



BRIGHTON COLLEGE
ABU DHABI

Options at 14

Subject information for parents and pupils 2026-28





Welcome from the Head Master

A Brighton College education is far more than simply academics, it is about developing rounded human beings with an understanding of service, a strong moral compass and the skills required to thrive in the modern marketplace. Embedding a culture of kindness, a sense of confidence and an inherent curiosity is fundamental to our educational ethos and ingrained throughout our curriculum. We want our pupils to develop high EQ, an understanding of respect and positive wellbeing.

We believe that this holistic education is not only the best for a child’s development, but also provides the best opportunity for them to thrive academically. It is no coincidence that last year’s GCSE grades were the highest in the City and placed us in the top 1% of the world for value-added grades.

Year 9 Options is an exciting time – an opportunity to delve deeper into the subjects that you love and begin the process of specialisation towards your chosen future. It isn't necessary to know what that future entails yet, but my advice would be to pick the subjects you enjoy, choose a broad curriculum to ensure you have multiple options later, and take subjects that suit your skillset. Good luck with the process!

Mr Barney Durrant
Head Master

Contact Details

Dr Jennifer Walters	Head of Senior School	jwalters@brightoncollege.ae
Mr Daniel McNulty	Deputy Head Academic	dmcnulty@brightoncollege.ae
Mrs Bhavini Gupta	Head of Year 9	bgupta@brightoncollege.ae

Introduction from the Head of Senior School

Deciding upon I/GCSE options subjects is an exciting time. For many families, it is the first time that their child has been front and centre in taking a decision about their own education. Pupils should feel reassured that knowing exactly what subjects to study, feeling uncertain about subject choices, or somewhere in between are all completely normal! Our options guidance is designed to support pupils in making informed choices based on the factors which in our experience lead to pupils finding their individual best-fit profile.

Good options conversations involve reflecting upon interests and preferences (which subjects contain extensive coursework, for example, and which are exam only). And they involve looking to the future: how will the subjects you choose to study prepare you for possible paths of study into A level, and even beyond. Tutors, Teachers, Heads of Department and our Careers Team are all available for you to guide and support decision making.

This options guide contains rich detail of the courses we offer at Brighton College Abu Dhabi. Much of it will be important at this moment in time and is a useful source of information for the future also. I hope too that hearing from teachers and older pupils will capture the imagination of all Year 9 pupils as they consider all the combinations of choices available to them.

Dr Jennifer Walters
Head of Senior School

Introduction from the Deputy Head Academic

Choosing your GCSE options is a very important process and stage of development in the British Education system. This is your first chance to really shape your learning journey. In Year 9, you get to choose four option subjects to study along with GCSEs in the core subjects of English Literature and English Language, Mathematics and the Sciences. We will support you in selecting your subjects. It is time to think about which subjects really interest you, and what do you think you might like to do in your future.

Choose subjects that you enjoy and that will inspire you, and at the same time keep all the paths open that you may want to take on when you leave Year 11 to embark on your A levels. We will guide you through all the details and if you have any questions, my door is always open.

This is now the start of that process. We begin with commitment. We then put in the effort over the two years. We then show that same resilience throughout courses of study time and time again. With this process you will succeed, and your GCSE option subjects will allow you to move on from GCSE to A level with ease.

We are very much looking forward to you entering into Years 10 and 11 and accepting the challenges and they bring and opportunities which these years bring.

Enjoy making these important and exciting decisions!

Mr Daniel McNulty
Deputy Head Academic

Introduction from the Head of Year 9

To quote novelist David Gerrold, “study what you love, and you will never have to work a day in your life. It’ll be one great adventure”.

Choosing your GCSE subjects is a significant decision that will shape your future study and career opportunities, so take time to make informed choices. Reflect on your strengths and interests, balancing subjects you enjoy with those that keep future pathways open. Consider how your options may influence A levels or university courses, and don’t overlook the value of creative or vocational subjects, which can lead to exciting careers in diverse fields. Be proactive—talk to teachers, guidance counsellors, and careers advisors, and research the qualifications that different careers or universities require.

As you move into Key Stage 4, embrace the independence and responsibility this stage brings, using it as a chance to discover what truly excites and challenges you.

Most importantly, choose subjects that spark your curiosity and reflect your goals and values, remembering there’s no single “right” path—only the one that feels right for you.

Mrs Bhavini Gupta
Head of Year 9

Introduction from the University, Careers and Futures Team

Choosing your GCSE options is one of the first significant academic decisions you will make in your education, and it’s a great opportunity to begin thinking about your future. Our role in the Careers and University Team is to help you navigate this exciting time by exploring your interests, skills, and values.

We offer one-to-one meetings to discuss your ideas and provide guidance on how your choices now can open doors to exciting opportunities later, both at university and beyond. Remember, your career path will likely twist and turn over your lifetime, but the most important thing is to make choices that excite and motivate you to learn. We are here to support you in making informed decisions about your subjects and your future.

Mr Mohamed Chaer and Mr Malcolm Brown
University, Careers and Futures Counsellors

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THE GCSE Curriculum

The General Certificate of Secondary Education (GCSE) is the principle means of assessing pupil attainment at the end of Year 11. This marks the end of compulsory secondary education for pupils following the UK curriculum.

These examinations are taken after pupils have completed the two-year programme of study during Key Stage 4 (Years 10 & 11):

- English Language
- English Literature
- Mathematics
- Physics
- Chemistry
- Biology
- Ministry of Education Arabic – All pupils will take the Ministry of Education Arabic course during Year 10. The course will also continue to be studied by pupils holding Arabic passports in Year 11, and it will be optional for pupils holding foreign passports. We also encourage pupils to take the full Arabic GCSE course.
- Muslim pupils study Islamic Education.
- All pupils take PE/Games, following a varied programme throughout Years 10 and 11.
- All pupils continue to take PSHME which incorporates careers.

Optional Subjects

In addition to the core subjects, pupils choose four subject options from below:

- Academic Enrichment
- Art, Craft & Design
- Arabic
- Business Studies
- Computer Science

- Design and Technology
- Creative Design
- Drama
- French
- Geography
- German
- History
- Mandarin
- Music
- Physical Education
- Photography
- Spanish
- Textiles

Graduation and Equivalency Requirements

Equivalence with Ministry of Education Thanaweya Amma Certificate.

The Ministry of Education (MOE) has outlined specific requirements for pupils who have completed a British-style education here and plan to:

- Continue higher education in the UAE and some other Arab countries.
- Apply for a scholarship (funding) from local organisations in the UAE.
- Work in a governmental or semi-governmental sector in the UAE.
- Work in an Arab Gulf country.

In order to do this, these pupils need to obtain what is called 'Equivalency'; this shows that the education that your son or daughter has received with us is equivalent to the UAE Ministry of Education Thanaweya Amma Certificate for graduated pupils.

In order to gain UAE High School equivalency, the following conditions must apply:

*Please note that we take '10th Grade' to mean the same as 'Year 11' and we take '12th Grade' to mean the same as 'Year 13'.

