



EPSOM

COLLEGE

MALAYSIA

SIXTH FORM INFORMATION

2026-2027

INTRODUCTION TO THE SIXTH FORM

Epsom College Malaysia Sixth Form is a journey from childhood to adulthood, a transformative period where students are empowered to take ownership of their learning, leadership, and life beyond school. We are committed to a culture of independence, resilience, and academic ambition. Through meaningful challenge, purposeful leadership opportunities, and personalised support, we equip every student to both succeed in their chosen pathways and also grow into confident, responsible global citizens, ready to shape their own future success stories. Through a holistically supportive Sixth Form environment, we focus on 3 core principles to develop each individual:

3 CORE PRINCIPLES TO DEVELOP THE INDIVIDUAL



Academic
excellence



Purposeful
leadership



Global
readiness

Life at Epsom College Malaysia Sixth Form is therefore an exciting two years that are the pinnacle of a student's schooling. There are around 200 students across the two year groups which allows everyone to receive tailored individual attention while being part of a lively, varied and vibrant community.

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.

Whilst the primary focus is academic, we recognise that universities and employers are looking for well rounded individuals. Each week all students engage in a rich array of activities that are timetabled Monday-Thursday from 16:15-19:00. Sport is a big part of the College, with world class golf and tennis facilities available. We aim to stretch minds as well as muscles, therefore the choice is huge, with a wide variety of clubs, activities and societies to choose from throughout the year.

Our co-curricular programme gives Sixth Form students the chance to cement their position as leaders and senior members of the College community. The opportunities are there to lead groups, clubs, and societies. Students can mentor younger pupils, help lead sessions or direct performances and productions. And if students feel that there is a gap in the programme, they can pitch ideas to the Head of Sixth Form, and we have a large number of pupil-led societies that emerge in this way.

As a boarding school, there are many events run in the evenings to further students' interests. This includes the Epsom Live Talks, which sees prestigious guest speakers attend the College to give inspiring talks and take questions from students.



ENTRY REQUIREMENTS

Epsom College Malaysia is an inclusive school and we are therefore committed to finding the best pathway for each individual student. We have a wide range of subjects and courses that allow all students to thrive and succeed.

Entries to the Sixth Form are therefore assessed on an individual basis.

Certain technical subjects such as Mathematics and Science will have minimum IGCSE or equivalent entry requirements which can be found in the subject specific sections.

IELTS (an English language qualification) is increasingly required for university admission. This will form part of University offers for students that are not exempt.

- KINDNESS,
- INTEGRITY,
- AMBITION WITH PURPOSE



MEET THE SIXTH FORM

MR SAM PRESTIDGE HEAD OF SIXTH FORM

Mr Prestidge oversees the running of the Sixth Form at Epsom College Malaysia and plays a key role in supporting students through this important stage of their education. He is responsible for ensuring a smooth transition from IGCSE to A-Levels or BTECs, helping students make informed subject choices and closely monitoring their academic progress throughout Years 12 and 13. He is available for students to discuss both academic and pastoral matters and works closely with Housemasters, House mistresses and parents to address any concerns. Mr Prestidge is passionate about making the Sixth Form a place where students can explore and develop their interests beyond the classroom. Academic success is highly valued, but it is also seen as part of a broader education, one that encourages curiosity, independence, and engagement with the world beyond the College.



UNIVERSITY GUIDANCE TEAM

The Guidance Team works within the Sixth Form, guiding and assisting students throughout the university application process. The team collaborates on organising university visits and fairs as well as helping students research and choose courses or universities, writing personal statements, preparing for interviews and reflecting on future careers post-university.

MS ANNA MACLEOD

LEAD UNIVERSITY GUIDANCE COUNSELLOR

Ms Macleod has been working with the Sixth Form since 2021, specialising in coaching students through the process of writing their personal statements and university application essays. As a university counsellor, her goal is to help young people and their families make informed decisions about the future and to ensure that everyone is well-supported throughout the process.



MRS CATHERINE CARDEN-BROWN

UNIVERSITY GUIDANCE COUNSELLOR

Mrs Carden-Brown is responsible for supporting students in getting on to the course of their choice and to their favoured universities, whichever country it may be in. She believes strongly that ECM has a responsibility to its students beyond achievement in their academic qualifications and always encourages full participation the College's co-curricular activities programme, to prepare students for university life and beyond.



TESTIMONIAL

STUDENTS LEADERS

(2025-26)



CHARLES

I joined Epsom in Term 2 of Year 10, hoping to experience the British environment and education in a foreign country. In addition to maintaining strong academic results for my IGCSEs, I had the opportunity to participate in sports competitions such as FOBISIA Volleyball and KLSL Basketball. As a full boarder, I built many long-lasting friendships with not just people in my year, but also seniors in the Sixth Form. These connections within the school further developed my understanding of an international environment and community.

Moving into the Sixth Form, I began to take on many leadership roles in societies and inside the House. These include Board Director roles in the Medical Review and ScienZ Societies as well as the Service Captain in Granville House. These positions gave me further opportunities to benefit both the Epsom community and organisations outside of school. Through some of the projects carried out in and outside of school, I gained plenty of experience on how to organise ideas within the team and carry out meaningful events. These past experiences helped me develop a strong connection with the school and the Epsom community.

Stepping into this position as Head of College, I understand how students with different experiences may differ in opinions and ideas. I will take responsibility to coordinate the team and make plans that are feasible for everyone. I look forward to working with a team full of international students coming from diverse backgrounds and I believe it will broaden my perspective in handling a team and events involving a large number of people.

KELSIE

I first joined Epsom in Year 10; to experience life as an athletic student through the Mouratoglou Tennis Programme. During my two years in the programme, Epsom provided me with the opportunity to develop not only in sport, but also in academics and music. I actively looked for opportunities beyond the classroom, becoming involved in school societies such as the Sports Society and the BSE Society.

After completing my IGCSEs, I made the decision to step away from tennis to focus more on my academic studies and to contribute to the school community. This allowed me to take on new responsibilities, such as becoming the captain of the volleyball team and the Head of House for Crawford. I also had the time to pursue music through the Chamber Orchestra, performing during school events and concerts.

These varied experiences helped me connect with people from diverse backgrounds and learn from the example set by my seniors. I chose to stay at Epsom for A-Levels because the school fosters a supportive environment where I can balance my academic goals alongside my personal interests. Furthermore, I truly appreciate the dedication of the teachers and the rich variety of events and competitions held throughout the year.

As I take on the role of being the Head Girl for Epsom, I hope I can help create an environment where other students can enjoy the same positive experiences that I've had at Epsom.

TERRY

I chose to study in Epsom in Year 7 after studying in a Korean public school, I wanted to learn more about diverse perspectives in a international school as a boarding student. Over time, I built many long-lasting friendships with people from different cultures, which helped me grow as a communicator and team player at Epsom. Epsom offered more than just A-Levels through co-curricular activities like Swimming, Netball, and Hockey squads, I had the chance to explore what I truly enjoy beyond the classroom. These activities helped me understand myself better while building resilience and teamwork skills that shaped my leadership journey.

