



BRIGHTON COLLEGE  
ABU DHABI

# BRIGHTON COLLEGE ABU DHABI DIPLOMA:

CULTIVATING CURIOSITY, CONFIDENCE AND KINDNESS



BRIGHTON COLLEGE  
DIPLOMA

# Introducing the Brighton College Abu Dhabi Diploma



We are very excited to introduce you to our Brighton College Diploma for pupils in Year 9.

The Diploma is an excellent way to recognise so much of what our pupils already do both within and beyond the classroom, and to encourage them to be

confident enough to try something new. The elements within this Diploma have been carefully chosen to develop our pupils' ability to approach the academic path ahead of them with many of the skills and experience for success. It is also designed to challenge them to try something new.

With the desire to encourage our pupils to become conscientious citizens of the world, they are awarded for their commitment to charitable activities and community projects. They are also recognised for their investment in their own well-being which is so important in our current world situation.

I applaud every pupil for embracing this new opportunity, and the staff for their passion in designing and delivering this exciting Diploma.

Good luck!

**Helen Wilkinson**  
Head Mistress



For me, Year 9 is as pivotal as Year 12 in shaping a young person's future.

The Brighton College Diploma puts Year 9 in the spotlight and asks pupils to learn about themselves and about the world. Through the many opportunities across eleven areas of focus,

pupils will reveal to themselves their passions, purpose and a real sense of their relevance – this is how a genuine love of learning-through-doing is cultivated in the real world.

It is also completely personalised. Within a shared framework, pupils make their own selections about the interests, global issues, skills, and actions to which they dedicate time. No two Diploma years for two pupils will look the same. And while we value that personalisation for its own sake, there is also no doubt that the Diploma approach will help pupils on their journey to university and college, by building their individual self-assurance.

It has been said that reflection is what turns an experience into knowledge; this seems to me to be one of the principles that sit at the centre of the Diploma. All around the rich activities, pupils are credited not only for what they do, and how they do it, but what they understand by the impact their actions have in the world.

**Jennifer Walters**  
Head of Senior School

“There will be opportunities to grow intellectually, to develop more understanding of the arts, to improve confidence in public speaking, to shine in sport and generally to grow into delightful, rounded human beings.”



# Contents

Introduction	5
Meeting the Criteria	6
Academic Effort	7
Independent Project	8
Arabic Language	10
Reading	12
Current Affairs	14
Physical Activity	16
Expressive Arts and Co-curricular Pursuits	18
Public Speaking	20
Planning, Recording and Reflecting	23



# Introduction

Launching in September 2021, the Brighton College Abu Dhabi Diploma is a new and exciting programme that is pursued by all pupils in Year 9.

It recognises and celebrates pupil achievement across and beyond the curriculum, co-curriculum and super-curriculum (wherein pupils extend their learning through academic clubs and societies, competitions and independent research), incentivising engagement, participation and application. The Diploma programme enables our pupils to develop many of the personal attributes beyond the academic curriculum that are important for their development, it raises expectations of all pupils and prepares them for their continuing education as they start GCSE courses, A Levels and, later, the world beyond Brighton.

## Brighton DNA at its Core

The Brighton College DNA, which unites the Brighton College family of schools internationally, runs like a thread throughout the Diploma programme. Kindness, Curiosity and Confidence underpin everything that a Brighton College pupil aims to achieve. The components of the Diploma programme are designed to help develop and strengthen these attributes in our pupils and they will be encouraged to pursue activities with which they might have previously had limited experience. Developing confidence for public speaking, curiosity about current affairs, and kindness through new ways of giving back to the community are just a few of the ways in which pupils can demonstrate their growth through the Brighton College DNA, and on completing the programme, pupils will reflect on how they have developed and demonstrated these attributes.

## The Diploma Journey

The Diploma programme spans pupils' engagement within the Senior School, beginning with the Brighton College Certificate and Advanced Certificates in Years 7 and 8 (to be launched in September 2022), through to the Diploma (Year 9) and the Advanced Diploma (Sixth Form). Pupils are supported throughout their Diploma journeys by their tutor and teachers, but the responsibility for completing the programmes lies with the pupils themselves: they must be self-motivated and committed, be prepared to take initiative, try new things, push themselves beyond their comfort zone, set themselves targets and reflect on their achievements. The Certificate awards follow a universal programme with a high level of support and direction given by tutors, the Diploma programme requires a more independent and self-motivated approach, and the Advanced Diploma gives the pupils autonomy to tailor their individual programmes to reflect their interests and motivations and prepare for university applications.

