



BRIGHTON COLLEGE
ABU DHABI

OPTIONS AT 16

GUIDANCE FOR PUPILS COMMENCING THE SIXTH FORM IN SEPTEMBER 2021



Introduction from the Head Master



Dear Parents and Pupils,

Thank you for expressing an interest in Brighton College Abu Dhabi. I very much look forward to welcoming you in person but in the meantime let me just say something about our values and main emphases.

We are a high-performing, academic school, with a proven record of success at GCSE, A-Level and University entrance. As our 'Value Added' scores make unambiguously clear, this is a consequence not just of having bright young people here but of outstanding teaching and, just as importantly, a supportive and productive atmosphere, based on three core elements: curiosity, confidence and kindness. These three qualities permeate all that we do and are key to understanding the College; staff and pupils embody them and promote them at all times. We foster curiosity in the classroom but also beyond in our many co-curricular activities, whether it be sport, music, drama, debating, or trips locally and nationally.

The curriculum and co-curriculum together ensure our pupils become rounded human beings who have confidence, not arrogance, and they are genuinely kind people whose company is always uplifting. I realise these are grand claims, but I invite you to talk to our pupils and staff yourselves, at which point I am convinced you will see what I mean. I hope you will take your application further and I wish you every success in your GCSE examinations.

Best wishes,

Simon Corns
Head Master



Introduction from the Head of Sixth Form



Welcome to Brighton College Abu Dhabi.

Whether you are new to our family or have been with us for several years, it is with great excitement that we invite you into our Sixth Form.

This is my seventh year at Brighton College and I have witnessed it grow and flourish into one of the finest schools in Abu Dhabi and the UAE. I feel privileged to work here, and I am equally passionate to ensure you too will be proud to consider yourself part of the Brighton College family community. We celebrate every success be it in the classroom, on the sports field, in the theatre or within our art gallery.

Brighton College Abu Dhabi opened in 2011, and whilst we are still a relatively young school in the United Arab Emirates, our sister school, Brighton College UK, has a rich 175 year history of academic excellence since its founding in 1845. A history in which Brighton College Abu Dhabi shares a collaborative and academic relationship based on innovation and sound practice applied in our classrooms and science laboratories.

Our Sixth Form is a beacon of quality and high standards within post 16 education in the Middle East. We are proud of our continued achievements secured through hard work, a collective responsibility and desire to be the best that we can be. In our Sixth Form, pupils benefit from the wealth of teacher experience and the supportive House system which offers excellent pastoral care and guidance as our pupils mature into wise and thoughtful young adults.

At Brighton College, we understand that for pupils to be successful, they need more than just a good set of A-Level grades. We very much believe that we must foster a lifelong love of learning which begins with the enthusiasm and passion our educators bring to their classrooms. We know it is also of paramount importance that we provide a range of co-curricular activities opportunities in which our pupils can develop and broaden skills, abilities and interests.

The opportunity to create initiatives, to take on roles of responsibility and to develop confidence is very much at the centre of our ethos. However, at the same time, our pupils also have fun and enjoy life. Due to our core pastoral and academic principles, our pupils have secured university places from some of the finest establishments from around the world such as Harvard, Yale, Oxford and St Andrews. Our experience with university admission procedures, from a wide range of countries, ensures we are well placed to advise your child on their best possible pathway to success.

In closing, we want our pupils to question and challenge the world we live in and to respect differences in others. In short, upon graduating from the Sixth Form at Brighton College, our pupils will be confident, kind and intellectually curious young men and women who are able to seize the many opportunities around them, to then make their own mark on the communities around them.

Best wishes,

Amit Patel
Head of Sixth Form



Contents

10 reasons why BCAD is the best in Abu Dhabi	7
Brighton College University Destinations	8
Year 12 at Brighton College	12
Opportunity for All	10
Preparing for the Future	10
Building Relationships That Last	11
EPQ: exploring beyond the curriculum	11
Getting Pupils World-ready	11
Brighton College Advanced Diploma: Be the Best Version of You!	12
What are AS and A-Levels?	12
Beyond Brighton	12
The Co-Curriculum	13
The Structure of Brighton College Abu Dhabi's A-Level Courses	14
Making the Right Option Choices	14
A Broad Guide to University Course Requirements	15
University A-Level Requirements	16
Subjects Offered	19
Graduation and Equivalency Requirements	20
Arabic	22
Biology	24
Business Studies	26
Chemistry	27
Computing	28
Design and Technology	30
Drama and Theatre Studies	32
Economics	34
English Language	35
English Literature	36
French	38
Geography	40
German	42
History	44
Mandarin	46
Mathematics	48
Further Mathematics	49
Music	50
Physical Education	52
Physics	53
Politics	54
Psychology	56
Spanish	58
Leadership opportunities at Brighton College Abu Dhabi	60
Academic Support and Guidance	61
Careers & Higher Education Advice	62

Brighton Sixth Form

Ten reasons why Brighton

Outstanding Results

The outstanding A-Level results scored year-on-year is a testament to Brighton College Abu Dhabi's achievements and distinguish us as a top performing Sixth Form in the capital.



University preparation

We are experts at preparing you and your application to university either here or abroad. Recent leavers also visit to share their experiences, both social and academic, to help prepare you for life Beyond Brighton.



Social entrepreneur

Throw yourself into putting something back into the community, from being part of our Operation Smile initiative, where we support members of local community, to opportunities to volunteer and mentor others.



Outstanding pastoral care

We foster strong relationships with our pupils and their families, supporting each pupil to learn and thrive. Within the welcoming, family atmosphere of their allocated House, our pupils benefit from daily contact with experienced tutors and weekly House meetings.

College Sixth Form is the best in Abu Dhabi

Leadership

Sixth Formers set the tone for the school, and there is plenty of opportunity to contribute through leadership roles within your House, the Sixth Form community and the wider College.



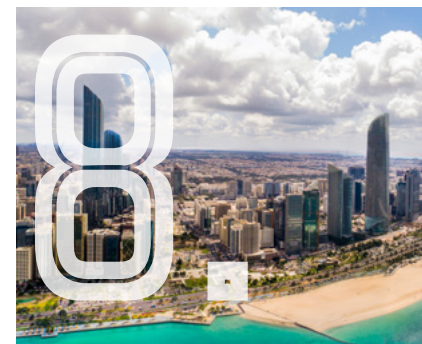
Breath of opportunity

Academically, we offer the widest range of A-Levels in Abu Dhabi, whilst our rich extracurricular provision includes dance, music, drama and numerous sports opportunities.



Academic enrichment

We like nothing more than to give you the opportunity to stretch yourself. You'll find lots of essay competitions, Olympiads and extension sessions to keep you sharp.



Diversity

Abu Dhabi is a cosmopolitan city, and our campus reflects that. Our pupils' life experiences represent a wide swathe of society, locally and internationally.



Beyond Brighton

Our commitment to our pupils is not limited just to your A-Levels: our Beyond Brighton program focuses on arming you with the life skills required to successfully navigate the transition to university and the working world.



Contacts for life

Our Commitment to you doesn't just stop after you leave us: you get to join the Old Brightonians network with over 8,000 members worldwide.

Brighton College University Destinations

Almost all Brighton College pupils proceed to higher education, either immediately after the summer they leave school, or after a gap year.

Where are our pupils studying?

The College supports all pupils in reaching the university of their choice. Being an international College, with an incredibly diverse pupil community, we have seen pupils continue their educational journeys at leading universities from around the world.

Whilst the UK remains the favoured destination amongst our pupils, and our Upper Sixth pupils receive offers from Russell Group universities including Oxford, Cambridge, Imperial, St Andrews and Warwick, we have an increasing proportion of pupils progressing to the USA, including to Ivy League universities such as Yale, Harvard, and Brown.

Alongside this, we are witnessing a growth in European university applications. Pupils have also recently successful taken up places at Science Po in Paris, University of Bologna in Italy, and The Hague in the Netherlands.

2020 A-Level Results

This year our pupils achieved yet another set of outstanding A-Level results, despite the enormous pressures to which they, staff and parents were subjected over the last few months. As always, our excellent pupils will progress to prestigious universities around the globe.

They will take with them not just stellar results, but also immense resilience, independence and determination; we could not be more proud of them. The high marks scored this year continue to build upon Brighton College Abu Dhabi's year-on-year achievements and distinguish us yet again as we head towards our tenth year here in the capital, supported by 150 years of education through our close relationship with Brighton College UK.

Key Statistics

	2018	2019	2020
A*	13.3	11.5	22
A*-A	42	41	57
A*-B	76	69	82
A*-C	95	86	96
A*-D	99	96	100

“This year has required extraordinary levels of resilience from pupils, parents and staff and it is a massive tribute to all of the Brighton College Abu Dhabi community that our results are even better than last year’s. All our pupils have records of which they have every right to be proud”.

Simon Corns
Head Master



Year 12 at Brighton College

Moving into Year 12 at Brighton College Abu Dhabi is an exciting prospect:

Pupils can look forward to engaging with both the rigour and breadth of A-Level study and the ability to specialise in subjects which they particularly enjoy, in an environment purposefully designed to facilitate learning.

We have high expectations of our pupils and offer a lot of support to pupils and parents as they negotiate this important decision-making process.

This booklet is only the beginning of the journey; in the coming months, pupils and parents will learn more about A-Level options and the available support offered at BCAD through assemblies, taster days and an Information Evening in January 2021. We look forward to welcoming you.



Opportunity for All

Our pastoral role as educators is to open minds, to facilitate our pupils' understanding of their local and wider community and to help them forge a path within those communities.

At Brighton College Abu Dhabi we continue to build on our vast CCA programme, even – and especially - during trying times. As well as enjoying – and winning! - academic challenges in the form of international essay competitions and global Olympiads, our House system offers opportunities to learn and thrive.

House Assemblies are often pupil-led and in addition to Sixth Formers competing in competitions such as Art, Debating, Drama and Song, it is they who take the lead by supervising the entries of Lower Senior pupils. Indeed, there are plenty of leadership, mentoring and supportive roles available for pupils who wish to contribute to College life. As well as there being stiff competition each year to become part of the pupil leadership team (the Head Boy and Head Girl are supported by a team of deputies) our Sixth Formers can become Well-being Leaders, trained to support their peers and promote wellness across the College; they might join Diversity Committee to nurture tolerance and respect for all, lead fundraising initiatives, set up TED Talks, host podcasts, enter national and international academic competitions and challenge themselves physically through the International Award.

Our pupils' enthusiasm for challenge and learning is infectious – it is often our Sixth Form CCA leaders who inspire our younger pupils in weekly society meetings – and the breadth of the Sixth Form CCAs on offer (Bioethics, Architecture, Literature, Social Politics and Psychology) speaks volumes about the enquiring, ambitious nature of our pupils.

Preparing for the Future

At Brighton College Abu Dhabi, we develop world-class leaders by offering world-class provision.

Our Sixth Form pupils engage with specially-tailored guidance in applying to their chosen destinations. We pride ourselves on providing thorough and expert support throughout the application process and beyond it.

In Year 11, pupils experience a full day of A-Level teaching in 'taster' classes. Parents and pupils are invited to an A-Level Information Evening, and subject staff work closely with pupils to ensure they select the appropriate courses for them for their Sixth Form study.

In Year 12 University Week, pupils are empowered to choose the right degree course and institution through a range of workshops, talks and scaffolded use of Unifrog, the leading international online platform for post-18 options which we subscribe to for pupils in Year 11 and upwards.

Beyond the classroom, our experienced teaching staff work alongside pupils to prepare for applications to varied and competitive courses - for example, the BCAD Medical Society arranges talks with practitioners, provides pupil-lead presentations and shares recent medical articles and our Law Society has engaged professionals as well as Brighton alumni to present to the group on topical issues.

From the start of Year 13, the Sixth Form Leadership Team, Tutors and our dedicated University and Careers Counsellor work closely with pupils to finalise their choices and prepare application documents. As well as enjoying links with top UK universities who often present to our students, we offer specialised in-house support, ranging from delivering information sessions to pupils and parents, leading workshops on writing stand-out personal statements and offering feedback on application essays, to offering mock interviews and working with the Oxbridge Alumni Association and Brighton alumni to ensure our pupils are prepared to aim high.



Building Relationships That Last

As well as enjoying strong links with parents keen to inspire pupils through talks about their own educational journeys and career paths.

We are thrilled to maintain links with our former pupils, many of whom often return to the College – in person or virtually! - to share first-hand experience of their university experiences, their application process and how we supported them in helping them secure their top-choice university. This thriving network of Brightonians is another source of information and support for our pupils as they navigate this important next step.

EPQ: exploring beyond the curriculum

The Extended Project Qualification allows pupils to further develop their expertise in a chosen area of interest. Year 12 pupils receive guidance from a dedicated EPQ Co-ordinator and are assigned a Supervisor to offer advice and support throughout the course of the project. The project involves extensive research, essay-writing, planning and delivery of a presentation. This process strengthens pupils' independent study skills, further preparing them for successful engagement with learning at tertiary level and the qualification is highly regarded by both universities and employers.

Getting Pupils World-ready

As part of our provision of a holistic, enriched, forward-looking education, we are keen to create opportunities through which our pupils can prepare for their place in a shifting global and intellectual marketplace.

Brighton College Advanced Diploma

Be the Best Version of You!

At Brighton College Abu Dhabi we nurture in our pupils the skills needed for careers of the future: creativity, adaptability, problem-solving and resilience. One of the ways we do this in the Sixth Form is through our Advanced Diploma.

Reinforcing our Brighton DNA – curiosity, confidence and kindness - this exciting award scheme recognises and celebrates pupil achievement and contribution across the College and beyond the curriculum.

In Year 12 pupils explore and create a wealth of opportunities to enable them to develop leadership skills, take an active role in our community, be engaged in their learning, become more informed about the wider world, sustain a healthy lifestyle and be open to challenge.

Pupils design or select tasks to meet the criteria to achieve either a bronze, silver or gold award.

What are AS and A-Levels?

The majority of pupils will study for A-Levels in the Sixth Form which take place over two years. Some pupils will study for AS-Levels, which are one year courses.

