



EPSOM

COLLEGE

IN MALAYSIA

Sixth Form Information

2024-25

Introduction to the *Sixth Form*

The Sixth Form at Epsom provides a challenging and exciting two years' study. There are around 70 students across the two year groups and this allows everyone to receive tailored individual attention while being part of a lively, varied and vibrant community.

Each week all students engage in a rich array of activities. Academic aspiration is the central focus and all students are encouraged to become inquisitive, independent learners who will prosper at university and beyond. To this end every student has a personal academic tutor who monitors performance, agrees targets and ensures best working practices are being followed: there are frequent one-to one conversations between student and tutor but, importantly, the student owns the process.

Standards are high with the overwhelming majority of students securing places at leading universities around the world.

The details of the academic subjects available for formal study in the Sixth Form are contained in this booklet.

Meet The *Sixth Form*



MR PHIL PEDRO
HEAD OF SIXTH FORM

Mr Pedro oversees the running of the ECiM Sixth Form. He is responsible for ensuring that the transition from GCSE to A-level is as smooth as possible. He helps students to make the right subject choices and monitors their progress as they move through the Sixth Form. He is available for students to discuss both academic and pastoral issues and liaises with Housemasters, Housemistresses and parents about any issues or concerns. Mr Pedro is very keen for the ECiM Sixth Form to be a place where students are able to explore and develop their interests. It is a place where academic success is highly valued but must be coupled with a curiosity about the world beyond the College.



MRS CATHERINE CARDEN-BROWN
DIRECTOR OF HIGHER EDUCATION

Mrs Carden-Brown is responsible for supporting students in getting on to the course of their choice and to their favoured universities, whatever country it may be. She works with the Sixth Form in organising visiting universities, researching courses and universities, writing personal statements, supporting interview preparation and selecting offers, as well as considering future careers after university. She believes strongly that ECiM has a responsibility to its students beyond achievement in A-levels and always encourages full participation in the College's CCA programme, to prepare students for university life and beyond.

Comments From The Heads of College (2024-25)

WOORIN JANG HEAD GIRL OF COLLEGE

Sixth Form in Epsom offers so much more than we may think. It not only provides exceptional academic support through small classes and an optimum environment like the Grayling Centre, but it also offers leadership opportunities to hone soft skills in preparation for university. Our counsellors in Sixth Form organise regular individual meetings to check on our university application process. Their dedication inspires us to work even harder and perfect our applications.

It is truly my honour to be appointed as Head Girl because I want all Epsom students to recognise and believe in their potential. Epsom has done this for me. I arrived from Korea with little English, like many other international students in our school. This place has seen me grow over the past five years, during which I stepped out of my comfort zone and tried things I would never have considered as my old self. I am passionate and excited to be part of encouraging the same growth in our community.

SAMEER MONN HEAD BOY OF COLLEGE

The Epsom Sixth Form experience is one of a kind. I joined Epsom in Year 12 after completing my SPM examination. The school has been amazing in supporting my transition between two distinct educational systems. The holistic approach taken by the Sixth Form, offering a very personalised approach to education, ensures that you will find your footing in no time. The teachers at Epsom are extremely passionate about their subjects, and every lesson is meticulously planned. The effort put in by the teachers encourages students to match their dedication.

I would describe Epsom as a melting pot of opportunities. With over 100 CCA activities and fantastic, unique facilities, Epsom is a place where I discovered my potential in new avenues. A clear example is my participation in the school production. Despite having no prior singing experience, the school ensured I received thorough support in vocal training, allowing me to gauge my talent in singing and acting.

The Sixth Form also provides extensive leadership opportunities. From student-run societies, such as the Humanities Society and the Maths Society, to student-led CCAs, such as the Filmmaking CCA that I ran, and Prefect positions, Epsom offers myriad opportunities for students to enhance their leadership skills and develop skills instrumental for university life. The Sixth Form ensures we have ample opportunities to hone our leadership abilities and build a commendable portfolio.

Epsom also has a thriving, self-sustaining ecosystem of students. With students from more than 28 nationalities, Epsom's diverse community is essentially a family away from home. The boarding house system means your house becomes your family. I have felt nothing but warmth and comfort from my friends in Property, and the community we strive to cultivate is one that builds on each other's strengths and supports one another in any endeavour we pursue.

Epsom's Sixth Form is truly unique. With a diverse student body, passionate teachers, and an undeniable sense of community, every student in the Sixth Form is given the opportunity to become the very best they can be. It is an absolute honour to be the new Head Boy.



Comments From The Deputy Heads of College (2024-25)

TENGKU MAYA SARI DEPUTY HEAD GIRL OF COLLEGE

Being in the Sixth Form at Epsom opens doors to unique opportunities unavailable at other schools. Here, you receive an enriched education, including Prefectships, Society Leadership Roles, Internships with World-Class Companies, and Live Talks with Professionals, expanding your horizons beyond the typical pre-university experience. I have participated in the school's production and am a board member of the Media Society, driven by my passion for raising awareness of global issues through social media. Though this occasionally affected my studies, I received academic support from teachers available for after-hours meetings—one of the many benefits of being in Epsom's Sixth Form, a boarding school.

The primary focus of the Sixth Form, however, is preparing you for university and the future. Epsom excels in this by providing teachers closely connected with top universities, offering invaluable insights into what these institutions seek in applicants. Epsom's university fairs also allow you to gain in-depth knowledge by speaking directly with university representatives.

Epsom's Sixth Form encourages you to work independently, developing essential soft skills like stress management, organisation, and work-life balance. Yet, you are never alone. Even if you join mid-term, integrating into this welcoming community is easy. As an international school, Epsom allows you to meet people from diverse backgrounds, helping you grow into a globally-minded citizen.

Epsom's reputation as a prestigious institution is built on the exceptional students it cultivates, offering numerous opportunities to excel. I am confident you will find the freedom and support needed to succeed here.

YOUNG-GYOUM PARK DEPUTY HEAD BOY OF COLLEGE

Being a Sixth Form student at Epsom is an outstanding opportunity to nurture and develop a variety of skills. We have diverse societies, leadership roles, research opportunities, and competitions that enrich our experiences and abilities. As an individual, leading the Medical Review Society, participating in the student council, and engaging in the peer support system have allowed me to develop interpersonal and problem-solving skills, and raised my interest in mental health. Moreover, live talks and work experiences have broadened my appreciation of the world.

Being a Sixth Form student means taking a significant step towards considering future careers and universities. At Epsom, Sixth Form students receive exceptional support from teachers, including advice and assistance in discovering future careers, and additional information based on their expertise. University fairs and trips further engage students in pursuing their goals passionately and gaining deeper knowledge in their areas of interest.

The Grayling Centre is where Sixth Formers can thrive, communicate, and nurture each other through countless collaborative activities. Presentations by societies, discussions in tutorial rooms, and peer advising have helped many students, including myself, become active and optimistic individuals. I believe the values I learned at Epsom will lead to my success.

Joining Epsom in Year 10 as an international student during the pandemic was challenging. However, with the heartfelt support of my peers, teachers, and Epsom, I overcame these challenges and had the honour of serving as Deputy Head of the college. With all due respect, I am truly grateful for the opportunity to give back to Epsom what I have received. I look forward with great excitement to supporting Epsom and my juniors, just as my seniors supported me.

Curriculum

The curriculum structure at Epsom College is based on students studying up to four Principal Subjects to A-level, supplemented with an option from the Core Curriculum (EPQ or IELTS) which provides breadth and develops key skills essential for the student’s future.

In addition to timetabled lessons, all students have the opportunity to lead a lively intellectual life outside of the classroom. The Sixth Form curriculum will allow time to be involved in the College’s co-curricular programme, societies, clubs and workshops. Students will be able to participate in a series of Personal, Social, Health and Economic (PSHE) lectures and seminars which will develop the students’ well-being covering a range of topics including academic, cultural and social issues pertinent to modern teenage life.

SUBJECTS OFFERED

Accounting	Geography
Art & Design	History
Biology	Mandarin
Business	Mathematics &
Chemistry	Further Mathematics
Computer Science	Music
Design Technology	Politics
Drama	Physical Education
Economics	Physics
English Literature	Psychology
French	Spanish





Beyond the *Classroom*

ACAD EMIC EXCELLENCE

ECiM has the highest academic expectations of our Sixth Form students. Students are challenged in all areas of the academic programme through a wide range of teaching methods, including seminar discussions, debate, practical experimentation, external trips and lectures. In some sessions, students will engage with the Oxbridge-style tutorial method, which encourages student-led discussion on a one-to-one basis with teaching staff.

The College was delighted with the performance of our cohort of graduates who achieved their grades in August 2020. Over 80% of all results secured A*-B grades, 70% of all A-level grades scored either an A* or A grade, 38% of all A-level grades attained an A*. This is an outstanding set of results from students from a range of academic backgrounds and clearly demonstrates that the College is adding considerable value to these students' attainment levels.

THE GRAYLING CENTRE

The Grayling Centre has been designed to replicate more closely what it is like to study at university. This area is where students spend most of their time during the school day and features tutorial rooms that allow A-level teachers and students to conduct small group seminars and one-to-one tutorials; a lecture space for academic talks, visiting speakers and discussion groups; a study area which has been furnished with a range of different working environments conducive to different styles of learning; the social area has been furnished with beanbags and a new sound system, giving the students the opportunity to relax after a hard day's work.