## The Completion of the Diploma

Pupils accumulate a maximum of **60 credits** for the completion of the 11 components through opportunities embedded in our curriculum, co-curriculum and super-curriculum as well as through independent exploration and application: Academic Effort, Independent Project, Arabic Language, Reading, Current Affairs, Physical Activity, Expressive Arts and Co-curricular Pursuits, Public Speaking, Responsibility, Community Service, and Planning, Recording and Reflections.

The Diploma culminates in elite awards of Gold, Silver and Bronze, as well as a Pass, through clearly stated criteria relating to different thresholds of success. Ultimately, pupils are rewarded for their application to all that Brighton College has to offer, while maturing into confident, curious and kind young adults.

“Unless you try to do something beyond what you have already mastered, you will never grow.”

Ralph Waldo Emerson

# Meeting the Criteria

## Duration

The Diploma is completed over three terms during Year 9.

## Components

The Diploma is made up of 11 components. Pupils must complete all components to qualify for the award of a Diploma.

1. Academic Effort (5)
2. Independent Project (5)
3. Arabic Language (5)
4. Reading (5)
5. Current Affairs (5)
6. Physical Activity (5)
7. Expressive Arts and Co-curricular Pursuits (10)
8. Public Speaking (5)
9. Responsibility (5)
10. Community Service (5)
11. Planning, Recording and Reflecting (5)

## Credits

There is a maximum total of **60 credits** available during the Diploma. Components differ in terms of the number of credits available.

## Assessment and Criteria

The Diploma is a partnership between the pupil, their parents and their tutor and teachers who will all provide plenty of support throughout the programme. All pupils are required to pass the Diploma, and tutors will guide and encourage their tutees to persevere, ensuring they take full advantage of the opportunities on offer and get the support they need to pass successfully. While the level of support required by pupils may vary, all will be encouraged to take responsibility for their own Diploma journey: pupils will ask an appropriate member of staff to assess each activity that they wish to be included as part of their Diploma (exceptions are components 1 and 3 which are assessed centrally). There are criteria for each component that the member of staff will use to decide on how many credits to award.

## Award

At the end of the Diploma, awards for Pass, Bronze, Silver and Gold levels of achievement will be presented in a ceremony to which parents will be invited.

## Record-Keeping

There is an online journal system via OneNote for pupils to set personal targets, record activities and reflect on their achievements, and dedicated time will be set aside for pupils to discuss their progress with their tutor. Pupils will need to approach staff directly to assess them on each target and give feedback on the various activities. Staff will record credits in the College data management system which will also allow tutors, Housemasters/mistresses and the Diploma Leaders to monitor pupil progress. Progress through the Diploma will be referred to by tutors in Progress and Full reports. At the end of the Diploma, pupils will present their finished journals evidencing their planning, records and reflections to their tutor, earning up to five final credits.

## Opportunities

There are a wealth of opportunities available for all pupils to get involved in at Brighton College which will enable everyone to achieve highly in every component of the Diploma programme. Many of these opportunities are referred to in the detailed component pages of this handbook. Workshops, events and dedicated curriculum time will be made available to Year 9 pupils to support them through the Diploma programme. Sixth Form pupils undertaking the Advanced Diploma may lead interactive workshops, supporting their younger peers.

The following pages detail some of the opportunities available to pupils for achieving credits in each component; this is not an exhaustive list, but it should provide direction. Pupils should check with their tutor if they are not sure whether a particular activity qualifies for the Diploma. Some activities could be assessed within more than one component provided the pupil is able to demonstrate something different e.g., Team Captain for a College Sports Team could be used for the Physical component (participating in all practices and fixtures) and the Responsibility component (demonstrating leadership).