- The A-Levels are for pupils studying for two years and who want to go to university, these will consist of some synoptic papers, which will assess skills gained over the course of year. Performance in these examinations will contribute 100% of the final grade. Each unit will be graded A-E, U.
- A* is available for exceptional performance at A-Level only.
- If a pupil opts to sit an AS the results will be included on their UCAS application.

Beyond Brighton

Through our academic curriculum, diverse CCA programme, supportive pastoral care, and a carefully-designed PSHME and Careers programme, we seek to empower our pupils to become independent, resilient and enquiring young global citizens.

It is also prudent to imbue our Year 13 pupils with the practical skills that will stand them in good stead for life beyond the College gates, and thus our Beyond Brighton programme creates exciting opportunities for pupils to develop life skills – including cooking classes, budgeting, decision-making, car maintenance and basic DIY skills.



The Co-Curriculum

The Brighton College values which underpin all we do - curiosity, kindness and confidence encourage our pupils to take risks, try something new, develop skills which I believe is provided through our Co-Curricular Programme.

We focus our efforts and resources on achieving this by offering, amongst other things, a vibrant and balanced Co-Curricular programme of breadth and depth. Involvement in sport, music, art, drama and many other activities underpins a culture of creativity, innovation and excellence. The Co-Curricular programme also provides opportunities for service to others and the development of self-reliance and discipline.

Additional pupil-led clubs have been initiated by our Senior School pupils for fitness and social awareness groups. Pupils can engage with Chess Club, Senior Debating Society and Model UN, or may instead fancy attending Yoga, Mindfulness, Creative Writing or the Diversity Committee.

All the academic departments also have active senior societies, from the Global Politics Society, Bio Ethics Society, and Psychology Society. We also encourage Sixth Formers to take a leading role in setting up new clubs and societies; if we do not currently offer something that you would like to be involved in, please come and speak to us.

Brighton College's Co-Curricular provision will continue to be a source of pride, offering pupils fantastic opportunities to excel and thrive, regardless of their age, skill level and interests.

Charity

Brighton College pupils are strongly encouraged to be actively involved with charities such as Operation Smile and the Make a Wish Foundation. Pupils have the opportunity to raise funds and awareness for these important organisations. In addition, pupils show their appreciation for our College Custodians through frequent fund raising and the presentation of gift bags.

International Award

The International Award Scheme is valued highly by both universities and employers. It allows you to be challenged mentally and physically, to try new skills or a sport, and to look proactively for opportunities to be a good citizen by getting involved in the community and helping others. Pupils have the opportunity to complete their Gold Award during their two years in the Sixth Form, and many activities can fulfil the requirements for both the Brighton College charter and the DofE awards. Recent UAE expeditions have taken place in deserts of Ras al Khaimah and Hatta, and Gold Award groups have also travelled further afield to destinations such as Vietnam and Tanzania.

The Structure of Brighton College Abu Dhabi's A-Level Courses

Brighton College is unashamedly an academic school and many of our pupils will aspire to the very best courses at some of the world's top higher education institutions.

Accordingly, if you wish to choose from the range of academic A-Levels that we offer, we require that you have a good grounding across the GCSE disciplines that you have taken.

There are specific GCSE grade requirements to embark A-Level courses and these are highlighted in the subject profiles. If a pupil wishes to pursue an A-Level course for which they have not met the specific grade requirements then one such subject may be permitted, subject to discussions with the Head of Sixth Form and relevant Head of Department.

Changes to the AS and A-Levels

In 2015, Department for Education in the UK made significant changes to the A-Level examinations. A-Level courses are being gradually changed to linear qualifications, meaning the final examinations will happen at the end of two years.

In many subjects, the AS grade will not contribute to the final A-Level grade at the end of Year 13. At Brighton College, we only offer AS examinations for those pupils who have a specific need for the qualification – this may be for Equivalency purposes, or for university entry.

Year 12 pupils are encouraged to take four subjects initially, with the view that they will continue with three of these subjects into Year 13. The reason for this is to ensure that pupils have an opportunity to explore the options that are available to them and to allow them a degree of flexibility. A small number of pupils may be allowed to continue with four A-Levels into Year 13. To lay a secure foundation for Year 13, pupils must attain at least a grade C in the end of year examinations. If a pupil does not achieve this level then his or her opportunity to study their choices in Year 13 will be reviewed with the Head of Sixth Form. In this meeting, we will discuss alternative ways of continuing the pupils' studies.

Making the Right Option Choices

When creating subject blocks we endeavor to ensure that all 'standard' combinations of courses are catered for so that pupils can choose subjects that both compliment each other and also provide sensible pathways to university.

The main motivation behind an option choice at A-Level should be a genuine passion for the subject. We tend to excel in the areas we enjoy and pupils do well when they are really engaged with the subject content. These grades will determine university destinations and pupils should always look to maximise how well they can do by choosing options that suit their interests.

Pupils should consider the following three questions as a starting point when considering their A-Level choices.

1. Which subjects are you good at?
2. Which subjects do you enjoy?
3. Which, if any, subjects are required in order to facilitate access to desired higher education options?

All three considerations matter, but the least emphasis should be placed on the third. Unfortunately, aspiring towards a particular degree course which may not align with the interests or abilities of the pupil all too often results in inappropriate subject choices being made. Ultimately, this will lead to fewer higher education options being open to a pupil in the end, as the single most important factor in university applications generally speaking is the grades achieved, rather than which subjects they are in. Our advice is therefore that you should not pick a subject because you think you need it, or because of its course structure; instead select a subject because it interests you, and because you believe you would be good at it.

That said, A-Level courses require A-Level of aptitude too. Problems can arise when a pupil chooses courses in the face of contrary indications from subject teachers. It is very unlikely that pupils who have achieved a 6 or below at GCSE in Mathematics will do well on a Mathematics A-Level course. Furthermore, the chances of success in many subjects at A-Level are limited when the GCSE result is a 5 or, even a 6 grade, in many subjects.

When it comes to the question of which A-Levels match particular careers, there are several considerations. For many careers, any combination of subjects is acceptable, however, many professional careers do have a preference for 'traditional' A-Levels. Some of the elite universities have strong preferences for some subjects rather than others and careful advice should be taken from the University and Careers Counsellor. For instance, it is all but impossible to study Medicine or Veterinary Science at university without having Chemistry A-Level. It is very difficult to study Engineering without Mathematics and Physics.

Please note that, as in all schools, there must be sufficient student take-up to make set sizes viable and there may be circumstances in which we are unable to run a particular option. Obviously, we would keep you and your sons and daughters informed in this eventuality.

The jump from GCSE to A-Level

Talking to a wide range of people about your particular abilities and interests is strongly advised, not least because many subjects have a big jump in the level of sophistication and challenge at A-Level, and your teachers will be able to give you honest and constructive advice as to how you might navigate that jump. In addition, the style of study in some subjects can change significantly between GCSE and A-Level.

Although the new more rigorous GCSE courses will aid the transition, in many subjects there remains an acute jump in conceptual difficulty to A-Level. It can be the case, therefore, that pupils find an A-Level very challenging (and, hence, not very enjoyable) in a subject that they enjoyed and found relatively accessible at GCSE. Since universities will make conditional offers usually based on three A-Level grades – with most Brighton College pupils accepting offers in the A*AA to ABB region – it is very important to bear this in mind when choosing A-Level subjects. Pupils should pick subjects that, ultimately, are going to support their university aspirations.

With this in mind, we have, over many years, looked carefully at the GCSE qualifications that pupils require, if they are to find particular A-Level courses accessible. These entry requirements are highlighted in the subject pages that follow.



A broad guide to University Course Requirements

All Brightonians tend to make an application to a higher education institution during their Sixth Form years or, in some cases, immediately after they have completed their studies (during a Gap Year). Their subject choices should lead naturally to the university courses they may wish to follow.

Generally speaking, if you pick subjects you will enjoy, then you are keeping your options open for university. However, for certain courses, particular A-Levels are specified; others may be preferred. As a general rule, you should take an A-Level or BTEC in any school subject you intend to study at university. Beyond this, some required or preferred subject combinations at A-Level are listed below for possible degree subjects.

University A-Level Requirements

University subject	Typical A-Level requirements
Accountancy	Most departments have no specific requirements, although Maths is recommended by some universities. There can also be GCSE Maths grade requirements.
Ancient history	No subjects specified. Can be studied without Latin or Greek (though not at Cambridge) and can be combined with Archaeology.
Architecture	Art or DT often strongly recommended, as a portfolio of work usually has to be submitted. maths and/or physics can be beneficial, although most departments only require these subjects to GCSE.
Art	Art, followed by a foundation art course normally expected.
Biochemistry	Chemistry is usually required, with biology and/or maths recommended.
Biological sciences	Biology usually required. Some top departments also require or recommend one of physics, chemistry or maths.
Business	No subjects normally specified but A-Level maths required or preferred by some universities.
Chemical engineering	Maths, Physics and Chemistry A-Levels. Further Maths is helpful on the most competitive courses.
Chemistry	Chemistry A-Level. Maths essential for some. Physics desirable.
Classical civilization	No subjects specified.
Classics	No subjects specified. Most universities will prefer applicants with either Latin or Greek A-Level.
Computer science	Maths A-Level. For Cambridge and Imperial, further maths and a physical science recommended.
Dentistry	Biology and chemistry usually required. Manual dexterity important.
Drama	No subjects specified. These courses are often extremely competitive and extensive relevant practical experience is required.
Economics	Maths is all but required, and compulsory at leading universities. Further maths is preferable for Cambridge and LSE. Economics strongly recommended.
Engineering	Maths and physics. Further maths recommended, especially for Oxbridge. DT can be useful.
English	English Literature A-Level is usually recommended, at least. History and Languages (ancient or modern) can be good supporting subjects.
French	French A-Level usually required for single-honours, although there is more flexibility on combined programmes.
Geography	Geography A-Level is usually required or recommended. Maths or a science can be helpful.
German	German A-Level (though ab initio is available at Cambridge and some others).

University subject	Typical A-Level requirements
History	A-Level History is specified by several and recommended for others. A foreign language can be useful but is not required.
History of art	History, Art, English or a language recommended for Oxbridge, although they are not required for admission.
Human sciences	Biology often required. Maths, sciences or geography can be useful.
Italian	An A-Level foreign language is required, though not necessarily Italian.
Land Economy	No subjects normally specified, but geography, economics and maths are helpful.
Law	No subject requirements although at least one subject which involves use of language and/or essay writing is advised. A-Level foreign language required for international law.
Liberal arts	No specific requirements, although a bias towards arts subjects (e.g. English, Music, Theatre, Philosophy, History) is usually expected.
Mathematics	Maths is required, with further maths highly desirable and physics recommended.
Medicine	Chemistry is required and biology is advised at most medical schools.
Music	Music A-Level is strongly recommended or required. A European language is recommended for Cambridge.
Natural sciences (biological)	Biology and chemistry essential and maths or physics helpful.
Natural sciences (physical)	Chemistry, maths and physics are advised. Further maths recommended.
Oriental studies	A modern language required and evidence of commitment to this course.
Philosophy	No subjects specified but a subject which demonstrates logical thought (e.g. Maths) is highly recommended. Philosophy is very useful for courses which interview.
Physics	Physics and maths. Further Maths very helpful, especially for the more competitive courses.
Politics	No subjects specified, though politics would be helpful.
Product design	Most universities recommend DT, and it is often well supported by physics or art.
Psychology	Often no specific requirements, although maths, biology and other sciences such as psychology can be useful. The most competitive courses can require 2 of these subjects.
Russian	An A-Level foreign language is required, which sometimes has to be Russian.
Spanish	An A-Level foreign language is required, which sometimes has to be Spanish.
Theology	No subjects specified.
Veterinary science	Chemistry and usually biology are required. Some courses have a preference for either maths or physics as a third A-Level.



Subjects Offered

The Timescale

For existing Brighton College pupils, the Options at 16 process begins with our career programme during Key Stage 4.

Before Christmas, all existing Year 11 pupils will complete their first round of mock examinations, this will give an indication of the subjects they might like to study in the Sixth Form. They will be asked to give an initial indication of which three or four subjects they would like to take in the Sixth Form. Pupils will be asked to choose five subjects in order of preference, numbering each one to indicate this preference. The fifth subject will only be allocated in case of timetabling restrictions (this happens very infrequently), and choices will be confirmed in June 2021.

External applicants will undertake this process as part of their application and assessment process.

There is an important reason for what may seem an early call for Sixth Form subject decisions. It is to give time for the College to assess the likely staffing implications and to advertise for additional staff as appropriate. This helps maximise the chances of as many pupils as possible being able to pursue their chosen subject combination. In addition, pupils should appreciate that there are staffing and timetabling constraints and that some courses may not be able to run if there are insufficient numbers to make a set, or indeed, that there may be restricted numbers for oversubscribed subjects. It should be noted that an A-Level will usually not be offered in a subject that attracts fewer than five pupils.

By March, after their second round of GCSE mocks, each pupil will have a clearer idea of which subjects suit them. External applicants will be completing applications to join the Sixth Form from September of Year 11 onwards. Following this, there will be a Sixth Form Open Evening in January when existing pupils and external pupils can visit the College to discuss their options. The final deadline for submission of options will be at the end of March.

Finally

No matter what stage you are with the decision-making process, deciding A-Level choices is much easier when you are well informed. We would encourage that all pupils seek guidance from some or all of the following during this time of decision-making:

Subject teachers and/or Heads of Department. Pupils joining the school in September of the Lower Sixth should take advice from their current schools and are also welcome to approach Heads of Department at the College.

House Masters/Mistresses and Tutors will have a good understanding of the strengths and weaknesses, abilities and aptitudes of the boys or girls in their care.

Please do take the time to read through the course descriptions which follow carefully, thinking about whether these courses will suit your skills, interests and abilities is crucial.

For external applications, we look forward to welcoming you to Brighton College Dubai, please contact our Admissions Team to discuss your application further. For our own pupils, we look forward to you continuing your academic journey with us.

