



EPSOM
COLLEGE

Sixth Form Information

2020-21

Introduction to the Sixth Form

The Sixth Form at Epsom provides a challenging and exciting two years' study. There are around 350 students across the two year groups and this allows everyone to receive tailored individual attention while being part of a lively, varied and vibrant community.

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

Standards are high with the overwhelming majority of students securing places at leading Russell Group universities.

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

Curriculum

The curriculum structure at Epsom College is based on students studying three Principal Subjects to A-level or Pre U, supplemented with an option from the Core Curriculum which provides breadth and develops key skills essential for the student's future.

By studying three challenging, reformed A-levels, the students achieve excellent grades, yet have time in their week to enjoy a breath of education.

In addition to timetabled lessons all students have the opportunity to lead a lively intellectual life outside of the classroom. The Sixth Form curriculum will allow time to be involved in the College's award-winning community service programme and the students will be able to participate in a series of Personal & Social Development (PSD) lectures and seminars which will develop the students' wellbeing covering a range of topics including academic, cultural and social issues pertinent to modern teenage life.

SUBJECTS OFFERED

Art & Design: Fine Art	German
Art & Design: Photography	Government & Politics
Biology	History
Business	Latin
Chemistry	Mathematics
Computer Science	(And Further Mathematics)
Design Technology	Mandarin (Pre-U)
Drama & Theatre Studies	Music
Economics	Physical Education
English Literature	Physics
French	Religious Studies
Geography	Spanish

PRE-U

Pre-U courses are similar to the A-level. Pre-U is a two year linear course and is only examined at the end of the Upper Sixth. They are graded differently to A-levels and awarded distinction, merit or pass grades. Pre-U qualifications are highly regarded by universities as being academically rigorous and excellent preparation for university study.

SIXTH FORM ENTRY REQUIREMENTS

The reformed A-levels are rigorous and challenging, so to access Sixth Form courses at Epsom successfully, a student must have achieved at least six GCSEs at grade 6 or better. To study a particular subject at A-level a grade 7 is required in that subject. For the more technical subjects (mathematics, science and MFL) a grade 8 is recommended.

CORE CURRICULUM

The core curriculum consists of several options including an Extended Project where students research a topic of their interest and produce a dissertation or artefact and the Young Enterprise course to develop entrepreneurship. There is also a Core Mathematics and English course for those who wish to develop their numeracy and literacy skills to service other subjects. Those wishing to study Further Mathematics will study four A-levels and therefore will not study a core curriculum option.



Beyond the *Classroom*

There is a programme of distinguished visiting speakers - the Lord Rosebery Lectures Series - and a growing number of societies such as the Creative and Literary Society, the History Society and the Investment Club. There are frequent assemblies to which students are encouraged to contribute with their own short stimulating talks, lectures and presentations. Students are encouraged to pursue musical interests through House competitions, participation in choirs and ensembles, House soirees, charity events and an extensive programme of concerts and recitals.

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

Epsom has a long tradition of sporting excellence and engagement. Superb facilities in its rolling grounds - over 85 acres within the M25 - mean that all students are engaged in purposeful and competitive sporting activity on site throughout the week.

Epsom College sees the Sixth Form experience as being synonymous with service and students are expected to look beyond themselves and serve others at some point within the week. This may be through the CCF or through an array of projects involving the local community, such as assisting in local schools, creating events for the elderly and supporting local charities. Such service is seen as integral to the student's overall personal development and social awareness.

Study facilities are excellent, both in the Houses and in the impressive award-winning Library.

Overall the Sixth Form at Epsom College gives every student the opportunity to make new friends, develop new skills and take on new responsibilities - as a Prefect, a member of the Sixth Form Committee or in a leading role in sport, drama, music or in any of a huge range of co-curricular activities.

CAREERS

Epsom recognises that the options for students after A-levels are becoming increasingly diverse and that the traditional route of studying for a degree at a British university, while still right for many, is not the best option for all. The Careers Department, based in the Sixth Form Centre, has experience in guiding students to American and other universities overseas and can help students explore growing possibilities in the world of work.

There is an extensive programme of careers events during the Lower Sixth in preparation for Upper Sixth and life beyond Epsom. The Careers Office is easily accessible to students, located within the Sixth Form Centre. The main emphasis of careers advice at Sixth Form is in selecting appropriate higher education courses. Students are encouraged to drop-in for advice informally or to make an appointment individually.

If they have not already taken it, there is an opportunity to take the Futurewise Careers Guidance Tests (similar to psychometric profiling used by graduate employers). All students are enrolled in this programme in the Fifth Form. The Futurewise Careers Advisers return to College in the Lent Term to offer specialist advice to those who request or require it. The Lower Sixth are also enrolled into Unifrog, an online platform that supports their research into the next stage of their careers, whether this be looking at University, or investigating apprenticeships. Unifrog also enables students to investigate MOOCs, Massive Open Online Courses, which are a (usually free) means of developing a student's CV and demonstrating their academic ambition.

In the Lower Sixth there is a varied programme of events looking at life beyond Epsom. A number of Lower Sixth students take part in Futurewise careers courses during the Easter and summer vacations, as well as university taster courses. These, and gap year opportunities, are advertised regularly through the Careers Bulletin or via e-mail.

There are introductory events for students interested in applying to universities in USA, Australia, New Zealand and Europe. However, the careers programme looks most closely at the UCAS application procedure as this attracts the vast majority of our students. There are also specialised programmes for applications to Medical Schools, American Universities and Oxbridge. In the summer, all Lower Sixth students attend the Higher Education Conference and Fair; this includes workshops run by university admissions tutors.

Parents are very welcome to attend. By the end of the Lower Sixth year, all students will have their predicted grades, will have had personal statement training, and will be in a position to complete their application to university over the summer. All students are encouraged to build a work experience portfolio, in preparation for employment, with the Lower Sixth summer vacation being a last significant opportunity to develop this before completing their university application.

At the beginning of the Upper Sixth, students receive support to complete their university application. Interview preparation is given on an individual basis as required. Support is readily available throughout the UCAS cycle. Finally, when exam results are published in August, the Department is available to give help to those who need it. The vast majority make successful applications and achieve their first or second university of choice.

WEDNESDAY AFTERNOONS

Members of the Fifth Form entering the Lower Sixth will already have arranged Wednesday afternoon activities during their Summer Term. New members of the Lower Sixth can opt for a number of activities. Some may wish to join the CCF, either the Service Sections - Army, RAF or Navy - Community Sports Leadership, or to take Duke of Edinburgh awards.

These activities are energetic, vibrant and stimulating with opportunities for leadership.

All Sixth Formers not involved in the CCF or Duke of Edinburgh schemes will take part in an act of Service on a weekly basis, predominantly in the local community. This scheme encompasses a wide range

of opportunities for Sixth Formers to volunteer their time and expertise in assisting at local schools, either as classroom assistants or after school clubs, in befriending the elderly, in assisting the disadvantaged and disabled in a broad range of areas, assisting in gardening and conservation work, producing art projects to raise funds for charities, teaching conversational languages and ICT programming skills to young children and dementia sufferers, as well as preparing and rehearsing musical concerts for the elderly and the community in general. This scheme, which was launched in September 2013, currently has over 250 Sixth Formers engaged in making a difference to others and is seen as an essential component of Epsom students contributing to the community in which they live.

LIBRARY

The College Library is open six days a week:

Mon, Wed, Fri: 9am-6pm
Tues, Thu: 8.30am-6pm
Saturday: 9.20am-12.20pm

An introduction to Library resources is given in the Michaelmas term and the Library is staffed by a Librarian and Library Assistants who can always help with enquiries. A variety of reading lists for university preparation and information sheets on using our subscription databases and on how to prepare references are available.

As well as facilities for research and reading for pleasure and interest, the Library offers space for private study with a wireless network for laptop connection. Other facilities include printer, scanner, photocopier, and ten computers connected to the internet and College network, including one with a 50" monitor. The collection of approximately 25,000 items includes print and digital resources. It is indexed on a web-based catalogue giving immediate and easy access. Books can be borrowed, renewed and reserved as in a public or academic library.

There is a bookable meeting room and the Library subscribes to three daily newspapers. The ground floor houses a large selection of journals, reference works and careers information.

Core Curriculum

The Core Curriculum

Options

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

EXTENDED PROJECT QUALIFICATION (EPQ)

A Level 3 qualification equivalent to half an A-level where students research a topic of their particular interest to produce a dissertation or artefact and research report together with delivering a presentation and submitting a project log. The emphasis of the EPQ is on autonomy and the ability to manage a research project and the course runs from September of the Lower Sixth with students aiming to submit their projects to the exam board (AQA) in the following May. For more information see page 10.

ENGLISH

Students wishing to pursue their studies in English without taking a full A-level may opt to take the United States College Board Advanced Placement (AP) qualification in English Language and Composition. Students learn to analyse and interpret imaginative literature through the careful reading and critical analysis and interpretation of representative works from various genres and periods. Further information may be obtained from Mrs Emily Gwynne, Head of English. Students also prepare for the English Speaking Board (ESB) Level 3 (grade 8) qualification in Spoken English.

MATHEMATICS

Students for whom it is neither essential nor appropriate to opt to take Mathematics as a principal A-level subject may choose Mathematics as their Core Curriculum option. The course offered is the Edexcel Level 3 Mathematics in Context course, which is equivalent in terms of UCAS points to an AS level. This seeks to put higher level mathematics in context and builds skills in mathematical reasoning, modelling and communication. It is particularly suited to students who wish to pursue a course or career which very much uses mathematics, such as Biology, Geography and Psychology, but does not require A-level mathematics. The course will run as an intensive one-year course over four periods per week, with assessment in the summer of the Lower Sixth.