BEYOND THE CLASSROOM

There is a programme of distinguished visiting speakers and a growing number of societies such as the Medical Review Society, the Business Society, the Humanities Society and the Language Society. There are frequent assemblies to which students are encouraged to contribute with their own short, stimulating talks, lectures and presentations. Students are encouraged to pursue musical interests through House competitions, participation in choirs and ensembles, House soirées, charity events and

an extensive programme of concerts and recitals.

In addition to this, there is a strong drama department and students may participate in theatrical productions either as a performer or as part of the production team.

Epsom has a tradition of sporting excellence and engagement. Superb facilities in its beautiful grounds mean that all students are engaged in purposeful and competitive sporting activity on site throughout the entire week.

The study facilities are excellent, both in the Houses and in the impressive Library. The Sixth Form Centre gives students a chance to relax, drink coffee, read the papers, discuss issues with friends and study in a less formal atmosphere.

CAREERS

There is an extensive programme of careers events during the Lower Sixth in preparation for Upper Sixth and life beyond Epsom. The main emphasis of careers advice at Sixth Form is in selecting appropriate higher education courses. Students are encouraged to drop-in for advice informally or to make an appointment individually with our Head of Higher Education. If they have not already taken it, there is an opportunity to take the Morisby Careers Guidance Tests (similar to psychometric profiling used by graduate employers). All students are enrolled in this programme from year 10. The Lower Sixth are also enrolled into Mabecs University support programme, a hybrid platform that supports their research into the next stage of their careers, whether this is looking at universities, or investigating scholarships. Mabecs also enables students to work and prepare early on all aspects of their life post-Epsom.

Finally, Epsom works together with prominent international companies to offer valuable work experience to our students and help them build a portfolio of evidence that will help them enter top universities around the world.

Subject Options

The main aims of the Core Curriculum are to provide academic breadth and to develop key skills essential for the students' future. In addition to choosing three Principal Subjects, students will be invited to choose from a range of Core Curriculum options. Only one Core Curriculum option is timetabled alongside the Principal Subjects although in some circumstances it may be possible to add a second option later on. Not all combinations of Principal Subjects and Core Curriculum options can be guaranteed and, therefore, students will be requested to indicate a first and second choice.

EXTENDED PROJECT QUALIFICATION (EPQ)

In a world where technology and the workplace are constantly evolving it is vital that students are able to learn independently and develop skills such as time and project management, problem-solving and critical thinking. Lifelong learning starts at school and the EPQ will make students better at picking up these essential skills later in life.

In their EPQ A-Level course, students research a topic of particular interest to them to produce a dissertation or artefact and a research report, together with a presentation and a project log. The emphasis of the EPQ is on autonomy and the ability to manage a research project and the course runs from September of the Lower Sixth with students aiming to submit their projects to the exam board (AQA) in the following May.

ENGLISH

Students wishing to pursue their studies in English without taking a full A-level may opt to take the International English Language Testing System (IELTS). This is designed to assess the language ability of people who want to study or work where English is the language of communication. It is recognised and accepted by over 10,000 organisations worldwide, including universities, employers, professional bodies, immigration authorities and other government agencies.

Students learn to analyse and interpret imaginative literature through the careful reading and critical analysis and interpretation of representative works from various genres and periods.





Subjects

Accounting

Accounting is a vital part of any business, as it provides information about the company's financial performance and position. This information is used by a variety of stakeholders, including managers, investors, and creditors, to make informed decisions.

Accounting can be divided into two main categories: financial accounting and managerial accounting. Financial accounting is concerned with the preparation of financial statements, such as the balance sheet, income statement, and cash flow statement. These statements are used to report the company's financial performance to external stakeholders.

Managerial accounting is concerned with the use of accounting information to help managers make better decisions. This includes topics such as budgeting, cost accounting, and performance measurement. Managerial accounting information is not typically reported to external stakeholders.

The aims of the Cambridge A-Level Accounting are to enable students to:

- understand the role of accounting as an information system for monitoring, problem-solving and decision-making.
- appreciate the ethical issues that underpin the practice of accounting and their impact on the behaviour of the accountant and of businesses.
- appreciate the place of accounting in managing business change in response to economic, social and technological developments.
- develop the ability to apply and evaluate accounting concepts, principles, policies and practices.
- develop skills of communication, analysis, interpretation and presentation of both qualitative and quantitative accounting information.
- develop skills and knowledge needed for further study or employment in accounting or business.

EXAM INFORMATION

Paper 1

1 hour

30 multiple-choice questions (30 marks)

Questions are based on sections 1 and 2 of the subject content.

Paper 2

1 hour 45 minutes

Fundamentals of Accounting

Four structured questions Questions are based on sections 1 and 2 of the subject content

Questions are based on sections 1 and 2 of the subject content

Paper 3

1 hour 30 minutes

Financial Accounting

Three structured questions

Questions are based on section 3 of the subject content and knowledge of material from the AS Level subject content is assumed.

Paper 4

1 hour

Cost and Management Accounting

Two structured questions

Questions are based on section 4 of the subject content and knowledge of material from the AS Level subject content is assumed.

ENTRY REQUIREMENTS

Grade B in English and Maths.

Grade B in Accounting if you have taken the subject at IGCSE

WHY CHOOSE ACCOUNTING

Accounting provides a solid foundation for those considering a future in the financial world. Here are some reasons why you might choose to study A-level Accounting:

Early Exposure to Professional Skills: A-level Accounting introduces students to real-world financial concepts and practices, giving them a head start in acquiring valuable skills needed in the workforce. This early exposure can be a significant advantage when pursuing internships or part-time jobs during your academic journey.

Career Readiness: A-level Accounting not only prepares you academically but also instills a sense of professional responsibility and discipline. These qualities are highly valued by employers and can enhance your employability as you transition into the job market.

Diverse Career Pathways: A-level Accounting opens up a wide range of career opportunities, even for those who may not have initially considered finance or accounting as their primary field of interest.

This flexibility allows students to explore various career paths and discover their true calling within the realm of business and finance.

Intellectual Challenge: A-level Accounting presents students with intellectually stimulating challenges. The intricacies of financial analysis and management keep the learning process engaging and continuously evolving, ensuring that you're always expanding your knowledge base.

HE & CAREER ASPIRATIONS

You could pursue a career in accounting, finance, or business. Some specific career options include:

- Accountant
- Auditor
- Financial Analyst
- Management Accountant
- Tax Accountant
- Business Consultant
- Investment banker
- Loan officer
- Management consultant
- Mortgage advisor
- Personal financial advisor
- Procurement manager
- Retail banker
- Stockbroker

Art & Design

"The creative industries are the fastest growing economic sector in the UK, responsible for 5.6% of jobs, and worth £76.9bn to the UK economy"
- UK GOV

COURSE CONTENT

Art & Design at Epsom enables students to explore a broad range of 2D and 3D approaches. The initial emphasis is on developing a working knowledge of materials, practices and technology in disciplines that include drawing, painting, sculpture and new media. The course also develops an understanding of the place of art, craft and design in history and contemporary society. In the latter stages there is an open, creative approach and students are encouraged to develop individual skills as fully as possible through personal projects and study. Students are not advised to take this course alongside A-level Design Technology/3D Design.

EXAM INFORMATION

Cambridge International AS & A Level Art & Design (9479)

Component 1 Coursework - 100 marks

Candidates research, develop and realise a project from one area of study in the syllabus content. There are two parts to the coursework:

- a portfolio and
- a final outcome.

Externally assessed
25% of the A Level

Component 2 Coursework - 100 marks

Candidates choose one starting point to develop into a personal response. There are two parts to the assignment:

- supporting studies, created during the preparation period and
- a final outcome, produced during a supervised test of 15 hours" total duration.

Externally assessed
25% of the A Level

Component 3 Personal Investigation - 100 marks (weighted 200 marks)

Candidates investigate a theme, idea, concept or a process that is personal to them. There are two parts to the investigation:

- practical work and
- written analysis (1000-1500 words))

The practical work and written analysis must form an integrated submission.

Externally assessed
50% of the A Level

RECOMMENDED ENTRY REQUIREMENTS

Entry requirements is a B grade at GCSE or IGCSE and a passion for Art and Design and Creativity. Being able to work on their portfolio outside of school and keep to deadlines is a very important part of the course as well as having a good understanding of artist work, art materials, techniques and processes

WHY CHOOSE ART?

- The internet has created an explosion of opportunity for digital designers and multimedia artists.
- Fine artists can reach a worldwide market at the click of a button.
- High school students can achieve recognition while studying.
- Those with a wide skill set have an advantage, in any career.
- Art marks are not solely dependent on an exam.
- According to a study carried out by James Catterall, a leading professor and Chair of Faculty at UCLA, studying Art improves performance in other subjects. His research demonstrates that involvement in the arts (both Visual and Performing) is associated with higher levels of attainment in both secondary school and university. Art enhances fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis and critical thinking. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage.