Graduation and Equivalency Requirements

The Ministry of Education (MOE) has outlined specific requirements for pupils who have completed a British-curriculum education in the UAE and who plan to continue their Higher Education studies within the UAE (or other GCC countries*) at a later date or work for a government entity in the UAE after finishing their tertiary education. *Libya, Tunisia, Egypt, Morocco, Algeria, Mauritania, Lebanon, Somalia, Sudan, Djibouti, Yemen, Saudi Arabia, Oman, UAE, Palestine, Qatar, Bahrain, Kuwait, Iraq, Syria, Jordan.

In order to do this, these pupils must obtain what is called 'Equivalency'; this shows that the education your son or daughter has received with us at BCAD is equivalent to the education in local schools that results in the UAE Ministry of Education High School Certificate for school leavers, in accordance with Article 6 of the Ministry of Education Equivalency Decree.

Emirati students must attain equivalency; they will study the required number of approved A-Level subjects as well as Arabic and Islamic Studies in Year 12, sit the Ministry of Education exams and take EMSAT examinations. Other Arab students must also study Arabic and Islamic Studies in Year 12.

The Ministry of Education has approved the following subjects, all of which we offer at BCAD:

- English Language
- English Literature
- Biology
- Business Studies
- Chemistry
- Economics
- Mathematics
- Computer Science
- Geography
- French
- Physics
- History
- Design & Technology
- Psychology
- Art & Design (not Fine Art)

*Please note that Further Maths, Government & Politics and Spanish are not ADEK-approved subjects.

Exemptions

Emirati students must attain equivalency, however Arab students may choose not to take the required number of approved A-Level subjects and/or not take their EMSAT examinations. In this case, we ask that parents sign a waiver stating they will not seek equivalency nor intend to study at third/tertiary level in the UAE. Please note that we do not recommend opting out for our Arab students.

Non-Arab students do not have to study Arabic or Islamic Studies nor the required number of approved subjects if their parents sign a waiver stating that they will not seek equivalency.



Arabic

A-Level Arabic aims to encourage pupils to: develop an interest in, and enthusiasm for, language learning; develop understanding of the language in a variety of contexts and genres; communicate confidently, clearly and effectively in the language for a range of purposes; develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken and consider their study of the language in a broader context.

Studying A-Level Arabic enables pupils to: derive enjoyment and benefit from language learning; acquire knowledge, skills and understanding for practical use, further study and/or employment; communicate with speakers of the language and take their place in a multilingual global society.

Entry Requirements

Pupils who aim to join Arabic A-Level should have the ability to read stories and write a response with a basic knowledge of critical and analytical skills in at least 200 words. Pupils should have achieved a 7 or higher at Arabic GCSE and meet the writing requirements.

Syllabus Overview and Specification

Edexcel Arabic - [View Here](#) (Internet required)

Papers 1, 2 and 3 will be based on content from four themes. The four themes address a range of content related to society past and present, as well as aspects of the political and artistic culture of the Arabic-speaking world. Themes 1 and 3 focus on aspects of society, while Theme 2 focuses on artistic culture and Theme 4 on political culture. Each theme is broken into two sub-themes and a research subject (highlighted in bold). Each sub-theme and research subject is divided into a series of aspects. Students are required to select only one research subject for Paper 1, which must be based on one Arabic-speaking country only. An Arabic-speaking country is a country where Arabic is an official language. For their research, students must cover all three aspects of the research subject. Teachers should consider cultural sensitivities when giving guidance to students on selecting an appropriate research subject and must ensure that they select a country on which sufficient material for the research subject is available. See pages 12–13 for further guidance on independent research.

Prep

Pupils who aim to join Arabic A-Level should have the ability to read stories and write a response with a basic knowledge of critical and analytical skills in at least 200 words. Pupils should have achieved a 7 or higher at Arabic GCSE and meet the writing requirements.

Assessment & Examinations

Pupils sit three examination papers as below:

Paper 1: Translation into English, Reading Comprehension and Writing (research question) in Arabic (*Paper code: 9AA0/01)

- Section A: Translation into English (20 marks) An unseen passage to be translated from Arabic into English.
- Section B: Reading (20 marks) A reading assessment based on a variety of text types and genres. Students must respond to a series of comprehension questions.
- Section C: Writing (research question) (40 marks) A reading and writing question based on an aspect of the student's chosen research subject. Students read a text and then answer a question, incorporating information and ideas from both the text and their research findings.

Paper 2: Translation into Arabic and written response to works (*Paper code: 9AA0/02)

This paper includes a translation exercise and two essays on either two literary texts or one literary text and one film (students must not answer questions on two films). During the examination, students are not permitted access to a dictionary or to any documentation relating to the works.

- Section A: Translation into Arabic (20 marks) Students translate an unseen passage from English into Arabic.
- Section B: Written response to works (literary texts) (45 marks) Students must write an extended response on either one or two of the literary texts listed in Appendix 1: Prescribed literary texts and films. Students select one question from a choice of two for each of their chosen literary text(s). If a student answers questions on two literary texts, then they do not complete Section C.
- Section C: Written response to works (films) (45 marks) Students who answer only one question from a literary text in Section B must write an extended response on one of the films listed in Appendix 1: Prescribed literary texts and films. Students select one question from a choice of two for their chosen film.

Paper 3: Listening, reading and writing in Arabic (*Paper code: 9AA0/03)

This paper includes a listening comprehension and a question that assesses listening, reading and writing skills together. Students are not permitted access to a dictionary during the examination.

- Section A: Listening comprehension (30 marks) A listening assessment based on a recording that features male and female Arabic speakers using standard spoken Arabic. Students will respond to comprehension questions based on a variety of contexts and sources. The listening audio files for the sample assessment materials are available on the Pearson website.
- Section B: Listening, reading and writing question (30 marks) Students summarise a listening source and a text that are based on the same sub-theme. Students then evaluate the points of view in both sources, stating which views they agree with and why.

Beyond A-Level

The Arabic A-Level is naturally a pre-requisite for studying many Arabic based degrees at University. Due to its rarity on UK university applications, it will also ensure that you 'stand out' from the crowd and may make an Admission tutor for a non-Arabic course, take an extra interest in your application.

Possessing Arabic A-Level will also be attractive to future international employers in fields such as the diplomatic service, banking and commerce and the Military. Employees who can communicate with some proficiency in the language of clients, customers and suppliers, will have a significant advantage in today's fast-growing, global marketplace.

Supporting the Course

Pupils are encouraged to read the following Arabic novels, films and Plays to and to practice critical and analytical skills.

- قريشلا نـم روفصـ (مـيـكـحـلا قـيـفـوتـ) (novel (1938)
- تاقربلا حنـاصـ قـيـاور (نـيـسـلا جـاتـ يـيـمـأ) (novel (2010)
- قـلـيـخـبـلا قـيـحـرـسـمـ (يـقـوشـ حـمـطـأ) (play poetic (2012)
- زـولـد مـويـو مـ (قـلـيـشـ يـريـذ) (1998) • مـويـ مـهـليـفـ فـيـلـمـ
- بـد قـعـاشـ مـهـليـفـ (بـاـهـولـا حـبـعـ نـيـطـفـ) (1960)
- قـدـجـو مـهـليـفـ (رـوـصـنـمـلا عـافـيـهـ) (2012)

Course requirements

- Pupils who aim to join Arabic A-Level should have the ability to read stories and write a response with a basic knowledge of critical and analytical skills in at least 200 words. Pupils should have achieved a 7 or higher at Arabic GCSE and meet the writing requirements.

Biology

Biology involves the study of a wide range of exciting topics, ranging from molecular biology to the study of ecosystems and from the study of microorganisms to mammoths.

Biology is a very relevant subject that is never far from the headlines; Covid-19 being perhaps the most recent example. The human genome, relatively recently sequenced, means that we now know the complete arrangement of the three thousand million bases that make up human DNA. How will this effect medicine, research and conservation? Will Jurassic Park become a reality?

In Africa 3000 children die every day from malaria and in South East Asia the skies are dark with smoke caused by the burning of the last Bornean rainforests to grow oil palms. Biologists are concerned with all of these diverse issues, making this subject widely popular and extremely well respected.

Biologists work in the fields of cell biology, medicine, food production and ecology and the work they do is vital to us all. Biology is one of the most popular A-Level subjects, attracting pupils who study a wide range of other subjects. Many of these pupils enjoy the subject so much that they eventually choose a biologically related degree course. Others go on to careers in law, computing, accounting or teaching. Therefore, whatever field you will eventually work in, you will find Biology a very rewarding and challenging course that will develop many of the skills essential for a successful career, namely the skills of conducting research, problem solving, organisational and analytical skills.

Syllabus Overview and Specification

AQA 7402 (A-Levels) and 7401 (AS)
- [View Here](#) (Internet required)

Pupils study the following topics at A-Level:

Year 12: Topics 1 – 4, as well as experimental methodology and skills, working towards their Practical Endorsement. Topic titles are:

1. Biological molecules
2. Cells
3. How organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

Year 13: Topics 5 – 8, including the remaining experiments required to achieve the Practical Endorsement within these topics:

5. Energy transfers in and between organisms
6. How organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression.

Prep

Prep is assigned weekly and usually takes between 40 and 50 minutes. Prep usually takes the form of assignments and past paper questions.

Assessment & Examinations

To achieve the full A-Level, pupils will complete three examinations at the end of Year 13, all three of which are two hours long:

Paper two:

- 2 hour written exam; assessing any content from topics 1-4, including relevant practical skills.
- 35% of A-Level.
- 91 marks in total: 76 marks: a mixture of short and long answer questions. 15 marks: cextended response questions.

Paper two:

- 2 hour written exam; assessing any content from topics 5-8, including relevant practical skills.
- 35% of A-Level.
- 91 marks in total: 76 marks: a mixture of short and long answer questions. 15 marks: comprehension question.

Paper three:

- 2 hour written exam; assessing any content from topics 1-8, including relevant practical skills.
- 30% of A-Level.
- 78 marks in total: 38 marks: structured questions, including practical techniques. 15 marks: critical analysis of given experimental data. 25 marks: one synoptic essay (from a choice of two titles).

In addition, pupils are teacher-assessed throughout the course in order to obtain the Science Practical Endorsement, which requires completion of a minimum of 12 practical activities, each of which assesses one or more of 12 key practical skills.

Alternatively, pupils may take AS Biology for which they must sit two examinations at the end of Year 12, each of 1 hour and 30 minutes duration covering topics 1-4.

Paper one:

- 1.5 hour written exam; assessing any content from topics 1-4, including relevant practical skills.
- 50% of AS level.
- 75 marks in total - 65 marks: short answer questions. 10 marks: comprehension question.

Paper two:

- 1.5 hour written exam; assessing any content from topics 1-4, including relevant practical skills.
- 50% of AS level.
- 75 marks in total - 65 marks: short answer questions. 10 marks: comprehension question.

Beyond A-Level

Medicine continues to be a popular choice here at Brighton College Abu Dhabi, but for every person who goes on to study Medicine, we have another pupil who chooses another Biology related path. In recent years we have had pupils leave to study Bioinformatics, Genetics, Biomedical Science, Biology, Earth Sciences, Dentistry and Physiotherapy to name but a few. The skills you develop during an A-Level in Biology mean that there are many paths that are open beyond A-Level, and even outside of Biology.

Within the field of Biology, the disciplines and options are so diverse that there really is something for everyone: Anatomical Sciences, Biochemistry, Cell Biology, Cognitive Neuroscience, Developmental Biology, Genetics, Healthcare Science, Immunology, Life Sciences, Materials Science and Engineering with Biomaterials, Medical Biochemistry, Medical Physiology, Microbiology, Molecular Biology, Neuroscience, Nursing, Pharmacology, Pharmacy, Plant Science, Zoology, the list goes on.

We have had pupils start A-Level Biology with an idea in their mind about what it is they want to read at University, only to change their mind part way through the course when they learn about an entirely new discipline that interests them. We have even had pupils decide to change to a less specialised Undergraduate degree in Biology; to allow themselves to be exposed to a wide range of Biological disciplines, so they can learn more before specialising later. It is this interest and passion for Biology that we have been aiming to nurture in our pupils, and one that I hope we continue to be able to do as the opportunities and field itself becomes even wider. We believe passionately that Biology is the key to the future; whether through medical progression or answering the big questions about climate change and conservation of life on this Planet.

For a full list of careers open to graduates with Biology degrees please visit the Prospects site.

Supporting the Course

www.aqa.org.uk/subjects/science/as-and-A-Level/biology-7401-7402

www.how2become.com/blog/A-Levels-2015-the-parents-guide

www.university.which.co.uk/advice/A-Level-choices/six-things-you-need-to-know-before-making-your-A-Level-choices

www.www.russellgroup.ac.uk/for-pupils/school-and-college-in-the-uk/subject-choices-at-school-and-college

www.rsb.org.uk

www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/biology

Course requirements

- Grade 8 or 9 (recommended) or minimum 7 in GCSE Biology and 7 in GCSE Mathematics

Business Studies

This Business course provides candidates with a broad introduction to the business sector and encourages pupils to develop skills, knowledge and understanding in realistic business contexts.

This could be in the form of discovering the problems and opportunities faced by local businesses, or by organising and creating a business idea/plan. The study of Business is partly case-based learning and because of this pupils will never be in doubt as to the real-life application of the knowledge that they are learning.

Pupils 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 year 13 within Themes 3 and 4, requiring pupils to take a more strategic view of global business opportunities and issues.

Syllabus Overview and Specification

Edexcel A-Level Business (2015)
- [View Here](#) (Internet required)

Business is a dynamic subject. You will learn about the diverse nature of business enterprise and the interdependence of the various parts of the business world. You will explore business success and business failure, investigate local, national and global business markets, and understand how businesses need to adapt and respond strategically to the changing environment in which they operate to survive and grow. This constant evolutionary process makes Business a fascinating and exciting subject.

In Theme 1 and Theme 2 you will learn about how businesses work. You will be introduced to the marketing and people functions before investigating entrepreneurs and business start-ups. You will also explore how business finance and operations work, and understand the impact of external influences. Theme 3 and Theme 4 move from functions to strategy. You will explore influences on business strategy and decision-making, and understand how businesses mitigate risk and uncertainty. You will also explore global business and the opportunities and issues facing businesses in today's global world.