YOUNG ENTERPRISE

Young Enterprise is a national education charity founded in 1963 to forge links between schools and industry. YE has proven to be a popular addition to studies in the Lower Sixth as it gives young entrepreneurs the opportunity to participate in running a business and to acquire valuable skills such as communication, managing time and working with others. Students are able to enter national and international YE competitions.



Focus on: Extended Project Qualification

HEAD OF EPQ -
DR BETH ELIOTT-LOCKHART

WHAT IS IT?

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

WHAT SKILLS ARE TAUGHT?

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

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

HOW IS THE COURSE STRUCTURED?

There are two strands to the course. The first strand is learning how to do a project and is delivered in three timetabled lessons a week. The second strand is individual supervision: once the research question has been chosen, the teacher takes on the role of project supervisor providing a combination of small group and individual supervision and support. Much of the EPQ is completed in the student's own time, so a good work ethic and a high level of organisation is a pre-requisite for this course.

The course begins in the September of the Lower Sixth and students are given the opportunity to develop their initial ideas into a research question or design brief before the formal skills and supervision sessions commence. All students should submit their projects for assessment in the April of Lower Sixth.

WHAT TOPIC CAN BE CHOSEN?

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

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

And artefacts:

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

WHO CAN DO AN EPQ?

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

Focus on: Mathematics option

EDEXCEL LEVEL 3 MATHEMATICS IN
CONTEXT QUALIFICATION

This course is equivalent to half an A-level and is graded A-E with an A grade having a value of 20 UCAS points.

The content areas covered in this qualification and studied over two years are:

- applications of statistics
- probability
- linear programming
- sequences and growth

It is an intensive one-year course, taught over 4 periods per week and each area shall be assessed over two papers: Comprehension and Applications in the summer of the Lower Sixth.

The main aims of the qualification to:

- develop competence in the selection and use of mathematical methods and techniques
- develop confidence in representing and analysing authentic situations mathematically, and in applying Mathematics to address related questions and issues
- build skills in mathematical thinking, reasoning and communication

This qualification is particularly suited to those students progressing to University courses to study subjects that 'use' Mathematics - including, for example: biology, business, geography and psychology - but that do not insist on A-level Mathematics as a Principal Subject.

Students planning to study more mathematically-based subjects, may find that A-level Mathematics is a pre-requisite and are urged to check with the University admissions requirement

Focus on: English *option*

The English Core Curriculum course is designed to extend students' skills in writing, argumentation, rhetoric and public speaking beyond the level achieved at GCSE. Students explore how arguments are constructed and conveyed in many different forms. In one week they may analyse speeches by Churchill and Obama, and in another, consider how newspaper editorials manipulate their readers' views. They also learn how to construct compelling arguments of their own, synthesising material from a range of sources. Alongside this, they develop skills as fluent public speakers. The course is delivered in three periods each week.

THE ADVANCED ENGLISH LANGUAGE AND COMPOSITION COURSE

The Advanced English Language and Composition Course is for students who want to improve their written and spoken English. For those taking essay subjects in the Sixth Form, it will help them write clearly and forcefully, learning how to construct arguments with pith and precision. For those taking scientific and mathematical subjects, it offers an opportunity to develop skills in written and spoken English to a level beyond GCSE, in order to equip themselves for the demands of university study where essays remain an important part of the assessment process. The course will study writing from many different disciplines, including politics, history, scientific writing, current affairs and journalism.

The course will lead to the qualification in Advanced Placement English Language and Composition, a course developed for elite US high school students and which is recognised by UCAS and US universities. This course is unique to English post-16 education, and Epsom is proud to be pioneering this approach to developing students' skills as writers and speakers. The final assessment uses the College Board Advanced Placement examination, equivalent to an AS level. AP could be used on any UK university application.

For students considering application to a US university, Advanced Placement English Language and Composition complements the standard application through the SAT process and many universities offer extra credits or advanced placements to students with qualifying AP examination scores.

This examination consists of a three hour and 15 minute written exam. Section 1 consists of 52-55 multiple choice questions on a series of non-fiction texts (one hour). Section 2 is free-response writing to three types of prompts: synthesis (source-based), rhetorical analysis, and argument (two hours 15 minutes). This qualification is marked on a 1 to 5 scale, with 5 being the equivalent of a D1 In Pre-U or an A**.

ENGLISH SPEAKING BOARD'S ADVANCED CERTIFICATE IN SPOKEN ENGLISH (LEVEL 3)

Along with this, students will prepare for the English Speaking Board's Advanced Certificate in Spoken English (Level 3) which carries 30 UCAS tariff points equivalent to Grade 8 on a musical instrument. English Speaking Board qualifications are valued by universities and employers for demonstrating high-level skills in public speaking, discussion and presentation.

This qualification is achieved by a four-part set of presentations, externally examined.

To a small audience and an examiner, the student will: lead a 10 minute discussion around a selected newspaper article on a current topic; deliver a 5 minute speech to inform or persuade; conduct a 4 minute literary evaluation of a public address, poem, or extract from a novel or play; and finally, take questions from the audience. This examination is marked on a Pass to Merit Plus scale.

Focus on: Young *Enterprise*

Enterprise at Epsom College offers students a chance to learn about the intricacy of running a business. Developing skills such as leadership, organisation and communication. Skills that are essential for one's development as a working professional.

Enterprise companies need individuals with ideas, enthusiasm, initiative and commitment. There are limited places available, and as the scheme has been very popular in the past, it may be necessary to adopt a selection process.

In the Enterprise scheme pupils work together as a company and will have the power to make all the decisions associated with its running, including marketing, production and financial management. Pupils are also responsible for paying VAT and taxes and the company can decide on how any profits will be shared or allocated.

Common room staff act as Company Leads to oversee three companies and an Enterprise Business Advisor from the commercial sector will also assist each company. Companies meet formally twice a week. There are also Enterprise regional and national competitions that pupils can enter.

HIGHER EDUCATION AND CAREERS

Pupils use this experience in their personal statement for their UCAS application and employers recognise the benefits of the skills developed throughout this program.

SUBJECT COMBINATIONS

Pupils in the past Enterprise companies have studied a wide range of A-levels. Pupils who undertake Business Management A-level will be able to apply their Finance and Marketing subject knowledge to their companies.



Principal *Subjects*



Art & Design: *Fine Art*

HEAD OF DEPARTMENT- MR NIKOLAS ARVANITIS

- The Art School is an inspiring environment that encourages creativity; facilities are excellent, and the range of materials and techniques available is extensive. We treat our A-level students as young artists and expect them to think independently and put their work in context.
- A-level Art allows you to extend your practical and theoretical skills, and opens the door to an incredibly wide range of creative careers;
- Architecture, Fine Art, History of Art, Design, Publishing, Television, Film and Theatre, to name just a few.
- The independence of mind and the investigative, analytical and creative approach to problem-solving that this A-level nurtures, are widely valued and highly transferable.
- We regularly achieve outstanding results.

COURSE OUTLINE AND SPECIFICATION

The two-year course is a logical continuation of GCSE Art. We follow OCR GCE Fine Art (specification code H601), because it is the broadest and most inclusive specialism under the Art and Design umbrella, offering the greatest opportunities for our students. They can refine the traditional skills of drawing, painting and printmaking, but they can also work in photography, film, mixed media, and installation. It is a demanding course practically and academically. The new A-level Art specification allows Art students to investigate their interests and notions; possibilities develop through experimentation, refinement and selection. Students produce work that reflects their continued practical development. It is designed to encourage creativity, independence and an inquisitive approach to materials, techniques and ideas. Students are required to find personal direction and develop individual specialist skills. The resulting work will inevitably be original and highly personal.

The course is made up of two units. The Personal Investigation (coursework unit) is made up of two integrated elements: a portfolio of practical work and a written related study which explores the context in which the students' chosen practical area of study exists. The related study is marked in its own right.

The Personal Investigation runs throughout the Lower Sixth and through the Michaelmas term of the Upper Sixth; it accounts for 60% of the A-level mark. Through this period, students are continually refining their skills in order to produce an original and resolved portfolio of work. Personal strengths are identified and then allowed to refine and mature to a sophisticated level.

At the start of the Lent term, students will embark on the Externally Set Task. The exam paper is released at the beginning of February and is resolved in a hour practical exam. Students will respond to a question paper that provides them with a range of written and visual starting points, briefs and stimuli.

From this, students select one to develop their work around. They will continue to build on their individual specialist skills. The Externally Set Task accounts for the final 40% of the A-level mark. Both units are marked internally and moderated externally. The Assessment Objectives which are used to structure the marking are equally weighted.

AO 1 Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO 2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops.

AO 3 Record in visual and/or other forms, ideas, observations and insights relevant to their intentions, reflecting critically on work and progress.

AO 4 Present a personal, informed and meaningful response that realises intentions and where appropriate, make connections between visual, written and other elements.

The new A-level Art specification allows students to experience an extensive range of skills and techniques, enabling individual expertise to develop to a far greater depth. At the same time, they build their theoretical skills and knowledge of art history through their related study essay. Students also exercise personal judgement as they select, curate and present their body of work.