Externally pursued interests, such as playing for an Abu Dhabi sports team, will be recognised by the Diploma provided the pupil can present their tutor with a recommendation from their outside coach/specialist verifying their participation. Pupils who begin working towards the International Award will find that the Community Service, Physical and Skills sections dovetail extremely well with the Diploma programme. Pupils may use the same activities and skills as evidence for both the International Award and their Diploma where appropriate.



# Academic Effort



Where effort is high, achievement will follow; as a holistic programme, Academic Effort is considered a key part for the Diploma, reflecting the effort pupils put into their academic studies across the curriculum.

Academic Effort will be calculated through the average effort scores achieved throughout Year 9.

A maximum of **5 credits** will be awarded for the Academic Effort component. The number of credits awarded will be on a sliding scale and will be generated centrally.

“Satisfaction lies in the effort, not in the attainment, full effort is full victory.”

Mahatma Gandhi

01





# Independent Project

Curiosity is what makes learning exciting, inspiring and rewarding; it is also what drives pupils to be effective learners.

The independent project gives pupils the opportunity and time to explore a discipline and topic area they are interested in and are motivated by. Through this work they will develop creativity, problem-solving, reasoning and critical thinking; they will guide their work themselves as autonomous and resourceful learners and become decision-makers through the freedom to choose and direct their projects themselves.

All pupils will complete the independent project during the Summer Term of Year 9. They will choose from a wide variety of options that present the opportunity to pursue a creative, investigative, experimental, or research-based project. Project titles, together with timelines for completion, will be presented at the start of the Summer Term, and some curriculum time as well as Prep time will be dedicated to this work. Pupils will need to plan their time carefully and set themselves a manageable, but challenging, target. The final product could be an artefact, a demonstration or a short presentation which will be presented to a small group of pupils and staff towards the end of the summer term.

Like the Extended Project Qualification, pupils will be required to explain how they approached and planned the task, discuss the outcome and/or their findings, and reflect on what went well and what they could improve.

There are a maximum of **5 credits** awarded for the Independent Project, which will focus on the quality of the realisation and outcome of the project.

- **5 points** - outcome is realised to an outstanding standard
- **4 points** - outcome is realised to a very high standard
- **3 points** - outcome is realised to an acceptable standard
- **2 points** - outcome is realised to a reasonable standard
- **1 points** - outcome is realised in a limited manner

# 02

“Education is not the learning of facts but the training of the mind to think.”

Albert Einstein







# Arabic Language



At Brighton College Abu Dhabi, learning Arabic language is not just a requirement of the school curriculum, it is a privilege and an exceptional opportunity for all pupils to connect with the native language and culture of the country in which they live and study.

Whether they are a native speaker enhancing their understanding of the intricacies of the written word or a newcomer learning to speak and understand the language for the first time, all pupils have an opportunity to develop their language skills. Arabic is spoken in 58 countries and is currently the fourth most spoken language in the world; having command of the language sets our pupils apart and will give them a competitive edge in their adult lives.

Pupils will be assessed on their application to and progress in Arabic Language studies through their regular Ministry of Education Arabic lessons. At the beginning of Year 9, pupils will be placed into a challenge level according to their ability as either Native or Non-Native Arabic speakers.

The challenge level will determine the language targets that pupils will be expected to meet by the end of the academic year. Their class teacher will award them up to a maximum of 5 credits for the extent to which they work towards and meet their targets:

- 5 – Highest Level of application
- 4 – High Level of application
- 3 – Active approach
- 2 – Low level of application
- 1 – Passive approach

# 03

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

Nelson Mandela

## Native Arabic Speakers

### Native Level

The pupil can analyse a literary text, or part of it, in which the author has expressed a social issue or complex issue, criticise the extent to which the author has achieved his or her objective, and assesses the credibility, accuracy and relevance of the details and techniques chosen by the author.

Pupil can write functionally to reflect a coherent point of view supported with logical evidence, and creatively, producing narrative and descriptive texts using rhetorical devices.

يستطيع الطالب أن يحلل نصاً أدبياً، أو جزءاً منه، قد عبر فيه المؤلف عن قضية اجتماعية أو موضوع آخر، وينتقد مدى تحقيق المؤلف لهدفه. وكذلك تحليل نصاً معلوماتياً تحليلًا كلياً، ويقيم بعمق مدى مصداقية ودقة ومناسبة التفاصيل والتقنيات التي اختارها المؤلف.