Prep

Pupils are given at least 2 preps a week, which is designed to supplement and build upon the work completed in lessons, not simply repeat it. The work itself will take a myriad of guises; from examination questions, independent research and presentations and calculation questions.

Assessment & Examinations

The qualification will be assessed in three examination papers. There is no coursework. Please find details below.

Paper 1: You will tackle data response and essay questions on marketing, people and global businesses - this is the content you study in Theme 1 and Theme 4.

Paper 2: You will tackle data response and essay questions on business activities, decisions and strategy - this is the content you study in Theme 2 and Theme 3.

Paper 3: You will have a research task before the exam. The questions in the exam – data response and essay questions – are linked to the context you will research.

Beyond A-Level

This Edexcel A-Level enables pupils to develop a broad understanding of business principles and gives them the opportunity to focus on a range of pathways for further study or career opportunities including:

- Business management
- International Business
- Law
- Finance
- Marketing
- Human Resources

Course requirements

- Grades 7 in GCSE English and Business

Chemistry

A-Level Chemistry is a rigorous, challenging and extremely rewarding course that develops pupils' scientific skills and knowledge.

Chemistry forms the basis of every part and facet of life. Studying A-Level Chemistry will enable pupils to gain a better understanding of the many ways in which Chemistry effects our everyday lives. Following on from GCSE, the content of this specification includes the fundamental key concepts of Chemistry needed for progression into higher education and employment. The specification also enables motivating contemporary Chemistry contexts to be included throughout the course. It is designed to motivate pupils and provide them with key skills sought by further educational institutions as well as by a myriad of employers.

Syllabus Overview and Specification

Edexcel 9CHO A-Level | Edexcel 8CHO AS Level
- [View Here](#) (Internet required)

Year 12: Atomic Structure and the Periodic Table; Bonding and Structure; Redox I; Inorganic Chemistry and the Periodic Table; Formulae, Equations and Amounts of Substance; Organic Chemistry I; Modern Analytical Techniques I; Energetics I; Kinetics I Equilibrium I.

Year 13: Equilibrium II; Acid-base Equilibria; Energetics II; Entropy; Redox II; Transition Metals; Kinetics II; Organic Chemistry II; Organic Chemistry III; Modern Analytical Techniques II.

Prep

Pupils are given two prep a week, which is designed to supplement and build upon the work completed in lessons or as a flipped learning exercise, not simply repeat it. The work itself will take a myriad of guises; from research to calculations or from posters to past exam questions.

Assessment & Examinations

To achieve the A-Level certificate, pupils are assessed by means of three examination papers at the end of Year 13. Paper 1 and Paper 2 cover half the A-Level contents and some AS content. They are each worth 90 marks and each carry a 30% weighting. Paper 3 is a synoptic paper covering all Year 12 and Year 13 topics, worth 120 marks and carries a 40% weighting.

Practical endorsement requires the completion of 16 core practicals for A-Level, 8 for AS, in order to cover the measured techniques. Knowledge of core practicals can be tested within exam papers.

Beyond A-Level

Pupils are invited to attend some of the many lectures put on by the department throughout the year as well as access to various University lectures. There is an annual RSC Olympiad competition for those pupils keen to take part, and a weekly Chemistry Society meet up that pupils can participate in and lead, using the time to discuss and present Chemistry topics they are interested in.

Supporting the Course

What Einstein told his cook: Kitchen science explained by Robert L. Wolke

The Periodic Table by Primo Levi

Oxygen The Molecule That Made The World by Nick Lane

Fizz: Nothing is as it Seems by Zvi Schreiber

Exploration of Every Known Atom in the Universe by Theodore Gray

Napoleon's Buttons: How 17 Molecules Changed History by Penny Le Couteur and Jay Burreson

www.edx.org/learn/science

www.edx.org/learn/medicine

Course requirements

- Minimum grade 7 in both Chemistry and Mathematics

Computing

Computer Science has produced the digital age that we live in today. As ubiquitous as the microchip has become, it makes sense therefore that some digital natives have an inherent desire to fully understand the functionality of a computer system.

As an academic discipline, Computer Science is still very much in its infancy in comparison to the Natural Sciences and the Arts. Despite this, the opportunities in higher education for undertaking both taught and research-based Computing and IT related degrees are substantial. Computer Scientists are still one of the most highly sought-after graduates all over the world and find a wide variety of sectors open to them such as medicine, agriculture, commerce, manufacturing, engineering, entertainment and education.

Syllabus Overview and Specification

Cambridge International AS & A-Level Computer Science (9618) - [View Here](#) (Internet required)

As well as the gaining the hard skills of computational thinking and algorithm design, learners are also encouraged to gain the soft skills of being confident, responsible, reflective, independent, innovative and engaged individuals.

The table below outlines the topics covered for four compulsory papers required to achieve this qualification. Please see the link below to find out more details about the course syllabus.

Paper 1 - Theory Fundamentals

- Topic 1 – Information Representation
- Topic 2 – Communication
- Topic 3 – Hardware
- Topic 4 – Processor Fundamentals
- Topic 5 – System Software
- Topic 6 – Security Privacy & Data Integrity
- Topic 7 – Ethics & Ownership
- Topic 8 – Databases

Paper 2 - Fundamental Problem Solving and Programming Skills

- Topic 9 – Algorithm Design & Problem Solving
- Topic 10 – Data Types & Structures
- Topic 11 – Programming
- Topic 12 – Software Development

Paper 3 - Advanced Theory

- Topic 13 – Data Representation
- Topic 14 – Communication & Internet Technologies
- Topic 15 – Hardware & Virtual Machines
- Topic 16 – System Software
- Topic 17 – Security
- Topic 18 – Artificial Intelligence

Paper 4 - Practical

- Topic 19 – Computational Thinking & Problem Solving
- Topic 20 – Further Programming

Prep

Pupils are encouraged to solve a variety of programming challenges throughout the entirety of the course alongside more traditional prep ranging from independent research, past exam questions, project work and note taking.

Assessment & Examinations

The College currently teaches the A-Levels provided by Cambridge International Education (CIE) with a course code of 9618. There are four main sections to the A-Level syllabus as outlined in the table below. There are no coursework requirements for this course and candidates are expected to sit four papers in Year 13.

Paper 1 - Theory Fundamentals

- 25% of the qualification
- Sections - 1 to 8 of the specification
- 1 Hour 30 Minutes
- 75 Marks
- Written Paper - Externally Assessed

Paper 2 - Fundamental Problem Solving and Programming Skills

- 25% of the qualification
- Sections - 9 to 12 of the specification
- 2 Hours
- 75 Marks
- Written Paper - Externally Assessed

Paper 2 - Fundamental Problem Solving and Programming Skills

- 25% of the qualification
- Sections - 9 to 12 of the specification
- 2 Hours
- 75 Marks
- Written Paper - Externally Assessed

Paper 3 -Advanced Theory

25% of the qualification

- Sections - 13 to 20 of the specification
- 2 Hours
- 75 Marks
- Written Paper - Externally Assessed

Paper 4 - Fundamental Problem Solving and Programming Skills

- 25% of the qualification
- Sections - 19 to 20 of the specification
- 2 Hours 30 Minutes
- 75 Marks
- Learners will submit program code & evidence of testing
- Practically assessed on a PC

Beyond A-Level

Computer Science requires pupils to demonstrate the ability to: think creatively, innovatively, analytically, algorithmically, logically and critically. The subject encourages learners to;

- Show that they can follow a brief to meet requirements.
- Use computational thinking to design, create and develop their own programming solution to a problem.
- Use abstraction to model, decompose and generalise.
- Detect errors in computer programs and correct them.
- Manipulate data, sequence instructions, test designs and explore ideas.
- Adopt safe, secure and responsible practice when using computers.
- Evaluate and improve systems they have created as well as those of others.
- Develop safe and secure systems using professional standards and communicate effectively both orally and in writing.

In effect they will be better prepared for further education, training, or employment.

To help assist in the development of these skills, learners are encouraged to access the Microsoft Office 365 Stream Application which is part of their school Microsoft Office account. This application has a library of over 3,000 video tutorials which in of itself, demonstrates only a fraction of the subject's depth but includes a wealth of variety to capture the curiosity of an intellectual mind. Courses range from "Women in Technology" to "Quantum Computing".



Course requirements

- Grade 7 in both Computer Science and Mathematics at GCSE level.

Design and Technology

Design and Technology allows you to work with some of the most innovative technologies. The department is equipped with a 3D printer, laser cutter, CNC router and all the machinery expected of a high level Design & Technology department.

The subject allows you to develop design skills by hand and through using various CAD packages. It is a demanding subject full of rewards as you are challenged in areas such as designing skills and your ability to research, as well as being taught how to use various machines. The skills learnt in the subject are very relevant to pupils looking to continue their studies in Architecture, Interior Design or Product Design to name just a few. Industry often complements the subject for its ability to create the 'whole Designer' with strong advocates in the likes of James Dyson and Norman Foster.

Syllabus Overview and Specification

Edexcel 9DT0/02 - [View Here](#) (Internet required)

In Design and Technology, you will develop an understanding of the physical and mechanical properties of a broad range of materials and components. You learn why these are used in specific applications with particular emphasis on the life-cycle of products including manufacture, use and disposal.

Through study and first-hand experience in practical project work, you will also develop knowledge of the health and safety issues relevant to working with materials. The Coursework projects also provides an opportunity for you to learn about the use of computer aided design (CAD) and computer aided manufacture (CAM), and the use of basic quality control measures.

In addition to this, through study and detailed analysis of a wide range of products, you will begin to develop knowledge and understanding of the broader issues for the designer such as environmental sustainability of products and their manufacture, ergonomic and anthropometrics, inclusive design, and consumer safety.

Prep

Examination techniques will be developed and past papers will be assigned according to content taught. You will be provided with an Edexcel revision guide that will help you keep track of your revision and help guide you with revision tips. You will also be required to complete independent research to aid your portfolio.

Assessment & Examinations

The Design and Technology A-Level is broken down into two units:

- **Component 1:** Principles of design and Technology, written examination 120 marks representing 50% of the final marks.
- **Component 2:** Independent design and make project, providing 50% of the final marks.

Year 12:

You will be assessed at the end of key topics throughout the year and at the end of Year 12 sit a formal examination. At the start of Year 12 you will begin a project, which is worth 50% of the marks. The investigation and design stage will be completed by the end of the summer term.

Coursework will consist of approximately 80 hours of work across Year 12 & Year 13. This takes place as a major project with set criteria from the department. The portfolio is submitted as an electronic file and consists of five different criteria.

These are:

1. Investigation
2. Design and Development
3. Making / Modelling
4. Evaluation and Testing
5. Communication and Presentation

Year 13:

You will be assessed at the end of Year 13 by a formal examination which is 50% of the A-Level. During the course of the year you will complete your project, which is a further 50% of the total A-Level. The project submissions dates are usually mid-April but this may vary year on year.

Beyond A-Level

Design Technology is an important foundation for many jobs and courses that students may pursue in employment or further education. Some of the more obvious careers benefiting from Design & Technology include: Design, Interior Design, Industrial Design, Furniture Design, Graphic Design, Materials Science, Engineering, Architecture and Automotive Design.

Supporting the Course

Edexcel Product Design / AQA Product Design

AQA Design & Technology: Product Design (3-D Design) AS/ A2 (AQA Design for A-Level)

Making It: Manufacturing Techniques for Product Design by Chris Lefteri

Materials for Design by Chris Lefteri

Drawing for Product Designers (Portfolio Skills) by Kevinn Henry

Course requirements

- DT GCSE Grade 7 (recommended).



Drama and Theatre Studies

A-Level Drama allows pupils to pursue their interests and develop their skills in a range of practical Drama elements including acting, directing, costume, setting, mask and technical design.

The specification offers pupils the freedom to choose both the content and the form of their practical presentations at A-Level, candidates devise drama on any topic to be performed in a theatrical style of their choice. Assessment for the practical units takes account of the pupil's contribution throughout the preparation period, as well as of their final performance. The content of the GCE specification follows through from that of the AQA GCSE Drama specification, enabling a smooth transition from one to the other.

If you choose to take this course, as well as acquiring the skills involved in creating and performing (was double spaced) drama, you will also acquire important transferable skills such as working with others, problem solving and communication skills. You will find that Drama helps you to feel more self-confident. People who possess excellent communication skills are often amongst the highest paid career people in the business world today. The study and practice of Drama supports the development of transferable skills which are of immense value in a wide range of careers.

Syllabus Overview and Specification

AQA 7262 - [View Here](#) (Internet required)

You will learn to work as a team to create your own performances and to interpret the work of others, bringing the work alive and moving the text from page to stage. You will also learn to appreciate and evaluate the work of others. You will study two different plays in depth from different periods and will learn to understand how the social, cultural and historical context of the play has influenced its creation.

- Skills Developed By Studying Drama: Communication Skills, Creative thinking, Critical evaluation,
- Literacy, Negotiating, Organising, Planning, Presentation, Research, Teamwork, Working to deadlines.

Prep

Examination techniques will be developed and past papers will be assigned according to content taught. You will be provided with an Edexcel revision guide that will help you keep track of your revision and help guide you with revision tips. You will also be required to complete independent research to aid your portfolio.

Assessment & Examinations

Assessment will take three separate formats:

Practical work

- Devised Drama performance – 20 marks
- One scripted performance(s) – 40 marks

Coursework

- Working notebook (devised) – 40 marks
- Reflective report (scripted) – 20 marks

Written examination

- End of course written examination – 80 marks

The written examination focuses on your knowledge and understanding of Drama and Theatre.

- Study of two set plays, one chosen from List A, one chosen from List B
- Analysis and evaluation of the work of live theatre makers

Practical Coursework: Devised Drama

This work must be influenced by the work and methodologies of one prescribed practitioner. You will be assessed on the process of creating devised drama and the performance of devised drama (pupils may contribute as performer, designer or director). You will receive 40 marks for your working notebook and 20 marks for the final devised performance, giving you 60 marks in total, which is worth 30% of your final A-Levels.