1. In Year 11/Grade 10 pupils will need to pass at least five GCSEs, A*-E or 9-3. The passes must include the following subjects:
 - i. Maths,
 - ii. A science subject: Physics, Chemistry Biology or Combined Science
 - iii. English Language or English Literature
2. The remaining two GCSEs passed must be from among the subjects specified by the Ministry in the relevant regulatory decisions. Arabic Language and Islamic Studies are not qualifying subjects.
3. All pupils seeking equivalency must complete Year 13/Grade 12.
4. In Year 13/Grade 12, - Pupils need to pass one A level from the list of Ministry of Education approved subjects at A*-E or two AS subejects to attain General Level Equivalency. Arabic Language and Islamic Studies are not qualifying subjects.
5. As EmSAT tests assess pupils' skills and undertaking of concepts in specific subjects, they do not have a pass or fail mark. However, some universities may require a minimum score for admission purposes.
6. Higher Institutes in the UAE now ask for Equivalency as a condition of their offer.

Timetable for Choosing Options

Pupils will be given advice about choosing and about the various subject choices, by subject teachers and form tutors.

Please find below a timetable highlighting the key dates in the process:

GCSE Options Taster Day	Monday, 27th October 2025
Year 9 Options Evening	Tuesday, 28th October 2025
PSHME and Tutor Time	Completing your GCSE Options booklet and Unifrog
Options Form Open	Wednesday, 29th October 2025
Options Form Deadline	Tuesday, 18th November 2025

Confirmed Choices

As soon as we have your provisional choices, we will start using the information to finalise the option blocks for 2026-2028.

Please note that this provisional selection does not guarantee that the College will be able to offer all choices to your son/daughter next year (although we will try our best!).

Examination Fees

Examination fees are payable upon confirmation of the examinations being taken by the pupil. Parents will be invoiced by the school in February during their child's final year of Key Stage 4 (Year 11). Variation in the fee structure is dependent on the nature of the course and is controlled by the examining body. There is an additional courier charge for sending the certificates safely to you, if you are not in the UAE at the time they arrive in school (usually December).

Syllabus Content

GCSE and IGCSE content is prescribed by examination boards. Certain courses contain taught material which might be considered sensitive.

Typically, these include, Biology, Chemistry and Physics; English Literature and History. Parents and pupils are informed of this content in advance.



Arabic

Why Choose Arabic IGCSE

Studying Arabic International GCSE (First Language) provides pupils with the opportunity to develop their ability to use Arabic fluently, accurately, and creatively in a variety of contexts.

The course encourages pupils to appreciate the beauty and depth of the Arabic language, explore its literature, and understand its role in shaping Arab identity, thought, and culture.

It also strengthens critical reading, analytical thinking, and advanced writing skills, which are essential for success in higher education and professional life.

By the end of the course, pupils will be able to:

- Communicate effectively in formal and creative Arabic.
- Read, understand, and analyze authentic Arabic texts from a range of genres (literary, journalistic, and cultural).
- Produce structured and expressive written work using accurate grammar and sophisticated vocabulary.
- I appreciate the cultural, historical, and intellectual contributions of the Arabic-speaking world.
- Demonstrate a deep understanding of how language reflects meaning, values, and identity.

Who Is the Course For

This course is specifically designed for pupils who Arabic passports Native Arabic speakers who use Arabic as their first language and wish to achieve an internationally recognized qualification that reflects their linguistic and cultural competence.

It suits pupils with strong skills in reading, writing, and comprehension who enjoy exploring ideas, analyzing texts, and expressing themselves effectively in Arabic.

Dr Qusay Eid
qeid@brightoncollege.ae

Syllabus Overview

Specification: Pearson Edexcel International GCSE Arabic (First Language) – 4AA1

- [View Here](#) (Internet Required)

Assessments and Examinations

Two externally assessed papers

Paper 1: Reading, Summary, and Grammar (4AA1/01)

- Duration: 2 hours 15 minutes
- Weighting: 60% of total qualification
- Pupils read and respond to a range of authentic Arabic texts, analyse meaning and structure, write a concise summary, and demonstrate grammatical accuracy.

Paper 2: Writing (4AA1/02)

- Duration: 1 hour 30 minutes
- Weighting: 40% of total qualification
- Pupils produce two extended writing tasks, such as articles, reports, letters, or narrative pieces, showing clarity, creativity, and command of the language.

Topics and Text Types

The course engages pupils with themes that reflect contemporary and cultural realities of the Arab world, including:

- Social and cultural issues
- Family, education, and values
- Media, communication, and technology
- National identity and Arab heritage
- Global issues and the environment

Texts include articles, stories, letters, essays, reports, and opinion pieces, selected from authentic Arabic sources.

Beyond GCSE

The Arabic IGCSE (First Language) provides an excellent foundation for further study in:

- A level Arabic and other advanced language qualifications
- Media, translation, law, diplomacy, and education
- It also enhances pupils' confidence in formal expression and academic writing in Arabic, opening pathways to university programmes in the UAE and abroad.

Supporting the Course

- Core and supplementary resources include:
- Arabic GCSE Companion – Chawki Nacef
- Mastering Arabic Advanced – Jane Wightwick & Mahmoud Gaafar
- Selected literary and journalistic Arabic texts from contemporary sources
- A range of enrichment materials — including articles, documentaries, and digital platforms — support

Art, Craft and Design

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Art and Design is a great choice.

The skills you gain make it a great complement to other subjects. Art and Design is a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work.

The Edexcel GCSE course encourages pupils to:

- Actively engage with Art, Craft and Design.
- Develop creative skills, through learning to use imaginative and intuitive abilities when exploring and creating images and artefacts that are original and of value.
- Become confident in taking risks and learning from their mistakes when exploring and experimenting with ideas, materials, tools and techniques.
- Develop competence, with increasing independence, refining and developing ideas and proposals, personal outcomes or solutions.
- Actively engage with a broad range of media, materials and techniques, including, when appropriate, traditional and new media and technologies.
- Develop cultural knowledge, understanding and application of art, craft, design, and of media and technologies in historical and contemporary contexts, societies and cultures.
- Develop an understanding of the different roles, functions, audiences and consumers of art, craft and design practice.
- Develop critical understanding through investigative, analytical, experimental, interpretive, practical, technical, and expressive skills to develop as effective and independent pupils and as critical and reflective thinkers with enquiring minds.

- Develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

Syllabus Overview

Specification: Edexcel – 1AD0

- [View Here](#) (Internet Required)

Pupils will be introduced to a variety of materials, techniques, and processes through the delivery of short workshops in drawing, photography, painting, print making and sculpture. They will investigate a given theme, researching work by artists, and making contextual links. They will be guided through the project by the teacher and set specific tasks for prep.