يستطيع الطالب كتابة نصوصاً إبداعية ووظيفية تعكس وجهة نظريتهما سكة وأدلة منطقية، وينتج نصوصاً سردية ووصفية من ٣٥٠ كلمة موظفاً في كتابته بعض الأساليب البلاغية.

## Non-native Arabic Speakers

Pupils will be guided to the appropriate challenge depending on their prior experience of learning the language. By the end of Year 9, pupils should aim to be able to:

### Non-Native Level 3

<b>Listening</b>	<ul style="list-style-type: none"> <li>Understand the main idea and several supporting details in extended narrative and descriptive audio excerpts focused on familiar topics</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Engage in conversation about familiar topics concerning daily life and can handle discussion about more complicated social situations.</li> <li>Use different tenses to narrate events and experiences in detail.</li> <li>Describe people, places and things with appropriate detail.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Understand the main idea and supporting details in texts about personal and general interests.</li> <li>Understand relatively long narrative and descriptive texts which utilise a range of different tenses.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Write about academic, specialized, and general topics.</li> <li>Express experiences and events using different tenses and using cohesive and well-structured paragraphs.</li> </ul>

### Non-Native Level 2

<b>Listening</b>	<ul style="list-style-type: none"> <li>Understand the general idea of short and simple audio excerpts relating to daily life and personal interests and studies.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Engage in conversation about familiar topics using a series of sentences to describe themselves and their daily life.</li> <li>Deal with daily social situations using several questions and a variety of answers.</li> <li>Use a series of connected sentences to present on familiar topics.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Understand key information in short texts related to everyday life or personal and academic interests.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Write about a range of familiar topics, using sentences at the appropriate degree of cohesion.</li> </ul>

### Non-Native Level 1

<b>Listening</b>	<ul style="list-style-type: none"> <li>Recognise familiar words and expressions.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Communicate about familiar topics, using memorised phrases and common words and expressions.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Can recognise all letters and vocalisation markers and a number of words and phrases.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Write and memorise phrases about familiar topics.</li> </ul>



# Reading

The benefits of reading are extensive and well-known; it can help pupils grow intellectually, give them opportunity to learn and explore new ideas, increase their knowledge and impart valuable lessons, inspire creativity and promote empathy... the list goes on.

In busy, modern lifestyles, making time for reading is increasingly important: reading widely from a variety of different genres, cultures and time periods, from books that will stretch and challenge opinions, and from authors who demand critical thinking that sharpens the mind, is encouraged and promoted as part of the Brighton College Diploma programme.

To gain Reading credits, pupils must demonstrate that they have read at least four appropriately challenging books, suitable for their age group and ideally (but not necessarily) chosen from a variety of authors and genres. Pupils must demonstrate that they have read each book by answering set of comprehension questions based upon their reading. They should use their answers as the basis of a discussion with their English teacher who will award one credit for each book. Pupils are advised to check that the books they choose to read will be accepted for the Diploma through a brief discussion with their English teacher.



One credit is awarded for each book read with a maximum of **5 credits** available for the Reading component. The fifth Reading credit is awarded for either reading a fifth book or for completing a creative task which should be tackled in response to one of the books they have read as part of the Diploma programme.

Pupils have access to a huge range of books from the College library. They can also access the Gutenberg project which holds 60,000 free books online: [www.gutenberg.org](http://www.gutenberg.org)

## Comprehension Questions

The comprehension questions, which can also be found in the pupil journal, require pupils to reflect on each book they have read and can be used to promote discussion with their English teacher.

1. What was the story about?
2. What length of time did it cover? (this is the amount of time that passes during the course of the story, not how long it took you to read it)
3. What was the opening of the story like? Exciting? Slow? Dramatic? Dull?
4. What was the climax of the story? How did it end?
5. Who were the main characters and what were they like?
6. Which did you find most interesting?
7. What kind of relationships and / or conflicts were there?
8. Did these characters change throughout the story?
9. What was your favourite moment in the story? Why?
10. Do you think the writer had a particular reason for telling this story?
11. How would you compare it to other books you've read?
12. Would you recommend this book / read another by the same author?



## Creative Tasks

Pupils can choose one of five possible creative tasks in response to one of the books they have read as part of the Brighton College Diploma.