Practical Coursework: Scripted Drama

This involves the practical exploration and interpretation of three extracts, each taken from a different play. The methodology of a prescribed practitioner must be applied to Extract 3, which is to be performed as a final assessed piece (pupils may contribute as performer, designer or director.) You will also complete a reflective report analysing and evaluating theatrical interpretation of all three extracts. You will receive 40 marks for the performance of extract 3 and 20 marks for your reflective report, giving you 60 marks in total which is worth 30% of the final A-Level.

Beyond A-Level

The course can lead to a range of higher educational courses and a range of career options. Although Drama and the performing arts are the obvious links to this course, the study of Drama is an asset in a wide range of careers. The course can lead to a range of higher educational courses and a range of career options.

There are many things that you can go on to do with a qualification in Drama. You may wish to study Drama for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects or you may wish to go into a job where it is useful to have had experience of Drama. Perhaps you have identified a future career where you will need to use some of the skills developed during this course. These might include careers in fields such as retail, law, PR, education, journalism, social work, publishing, arts administration, film and media production, HR, Corporate training, advertising, travel and tourism, sales and marketing or indeed any career that involves meeting people face to face.

Supporting the Course

www.theatrehistory.com
www.theguardian.com/uk/culture
www.gradesaver.com
www.nationaltheatre.org.uk
www.digitaltheatre.com
www.doollee.com

Games for Actors and Non-actors by Augusto Boal

The Actor and the Text by Cicely Berry

Devising Theatre: A Practical and Theoretical Handbook by Alison Oddey

Course requirements

- A minimum of Grade B/6 in GCSE Drama and English is required plus evidence of recent extra-curricular Drama activities.

Economics

Studying Economics will help you develop transferable skills that will prepare you for further study at university or moving into the world of work. These include skills in data interpretation and essay writing.

Economics is fascinating to study because it is applicable to everyday life. Why is the economy taking so long to recover from the financial crisis? Will the government be able to repay its mountain of debt? There are very few subjects that you can study during the day and see the relevance of what you have learned on the news at night. This is why Economics is a highly relevant and useful subject to study at A-Level.

Syllabus Overview and Specification

Edexcel A-Level Economics (2015)
- [View Here](#) (Internet required)

Economics is about choice and the impact of our choices on each other. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms. An economic way of thinking can help you make better choices.

In Theme 1 and Theme 2 you will be introduced to the nature of economics, how markets work and why they fail. You will also consider the role of government and the UK economy.

In Theme 3 and Theme 4 you will explore how businesses grow and compete, the labour market and how the government intervenes to make markets work better. You will also explore international trade, inequality within and between countries, emerging and developing economies, and the public finances. You will also have an opportunity to consider the role and impact of the financial sector.

Prep

Pupils are given at least 2 preps a week, which is designed to supplement and build upon the work completed in lessons, not simply repeat it. The work itself will take a myriad of guises; from examination questions, independent research and presentations and calculation questions.

Assessment & Examinations

The qualification will be assessed in three examination papers. There is no coursework. Please find details below.

- **Paper 1:** Short-answer, data response and essay questions on markets and business behaviour – this is the content you study in Theme 1 and Theme 3.
- **Paper 2:** Short-answer, data response and essay questions on the national and global economy – this is the content you study in Theme 2 and Theme 4.
- **Paper 3:** The questions in the examination – data response and essay questions – cover concepts and theories from the whole course.

Beyond A-Level

This Edexcel A-Level enables pupils to develop a broad understanding of Economic principles and gives them the opportunity to focus on a range of pathways for further study or career opportunities.

Suitable higher education courses include Economics degrees or degrees in applied Economics such as Environmental Economics, Labour Economics, Public Sector Economics or Monetary Economics.

Economics pupils can follow a wide range of careers in industry, commerce, finance and the civil service.

Supporting the Course

- The Undercover Economist - Tim Hartford
- Undercover Economist Strikes Back -Tim Hartford
- Freakonomics: A Rogue Economist - S Levitt
- Money Master the Game - T Robbins
- Zero to One - notes on a startup - B Masters
- Who Runs Britain, and who is to blame? - R Peston

Course requirements

- Grades 7 in GCSE English and Mathematics

English Language

Have you ever wondered how tiny children seem to pick up the complexities of language so quickly? Why Shakespeare's language is so different to our own? How (and why) language varies dependent on class, gender, age and geography? Are you fascinated by the language of the press, the relationship between language and power, global varieties of English and the 'hidden rules' of conversation?

If so, English Language might be the ideal course for you. The subject at A-Level has very little in common with its GCSE counterpart: English Language A-Level is an objective, scientific study of the centrality of human language and the ways in which we use it to build meaning and relationships. Candidates will be taught to accurately describe, evaluate and account for language variation and change; they will explore the cultural, social and political influences that have shaped modern English and, through analysis of data and relevant theories, gain an understanding of the factors influencing its development in the present day and beyond.

The aims and objectives of the Edexcel A-Level in English Language are to enable students to:

- Develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- Explore data and examples of language in use
- Engage creatively and critically with a varied programme for the study of English
- Develop their skills as producers and interpreters of language and independently investigate language in use.

Syllabus Overview and Specification

Edexcel A-Level English Language
- [View Here](#) (Internet required)

Prep

English Language pupils are expected to not only complete research and essay questions as directed by their class teacher, but also to engage in wider reading to supplement and enhance the curriculum. Suggested reading lists will be provided.

Assessment & Examinations

Component 1: Language Variation - 35% - 2hr 15mins

How language varies depending on mode, field, function and audience; how language choices can create personal identities; and language variation in English from c1550 (the beginnings of Early Modern English) to the present day.

Component 2: Child Language - 20% - 1hr 15mins

Spoken language acquisition and how children learn to write between the ages of 0 and 8; the relationship between spoken language acquisition and literacy skills that children are taught, including the beginnings of reading; appropriate theories of children's language development.

Component 3: Investigating Language - 25% - 1hr 45mins

Select a research focus from five topic areas; develop their research and investigation skills; undertake a focused investigation; apply their knowledge of language levels and key language concepts developed throughout the whole course; develop their personal language specialism.

A subtopic will be pre-released on the 1 December*** before the examination. The pre-released subtopic will provide a steer for students' research and investigation to enable them to prepare for the external assessment.

Non-Examination Assessment - 20%

Research a selected genre; demonstrate their skills as writers within their selected genre, crafting texts for different audiences and/or purposes; reflect on their research and writing in an accompanying commentary.

Beyond A-Level

English Language provides its students with a solid foundation to go on to further study in many different fields, including Law, the Arts and the Humanities. Graduates of English Language may go on to further study in the fields of language change and historical English, semantics, or sociolinguistics, or into professions such as speech and language therapy, forensic linguistics, translation, education, publishing and marketing.

Course requirements

- Level 6 in GCSE Literature and GCSE Language. Competence in science will also be beneficial.

English Literature

The study of English Literature is regarded as a facilitating subject by the Russell Group of universities. It encourages and teaches pupils to be critical, independent thinkers, to evaluate evidence and build strong lines of argument.

The aims and objectives of the Pearson Edexcel A-Level English Literature are to enable students to:

- Read widely and independently set texts and others that they have selected for themselves.
- Engage critically and creatively with a substantial body of texts and ways of responding to them.
- Develop and effectively apply their knowledge of literary analysis and evaluation.
- Explore the contexts of the texts they are reading and others' interpretations of them.
- Undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions.

Syllabus Overview and Specification

Edexcel English Literature A-Level - [View Here](#) (Internet required)

Course Texts (Provisional):

- Component 1: Othello by William Shakespeare and A Streetcar Named Desire by Tennessee Williams
- Component 2: Frankenstein by Mary Shelley and The Handmaid's Tale by Margaret Atwood
- Component 3: a selection of modern poetry from Poems of the Decade: An Anthology of the Forward Books of Poetry 2002–2011 and a selection of the poetry of John Keats
- Component 4: A free choice of two texts.

Prep

Literature pupils are expected to not only complete research and essay questions as directed by their class teacher, but also to engage in wider reading to supplement and enhance the curriculum. Suggested reading lists will be provided.

Assessment & Examinations

Component 1: Drama - 30% - 2hr 15mins

One Shakespeare play and one other drama from either tragedy or comedy – both texts may be selected from one or both of these categories; critical essays related to their selected Shakespeare play. Students' preparation is supported by Shakespeare: A Critical Anthology – Tragedy or Shakespeare: A Critical Anthology – Comedy.

Overview of assessment

Two sections: students answer one question from a choice of two on their studied text for both Section A and Section B.

- **Section A** – Shakespeare: one essay question, incorporating ideas from wider critical reading (AO1, AO2, AO3, AO5 assessed).
- **Section B** – Other Drama: one essay question.

Component 2: Prose - 20% - 1hr 15mins

Students study two prose texts from a chosen theme. At least one of the prose texts must be pre-1900.

Overview of assessment

Students answer one comparative essay question from a choice of two on their studied theme.

Component 3: Poetry - 30% - 2hr 15mins

Poetic form, meaning and language; a selection of post-2000 specified poetry and a specified range of poetry from either a literary period (either pre- or post-1900) or a named poet from within a literary period.

Overview of Assessment

- **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 (AO1, AO2, AO4 assessed).
- **Section B** – Specified Poetry Pre- or Post-1900: one essay question (AO1, AO2, AO3 assessed).

Non-Examination Assessment - 20%

Students produce one extended comparative essay referring to two texts. The advisory total word count is 2500–3000 words, with a total of 60 marks available.

Beyond A-Level

English Literature provides its students with a solid foundation to go on to further study in many different fields, including Law, the Arts and the Humanities. Former Literature pupils from Brighton have gone on to study English and related fields at a huge variety of high-ranking universities and colleges, including Law at Oxford, the University of Exeter and Durham.

Course requirements

- Level 7 in GCSE Literature and GCSE Language.

French

Success in languages continues to be very well-respected in the academic sphere as a discipline which requires a wide variety of skills (Listening, Speaking, Reading and Writing) and which is an excellent way to develop interpersonal, communicative expertise, and an appreciation of other cultures.

Syllabus Overview and Specification

AQA French (7652) - [View Here](#) (Internet required)

AQA is the Examination Board that the school uses for AS & A-Level French. It has worked with teachers and universities to design stimulating content to enable pupils to develop their linguistic skills alongside their understanding of the culture and society of countries where French is spoken.

During this course, pupils will study technological and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world. They will also explore the influence of the past on present-day French-speaking communities. Throughout their studies, pupils will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Finally, pupils will study texts and film and have the opportunity to carry out independent research on an area of their choice. The subject content of the course includes:

- Social issues & trends
- Political & artistic culture
- Grammar
- Works (literary texts & films)
- Individual research project* (*in the second year of the course)

Prep

The nature of the MFL homework is varied and unprescribed. It is valuable because it can give control to the pupils, develop confidence, promote creativity, support differentiation, encourage pupil independence and provide pragmatic ways of lightening the burden of assessment. Regular learning of new words and structures is an essential part of making progress in a language.

Assessment & Examinations

The 2-year A-Level course is assessed as follows:

Paper 1: Listening, Reading and Writing - 100 marks - 2hr 30mins - 50% of A-Level

What's assessed:

- Aspects of French-speaking society: current trends
- Aspects of French-speaking society: current issues
- Artistic culture in the French-speaking world
- Aspects of political life in the French-speaking world
- Grammar

Questions:

- Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.
- All questions are in French, to be answered with non-verbal responses or in French (30 marks).
- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.
- All questions are in French, to be answered with non-verbal responses or in French (50 marks)
- Translation into English; a passage of minimum 100 words (10 marks).
- Translation into French; a passage of minimum 100 words (10 marks).
- No access to a dictionary during the assessment.

Paper 2: Writing - 80 marks - 2hr - 20% of A-Level

What's assessed:

- One text and one film or two texts from the list set in the specification
- Grammar

Questions:

- Either one question in French on a set text from a choice of two questions and one question in French on a set film from a choice of two questions or two questions in French on set texts from a choice of two questions on each text.
- All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).
- No access to texts or films during the assessment.
- No access to a dictionary during the assessment.
- Students are advised to write approximately 300 words per essay.

Paper 3: Speaking - 60 marks - Oral exam: 21-23 minutes (including 5 minutes preparation time) - 30% of A-Level

What's assessed:

- Individual research project
- One of four themes (Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world).

Questions:

- Discussion of a sub-theme with the discussion based on a stimulus card (5-6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).
- Presentation (2 minutes) and discussion (9-10 minutes) of individual research project (35 marks).
- No access to a dictionary during the assessment (including 5 minutes preparation).
- Students may take the assessment only once before certification.
- Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.

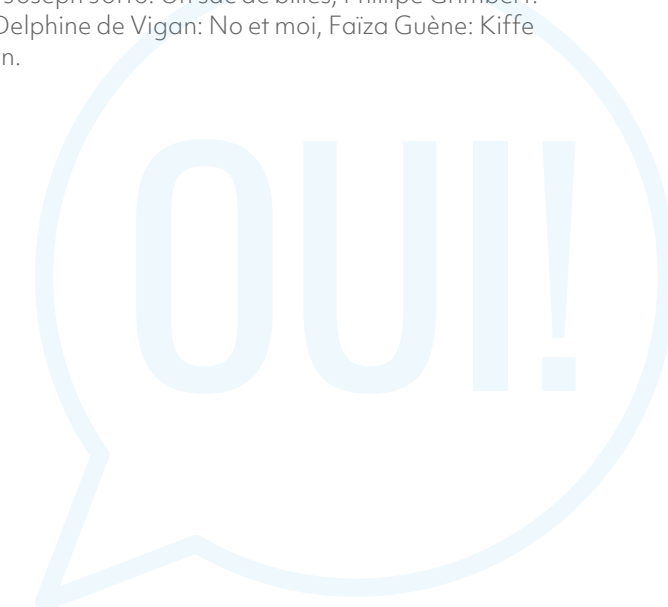
Beyond A-Level

An A-Level in French is considered to be one of the higher academic qualifications, and universities increasingly look for academic success in one or more modern foreign languages as an indicator of the ability and personality of the pupil. Beyond university, speaking more than one language is a skill which will increase your marketability to potential employers, and indeed, an A-Level in French would teach high level communication skills, needed for a huge variety of career destinations.