Art & Design: *Photography*

HEAD OF DEPARTMENT- MR R JOHNSTONE

- Exciting and creative course offered
- Fully equipped Photography Studio
- Mac computers and Photoshop used for digital manipulation
- Outstanding results
- Learn artistic techniques using digital media and a traditional darkroom

COURSE OVERVIEW

The course exposes students to art and image making using new media techniques. Students will be taught a wide range of digital imagery skills using digital cameras and Mac computers. This is primarily a photographic course and integration with other art techniques is encouraged. Typically this will include:

- Digital Photography - Students learn how to master dSLR cameras and image making using lens and light based media
- Digital Art - learn how graphic designers, web designers and digital artists create art on the computer
- Photography studio: Students learn how to use the professionally equipped photography studio to create their art
- Multimedia and lens based imagery: last year a student created a short film
- Traditional darkroom and modern digital photographic techniques are taught

COURSE OUTLINE AND SYLLABUS

Examination Board: WJEC Qualification: Art and Design - Photography The new A-level qualification comprises two components: a Personal Investigation worth 60% of the qualification and an Externally Set Assignment worth 40% of the qualification. Students have to complete two components of art work during the two year linear course.

Component 1:
Personal Investigation (60% of Qualification)

Component 2:
Externally Set Assignment (40% of Qualification)

The Personal Investigation consists of two parts:

1. a major in-depth practical investigative portfolio. This is a personal portfolio of artwork where students are free to decide which themes and ideas they wish to investigate;
2. an extended written element of 1000 words minimum, which relates to the student's practical work.

The externally set Assignment will involve creating a portfolio of work in response to a topic set by the exam board. This portfolio and final images will count for 40% of the final grade.

Students will be taught various creative techniques, and how to manipulate images digitally. This involves using digital photography, the photography studio, and post-production techniques such as Photoshop and aperture.

Apple Macs are used for all editing of photos and digital imagery.

For further information about the course please contact r.johnstone@epsomcollege.org.uk

Biology

HEAD OF DEPARTMENT- MR CP BATES

Biology at Epsom has been at the core of the College since 1855 due to the strong links it enjoys with the Royal Medical Foundation. Biology at Epsom enjoys excellent state of the art resources such as genetic engineering machinery including a PCR machine and gel electrophoresis kits. This in addition to the wealth of natural history specimens due to the presence of our very own museum. Teaching is delivered by a team of seven highly qualified subject experts from a range of biological interests including cancer and entomology, botany and immunology.

A-level Biology is a demanding course that aims to develop the intellectual and practical abilities needed to understand the Biological and Medical Sciences, as they exist today. It suits students who are able to rapidly assimilate and apply large volumes of factual information and who are both self-disciplined and organised with a genuine interest in the subject. The A-level course follows the Edexcel B syllabus and looks at five core topics in each year. Practical work is at the heart of the course and this involves both lab work and fieldwork to encompass the ecological nature of the A-level course.

The Lower Sixth year focuses on five core topics:

- Topic 1: Biological Molecules
- Topic 2: Cells, Viruses and Reproduction of Living Things
- Topic 3: Classification and Biodiversity
- Topic 4: Exchange and Transport
- Topic 5: Energy for Biological Processes

The Upper Sixth year focuses on:

- Topic 6: Microbiology and Pathogens
- Topic 7: Modern Genetics
- Topic 8: Origins of Genetic Variation
- Topic 9: Control Systems
- Topic 10: Ecosystems

The A-level examinations are at the end of the Upper Sixth and there are three papers. Paper 1 (1hr45) includes content from topics 1-7, Paper 2 (1hr45) tests the content from topics 1-4, 8,9,10 and Paper 3 (2hrs30) tests content on any of the topics from the A-level course. Students are also expected to carry out the 16 core practical experiments that are identified in the content.

Throughout the Sixth Form, the Biology department provides plenty of opportunities for delving beyond the A-level syllabus through the Biology Extension sessions, Biology Olympiad, Medical Society, field trips, visiting speakers and also visits to laboratories and sites of biological interest.

The new A-level Art specification allows students to experience an extensive range of skills and techniques, enabling individual expertise to develop to a far greater depth. At the same time, they build their theoretical skills and knowledge of art history through their related study essay. Students also exercise personal judgement as they select, curate and present their body of work.

BACKGROUND

Students coming in to study Biology at A-level will be well served with a grade 9 or 8 at IGCSE/GCSE. A strong grounding in Chemistry is desirable due to the biochemistry and molecular biology throughout the course. Mathematical skills make up 10% of the assessment and students need to have a sound grasp of arithmetic including being able to solve algebraic equations, draw and interpret graphs and select and use statistical tests. There is an extensive list of suggested reading for A-level students and there is an expectation that all students will read around the subject using books from this list, along with journals that are available in the library, to reinforce material covered in lessons.

Biology at A-level provides an excellent grounding for any student wishing to pursue a Biological or Medical Science at university but can equally be studied purely for interest as it complements a wide variety of subjects including combined honours degrees and is a core facilitating subject.

Business

HEAD OF DEPARTMENT- MR G R WATSON

- A dynamic, contemporary and relevant subject
- Outstanding external exam and value added results
- Taught by an experienced and passionate team

INTRODUCTION

The economic environment has changed rapidly in recent years. Business organisations operate in an increasingly globalised world and this brings both opportunities and threats. Our businesses require dynamic and intelligent leaders in these turbulent times and the subject of Business will examine the issues facing a wide range of organisations, from small start-ups to large multinationals. The course structure is based around the four functional areas of a business organisation:

- Marketing
- Finance
- Human Resources
- Operations

SUBJECT REQUIREMENTS

A sound level of numeracy is a prerequisite. The course also requires a good level of reading comprehension. However, the main requirement is an interest in business affairs and a desire to find out how businesses operate.

COURSE OUTLINE AND SYLLABUS DETAILS

The department follows the EDEXCEL Advanced-Level GCE Business (9BS0). The course is structured into four themes and consists of three externally examined papers. Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues. Students are encouraged to use an

enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

Theme 1 - Marketing and people

- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders.

Theme 2 - Managing business activities

- raising finance
- financial planning
- managing finance
- resource management
- external influences.

Theme 3 - Business decisions and strategy

This theme develops the concepts introduced in Theme 2.

- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- assessing competitiveness
- managing change.

Theme 4 - Global business

- globalisation
- global markets and business expansion
- global marketing
- global industries and companies (multinational corporations).

HIGHER EDUCATION AND CAREERS

Business related degrees are consistently one of the most popular course destinations for Epsom students and the department has an excellent record of helping students gain entry to these courses at top institutions. Most of our A-level students go on to pursue a business related degree before enjoying careers in fields such as Accountancy, Marketing, Management and Law.





Chemistry

HEAD OF DEPARTMENT- MR J STYLES

- Outstanding results
- Taught by highly experienced and enthusiastic chemistry specialists
- Beautiful and well-equipped laboratories, in which practical work is seen as essential
- The central subject amongst the three sciences and fundamental to medicine

The course followed is a traditional and academic one that suits students with strong scientific and mathematical skills. Due to the demands and pace of the course, we require all students to excel in Mathematics and Chemistry at GCSE.

Edexcel Advanced GCE in Chemistry (2015) is the specification followed by all candidates. Students must sit three papers totaling 6 hours. These are all sat during the summer of the Upper Sixth year.

Chemistry Unit Overview

- Formulae, equations and amounts of substance
- Energetics
- Atomic structure
- Redox
- Bonding and structure
- Inorganic chemistry and the periodic table
- Organic Chemistry
- Energetics
- Kinetics
- Equilibrium
- Acid-Base equilibria
- Transition metals
- Questions on core practicals

There are 16 core practicals that are essential to the course. These cover twelve key techniques required for the practical competency measure. Knowledge of all core practicals can be tested within the exam papers; however, there is no coursework to be completed.

WHY STUDY A-LEVEL CHEMISTRY?

This course will try to give you the skills and understanding to make decisions about the way chemistry affects your everyday life by applying concepts into contemporary areas of chemistry.

In addition, an A-level in Chemistry allows you to develop a range of generic skills requested by both employers and universities.

For instance, a successful A-level chemist will be an effective problem solver and be able to communicate efficiently both orally and with the written word. Handling data will be a key part of your work, allowing you to demonstrate information retrieval skills as well as numeracy and use of ICT. You will build up a range of practical skills that require creativity and accuracy as well as developing a firm understanding of health and safety issues.

As chemistry is a subject in which much learning stems from experimental work it is likely that you will need to work effectively as part of a group, developing team participation and leadership skills.

As you become more skilled you will take responsibility for selecting appropriate qualitative and quantitative methods, recording your observations and findings accurately and precisely as well as critically analysing and evaluating the methodology, results and impact of your own and others' experimental and investigative activities.

HIGHER EDUCATION AND CAREERS

A-level Chemistry is considered an excellent all round discipline and is a required/preferred subject for over 30 different subjects at university. A good grade in A-level Chemistry illustrates good mathematical skill, an excellent memory and the ability to think logically. Chemistry at university becomes increasingly mathematical, so anyone wishing to study Chemistry further is strongly advised to have taken Maths to A-level. Some courses require students to take a mathematical component, such as Oxford University, where chemistry undergraduates must study Maths and pass an exam on it at the end of their first year. A good grade at A-level is a necessary requirement for the study of Medicine, Dentistry, Veterinary Science, Geology and Environmental Sciences. Students aspiring to study medicine at Oxford, Cambridge and University College, London are currently required to sit exams in Numeracy, Science (Biology, Chemistry and Physics) and Ethics.