As the year progresses, they will be taught to think more independently, using their skills in analysis, recording observations, exploring ideas, experimenting, and developing. They will begin a final piece that is in their chosen material. They will plan and develop their work taking it in their own direction with the guidance and support of the teacher. By the end of the course the pupils should understand the assessment objectives, enabling them to complete their examination unit confidently and successfully.

To meet the four assessment objectives pupils will be:

- Generating and developing ideas informed by primary and contextual sources
- Refining their ideas through experimenting with media, and developing and applying skills
- Researching, recording, analysing and reviewing their own and others' work
- Selecting, creating, realising and presenting personally developed outcome(s)

Prep

Pupils will be required to spend 2-4 hours a week on independent work in Year 10 and 4-6 hours in Year 11. Pupils will have access to the Art Studio during break, lunch, and afterschool.

Assessments and Examinations

Edexcel's GCSE Art, Craft & Design is made up of two units:

Component 1 Portfolio: produce a sustained project and a selection of further work that represents the course of study. This is worth 60 % of your overall marks.

Component 2 Externally set assignment: there is a separate externally set task paper. You get preparation time, plus ten hours of supervised time. This is worth 40 % of your total mark.

Beyond GCSE

Pupils could progress to Advanced GCE in Art and Design and then onto a related degree course in which they will produce a range of different styles of work and create their own portfolio. If you do not want to take your art and design studies any further, the transferable skills you gain will still be valuable. You will develop problem solving, creative thinking, investigation, research, communication, and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all these highly.

For employment there are lots of exciting careers:

- Fashion design, Graphic design, Theatre designer, Interior design, Product design, Textiles design
- Animator, Video Game Designer, Illustrator
- Museum Curator, Photographer, Architecture
- Ceramics, Advertising, Publishing, Fashion, and Media Journalism
- Hair and Make-Up Design, Retail design, Exhibition design, Jewellery design, Artist, Visual media.

Studying Art and Design helps to create a broad and balanced curriculum, which is an excellent foundation for whatever you want to do afterwards.

Ms Claire Parry
cparry@brightoncollege.ae

Supporting the Course

Tips for parents to help with their pupil's study: It is recommended that pupils should regularly visit galleries, museums, and Art events. The Abu Dhabi Art Fair (November) and Art Dubai (March) are excellent Art events that take place in the UAE. Pupils are encouraged to collect, documents and record when travelling to support ideas and skills beyond the classroom.

www.nyuad-artgallery.org

www.louvreabudhabi.ae

www.abudhabiart.ae

www.manaratalsaadiyat.ae/en/

www.studentartguide.com

www.tate.org.uk/visit/tate-modern

www.npg.org.uk

www.nationalgallery.org.uk

www.royalacademy.org.uk

Biology

GCSE Biology provides the basis for studying A-Level Biology, or a general background for those wanting to specialise in one or more separate sciences.

The course will provide the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all pupils will be taught essential aspects of the knowledge, methods, processes and uses of science. They will be helped to appreciate how complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are interlinked and are of universal application.

The course will encourage pupils to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile program of study. We will encourage pupils to develop their curiosity about the living world and provide insight into and experience of how science works. We will enable pupils to engage with biology in their everyday lives and to make informed choices about further study in biology and related disciplines and about career choices.

There are no previous learning requirements; however, the course allows a natural progression from the 13+ and Key Stage 3 specifications, studied in Years 7 and 8.

Syllabus Overview

Specification: Pearson Edexcel International GCSE in Biology (4BI1)

- [View Here](#) (Internet Required)

This is a linear qualification. In order to achieve the award, pupils must complete all assessments at the end of the course and in the same series.

GCSE exams in Biology include questions that allow pupils to demonstrate:

- Their knowledge and understanding of the content developed in one section or topic, including the associated mathematical and practical skills.
- Their ability to apply mathematical and practical skills to areas of content they are not normally developed in.

- Their ability to draw together different areas of knowledge and understanding within one answer. The range of questioning is designed to allow pupils to be assessed through three main Assessment Objectives (AO).
 - AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures
 - 40% of overall weighting in exams.
 - AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
 - 40% of overall weighting in exams.
 - AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures
 - 20% of overall weighting in exams.

Working Scientifically

Throughout the GCSE course pupils will need to develop scientific enquiry skills and carry out required practical experiments which they may be questioned on in the GCSE exam papers.

Each of these experiments will allow pupils to develop their use of apparatus and techniques, mathematical skills as well as work scientifically. Working scientifically is an integral part of the course as it is the sum of all the activities that scientists do, be it investigating, observing, experimenting or testing out ideas and reflecting on them.

What will you study

In Year 9 you will have studied Biology based on the following topics: Variety of Life, Cell Biology, Digestion, Nutrition and Ecology.

In Year 10 you will study Biology based on the following topics: Respiration and Gas Exchange, Transport in Animals and Plants, Coordination in Animals and Plants, Excretion and Inheritance.

In Year 11 you will study Biology based on the following topics: Reproduction, Variation, Evolution and Uses of Biology. In addition, a significant period of time towards the end of Year 11 will be allocated to examination preparation and revision.

Sensitive material: Please be advised that certain sensitive topic areas are included in this specification and thus will be taught as part of the course. These topics include:

- Human reproduction, female hormones, the menstrual cycle and fertility.
- The theory of natural selection and evolution.
- Genetics, genetic engineering and stem cell research.

Tips for parents to help with their child's study: There is a significant emphasis towards encouraging pupils to use scientific terminology. As such significant examination weighting is placed on using key terminology, it is good practice for pupils to produce key term lists/cards and post-it notes to aid revision. It is also important the pupils regularly review previous topics and relevant exam questions. Resources are readily available online and via Teams and OneNote.

Prep

Prep will be given weekly and usually takes between 30 and 40 minutes to complete. Preps will be a mixture of assignments and past paper questions.

Assessments and Examinations

Pupils will sit two examinations at the end of Year 11. Practical skills will be examined within these examinations.

Paper 1: 110 marks (2 hours) – 61.1% of the total International GCSE

- Assesses core content (please see link).
- Questions may come from any topic area across the specification.

- A combination of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.
- A calculator may be used in the examinations.

Paper 2: 70 marks (1 hour and 15 minutes) - 38.9% of the total International GCSE

- Questions may assess all content across the specification.
- A combination of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.
- A calculator may be used in the examinations
- Brief description of subject coverage:

There are five key topic areas within IGCSE Biology:

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

Beyond GCSE

A level Biology expands on the Biology topics studied at GCSE and focuses specifically on Biology and disease, the variety of living organisms, populations and the environment and control in cells and in organisms. A-Level science also continues to develop and assess pupils understanding of practical science and how science works. A-Level Biology is essential for any university courses in Applied and other Biological sciences; it is very helpful for any other Science-based courses as well as Sports and Physical Education based subjects. Biology as with all pure sciences is considered a high-level, academic, problem- solving A-Level.

Supporting the Course

The standard textbook used for IGCSE Biology is Pearson Edexcel International GCSE (9-1) Biology – Student Book by Phil Bradfield and Steve Potter. Each pupil is given a digital copy of the textbook at the beginning of Year 9.