Before becoming Deputy Head of College, I held several leadership roles (Deputy Head of Crawford House and Head of Wilson House) where I learned to take real responsibility within the boarding community. One of the best parts of Epsom's Sixth Form life is the range of leadership opportunities that help students build confidence, take initiative, and make an impact. Now, as Deputy Head of College, I help connect students and staff, making the school more united. These roles taught me how to lead under pressure and who I am beyond academic studies.

Epsom's A-Levels curriculum and Sixth Form gave me academic depth and the flexibility to balance prefect duties, university applications, and personal goals. The international environment broadened my perspective and helped me plan confidently for the future. More than anything, Epsom has shaped me into a thoughtful person, and I hope to carry that impact by inspiring and supporting others in the same way, in the future.

KHAI ZHE

Epsom was the place I led myself to when I had courageously taken the first big venture in my life. Growing up and living within a small yet close-knit community, in a not-so-large city, it was a 180-degree experience. Not only was I getting to know fellow Malaysians from states I yet to visit, but I was also making friends from other countries around the globe. Epsom was a place which enabled my voice to be heard, to influence others with the confidence that I've come to gradually nurture through my time within the school.

I remember starting my first "big" responsibility way back in Year 10. A teacher suggested I take a leadership role. It was only managing a mere religious performance recital, but at that moment, it was the most exhilarating (and equally nerve wracking) job that I had to do. Being in the position where I could lead my juniors, fellow classmates and even revered seniors, it was one that had spooked me initially, but by the end of it, such emotions had already dispelled, and in its place was a feeling of pride.

As I moved into my IGCSE and Sixth Form years, I have taken up many roles that have influenced many of the students within the school, whether past or present. Having co-founded the World Scholar's Cup Society, I consequently opened up an enriching opportunity to bring out the hidden potential of the juniors in Epsom, and I have been committing to equipping them with the necessary skills to tackle the competition head-on. I have also led the ScienZ Society which brought out some interesting talks, and I experienced Board-of-Director roles in other societies such as the Medical Review and Games Society prior to Sixth Form.

I believe that by putting myself in key roles, such as Communications and Journal Editor for Games and Medical Review Society respectively, honing my coaching skills and handling the junior students, has made me into a more approachable, mature and understanding individual that my Year 9 self could only dream of, and I will continue to apply my leadership and experience as I take on the Deputy Head of College role for Epsom.

AS AND A-LEVEL COURSES

A-Levels provide an excellent foundation for going on to study at university. The curriculum structure at Epsom College Malaysia is tailored to each individual student. This can include:

- **Four Principal Subjects to A-Level**
- **Three Principal Subjects to A-Level with one Principal Subject to AS-Level**
- **Three Principal Subjects to A-Level**

Any of these combinations can be supplemented with an option from the Super Curriculum (EPQ / ESA) or IELTS.

There is no disadvantage to any of these routes and we work closely with Russell Group Universities and their clear advice is that three subjects is optimal. Universities in the UK base their offers on three subjects, and studying this allows students to develop a deeper understanding of their chosen subjects while also having time in the week to enjoy the breadth of opportunities on offer at the College. We, however, recognise the competitive landscape of university admissions and will support those who will benefit from taking a fourth subject to enhance their application. It is also advantageous for those applying to institutions in Singapore, and Hong Kong.

A-Levels are typically taught by two teachers who each specialise in specific areas of the curriculum. This means students have on average 6.25 hours of contact time per subject per week. Therefore all timetables will include a number of study periods, where students will be expected to conduct self-study. The study of A-Levels thus acts as a transition between the structured learning of IGCSE and the independence of tertiary education.

For some subjects the course consists of Advanced Subsidiary (AS) Level and A2 examinations. If this is the case, students will sit external examinations at the end of Year 12 that will contribute to their overall A-Level grade, or will be a stand-alone qualification should the student no longer wish to continue studying that subject into Year 13. Exam boards that follow this structure, therefore offer the option for students to resit examinations. This is, however, not encouraged by the College as top universities are expecting students to attain good results in one sitting. Other subjects only complete A-Level examinations and therefore these are all sat at the end of Year 13 with no opportunity to resit. It is also important to note that some subjects comprise Non-Examined Assessments, meaning students will complete coursework during the two-year period. Specific details on subjects can be found in the subsequent pages of this booklet.

SUPER CURRICULAR

Epsom College Malaysia has the highest academic expectations of our Sixth Form students. For exceptional students, the super curriculum is designed to support their journey towards entry into the world's leading universities.

SOFIA SCHOLARS

This includes SOFIA (Selective Opportunity for Intensive Academics) Scholars, where students will be exposed to the academic rigours of selective universities through weekly sessions. In Year 12, these sessions cover a wide range of areas such as university entry requirements, the application process, building research skills and developing a deeper understanding in their chosen fields. Support will be provided by subject specialists through smaller seminar style sessions and students will be given the opportunity to present findings and receive feedback on topics that relate to their chosen field. This allows students to demonstrate academic curiosity and a developed level of knowledge beyond the school curriculum, which is increasingly required by admissions tutors from leading universities. For those students in Year 13 who have taken the decision on applying, this club will complement the support provided by our University Guidance Team, as well as external admissions professionals where possible in crafting their applications and honing their interview skills.

EPQ

The Extended Project Qualification (EPQ) is a stand-alone qualification that allows Sixth Form students to explore a topic of their choice in depth. It involves researching and producing either a 5,000-word written report or a practical project with an accompanying essay and presentation.

The EPQ develops valuable skills such as independent research, time management, academic writing, and critical thinking. It is highly regarded by universities and can support applications by demonstrating genuine interest in a subject area.

Typically, students begin their EPQ in Year 12 and complete it in Year 13 alongside their A-Level or BTEC studies. Topics range widely from science and business to global issues, arts, and humanities, giving students the freedom to pursue their academic passions.

EPSOM SCHOLARS AWARD (ESA)

The Epsom Scholars Award is an internal enrichment opportunity open to all Sixth Form students. It encourages students to pursue a personal area of interest through guided exploration and independent learning, helping them build key academic and personal skills in a flexible, supportive environment. Similar to the EPQ, students can choose a topic they are passionate about. This could be a subject-related question, a creative project, or an issue linked to real-world problems.

CORE CURRICULUM

All Sixth Form students will participate in the Core Curriculum that includes

GAMES

Maintaining a healthy lifestyle is important and therefore two lessons a week are dedicated to Sixth Form Games. Students are given a range of sports and personal fitness activities to choose from. These are rotated on a termly basis to ensure there is a good level of variety throughout the academic year.