Computer Science

HEAD OF DEPARTMENT- MISS S BILETCHI

- A challenging, academically demanding, but fun and exciting advanced technical and practical subject
- Emphasis is on programming/software development both procedural and object oriented paradigms.
- A GCSE Computer Science qualification (or some prior programming experience) is not compulsory, but students who start the A-level course without the underlying foundation of a GCSE course, have found the first term challenging. A GCSE in Computer Science also gives students the opportunity to assess whether programming is a skill they enjoy, as the A-level course consists of about 60% advanced programming tasks, a substantial programming final assessment, and a complex programming project that needs to be completed independently.
- A superb preparation for all disciplines at university, as Computer Science is now relevant and applicable in every career
- Highly regarded by university admissions tutors
- Combines well with Mathematics, Sciences, Design Technology, Business Studies and Economics

INTRODUCTION

Advances in Computer Science are transforming the way we work and the AQA Computer Science specification has changed with the times. The use of computers and software is now central to all aspects of industry, commerce, education and leisure. The skills you will learn on this course are directly relevant to almost all modern vocations, which is why Computer Science A-level is so highly regarded by employers and university admissions tutors alike. The United Kingdom has faced a number of challenges in recent years, many of them directly linked to a lack of able and qualified computer scientists/programmers, to solve problems such as: availability of well written and structured software; network security at low and high level; low cost but highly accurate and effective applications to be used in education, medicine, and transport.

If you decide to go one step further and make your career in this field, you will find no shortage of rewarding employment opportunities; with the current worldwide demand for computing specialists, the potential is very exciting indeed.

ENTRY REQUIREMENTS

The specification for this qualification truly reflects the essence of Computer Science, which is fresh to those students who have studied Computer Science at GCSE. Due to the nature of the subject content - which includes substantial computational logic, and 10% advanced Mathematics related content - we require that students will have achieved a minimum grade 7 in Maths GCSE. If Computer Science GCSE was undertaken, then we expect a minimum grade 7/A as well. We also suggest that applicants undertake at least the Core Maths option at A-level.

COURSE OUTLINE

This course is designed to develop an understanding of the fundamentals of computer science and to provide the knowledge and skills required for participation in an evolving, computer-dependent society. The emphasis is on studying the principles of problem solving, computational thinking skills, programming (procedural to object oriented) - data structures and other current computer science areas. There is a clear distinction between this course and "ICT/IT" which continues to be confused with it. The main difference is that Computer Science teaches students to write software, whilst IT teaches students how to use software.

As already mentioned above, there is a substantial amount of programming work expected throughout the two years of study, both in lessons but especially outside lessons, independently. Therefore, to be successful in this subject, you must be determined to practise the programming concepts you learn in lessons, and to challenge yourself without being prompted. You must have a natural curiosity and drive to make a program work, debug it, or try to write your own program from an idea that interests you. A student with a Computer Science qualification can go on to study any higher education course, or go into employment where knowledge of Computer Science

would be beneficial - in particular medicine, law, business, politics or any science, technology or engineering discipline. This is simply because you will be developing your problem solving skills to a high level, and these skills will be useful in any area of employment you may find yourself following. It is endorsed by all of the top universities, including Oxford and Cambridge, as reputable A-level entry qualification. For some Computer Science courses, this A-level has already been 'recommended' or become compulsory.

AWARD DETAILS

Awarding body: AQA
Specification code: 7517

ASSESSMENT

Paper 1: A practical, on-screen examination (75-80% programming) = 40% of A-level grade; 2½ hours.

Paper 2: A traditional written examination = 40% of A-level grade; 2½ hours.

NEA: non-exam assessment 20% of final A-level grade. The NEA starts in the Lent term of Lower Sixth, and is expected to be completed by the end of March in the Upper Sixth.

This is an opportunity for students to demonstrate their advanced programming skills, and personal interest in a technology area. They will be programming a project which solves a problem of their own choice or interest.

COURSE CONTENT

- Programming - imperative procedural-oriented; object oriented programming (OOP), recursive techniques
- Data structures - arrays, fields, records, files (text, binary), lists, dictionaries, hash tables, queues, graphs, trees, stacks, vectors
- Algorithms - traversal, search, sort, optimisation
- Systematic approach to problem solving - analysis, design, implementation, testing, evaluation)
- Theory of Computation - abstraction, automation, language hierarchy, algorithms complexity, Turing machines
- Communication and networking - the Internet, TCP/IP, CRUD applications and REST, JSON, JavaScript

- Data representation - number systems/bases, information coding systems, encryption
- Computer systems - logic gates, Boolean algebra, program translator types, classification of programming languages, system software
- Big Data - volume/velocity/variety, fact-based model, distributed processing and functional programming
- Databases - data modelling, relational databases, SQL, clientserver databases
- Fundamentals of Functional Programming - function type, firstclass object, function application, composition of functions, map, filter, reduce, lists
- NEA - the practical project
- This provides an opportunity to consolidate and build upon the theoretical and practical elements of the other parts of the course.
- You will embark on a significant programming task of your own choosing which will demonstrate your programming and problem solving skills.
- You will be assessed on your programming ability, but also on your documenting skills. Most students finish the course saying that the practical project was the most fulfilling and inspiring part of the whole course.

HIGHER EDUCATION AND CAREERS

After leaving school, many Computer Science students continue with the subject at university on courses such as Computer Science, Games Development or Software Engineering. Those with an interest in business and commerce will find no shortage of degree courses that focus on Business Computing, or courses that combine Computing/IT with Business and Management studies. Students on the first year of such courses invariably report that they enjoy a significant advantage over their peers who did not take the subject at school.

Computer Science A-level is relevant to almost all subsequent University degree courses, or careers - particularly those combined with mathematics, science, engineering or business, and in areas such as aeronautical, mechanical, electrical, electronic engineering, building services, as well as medicine and art/design.



Design & Technology- Product Design, 3D Design

HEAD OF DEPARTMENT -
MISS A M R WICKHAM

The Design Technology Department at Epsom College has the great advantage of being able to offer students an exceptionally well-equipped facility as well as excellent technical support and assistance to ensure each pupil can achieve their full potential. Design and Technology is a subject that develops students' intellectual curiosity and capacity to think creatively as their knowledge and experience of real world contexts expands. Learning through problem solving, working both individually and collaboratively to develop and refine ideas creates a fun, exciting classroom dynamic, which is reinforced with theory lessons, off site visits and further practical application of knowledge. Every day our lives are improved by design and every product we use has been through the design process.

INTRODUCTION

Design and Technology A level is similar in format to that of the GCSE Design and Technology and we will be following the new AQA Design and Technology: Product Design specification. With this new 2019 A level specification, 50% of our candidates achieved an A*, putting them in the top 4.4% of the national cohort, 80% A*-A and 100% A*-B.

For those who are new to the subject, having not studied it at GCSE, it requires the following:

- an enthusiasm for all aspects of Design in our society;
- a genuine curiosity into how things work and how they could be improved;
- an enquiring mind and an ability to become independent and critical thinkers who can adapt their technical knowledge and understanding to different design situations;
- the ability to use information and communications technology (ICT) to enhance your design work;
- a passion for problem solving, developing potential solutions further and a desire to build the products you have designed.

Students will have an excellent opportunity to develop their interest in a range of design-based areas. In addition to the 50% emphasis on examinations, students will be able to resolve practical problems into realistic, viable solutions and pursue more individual design interests through the project-orientated design and make elements. Design and Technology is concerned with recognising and meeting needs through the application of scientific knowledge, investigative research, the use of physical resources and the creative process essential to see potential and alternative solutions.

The theory element of the course is delivered through two areas of study:

- Technical Principles
- Designing and Making Principles.

A-LEVEL PRODUCT DESIGN OUTLINE AND ASSESSMENT

There are two examinations, which together make up 50% of the course. Paper 1 (30%) assesses the technical principles. It is 2.5 hours long, and comprised of a mixture of short answer and extended response questions. Paper 2 (20%) assesses the designing and making principles. It will involve product analysis, short answer questions, questions on commercial manufacture and again a mixture of short and extended response questions. One substantial design and make project, referred to as the Non-exam assessment (NEA), makes up the final 50%. Students will submit a digital design portfolio of evidence.

TIME

The Design and Technology department currently offers sixth form students nine additional 50 minute slots in the co-curricular timetable. It is recommended that students use at least one of these per week to make best use of the facilities and support available. It is an ideal time to develop CAD skills, gain experience manufacturing in the workshops or to complete project work.

HIGHER EDUCATION AND CAREERS

Having completed Design and Technology A-level, students can consider a wide range of university and career options. Each year a number of students have followed either Engineering, Architecture or Design related courses at university with some opting for a foundation course in between. Examples of these include:

- Design disciplines, including Industrial, Product, Automotive, and Furniture
- Architecture
- Engineering disciplines, including Mechanical, Structural, Design, Civil
- Computer Aided Design
- Design Management and Marketing
- Courses looking to the problems of the future such as environmental issues and sustainability.

These professions rely on an ability to 'think outside the box' and solve real problems whilst drawing on a variety of skills. Other students have progressed on to study Business Studies, Economics, Geography, Law, Psychology and more.

Drama

HEAD OF DEPARTMENT-
MISS R. JOHNSON

ASSISTANT HEAD OF DRAMA -
MR. R WELLS

- A subject that consistently delivers 100% A*-B
- A practical and theoretical subject that explores modern and traditional works
- The lifeblood of the course is participation in professional workshops and live theatre review, working with renowned international theatre practitioners and companies.