Mr Siam Saleem
ssaleem@brightoncollege.ae

Business Studies

Businesses are part of our everyday lives, providing us with the products we need and communicating with us through marketing activities and advertising, providing employment and inventing new products and services that transform how we live.

In the Business Department, we strive to make the learning of Business relevant and engaging. By taking pupils beyond the syllabus, we aim to develop their critical thinking and creativity in preparation for the rigours of A levels and beyond.

Syllabus Overview

Specification: Edexcel International GCSE Business (9–1) (4BS1)

- [View here](#) (Internet Required)

Pupils will start Year 10 by exploring the world of small business through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? Pupils will learn how to develop an idea, spot an opportunity and turn it into a successful business. They will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Pupils will then move on to investigating business growth in Year 11. How does a business develop beyond the start-up phase? They will learn about key business concepts and the issues and decisions faced when growing a business and working in a global context. Pupils will learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions, and they will explore how the wider world impacts on and shapes business as it grows.

Prep

Pupils are given one prep per week to supplement, consolidate and build upon the work completed in lessons. The work itself will take myriad forms, from examination questions to independent research and presentations.

Assessments and Examinations

Paper 1: Investigating Small Businesses

- 50% of the total International GCSE
- Duration: 1 hour and 30 minutes
- Structure: Four compulsory questions, each worth 20 marks, giving a total of 80 marks. The sub-questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.
- Content summary: This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a small business – up to 49 employees.

Paper 2: Investigating Large Businesses

- 50% of the total International GCSE
- Duration: 1 hour and 30 minutes
- Structure: Four compulsory questions, each worth 20 marks, giving a total of 80 marks. The sub-questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.
- Content summary: This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a large business – more than 250 employees.

Beyond GCSE

GCSE Business is the ideal preparation for A level Business or Economics. The course develops the transferable skills that employers are looking for and can lead to a wide variety of employment opportunities across many diverse fields. This can include banking, accountancy, insurance, teaching and law. GCSE Business is ideal preparation for

Supporting the Course

Books

The Everything Store: Jeff Bezos and the Age of Amazon
Author: Brad Stone
Publisher: Little, Brown and Company
ISBN-13: 9780316219266

Anyone Can Do It: My Story
Author: Duncan Bannatyne
Publisher: Orion Publishing Group, Limited
ISBN-13: 9780752881898

Alpha Girls
Author: Julian Guthrie
Publisher: Crown Publishing
ISBN-13: 9780525573920
The Ethical Leader
Author: Morgen Witzel
Publisher: Bloomsbury Business
ISBN-13: 9781472956590

Bad Blood
Author: John Carreyrou
Publisher: Alfred A. Knopf
ISBN-13: 9781524731656

The Making of a Manager
Author: Julie Zhuo
Publisher: Portfolio
ISBN-13: 9780735219564

Brave New Work
Author: Aaron Dignan
Publisher: Portfolio
ISBN-13: 9780525536208

Lost and Founder
Author: Rand Fishkin
Publisher: Portfolio
ISBN-13: 9780735213326

Mr Steven Quinnell
squinnell@brightoncollege.ae

Podcasts

Title: The Bottom Line
Producer: BBC Sounds
Description: Hosted by Evan Davis, this podcast explores real-world business issues like entrepreneurship, leadership, and market dynamics.
Title: 50 Things That Made the Modern Economy

Producer: BBC Radio 4
Host: Tim Harford – economist, journalist, and author
Description: Short episodes (typically 10–15 minutes) exploring the economic impact of everyday inventions and ideas.

Informative Websites

[BBC Bitesize Business Revision](#)

This page covers key topics aligned with the Edexcel GCSE (9–1) specification, including:

- Business activity
- Marketing
- Finance
- Human resources
- External influences

[The Guardian Newspaper – Business Section](#)

This site features:

- Latest financial and market news
- Economic analysis
- Business trends and corporate updates
- Global and UK-focused reporting

Chemistry

Chemistry is the branch of science that studies matter, which is anything that has mass and takes up space, and studies the ways that matter changes when it is exposed to different energies, environments, and conditions.

By studying Chemistry, we can gain a better understanding of ourselves and our environment. Chemistry plays a role in everyone's lives as it is essential for meeting all our basic needs. Chemical technologies enrich our quality of life by providing fresh solutions to health, materials and energy. Thus, studying Chemistry is useful in preparing pupils for the real world. For better or worse, everything is chemical.

Learning Chemistry means learning how to be objective, how to reason and use logical thought extension to solve problems. Pupils will become flexible and inquisitive, learning how to confidently reach conclusions from gathered evidence. A central Science, Chemistry will equip pupils with the necessary skill set to succeed in the ever-changing environment of the real world.

IGCSE Chemistry provides a solid foundation for progression to AS and A level Chemistry and a scientific background for those intending to study science-based university degrees in Higher Education. In this modern course, pupil skills will be developed through investigative work complemented by extensive theory, and consolidated by rigorous application of knowledge.

There is a natural progression from the general Science syllabus in Years 8 and 9.

Syllabus Overview

Specification: Pearson Edexcel International GCSE in Chemistry (4CH1).

- [View here](#) (Internet Required)

1. Principles of chemistry

The following sub-topics are covered in this section.

States of matter, Elements, compounds and mixtures, Atomic structure, The Periodic Table, Chemical formulae, equations and calculations, Ionic bonding, Covalent bonding, Metallic bonding, Electrolysis

2. Inorganic chemistry

The following sub-topics are covered in this section.

Group 1 (alkali metals), Group 7 (halogens), Gases in the atmosphere, Reactivity series of Metals, Extraction and uses of metals, Acids, alkalis and titrations, Acids, bases and salt preparations, Chemical tests

3. Physical chemistry

The following sub-topics are covered in this section:

Energetics, Rates of reaction, Reversible reactions and equilibria

4. Organic chemistry

The following sub-topics are covered in this section.

Introduction, Crude oil, Alkanes, Alkenes, Alcohols, Carboxylic acids, Esters, Synthetic polymers

Prep

Pupils will be set prep weekly by class teachers. This is designed to supplement and build on work completed in lessons or as a flipped learning exercise. The work itself can take a myriad of guises, from research to calculations or from posters to past exam paper questions. Periodically, pupils will be set a formal Assessed Prep as a Year group.

Assessments and Examinations

This is a linear qualification whereby all pupils will sit their examinations at the end of the course. Pupils will sit two examinations at the end of Year 11. Practical skills will be examined and a calculator may be used in the examinations.

Paper 1: 110 marks (2 hours) – 61.1% of the total International GCSE

Assesses core content that is not in bold and does not have a 'C' reference.

Questions may come from any topic area across the specification.

Paper 2: 70 marks (1 hour and 15 minutes) - 38.9% of the total International GCSE

Assesses all the content, including content that is in bold and has a 'C' reference.

Questions may come from any topic area across the specification.

Statements in bold cover some sub-topics in greater depth.