- Arts students are highly sought-after by employers. Many employers now actively seek those who have studied the arts. Steve Jobs, founder of Apple, was fond of saying his success was due to his hiring artists and musicians fascinated by technology rather than computer geeks. Top talent management agency, The Curve Group concurs: "Employees with an arts degree have developed more quickly in their roles from the start. They have discipline, confidence and can accept criticism."

HE & CAREER ASPIRATIONS

A-level Art is a well-respected course at most universities. If you are in any doubt contact the institution you are interested in. The usual progression to Art and Design courses at university is via an Art Foundation course. It can lead to careers in design, advertising, publishing, events organisation, architecture, museums, theatre work, gallery work, marketing, photography and the media. The study of Art and Design will also help you develop transferable skills in visual communication which you can take into any career.



Biology

COURSE CONTENT

Put simply, Biology is the scientific study of life: as such it encompasses the investigation of living organisms and life processes from the molecular, through cells and individual organisms to populations and whole communities of animals and plants.

EXAM INFORMATION

Pearson Edexcel International A Level Biology Assessment

You will be assessed at the end of the Sixth Form. Assessment will be done by external examinations as follows:

Paper 1: Molecules, Diet, Transport, and Health.

- Externally assessed.
- Written examination: 1 hour 30 minutes.
- 40% of the total International Advanced Subsidiary.
- 20% of the total International Advanced Level.

Paper 2: Cells, Development, Biodiversity & Conservation.

- Externally assessed.
- Written examination: 1 hour 30 minutes.
- 40% of the total International Advanced Subsidiary.
- 20% of the total International Advanced Level.

Paper 3: Practical Skills in Biology.

- Externally assessed.
- Written examination: 1 hour 20 minutes.
- 20% of the total International Advanced Subsidiary.
- 10% of the total International Advanced Level.

Paper 4: Energy, Environment, Microbiology and Immunity.

- Externally assessed.
- Written examination: 1 hour 20 minutes.
- 20% of the total International Advanced Subsidiary.
- 10% of the total International Advanced Level.

Paper 5: Respiration, Internal Environment, Coordination and Gene Technology.

- Externally assessed.

- Written examination: 1 hour 45 minutes.
- 40% of the total International Advanced Level 2.
- 20% of the total International Advanced Level.

Paper 6: Practical Skills in Biology II.

- Externally assessed.
- Written examination: 1 hour 20 minutes.
- 20% of the total International Advanced Level 2.
- 10% of the total International Advanced Level.

RECOMMENDED ENTRY REQUIREMENTS

IGCSE Biology or equivalent.

WHY CHOOSE BIOLOGY

Studying Biology gives you the skills and opportunities to advance human knowledge and understanding in today's world, in order to make a difference to tomorrow's world.

HE & CAREER ASPIRATIONS

Studying biology teaches us to ask questions, make observations, evaluate evidence, and solve problems. These transferable skills open a lot of job opportunities and gives you a level of employability that not many other subjects do.

Biologists learn how living things work, how they interact with one another, and how they evolve. They may study the evolution, natural history, and conservation of plants and animals; investigate the interactions of living organisms with light, the environment, or each other; or have careers in pharmaceuticals, biotechnology or medical research.

Business

COURSE CONTENT

Students of this course will study business in a variety of contexts (eg large/small, UK focused/global, service/manufacturing) and consider:

- the importance of the context of business in relation to decision making;
- the interrelated nature of business activities and how they affect competitiveness; the competitive environment and the markets in which businesses operate;
- the influences on functional decisions and plans including ethical and environmental issues; the factors that might determine whether a decision is successful e.g. the quality of data and the degree of uncertainty;
- how technology is changing the way decisions are made and how businesses operate and compete; the impact on stakeholders of functional decisions and their response to such decisions;
- use of non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages).

The study of strategic decision making should build on the study of decision making in the functional areas.

Students should consider:

- the impact of technology on strategic decision making;
- the influences of Corporate Social Responsibility, ethical and environmental issues on strategic decisions;
- the difficulties in forecasting future trends;
- the importance of assessing feasibility and risk when making strategic decisions;
- the impact on stakeholders of strategic decisions and their response to such decisions.

The topics lend themselves to studying and engaging with the business world. The specification and assessment should encourage students to follow business developments and think critically about contemporary business issues. Most of the assessment material is based on real business situations. By examining and thinking critically about real business situations as they study the subject, students will gain an insight into different contexts which will help them to understand the key issues in any situation and compare and contrast this with other situations and apply their understanding.

EXAM INFORMATION

CIEAS & A Level Business (9609)

Paper 1 - Business Concepts 1

1 hour 15 minutes, 40 marks

- **Section A: Four short answer questions. There are parts to the first three questions.**
- **Section B: One Essay from a choice of two. There are two parts to each essay.**
- Externally assessed.
- 40% of the AS Level, 20% of the A Level

Paper 2 - Business Concepts 2

1 hour 15 minutes, 40 marks

- Two data response questions. There are six parts to each question.
- Questions are based on the AS Level subject content.
- Externally assessed.
- 60% of the AS Level, 30% of the A Level

Paper 3 - Decision Making

1 hour 45 minutes, 60 marks

- Five Questions based on a case study. There are three parts to Question 3 and two parts to Question 4.
- Questions are based on the A Level subject content; knowledge of material from the AS Level subject content is assumed.
- Externally assessed.
- 30% of the A Level

Paper 4 - Business Strategy

1 hour 15 minutes, 40 marks

Two essay questions based on a case study. Questions are based on the A Level subject content; knowledge of material from the AS level subject content is assumed.

RECOMMENDED REQUIREMENT

Grade B in both English and Maths.

Grade B in Business if you have taken the subject at IGCSE

HE & CAREER ASPIRATIONS

To develop high order thinking skills for students which included analysis, critical thinking and problem solving. These skills help them to present ordered and coherent arguments which will be an asset to them in any undergraduate course.

A-level business studies looks great to any employer as it shows you have background information on how a business works, so you are automatically considered for higher positions.

Possible career choices with A-level business studies include management, marketing, finance, accounting, banking, retailing, manufacturing and local government.



Chemistry

COURSE CONTENT

Chemistry is the study of matter and materials, and the changes that they undergo. It helps us understand the natural world and gives solutions to numerous problems faced by humanity. It enables us to make products that enhance and enrich our everyday lives – including medicines, materials for electronics, clothing, cosmetics, toiletries, polymers, fuels and food.

EXAM INFORMATION - EDEXCEL GCE

Assessment

There is a total of six papers, three to be taken at the end of Year 12 and three at the end of Year 13.

Unit 1: Structure, Bonding and Introduction to Organic Chemistry Unit 2: Energetics, Group Chemistry, Halogenoalkanes and Alcohols Unit 3: Practical Skills in Chemistry I	Examinations at the end of Year 12
Unit 4: Rates, Equilibria and Further Organic Chemistry Unit 5: Transition Metals and Organic Nitrogen Chemistry Unit 6: Practical Skills in Chemistry II	Examinations at the end of Year 13

RECOMMENDED ENTRY REQUIREMENTS

At least a B grade in both Chemistry and Mathematics at IGCSE.

WHY CHOOSE CHEMISTRY?

Chemistry underpins a broad range of disciplines and a career in the chemical sciences offers many opportunities that can be extremely rewarding, both personally and financially.

HE & CAREER ASPIRATIONS

Chemistry is important today, but it will be even more so in tomorrow's world. Science and science-based jobs are needed to create a sustainable future for the planet. Chemistry will be vital to meet the challenges we face such as green energy sources, ensuring clean water is available to all, meeting the growing demands for food and raw materials for an ever-increasing population. As society changes, the knowledge and skills that chemical scientists possess will ensure that they are always in high demand.

The student of chemistry also learns lots of skills that are highly valued by employers. Numeracy, problem-solving, data handling, analysis, observation, team working and report writing are all developed and strengthened through studying chemistry. It opens doors to careers in healthcare, teaching, aerospace, law, telecommunications, publishing, business and finance, and information technology.

With the increasing globalisation of economies, the skills acquired in chemistry will also allow greater mobility in the global jobs marketplace. Growing economies such as India and China have strong science-based industries.

Computer Science

“Everyone should learn how to code, it teaches you how to think.”

- STEVE JOBS

“Computers are going to be a big part of our future...and that future is yours to shape.”

- BARACK OBAMA

COURSE CONTENT

In the past ICT was about how to use computers and software effectively. Computer Science is not the same! Computer Science is the subject of understanding how computers work, and learning skills and techniques to build and change their programs. This has two aspects to it: theory and programming.

On the theory side you will gain a solid understanding of how computers and technology work, from how the processor and memory work together to run applications to how the computer builds documents, images, sounds and videos by using electronic signals. You will also gain an understanding of different types of hardware, communication technology and networks, security, privacy and data integrity.

On the programming side you will break down problems into manageable solutions and design and create algorithms to help you successfully build a program for specific needs. You will learn and develop your programming skills and understand how other languages work and can be used for different types of developments.

EXAM INFORMATION

CIE International A-level Computer Science (9618)

Paper 1 - Theory Fundamentals

- 1 hour 30 minutes - 75 marks
- Paper 1 will assess sections 1 to 8 of the syllabus content.
- Written paper.
- Externally assessed. Candidates answer all questions.