PSHE

Personal, Social, Health and Economic (PSHE) education is focused on preparing our students as they transition into adulthood, helping them develop the knowledge, skills, and values needed for life beyond the College. It covers key topics such as mental health and wellbeing, relationships, personal finance, digital literacy, and preparation for university, apprenticeships, or employment. Sixth Form PSHE also promotes responsible decision-making, resilience, and respect for others, empowering students to lead healthy, safe, and independent lives. Sessions are often discussion-based, relevant, and responsive to current issues, helping students navigate the challenges and opportunities of young adulthood with confidence.

SUPPORT FROM THE SIXTH FORM TEAM

The transition to a more independent way of working can be challenging. The Sixth Form Team is here to support every student on that journey. From tutors who will meet with students for regular one-to-ones, subject teachers who will guide academically, and housemasters / house mistresses who will support pastorally, students are surrounded by caring professionals. The Head of Sixth Form will always be available to help and will closely monitor students' progression. Tailored support will be provided that aims to help develop a greater level of learning independence. This can range from planning out study periods for more effective use, creating revision timetables or mentoring from older students.

BTECS

In addition to A-Levels, there is the opportunity to study BTEC (Business and Technology Education Council) qualifications, which offer a practical, career-focused alternative to traditional A-Levels. At Epsom College Malaysia, we currently offer the BTEC Level 3 Diploma in Business, which is equivalent to two full A-Levels.

This course blends classroom learning with real-world application, combining written assignments, project work, and externally assessed units. It is ideal for students who prefer continuous assessment and are interested in topics such as marketing, finance, entrepreneurship, and business operations. BTECs are widely recognised by universities and employers and can be studied alongside A-Levels to create a well-rounded academic profile that supports both higher education and career pathways.

Further information can be found later in this booklet.

WIDER LIFE IN THE SIXTH FORM

UNIVERSITY CHOICES

We support students to aim for the best tertiary institutions in the world. University choices need to remain realistic and predicted grades help students determine what options are open to them. Predicted grades are non-negotiable and are based upon student data from assessments, both internal and external, and the professional opinion of subject teachers. To help students make informed decisions, we organise an extensive programme of university fairs, talks from visiting lecturers and application workshops led by our university counselors. Students are encouraged to meet with our university counsellors early in Year 12 and regularly thereafter. Our counselors are available on a drop-in basis as well as by appointment. If students have not already taken it, there is an opportunity to take the Morrisby 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 SCAPE, a hybrid platform that supports students' research into the next stage of their careers, whether this is looking at universities, investigating scholarships or developing their academic understanding.

For those applying to universities in the US, weekly SAT sessions are offered in Term 1 and Term 2. This is designed for students who are new to the SAT and want to learn how to prepare for it. Students will have access to a wide range of resources and practice exercises to refine their skills. ECM is also an official SAT test centre, making it a convenient and supportive environment for students preparing for the exam.

Many universities require IELTS (International English Language Testing System) certificates for international students. Through targeted preparation classes, access to high-quality resources, and personalised guidance, students will be equipped with the skills and confidence to pass the exam. The programme includes focused support in listening, reading, writing, and speaking, as well as mock exams, speaking practice sessions, and advice on test registration and requirements.

CAREERS

There is a programme of career events to help prepare students for life beyond education. We work with a range of prominent international companies to offer valuable work experience. This includes valuable exposure to the fields of aviation, finance, law and medicine through partner companies such as AirAsia and the ECM Libra Foundation. Our students are therefore able to build a portfolio of evidence that will help them enter top universities around the world and then go on to secure employment thereafter.

SOCIETIES

There are a large number of student-led societies including the Medical Review Society, the Business Society, the Humanities Society and the Language Society. These are active groups that allow students to further their passions. Social events are held throughout the year and frequent talks are arranged that encourage students from across the school to present their own short and stimulating lectures.

HOUSE COMPETITIONS

As a boarding school, House competitions and socials form a large part of the annual calendar. There are frequent opportunities to represent House in the Arts and Sport as well as charitable endeavours.

EPSOM LIVE TALKS

We regularly welcome esteemed guests to talk about their area of expertise. These include professionals and academics at the top of their fields and are aimed at student interests. These talks bridge the gap between academia and the corporate world, offering students the chance to engage directly with leaders, ask questions, and gain invaluable career insights. Students are also given the opportunity to develop their skills in networking.



FORTNIGHTLY ROUTINE

The image below shows the structure of a typical two weeks in the Sixth Form for a Year 12 student studying Mathematics, Economics and Geography A.

WEEK A

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7:00 - 8:00	Squad / Academy Training / Private Study / Intervention					9:00 - 11:00 Games and Sports Fixtures
8:15 - 8:40	Tutor	Whole School Assembly	Tutor	Tutor	House Assembly	
8:45 - 9:35	Games	Economics	Mathematics	Study Period	Geography	
9:40 - 10:30				Mathematics	Study Period	
10:30 - 10:50	Break					
10:50 - 11:40	Mathematics	Geography	Economics	Geography	Mathematics	
11:45 - 12:35	Study Period	Economics		Study Period	Economics	
12:35 - 13:25	Lunch					
13:25 - 14:15	Geography	Study Period	Mathematics	Study Period	PSHE	
14:15 - 15:05		Mathematics	Study Period	Economics	Geography	
15:10 - 16:00	Study Period		Geography	Study Period		
16:20 - 17:05	Co-Curricular Activities (CCA) 1 / Prep					
17:15 - 18:00	CCA 2 / Academies / Squads / Prep / Dinner					
18:10 - 18:55	CCA 3 / Academies / Squads / Prep / Dinner					
19:00 - 20:00	Prep / Dinner					

WEEK B

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7:00 - 8:00	Squad / Academy Training / Private Study / Intervention					9:00 - 11:00 Games and Sports Fixtures
8:15 - 8:40	Key Stage Assembly	Tutor	Tutor	Tutor	House Assembly	
8:45 - 9:35	Games	Mathematics	Study Period	Geography	Geography	
9:40 - 10:30			Economics		Study Period	
10:30 - 10:50	Break					
10:50 - 11:40	Economics	Study Period	Geography	Mathematics	Study Period	
11:45 - 12:35			Economics	Study Period	Economics	
12:35 - 13:25	Lunch					
13:25 - 14:15	Mathematics	Economics	Mathematics	Study Period	PSHE	
14:15 - 15:05		Geography	Study Period	Economics	Study Period	
15:10 - 16:00	Geography				Mathematics	
16:20 - 17:05	CCA 1 / Prep					
17:15 - 18:00	CCA 2 / Academies / Squads / Prep / Dinner					
18:10 - 18:55	CCA 3 / Academies / Squads / Prep / Dinner					
19:00 - 20:00	Prep / Dinner					

ACCOUNTING

COURSE CONTENT

Students studying Cambridge International AS & A-Levels Accounting will explore the vital role accounting plays in business and society, gaining insight into how financial information supports decision-making and communicates a true and fair view of performance to stakeholders.

The course develops understanding of key accounting principles such as duality, consistency, business entity, money measurement, and planning and control, helping students to see how each transaction impacts the overall financial position of an organisation. Alongside technical knowledge, learners will build transferable skills such as analysis, interpretation, evaluation, and effective communication.