DRAMA (WJEC-EDUQAS) INTRODUCTION

A-level Drama is an exciting, rewarding course which develops students' appreciation and understanding of theatre's social, cultural and artistic function in an active forum, where they can experiment as directors, actors and designers.

ENTRY REQUIREMENTS

Drama forms a natural progression from Drama GCSE and whilst GCSE Drama is not a pre-requisite of the course, it is desirable. A strong GCSE in English is a pre-requisite of the course, as the ability to write analytically and with flair is vital to any candidate's success. The other requirement is a passion for theatre arts coupled with the maturity to work with shared responsibility in the practical exams, which demand excellent time management and academic discipline.

COURSE OUTLINE

There are three modules at GCE: two practical and the other written, though we approach the work practically. Students will gain an insight into the theories and practice of three theatre practitioners or companies, whose ideas and work have transformed the face of modern drama. For both practical exam units, students have to research and apply a modern theatrical practitioner's influence to their work as directors, designers and performers. We have developed close links with companies including Splendid, Frantic Assembly, LET, Kneehigh and Shared Experience, who have delivered devising and physical theatre workshops at GCE level, as well as a host of technical practitioners who have offered

specialist workshops in design, supplementing the expertise of our College theatre technicians. Our practical work is often expressionistic and highly inventive.

In Component 1, students will reinterpret a text applying style techniques used by a chosen practitioner or theatre company and this coursework is assessed internally. The creative adaptation is an exciting aspect of this course, allowing students to manipulate a well-known play to create a new vision and style, through their acting and technical design skills. In addition to the performance of the reinterpretation, students will be assessed through a creative writing log, which will chart their development and process throughout rehearsals, revealing their evaluation of the piece as it is created and their own individual skill, as it is honed. This element is similar to most written devised report coursework at GCSE Drama. The final public exam performance will be in May of their Lower Sixth, which counts for 10%. They then complete their Creative log by the end of their U6th, counting for a further 10%.

In Component 2, students develop their acting or technical design skills through devised theatre as well as a scripted performance, responding to a given stimulus. They will study and apply the style techniques and theories of a further two practitioners or theatre companies in their approach to each performance. These performances will be externally assessed and the development of skills will be supplemented by live theatre visits, professional workshops and independent research. Again, there is a written coursework element, as students have to prepare a three part report charting their process and evaluating their final performance. The entire exam is fully completed by the end of March of their U6th year and represents 40% of the overall grade.



In Component 3, students study three set plays in close detail, developing a confident knowledge of the historical, cultural and political influences, answering questions on aspects of character, staging, design and performance. The pre-1956 set text play will be Treadwell's *Machinal*, whilst the post-1956 play will be Fo's *Accidental Death of an Anarchist*. The third set text studied for the written paper will be Stephens' adaptation of Haddon's *The Curious Incident of the Dog in the Night-time*. The exam demands a confident level of written expression, structuring and analytical skill, coupled with the ability to think creatively as a director, performer and designer, showing direct influence from live theatre seen on the course overall. This is assessed in a summer exam at the end of the U6th year and represents 40% of their overall grade.

SYLLABUS DETAILS - COURSE STRUCTURE AND ASSESSMENT GCE:

Component 1: Theatre Workshop - 20% (internally assessed; externally moderated) Learners will be assessed on either acting or design.

Component 2: Text in Action - 40% (externally moderated by visiting examiner) Learners will be assessed on either acting or design.

Component 3: Text in Performance - 40% written examination: 2 hours 30 minutes

HIGHER EDUCATION AND CAREERS

There are many varied courses for reading Drama at universities, as well as opting for drama schools. Besides training to go into performance, direction, design or technical careers in theatre, television, radio and film, Drama GCE is also an excellent qualification to have for entry to any creative or analytical degree course. It is helpful for those wishing to enter courses such as Law, Business and Marketing, Psychology, Education and the Social Sciences as it develops effective people skills and communication.

Economics

HEAD OF DEPARTMENT- MR GR WATSON

- An interesting, challenging and relevant subject taught by experienced and passionate teachers
- A thriving Economics and Enterprise Society

INTRODUCTION

Economics continues to grow in popularity as a subject. The global economic climate has proved volatile since the 2008 financial crises and economic news stories will continue to dominate the headlines in the light of Brexit. At the same time, new branches of the subject, such as behavioural economics, continue to evolve and economics books have found a new place amongst the bestseller lists in bookshops. There has never been a better time to study the subject for those students who are looking to understand the successes and failures of our economic decisions. Economics is an incredibly wide-ranging subject where an issue is never black and white and there is always another way of looking at things. Economics equips students with the knowledge and insight to understand the choices made by households, firms and governments.

REQUIREMENTS AND SUBJECT COMBINATIONS

The ability to express oneself fluently provides a distinct advantage for examination purposes. Another essential requirement is for candidates to have an interest in economic and business affairs. As a social science, economics is versatile. Economists generally develop a broad skill set; the subject complements a wide-range of other subject choices and provides a strong grounding for many higher education courses and career paths.

The department has a successful track record with students from all ability ranges and has a successful Oxbridge application record. Those are considering reading economics at university are strongly advised to consider studying A-level Mathematics, but this is not a prerequisite for studying A-level Economics.

COURSE OUTLINE & SPECIFICATION DETAILS

The department follows the EDEXCEL Advanced-Level GCE Economics A (9EC0) specification. The following information is taken directly from the specification.

The course is structured into four themes and consists of three externally examined papers. Students build knowledge and understanding of core economic models and concepts in Themes 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4. Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies.

Theme 1 - Introduction to markets and market failure. This theme focuses on microeconomic concepts. Students will develop an understanding of:

- the nature of economics
- how markets work
- market failure
- government intervention.

Theme 2 - The UK economy - performance and policies. This theme focuses on macroeconomic concepts. Students will develop an understanding of:

- measures of economic performance
- aggregate demand
- aggregate supply
- national income
- economic growth
- macroeconomic objectives and policy.

Theme 3 - Business behaviour and the labour market. This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of:

- business growth
- business objectives
- revenues, costs and profits
- market structures
- labour market
- government intervention.

Theme 4 - A global perspective This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of:

- international economics
- poverty and inequality
- emerging and developing economies
- the financial sector
- role of the state in the macroeconomy.

English Literature

HEAD OF DEPARTMENT- MS E L GWYNNE

THE EDEXCEL A LEVEL ENGLISH LITERATURE COURSE (9ET0)

The Edexcel A-level in English Literature is a two-year course. At the end of the course students sit three exams and submit a coursework essay of 2,500-3,000 words. By the end of the A-level course, students will be working at an impressively sophisticated level, and achieve excellent results.

Over the course of two years, students will study eight set texts, learning about them in their literary and historical contexts, as well as completing an independent coursework essay on a question of their choice. This essay gives you the opportunity to explore your own interests, choosing your own question under the expert guidance of your subject teacher.

Component 1: Drama

Section A: Shakespeare (one essay question, incorporating ideas from wider critical reading)
Section B: Other drama (one essay question)

Component 2: Prose

One comparative essay question on two prose texts from a chosen theme (at least one of the texts must be pre-1900)

Component 3: Poetry

Section A: Post-2000 Specified Poetry (one comparative essay question on an unseen modern poem written post-2000 and one named poem from the studied contemporary text)
Section B: Specified Poetry Pre or Post-1900 (one essay question)

Component 4: Non examination assessment (coursework). One extended comparative essay referring to two texts (advisory word count 2500-3000)

By the time you sit your exams in the Upper Sixth you will be a confident reader of the whole range of English Literature, fully equipped to pursue a degree course in this field. If your higher education ambitions lie elsewhere, your two years studying English will have trained you to write concisely, think independently and marshal large quantities of information, constructing pithy arguments and drawing convincing conclusions.

STUDY AND SUPPORT

Students read widely around the course to become more sophisticated, discerning and knowledgeable in their response to literature. Reflections on wider reading are kept in a student reading log which acts as a catalyst for further discussion and lines of enquiry.

Students who enjoy literature, discussion and the surprise of a fresh perspective will thrive on this course. The ability to express complex ideas with lucidity is highly regarded, and students receive guidance on how to write essays that combine clarity, sensitivity and force. English is a subject which can support applications to almost any university course and is one of the Russell Group's 'facilitating subjects'. Someone who has studied English can construct compelling arguments from complex information, evaluating and balancing conflicting perspectives, and possesses the independence of mind that is crucial for successful future study and for adult life. Each year, the department runs a number of trips to the theatre and is always looking for opportunities to enrich the students' cultural and literary experience. In recent years, Epsom Sixth Form English students have attended a variety of lecture study days in London from eminent university professors, visited Italy on a cultural course, enjoyed a number of events from visiting writers and academics and contributed to the College Creative and Literary Society.

Every year, students have gone on to top Russell Group universities to read English and have enjoyed a promising success rate in applying to Oxbridge. The English Department's enrichment program exposes students to a wealth of literature outside the A Level course along with consistent interview practice, to prepare them for further study and application to Oxbridge.

HIGHER EDUCATION AND CAREERS

English Literature is a facilitating subject for the Russell Group universities and makes an ideal part of any A-level portfolio. English is a competitive and well-respected course at university level and English graduates go on to pursue careers in everything from Law, to the media and business. Indeed, the founder of the Graduate Entry Medicine Course at the University of Nottingham argues that English graduates often go on to make excellent doctors!