- 50% of the AS Level
- 25% of the A Level

Paper 2 - Fundamental Problem-solving and Programming Skills

- 2 hours - 75 marks
- Paper 2 will assess sections 9 to 12 of the syllabus content.
- Candidates will need to write answers in pseudocode.
- Written paper.
- Externally assessed. Candidates answer all questions.
- 50% of the AS Level
- 25% of the A Level

Paper 3 - Advanced Theory

- 1 hour 30 minutes - 75 marks
- Paper 3 will assess sections 13 to 20 of the syllabus content.
- Written paper.
- Externally assessed. Candidates answer all questions.
- 25% of the A Level

Paper 4 - Practical

- 2 hours 30 minutes - 75 marks
- Paper 4 will assess sections 19 to 20 of the syllabus content, except for low-level and declarative programming.
- Candidates will submit complete program code and evidence of testing.
- Candidates will be required to use either Java, VB.NET or Python programming languages
- Externally assessed. Candidates answer all questions on a computer without internet or email facility.
- 25% of the A Level

RECOMMENDED ENTRY REQUIREMENTS

Entry requirement is B or above at IGCSE in Computer Science

WHY CHOOSE COMPUTER SCIENCE?

Like it or not you're living in it – this is the Digital Age. Computer programmes have infiltrated every aspect of our lives. Computer scientists theorise, design, develop, and apply the software and hardware

for the programmes we use day in and day out. The course is designed to develop skills that will prove useful in all aspects of your life. You will learn more about the technology you already use on a day to day basis, both how it works and how you can program it for different purposes. If you have an interest in technology, want more of an understanding of how it works and learn skills to change and program it, then this is the course for you!

HE & CAREER ASPIRATIONS

Every industry uses computers so naturally computer scientists can work in many fields. Problems in science, engineering, healthcare, and so many other areas can be solved by computers. It is up to the computer scientist to figure out how, and design the software to apply the solution.

The computer science course will teach you problem solving skills and independent working techniques that will support any course at university.

Did you know:

- Computer Science graduates are among the highest earners in the UK.
- Computer Science is recognised by all Russell Group universities as a credible and worthwhile qualification.



Drama & Theatre

“A broad education in the arts helps give children a better understanding of their world... We need students who are culturally literate as well as math and science literate.” - PAUL OSTERGARD, VICE PRESIDENT, CITICORP

COURSE CONTENT

Drama & Theatre A-Level is a balanced (and brilliant) mixture of theory and practical work packed full of transferable skills. Whether you want to be a doctor, a lawyer, a CEO, a designer, a director or a performer; this course offers you the ability to develop crucial skills that will help prepare you for a very wide range of degrees and professions. It can really make you stand out from a purely academic crowd.



EXAM INFORMATION

CIE A Level Drama (9482)

Component 1:

Written Exam - 60 marks

Candidates answer two questions: one question from Section A and one question from Section B. Open book exam. **Externally assessed**

Component 2:

Practical Drama - 60 marks

There are two compulsory parts: devising and performing. Candidates work in a group to devise and perform a play based on the stimulus prescribed in the syllabus. There are two parts to the devising coursework:

- 110–15 minute devised piece
- 3 minute self-evaluation

Candidates work in a group to prepare and perform an extract from a published play of their own choice. There is one part to the performing coursework:

- 110–25 minute scripted performance

Internally assessed and externally moderated

Component 3:

Theatre Making and Performing - 60 marks

There are two compulsory parts: devising and performing. Candidates work in a group to devise and perform a play inspired by one of the theatre practitioners, traditions or styles prescribed in the syllabus. There are two parts to the devising coursework:

- 15–20 minute group devised performance
- 800 word analysis and evaluation

Candidates individually create a programme of thematically linked materials and perform it. There is one part to the performing coursework:

- 6–8 minute individual performance

Internally assessed and externally moderated

Component 4:

Theatre in Context - 60 marks

Candidates explore performance texts, a theatre genre, a theatre practitioner's work or a performance style. There is one part to the research coursework:

- 2250–3000 words research essay

Externally assessed

RECOMMENDED ENTRY REQUIREMENTS

- GCSE Drama can be an advantage but not essential.
- Some prior experience with drama or theatre (e.g. school play).
- B or above in English (Language or Literature).

WHY CHOOSE DRAMA?

- Suitable for a range of future professions and specialisms.
- Develop transferable skills: confidence and self-presentation, analytical skills, self-discipline and an ability (hopefully) to handle criticism. You will also be used to working in a team and will have developed good research skills, as most courses tend to involve a major research project or dissertation.
- Explore and develop expertise in the theory and practice of the theatre.
- Extend your creative skills (performance, set, puppetry, lighting or sound design).
- Do something different - make your working week more interesting, develop a life-long passion and stand out from the crowd.

HE & CAREER ASPIRATIONS

- In a recent study of 3 top UK universities, 60% of law undergraduates had studied Drama A-level.
- A visiting university recruiter for medical school commented that he would consider Drama A-Level as a positive additional A-level as it suggests students have the empathy and public speaking skills to work well with patients and present at conferences etc.
- As part of balanced selection, Drama & Theatre does not shut off any options and can be an advantage for a wide range of careers including (but not limited to): Medicine, Law, Business/Economics, Psychology, Literature, International Relations, Management, Languages and of course Drama and other creative industries.
- Essentially it is a great choice for anything creative; anything requiring research, empathy or collaboration and anything where you might have to actually talk to other people or consider their perspective!

Economics

COURSE CONTENT

Economics is about choice and the impact of our choices on each other. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms. An economic way of thinking can help you make better choices. In Theme 1 and Theme 2 you will be introduced to the nature of economics, how markets work and why they fail. You will also consider the role of government and the UK economy. In Theme 3 and Theme 4 you will explore how businesses grow and compete, the labour market and how the government intervenes to make markets work better. You will also explore international trade, inequality within and between countries, emerging and developing economies, and the public finances. You will also have an opportunity to consider the role and impact of the financial sector. The aims and objectives of the Cambridge A-Level Economics are to enable students to:

- develop an interest in, and enthusiasm for, the subject;
- appreciate the contribution of economics to the understanding of the wider economic and social environment;
- develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts;
- use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist;
- understand that economic behaviour can be studied from a range of perspectives;
- develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life.

EXAM INFORMATION

Edexcel Advanced GCE in Economics A (9EC0)

Paper 1 :

1 hour 30 multiple-choice questions (30 marks)
Questions are based on the AS Level subject content.

Paper 2 :

2 hours Data Response and Essays
Section A: one data response question (20 marks)
Section B: one essay from a choice of two focusing mainly on microeconomics (20 marks)
Section C: one essay from a choice of two focusing mainly on macroeconomics (20 marks) Questions are based on the AS Level subject content.

Paper 3 :

1 hour 15 minutes
30 multiple-choice questions (30 marks)
Questions are based on the A Level subject content; knowledge of material from the AS Level subject content is assumed.

RECOMMENDED ENTRY REQUIREMENTS

Grade A in both English and Maths.
Grade B in Business or Economics if you have taken the subject at IGCSE

WHY CHOOSE ECONOMICS?

"Economics is fascinating to study because it is so applicable to everyday life. Why is the economy taking so long to recover from the financial crisis? Will the government be able to repay its mountain of debt? There are very few subjects that you can study during the day and see the relevance of what you've learned on the news at night."

- Karen Ward Senior Global Economist, HSBC

"Economics is the most powerful of the social sciences. Its principles provide us with unparalleled analytical tools to interpret the world around us and to shine a light on all of the great challenges that face humanity
- - how to grow economies, tackle unemployment, grapple with environmental issues, reduce crime and even understand demographic change. If you are interested in current affairs, politics, history, business or finance, you must study economics."

- Allister Heath, Deputy Editor, The Daily Telegraph

HE & CAREER ASPIRATIONS

Studying economics will help you develop transferable skills that will prepare you for studying at university or moving into the world of work. These include skills in data interpretation and essay writing. Suitable higher education courses include economics degrees or degrees in applied economics such as environmental economics, labour economics, public sector economics or monetary economics. You might choose to study business economics, econometrics or a business and management degree. Economics students can follow a wide range of careers in industry, commerce, finance and the civil service.

English Literature

*"We shall not cease from exploration
And the end of all our exploring will
be to arrive where we started and
know the place for the first time."*

- T.S. ELIOT, FOUR QUARTETS

COURSE CONTENT

- We study eight texts over the course of the Sixth Form.
- We study four texts in each year and students will sit two exams at the end of Lower Sixth; students will then complete two coursework essays and sit a third exam in Upper Sixth
- We study two units of poetry; two plays; two pre-twentieth century texts plus two novels.

EXAM INFORMATION

Oxford AQA International A Level in English Literature

- The assessment objectives carry equal weight within each component.
- Components are marked holistically using the same mark schemes.
- Units 1 and 2 are each worth 20% of the total marks; Units 3 and 4 (coursework) are each worth 30%.

RECOMMENDED ENTRY REQUIREMENTS

In order to study English Literature at A-level, a minimum of grade 6 in both English (First) Language & English Literature iGCSE is required.