They will also reflect on ethical issues that influence accountants and auditors and consider how businesses respond to economic, social, and technological change. This subject not only prepares students for university study in accounting, finance, business, economics, or law but also provides an excellent foundation for future careers in related fields. Globally recognised and benchmarked to UK A-Levels, Cambridge qualifications are highly valued by leading universities, including those in the UK, US, Europe, Australia, Canada, and New Zealand, ensuring students can confidently progress to higher education worldwide.

EXAM INFORMATION

CAMBRIDGE INTERNATIONAL EDUCATION ACCOUNTING (9706)

AS LEVEL

PAPER 1

Multiple Choice (30 marks, 1 hour)
28% of AS / 14% of A-Level.

PAPER 2

Fundamentals of Accounting (90 marks, 1 hour 45 minutes)
72% of AS / 36% of A-Level.

A-LEVEL (IN ADDITION TO AS PAPERS)

PAPER 3

Financial Accounting (75 marks, 1 hour 30 minutes)
30% of A-Level.

PAPER 4

Cost and Management Accounting (50 marks, 1 hour)
20% of A-Level.

RECOMMENDED ENTRY REQUIREMENTS

Grade B in English and Maths. Grade B in Accounting if students 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 students 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 the academic journey.

Career Readiness: A-Level Accounting not only prepares students academically but also instills a sense of professional responsibility and discipline. These qualities are highly valued by employers and can enhance employability and the 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 students are always expanding their knowledge base.

HIGHER EDUCATION & CAREER ASPIRATIONS

Students 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 GOVERNMENT

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.

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 are 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 artists' work, art materials, techniques and processes.

WHY CHOOSE ART & DESIGN?

- 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 students 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."

HIGHER EDUCATION & CAREER ASPIRATIONS

A-Level Art is well-respected at most universities. If students are in any doubt, contact the institution students 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 students develop transferable skills in visual communication which students 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 (AS X BI 11/ A-LEVEL YBI 11)

ASSESSMENT

Students 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 students the skills and opportunities to advance human knowledge and understanding in today's world, in order to make a difference to tomorrow's world.

HIGHER EDUCATION & 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 students 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 will gain an understanding of how businesses operate in local, national, and global contexts. Develop critical thinking, problem-solving, decision-making, and communication skills while exploring stakeholder perspectives and the impact of political, economic, social, technological, legal, environmental, and ethical factors. Students will explore the themes of Change, Context, Decision-making, Enterprise, Innovation, and Strategy. These provide the foundation for analysing business behaviour, evaluating choices, and understanding how firms adapt to a dynamic global environment.

Cambridge Business International AS & A-Level Business is accepted by top universities worldwide, including the UK, US (Ivy League), Europe, Australia, Canada, and New Zealand. It is benchmarked as equivalent to UK A-Levels, providing excellent preparation for higher education or employment in business and related fields.

EXAM INFORMATION

CAMBRIDGE INTERNATIONAL EDUCATION BUSINESS (9609)

- **AS-LEVEL:**
Paper 1 (Business Concepts 1 – 40%) and
Paper 2 (Business Concepts 2 – 60%).
- **A-LEVEL**
Paper 3 (Business Decision-Making – 30%) and
Paper 4 (Business Strategy – 20%).

The AS course forms the foundation for the full A-Level, which develops deeper analysis, evaluation, and application of business concepts.

WHY CHOOSE BUSINESS?

Grade B in both English and Maths. Grade B in Business if students have taken the subject at IGCSE.

HIGHER EDUCATION & CAREER ASPIRATIONS

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

A-Level Business looks great to any employer as it shows students have background information on how a business works, so they are automatically considered for higher positions.

Possible career choices with A-Level Business 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 are a total of six papers, three to be taken at the end of Year 12 and three at the end of Year 13.

PEARSON EDEXCEL INTERNATIONAL A LEVEL BIOLOGY AS X BI 11 / A-LEVEL YBI 11

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.

HIGHER EDUCATION & 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.

Students of chemistry also learn 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

“Everybody should learn to program a computer, because it teaches you how to think.”

- STEVE JOBS

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 students 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. Students will also gain an understanding of different types of hardware, communication technology and networks, security, privacy and data integrity.

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

EXAM INFORMATION

CAMBRIDGE INTERNATIONAL EDUCATION 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

The entry requirement is a B or above at IGCSE in Computer Science.

- An interest in programming is essential - non-negotiable! Programs at home. Enjoys the challenge of completing programming tasks regularly.
- A firm grasp of IGCSE Computer Science is incredibly important (Grade A*/A)
- Maths / English at IGCSE / GCSE correlate strongly with A-Level Computer Science (strong grades - A*/A are desirable)
- Logical thinking and mathematical aptitude is essential

WHY CHOOSE COMPUTER SCIENCE?

Like it or not students living in it - this is the Digital Age, Computer programs have infiltrated every aspect of our lives. Computer scientists theorise, design, develop, and apply the software and hardware for the programs we use day in and day out. The course is designed to develop skills that will prove useful in all aspects of life. Students will learn more about the technology they already use on a day-to-day basis, both how it works and how they can program it for different purposes. If students have an interest in technology, want more of an understanding of how it works and want to learn skills to change and program it, then this is the course for them.

HIGHER EDUCATION & CAREER ASPIRATIONS

A-Level Computer Science is a valuable stepping stone to numerous degree courses and promising career paths in a high-growth sector.

Possible university degrees include:

- Computer Science
- Software Development
- Artificial Intelligence and Cybersecurity
- Engineering (including Software, Mechanical, and Civil)
- Mathematics and Physics
- Data Science

Possible career paths include:

- Software Engineer/Developer
- Data Scientist or Data Analyst
- Cybersecurity Analyst or Information Security Specialist
- AI and Machine Learning Engineer
- Web Developer
- Cloud Solutions Architect
- Game Developer
- IT Consultant or Systems Analyst
- Blockchain Technology
- Internet of Things (IoT)
- Robotics

CORE MATHS

COURSE CONTENT

Core Maths is a Level 3 qualification that is studied alongside other A-Levels. It cannot be studied alongside Mathematics A-Level. Students can take either Core Maths or Mathematics A-Level, not both. Core Maths carries the same UCAS points as an AS Level and would be studied over a year. Most students who study Core Maths would study it alongside their 3 A-Levels.

The course is specifically designed to support students taking A-Level with mathematical content, such as Psychology, Biology, Accounting and Business Studies.

The assessed content focuses mainly on:

- **Applications of statistics**
- **Probability**
- **Linear Programming**
- **Sequences and Growth**

EXAM INFORMATION

There are two papers which will be sat at the end of Year 12.

PEARSON EDEXCEL INTERNATIONAL A LEVEL CORE MATHS (7MC0)

PAPER 1: COMPREHENSION

- 40% of total grade, 1 hour 40 mins, 60 marks

PAPER 2: APPLICATIONS

- 80% of total grade, 1 hour 40 mins, 60 marks

For both papers, students are provided with a source booklet upon which questions are based. The source booklet is shared with teachers and students no later than 15th April, ahead of the exams.

