have a grade 7 or better in that subject or a minimum of grade score of 13 in combined science.

Physics requires grade 7 in Mathematics GCSE.

In addition to having a keen interest and knowledge of Physics, students must also have practical and analytical skills. Due to the nature of the assessments a high level of literacy is required; students must be willing to read around the subject, learning beyond the constraints of the syllabus. For any pupil wishing to study Physics beyond A level we recommend that they also study A level Mathematics. For pupils wishing to study more than one Science at A level GCSE Science point scores will be taken into consideration.

OVERSUBSCRIPTION CRITERIA

In cases where this course is oversubscribed, subscription criteria will be applied and students ranked in order of attainment in their grades for GCSE Science; students will be prioritised according to this rank and the course filled with these students accordingly.

EXAM BOARD AND SPECIFICATION

Our school uses OCR for AS and A level Physics and we follow the A specification. The latter is a flexible approach where the course is divided into topics, each covering different key concepts of Physics. As students progress through the course, they will build on their knowledge of the laws of Physics, applying their understanding to areas from sub-atomic particles to the entire universe.

ASSESSMENT

AS: 4 modules
Module 1: Development of practical skills
Module 2: Foundation of Physics
Module 3: Force and Motion
Module 4: Electrons, Waves, and Photons

A2: 6 modules
Modules 1-4 at AS-level
Module 5: Newtonian World and Astrophysics
Module 6: Particles and Medical Physics

Paper 1 assesses content from modules 1, 2, 3 and 5.
Paper 2 assesses content from modules 1, 2, 4 and 6.
Paper 3 assesses modules 1 to 6.
Paper 1: 37% - Paper 2: 37% - Paper 3: 26%

You will be taught key practical skills. You will be assessed on these skills throughout the year and they will be examined in the written papers.

CAREER VALUE

Studying Physics at A-level is a requirement of many popular degree courses such as engineering, medicine, veterinary science, pharmacology and physiotherapy. Should you wish to continue studying any of the Sciences at degree level; most courses recommend you have at least two A levels in a Science subject. Physics is a difficult subject which is why it is so highly respected. By gaining a good A level grade in Physics you are able to demonstrate a high level of academic and transferable life-skills.
POLITICS

A Level

COURSE CONTENT

Politics is the study of power and participation, and the institutions that exercise power. Over a two year period, you will study three components:

Component 1
UK Politics and Political Ideas:
Our role as citizens in the democratic process; the role and value of elections and referendums; how political parties operate; the role of pressure groups in a democracy; the core ideologies which shape our beliefs.

Component 2
UK Government:
The British Constitution; the functions of the Government; Parliament; the judiciary and human rights.

Component 3
Global Politics:
Sovereignty; Globalisation; Global Governance; the European Union.

ENTRY REQUIREMENTS

Studying A level Politics requires an ability to analyse, evaluate and construct written arguments. A Level 6 or above is required from two of the following: English Language, English Literature, History, Geography or Religious Studies.

OVERSUBSCRIPTION CRITERIA

The department will endeavour to allow as many students as possible who meet the minimum entry requirements to study politics. Where there is oversubscription, priority will be given to students with the following in order of importance:

- The highest GCSE grade in English Language with a 6 or above prioritised

ASSESSMENT

Students will undertake three examinations in total; one examination for each component of the course.

CAREER VALUE

The study of Politics is an excellent progression into law, journalism, local and national government, the civil service, the charity sector and public policy research. The skills obtained through the study of Politics will develop your communication, analysis and knowledge of current affairs which will benefit any career route you choose to undertake.
PSYCHOLOGY

(AQA Specification) A Level

COURSE CONTENT

Psychology is the scientific study of human behaviour. The A level course will develop your insight into what makes you think, feel and act the way you do. You will study human behaviour from a variety of perspectives including cognitive, social, biological, developmental and individual differences. You will study a wide range of topics from attachment to aggression (see content of papers below). Research methods lies at the heart of psychology and you will develop your knowledge and understanding of scientific processes and techniques of data handling and analysis. You will also develop an understanding of issues and debates in psychology. For instance, you will reflect on whether nature is more important than nurture in influencing your behaviour.

ENTRY REQUIREMENTS

Psychology is a subject that both requires and develops good literacy and numeracy skills. It is also a scientific discipline. The additional entry requirements are as follows:

At least, level 6 in English Language and Mathematics and two 6 or above grades in Science.

OVERSUBSCRIPTION CRITERIA

If the course is oversubscribed, places will be given on merit from GCSE results.