The creative writing response should be approximately one page long, font size 12. Pupils will be asked to present or read their work to their tutor group and they should be prepared to explain the context and answer any questions about their writing posed by their peers or English Teacher. Their teacher will award a credit for a convincing, imaginative and stylistic response.

**Creative Task 1:** Imagine that you are working for an editing company and the author has become sick. You have been asked to take their place! Have a go at writing in the same style as the author. It can be the opening of a new novel, OR a new chapter of the novel you have read.

**Creative Task 2:** Imagine you work for a publishing company and they have asked you to re-design the front cover of the novel.

**Creative Task 3:** Imagine you work for a company and they have asked you to write the blurb for the novel. Make sure you summarise the plot without giving away major plot details.

**Creative Task 4:** Think back to one of your favourite characters in the novel. Write a diary entry from their perspective during an important moment in the novel.

**Creative Task 5:** A theatre director has contacted you and wants you to re-imagine the novel as a play. Re-write the opening few pages as a script.

# 04

“To learn to read is to light a fire; every syllable that is spelled out is a spark.”

Victor Hugo





## Current Affairs

Developing curiosity in and understanding of current affairs by keeping up to date with events around the globe encourages pupils to be open-minded and helps them grow into better informed citizens.

Through awareness, understanding, discussion and debate pupils become able to develop their own informed opinions about the events and issues affecting their own lives and the lives of others – directly and indirectly.

To gain Current Affairs credits, pupils must demonstrate engagement with recent and current news stories globally, and a developing understanding of the problems the world faces. Pupils will need to show that they are becoming informed about the word and able to discuss opinions and reflections confidently.

Current affairs will be discussed in tutor time, House Assemblies and PSHME, and pupils are encouraged to take an active role in activities to achieve credits in this component.

There are a maximum of **5 credits** available for the Current Affairs component. Credits are awarded at the discretion of the tutor at the end of Year 9, who will consider the extent to which the pupil has engaged with current affairs throughout the year. For example, a pupil who makes regular, thoughtful and well-informed contributions to tutor time discussions on current affairs throughout the year might be awarded **3-4 credits**. A pupil who additionally contributes in other ways, such as making current affairs quizzes, writing articles or leading discussions might be awarded **5 credits**.



# 05

“Young people, when informed and empowered, when they realise what they do truly makes a difference, can indeed change the world.”

Jane Goodall

There are a maximum of **5 credits** awarded for engagement with current affairs.

- 5 – Highest level of engagement
- 4 – High level of engagement
- 3 – Active engagement
- 2 – Low level of engagement
- 1 – Passive approach

Pupils can demonstrate engagement with Current Affairs through:

- Tutor Time discussions on Current Affairs
- Active participation in Tutor Time Quizzes
- Contribution to a Current Affairs News Board
- Presentation and reflections on a current affairs story in a House Assembly or Tutor Time
- Writing a short article in response to Current Affairs for the Senior Newsletter
- Making a short 'Last Week in the News' Radio show to play in tutor time





# Physical Activity



At Brighton College Abu Dhabi, we promote a programme of “Sport for All” while also providing opportunities for the elite.

The Physical Activity component of the Diploma encourages all pupils to commit to sports outside of timetabled Games lessons, promoting the importance of exercise, development of key skills, dedication, and teamwork.

We are keen for pupils to participate regularly in the sports activities on offer at Brighton College. Pupils are encouraged to be active outside of College too, by taking their own initiative and getting involved in sports in the wider community.

There are a maximum of **5 credits** available for the Physical Activity component. Pupils should approach relevant PE staff, their team coach, or sports CCA teacher to award credits for this component.