WHY CHOOSE CORE MATHS?

Students who are studying other A-Levels which have mathematical content will find Core Maths particularly helpful. If a student would like to do a university degree which has some mathematical content but does not want to do a full A Level in Maths, then Core Maths would be a good option. For example, degrees in Pharmacy, Accounting, Sports Science, Social Sciences, Geography, Biology, Business and Finance. Core Maths improves source analysis and problem-solving skills. For students who do not get a Grade 7 at IGCSE in Maths, this qualification allows them to continue with Maths and show potential universities and employers that they are mathematically capable.

HIGHER EDUCATION & CAREER ASPIRATIONS

Universities may give 'reduced offers' based on a good grade in Core Maths. For example, the University of Durham might give an offer of AAA for 3 A-Levels, but reduce this to AAB+A in Core Maths.

REQUIRED ENTRY REQUIREMENTS

Students may take Core Maths if they got a grade 4 or above in IGCSE Mathematics.

DRAMA & THEATRE

COURSE CONTENT

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

EXAM INFORMATION

CAMBRIDGE INTERNATIONAL EDUCATION 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:

- 10-15 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:

- 10-25 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

"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,
CITICORP VICE PRESIDENT

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:

- 2,500-3,000 words research essay

Externally assessed

WHY CHOOSE DRAMA & THEATRE ?

- 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. Students 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 creative skills (performance, set, puppetry, lighting or sound design).
- Do something different - make the working week more interesting, develop a life-long passion and stand out from the crowd.

HIGHER EDUCATION & 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 students might have to interact to other people or consider their perspective!

REQUIRED ENTRY REQUIREMENTS

- I/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).

ECONOMICS

COURSE CONTENT

A-Level Economics aims to develop a solid understanding of economic concepts, theories, and terminology. Strengthen skills in written communication, statistics, diagrams, and critical reading. Build research and analytical habits that prepare students for university-level study. Students will be exploring key concepts such as; scarcity and choice, decision-making at the margin, equilibrium and disequilibrium, time, efficiency, the role of government in equity, and economic progress and development.

These core ideas form the foundation for deeper analysis in both microeconomics and macroeconomics. The A-Level Cambridge International AS & A-Level Economics course is highly valued worldwide and accepted by top universities in the UK, US (including Ivy League), Europe, Australia, Canada, and New Zealand. It is equivalent to UK A-Levels, opening doors to economics and related degree pathways.

EXAM INFORMATION

CAMBRIDGE INTERNATIONAL EXAMINATIONS (CIE) CAMBRIDGE INTERNATIONAL A LEVEL ECONOMICS (9708)

- **AS-LEVEL:**
Paper 1 (MCQ, 33%) and Paper 2
(Data Response & Essays, 67%).
- **A-LEVEL**
Paper 3 (MCQ, 17%) and Paper 4
(Data Response & Essays, 33%).

The AS Level forms the foundation of the full A-Level, which builds on both micro and macro content with greater depth and evaluation.

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 students can study during the day and see the relevance of what students 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 students are interested in current affairs, politics, history, business or finance, students must study economics."

- Allister Heath, Deputy Editor, The Daily Telegraph

HIGHER EDUCATION & CAREER ASPIRATIONS

Studying economics will help to develop transferable skills that will prepare students 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. Students 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.

REQUIRED ENTRY REQUIREMENTS

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

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 AS and A Level English Literature (9675)

- 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%.

WHY CHOOSE ENGLISH?

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 develop arguments
- The ability to research and manage information
- The ability to analyse complex texts in different forms and styles.

HIGHER EDUCATION & 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.

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.

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

HE & CAREER ASPIRATIONS

The Extended Project Qualification (EPQ) is an exciting opportunity for students to explore a topic of their choice in depth. There are two EPQ pathways:

1. Written: students produce a 5,000-word essay as their project outcome.
2. Artefact: students produce an artefact (such as a piece of art, mechanical prototype, an event etc) + a 1,000-word report as their project outcome.

Students choose a topic of interest and formulate a specific research question related to that topic. If students produced an Artefact, they will need to come up with a research/design brief for their intended artefact. Students then plan, execute, present and reflect on their research journey. Throughout the process, they must document their progress in a project diary known as the Candidate Record Form.

ASSESSMENT

The EPQ is a process-based qualification. This means that students are assessed on their performance from start to finish, not just on their final project product. The final grade reflects how well students demonstrate the development of **skills** such as organisation, academic research and writing, problem-solving, decision-making, evaluation, and others.

These skills are grouped under four assessment objectives:

- **AO1 Manage**
- **AO2 Use resources**
- **AO3 Develop and realise**
- **AO4 Review**

HOW IS THE COURSE STRUCTURED?

One lesson per week is allocated to EPQ in both Year 12 and Year 13. During these lessons, students receive some taught input and are guided to develop the key skills required for their EPQ, such as academic research skills, note-taking, and referencing. Students can also receive one-to-one support for their projects in this lesson.

Students are expected to dedicate between 120 and 180 hours to their EPQ project. Approximately 20% of this time is guided learning, while 80% is independent, self-directed study. By comparison, an AS-Level qualification represents 180 hours of guided learning.

Typically, students begin the EPQ in September of Year 12 and have a first draft completed by June of Year 12 or September of Year 13 at the latest. All students should complete their project by December of Year 13. Students often use their weekends and holiday periods to work on their projects, as well as study periods during the school day.

WHAT TOPIC CAN BE CHOSEN?

Examples from previous years - essays

- How did Mark Rothko unlock the emotional power of colour and how does this validate abstract art?
- How can the use of psilocybin-assisted therapy aid in the treatment of major depressive disorder (MDD)?
- Have Malaysia's affirmative action policies undermined the rule of law?
- Why is Internet Celebrity Marketing (in China) so effective with teenagers, and how does it lead to irrationality and bounded rationality?
- Is innate talent a myth? A wide perspective into the different aspects of the career world.
- What caused the fall of the Western Roman Empire?
- Will Urban Air Mobility be a sustainable solution to traffic congestion in Malaysia?
- What are the similarities and differences between Eastern and Western tower buildings, and how do they reflect the culture and philosophy of those regions?

Examples from previous years - artefacts

- How did the jaw structure of Megalosaurus support its existence? (Artefact: a mini-documentary and working jaw replica)
- Designing and producing a robot for the blind and visually-impaired (Artefact: creation of a robot prototype, showcasing coding and design)
- Is the butterfly effect a good feature to have in a video game? (Artefact: a video game incorporating the butterfly effect, plus a leaflet showcasing key features of the game)

WHO CAN DO AN EPQ? WHY IS IT USEFUL?

Successful EPQ candidates are typically highly organised, intrinsically motivated, and academically committed. They usually have achieved B or above at IGCSE in English Language and/or essay-based subjects.