Supporting the Course

Films: Au revoir les enfants, La Haine, L'auberge espagnole, Un long dimanche de fiançailles, Entre les Murs, Les 400 coups.

Texts: Molière: Le Tartuffe, Voltaire: Candide, Maupassant: Boule de suif et autres contes de la guerre, Camus: L'étranger, Françoise Sagan: Bonjour tristesse, Claire Etcherelli: Elise ou la vraie vie, Joseph Joffo: Un sac de billes, Phillipe Grimbert: Un secret, Delphine de Vigan: No et moi, Faiza Guène: Kiffe kiffe demain.



Course requirements

- Grade A/7 minimum is required in French GCSE. Special circumstances are not unusual with some pupils having a particular connection, parent, or other reason; so all pupils are treated on a case by case basis.

Geography

Geography underpins a lifelong 'conversation' about the earth as the home of humankind.

Critical thinking and decision-making with geographical knowledge and perception helps us to live our lives as informed citizens, aware of our own local communities in a larger global setting.

Syllabus Overview and Specification

Edexcel - 9GEO - [View Here](#) (Internet required)

In the first year pupils study the Physical Units 1 and 2: Dynamic Landscapes – includes an introduction to a range of global natural hazards which threaten some areas of the world more than others and then focuses on glaciated OR coastal landscapes and change. The Human Units 3 and 4: Dynamic Places – focuses on how we need to reimage and regenerate rural and urban places, using appropriate strategies, OR a focus on unequal spaces which looks at rural and urban inequalities and looks at a range of strategies which have been designed to remove or manage the disparities and the related international issues of globalisation.

In the second year the pupils complete Unit 5 and 6: In these units, pupils will investigate the distribution of water and energy resources, and the physical factors that result in this distribution. They also consider how humans utilise these resources, and the problems of providing resources to people as well as an awareness of the costs of doing so. Consideration will also be given to how a finite resource base should be managed. Topics 7 and 8: Superpower Geographies will be studied. Pupils will also focus on global development and connections; either 8A Health, Human Rights and Intervention OR 8B Migration, Identity and Sovereignty.

Prep

Homework in Geography will cover both theory content and some skills work. Theory homework will be set during your dedicated theory lesson and will usually be due in the following Geography lesson. Pupils will also conduct an Individual Investigation during the summer before year 13 and will write up their report in Term 1 of the second year.

Assessment & Examinations

- **Unit 3** - 30% of A-Level – Physical Assessment
- 2 hrs 15 mins
- **Unit 4** - 30% of A-Level - Human Assessment
- 2 hrs 15 mins
- **Unit 5** - 20% of A-Level - Synoptic Assessment
- 2 hrs 15 mins
- **Independent Investigation** - 20% of A-Level
- 3000 - 4000 word report.

Beyond A-Levels

Geography is a broad based academic degree which is well respected by employers. Geography graduates have one of the highest rates of graduate employment. Geographers enter a very wide range of career areas and, put simply, there is no such thing as a Geography job - there are jobs that geographers do.

Studying Geography provides you with valuable skills and a firm base for life-long learning. Statistics show that Geography graduates are among the most employable. They possess the skills that employers are looking for; graduates therefore get careers in management and administration, the financial sector, retail, media, training, legal work and many other areas. Pupils are encouraged to attend some of the many lectures put on by the department throughout the year which are held at NYUAD. There is an annual Royal Geographical Society competition held each year for KS4 and KS5.

There are thousands of excellent books, Moocs and websites to help pupils understand the mysteries of the world around us. It is essential that pupils follow the news and keep up to date with recent events by reading a variety of newspapers and sources.

Supporting the Course

www.rgs.org
www.geointeractive.co.uk

Course requirements

- GCSE Geography Grade 6 or above



German

Success in languages continues to be very well-respected in the academic sphere as a discipline which requires a wide variety of skills (listening, speaking, reading and writing) and which is an excellent way to develop interpersonal, communicative expertise, and an appreciation of other cultures.

Syllabus Overview and Specification

German (7662) - [View Here](#) (Internet required)

AQA is the Exam Board that the school uses for German. It has worked with teachers and universities to design stimulating content to enable pupils to develop their linguistic skills alongside their understanding of the culture and society of countries where German is spoken.

During this course, pupils will study technological and social change, looking at the multicultural nature of German-speaking society. They will study highlights of German-speaking artistic culture, including art and architecture, and will learn how Germany's political landscape was formed. They will also explore the influence of the past on present-day German-speaking communities. Throughout their studies, pupils will learn the language in the context of German-speaking countries and the issues and influences which have shaped them. Finally, pupils will study texts and film and will have the opportunity to carry out independent research on an area of their choice. The subject content of the course includes:

- Social issues & trends
- Political & artistic culture
- Grammar
- Works (literary texts & films)
- Individual research project* (*in the second year of the course)

Prep

The nature of the MFL homework is varied and unprescribed. It is valuable because it can give control to the pupils, develop confidence, promote creativity, support differentiation, encourage pupil independence and provide pragmatic ways of lightening the burden of assessment. Regular learning of new words and structures is an essential part of making progress in a language.

Assessment & Examinations

The 2-year A-Level course is assessed as follows:

Paper 1: Listening, Reading and Writing - 100 marks - 2hr 30mins - 50% of A-Level

What's assessed:

- 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
- Grammar

Questions:

- Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.
- All questions are in German, to be answered with non-verbal responses or in German (30 marks)
- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.
- All questions are in German, to be answered with non-verbal responses or in German (50 marks)
- Translation into English; a passage of minimum 100 words (10 marks)
- Translation into German; a passage of minimum 100 words (10 marks).
- No access to a dictionary during the assessment.

Paper 2: Writing - 80 marks - 2hr - 20% of A-Level

What's assessed:

- One text and one film or two texts from the list set in the specification
- Grammar

Questions:

- Either one question in German on a set text from a choice of two questions and one question in German on a set film from a choice of two questions or two questions in German on set texts from a choice of two questions on each text.
- All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).
- No access to texts or films during the assessment.
- No access to a dictionary during the assessment.
- Students are advised to write approximately 300 words per essay.

Paper 3: Speaking - 60 marks - Oral exam: 21-23 minutes (including 5 minutes preparation time) - 30% of A-Level

What's assessed:

- Individual research project
- 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).

Questions:

- Discussion of a sub-theme with the discussion based on a stimulus card (5-6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).
- Presentation (2 minutes) and discussion (9-10 minutes) of individual research project (35 marks).
- No access to a dictionary during the assessment (including 5 minutes preparation).
- Students may take the assessment only once before certification.
- Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.

Beyond A-Levels

An A-Level in German is considered to be one of the higher academic qualifications, and universities increasingly look for academic success in one or more modern foreign languages as an indicator of the ability and personality of the pupil. Beyond university, speaking more than one language is a skill which will increase your marketability to potential employers, and indeed, an A-Level in German would teach high level communication skills, needed for a huge variety of career destinations.

Supporting the Course

Films: Goobye, Lenin!, Das Leben der Anderen, Die Fetten Jahre Sind Vorbei, Almany - Willkommen in Deutschland, Sophie Scholl - Die Letzten Tage, Lola Rennt.

Texts: Böll: Die Verlorene Ehre der Katharina Blum, Brecht: Mutter Courage und Ihre Kinder, Dürrenmatt: Der Besuch der alten Dame, Frisch: Andorra, Heine: Gedichte - Buch de Lieder, Hensel: Zonenkinder, Kafka: Die Verwandlung, Kaminer: Russendisko, Lenz: Fundbüro, Schlink: Der Vorseher.



Course requirements

- Grade A/7 minimum is required in German GCSE. Special circumstances are not unusual with some pupils having a particular connection, parent, or other reason; so all pupils are treated on a case by case basis.

History

The A-Level specification in History provides a broad and coherent course of study for all pupils whether they progress to further study in the subject, or not.

There are no prior knowledge requirements for pursuing an A-Level specification in History - indeed a pupil may choose A-Level History without completing GCSE History! When we study History, we acquire usable habits of mind, we emerge with relevant skills and an enhanced capacity for informed citizenship, critical thinking, and awareness. History is essential in understanding identity, exploring the linkages between past and present and understanding what the future may hold.

Syllabus Overview and Specification

AQA History (7041, 7042) - [View Here](#) (Internet required)

Prep

Pupils are given one prep a week, which is designed to supplement and build upon the work completed in lessons, not simply repeat it. This is a mixture of tasks including research, reading for upcoming lessons, group work, presentations and past paper questions.

Assessment & Examinations

Component 1: Breadth Study - The British Empire, 1857-1967

The study of significant historical developments over a period of around 100 years and associated interpretations.

- Written exam: 2 hours 30 minutes
- Three questions (one compulsory)
- 80 marks
- 40% of A-Level

Component 2: Depth Study - The Cold War, 1945 - 1991

The study in depth of a period of major historical change or development and associated primary evidence.

- Written exam: 2 hours 30 minutes
- Three questions (one compulsory)
- 80 marks
- 40% of A-Level

Component 3: Historical investigation

A personal study based on a topic of pupil's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2.

- 3000-3500 words
- 40 marks
- 20% of A-Level
- Marked by teachers, moderated by AQA

Beyond A-Levels

A-Level History is an excellent qualification with which to gain access to University degree courses in:-

- Law
- Journalism
- Economics
- Business
- Arts
- Humanities

A surprising number of undergraduates in Finance, Management and Accountancy courses have also achieved an A-Level in History. It sits well alongside a large number of other A-Level choices, from Modern and Ancient Languages, English, Geography, the Creative Arts and even Mathematics and Sciences.

Course requirements

- Grade B or Grade 6 in GCSE History and English.



Mandarin

Success in languages continues to be very well-respected in the academic sphere as a discipline which requires a wide variety of skills (listening, speaking, reading and writing) and which is an excellent way to develop interpersonal, communicative expertise, and an appreciation of other cultures.

There are no prior knowledge requirements for pursuing an A-Level specification in History - indeed a pupil may choose A-Level History without completing GCSE History! When we study History, we acquire usable habits of mind, we emerge with relevant skills and an enhanced capacity for informed citizenship, critical thinking, and awareness. History is essential in understanding identity, exploring the linkages between past and present and understanding what the future may hold.

Syllabus Overview and Specification

Chinese (Spoken Mandarin) 9CN0
- [View Here](#) (Internet required)

During this course, pupils will learn to demonstrate an ability to communicate effectively in Chinese about a stimulus linked to one of the general topic areas, and to express opinions as well as provide relevant and appropriate information. They will also learn to demonstrate their understanding of spoken and written Chinese, to transfer meaning from Chinese into English, and to produce continuous writing in Chinese. A-Level Mandarin has been developed to inspire all pupils who have an appreciation of the language, literature, film and culture of the Chinese-speaking world.

The subject content of the course includes:

- **Year 1:** Changes in contemporary Chinese society (family) and Chinese culture (Education and the world of work).
- **Year 2:** Evolving Chinese society (Communications and technology, Economy and environment) and Post 1978 P.R. China on the world stage (Chinese society post 1978, China on the international stage).

Prep

The nature of the MFL homework is varied and unprescribed. It is valuable because it can give control to the pupils, develop confidence, promote creativity, support differentiation, encourage pupil independence and provide pragmatic ways of lightening the burden of assessment. Regular learning of new words and structures is an essential part of making progress in a language.

Assessment & Examinations

Paper 1: Listening, Reading and Translation - 80 marks - 2hrs - 40% of A-Level

This paper draws on vocabulary and structures across all four themes listed on pages 9-10. Themes are based on the society and culture of Chinese-speaking countries.

Students are not permitted access to a dictionary during the examination. The examination is made up of:

- **Section A: Listening (30 marks)** – A listening assessment based on a recording, featuring male and female Chinese speakers. Students will respond to comprehension questions based on a variety of contexts and sources. Recordings of spoken Chinese will be available in Mandarin and Cantonese. The listening audio files for the sample assessment materials are available on our website.
- **Section B: Reading (30 marks)** – A reading assessment based on a variety of text types and genres where students will respond to comprehension questions.
- **Section C: Translation into English (20 marks)** – An unseen passage to be translated from Chinese to English.

Paper 2: Written Response to Works and Translation - 120 marks - 2hrs 40 mins - 30% of A-Level

This paper requires students to translate a previously unseen passage from English into Chinese. This paper also draws on the study of two discrete Chinese works: either two literary texts, or one literary text and one film. The works must be taken from the list provided in Appendix 2: Prescribed literary texts and films. The literary texts listed include novels and short stories. All of the films are feature length.

This paper includes a translation exercise and two extended responses to either two literary texts, or one literary text and one film (students must not answer questions on two films). Students are not permitted access to a dictionary or any documentation relating to the works during the examination.

- **Section A: Translation (20 marks)** – Students to translate an unseen passage from English to Chinese.
- **Section B: Written response to works (literary texts) (50 marks)** – Students must write an extended response on either one or two of the literary texts listed in Appendix 2: Prescribed literary texts and films. If a student answers questions on two literary texts then they do not complete Section C.
- **Section C: Written response to works (films) (50 marks)** – Students who answer only one question on a literary text in Section B must write an extended response on one of the films listed in Appendix 2: Prescribed literary texts and films.

Paper 3: Speaking - 72 marks - 21-23 mins (including 5 minutes preparation time) - 30% of A-Level

Task 1 draws on vocabulary and structures across all four themes (listed on pages 9-10). Task 2 is based on independent research selected and carried out by the student. The research may be based on one of the themes or on the student's own subject of interest related to the society and culture of the Chinese-speaking world. Students will be assessed on their ability to use a range of language accurately, communicate and interact effectively, summarise and analyse findings from written sources relating to their research subject, and show knowledge and understanding about the society and culture of the Chinese-speaking world.

Students complete two tasks. Task 1 is worth 30 marks and Task 2 is worth 42 marks.

- **Task 1 (Discussions on a Theme)** – Students discuss one theme from the specification based on a stimulus containing a short statement.
- **Task 2, Part 1 (Independent Research Presentation)** – Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.
- **Task 2, Part 2 (Discussion on Independent Research)** – Students answer questions on their presentation and then have a wider discussion on their research.