Assessment will comprise a combination of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. This will allow pupils to demonstrate:

- Their knowledge and understanding of the content, including the associated mathematical and practical skills.
- Their ability to apply this knowledge and understanding to complex problems they have not specifically been exposed to during the course.
- Their ability to link together different areas of knowledge and understanding from separate topics within the course.
- Extended response questions will allow pupils to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Beyond GCSE

As previously mentioned, iGCSE Chemistry provides a firm platform for progression to AS and A level Chemistry. With this qualification there are many possibilities for further study such as Chemistry, Medicine, Dentistry, Veterinary Science, Chemical Engineering, Pharmacology, Toxicology, Biochemistry, Forensic Science. Chemistry is almost always a required subject for the study of Medicine and Dentistry. The skills acquired during the course of this study are also adaptable to less obvious choices such as Economics and Law.

Mr Siam Saleem
ssaleem@brightoncollege.ae

Supporting the Course

The standard textbook is Pearson Edexcel International GCSE (9-1) Chemistry – Student Book by Jim Clark, Steve Owen and Rachel Yu. Each pupil is given access to a digital copy of the textbook at the beginning of Year 9.

All teaching and learning resources will be available on Year group Teams Chemistry channels so that pupils can consolidate or look ahead in their own time.

Each week Chemistry World is distributed digitally, an online publication from the Royal Society of Chemistry on the very latest advances and topical discussions in the world of Chemistry.

There are a huge number of online resources available to supplement learning. Here are just a few of the good ones to get started:

- [Save My Exams](#): Offers topic-by-topic revision notes, practice questions, and mark schemes.
- [Physics & Maths Tutor](#): Features notes, flashcards, and topical questions.
- [Smart Exam Resources](#): A recommended platform with video tutorials, revision notes, and examiner tips.
- [smashingscience.org](https://www.smashingscience.org): Provides notes and resources specifically for iGCSE Chemistry.
- [Zenotes](#): Great for last-minute revision due to its concise notes.
- [Nerd Cafe](#): Offers in-depth IGCSE Chemistry notes.

Tips for Parents

Practising examination technique and being familiar with the style of the examination questions is essential for success in iGCSE Chemistry. Pupils are encouraged to not only make comprehensive revision notes in a style that they are comfortable with but also to practise past paper questions which will be distributed in class and online. We ask parents to always consider use of the College-based Chemistry clinics and promote pupils seeking help from teachers before exploring other options to support their child.

Computer Science

IGCSE Computer Science enables pupils to become discerning computer users, able to make informed decisions regarding hardware, software, storage, memory, networks and programming. It allows them to acquire and apply creative and technical skills, knowledge and understanding of computers and computer programs in a range of contexts.

They will develop an understanding how computer systems work and improve their understanding of current technologies and trends towards the future. Along with developing their understanding of the legal, social, economic, ethical and environmental issues that arise in this digital age.

Computer Science requires pupils to demonstrate knowledge and understanding of:

- How computer systems work, including the functions of their individual components.
- Methods of storage and their suitability for different tasks.
- Types of memory and their functions.
- The functions of operating systems and utility programs.
- How the Internet and other communication networks function.
- The relevance of different number systems in computing.
- The legal, social, economic, ethical and environmental implications of computer use.
- Current and emerging technologies.

Syllabus Overview

Specification: Cambridge International Education Computer Science– 0984

- [View Here](#) (Internet Required)

The below outlines the topics covered in this qualification:

Paper 1 - Computer Systems:

- Topic 1 – Data Representation
- Topic 2 – Data Transmission
- Topic 3 – Hardware
- Topic 4 – Software
- Topic 5 – The Internet & Its Uses
- Topic 6 – Automated & Emerging Technologies

Paper 2 - Algorithms, Programming & Logic:

- Topic 7 – Algorithm Design & Problem Solving
- Topic 8 – Programming
- Topic 9 – Databases
- Topic 10 – Boolean Logic

Prep

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

Assessments and Examinations

The College currently teaches the IGCSE provided by Cambridge International Education (CIE) with a course code of 0984. The information below outlines how learners will be assessed across two compulsory papers.

Paper 1 - 50% - Computer Systems:

- Topics 1-6 of the specification
- 1 Hour 45 Minutes
- 75 Marks
- Written Paper - Externally Assessed
- Short answer & structured questions
- All questions are compulsory
- No calculators are permitted

Paper 2 - 50% - Algorithms, Programming & Logic:

- Topics 7-10 of the specification
- 1 Hour 45 Minutes
- 75 Marks
- Written Paper - Externally Assessed
- Short answer & structured questions & a Scenario Based Question
- All questions are compulsory
- No calculators are permitted

Beyond GCSE

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.

Supporting the Course

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+ itself, demonstrates only a fraction of the subject's depth but includes a wealth of variety to capture the curiosity of an intellectual mind.

To complement this library learners should also access the following:

www.bbc.com/bitesize/subjects/z34k7ty

www.teach-ict.com/gcse_computing.html

www.csunplugged.org

www.computer.howstuffworks.com

www.cs4fn.org

www.computingatschool.org.uk

www.quizlet.com/subject/computing

www.mrfraser.org/resources

www.igcseict.info

Ms Rina Begum
rbegum@brightoncollege.ae

Creative Media ¹

The digital world is driven by creativity, innovation and storytelling and the BTEC International Level 2 in Creative Media offers pupils an exciting opportunity to explore these elements through hands on practical learning. This course is designed for pupils who are interested in digital content creation and want to develop real world skills in areas such as video production, graphic design, animation and interactive media.

Through a series of engaging topics, pupils will learn how to plan, produce and evaluate creative projects using industry standard tools and techniques. The course encourages independent thinking, collaboration and problem solving, preparing pupils for further study or roles in the creative industries.

As part of the course pupils will study Game Making, where they will:

- Explore the fundamentals of game design and development
- Learn how to create engaging gameplay experiences
- Develop characters, environments and storylines
- Use digital tools to prototype and build simple games

This unit is ideal for pupils who enjoy interactive storytelling, design and technology. It provides a strong foundation for future pathways in game development, computing and digital media.

Syllabus Overview

Pearson BTEC International Level 2 Creative Media.

- [View here](#) (Internet Required)

The BTEC International Level 2 is equivalent to a GCSE qualification. It is designed for pupils preferring practical skills based alternative to traditional academic subjects. While GCSEs are typically exam focused, BTECs are assessed through coursework and creative projects, making them ideal for learners who prefer hands on learning.