Students report that EPQ is useful preparation for undergraduate study. It also gives students applying to the UK and the US an academic edge, since it adds a strong intellectual dimension to their application/personal statement and is something that students can talk about in greater depth at interview. Some UK universities will make a reduced offer if a student is taking 3 A-Levels plus an EPQ, for example ABB + A in EPQ rather than AAB.

GEOGRAPHY

“The study of geography is about more than just memorizing places on a map. It's about using all that knowledge to help bridge divides and bring people together.”

- BARACK OBAMA

COURSE CONTENT

The Cambridge International Education 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

International A-Level Cambridge International AS & A Level Geography (9696)

Candidates for **CIE A Level (9696)** study the following topics:

Physical Geography

- Hydrology, river processes and hazards
- Atmospheric processes and global climate change
- Earth processes and mass movement

Assessed by examination of 1 hour 30 minutes (50% of AS Level and 25% of A-Level)

Human Geography

- Population and migration
- Water resources and management
- Urban areas and management

Assessed by examination of 1 hour 30 minutes (50% of AS Level and 25% of A-Level)

A Level topics and two options from:

Global Environments

- Tropical environments
- Coastal environments
- Hazardous environments
- Arid environments

Assessed by examination of 1 hour 30 minutes (25% of A-Level)

Global Themes

- Climate change impacts and governance
- Environmental issues and management
- Trade, aid and tourism
- Disease and geography

Assessed by examination of 1 hour 30 minutes (25% of A-Level)

WHY CHOOSE GEOGRAPHY?

Taking Geography A-Level offers several compelling reasons for academic and personal development. Firstly, it provides students with a deep understanding of the world around them, 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, students will have developed an understanding in:

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

Environmental understanding: Students 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: Students will explore international relations, geopolitical issues, and the political geography of countries and regions.

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

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

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

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

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

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

Spatial analysis: Students become skilled in analysing maps and understanding spatial patterns and trends.

Interdisciplinary thinking: Geography frequently intersects with other disciplines, helping Students 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 Students to engage with global issues and take action to address them.

Data analysis: Geography equips Students 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 students to better understand and address the complex challenges our planet faces today, making it a truly enriching and practical choice.

RECOMMENDED ENTRY REQUIREMENTS

Grade B or equivalent at IGCSE Geography.

HIGHER EDUCATION & 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 3,000-3,500 words (40 marks)
Marked by teachers and moderated by AQA

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. Students 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 students 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 students own country. In making choices students should bear these factors in mind. For those who come convinced that only Twentieth Century History is relevant, think again!

Students 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.

EXAM INFORMATION

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

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

RECOMMENDED ENTRY REQUIREMENTS

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

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

Cambridge International Examinations (CIE)
Cambridge International A Level Chinese Language and Literature (9868)

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

Culture Entertainment

- Entertainment, identity and culture and the arts

Health and well-being

- Health and fitness, nutrition and managing wellbeing
- Education and future plans-Life at school, Further/Higher Education and Careers/work choices

Community and society

- Equality and diversity, Lifestyle and Society

Our responsibility for the planet

- The environment, sustainable living and protecting our world

Science and technology

- Scientific and technological innovation, social media and technology

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 |
| • 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 |

Students are required to study one text from Section A and one text from Section B.

Section A

- 《余光中诗选》余光中

The following poems are to be studied:

《乡愁》 / 《白玉苦瓜》 / 《等你，在雨中》 /
《三月，遂想起》 / 《夸父》 / 《寻李白》 / 《莲的联想》
《民歌》 / 《风铃》 / 《月光光》 / 《西螺大桥》 /
《长城谣》 / 《我之固体化》 / 《中元夜》 / 《当我死时》

- 《龙须沟》老舍
- 《丁玲全集》丁玲

The following stories are to be studied:

《莎菲女士的日记》 / 《水》 / 《在医院中》

Section B

- 《我城》西西
- 《没有纽扣的红衬衫》铁凝
- 《围城》钱钟书

WHY CHOOSE MANDARIN 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

"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."

- MATHS CAREERS

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 entirely in May/June of Year 13. There are no external exams in Year 12 and there is no coursework component.

A-Level Pearson Edexcel Level 3 Advanced GCE in Mathematics (9MA0)

consists of 3 papers:

Paper 1: Pure Mathematics 1

- $\frac{1}{3}$ of total grade, 2 hours, 100 marks

Paper 2: Pure Mathematics 2

- $\frac{1}{3}$ of total grade, 2 hours, 100 marks

Paper 3: Statistics and Mechanics

- $\frac{1}{3}$ of total grade, 2 hours, 100 marks

A-Level Further Maths (course code 9FM0)

consists of 4 papers:

Paper 1: Core Pure 1

- 25% of total grade, 1 hour 30 mins, 75 marks)

Paper 2: Core Pure 2

- 25% of total grade, 1 hour 30 mins, 75 marks)

Paper 3: Further Statistics 1

- 25% of total grade, 1 hour 30 mins 75 marks)

Paper 4: Further Mechanics 1

- 25% of total grade, 1 hour 30 mins, 75 marks)

WHY CHOOSE 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/>

HIGHER EDUCATION & CAREER ASPIRATIONS

A-Level Mathematics a "facilitating" subject

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

- Mathematician
- Engineer
- Statistician
- Analyst
- Programmer
- Accountant
- Astronaut
- Professor
- Finance
- Teacher

RECOMMENDED ENTRY REQUIREMENTS

Maths minimum grade requirement is Grade 7 in IGCSE Maths, while Further Maths minimum grade required is Grade 8. All courses are a natural progression from GCSE courses, and a strong grade at 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.

MODERN LANGUAGES

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 Malaysia 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, and the Armed Services. 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 that 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).

EXAM INFORMATION

- **Pearson/EDEXCEL A-Level French**
- **Pearson/EDEXCEL A-Level Spanish**

WHAT WILL I LEARN?

- Enhancing linguistic skills and developing the 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 Students 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 *Voces Inocentes* and *Bodas de Sangre*.

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 minutes performance
- 1,000–1,500-words research report

Extended Composition Coursework

(25% of A-Level)

There are two parts to Extended Composition:

- 6–8 minute composition
- 1,000–1,500-word research report

Investigating Music Coursework

(25% of A-Level)

There are two parts to Investigating Music:

- 2,500–3,000-word essay
- up to 500-word reflective statement

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 students the chance to succeed – whatever students ambitions. At the same time, students will find many opportunities to develop and improve students personal wellbeing both independently and as part of a wider community.

RECOMMENDED ENTRY REQUIREMENTS

Recommended Grade 7 at I/programGCSE Music. ABRSM Grade 5 Practical and Theory or equivalent.

HIGHER EDUCATION & CAREER ASPIRATIONS

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

If students continue with students studies, students 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.

Students 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 other studies in leading to a professional career.

PERFORMING ARTS

COURSE CONTENT

A Pearson BTEC International Level 3 Diploma (equivalent to A-Level standard) can be a fantastic choice for students passionate about music, drama, and production skills. This qualification offers a hands-on approach, allowing students to develop practical skills that are directly relevant to the performing arts industry. Whether students dream of being on stage, working behind the scenes, or managing events, this course can provide the knowledge and experience needed to succeed.