Geography

HEAD OF DEPARTMENT- MS. M BOSA

If you enjoy learning about people and their societies, economies, cultures, and the environment, are looking to learn and develop a wide range of skills, or want to study a broad based academic subject - offering above average graduate employability, then studying A-level Geography might be right for you.

What Geography can offer you:

- Excellent teaching staff who are passionate about Geography, with specialisms in different areas that contribute to the overall curriculum.
- Geography is highly valued by universities as an A-level choice.
- The Russell Group report names Geography as one of the eight facilitating subjects. This is a subject most likely to be required or preferred for entry to degree courses and choosing facilitating subjects will keep more options open to you at university.
- Development of a wide variety of skills; geography requires good literacy, numeracy, and communication.
- Exciting and directly relevant out-of-classroom learning, including field trips in the UK and abroad. Geographers are charged with understanding the world through two lenses; from a geophysical perspective as well as a socio-economic one. We are concerned with understanding patterns and phenomena we observe in the world around us, be they physical or sociological.

At A-Level we follow the OCR syllabus. This contains four separate units, three of which are assessed in exams at the end of the two-year course, and one which is assessed as coursework. These units are as follows:

Physical Systems (24%): This is a 'physical geography' unit in which students will study 'Earth's Life Support Systems' which include the Carbon Cycle and the Water Cycle. We will also study a physical landscape and plan to conduct fieldwork in all areas of this unit.

At A-level, physical geography is developed in far greater detail than at GCSE and on this course, with less overlap between the physical and human areas of the subject. This allows both physical specialists and those who prefer Human geography to gain a better grasp of the concepts at hand. All aspects of physical geography are seen through the 'systems' lens, so the inter-relationships between all the factors which create the world we live in is at the heart of what we study.

Human Interactions (24%): This is the 'human geography' component although it is likely that this will look very different to anything you have studied in geography before. As part of the A-level reforms, students will now study concepts more akin to those taught at university, meaning that your A-level geography will be extremely contemporary and exciting. Our areas of study in this unit include:

- Changing Spaces, Making Places (an exploration of how societies and individuals create, manipulate, and change the areas they live in)
- Global Systems where we focus on migration patterns and how they affect countries and communities around the world.
- Global Governance where we explore the issue of human rights, variations around the world and how these are addressed today.

Geographical Debates (32%): This unit takes some of the most dynamic issues the planet faces and encourages us to engage with, reflect on and think critically about them. We choose two topics exploring the interactions between people and the environment. Each topic engages us through an enquiry approach that enables us to articulate opinions and provide evidenced arguments across a range of situations. The concepts of inequality, mitigation and adaptation, sustainability, risk, resilience and threshold underpin the Geographical debates component.

Within this unit, we have chosen to study the following options:

- Disease Dilemmas in which we examine the Disease Dilemmas in which we examine the geography of health and disease; the factors that affect these around the world and how we can plan to adapt to changing health conditions in the future.
- Hazardous Earth in which we explore the nature of the geophysical hazards experienced around the world and how these work to enhance and challenge our existence. There is the possibility of a trip to Iceland to further explore this interesting topic. This is a very exciting unit which will allow a lot of opportunity for debate and personal reflection, and which will allow all students to be fully stretched and challenged..

Independent Investigation (20%): It is important to note that, whilst coursework is now a part of A-level geography, it is very different to anything you will have experienced at GCSE. The key element of the new coursework component is that students have a great deal of flexibility over what they choose to investigate, and how to go about this. We will teach all the skills required and will offer a rigorous support system to ensure all students succeed; however, the opportunity to plan and conduct your own personal investigation into the areas you are most interested in is an exciting one indeed! A residential trip occurs in the summer term where students are taught how to plan and conduct this investigation, before completing it independently.

SUPPORTING ACTIVITIES

External visits are organised, for example to attend lectures at the Royal Geographical Society. We hope that our exciting overseas fieldtrips will continue as well as the opportunities we take to study in the field here in the UK. A lively Geographical Society meets weekly to discuss and debate all things Geographic topics have ranged from the Geography of Taste to the Geography of Extinction.

ADVISABLE QUALIFICATIONS

Geography requires, above all else, a fascination with the world around us and a desire to understand it. Empathy for other cultures and a love of the landscape will stand you in good stead, as will a healthy interest in current affairs. Students who have performed well in Geography, Sciences and/or English will thrive in this broad subject.



Government and Politics

HEAD OF DEPARTMENT - MR J W H DUNN

A-level Government and Politics is an academically engaging subject, which will teach you more about the world around you and help you develop your essay writing and critical thinking skills. The course investigates and analyses the key processes, ideas and conventions that sit at the heart of the political systems in both UK and U.S Politics. The highlight of which is the regular, bi-annual visit to Washington to take the temperature of current events in the lead up to the November elections. Our next trip will be in 2020 on the eve of the Presidential election, which promises to be a particularly important moment in both U.S and international politics.

We offer a well-known and highly regarded course from Edexcel, students are examined in three parts, which they study over both of their years in the Epsom Sixth Form. The structure of the course looks like this:

Component 1: UK Politics and Core Politics Ideas,

Component 2: UK Government and Non-core Politics Ideas,

Component 3: US Government and Comparative Politics.

There is no coursework element in this A-level.

This is a highly stimulating topic of study, politics both sides of the Atlantic is in a moment of constant flux and at a fevered pitch, which means that students must be flexible in their analysis and be ready to challenge convention using the latest events to exemplify their thinking. Your teacher will encourage you to write in a coherent and balanced way and it is helpful if you have a good eye for detail and a confident understanding of current affairs is a real advantage.

Outside of the classroom, Politics thrives at Epsom; there is a weekly society, which meets to discuss and debate. It offers the opportunity for students to further indulge their passion of the subject by offering presentations for discussion, which is helpful when trying to keep pace with current affairs. There are regular lectures from outside speakers and we regularly run trips to the Houses of Parliament.

ADVISABLE QUALIFICATIONS

Government and Politics candidates may have taken any combination of GCSE courses, but they will be interested in people and society, and they must be able to express themselves fluently on paper and in discussion. It is vital that they have a desire to learn about current affairs; keeping up to date with the news in whatever format is an important part of being a Politics student. A GCSE in History would be an advantage, but without it would not be a barrier to success.

HIGHER EDUCATION AND CAREERS

Government and Politics is an obvious choice for candidates wishing to read History, Law, Politics, Economics and Philosophy at university. It would also be complementary to Human Geography and Business courses, or any career in which students will be involved in management decisions in the real world. Government and Politics is equal to History in terms of gravitas and is certainly not a lightweight option. A good grade will be in a candidate's favour in entry into Higher Education.

History

HEAD OF DEPARTMENT - MR J W H DUNN

A-level History is an intellectually stimulating subject that will teach you a wide variety of skills and encourage you to think. The aim of the Department is to convey the subject through an enquiry based approach and you will be encouraged to explore your own ideas, critique those of others and construct clear and rational arguments on the basis of your findings.

The course that we explore is the OCR History A specification. Students are examined in three modules which they study over both of their years in the Epsom Sixth Form. There is also a free-standing coursework module which is completed in the third and fourth terms of the A Level. The structure of the course looks like this:

Unit 1: England 1485-1558: The Early Tudors,

Unit 2: The Cold War in Europe 1945-1991,

Unit 3: Russia and its Rulers 1855-1964,

Unit 4: Historical Skills (Non-examined) + 3500 word coursework essay on a topic of your choosing.

Outside the classroom, History thrives at the College. There is a weekly society which meets to study and debate ideas of interest. It also offers the opportunity for students to further indulge their passion of the subject by offering presentations for discussion.

There is regular exposure to academics and their work; the department regularly organizes talks from outside speakers on their area of specialism and each year the department will make a trip to an A Level Study day in London to listen to eminent historians discussing the relevance of their research to the courses we study. There is also the opportunity to engage, first hand, with the history, visiting sites and exhibitions of relevance to the course. During the two year course visits and trips are organized to: St Petersburg & Moscow, the British Library and Hampton Court. These are all designed to maximize the learning in the taught courses.

ADVISABLE QUALIFICATIONS

History A-level candidates should be interested in people and society, in finding out why things happen and their consequences. They should enjoy thinking, reading, researching, working things out for themselves and drawing conclusions. They should be able to write clear, precise English.

GCSE is not essential but students have ground to make up without it and should consult with the Head of Department beforehand.

HIGHER EDUCATION AND CAREERS

Students have considerable success in entry to Oxford and Cambridge, but most use History to provide a broad general knowledge of politics and people which enables them to enter a variety of university courses. A History degree itself is a highly marketable commodity and many carry on to study History with a view to careers in Law, Banking, Financial Services, Marketing or Journalism.



Latin

HEAD OF DEPARTMENT -
MS JA SAUL

INTRODUCTION

The aim of the course is to introduce students to both aspects of Latin (the language and literature) in a more sophisticated and extensive fashion; there is little new grammar to learn, students' language knowledge is instead applied in a more exciting and complex range of tasks. Alongside the literature studied, appropriate historical and literary backgrounds are also studied, broadening students' understanding of the Roman world.

Latin is looked upon very favourably by universities and employers due to the skills developed during the course, and complements a wide range of other subjects, from Modern Languages, English, History and Religious Studies to the Sciences, Maths and Music.

AWARD DETAILS

Awarding body: OCR Specification code: H443
Candidates must sit the following four papers to gain the A-level in Latin:

H443/01 Unseen Translation: (33%) Students sit a paper of 1 hour 45 minutes testing their linguistic competence in Latin. Across the two year course they will prepare to translate a passage of both Ovid and Livy, and must be able to scan two lines of verse. There is a defined vocabulary list but students will also be expected to have a knowledge of a wider range of vocabulary.