The below outlines the topics covered in this qualification:

Assessment and Examinations

Unit 1: Research, Develop and propose ideas for a digital media product

Learning Aim	Key content areas	Assessment Approach
A Use research methods to inform ideas for a digital media product	A1 Purpose of research	This unit is assessed through a Pearson Set Assignment
	A2 Research methods	
	A3 Summarise and record findings	
B Develop idea for a digital media product	B1 Generate ideas B2 Select Ideas	
C Develop ideas for a digital media product	C1 Develop materials to propose an idea for a digital media product	

Unit 11: Digital Games Production

Learning Aim	Key content areas	Assessment Approach
A Explore the features, platforms and audiences of digital games	A1 Features A2 Platforms and audiences	An illustrated report comparing different features of digital games used to appeal to different audiences on different platforms.
B Plan and develop assets for a digital game	B1 Planning B2 Developing assets	A portfolio of planning evidence. A production log to record the process of: • Developing assets • Building the game • Testing
C Produce and publish a playable digital game	C1 Producing a playable digital game C2 Testing and publishing a playable digital game	The final published digital game

Beyond BTEC

This qualification supports progression to Level 3 courses such as A levels or BTEC Level 3.

The skills developed in this course also support future pathways into higher education, apprenticeships and careers in the creative industries including film, animation, digital marketing and game development.

Supporting the course

Parents can help their child succeed in BTEC by showing interest in their creative work and encouraging them to stay organised. Talk to them about their projects and help them manage their time. Celebrate their progress and support them when they face challenges. Understanding the course and how it is assessed will also help you guide them through their learning.

1. This is a proposed new offer at Brighton College Abu Dhabi. While at time of writing it has yet to be confirmed, pupils are encouraged to indicate their interest in this course visa the usual options form.

Ms Rina Begum
rbegum@brightoncollege.ae

Drama

In GCSE Drama pupils will learn about Drama as a process, which is all about working with ideas, distilling information and being reflective practitioners. They will also learn about Drama as a Performing Art, developing confidence and creativity.

Pupils will explore many different situations and characters, developing their understanding of the world around them. They will have the opportunity to create their own work and learn about the devising process, encouraging strong collaborative and creative skills. Additionally, they will also study and perform scripted pieces by established playwrights, learning textual analysis and character development which will support their learning in English lessons.

The GCSE Drama course has as its core the key aim of teaching pupils a wide range of creative and reflective practises; these will make them confident drama practitioners but also enable them to carry forward these important skills into their future lives and careers.

The life skills that pupils learn through perusing a course of study in Drama are significant. Committed Drama pupils display heightened levels of confidence, self-awareness, compassion, and empathy. The process of creating theatre also develops the ability to compromise, recognise useful ideas and to see work through to a finished product.

Lessons are formatted to allow the pupils double lesson periods, which facilitates the creation and reviewing of significant pieces of work, which form the backbone of the assessment calendar for learners in this subject.

Mr Richard Dobbs
rdobbs@brightoncollege.ae

Units of Work	Marks	% of overall qualification
Devised practical performance	20	10
Scripted practical performance	49	20
Written coursework	60	30
Final written examination	80	40

Syllabus Overview

pecification: AQA – 8261

- [View Here](#) (Internet Required)

Prep

Pupils will receive both written and practical preps. The written will include examination prep and also written coursework. The practical will include learning lines and script writing. It is a highly exciting and engaging course!

Assessments and Examinations

Assessments during GCSE Drama are split between practical and written. There is an end written examination, a piece of written coursework, and two practical performances.

In Year 10, the pupils will complete the devised performance assessment, in addition to starting their written coursework.

During Year 11, pupils will finish their coursework, perform in the scripted unit performance, and lastly prepare for their written examination.

Practical performances are recorded live and then posted to the examination board in the UK. The written coursework is internally marked, moderated and then also sent to the UK for further moderation.

Beyond GCSE

We are a holistic department, and as such Drama GCSE pupils join a family of performers. All year groups attend the Performance Evenings for other year groups; indeed, such evenings are some of the highlights of the calendar. There are annual workshops, live Theatre visits and overseas trips, which all offer a brilliant opportunity to experience Drama and Theatre and to form different perspectives, but also for pupils in different year groups to mix and get to know each other.

Supporting the Course

There are a few websites and books that we recommend:

- AQA Drama – GCSE, by Kerboodle education – ISBN 978-2-4085-0410-9
- ‘Blood Brothers’ by Willy Russell
- ‘The Improvisation Game’ by Chris Johnstone
- ‘Theatre Games’, by Clive Barker



Design and Technology: Timbers

Design and Technology encourages pupils to be inspired, moved and challenged following a broad, coherent, satisfying and worthwhile course of study. It allows them to gain an insight into related sectors, such as manufacturing and engineering, and prepares pupils to make informed decisions about further learning opportunities and career choices.

Pupils are encouraged to design and make products with creativity and originality in a variety of practical activities, using a range of materials and techniques. Packaging, labelling and instructions are also developed as part of the complete design proposal, whilst marketing tools, such as advertising and points of sale, can be used to supplement the making experience and help create products which can be evaluated for their commercial viability.

Why choose this GCSE?

The uniqueness of this subject, where pupils are challenged to design and make their own final product, can be challenging but it is also extremely rewarding. The satisfaction of seeing their design as a final made product is something they will take away with them and remember for years to come. The subject teaches so much more than just using tools and drawing; it teaches too the aesthetics of design, the history of design, planning, keeping to deadlines, patience and team work as well as many other skills.

Syllabus Overview

Specification: Edexcel – 1DT0

- [View Here](#) (Internet Required)

Design and Technology is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The distinction between Designing and Making is a convenient one to make, but in practice the two

often merge. For example, research can involve not only investigating printed matter and people’s opinions, but also other factors such as proportions, adhesives, colour, structures and materials through practical work.

In Year 10 you will study:

- The impact of new and emerging technologies.
- How the critical evaluation of new and emerging technologies informs design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment.
- How energy is generated and stored in order to choose and use appropriate sources to make products and power systems.
- Developments in modern and smart materials, composite materials and technical textiles.
- The functions of mechanical devices used to produce different sorts of movements, including the changing of magnitude and the direction of forces.
- How electronic systems provide functionality to products and processes, including sensors and control devices to respond to a variety of inputs, and devices to produce a range of outputs.
- The use of programmable components to embed functionality into products in order to enhance and customise their operation.
- The categorisation of the types, properties and structure of ferrous and non-ferrous metals.
- The categorisation of the types, properties and structure of papers and boards.
- The categorisation of the types, properties and structure of thermoforming and thermosetting polymers.

- The categorisation of the types, properties and structure of natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles.
- The categorisation of the types, properties and structure of natural and manufactured timbers.
- All design and technological practice takes place within contexts which inform outcomes.
- Investigate environmental, social and economic challenges when identifying opportunities and constraints that influence the processes of designing and making.
- Investigate and analyse the work of past and present professionals and companies in order to inform design.
- Use different design strategies to generate initial ideas and avoid design fixation.
- Develop, communicate, record and justify design ideas, applying suitable techniques.

In Year 11 you will focus mainly on the final Design and Make project:

- Design: Their Design Portfolio will be the complete design process from Brief to Final Evaluation covering such topics as Primary research, Initial Designs, CAD, Ergonomics, Anthropometrics, material analysis and Product evaluation.
- Make: Pupils will then make the product their have design either as a prototype, scaled model or the actual final piece.