One of the key benefits of this qualification is its flexibility. Students have the opportunity to explore a wide range of disciplines within the performing arts, from acting and performing to technical theatre and event management. This variety not only keeps learning engaging and exciting but also allows students to discover and develop strengths and interests. Additionally, the skills gained, such as communication, teamwork, and problem-solving, are highly transferable and valuable in any career path chosen.

There are three BTEC courses to choose from: Music (including Music Production), Performing Arts and Production Arts. Each course can be chosen as a Subsidiary Diploma, Foundation Diploma, Full Diploma or Extended Diploma equal to the equivalent of up to 3 A-Levels.

Music typically covers a wide range of topics to provide students with a comprehensive understanding of music theory, performance, and production. Students can expect to study modules such as music performance, music theory, music technology, music business, and music history and culture. These modules are designed to develop practical skills in performance and production, as well as a strong theoretical understanding of music.

Music Production is designed for students passionate about creating and producing music. This provides hands-on experience with industry-standard software and equipment, allowing students to develop essential skills in recording, mixing, mastering, and sound design. Students explore various aspects of music production, including studio techniques, digital audio workstations (DAWs), and live sound engineering. With a focus on both practical and theoretical learning, this module prepares students for further study or a career in music production, giving them the tools to turn their creative ideas into professional-quality music.

Performing Arts is a practical and hands-on course that covers acting, dance, and musical theatre. Students will study modules such as acting techniques, dance performance, musical theatre performance, and professional practice in the performing arts. The course is designed to develop students' performance skills, creativity, and understanding of the performing arts industry, preparing them for further study or a career in the performing arts.

Production Arts focuses on the technical and creative aspects of behind-the-scenes work in the performing arts industry. Students will study modules such as technical theatre, stagecraft, costume and makeup, production management, and event management. The course is designed to develop students' skills in areas such as lighting, sound, set design, and stage management, preparing them for a variety of roles in theatre, film, and events.

ASSESSMENT INFORMATION

The Diplomas in Music, Performing Arts and Production Arts are 100% internally assessed and have flexible assessment points.

This includes assessments that are set and marked by teachers within the school and those set by Pearson. Internal assessments can include practical tasks, projects, performances, and portfolios. These assessments are designed to help students develop and demonstrate students skills and knowledge in a real-world context.

The open nature of the teaching and learning modules allow the school to ensure that students have maximum opportunity to develop and apply their skills and assess them at appropriate times. The specific assessment methods and weighting of assessments can vary depending on the units and options chosen within the qualification.

WHY CHOOSE PERFORMING ARTS?

The course offers a high level of flexibility and customisation, allowing students to tailor studies to suit interests and career goals. With a wide range of optional modules available, students can choose to focus on areas that align with strengths and aspirations. This flexibility not only keeps learning engaging and relevant but also allows students to explore new areas and develop new skills.

RECOMMENDED ENTRY REQUIREMENTS

An interest and some experience in Music, Drama, Performing Arts, or Production is recommended.

HIGHER EDUCATION & CAREER ASPIRATIONS

A Pearson BTEC International Level 3 Diploma is highly respected by universities and employers alike. The practical nature of the course means that students graduate with a range of skills and experiences that are highly sought after in the industry. Whether students choose to continue studies at university or enter the workforce directly, this qualification can open up a variety of opportunities in the exciting and dynamic world of performing arts.

POLITICS

COURSE CONTENT

Any students 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 was Donald Trump elected, defeated, then elected again?

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 (US Politics option)

Written examination:

- 2 hours, 33.5% of the qualification, 84 marks

Content overview

Students who study US politics will study the constitution, US Congress, US presidency, the Supreme Court, civil rights, US democracy and participation and comparative theories (compared to UK Politics)

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.

WHY CHOOSE POLITICS

Students will:

- Develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the 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.
-

WHY CHOOSE POLITICS?

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

HIGHER EDUCATION & CAREER ASPIRATIONS

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

Some possible career paths:

- | |
|---|
| • Civil Service fast streamer |
| • Government social research officer |
| • Politician's assistant |
| • Public affairs consultant |
| • Public relations account executive |
| • 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 students knowledge from this course to any number of different practical situations or career choices.

EXAM INFORMATION

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 PHYSICAL EDUCATION?

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 learnt, such as decision making and independent thinking, working in a team environment, performance analysis and communication are useful in any career path chosen. Students considering a Sports Science degrees should combine PE with at least one science subject.

HIGHER EDUCATION & 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 are a B grade at I/GCSE and/or high level performer (regional / county standard)

PHYSICS

COURSE CONTENT

Unlike the other sciences, Physics has no limits. Everything in students' 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

Pearson Edexcel International Advanced Level in Physics (YPH11)

The course contains the following units:

1. Mechanics and Materials
 2. Waves and Electricity
 3. Practical skills in Physics knowledge and understanding of experimental procedures and techniques that were developed in Units 1 and 2.
 4. Further Mechanics, Fields and Particles
 5. Thermodynamics, Radiation, Oscillations and Cosmology
 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

Students 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 complete the course.

RECOMMENDED ENTRY REQUIREMENTS

Grade 6 in both Physics and Mathematics at IGCSE.

WHY CHOOSE PHYSICS?

Do students want to investigate the limits of space, the beginning of time and everything in between? How about understanding how the technology around students works? Want to save the planet or maybe just help people get better when they are ill? Or maybe the students want to earn lots of money? Whatever the students do, the knowledge and skills they gain by studying Physics will be useful. Physics is more than a subject - it trains the 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.

HIGHER EDUCATION & CAREER ASPIRATIONS

Physics is a seriously useful subject for the majority of STEM (Science, Technology, Engineering and Maths) careers and students 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, etc), 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 students 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-Levels will provide insights into motivations, thought process, the influences of groups students interact with and many other aspects of human behaviour that will ultimately help students gain a better understanding of themselves. 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-Levels.

EXAM INFORMATION

Pearson Edexcel Level 3 Advanced GCE in Psychology (9PS0)

Students 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.

HIGHER EDUCATION & CAREER ASPIRATIONS

Psychology is one of the fastest-growing A-Level subjects in the UK, showing its importance for understanding people and shaping future careers. Studying psychology gives insight into human behaviour and the brain, helping us unlock potential, improve well-being, and even deepen our understanding of animals and the natural world. It also connects with modern fields such as artificial intelligence and cognitive science, where research on how the brain processes information is used to design human-like technologies.

Psychology also offers practical applications across a wide range of specialisms, including clinical psychology, counselling, education, forensic psychology, occupational psychology, and sport and exercise psychology. By choosing psychology at A-Level, students build not only subject knowledge but also transferable skills in research, analysis, and empathy. These skills open pathways into higher education and diverse careers, from healthcare and law to technology and teaching.