H443/02 Comprehension or Composition: (17%) This module is assessed by a 1 hour 15 minute paper testing either understanding of an unseen passage of Latin prose or the ability to write a short passage of English into Latin. For the comprehension option candidates will be given comprehension questions, short passages of translation, and accidence and syntax questions.

H443/03 Prose Literature: (25%) Students will study an extract from one of Cicero's speeches (a famous Roman orator and politician who witnessed the fall of the Republic) and an extract from the ancient historian Tacitus' account of the Roman republic and Empire. The wider context of politics in the Republic and Empire is explored as well as the skill of Cicero and Tacitus. In a 2 hour examination students will need to demonstrate knowledge of the English translation and wider context of the speech as well as critically analyse the style of the author, characterisation and meaning.

H443/04 Verse Literature: (25%) Students study Book VII of Virgil's Aeneid, one of the most important texts to have survived from Ancient Rome. They will explore the poetical skill of Virgil as well as the political context of the work and to what extent it should be viewed as propaganda for Emperor Augustus' reign. In a 2 hour examination students will need to demonstrate knowledge of the English translation and wider context of the poem as well as critically analyse the style of the author, characterisation and meaning.

TRIPS

A 6th Form trip to Rome (joint with Religious Studies) takes place every two years.

Mathematics

HEAD OF DEPARTMENT -
MR N CARPENTER

Students studying mathematics at Epsom generally achieve excellent results though of course your grade will depend on how committed you are to your studies and how much work you are prepared to do outside of lessons. Around 80% of students taking maths in the Upper 6th gain an A or A* in Mathematics and 90% achieve A*-B. The figures for Further Mathematics are similar.

Mathematics is a very useful basis for most careers, and is a pre-requisite for most degree courses in the Sciences, Economics, Computing and Engineering. It is also good grounding for logical development of the mind. However, although it is an important qualification, it is not for everyone and the decision to study this subject at A-level should be carefully considered. The A-level changed in 2017 and is now a linear 2-year course. Content is specified by the UK Government and is independent of the exam board; all students study both Pure and Applied Mathematics. Students at Epsom follow the Edexcel courses in A-level Mathematics and Further Mathematics.

PURE MATHEMATICS

Pure Mathematics makes up around two-thirds of the course. The A-level will develop and expand GCSE skills in algebra, trigonometry, co-ordinate geometry and calculus techniques. This content is assessed across two equally weighted papers of 2 hours. Any pure topic may appear on either paper and calculators are to be used on both papers.

APPLIED MATHEMATICS

The A-level specification dictates that students study both Mechanics and Statistics. This makes up the remaining third of the course and is assessed via a separate two-hour paper. The Statistics content extends the statistical techniques studied at GCSE and introduces new ideas about correlation between variables, several probability distributions including the Normal and Binomial distributions and hypothesis testing. It also involves the study of a specified large data set with which students are expected to be familiar in the final examination. The Mechanics content covers applications involving forces, kinematics of motion in a straight line and vectors.

FURTHER MATHEMATICS

Further Mathematics is an additional A-level qualification that can be taken alongside A-level Mathematics as a Core Curriculum option. This is a very demanding option and it is strongly advised that you talk to your current mathematics teacher if you are considering the course. You should have obtained a high A* or 9 grade at GCSE/IGCSE. Students studying Mathematics and Further Mathematics are taught separately to those studying A-level Mathematics and will gain two full A-levels at the end of the two-year course.

COURSE STRUCTURE

Final examinations in A-level Further Mathematics consist of four 1½ hour papers. There are two compulsory Further Pure papers and then two additional papers chosen from a range of Additional Further Pure, Further Mechanics, Further Statistics and Decision. Students at Epsom will generally study Further Mechanics 1 and Further Statistics 1 for these options as they provide the best preparation for a range of University courses.

USE OF TECHNOLOGY

There is an emphasis throughout the course on the effective use of technology. A calculator with the features in the table below is required.

Feature	Mathematics or Further Mathematics?
Iteration	Both
Summary statistics	Both
Probabilities for standard statistical distributions	Both
Calculations with matrices up to 3 x 3	Further Mathematics

Tutorials for the Casio fx991EX Class Wiz (Scientific) and the Casio fx CG50 (Graphical) calculators are included in the Pearson textbook which we use for A level; although other calculators with the required functionality are available these are the most commonly used models for Epsom students.

Modern Languages

HEAD OF MODERN LANGUAGES AND HEAD OF FRENCH - MS H R HASAN

HEAD OF GERMAN - MS L G WILLIAMS

HEAD OF MANDARIN - MS Z LIU

HEAD OF SPANISH - MR J MARCH

INTRODUCTION

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

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

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

EXAMINATION BOARDS

Pearson/EDEXCEL A-Level French
Pearson/EDEXCEL A-Level Spanish
AQA German
Pre-U Mandarin

ENTRY REQUIREMENTS

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

WHAT WILL I LEARN?

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

COURSE CONTENT

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

FRENCH

Theme 1: Les changements dans la société française

Theme 2: La culture politique et artistique dans les pays francophones

Theme 3: L'immigration et la société multiculturelle française

Theme 4: L'Occupation et la Résistance

One film and one literary text in French, such as *Intouchables* and *Un sac de billes*

GERMAN

Core content:

1. Social issues and trends
2. Political and artistic culture
3. Grammar

- Aspects of German-speaking society
- Artistic culture in the German-speaking world
- Multiculturalism in German-speaking society
- Aspects of political life in German-speaking society
- One text and one film or two texts from the list set in the specification
- Individual research project on one of four themes (Aspects of German-speaking society or Artistic culture in the German-speaking world or Multiculturalism in German-speaking society or Aspects of political life In German-speaking society)

MANDARIN

Topic areas: family, young people, the media, work and leisure, equality of opportunity.

Topics in Chinese culture: The founding of the People's Republic of China; Chinese economic trends since 1978; Emerging China: population, environment and migration

Chinese literature and film: *Chronicle of a Blood Merchant*, Yu Hua (trans. Andrew Jones, First Anchor Books); *The Song of Everlasting Sorrow: A Novel of Shanghai*, Wang Anyi (trans. Michael Berry, Weatherhead Books on Asia) • Film - *The Blue Kite*, Tian Zhuangzhuang

SPANISH

Theme 1: La evolución de la sociedad española

Theme 2: La cultura política y artística en el mundo hispanohablante

Theme 3: La inmigración y la sociedad multicultural española.

Theme 4: La dictadura franquista y la transición a la democracia

One film and one literary text in Spanish, such as *Todo sobre mi madre* and *El coronel no tiene quien le escriba*

EXAMINATION

All Modern Languages courses are linear, meaning that students will sit all their exams at the end of the course.



Music

DIRECTOR OF MUSIC -
MR P JOHNSON-HYDE

INTRODUCTION

The A-level course in Music is challenging and varied because a fully rounded musical education requires a wide range of skills; probably more than any other subject. To start the course you would need to have a strong interest in all areas of the subject. You will also need to be performing on any instrument/voice at approximately Grade 6 standard at least. It is not necessary to have taken GCSE Music, although the skills developed on that course will be useful during the Sixth Form.

Students' study of Music is strengthened by access to a wide range of musical opportunities, co-curricular activities, trips, concerts and events throughout the academic year.

COURSE OUTLINE

- **Component 1 - Performing (30%):** Preparation for performance and regular performing opportunities will be a feature of the whole course but the final assessment, taking place between 1st March and 14th May of the Upper Sixth year, will be a recorded public recital lasting at least eight minutes. The performance can be as a soloist, as part of an ensemble, or both. Within the dates given above this recital can be recorded as many times as required. The recording of this recital is assessed by external examiners.
- **Component 2 - Composing (30%):** Two compositions must be submitted by 15th May of the Upper Sixth year: a) A free composition (this is worth 20% of the A-level) b) A composition to a brief assessing technique (this is worth 10% of the A-level) (b) involves completing technical exercises which are prepared for in the Lower Sixth and then applied to briefs issued during the Upper Sixth year. One of four options must be submitted: a chorale harmonisation in the style of JS Bach; a two-part Baroque counterpoint; an arrangement of a given melody; or a remix.

Both compositions are assessed by external examiners.

- **Component 3 - Appraising (40%):** Preparation for the two-hour examination paper covers the study of set works from six compulsory areas of study:

- o Vocal Music
- o Instrumental Music
- o Music for Film
- o Popular Music and Jazz
- o Fusions
- o New Directions

The study of set works must be extended into wider listening, and the examination will expect the set works to be related to wider listening, and will also require some analysis of unfamiliar music.

As an academic subject in the Sixth Form, the breadth of the skills required mean that Music is liked by all universities. It is not just a subject for those who wish to pursue a musical career in the future. It can be combined with most subjects satisfactorily and former students have included Music alongside sciences, social sciences, humanities, languages or a mixture of these.

Physical Education

HEAD OF DEPARTMENT - MR A BUHAGIAR

- An exciting and varied course which applies anatomy and physiology, psychology, biomechanics and the impact of contemporary issues on physical activity
- Varied and stimulating material related to factors which affect high level performance in sport
- Taught by experienced teachers with specialist knowledge in their respective areas of the course
- A history of strong value-added results
- Outstanding range of extra-curricular activities that complement the practical side of the course

INTRODUCTION

Studying A Level Physical Education will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach a sport through the non-exam assessment component, you will also develop a wide ranging knowledge into the how and why of physical activity and sport.