WHY CHOOSE ENGLISH LITERATURE

Studying English Literature helps learners bridge the gap between the next stage of education and the world of work. We encourage our students to be:

- confident in working with information and ideas of their own and those of others;
- responsible for themselves whilst also responsive to, and respectful of, others;
- innovative and equipped for new and future challenges;
- engaged both intellectually and socially and ready to make a difference.
- the ability to write clearly and effectively

Successful Literature students develop a lifelong understanding and enjoyment of literary texts, and, importantly, gain a range of essential skills including:

- the ability to write clearly and effectively
- the ability to develop arguments
- the ability to research and manage information
- the ability to analyse complex texts in different forms and styles.

HE & CAREER ASPIRATIONS

Literature is a preferred entry requirement for professions such as: law, journalism, politics, media, marketing and advertising. It is a future proof qualification that shows clear evidence of research and creative personal engagement.

As A-level English teachers, we aim to make our students better readers, writers, listeners, and speakers. We encourage them not merely to read for literal meaning, but to think critically and interpretively about an author's audience, background, purpose, and rhetorical strategies. Put simply - we learn to take pleasure in the construction of a writer's imagination.

We teach students to read a wide range of essays, novels, plays and poems. They learn to write not only by adhering to conventions of rhetoric, spelling, grammar, and paragraph structure, but also by finding and displaying their emerging voices in compositions that express clear, distinctive ideas.

We teach our students to proofread, edit, and revise their work. They learn the principles of research; how to actively weigh the quality of sources and accurately document those sources.

We strive to shape our classroom into seminars where groups of students pay close attention to texts, learn to make perceptive contributions to class discussion and listen to each other while inquisitively sharing responses to literature. In a climate of collaboration and respect, our students learn how to think, write, and speak independently with logic, conviction, and imagination.



Extended Project Qualification

COURSE CONTENT

WHAT IS IT?

The Extended Project Qualification (EPQ) is designed to give students the opportunity to undertake independent research. Everyone who completes an EPQ submits a production log, a written report and does a presentation. In addition, students can choose to make an artefact such as a dress, a play or a computer programme. Those doing only the written dissertation write a 5,000-word research report (the word count is reduced if an artefact forms part of the project). It provides a level 3 qualification equivalent to half an A-level and consequently it is possible to attain an A* which carries a value of 28 UCAS points. The best projects are often considered to be as good as a University dissertation.

WHAT SKILLS ARE TAUGHT?

Students choose a topic of interest to them and then pose a research question or design brief which will be answered through the medium of the project. Some of the key skills taught include:

- developing an idea into a research question and managing a research project.
- Learning to write in a formal and critical style
- Learning how to research literature and evaluating the credibility of sources.
- Learning how to use the Harvard system of citation presentation skills.

HOW IS THE COURSE STRUCTURED? There are two strands to the course. The first strand is learning how to do a project and is delivered in one timetabled lessons per week. The second strand is individual supervision: once the research question has been chosen, the teacher takes on the role of project supervisor providing a combination of small group and individual supervision and support. Much of the EPQ is completed in the student's own time, so a good work ethic and a high level of organisation is a pre-requisite for this course. The course begins in the September of the Lower Sixth and students are given the opportunity to develop their initial ideas into a research question or design brief before the formal skills and supervision sessions commence. All students should submit their projects for assessment in the April of Lower Sixth.

WHAT TOPIC CAN BE CHOSEN?

The topic of the research can be anything, but should involve a problem solved through research rather than a simple descriptive account. It could be an area of personal interest or related to a future university course. Typically, students opt to answer their research question through a dissertation style report, but increasing numbers create their own brief to produce an artefact accompanied by a shorter report. There has been an extremely diverse range of topics in recent years including dissertation discussing:

- To what extent has the USA breached the rights of Guantanamo Bay detainees in terms of living conditions, legal matters and interrogation?
- What interpretation of quantum mechanics is most valid in the explanation of the Schrodinger's Cat Paradox?
- To what extent do psychopaths adhere to the modern values of UK citizenship?

And artefacts:

- 'Evacuated from Home.' A novel following those evacuated from Gibraltar to England.
- A painting reflecting the cultural experience of 1st generation British Indian women influenced by the artists, Amrita Sher-Gil and Bikash Bhattacharjee.
- A Business Plan for the Thoroughbred Racing industry.
- 'Dream In Manipulation' - A Graphic novel in the traditional black-and-white manga style.
- 'Le Monstre Glouglou' - A children's storybook in French.
- 'Grayce's Place' - A Musical on the personification of death.

WHO CAN DO AN EPQ?

It is open to anyone with strong GCSE qualifications although a strong work ethic as well as self-discipline are essential. Students report that it proves very valuable and is a contributing factor towards the offer of a place. Universities are very interested in the EPQ and some are making reduced offers if an EPQ is successfully completed. The EPQ adds a strong intellectual dimension to the personal statement, students can talk at interviews about their research and they are far better prepared for the demands made on them when they eventually enter university.

Geography

COURSE CONTENT

“The study of geography is about more than just memorising places on a map. It is about understanding the complexities of the world, appreciating the diversity of cultures that exist across continents. And in the end, it is about using all that knowledge to help bridge divides and bring people together.” - Barack Obama.

The CIE Geography A-Level course is known for its depth and breadth, offering students a well-rounded understanding of the physical and human aspects of geography. It emphasises critical thinking, analytical skills, and the ability to apply geographical knowledge to address real-world challenges and issues. Through relevant case studies, these are explored at a variety of scales and across diverse places. Students will examine the complexities of the natural world, human societies and the interactions between them. Themes examined such as climate change, food and energy security, water conflicts, the degradation of land and soils from overuse and misuse, the spread of disease, the causes and consequences of migration, and the impacts of economic change on places and communities, are just some of the concerns geographers must help to overcome.

EXAM INFORMATION

Candidates for **CIE AS Level Geography** study the following topics:

Core Physical Geography

- Hydrology and fluvial geomorphology
- Atmosphere and weather
- Rocks and weathering

Core Human Geography

- Population
- Migration
- Settlement dynamics

Candidates for **CIE A Level Geography** study the AS Level topics and **two** options from:

Advanced Physical Geography Options

- Coastal environments
- Hazardous environments
- Hot arid and semi-arid environments
- Tropical environments

and two options from:

Advanced Human Geography Options

- Production, location and change
- Environmental management
- Global interdependence
- Economic transition

RECOMMENDED ENTRY REQUIREMENTS

Grade B or equivalent at iGCSE Geography.

WHY CHOOSE GEOGRAPHY?

Taking Geography A-Level offers several compelling reasons for your academic and personal development. Firstly, it provides you with a deep understanding of the world around you, from the physical environment to human societies, and how they interact. This knowledge is not only fascinating but also highly relevant in an increasingly interconnected world. Following the two year course you will have developed an understanding in:

Spatial awareness: You will develop a keen understanding of spatial relationships, helping you interpret and navigate the physical and human world more effectively.

Environmental understanding: You will gain insights into the natural environment, including climate systems, landforms, ecosystems, and environmental challenges like climate change.

Cultural awareness: Geography A-Level fosters an appreciation for different cultures, societies, and the diversity of human experiences across the globe.

Geopolitical knowledge: You will explore international relations, geopolitical issues, and the political geography of countries and regions.

Global challenges: You will become well-informed about global issues such as urbanisation, population growth, resource management, and sustainability.

The study of Geography also equips you with essential skills, including:

Critical thinking: You will learn to think critically and evaluate information, making you adept at problem-solving and decision-making.

Research and investigation: You will develop strong research skills, enabling you to gather and synthesise information from various sources.

Communication: You will enhance your ability to articulate complex ideas, both in written and oral forms, and effectively convey your findings and arguments.

Fieldwork skills: Geography involves practical fieldwork, which teaches you how to plan and execute research in real-world settings.

Spatial analysis: You'll become skilled in analysing maps and understanding spatial patterns and trends.

Interdisciplinary thinking: Geography frequently intersects with other disciplines, helping you think holistically and bridge gaps between different areas of knowledge.

Environmental and social awareness: Geography promotes a strong sense of environmental and social responsibility, encouraging you to engage with global issues and take action to address them.

Data analysis: Geography equips you with skills to analyse and interpret data, including maps, graphs, and statistical information.

Beyond academics, Geography A-Level opens doors to a wide range of career opportunities, from environmental science and urban planning to international relations and geospatial technology. It's a subject that empowers you to better understand and address the complex challenges our planet faces today, making it a truly enriching and practical choice for your educational journey.

HE & CAREER ASPIRATIONS

A Geography A-Level offers a multitude of higher education options. Students can pursue Bachelor's degrees in Geography or directly related fields like Environmental Science, Geology and urban planning. As Geography serves as a vital bridge between the natural and social sciences, acting as a unifying discipline, it complements studies in a wide range of degree subjects including economics, anthropology, international relations, politics, biology, ecology and engineering. As such, the Russell Group names Geography as one of the eight facilitating A Level subjects.

As for career prospects, the adaptable skills of critical thinking, problem-solving, and data analysis that geography equips graduates with are highly sought-after in various industries, making this field a gateway to a vast array of impactful and dynamic career paths. Many find fulfilling roles as environmental consultants, aiding organisations and governments in navigating environmental regulations and sustainability practices.