BTEC LEVEL 3 DIPLOMA IN BUSINESS

A BLENDED PATHWAY TO UNIVERSITY

The BTEC Level 3 Diploma in Business is a two-year programme offering 720 guided learning hours (GLH), designed to give students a strong foundation in business through a practical, career-focused approach. The course is structured around a modular system, consisting of nine units that include both mandatory and optional modules. Optional modules may vary from those initially published, as the College adapts them to better meet the emerging needs and interests of learners.

Assessment is carried out through a combination of internally marked coursework and externally assessed Pearson Set Assignments (PSA), allowing students to demonstrate their understanding in a variety of ways.

Equivalent to two A levels, the BTEC Diploma in Business can be combined with one traditional A-Level subject such as PE, Performing Arts, Mathematics, English Literature, or Psychology. This blended learning route enables students to develop a broad and balanced skill set, making it an excellent choice for those aiming for university or careers in business and related fields.

Blended learning of combining BTEC & A-Levels (Proposed Combination)

BTEC Business = 2 A-Levels



1 A-Level
Core Maths (0.5) PE
Performing Arts
Psychology
Maths



University

COURSE OUTLINE

MANDATORY UNITS (TOTAL: 480 GLH)

1. Exploring Business (90 GLH)

COURSE DESCRIPTION

In this unit, students will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities. Students will also look at the importance of innovation and enterprise to the success and survival of business organisations, with the associated risks and benefits.

Assessment: Internal Set Assignment

2. Research and Plan a Marketing Campaign (90 GLH)

COURSE DESCRIPTION

In this unit, students will learn how a marketing campaign is planned and developed. Students will explore a range of different objectives that can be included in a marketing campaign such as increasing sales or market share, or establishing a brand image, and explore the various stages of the process an organisation goes through when developing its campaign. Using students understanding of these factors, and of marketing models and tools, students will develop their own marketing campaign for a given product. Students will examine the marketing aims and objectives for existing products and use students own independent market research data to make recommendations about the type of marketing campaign a business organisation should undertake. To complete the assessment task within this unit, students will need to draw on their learning from across students programme.

Assessment: Pearson Set Assessment

3. Business Finance (90 GLH)

COURSE DESCRIPTION

In this unit, students will consider the importance of business finance and the types of business finance available in different contexts. The unit will introduce students to accounting terminology, the purpose and importance of business accounts, and the different sources of finance available to businesses. Students will prepare and analyse business finance planning tools such as cash flow forecasts and break-even analyses. Measuring the financial performance of an organisation will require students to prepare and analyse statements of comprehensive income, and statements of financial position, in relation to the organisation's profitability, efficiency and liquidity.

Assessment: Internal Set Assignment

4. Managing an Event (90GLH)

COURSE DESCRIPTION

Events management is one of the most exciting and dynamic sectors of business. This unit combines creativity and organisational skills to produce successful, memorable events, whether for profit or social enterprise. Students will investigate a number of successful events, both large and small, and use this research to assess the feasibility of events to plan and run themselves. Examples could range from organising meetings, product launches, exhibitions, promotions, charity events, team-building events and staff development, to a full-scale conference. The Student's chosen event will be carefully planned, demonstrating students ability to use planning tools. Students will then stage the event, testing the effectiveness of the planning. This will require Students to 'think on their feet', deal with financial and security issues, liaise with suppliers and venue personnel, and utilise problem-solving skills. Afterwards students will evaluate the success of the event. To complete the assessment task within this unit, students will need to draw on their learning from across students programme.

Assessment: Internal Set Assignment

5. Business Decision Making (120 GLH)

COURSE DESCRIPTION

In this unit, Students will apply the knowledge and skills they have gained in other units to interpret business data and formulate appropriate decisions and solutions to business problems. They will consider business situations and scenarios where they are required to select and use appropriate evidence drawn from several sources in order to make business decisions to support a business's objectives. Making business decisions will require students to analyse, interpret and compare business data drawn from a number of sources such as financial data, financial statements and market information. They will use appropriate business models to identify business risks and evaluate the costs and benefits of alternative solutions to a business problem. Students will predict probable consequences, identify faulty arguments or misrepresentations of information or data, compare information and data, provide reasonable alternatives, and evaluate and justify proposed solutions.

Assessment: Pearson Set Assignment

**TOTAL GLH
FOR MANDATORY UNITS
ARE 480**

COURSE OUTLINE

OPTIONAL UNITS (TOTAL: 240 GLH)

6. Human Resources (60 GLH)

COURSE DESCRIPTION

In this unit, Students will learn the importance of human resource management and planning, the relationship between a motivated workforce and business success, and the processes and procedures involved in recruiting, training and appraising the performance of employees. This unit will give Students a foundation for progression to employment, for example in a human resources role, or to Higher Education. Students will have an opportunity to review the human resource practices in a large organisation, which will enable them to better understand how performance is managed.

Assessment: Internal Set Assignment

7. Team Building in Business (60 GLH)

COURSE DESCRIPTION

In this unit students will learn how successful businesses draw on effective teams. For example, Formula One® motor racing relies on excellent teamwork, which is modelled by many businesses. A team allows its members to use their collective strength and to share ideas, perspectives and experiences. Students will learn that nearly all individuals in a business belong to one or more groups or teams that contribute to the overall corporate strategy of the business. They will learn the different roles within a team and the importance of establishing a shared vision when making collaborative decisions. In this unit they will get to work in, and lead, a team. The unit and the team activities will give them the practical tools needed to support and lead a team. It develops key employability skills and will be useful both in the workplace and in further studies.

Assessment: Internal Set Assignment

8. Investigating Customer Service (60 GLH)

COURSE DESCRIPTION

In this unit students will learn that attracting new customers costs a business more than keeping existing customers, so it is important to keep existing customers happy. They can do this by building relationships with internal and external customers and giving them excellent service that exceeds their needs and expectations. When working in a customer service role they need to understand the procedures to follow when dealing with customer requests and complaints. This unit will help Students to develop communication and interpersonal skills when dealing with customers, and to understand the importance of having good product or service knowledge. They will explore how a business builds effective relationships with customers through identifying and confirming the customer's needs. They will examine how businesses monitor and evaluate their level of customer service provision through obtaining feedback and see how this helps inform improvements to the level of service provided.

Assessment: Internal Set Assignment

9. Pitching for a New Business (60 GLH)

COURSE DESCRIPTION

This unit focuses on pitching a new business idea for a micro-business – a business employing less than 10 people. This could be a business students want to start up themselves or in partnership with others. In this unit, you will investigate a potential micro-business idea and outline a business plan. They will present a business plan to potential investors with a view to securing appropriate funding. It is important that they are able to recognise what should be included in a pitch and how the process of idea formulation, selection, planning and presentation should be managed in order to secure funding. This unit will develop the skills needed if they decide to set up their own business, or if they want to work in or study further a sector or area that needs entrepreneurial or innovative skills.

Assessment: Internal Set Assignment







EPSOM

COLLEGE

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