- **1 credit** is awarded for participation in one sport CCA per term. The chosen sport CCA can change each term if desired. A maximum of **3 credits** will be awarded if pupils take part in one or more Physical CCAs each term.
- A **maximum of 2 credits** are awarded for participation in Sports Day. 1 credit for signing up for 1 race or event, **2 credits** for 2 or more races or events.
- A **maximum of 3 credits** are awarded for playing for a College Team at the discretion of the Team coach. All College Teams as well as ADISSA and BSME teams are included.
- A **maximum of 3 credits** are awarded for taking part in the Festival of Movement at the discretion of the Dance coaches.
- **1 credit** is awarded for taking part in a physical activity outside of school. Pupils should ask their outside coach for a short recommendation that they can show their PE teacher for securing the credit. This includes playing for an Abu Dhabi sports team, competing in sporting events in the city (such as triathlons) and taking regular private lessons (such as Tennis, Golf, Swimming and Dance). 1 credit is awarded each term with a maximum of **3 credits** awarded in total.
- **1 credit** is awarded for achieving a Pass at an externally assessed grade examination in Dance, and **2 credits** are awarded for achieving a Merit or Distinction.

## Contingency for Continued Physical Distancing

In the event of continued physical distancing preventing the above activities from taking place, pupils will be able to achieve Physical Activity credits through participating in the following activities verified by parents. Each activity should be sustained for a minimum of once a week for the duration of a term to secure the credits.

- **1 credit** awarded for walking/running in their own time (tracked through a step count or running app).
- **1 credit** for participating in a virtual gym class.
- **1 credit** for producing a personal log of their own home workouts.
- **1 credit** awarded per term for participating in all weekly PE activities – maximum **3 credits**.



# 06

“Sport teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose - it teaches you about life.”

Billie Jean King



# Expressive Arts and Co-curricular Pursuits

The Expressive Arts and Co-Curricular Pursuits component encourages pupils to commit to Performing and Creative Arts beyond the curriculum as well as to other co-curricular pursuits that have a creative or expressive focus.

Pupils are encouraged to develop their confidence, imagination and creativity, to cultivate the discipline required for learning an instrument and to sustain the commitment needed as a member of an ensemble rehearsing for a production. Pupils are encouraged to try something new, to push themselves outside of their comfort zone and benefit from the wealth of opportunities on offer in the co-curricular programme at Brighton College as well as within the wider community.

There are a maximum of **10 credits** available for the Expressive Arts and Co-Curricular Pursuits component. The larger number of credits available for this component reflects the breadth of opportunities available to pupils, both in terms of the variety of activities and competitions and the ways in which pupils can participate. Credits can be achieved in a variety of different ways, such as through sustained commitment to co-curricular activities, performance in a concert or production, supporting a production backstage, supporting events as an audience member, or participating in School competitions. Pupils are also encouraged to be active outside of College too, by taking their own initiative getting involved in Expressive Arts in the wider community or through developing their musical or acting skills, for example.

Pupils should approach relevant staff to award credits for this component.



**1 credit** is awarded for sustained commitment to Choir, Orchestra, Band, String Group or other musical ensemble per term. It is hoped that pupils commit to the ensemble for the year, but they can change each term if desired. **2 credits** will be awarded if pupils take part in two or more musical ensembles with a maximum of **6 credits** awarded over 3 terms. To be awarded the credits, pupils must attend the rehearsals regularly.

A maximum of **5 credits** are awarded for sustained commitment to a Senior School production culminating in the final performances. Commitment may be demonstrated through a speaking/acting part, directing, stage managing or working backstage as part of the lighting or sound crew. Credits awarded will reflect the pupil's commitment both in and outside rehearsals as well as consider their final performance.

- **5** – Highest Level of application
- **4** – High Level of application
- **3** – Active approach
- **2** – Low level of application
- **1** – Passive approach

**1 credit** is awarded for achieving a Pass at an externally assessed grade examination in Music or Drama, and 2 credits are awarded for achieving a Merit or Distinction.

**1 credit** is awarded for performance in a House or Senior School Concert, or at a College event as a soloist or as part of an ensemble.

**2-3 credits** are awarded for performance in the House Drama competition through a speaking/acting part, directing, stage managing or working backstage as part of the lighting or sound crew. The number of credits will depend on the size of the role, and will be explained at the beginning of the process.

**1 credit** is awarded for active participation in House Shout by the pupil's Housemaster/Housemistress.

**1 credit** is awarded for being placed or commended in a Senior School competition with an expressive arts focus (for example, National Day Photography competition)

A maximum of **5 credits** are awarded for supporting peers as an audience member at a concert or production.