Geography graduates can also delve into climate analysis, data analytics, or become educators, sharing their knowledge and passion with the next generation. Opportunities in international development, finance, conservation, government and policy analysis, travel and tourism, and spatial technology are all open to geography professionals.

History

COURSE CONTENT

A-level History provides a broad, coherent and satisfying course of study for students. The specification requires student to study:

- The history of more than one country or state or the history of more than one period.
- Aspects of the past in breadth, through periods or themes.
- Significant individuals, societies, events, developments and issues within a broad historical context.
- Developments affecting different groups within the societies studied.
- A range of appropriate historical perspectives, for example: aesthetic; cultural; economic; ethnic; political; religious; scientific; social or technological.
- It contains a substantial British History requirement and a study of Russian History covering more than 100 years.
- It promotes an understanding of change and development over time.
- The Historical Enquiry unit is deliberately left until late in the course, when students have the intellectual maturity to benefit fully from the exercise, which will also prepare students for progression to higher education.

A-level assessment is a combination of a written examination and a piece of coursework which is internally marked and externally moderated.

EXAM INFORMATION

AQA A-level History (7042)

Paper 1: Breadth Study - Tsarist and Communist Russia (1855-1964)

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

- How was Russia governed and how did political authority change and develop?
- Why did opposition develop and how effective was it?
- How and with what results did the economy develop and change? What was the extent of social and cultural change?
- How important were ideas and ideology?

- How important was the role of individuals and groups and how were they affected by developments.

Assessment:

Written Paper, 2 hours 30 minutes, 80 marks, 40% of final grade.

- One compulsory question linked to historical interpretations (30 marks)
- Two essay questions from a choice of three (25 marks each)

Paper 2: Depth Study - The Making of Modern Britain (1951-2007)

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

Assessment:

Written Paper, 2 hours 30 minutes, 80 marks, 40% of final grade

- One compulsory question linked to primary sources (30 marks)
- Two essay questions from a choice of three (25 marks each)

Paper 3: Historical Investigation

A personal study based on a question of the students' choice. This should take the form of a question in the context of approximately 100 years. This year, students focused on the role of government during the Tudor period.

Assessment:

Coursework essay 3000-3500 words (40 marks)
Marked by teachers and moderated by AQA

RECOMMENDED ENTRY REQUIREMENTS

Ideally B grade or above at GCSE History and B in English GCSE.

WHY CHOOSE HISTORY?

Key Skills

The ideal student has recently been defined as someone who is adaptive, responsible and reflective, as well as having high level analytical and problem solving skills. A number of key skills have been identified which have both intrinsic value and are regarded by employers as vital for the workplace.

- Communication (verbal and written).
- Analytical skills.
- The use of management information technology.
- Learning to learn; improving one's own learning and performance; working with others.
- Numeracy/ application of numbers.

Learning History, Learning Skills

History places particular stress on the development of independent thought and analytical skills, and requires excellent communication skills, namely high levels of literacy and oral presentation. Consequently, students following history courses will be expected to do a great deal of independent work and independent thinking, as well as a good deal of reading and writing. You have to present the results of research both in independent work and in the context of group discussions. The need to come to terms with unfamiliar periods and areas facilitates reflective and adaptable skills, empathy and imaginative insight within critical and methodological constraints. Learning to understand the political forces behind the development of Britain in the 20th Century or the Russian peasant in Russia is not only fascinating in itself, but a complex exercise and nurtures multiple skills, not least enabling you to learn to understand unfamiliar cultures and belief systems. These topics are therefore as relevant in terms of skills as the most recent history of your own country. In making your choices you should bear these factors in mind. For those who come convinced that only Twentieth Century History is relevant, think again!

You are required to master a variety of concepts in both halves of the course, in different formats, learning to deal with a wide intellectual and cultural range. Courses vary from general overviews at one extreme, to in-depth primary-source studies at the other. The former encourages understanding of historical process, with its mix of continuity and change; the latter sharpens the analysis of documentary and other material, developing research methods.

The History course requires students to interact with the political as well as social; early modern as well as contemporary; history of ideas as much as history of events. Each level, each topic, provides specific tasks and stretches the student in a different direction. Collectively, they reinforce each other and nurture the acquisition of complementary skills. History A-levels aims to widen the student's experience and develop qualities of perception and judgement, while fostering intellectual independence, sharpness and maturity

HE & CAREER ASPIRATIONS

History is an adaptable subject and therefore suits many careers, here are a few:

- Heritage manager.
- Historic buildings inspector or conservation officer.
- Museum education officer.
- Museum or gallery curator.
- Museum or gallery exhibitions officer.
- Secondary school teacher Academic librarian
- Archaeologist.
- Archivist.
- Broadcast journalist.
- Civil Service administrator.
- Editorial assistant Information officer.
- PPC specialist.
- Politician's assistant.
- Solicitor.
- Law.

Mandarin Chinese

COURSE CONTENT

A Level Chinese aims to:

- develop the ability to understand Chinese from a variety of registers
- enable students to communicate confidently and clearly in Chinese
- form a sound base of skills, language and attitudes required for further study, work and leisure
- develop insights into the culture and civilisation of the countries where Chinese is spoken, including the study of literary texts where appropriate
- encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations
- support intellectual and personal development by promoting learning and social skills.

EXAM INFORMATION - CIE

Paper 1 Reading-1 hour 30 minutes, 40 marks

Paper 2 Writing-2 hours, 40 marks

Paper 3 Literature- 2 hours, 40 marks

A Level topics

1. Culture Entertainment-Entertainment, Identity and culture and the arts
2. Health and well-being-Health and fitness, Nutrition and Managing well-being
3. Education and future plans-Life at school, Further/higher education and Career/work choices
4. Community and society-Equality and diversity, Lifestyle and Society
5. Our responsibility for the planet-The environment, Sustainable living and Protecting our world
6. Science and technology-Scientific and technological innovation, Social media and Technology

- Patterns of daily life
- Urban and rural life
- The media
- Food and drink
- Law and order
- Philosophy and belief
- Health and fitness
- Work and leisure
- Equality of opportunity
- Employment and unemployment
- Sport
- Free time activities
- Travel and tourism
- Education
- Cultural life/heritage
- War and peace
- Social and economic development
- Scientific and medical advances
- Technological innovation
- Environment
- Conservation
- Pollution
- Contemporary aspects of the country or countries where Chinese is spoken

All textual material used in the examinations will be drawn from the topic areas below, with reference to the country or countries where Chinese is spoken.

- Human relationships
- Family
- Generation gap
- Young people

Students are required to study the set texts below.

Section A

- 《顾城诗选》顾城

The following poems are to be studied:

- 《远和近》/《一代人》/《感觉》/《弧线》/《案件》/《生命幻想曲》/《摄》/《我是一座小城》/《自信》/《我们寻找一盏灯》/《简历》/《不是再见》/《回家》/《我是一个任性的孩子》
- 《龙须沟》老舍
- 《台北人》白先勇

The following stories are to be studied:

- 《永远的尹雪艳》/《冬夜》/《游园惊梦》

Section B

- 《我城》西西
- 《围城》钱钟书
- 《没有纽扣的红衬衫》铁凝

WHY CHOOSE A LEVEL CHINESE

Skills gained:

- the ability to communicate confidently and clearly in Chinese
- a sound understanding of the nature of language study, and of the skills and abilities required for further study, work and leisure
- insight into the culture and contemporary society of countries where Chinese is spoken
- better integration into communities where Chinese is spoken
- a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and societies
- skills which can be used in other areas of learning, such as analysis and memory skills.



Mathematics & Further Mathematics

COURSE CONTENT

The breadth of the applicability of mathematics is enormous, and for a large number of degree courses an A-level in Mathematics is an essential or desirable qualification. The study of Mathematics offers opportunities for creativity, team-working and communication, and for many careers it is the ability to explain complicated concepts clearly to a nonmathematical audience that is in demand.

EXAM INFORMATION

This is a two year linear course (Edexcel) and will be assessed in the Summer of the Upper Sixth. There is no coursework component.

A-level Maths consists of 3 papers: Course code (9MA0)

Paper 1: Core Mathematics 1

- 33%, 2 hours, 100 marks

Paper 2: Core Mathematics 2

- 33%, 2 hours, 100 marks

Paper 3: Further Statistics 1

- 25%, 1 hour 30 mins, 75 marks

Paper 4: Further Mechanics 1

- 25%, 1 hour 30 mins, 75 marks

A-level Further Maths consists of 4 papers: Course code 9FM0

Paper 1: Further Pure Mathematics 1

- 25%, 1 hour 30 mins, 75 marks

Paper 2: Further Pure Mathematics 2

- 25%, 1 hour 30 mins, 75 marks

Students will have a choice of two of three optional papers:

Further Statistics 1, Further Mechanics 1 and Further Pure Mathematics 1

Paper 3: FM Option 1

- 25%, 1 hour 30 mins, 75 marks

Paper 4: FM Option 2

- 25%, 1 hour 30 mins, 75 marks

RECOMMENDED ENTRY REQUIREMENTS

In order to study Maths A Level, a minimum of grade 7 at iGCSE Maths

In order to study Further Maths A Level, a minimum of grade 8 at iGCSE Maths

WHY CHOOSE MATHEMATICS & FURTHER MATHEMATICS?