ASSESSMENT

NOTE: This is a ‘linear’ specification. The AS qualification stands alone and does not contribute to the A level marks.

AS qualification
There will be two exams at the end of the first year, each 1 ½ hours long (no coursework).

PAPER 1 (1 ½ hours, 50% of AS) Introductory topics in Psychology
(Topics include social influence, memory and attachment)

PAPER 2 (1 ½ hours, 50% of AS) Psychology in context
(Topics include approaches in psychology, psychopathology and research methods)

A Level qualification
There will be three exams at the end of the second year (incorporating AS material but extending this), each 2 hours long. There is no coursework.

PAPER 1 (2 hours, 33.3% of A-level) Introductory topics in Psychology
(Topics include social influence, memory, attachment and psychopathology)

PAPER 2 (2 hours, 33.3% of A-level) Psychology in context
(Topics include approaches in psychology, biopsychology and research methods)

PAPER 3 (2 hours, 33.3% of A-level) Issues and options in psychology
(Topics include issues and debates in psychology, relationships, schizophrenia and aggression)

CAREER VALUE

The psychology A-level course will develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research. Not only is psychology a fascinating subject to study, but it also prepares students for a very wide range of careers. Some of these have obvious connections with psychology, such as clinical psychology, educational psychology, and counselling. Psychology also provides a useful training for much wider career options. These include market research, social work, teaching, nursing, advertising, sales, media and broadcasting, personnel management and even the police and Armed Forces.

For further information of careers, please see the British Psychological Society website: www.bps.org.uk
RELIGIOUS STUDIES

A Level

Background

The Religious Studies A level course gives you the opportunity to study some of the fundamental questions which people have always asked about:

- Why are we here?
- How should we behave?
- What happens to us when we die?
- How do religious believers explain and explore their beliefs?

Religious Studies involves some major academic disciplines such as Theology, Moral Philosophy and Philosophy of Religion. Consequently you will study some of the following themes:

- **Moral Philosophy** – the major ethical theories, such as Utilitarianism and Kantian; Issues of human life and death; Meta Ethics, Free will and moral responsibility, Conscience.

- **Philosophy of Religion** – possible arguments for/against the existence of God; the ‘problem of suffering’; analysis of religious experience & miracles; life after death.

- **Study of Religion and Dialogues** – Sources of wisdom and authority; God/gods/ultimate reality; Self, death and the afterlife; Good conduct and key moral principles; Expression of religious identity; Religion, gender and sexuality; Religion and science; Religion and secularisation.; Religion and religious pluralism; The dialogue between philosophy of religion and religion; The dialogue between ethical studies and religion.

Colleges and universities place great value on this Religious Studies course because it helps develop thinking and analytical skills, the ability to develop and structure an argument, textual analysis and it fosters independent thinking.

This course complements a variety of other AS and A level courses. In the past students who have studied a wide range of subjects, including English, History, Sociology, Geography, Drama, Languages, Psychology and Maths have made use of transferable skills. This course also supports those who study the sciences, particularly those who wish to follow a career in Medicine.

This course is available to people of any religious belief, or none. You do not have to be religious to succeed in Religious Studies.

Assessment Objectives & Assessment Methods:

- **AO1: Knowledge & Understanding**
  Weighting 40%
  Demonstrate knowledge and understanding of religion and belief, including:
  religious, philosophical and/or ethical thought and teaching; influence of beliefs, teachings and practices on individuals, communities and societies; cause and significance of similarities and differences in belief, teaching and practice; approaches to the study of religion and belief.

- **AO2: Analysis, Evaluation & Application**
  Weighting 60%
  Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.

ENTRY REQUIREMENTS

Grade 6 at GCSE Religious Studies.

OVERSUBSCRIPTION CRITERIA

In the event that the course is oversubscribed places will be allocated to those students with the highest grades in GCSE Religious Studies.
COURSE CONTENT

Sociology is all about human social behaviour. It looks at how society works and how the various parts of society relate to each other. Themes that run through the A Level course are culture, identity, power, social class, gender, race and ethnicity.

At A Level, candidates studying this specification will acquire knowledge of contemporary social processes and social changes. You will study Education, Family and Research Methods. Candidates will be encouraged to develop their own sociological awareness through active engagement with the contemporary social world. Candidates will also study the changing role of the media in our society and Crime and Deviance.

ENTRY REQUIREMENTS

A grade 6 in a Humanities subject.
A grade 6 in English Language
It should be noted that most of the work you are required to do involves writing essays.