- **5** – attending 10 or more performances
- **4** – attending 8 performances
- **3** – attending 6 performances
- **2** – attending 4 performances
- **1** – attending 2 performances

A maximum of **2 credits** are awarded for journalism by writing articles for a House Newsletter or the Senior School Newsletter with a cultural focus.

- **2** – 2 or more published articles
- **1** – 1 published article

**1 credit** is awarded for sustained commitment to one co-curricular activity per term. The chosen CCA can change each term if desired. **2 credits** will be awarded if pupils take part in two or more co-curricular activities each term with a maximum of **6 credits** awarded over 3 terms. To be awarded the credit, pupils must attend the CCA regularly.

Examples of Qualifying CCAs include, but are not limited to, the following:

- Chess
- Book to Film
- Lower Senior STEM
- Knit and Crochet
- Air Fix Modelling
- History Newspaper
- Aquaponics
- Art Skills
- Fashion Illustration

**1 credit** is awarded for taking part in an expressive art or co-curricular pursuit outside of school. Pupils should ask their outside specialist for a short recommendation that they can show their tutor for securing the credit.

## Contingency for Continued Physical Distancing

In the event of continued physical distancing preventing some of the above activities from taking place, the maximum number of credits for Expressive Arts and Co-curricular Pursuits will reduce to a maximum of **5 credits**, and the total credits for the Diploma will reduce to 55 accordingly. Pupils will be able to achieve Expressive Arts and Co-curricular Pursuits credits through participating in the following activities. Each activity should be sustained for a minimum of once a week for the duration of a term to secure the credits.

- Participating in online performance-based House competitions such as Brighton's Got Talent or House Shout
- Participation in online concerts and performances
- Participation in online co-curricular activities and rehearsals
- Writing a concert or theatre review for an online professional concert or production
- Private instrumental/singing/drama lessons or sustained practice and with demonstrable progress
- Being placed or commended in a Senior School competition with an expressive arts focus (for example, National Day Photography competition)

“Creativity grows out of two things: curiosity and imagination.”

Benny Goodman





## Public Speaking

Almost everyone will need to speak in public at some point in their lives – be it presenting to a panel at a university or job interview, engaging a large audience in delivering a key message, presenting latest data at a business meeting or giving a speech at a social event.

Practising, reflecting and developing the key communication skills needed to deliver information and ideas clearly, fluently and persuasively helps pupils to become confident public speakers; this in turn promotes self-confidence and high self-esteem.

To gain Public Speaking credits, pupils must demonstrate experience of public speaking:

- for at least 2 minutes
- in front of an audience of at least five people
- in their own words (with the exceptions of Duet Acting and Oral Interpretation)

There are a maximum of **5 credits** awarded for Public Speaking, which will focus on the delivery as well as the content of the presentation (where appropriate).

- **5 points** awarded for quality of speaking (includes clarity, use of voice, pacing, confidence and engagement with the audience)
- **5 points** awarded for content as appropriate (includes research detail, relevance, structure, focus and clarity, use of examples, reasoning, conclusion)
- The average score determines the final number of credits awarded (out of 5)

Public speaking may be demonstrated by:

- Speaking in a House or School assembly
- Speech in a School or House debate or other equivalent forum (e.g. Lower Senior Debating Club, M.U.N., Toastmasters)
- Presentation in a school competition eg Science competition, Dragons Den competition
- Entering a Senior School Public Speaking competition such as Duet Acting, Impromptu Speaking, Oral Interpretation and Original Oratory competitions
- Presentations in class or in tutor groups
- Taking part in a Senior School Public Speaking workshop

Pupils may have more than one opportunity for public speaking, in which case their best score will be used for their Diploma credits; pupils can ask the awarding teacher to overwrite any previous credits.



## Responsibility

Leadership gives pupils opportunities to develop responsibility. It instils confidence and helps pupils learn to solve problems creatively and to work collaboratively with others.

It encourages them to take a more active role in the community: identifying problems, speaking up, researching possible solutions and taking action.

To gain Responsibility credits, pupils must take on a position of responsibility, or demonstrate leadership for a task or project for which they are solely or jointly accountable.

There are a maximum of **5 credits** available for the Responsibility component. Positions of responsibility vary in terms of time commitment; longer commitments hold a maximum of 5 credits, while responsibility for one-off events hold a maximum of 3 credits.