The assessment will be available in Chinese and Mandarin. The option for each student is indicated by entry code: Mandarin 9CN0/03M. Cantonese 9CN0/03C.

Beyond A-Levels

An A-Level in Mandarin is considered to be one of the higher academic qualifications, and universities increasingly look for academic success in one or more modern foreign languages as an indicator of the ability and personality of the pupil.

Beyond university, speaking more than one language is a skill which will increase your marketability to potential employers, and indeed, an A-Level in Mandarin would teach high level communication skills, needed for a huge variety of career destinations.

Course requirements

- Grade A/7 minimum is required in Mandarin GCSE. Special circumstances are not unusual with some pupils having a particular connection, parent, or other reason for studying the language; so all pupils are treated on a case by case basis.



Mathematics

Mathematics is a challenging and engaging A-Level that is an outstanding qualification on its own or as an addition to another similar course.

It is essential for anyone looking to go into a number of courses such as Economics, Engineering and Computer Science as it often acts as an important part of the university entry criteria for these subjects.

Syllabus Overview and Specification

Edexcel Mathematics - [View Here](#) (Internet required)

The 6th Form Mathematics A-Level course consists of three main components; Pure Mathematics, Statistics and Mechanics. The overarching themes of these three components are mathematical argument, language and proof along with problem solving and modelling skills.

- **Pure Mathematics:** Algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and vectors.
- **Statistics:** Statistical sampling, data presentation and interpretation, probability, statistics distribution and hypothesis testing.
- **Mechanics:** Quantities and units, kinematics, forces and Newton's laws, moments.

Prep

Pupils are set an assessed prep at the end of each chapter. These are comprised of past paper questions to give pupils the chance to practice these before class tests.

Assessment & Examinations

Pupils will sit two papers at the end of Year 12 as an internal assessment. Paper 1 comprises of Pure Mathematics components and Paper 2 comprises of the Statistics and Mechanics components.

In Year 13 pupils will sit the full A-Level Mathematics which consists of three papers, two of which will assess the Pure Mathematics concepts and the third will assess the Statistics and Mechanics concepts. The content of the A-Level assessment will cover all material that has been learned in Year 12 and in Year 13.

Beyond A-Levels

An A-Level in Mathematics is in high demand by many universities and employers. Studying Mathematics equips you with essential transferable skills across the STEM subjects. Pupils wishing to study Mathematics, Physics, Computer Sciences and Engineering will often find that Mathematics is a course requirement. Degrees such as: Geography, Psychology and Sports Sciences also use advanced Mathematics skills. Studying Mathematics can lead to careers in Finance and Banking, Natural and Life Sciences, Art and Design, Business Consultancy and Operational Research, Engineering, IT and Computing, Medicine and Education.

Course requirements

- Grade 7 at IGCSE Mathematics is a minimum requirement and a Grade 8 is a preferred, particularly if combined with the Sciences.

Further Mathematics

Further Mathematics allows pupils a chance to study a wide variety of Mathematical modules with many applications.

Mathematics is a highly sought-after subject at A-Level and pupils who study Further Mathematics will mark themselves as the most able Mathematicians in their school. For pupils who enjoy Mathematics, it provides an extra challenge and a chance to explore new and more sophisticated Mathematical concepts and can make the transition to Mathematics-rich courses easier. It is a must for going to a top university anywhere to study degrees such as Mathematics, Physics, Engineering and Economics.

Syllabus Overview and Specification

Edexcel Mathematics - [View Here](#) (Internet required)

Pupils taking Further Mathematics will complete the A-Level Mathematics course and exam in Year 12. Pupils will then go on to complete the Further Mathematics A-Level course and examination in Year 13.

Year 12 content consists of three main components:

- **Pure Mathematics:** Algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and vectors.
- **Statistics:** Statistical sampling, data presentation and interpretation, probability, statistics distribution and hypothesis testing.
- **Mechanics:** Quantities and units, kinematics, forces and Newton's laws, moments.

Year 13 content consists of the following content:

- **Pure Mathematics:** Proofs, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions, differential equations.
- **Statistics:** Further trigonometry, further calculus, further differential equations, coordinate systems, further vectors, further numerical methods, inequalities.
- **Mechanics:** Momentum and impulse, work energy and power, elastic strings springs and energy, elastic collisions in 1D and 2D.

Prep

Pupils are set an assessed prep at the end of each chapter. These are comprised of past paper questions to give pupils the chance to practice these before class tests.

Assessment & Examinations

Pupils will complete the Mathematics A-Level examination at the end of Year 12 which will consist of three papers, two of which will assess the Pure Mathematics concepts and the third will assess the Statistics and Mechanics concepts. At the end of Year 13 pupils will sit the Further Mathematics A-Level examination which will consist of four papers, two of which will assess the Core Mathematics concepts and the third and fourth will assess the additional options of Further Pure Mathematics and Mechanics.

Beyond A-Levels

A-Levels in Mathematics and Further Mathematics are in high demand by many top universities and employers. Studying Mathematics equips you with essential transferable skills across the STEM subjects. Pupils wishing to study Mathematics, Physics and Engineering will often find that Further Mathematics is a course requirement at many of the most prestigious universities. Degrees such as: Geography, Psychology and Sports Sciences also use advanced Mathematics skills. Studying Mathematics can lead to careers in Finance and Banking, Natural and Life Sciences, Art and Design, Business Consultancy and Operational Research, Engineering, IT and Computing, Medicine and Education.

Course requirements

- Grade 9 in IGCSE Mathematics.

Music

A-Level Music is a highly regarded, academic and rigorous course held in high esteem by universities and employers alike, whether you take it with a view to a career in music or as a supporting A-Level subject.

Music demonstrates a huge range of skill sets: analysis, problem-solving, critical thinking, attention to detail and creativity to name but a few. The practical, performance aspect of the course shows more than an ability to interpret and respond musically to a score, it also demonstrates the dedication needed to master the technical aspects of an instrument, self-confidence to perform, and the ability to communicate to an audience.

Most people study Music because they love it; they are excited and interested in musical history and the hidden depths of a score revealed by detailed analyses. They are creative and enjoy composing their own music, developing their ideas and hearing their music performed. They are performers who love their instrument and look forward to opportunities to develop their talents as soloists and within ensembles.

"Musicians often have higher levels of executive functions... including planning, strategising and attention to detail... and enhanced memory functions. Playing music allows musicians to solve problems more creatively and effectively in both academic and social settings."

Anita Collins – TED lecture

Syllabus Overview and Specification

AQA Music 7272 - [View Here](#) (Internet required)

Unit 3.1: Appraising - This unit focusses on development of listening and appraising skills through the study of set works and related listening across a variety of styles and genres within three out of a possible seven areas of study. The first, Western Classical Tradition (Baroque Solo Concert, Operas of Mozart and Romantic Piano Music) is compulsory; thereafter, you will choose two from the following: Pop Music, Music for Media, Music for Theatre, Jazz, Contemporary Traditional Music and Art Music since 1910.

You will reflect on, analyse and evaluate music in aural and written form, make critical judgements about the repertoire, explore the complex interdependencies between musical elements and make sophisticated connections between music and its context and context of music within the areas of study. For a full list of set works and suggested composers/artists for further study as well as recommended reading and listening, please contact the Head of Senior School Music directly .

Unit 3.2: Performing - This unit gives you the opportunity to extend your performance skills as a soloist and/or as part of an ensemble. You are free to choose music in any style and for any instrument or voice. The complete performance should last at least ten minutes and provide a balanced programme of music. You will be encouraged to perform regularly in both formal and informal concert settings and to explore a variety of approaches to the interpretation of your chosen repertoire through the study of different artists.

Unit 3.3: Composing - This unit has two components: Free Composition and Composition in response to a Brief (Technical Study, Chorale Harmonisation). You will develop your free composing skills, leading to the creation of a final four-minute piece. You will explore harmonisation, part-writing and composition in the style of J S Bach in preparation for the Technical Study composition.

Prep

Much of your Music prep will involve working independently on your compositions and performances. Pupils are expected to develop these important pieces of coursework over an extended period of time with regular feedback from class and instrumental teachers to ensure that final submissions are as prepared and mature as possible. At the same time, the best music students are ones who listen widely to a large range of genres of music in their own time and demonstrate curiosity for unfamiliar works.

Assessment & Examinations

Performance (35%)

Coursework submitted in the form of a recording which is externally marked. The recital must last at least 10 minutes (pupil playing time) but does not have to be recorded in a single take; all pieces are recorded during the Spring Term of year 13.

Composition (25%)

Coursework submitted in the form of scores and audio recordings which are externally marked each out of a total possible 25 marks. Each composition must have accompanying programme note of approximately 150 words. The Technical Study is written in response to a brief released from the exam board in September of Year 13.

Appraising (40%)

Assessed through a 2 and a half hour written examination marked out of 120 and taken in May/June of Year 13.

- **Section A: Listening - 60 marks:** aural analysis questions based on unfamiliar works related to each of the three chosen areas of study.
- **Section B: Analysis - 30 marks:** analysis and context questions based on a choice of two of the three strands studied within Area of Study One.
- **Section C: Contextual Understanding - 30 marks:** an essay question relating to one of the optional areas of study that assesses critical understanding across the genres, styles and traditions studied and ability to show sophisticated connections between the music and its context.

Beyond A-Levels

You can choose to study music at degree level either at university or conservatoire. Most universities require you to have studied Music A-Level; many also require you to have reached at least grade VII on your main instrument. If piano is not your main instrument it is useful to have grade V level. Some universities also require at least one other essay-based subject such as History or English.

Music is accepted as a supporting A-Level in most subject areas. Selecting a good mix of A-Level subjects is important and Music complements a range of commonly required A-Level subjects.

A degree in Music does not tie you into a career in music although it is a very good basis for one. Whilst many Music graduates do go into careers that are connected to the music industry, many choose careers not connected with music at all. Teaching, performing, performance and arts administration, publishing, editing, media production, broadcasting, and marketing are popular destinations for Music graduates. Less anticipated but no less common is the employment of Music graduates in finance and banking, law, politics and the Civil Service.

Self-management, team-work, problem solving, all forms of communication, numeracy, and IT skills are all commonly listed as skills that define employability and these are all recognised as skills developed by Music students during their studies.

Course requirements

- Grade 6 standard on your chosen instrument. You should have also achieved at least a 6 grade in GCSE Music, however in exceptional circumstances a pass at ABRSM Grade 5 theory may be an accepted alternative.



Physical Education

A-Level Physical Education aims to enhance knowledge and increase understanding of the factors that affect performance and participation in sport.

To study this subject pupils, need a passion for sport with an interest in a wide range of theoretical concepts connected to the subject. The qualification aims to equip pupils with the skills and knowledge required for higher education or the world of work.

Syllabus Overview and Specification

AQA Physical Education 7582 - [View Here](#) (Internet required)

The PE A-Level course encompass two main areas:

Factors affecting participation in physical activity and sport

- Applied anatomy and physiology (cardiovascular system, respiratory system, neuromuscular system, Musculo-skeletal system and the analysis of movement in physical activity, energy systems)
- Skill acquisition (skill, skill continuums and transfer of skills, impact of skill classification on structure of practice for learning, principles and theories of learning and performance, use of guidance and feedback, memory models)
- Sport and society (emergency of globalization of sport in the 21st century, the impact of sport on society and of society on sport)

Factors affecting optimal performance in physical activity and sport

- Exercise physiology and Biomechanical movement (Diet and nutrition and their effect on physical activity and performance, preparation and training methods in relation to maintaining physical activity and performance, injury prevention and the rehabilitation of injury, biomechanical principles, levers, linear motion, angular motion, projectile motion, fluid mechanics)
- Sport psychology (psychological factors that can influence an individual in physical activities)
- Sport and society and the role of technology in physical activity and sport (concepts of physical activity and sport, development of elite performers in sport, ethics in sport, violence in sport, drugs in sport, sport and the law, impact of commercialisation on the physical activity and sport and the relationship between sport and the media, the role of technology in physical activity and sport).

Prep

Prep will be issued once a week per module (Physiology, Sport Psychology, Sport and Society); therefore, there will be 3 pieces of prep per week. There will also be an ongoing development of the pupils NEA (coursework).

Assessment & Examinations

The A-Level Physical Education course is assessed at the end of the two years via two external exam papers and an internal assessment.

- **Paper One: Factors Affecting Participation in Physical Activity and Sport (2 hours- 35% of A-Level)** - Section A: Applied anatomy and physiology, Section B: Skill acquisition, Section C: Sport and Society.
- **Paper Two: Factors affecting optimal performance in physical activity and sport (2 hours- 35% of A-Level)** - Section A: Exercise physiology and biomechanics, Section B: Sport Psychology, Section C: Sport and society and technology in sport.
- **Non-Exam Assessment:** Practical performance and written analysis in one sport- Internal assessment, external moderation (30% of A-Level).

Beyond A-Level

A-Level Physical Education is an excellent base for a university degree in sport science, sports management, healthcare, or exercise and health. PE can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more. It can open up a range of career opportunities including: sports development, sports coaching, physiotherapy, personal training or becoming a PE teacher.

Course requirements

- Grade 6 or above in GCSE PE. An interest in Exercise Physiology and an excellent practical ability in one sport is fundamental.

Physics

Physics is a challenging and interesting subject, which will help you to understand the world and universe around you!

If you have an inquisitive mind and want to understand how the world works, the study of Physics will provide many of the answers. This course will develop your essential scientific knowledge and understanding, as well as establish sound links between theory and experiment. Studying Physics not only provides a broad training in skills that are highly valued and well rewarded by employers; it also keeps your options open. We do plan that whatever the reason pupils choose to study Physics at Brighton College, they will find it exciting and stimulating.

Syllabus Overview and Specification

Edexcel 9PH0 (A-Level) and 8PH0 (AS)
- [View Here](#) (Internet required)

Pupils study the following topics at A-Level:

Year 12:

Mechanics, Electric Circuits, Materials, Waves, and Quantum Physics as well as experimental methodology and skills, working towards their Practical Endorsement.