OVERSUBSCRIPTION CRITERIA

In the event that the course is oversubscribed places will be allocated to those students with the highest grades in GCSE English Language.

ASSESSMENT

Assessment is by examination only. Students have to sit two papers one for one hour and the second for two hours.

Unit 1: Education with Sociological Theory & Methods
2 hour exam 33.3% of A Level

Unit 2: Families and Households and Media in Society
2 hour exam 33.3% of A Level

Unit 3: Crime and Deviance with Theory & Methods
2 hour exam 33.3% of A Level

CAREER VALUE

Sociology is a well respected academic subject that is valued by employers and Universities alike. Sociology supports students analytical, researching, debating and enquiry skills. It is an important qualification in a number of careers like law; police, medicine, media, journalism, nursing, social work, probation services, research and the civil service. It also provides valuable knowledge and transferable skills that would be useful in the world of business and commerce.
BTEC APPLIED SCIENCE

INTRODUCTION

The Extended certificate course (equivalent of 1 A-level) builds on the knowledge and understanding of all 3 GCSE disciplines (Biology, Chemistry and Physics). The purpose of the course is to not only develop an understanding of subject content but also a holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education. Students will need to be able to communicate effectively, conduct practical investigations and research information independently from a variety of sources. Due to the large written content expected for assignments they will need to be able to handle and interpret data and they will also be expected to complete assignments to a strict deadline.

This course will appeal to students who:

- have an interest in furthering their understanding in Science to Level 3
- prefer being assessed in different ways and not just through exams
- enjoy carrying out investigations in the laboratory
- are independent learners and can stick to strict deadlines
- are looking towards careers in health-related professions or who wish to continue and study a Science related topic at University

ENTRY REQUIREMENTS

A minimum grade of 5-5 in GCSE Combined Science Grade 5 or better in both English and Mathematics GCSE

OVERSUBSCRIPTION CRITERA

In cases where this course is oversubscribed, subscription criteria will be applied and students ranked in order of attainment in their grades for GCSE Science; students will be prioritised according to this rank and the course filled with these students accordingly.

ASSESSMENT

The course utilises a range of assessment styles and is ideal for students who prefer showcasing their skills and applying their knowledge and skills in ways other than just exams. Over the 2 year course, students will study 4 units:

- Unit 1: Principals and Applications of Science (mandatory unit)
- Unit 2: Practical Scientific Procedures and Techniques (mandatory unit)
- Unit 3: Science Investigation Skills (mandatory unit)
- Unit 4: Physiology of Human Body Systems (optional unit)

These units will be examined both internally through various coursework assignments and externally in examinations. The types of assessment that will take place are as follows:

- Practical Projects which are internally assessed and graded by teachers
- Tasks completed under controlled conditions which are externally assessed
- Written exams which are externally assessed

Overall there is 58% external assessment by the exam board and 42% internal assessment by teachers.

CAREER VALUE

The course has been developed with employers’ and higher education needs in mind. BTEC Applied Science leads on to a wide range of courses and careers and as a result there has been an increase in employers and Higher education institutions choosing BTEC-qualified candidates for their practical and employability skills. In one survey for example, 37% of businesses indicated that they prefer recruits to hold a mix of academic (A Level) and vocational qualifications (BTEC) or value them equally. Furthermore, 62% of large companies have recruited employees with BTEC qualifications.

Over 150 UK universities and higher education institutes accept BTECs on their own or in combination with A Levels and so the course could be used to support other qualifications or progress onto further studies in Science related subjects. The Achievement of a Merit grade or higher will open up courses in popular medical fields such as Nursing, Midwifery and Paramedic Science. See attached leaflet for further details on this course.
**BTEC HEALTH & SOCIAL CARE**

**BTEC LEVEL 3 NATIONAL DIPLOMA IN HEALTH & SOCIAL CARE**

**INTRODUCTION**
The BTEC Diploma/Extended Diploma in Health and Social Care prepares you to work in care and/or health related careers. This two-year course provides the knowledge, skills and understanding required for working in a caring environment and gives the opportunity for students to gain a nationally recognised level three vocationally specific qualification. In addition, the course provides the opportunity for progression to university to study professional courses such as nursing, midwifery, social work, residential care management, and housing and probation service. If you enjoy working in a caring capacity with people and are interested in a career in health, social care or the public sector this course could be for you.

The Diploma qualification is equivalent to two A level’s and should be studied alongside one other A level course.