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.

Assessments and Examinations

Design and Technology GCSE is broken down into two Units:

Unit 1: Written paper, representing 50% of the final marks available.

Unit 2: Design and Making Practice, providing 50% of the final marks available.

Beyond GCSE

A level Design and Technology is becoming an increasingly more popular choice for pupils to study. The subject lends itself to a vast range of future employment opportunities from Architecture to Engineering, and from Interior Design to Film Set Design.

Supporting the Course

Be supportive and ask your child what he or she is doing and help them evaluate and develop their work. There is always room for them to improve on their Design and Technology prep. The Essentials of GCSE Design and Technology: Product Design Real World Technology Resistant Materials.

Design and Technology: Textiles

Design and Technology Textiles encourages pupils to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. It allows them to gain an insight into related sectors, such as industrial manufacturing and construction, and prepares pupils to make informed decisions about further learning opportunities and career choices.

Pupils are encouraged to design and make textiles products with creativity and originality in a variety of practical activities, using a range of materials and techniques.

Why choose this GCSE

The uniqueness of this subject, where pupils are challenged to design and make their own final product, can be challenging but it is also extremely rewarding. The satisfaction of seeing their design as a final made product is something they will take away with them and remember for years to come. The subject teaches so much more than just using sewing and drawing; it teaches too the aesthetics of fashion, the history of trends, planning, keeping to deadlines, patience and team work as well as many other skills.

Syllabus Overview and Specification

Specification: Edexcel - 1DT0

- [View Here](#) (Internet Required)

Design and Technology Textiles is a practical subject area which requires the application of knowledge and understanding when working to a brief, developing ideas, planning, producing products and evaluating them. The distinction between Designing and Making is a convenient one to make, but in practice the two often merge. For example, research can involve not only investigating printed matter and people's opinions, but also other factors such as proportions, construction, patterns and materials through practical work.

In Year 10 you will study core content of the wider ethos of design and all metrial areas. Such as:

1. The impact of new and emerging technologies.
2. How the critical evaluation of new and emerging technologies informs design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment.
3. How energy is generated and stored in order to choose and use appropriate sources to make products and power systems.
4. Developments in modern and smart materials, composite materials and technical textiles.
5. The functions of mechanical devices used to produce different sorts of movements, including the changing of magnitude and the direction of forces.
6. How electronic systems provide functionality to products and processes, including sensors and control devices to respond to a variety of inputs, and devices to produce a range of outputs
7. The use of programmable components to embed functionality into products in order to enhance and customise their operation
8. The categorisation of the types, properties and structure of ferrous and non-ferrous metals
9. The categorisation of the types, properties and structure of papers and boards
10. The categorisation of the types, properties and structure of thermoforming and thermosetting polymers
11. The categorisation of the types, properties and structure of natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles
12. The categorisation of the types, properties and structure of natural and manufactured timbers
13. All design and technological practice takes place within contexts which inform outcomes

14. Investigate environmental, social and economic challenges when identifying opportunities and constraints that influence the processes of designing and making
15. Investigate and analyse the work of past and present professionals and companies in order to inform design
16. Use different design strategies to generate initial ideas and avoid design fixation
17. Develop, communicate, record and justify design ideas, applying suitable techniques

In Year 11 you will focus mainly on the final Design and Make project and Textile exam content:

1. Design: Their Design Portfolio will be the complete design process from Brief to Final Evaluation covering such topics as Primary research, Initial Designs, CAD, Ergonomics, Anthropometrics, material analysis and Product evaluation.
2. Make: Pupils will then make the product their have design either as a prototype, sample techniques or the actual final garment or product.

Assessments and Examinations

Design and Technology Textiles GCSE is broken down into two Units:

Unit 1: Written paper, representing 50% of the final marks available.

Unit 2: Design and Making Practice, providing 50% of the final marks available.

Beyond GCSE

A level Design and Technology is becoming an increasingly more popular choice for pupils to study. The subject lends itself to a vast range of future employment opportunities from Stylist to Illustrator, and from Fashion designer to Film Set Design.

Supporting the Course

Be supportive and ask your child what he or she is doing and help them evaluate and develop their work. There is always room for them to improve on their Design and Technology Textiles prep.

Reading Materials

Visual Thinking: Empowering People and Organisations through Visual Collaboration.

The Complete Photo Guide to Perfect Fitting.

Ultimate Illustrated Guide to Sewing Clothes: A Complete Course on Making Clothing for Fit and Fashion (Landauer) Installing Zippers, Using Notions, Slopers, Patterns, Tailoring, Alterations, and More.

English Language and English Literature

English Language and English Literature are designed to be studied as a double award and will therefore be taught concurrently in English lessons.

Edexcel IGCSE English Literature

The aims and objectives of this qualification are to enable pupils to:

- Engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world.
- Develop an appreciation of the ways in which writers achieve their literary effects.
- Develop the skills needed for literary study.
- Explore, through literature, the cultures of their own and other societies.
- Find enjoyment in reading literature and understand its influence on individuals and societies.

Edexcel IGCSE English Language A

The aims and objectives of this qualification are to enable pupils to:

- Read a wide range of texts, both fiction and non-fiction, fluently and with good understanding.
- Read critically and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately.
- Use grammar correctly, punctuate and spell accurately.
- Acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

Syllabus Overview

English Literature IGCSE

Specification: Edexcel English Literature – IGCSE - 4ET1

- [View Here](#) (Internet Required)

Course Texts:

- A selection of poetry from writers including Rudyard Kipling, William Blake, Robert Browning and Christina Rossetti
- An Inspector Calls by J. B. Priestley
- Macbeth by William Shakespeare
- Klara and the Sun by Kazuo Ishiguro or Western Lane by Chetna Maroo

English Language A IGCSE

Specification: Edexcel English Language A IGCSE - 4EA1

- [View Here](#) (Internet Required)

Course Texts:

Pupils can expect to study a variety of texts from the Pearson Edexcel IGCSE English Anthology, including:

- Non-fiction texts from writers such as Chimamanda Ngozi Adichie, Benjamin Zephaniah and George Alagiah
- Poetry and prose texts from writers such as Wilfred Owen, Robert Frost, Maya Angelou and Rose Tremain.

Prep

Pupils will be expected to complete weekly prep to support their study of the course. This will take a variety of forms as befits the material being covered in class time, and may also include independent work on coursework pieces.

Assessments and Examinations

Edexcel IGCSE English Literature:

Component 1: Poetry and Modern Prose (external examination at the end of Year 11) - 60%

- Section A – Unseen Poetry: one 20-mark essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper.

- Section B – Anthology Poetry: one 30-mark essay question from a choice of two, comparing two poems from Part 3 of the Pearson Edexcel International GCSE English Anthology.
- Section C – Modern Prose: one 40-mark essay question from a choice of two on the set text.

Component 2: Modern Drama and Literary Heritage Texts NEA - 40%

- Section A – Modern Drama: one 30-mark essay question on An Inspector Calls.
- Section B – Literary Heritage Texts: one 30-mark essay question on Macbeth.