The skills gained from studying a science, technology, engineering or mathematics (STEM) subject at A-level or degree level are in demand by employers. Graduates with STEM degrees earn on average 5% to 10% higher salaries than the mean for all graduates.

A wide range of STEM and non-STEM subjects are underpinned by mathematics. Having a broad mathematical knowledge and secure technical ability will help the transition from sixth-form to higher education. Together with good mathematical skills, employers are looking for the ability to work in a team, communicate effectively and show initiative.

Find out more: <http://www.mathscareers.org.uk/>

HE & CAREER ASPIRATIONS

A-level Mathematics - a "facilitating" subject

"Mathematics & Further Mathematics are "facilitating" subjects. This means they are among a list of A-level subjects which are asked for most frequently by universities."

- Source: <https://www.mathscareers.org.uk/degree-courses-a-level-mathematics/>

Mathematics & Further Mathematics are an adaptable subject and therefore suit many careers, here are a few:

- | | |
|------------------|---------------|
| • Mathematician. | • Accountant. |
| • Engineer. | • Astronaut. |
| • Statistician. | • Professor. |
| • Analyst. | • Finance. |
| • Programmer. | • Teacher. |

Modern Languages

COURSE CONTENT

INTRODUCTION

The ability to speak another language and to communicate with those from other cultures is an ever-growing expectation in a world in which geographical distances are reduced by technology and media, and Epsom College prides itself on reflecting its international outlook in the teaching of Modern Languages. In the employment market, a second or even third language, and the associated increase in cultural awareness, are often the factors which make an applicant stand out. Therefore, combined courses with a language are increasingly popular and have become more common at universities in recent years. A degree in Modern language combined with other subjects can lead to a wide spectrum of careers, for example in Law (especially Commercial Law), International Banking or Finance, Accountancy, Business, Exports, the Foreign Office, the Armed Services etc., indeed any walk of life which has an international dimension. Applicants for such jobs are often asked to give details of any foreign languages they speak and their degree of expertise in them and, in some cases, it might well be a prerequisite for an interview. Our mission is to teach languages as a life-long skill, which will be a practical help to all, and an academic inspiration.

Studying real-life cultures and the writings they inspire provides a unique understanding of their society, our own and the one of French or Spanish speaking countries, its past, present and possible future evolution.

The topics require students to develop and express their opinions on a varied range of topics pertaining to the fields of Politics, History, Ethics, the Arts (literature, media and music).

EXAMINATION BOARDS

- Pearson/EDXCEL A-Level French
- Pearson/EDXCEL A-Level Spanish

RECOMMENDED ENTRY REQUIREMENTS

All courses are a natural progression from GCSE courses, and a strong grade at GCSE/IGCSE will enable students to find their feet quickly. A keen interest in all aspects of the culture and the country studied, as well as in current affairs, are essential to a candidate's success.

WHAT WILL I LEARN?

- Enhancing your linguistic skills and develop your capacity for critical thinking on the basis of knowledge and understanding of the language, culture and society of the country or countries where the language is spoken.
- Developing control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language.
- Engaging critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context.
- Developing knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken.
- Gaining transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable you to proceed to further study or employment.

COURSE CONTENT

All courses will develop comprehension and production skills, as well as increase cultural awareness. The main content of each course is set out as follows:

FRENCH

- Theme 1: Les changements dans la société française.
- Theme 2: La culture politique et artistique dans les pays francophones.
- Theme 3: L'immigration et la société multiculturelle française.
- Theme 4: L'Occupation et la Résistance.
- One film and one literary text in French, such as La Haine and Un sac de billes.

SPANISH

- Theme 1: La evolución de la sociedad española.
- Theme 2: La cultura política y artística en el mundo hispanohablante.
- Theme 3: La inmigración y la sociedad multicultural española.
- Theme 4: La dictadura franquista y la transición a la democracia.
- One film and one literary text in Spanish, such as Todo sobre mi madre and El coronel no tiene quien le escriba.

Music

COURSE CONTENT

AS & A Level Music encourage learners to study a variety of music and build on their individual interests. Learners develop the ability to make connections between the musical activities of listening, composing and performing and the variety of music around the world. For listening, they study set works. These are chosen to support learners in developing their listening skills and understanding of music, including compositional techniques and performance practice. They learn to work with Western notation. Learners also listen to and explore other music of their choice and identify and learn to communicate connections across a wide variety of music. Learners are also encouraged to build on their own personal musical interests as they study composing and performing. Through this, they learn to develop their own range of compositions and performance programme.

At A Level, learners have the opportunity to build on their AS Level studies. They choose two areas of interest from composing, performing and investigating music. Learners have the opportunity to develop their musical knowledge, skills and understanding and to communicate these through music and academic writing of more depth.

By learning to listen attentively and with purpose, to create and perform, and present understanding of music through academic writing, learners are developing transferable skills. These will help equip them for higher education or employment.

EXAM INFORMATION

Cambridge International AS & A Level Music (9483)

AS LEVEL (YEAR 1)

Listening Exam - 2 hours (60% of AS Level, 30% of A Level)

There are three sections in the Listening paper:

A: Compositional Techniques and Performance Practice

B: Understanding Music

C: Connecting Music

Practical Music Coursework (40% of AS Level, 20% of A Level)

There are two compulsory elements - performing and composing. Candidates must complete:

6–10 minute performance

two contrasting compositions, 1–2 minutes each

A LEVEL (YEAR 2) -

STUDENTS CHOOSE TWO OF THE FOLLOWING:

Extended Performance Coursework (25% of A Level)

There are two parts to Extended Performance:

- 15–20 minute performance
- 1000–1500-word research report

Extended Composition Coursework (25% of A Level)

There are two parts to Extended Composition:

- 6–8 minute composition
- 1000–1500-word research report

Investigating Music Coursework (25% of A Level)

There are two parts to Investigating Music:

- 2500–3000-word essay
- up to 500-word reflective statement

RECOMMENDED ENTRY REQUIREMENTS

Recommended grade 7 at GCSE Music. ABRSM

Grade 5 Practical and Theory or equivalent.

WHY CHOOSE MUSIC

In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

HE AND CAREER ASPIRATIONS

The possibilities are endless. Music will enable you to demonstrate many skills which employers, colleges and universities will be looking for. It can also give you opportunities to travel, meet people and get the most out of life.

If you continue with your studies, you could choose to study Music at University or Music Performance or Composition at a Music College or Conservatory. Increasingly, employers and universities are looking for young people who have skills that are learned through creative subjects: creative thinking, emotional intelligence, adaptability, communication and tenacity to name just a few.

Music can open doors to a range of education and employment pathways. Being a musician isn't the only career in music – other options include being a sound technician, community musician, music therapist, teacher, or private tutor, or a range of careers in the music industry, in a concert hall or music venue.

You may also find employment within the arts/creative industries such as work in film, TV, theatre, radio, arts administration, or creative education.

For professions such as medicine, law or accountancy, music is highly regarded as an academic subject and so could complement your other studies in leading to a professional career.



Politics

COURSE CONTENT

Any student who wants a full understanding of the world around them should consider Politics as an A-level subject. Consider the following:

- Is the UK actually democratic?
- Who should have the final say: politicians or judges?
- Why can't the UN manage to solve global crises?
- Which is the biggest threat facing the world today: climate change or terrorism?

The issues addressed in the A-level Politics course are the same as those facing the world today. On this basis, students gain an invaluable understanding of life beyond school and university. As well as knowledge of key political issues, students are trained in key transferable skills of debate and discussion, analysis of complex information and building a strong argument.

EXAM INFORMATION

Edexcel Politics (9PLO)

Component 1:

UK Politics - Written examination:
2 hours, 33.5% of the qualification, 84 marks.

Content overview:

Political Participation:
Students will study democracy and participation, political parties, electoral systems, voting behaviour and the media.

Core Political Ideas:

Students will study conservatism, liberalism, socialism.

Assessment overview:

Section A:

Political Participation One
30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from a choice of two.

Section B:

Core Political Ideas One 24-mark question from a choice of two.

Component 2:

UK Government - Written examination:
2 hours, 33.5% of the qualification, 84 marks

Content overview:

UK Government:
Students will study the constitution, parliament, Prime Minister and executive, relationships between the branches.

Non-core Political Ideas:

Students will study one idea from the following: anarchism, ecologism, feminism, multiculturalism, nationalism.

Assessment overview:

Section A:

UK Government One (30-mark) question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these.

Section B:

Non-core Political Ideas One 24-mark question from a choice of two.

Component 3:

Comparative Politics (Global Politics option) - Written examination:
2 hours, 33.5% of the qualification, 84 marks.

Content overview:

Students who study Global Politics will study sovereignty and globalisation, global governance: political and economic, global governance: human rights and environmental, power and developments, regionalism and the European Union, comparative theories.

Assessment overview:

- Section A: One 12-mark question from a choice of two.
- Section B: One compulsory 12-mark question focused on comparative theories.
- Section C: Two 30-mark questions from a choice of three.

RECOMMENDED ENTRY REQUIREMENTS

A grade B in English and a study of GCSE History would be desirable but not necessary.