The Extended Diploma is equivalent to three A Level’s and is usually the one course studied.

Work experience is compulsory in the study of health and social care. Guest speakers from setting will be invited in to further enhance your understanding of current practice.

**ENTRY REQUIREMENTS**
Grade 5 in English Language & Grade 4 in Science (preferred) or Merit overall achieved in Level 2 BTEC Award/TECH Health & Social Care.

**OVERSUBSCRIPTION CRITERIA**
In cases where this course is oversubscribed, subscription criteria will be applied and students ranked in order of attainment in their grades for GCSE English Language; students will be prioritised according to this rank and the course filled with these students accordingly.

**ASSESSMENT**

**Units studies in Year 12:**
- 58% External Assessment (Exam), 42% Internal Assessment (Coursework)
- Human Lifespan Development – Exam
- Working in Health & Social Care – Exam
- Meeting individual Care & Support Needs – Internally assessed
- Work Experience in Health & Social Care – Internally assessed*
- Principles of Safe Practice – Internally assessed*
- Two* from the following - Internally assessed:
  - Psychological Perspectives
  - Sociological Perspectives
  - Supporting Individuals with Additional Needs

**Units studies in Year 13:**
- 46% External Assessment (Exam), 54% Internal Assessment (Coursework)
- Enquiries into Current Research in Health & Social Care – Exam
- Anatomy & Physiology for Health & Social Care – Exam*
- Principles of Safe Practice in Health & Social Care – Internally assessed
- Promoting Public Health – Internally assessed
- Promoting Public Health*
- One from the following – Internally assessed:
  - Infection Control and Prevention
  - Nutritional Health
  - Microbiology for Science

**CAREER VALUE**
BTEC Level 3 qualifications earn you UCAS points, allowing you progression to university.

Students can go in to careers such as nursing, teaching, midwifery, social work, occupational therapy and many more.

- Enter employment in the Health and Social Care Sector
- Go to University and study for a wide range of courses including Psychology, Youth Work, Paramedics, Nursing or Midwifery
- Internship or Apprenticeship in the Health or Health and Social Care Sector

Over 150 UK universities and higher education institutes accept BTECs on their own or in combination with A Levels and so the course could be used to support other qualifications or progress onto further studies in Health & Social Care related subjects. The Achievement of a Merit grade or higher will open up courses in popular medical fields such as Nursing, Midwifery and Paramedic Science.
A Level Results 2019

OUTSTANDING A LEVEL RESULTS AT SACRED HEART ONCE AGAIN

Sacred Heart Catholic School in Camberwell is once again celebrating an outstanding set of A Level results, with an anticipated 90% of Year 13 pupils having achieved their first or second choice of further education establishment.

All 75 pupils in Year 13 sat A Level exams, with 90% of entries graded between A* and C. 33% of all entries were an A* or A grade while 60% were graded between an A* and B.

Headteacher Mr Serge Cefai commented: “Despite ongoing concerns relating to national assessment criteria and changes to A Level curricula and syllabi, I am delighted that we are once again able to celebrate an outstanding set of A Level results at Sacred Heart school. For 33% of all entries by our pupils to be graded at A or A* is an excellent return.

“Furthermore, 60% of all A Levels sat by our pupils were graded between an A* and B, which is a stunning reflection of the hard work of our pupils and staff. I wish all our Year 13s the best of luck in their further education.”

The following pupils gained 3 or more A levels at grades A/A*

- Deborah Agboola - Engineering at New York University
- Sharon Amukamara - Medicine at Birmingham
- Edem Akromah - Neuroscience at Bristol
- Bisola Alowonle - Accounting & Finance at Warwick
- Memunat Bakare - Law at Warwick
- Sabrina Belaziz - Chemical Engineering at UCL
- Tracey Chimbo - Mechanical Engineering at Leeds
- Paul Majek-Oduyoye - Royal School of Drawing
- Oghenetega Nutufe - Computer Science at UCL
- Davide Saraceno - Medicine at Q.M.C
- Isabel Solarte - Law at Birmingham
- Tianlong Zhong - Computer Science at Warwick

60% of our pupils gained places at top universities (Russell Group/Ivy League/1994/Conservatoires)
Headteacher: Mr S. Cefai - Associate Headteacher: Mr R. Lansiquot
Assistant Headteacher: Mrs A Sparkes - Assistant Headteacher: Ms S Bonar
Deputy Head of Sixth Form: Ms M Antoniou

For detailed information about all courses offered please visit the school website
www.sacredheart.southwark.sch.uk