Pupils may accumulate up to 5 credits by getting involved with more than one opportunity to demonstrate responsibility.

Credits are awarded at the discretion of the awarding teacher who will consider the length of the commitment as well as the approach and application of the pupil in their responsibility role.

- **5** – Highest Level of application
- **4** – High Level of application
- **3** – Active approach
- **2** – Low level of application
- **1** – Passive approach



Responsibility credits may be awarded for:

- Being a member of the Pupil Council
- Lower School House positions:
  - Head of House
  - Deputy Head of House
  - Debate Leader
  - Science Leader
  - Digital Leader
  - Performing Arts Leader
  - Music Leader
  - Sports Leader
- Leading a pupil-run society
- Taking on a responsibility role in Senior School Drama such as stage manager
- Taking on a responsibility role as part of a charity event
- Leading an aspect of a House competition
- Taking on responsibility for a tutor group activity, competition or assembly

08

“Speech is power: speech is to persuade, to convert, to compel.”

Ralph Waldo Emerson

“To lead people, walk beside them. As for the best leaders, the people do not notice their existence ... When the best leader's work is done, the people say, 'We did it ourselves!'”

Lao Tsu, Chinese philosopher

09



## Community Service

Kindness is one of the three central pillars of the Brighton College family of schools, and an attribute at the forefront of the Community Service component.

Kindness, thoughtfulness, and compassion are arguably the most important attributes of a young person's character, and this component seeks to develop and support these traits. We encourage our pupils to give back to the wider community, to support their peers and younger pupils, and to help those less fortunate. Community Service activities not only give pupils a greater sense of belonging, but can help them gain a new perspective, increase social awareness, learn new skills, develop humility, and inspire others.

There are a maximum of **5 credits** available for the Community Service component. Activities vary in terms of time commitment; longer commitments hold a maximum of **5 credits**, while one-off events hold a maximum of **3 credits**. Pupils may accumulate up to **5 credits** by getting involved with more than one activity.

Credits are awarded at the discretion of the awarding teacher who will consider the approach and application of the pupil in their role.



- **1 credit** for contributing to a one-off event such as:
  - manning a stand at a College event
  - contributing to supporting custodians such as organising gift bags or thank you videos
  - support with board displays
  - taking part in pastoral initiatives such as Acts of Kindness, Mental Health Week, Anti-Bullying Week
  - Fundraising for charity – Red Crescent and Operation Smile
- **1 credit** is awarded for a sustained commitment to a service-focussed co-curricular activity per term. The chosen CCA can change each term if desired. **2 credits** will be awarded if pupils take part in two or more co-curricular activities each term with a maximum of **5 credits** awarded over 3 terms. To be awarded the credit, pupils must attend the CCA regularly and be actively involved. Service CCAs include:
  - Eco Club
  - Operation Smile
- **Up to 3 credits** are awarded for longer or more significant commitments such as:
  - Mentoring / buddying
  - Planning for Global Awareness Day
  - Environmental activities and initiatives
  - Teaching English as a Second Language throughout the year
  - Commitment to the Charity Team, Operation Smile
- Credits are also awarded for taking part in community service outside of school with the same credit allocations. Pupils should ask an adult for a short recommendation to verify that they have taken part.

10 “At the end of the day it's not about what you have or even what you've accomplished... it's about who you've lifted up, who you've made better. It's about what you've given back.”

Denzel Washington



## Planning, Recording and Reflecting



Throughout the programme, pupils are given time to plan and record their Diploma journey, setting themselves targets, recording their progress and reflecting on their learning and achievements within each component.

Final reflections will refer specifically to the Brighton College DNA, with pupils considering how they have demonstrated Kindness, Curiosity and Confidence through the Diploma programme.

At the end of the programme, pupils will print off and present their Diploma journal to their tutor who will allocate up to a maximum of five available credits for this final component. In awarding credits, tutors will consider the pupil's organisation and time management, record-keeping and the quality of their reflections.

- **5** – Highest Level of application
- **4** – High Level of application
- **3** – Active approach
- **2** – Low level of application
- **1** – Passive approach

“We do not learn from experience... we learn from reflecting on experience.”

John Dewey





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The Sunday Times

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