WHY CHOOSE

Students will:

- Develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom (UK) and globally.
- Develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes.
- Develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics.
- Develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups.
- Develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements.
- Develop an interest in, and engagement with, contemporary politics.

HE & CAREER ASPIRATIONS

As a Politics student there will be many job options available to you when you graduate, both inside and outside the political world. Your studies will teach you how to be analytical, develop your writing and research ability, boost your confidence in expressing opinions articulately, provide political knowledge and deepen your understanding of human psychology and society. All of these things are invaluable to a range of employers, across many sectors. However, just because you study politics doesn't mean that you have to work in politics: 60% of graduates are in jobs not directly related to their degree subject. As a Politics student your grasp of psychology and society could fit you for a management trainee scheme, your writing skills for journalism or advertising, or your ability to construct an argument for law. More importantly, however, your studies will help you to develop into an active citizen, with the knowledge and enthusiasm to engage with the political system and make a difference in the world around you.

Some possible career paths:

- Civil Service fast streamer Government social research officer Politician's assistant.
- Public affairs consultant.
- Public relations account executive Social researcher.
- Charity officer.
- Diplomatic Services operational officer.
- Forensic accountant.
- Human resources officer.
- Local government officer.
- Market researcher.
- Marketing executive.
- Newspaper journalist.
- Public relations officer.
- Stockbroker.

Physical Education

COURSE CONTENT

Physical Education at A level standard is a fantastic mix of many different aspects, from physics, chemistry, maths and biology to psychology, marketing, analysis and critical thinking all with the focus on physical activities, sports, sports science as well as developing and promoting a healthy lifestyle. The focus throughout the course is on the development of knowledge, application of knowledge, competence and confidence in a wide variety of skills. The course will help students learn how Physical Education affects and contributes to society and also how to apply your knowledge from this course to any number of different practical situations or career choices.

EXAM INFORMATION- EDEXCEL AQA A-level Physical Education 7582

There are 3 parts to this subject.

Paper 1: Factors affecting participation in physical activity and sport

What's assessed

- Section A: Applied anatomy and physiology
- Section B: Skill acquisition
- Section C: Sport and society

How it's assessed

- Written exam: 2 hours
- 105 marks
- 35% of A-level

Questions

- Section A: multiple choice, short answer and extended writing (35 marks)
- Section B: multiple choice, short answer and extended writing (35 marks)
- Section C: multiple choice, short answer and extended writing (35 marks)

Paper 2: Factors affecting optimal performance in physical activity and sport

What's assessed

- Section A: Exercise physiology and biomechanics
- Section B: Sport psychology
- Section C: Sport and society and technology in sport

How it's assessed

- Written exam: 2 hours
- 105 marks
- 35% of A-level

Questions

- Section A: multiple choice, short answer and extended writing (35 marks)
- Section B: multiple choice, short answer and extended writing (35 marks)
- Section C: multiple choice, short answer and extended writing (35 marks)

Non-exam assessment: Practical performance in physical activity and sport

What's assessed

- Students assessed as a performer or coach in the full sided version of one activity.
- Plus: written/verbal analysis of performance.

How it's assessed

- Internal assessment, external moderation
- 90 marks
- 30% of A-level

WHY CHOOSE

Studying PE at A level will help the students gain a deeper understanding of the science behind sport. The level and knowledge of science required is a significant step up from IGCSE level but this will aid their grasp of what is needed for continued improvements in their sport of choice. The knowledge students will gain from a course such as this will only grow in importance and relevance. The focus on being active and the issues surrounding obesity are currently very topical and the in-depth knowledge students will gain from this course will assist them not just for the duration of this course, but also as the building blocks to living a well balanced, healthy life. The mental aspect of sport and physical activity must also not be overlooked and this is a key focus in the course. The transferable skills you learn, such as decision making and independent thinking, working in a team environment, performance analysis and communication are useful in any career path you choose to take. Students considering Sports Science degrees should combine PE with at least one science subject.

HE & CAREER ASPIRATIONS

PE is adaptable for many different careers but is also good to help build awareness for a healthy lifestyle and for those wishing to pursue a career as a professional sports person. Some of the careers are:

- PE Teacher.
- Physiotherapist.
- Professional sports person.
- Sports journalist.
- Health and Nutrition consultant.
- Sports Coach or consultant.
- Video analyst.
- Personal trainer.
- Sports management.

RECOMMENDED ENTRY REQUIREMENTS

Entry requirements is a B grade at GCSE and/or high level performer (regional / county standard)



Physics

COURSE CONTENT

Unlike the other sciences, Physics has no limits. Everything in your life, on this planet, on other planets, to the far reaches of this universe and beyond is in physics' job description. Physics deals with the big questions: are there parallel universes? Will we ever travel back in time? What is dark matter?

EXAM INFORMATION- EDEXCEL

The course contains the following units:

- Unit 1: Mechanics and Materials
- Unit 2: Waves and Electricity
- Unit 3: Practical Skills in Physics Knowledge and understanding of experimental procedures and techniques that were developed in Units 1 and 2.
- Unit 4: Further Mechanics, Fields and Particles
- Unit 5: Thermodynamics, Radiation, Oscillations and Cosmology
- Unit 6: Practical Skills in Physics II

- Units 1, 2, 4 and 5 are assessed by written examination, each are 90 minutes and worth 20% of the A Level.
- Units 2 and 6 are assessed by written examinations, each are 80 minutes and worth 10% of the A Level.
- Each paper assesses the knowledge and understanding of the experimental procedures and techniques that were developed in Units 1 and 2 or Units 4 and 5 respectively.

Practical Endorsement

You will also be required to complete a series of 'core practicals' and demonstrate a level of competency when doing investigative work. This is compulsory to successfully completing the course.

RECOMMENDED ENTRY REQUIREMENTS

Grade 6 in both Physics and Mathematics at IGCSE

WHY CHOOSE

Do you want to investigate the limits of space, the beginning of time and everything in between? How about understanding how the technology around you works? Want to save the planet or maybe just help people get better when they are ill? Or maybe you just want to earn lots of money? Whatever you do, the

knowledge and skills you gain by studying physics will be useful. Physics is more than a subject – it trains your brain to think beyond boundaries.

Many students choose to combine physics with one of the other sciences such as chemistry or biology, while others who are thinking of becoming an engineer or architect combine physics with design-technology or art.

HE & CAREER ASPIRATIONS

Physics is a seriously useful subject for the majority of STEM (Science, Technology, Engineering and Maths) careers and you'll find physicists everywhere, in industry, transport, government, universities, the armed forces, the secret service, games companies, research labs and more.

Physics is especially helpful for jobs that involve building things and developing new technologies, including: engineering (flight, buildings, space, you name it...), astronomy, robotics, renewable energies, computer science, communications, space exploration, science writing, sports and games technology, research and nanotechnology (that's engineering on a seriously tiny molecular scale).

Physics is highly valued by universities as an A-level choice. The Russell Group names Physics as one of the eight facilitating subjects. This is a subject most likely to be required or preferred for entry to degree courses and choosing facilitating subjects will keep more options open to you at university. In fact, physics is second to only mathematics in required subjects for degree courses (according to the Russell Group's guide entitled Subjects Required for Different Degree Courses).

Psychology

COURSE CONTENT

Psychology A-Level will provide insights into motivations, thought process, the influences of groups you interact with and many other aspects of human behaviour that will ultimately help you gain a better understanding of yourself. This course covers social, cognitive, biological, clinical and child psychology as well as learning theories. Students will develop a range of skills including research, essay writing, communication, data analysis and evaluation skills. Students can go on to study a range of subjects at university having studied this subject to A-Level.

EXAM INFORMATION

You will be assessed at the end of the Sixth Form.

Assessments will be done by external examinations as follows:

Paper 1: Foundation in Psychology

Written examination: 2 hours (90 marks)
35% of the total qualification

- Topic 1: Social Psychology
- Topic 2: Cognitive Psychology
- Topic 3: Biological Psychology
- Topic 4: Learning Theories

Externally assessed

Paper 2: Application of Psychology

Written examination: 2 hours (90 marks)
35% of the total qualification

- Topic 6: Criminological Psychology
- Topic 7: Child Psychology
- Topic 8: Health Psychology

Externally assessed

Paper 3: Psychological Skills

Written examination: 2 hours (80 marks)
30% of the total qualification

- Topic 9: Psychological Skills

Externally assessed

RECOMMENDED ENTRY REQUIREMENTS

None at all.

WHY CHOOSE PSYCHOLOGY?

Psychology sheds light on human behaviour and helps us understand why we act the way we do. The field offers insights into our human experiences, helps us connect with others, and can mean the difference between a life well-lived and a life of challenges.

HE & CAREER ASPIRATIONS

There is so much we don't know about human behaviour and the brain that powers it. The more we understand the human brain, the more we can unlock our potential as well as appreciate other animals and even plant life.

Psychology is integral to other fields —for instance artificial intelligence and cognitive science. Learning about how the brain processes data, responds to stimuli, and takes in information can help us build efficient machines with human-like characteristics. Some specialisms within psychology offer insight into human well-being within communities; these include, but are not limited to, clinical psychology, psychological counselling, educational psychology, forensic psychology, occupational psychology, sport and exercise psychology.





EPSOM

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