Year 13:

Further Mechanics, Electric and Magnetic Fields, Nuclear and Particle Physics, Thermodynamics, Space, Nuclear Radiation, Gravitational Fields, and Oscillations incorporating the remaining experiments required to achieve the Practical Endorsement.

Prep

Pupils will receive some prep each week expected to take between 30 and 40 minutes. The prep could be past paper questions from the question packs, or it could be further reading. This will afford the opportunity to consolidate knowledge, and to practise applying skills gained in the classroom, as well/ or let pupils engage in more extended independent research. There is no set type of Physics prep, with the nature of tasks varying from one week to the next, depending on the nature of the topics studied, and teachers and pupils' interests.

Assessment & Examinations

To achieve the full A-Level, pupils are assessed by means of three examinations at the end of Year 13, two of which are 1 hour 45 minutes (90 marks). The third paper is a Synoptic Paper and is 2 hours 30 minutes long (120 marks).

In addition, pupils are teacher-assessed throughout the course in order to obtain the Science Practical Endorsement, which requires completion of a minimum of 12 Core Practical Activities, each of which assesses one or more of 12 Key Practical Skills.

Alternatively, pupils may take AS Physics for which they must sit two examinations at the end of Year 12, each of 1 hour and 30 minutes duration.

Supporting the Course

www.how2become.com/blog/A-Levels-2015-the-parents-guide <http://university.which.co.uk/advice/A-Level-choices/six-things-you-need-to-know-before-making-your-A-Level-choices>

www.itseducation.asia/physics.htm

Course requirements

- Grade A*/8 (recommended) or minimum A/7 in GCSE Physics and grade A in GCSE Mathematics.

Politics

Politics is an ideal choice for anyone interested in learning about current affairs and the world around them. It would suit any pupil who likes to debate current world issues, including those who have set opinions and those who have yet to decide.

It is also a subject where pupils are able to develop their analytical and evaluative skills and hence fits well with a range of other subjects across the curriculum, especially History and Economics.

For almost all pupils, the study of the subject will be completely new and this serves to make the subject both interesting and informative. A pupil who likes subjects which are dynamic and focused on recent and current world events (Brexit, COVID-19 and the Trump presidential election defeat) would be a key candidate for Politics. Pupils will study how society decides who has power, what that degree of power means for society and how well that power is used within the context of the UK and global politics.

Syllabus Overview and Specification

Edexcel 9PLO - [View Here](#) (Internet required)

The first two units introduce pupils to different political theories (such as democracy, conservatism, socialism and nationalism) and the relationships between government and the people in the UK. It encourages them to develop a critical understanding of the role and effectiveness of key institutions (Parliament, the Judiciary and the Cabinet) and the relationships between them. At A2 pupils will study a unit on global politics which gives them an opportunity to develop an understanding of the local, national, international and global dimensions of political activity. It also gives them the opportunity to explore the political issues that affect all of us. Students will gain an understanding of abstract political concepts through grounding them in contemporary real-world examples and case studies that will develop an international awareness and knowledge of multiple perspectives.

Politics works in combination with almost any subject area as there is an emphasis on how Politics enters all spheres of life. It is an excellent complement to History and Economics, rather than an alternative to them.

Unit 1: UK Politics & Core Political Ideas -

- Democracy and Participation
- Political Parties
- Electoral Systems
- Voting behaviour and the Media
- Conservatism
- Liberalism
- Socialism

Written examination - 2 hrs - 33% of A-Level. One 30-mark source question, one 30-mark question, one 24-mark question. All questions from a choice of two.

Unit 2: UK Government & Core Political Ideas -

- The Constitution
- Parliament
- Prime Minister and Executive
- Relationships Between the Branches
- Nationalism

Written examination - 2 hrs - 33% of A-Level. One 30-mark source question, one 30-mark question, one 24-mark question. All questions from a choice of two.

Unit 3: Global Politics -

- Sovereignty and Globalisation
- Global Governance: Political and Economic
- Global Governance: Human Rights and Environmental
- Power and Developments
- Regionalism and the European Union
- Comparative Theories

Written examination - 2 hours - 33 % of A-Level. Two 12-mark questions and two 30-mark questions.

Prep

Pupils are given one prep a week, which is designed to supplement and build upon the work completed in lessons, not simply repeat it. The work itself will take a myriad of guises; from research to group work, presentations or past exam questions.

Assessment & Examinations

Assessment is by formal examination in the summer at the end of Year 13. There is no coursework. There are three exams each two hours long:

Paper 1 UK Politics:

- Section A: Political Participation - One 30-mark question from a choice of two (each question uses a source). Additionally, one 30-mark essay question from a choice of two.
- Section B: Core Political Ideas (Conservatism, Liberalism, Socialism). One 24-mark question from a choice of two.

Paper 2 UK Government:

- Section A: UK Government - One 30-mark question from a choice of two (each question uses a source). Additionally, one 30-mark essay question from a choice of two.
- Section B: Core Political Ideas (Nationalism). One 24-mark question from a choice of two.

Paper 3 Global Politics:

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

Beyond A-Level

Politics offers knowledge of the working of the modern world and as such lends itself to several career paths. Most notably these include politics, government, journalism, media, accountancy, law, marketing, business, international relations and education.

Course requirements

- Grade B/6 in History, Geography, English Literature or similar subjects.

Psychology

Psychology is one of the most popular subjects to study because it has a big impact on all areas of life, from education and health, to the economy and crime.

Psychologists apply scientific methodology to explain human behaviour. They formulate theories, test hypotheses through observation and experiment and analyse their reports with statistical techniques that help them identify important findings.

A-Level Psychology allows pupils to develop a range of valuable skills, including critical analysis, independent thinking and research. Psychologists observe and measure behaviour with their therapies, which are based on scientific study. Psychology has links with many disciplines including Biology, Computer and Forensic Science - as well as Humanities, such as Sociology and Philosophy. It involves the study of theory, empirical evidence and practical applications. This mix of disciplines helps to make Psychology such a fascinating subject.

Syllabus Overview and Specification

AQA Psychology 7181/7182 - [View Here](#) (Internet required)

Prep

Pupils will receive some homework each week, expected to take between 30 and 40 minutes. The homework could be past paper questions from the AQA exam board, consolidation of prior topics, or it could be further reading. This will afford the opportunity to consolidate knowledge, and to practise applying skills gained in the classroom, as well/ or let pupils engage in more extended independent research. There is no set type of Psychology homework, with the nature of tasks varying from one week to the next, depending on the nature of the topics studied, and teachers and pupils' interests.

Supporting the Course

Books

- Freud for Beginners: Richard Appignanesi & Oscar Zarate
- The Man who Mistook His Wife for a Hat: Oliver Sachs
- Why Zebras don't get Ulcers: Robert Zapolsky
- Introducing Psychology: A Graphic Guide to Your Mind and Behaviour: Nigel Benson
- Mindwatching: Why We Behave the Way We Do: H.J. Eysenck and Michael W. Eysenck
- Psychology: A Very Short Introduction: Gillian Butler and Freda McManus
- Psychology of Mind, Science and Behaviour: R Gross (5th edition)

Magazines/Journals

- Psychology Review (Quarterly)
- The Psychologist (Monthly)
- Scientific American (Monthly)

Websites/Organisations

- The British Psychological Society (BPS): www.bps.org.uk
- Washington University Neuroscience Dept: www.faculty.washington.edu/chudler/neurok.html

Course requirements

- English Language (Grade A/7), Biology (Grade A/7) and Mathematics (Grade A/7).



Spanish

Success in languages continues to be very well-respected in the academic sphere as a discipline which requires a wide variety of skills (listening, speaking, reading and writing) and which is an excellent way to develop interpersonal, communicative expertise, and an appreciation of other cultures.

Syllabus Overview and Specification

AQA Spanish 7692 - [View Here](#) (Internet required)

During this course, pupils will study technological and social change, looking at the multicultural nature of Hispanic society. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. They will learn about aspects of the diverse political landscape of the Hispanic world, and will also explore the influence of the past on present-day Hispanic communities. Throughout their studies, pupils will learn the language in the context of Hispanic countries and the issues and influences which have shaped them. Finally, pupils will study texts and film and have the opportunity to carry out independent research on an area of their choice. The subject content of the course includes:

- Social issues & trends
- Political & artistic culture
- Grammar
- Works (literary texts & films)
- Individual research project (*second year of the course)

Prep

The nature of the MFL homework is varied and unprescribed. It is valuable because it can give control to the pupils, develop confidence, promote creativity, support differentiation, encourage pupil independence and provide pragmatic ways of lightening the burden of assessment. Regular learning of new words and structures is an essential part of making progress in a language.

Assessment & Examinations

The 2-year A-Level course is assessed as follows:

Paper 1: Listening, Reading and Translation - 100 marks - 2hr 30 mins - 50% of A-Level

What's assessed:

- Aspects of Hispanic society
- Artistic culture in the Hispanic world
- Multiculturalism in Hispanic society
- Aspects of political life in Hispanic society
- Grammar

Questions:

- Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.
- All questions are in Spanish, to be answered with non-verbal responses or in Spanish (30 marks)
- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.
- All questions are in Spanish, to be answered with non-verbal responses or in Spanish (50 marks)
- Translation into English; a passage of minimum 100 words (10 marks)
- Translation into Spanish; a passage of minimum 100 words (10 marks)
- No access to a dictionary during the assessment

Paper 2: Writing - 80 marks - 2hr - 20% of A-Level

What's assessed:

- One text and one film or two texts from the list set in the specification
- Grammar

Questions:

- Either one question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions or two questions in Spanish on set texts from a choice of two questions on each text.
- All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).
- No access to texts or films during the assessment.
- No access to a dictionary during the assessment.
- Students are advised to write approximately 300 words per essay.

Paper 3: Speaking - 60 marks - Oral exam: 21-23 minutes (including 5 minutes preparation time) - 30% of A-Level

What's assessed:

- Individual research project
- One of four themes (ie Aspects of Hispanic society or Artistic culture in the Hispanic world or Multiculturalism in Hispanic society or Aspects of political life in Hispanic society)

Questions:

- Discussion of a sub-theme with the discussion based on a stimulus card (5-6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).
- Presentation (2 minutes) and discussion (9-10 minutes) of individual research project (35 marks).
- No access to a dictionary during the assessment (including 5 minutes preparation).
- Students may take the assessment only once before certification.
- Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.

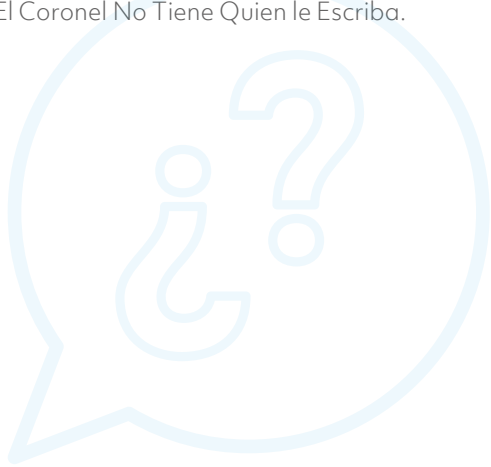
Beyond A-Level

An A-Level in Spanish is considered to be one of the higher academic qualifications, and universities increasingly look for academic success in one or more modern foreign languages as an indicator of the ability and personality of the pupil. Beyond university, speaking more than one language is a skill which will increase your marketability to potential employers, and indeed, an A-Level in Spanish would teach high level communication skills, needed for a huge variety of career destinations.

Supporting the Course

Films: Volver, El Laberinto del Fauno, Ocho Apellidos Vascos, Maria Llena eres de Gracia, El Bola, Las 13 Rosas.

Texts: Gabriel García Márquez: Cronica de Una Muerte Anunciada, Esquivel: Como Agua Para Chocolate, Lorca: La Casa de Barnarda Alba, Carlos Ruiz Zafón: La Sombra del Viento, Isabel Allender: La Casa de Los Espíritus, Sender: Réquiem Por un Campesino Español, Bécquer: Rimas Y Leyendas, Fernando Fernán Gómez: Las Bicicletas Son Para el Verano, Manuel Rivas: El Lápiz del Carpintero, Gabriel García Márquez: El Coronel No Tiene Quien le Escriba.



Course requirements

- Grade A/7 minimum is required in Spanish GCSE. Special circumstances are not unusual with some pupils having a particular connection, parent, or other reason for studying the language; so all pupils are treated on a case by case basis.



Leadership opportunities at Brighton College Abu Dhabi

Brighton College Abut Dhabi offers a range of A-Level courses. Alongside this, all of our Sixth Formers share in the responsibility of supporting and enhancing our school community, taking on significant leadership roles to shape the life and culture of the College.

Pupils can choose from a range of leadership opportunities such as mentoring, supporting younger pupils, running teams and co-curricular clubs, as well as participating in various academic and sporting teams. We proudly offer something for everyone.

Academic Support and Guidance

Sixth Form pupils join a tutor group made up of other Sixth Form pupils. This is to ensure that our pupil body can support each other, provide guidance and establish long-term friendships.

A tutor will also monitor their progress within and outside the classroom and ensure that they supported with any challenges or problems they may face. Our tutors offer one-to-one support and have an in-depth knowledge of pupils' interests, aspirations and individual strengths.

Such knowledge is invaluable particularly when pupils make their applications to university in the first term of Year 13.

Teaching staff place great emphasis on providing the skills to help pupils increase their knowledge and understanding. Pupils will always be stretched and challenged within lessons and this may take the form of more demanding work being set within the classroom or posing thought provoking questions that challenge pupil interpretations. Our subject specialists work alongside our pastoral leaders to ensure we are fully supporting all of our pupils.





Careers & Higher Education Advice

The vast majority of pupils will leave the Sixth Form to enter courses at the universities of their choice.

Some will leave to enter employment and others will take a gap year. All of the Senior School staff are here to ensure that whatever their destination the pupils are able to make informed choices. Pupils are introduced to the latest information and have the opportunity to meet professionals with a wide range of experience and expertise. Sixth Formers are given assistance with personal statements, completion of applications along with interview experience to ensure they have the best chance of entering the destinations of their choice.



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The Sunday Times

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