The combination of physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study improve your performance or coaching through application of the theory.

Physical Education is studied through a range of different contexts and the impact it has on both ours and other's everyday lives. You will learn the reasons why we do things, why some people out perform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having in and on physical activity and sport. Physical Education at A-level is a well-established A-level course that has been running for over 20 years. The course combines the academic rigour of a broad range of challenging theory topics, with the practical element, which helps students develop a wide range of interpersonal and technical skills.

COURSE OUTLINE

The stimulating theory side of the course involves students learning about a broad range of factors which affect the world of performance and participation in sport. The course develops knowledge of scientific topics such as:

- Anatomy and physiology (respiratory/ cardiovascular/skeletal/energy/ muscular systems, advanced methods of training and diet/nutrition)
- Psychology (the impact of arousal/aggression/ confidence/ motivation/stress on performance, the acquisition of skills, leadership and team dynamics)
- Biomechanics (linear/angular motion, fluid dynamics and projectile motion) Students learn the theory behind these topics and then have to apply it to a range of physical activity settings. The course also incorporates a range of socio-cultural and contemporary topics such as:
 - Technology and its effect on sport
 - Commercialisation of sport (media and sponsorship)
 - Deviance in sport (effect of performance enhancing drugs and violence)

Students assess how these factors have positively and negatively affected sport across the world. The coursework element is comprised of two main parts: 1) Students technical accuracy, ability and tactical understanding is assessed in one activity, as a performer or coach. Through the development of their personal performance, students learn to work independently and have to demonstrate significant determination. 2) The second aspect requires them to critically analyse a peer's performance and plan a long term strategy to improve it. This enables students to develop their organisational skills when planning improvements. They also have to demonstrate their ability to communicate and work effectively with others. By completing these tasks, the course helps to significantly develop students' levels of confidence.

ASSESSMENT

A-level Physical Education is a fully-linear course, studied over two years and assessed in the summer of the second year of study. We follow the OCR Board. The course is sub-divided into four components:

Component One: Physiological Factors Affecting Performance Assessment: 2 hour paper (90 marks) 30% of A-level

- Anatomy & Physiology
- Exercise Physiology
- Biomechanics

Component Two: Psychological Factors Affecting Performance Assessment: 1 hour paper (60 marks) 20% of A-level

- How the body learns and develops new skills
- Sports psychology

Component Three: Socio-Cultural and Contemporary Issues Assessment: 1 hour paper (60 marks) 20% of A-level

- Technological influences
- Ethics and deviance in sport
- Commercialisation of sport

Component Four: Coursework and Practical Aspect Assessment: On-going practical assessment and coursework interview (60 marks) 30% of A-level

- Technical ability and tactical understanding as a performer or coach in one activity
- Analysis of a peer's performance in a chosen activity and the long term planning of how to create improvement

Key Skills: This course provides the opportunity for candidates to enhance a number of desirable skills. These include analysis, communication, leadership, teamwork and the use of various IT programmes. It also enables them to demonstrate high levels of self-motivation through the independent work needed to develop their tactical knowledge and technical performance in their chosen practical sport.

REQUIREMENTS AND SUBJECT COMBINATIONS

It is important that candidates are literate with a sound GCSE base, although the main prerequisite for studying Physical Education is a real interest in the world of sport and the range of factors which affect it. This is particularly important for the socio-cultural

part of the course, where students need to develop a working knowledge of current issues that impact the sporting world.

It is not necessary to be an outstanding performer or coach but some ability and the motivation to continue to develop their level of performance is vital. A GCSE in Physical Education is helpful but not essential.

The multidisciplinary nature of the course makes it compatible with a wide range of other A-level subjects. The scientific part of the course suits students who are keen to apply their scientific knowledge of physiological systems and psychological theories and therefore a solid understanding of Biology is helpful.

COURSE OUTLINE HIGHER EDUCATION AND CAREERS

Physical Education is a respected A-level course and the changes to the 2016 specification (an increase in the proportion of marks awarded to the theoretical side of the course) have made it even more academically rigorous. Epsom College students who have studied the course have gone on to study a wide range of degree courses at top universities. The course delivers a good foundation in a range of human biology and psychology topics that students may want to study further at university.

A-level Physical Education is an excellent base for a university degree in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more.

A-level Physical Education can open up a range of career opportunities including: sports development, sports coaching, physiotherapy, personal training or becoming one of the next generation of PE teachers. The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking are also useful in any career path you choose to take.

If you have any further questions please consult the Physical Education Department who are all involved in the delivery of this rewarding and exciting course or e-mail: alexander.buhagiar@epsomcollege.org.uk



Physics

HEAD OF DEPARTMENT - MR CCJ TELFER-MASON

If you have an inquisitive mind then Physics is for you. It is the study of how things work and the interpretation of the natural world around us. In studying it, you will gain the ability to think more logically and apply your mathematical skills to solve problems. Analysing complex data and interpreting this will be a highly transferable skill, together with the recognition of the limits of your scientific data. You will also learn to simplify problems and interpret diagrams, both in two and three dimensions.

Whilst Physics at A-level builds on what you have met at IGCSE level, it does become more mathematical in nature.

In the new specification, 40% of the questions will require the use of Mathematics to find the answer. If you have struggled to cope with Mathematics at GCSE level you would find this course very difficult. It is for this reason that the entry requirements below are in addition to the normal qualifying conditions for Sixth Form study.

COURSE OUTLINE

We will be preparing you for the AQA A Physics specification. The new A-level examinations are linear so are only taken at the end of the course. There is no coursework. Instead, you will complete 12 practicals during the courses. These are designed to refine your analytical and practical skills.

The Lower Sixth year focuses on five core topics:

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

The Upper Sixth year focuses on:

6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics
9. One additional subject, which is taught from Astrophysics, Medical physics, Engineering physics, Turning points in physics or Electronics.

The A-level examinations are at the end of the Upper Sixth and there are three papers, each of which are 2 hours long. Paper 1 includes content from topics 1-6, Paper 2 tests the content from topics 6-9 and Paper tests content on any of the topics from the A-level course.

Throughout the Sixth Form, the Physics department provides plenty of opportunities for delving beyond the A-level syllabus through the Physics Extension sessions, Physics Olympiad, Astronomy and Engineering Societies, educational trips, visiting speakers and also visits to laboratories and sites of Physics interest.

HIGHER EDUCATION AND CAREERS

A-level Physics is one of the most favoured A-level subjects listed by Cambridge, Oxford, LSE and other top universities.

It is particularly useful as a career requirement if you are doing any form of engineering, technical work, computer science, or thinking of any pure science at university. For these subjects it is a vital requirement.

Whilst not an absolute requirement for biological, medical and veterinary courses, it is worth considering Physics as so many processes involve Physics principles.

Religious Studies

HEAD OF DEPARTMENT - MR G GREENBURY

At Epsom College, Religious Studies (RS) A-level is a very popular course that complements most other choices. The department is fortunate enough to be staffed entirely by experienced subject specialists, all of whom hold degrees in Theology from institutions belonging variously to Oxbridge, the Russell Group and the 1994 Group. The department focuses on instilling clarity of thought, coherence of argument, and academic rigour in students, in order to ensure examination success in RS and other disciplines that require these transferable skills.

HIGHER EDUCATION AND CAREERS

In any applicant for any course, all universities value the ability to think clearly and express ideas coherently. RS A-level supports students interested in applying to read both Journalism and Law, and the University of Oxford reports that twenty per cent of successful applicants to read Philosophy, Politics, and Economics (PPE) hold an A-level in RS.

The University of Cambridge reports that students who proceed to read Theology, Religion, and Philosophy of Religion subsequently embark on careers with institutions as diverse as the City, the Church, and the RAF. This is echoed by the careers services of Russell Group universities, which report successfully supporting Theology graduates to secure jobs in accountancy, financial services, journalism, law, teaching, and theatre, which indicates the broad range of employment opportunities that a Theology degree provides access to.

KEY SKILLS AND REQUIREMENTS

At Epsom College, RS is an interdisciplinary subject that skills students in abstract reasoning, critical thinking, linguistics, source criticism, and the appreciation of world cultures and religions.

RS students should have a demonstrable interest in the subject area and the world around them, as reading about current affairs and contemporary religious issues is a requirement of the course.

GCSE RS offers students a stepping stone to A-level, but it is not a prerequisite to studying the subject. Robust English language skills are a significant advantage, as all examination questions require extended written answers.

CURRICULUM OUTLINE

Philosophy of Religion:

- Philosophical issues
- The nature and influence of religious experience
- The problem of evil and suffering
- Language
- Philosophers
- Influences and developments

Religion and Ethics:

- Significant concepts of issues and debates
- Utilitarianism, situation ethics, and natural moral law
- War and peace and sexual ethics
- Ethical language
- Ethical theory
- Medical ethics

New Testament Studies:

- The context of the New Testament
- Texts and interpretation of the New Testament
- Interpreting the text and the purpose and authorship of the fourth Gospel
- Ways of interpreting scripture
- Texts and interpretation
- Scientific and historical challenges in faith and history



EPSOM

COLLEGE

COLLEGE ROAD, EPSOM, SURREY, KT17 4JQ T: 01372 821000
ADMISSION ENQUIRIES: T: 01372 821234 E: ADMISSIONS@EPSOMCOLLEGE.ORG.UK
EPSOMCOLLEGE.ORG.UK

Designed by polkadotmouse.co.uk