Edexcel IGCSE English Language A:

Component 1: Non-fiction Texts and Transactional Writing (external examination at the end of Year 11) - 60%

- Section A: Reading – a mixture of short- and long-answer questions related to a nonfiction text from Part 1 of the Pearson Edexcel International GCSE English Anthology and one previously unseen extract. Total of 45 marks.
- Section B: Transactional Writing – one 45-mark writing task, from a choice of two involving a given audience, form or purpose.

Component 2: Poetry and Prose Texts and Imaginative Writing (coursework) - 40%

- Section A: Reading - one 30-mark essay question on poetry and/or prose texts from Part 2 of the Pearson Edexcel IGCSE English Anthology.
- Section B: Imaginative Writing – one 30-mark imaginative writing task.

Beyond IGCSE

English Language and English Literature are vitally important in the development of your child as an analytical, intelligent and insightful thinker, writer and speaker.

Ms Gemma Spruels
gspruels@brightoncollege.ae

Success and determination in this course will demonstrably affect achievement in other subjects spanning Years 10 and 11 - and beyond.

There are opportunities for pupils to continue their studies at A level, and numerous pupils have gone on to study English Literature and related subjects at Russell Group universities.

Supporting the Course

Supporting Material:

Pupils may wish to use study guides for the texts studied and any textbook which is appropriate for the specifications above. Textbooks will not be used in lessons per se; however, staff will advise pupils on the suitability of certain texts if consulted.

Tips for parents to help with their child’s study:

There is much to remember during this course; perhaps most important to acknowledge is that pupils will be continuously assessed throughout the two years. Although the final exams for each IGCSE carry the entire weighting, nearly every half-term there will be an assessment which will enable the tracking of progress on the English Language or English Literature IGCSE grade. Moreover, as units of study and lessons are taught with a skills-based approach in mind, success in the final examinations will be dependent on the application and progress pupils make over the two years.

As always, reading suitable material should be a natural accompaniment to this course as it will develop numerous skills necessary for success at IGCSE. Pupils will be encouraged to read texts beyond those on the curriculum.

Parents who read the selected texts will also be supporting their child. Further discussion of issues, themes and ideas at home would be an invaluable stimulation for analytical thinking.

French

For pupils who enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying IGCSE French is an excellent choice.

During the course pupils will:

- Learn to understand spoken and written French and develop their own spoken and written language skills.
- Learn about countries where French is spoken.
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies.
- Create for themselves greater opportunities to work abroad, or for companies with international links. Many employers look for people with language skills.

Prior knowledge: Pupils embarking on the course are expected to have studied French at Key Stage 3. They should already be able to recognize and write a range of basic words, and express themselves on familiar topics such as family, hobbies, school, and daily life.

Syllabus Overview

Specification: Pearson Edexcel IGCSE French–4FR1

- [Pearson Edexcel IGCSE French](#) (Internet Required)

The IGCSE in French forms part of the Languages sector within the Pearson Edexcel qualification suite. It aims to develop pupils' linguistic competence, cultural awareness, and ability to communicate effectively in a range of real-world contexts, while fostering appreciation for French and culture as part of global citizenship. The course is structured around five engaging themes, each encouraging pupils to use French in authentic, meaningful contexts:

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness, and health

In Year 10 and Year 11 (Term 1 and Term 2), pupils will study all five Pearson Edexcel topic areas, ensuring comprehensive coverage of the MFL IGCSE content. Paper 3: Speaking examination takes place at the end of Term 2 in Year 11. Term 3 is then dedicated to the consolidation of the other three language examination skills, alongside targeted practice and focused revision in preparation for the MFL IGCSE examinations in listening, reading, and writing in May and June.

Prep

The nature of the MFL prep is varied and unprescribed. It is valuable because it can give control to 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.

Assessments and Examinations

Assessment for the Pearson IGCSE in MFL French is entirely external and takes place at the end of the two-year course. The qualification consists of three externally examined papers:

Paper 1: Listening (25%) – Assesses pupils' understanding of spoken French through a range of recordings, including dialogues, announcements, and conversations based on the five topic areas.

Paper 2: Reading and Writing (50%) – Evaluates comprehension of written texts and the ability to communicate accurately in writing.

- Paper 3: Speaking (25%) – Assesses pupils' ability to communicate confidently and spontaneously in French. The examination is divided into three tasks: Task A – Picture-based discussion: Pupils present and answer questions about a chosen picture related to one of the topic areas. Tasks B and C – Conversations on different topics: Pupils take part in two discussions on topics selected at random by Pearson, demonstrating fluency, pronunciation, and the ability to express and justify opinions.

Together, these components ensure that pupils can apply their linguistic knowledge across all four language skills, reflecting authentic, real-world communication in French.

Beyond GCSE

Language skills and knowledge are highly thought of in the modern world. People who can speak other languages stand out as talented and successful people, with broad and exciting horizons.

Taking IGCSE French means pupils will:

- Be able to study the A level French course.
- Add an extra dimension to their personal skills profile which will impress anyone who reads their CV.
- Be in a stronger position to get a job in companies with international links or improve employability to work abroad.
- Learn a language that they will enjoy using for leisure, travel and personal interest.

Supporting the Course

'Pearson Edexcel IGCSE French' is used as a core textbook but is supplemented with a wide range of other resources. A small English-French / French-English dictionary will be required for home use. Pupils are encouraged to use internet resources in order to supplement their Writing and Speaking work and to enhance their Reading and Listening skills.

Ms Lili Xu
lxu@brightoncollege.ae

Many websites are available for pupils to use independently and for prep, and sites such as YouTube offer a huge range of language learning resources. Many free and paid apps are also available.

The following are recommended for building IGCSE vocabulary:

www.quizlet.com
(An excellent vocabulary builder)

www.wordreference.com
(An online dictionary)

<https://www.languagenut.com> › en-gb
(a vast range of interactive activities to practice IGCSE vocabulary and grammar as well as the 4 components of the examination: Listening, Reading, Writing and Speaking)

www.languageguide.org/french/vocabulary
(for vocabulary learning)

[Edexcel International GCSE French \(2017\) | Pearson qualifications](#)

The examination board also offers past papers in all skills and examination advice for IGCSE French.

Tips for parents to help with their child's study:

- Little and often is best... French is not a subject that a pupil can cram the night before the examination.
- 15-20 minutes at a time is best.
- Pupils need to spend regular amounts of time familiarising themselves with the core vocabulary from the exam board, using word lists and specimen papers.
- Parents can read an English word to a pupil and the pupil can give the French. This could be while your child is having dinner, in the car or even on the school bus with a friend.
- Encourage pupils to keep a word diary of words that they are going to learn for the week.
- Download any useful apps you can find.
- Watch favourite DVDs with French subtitles or dubbing.

Geography

Geography IGCSE is for pupils who want to appreciate the relevance of our changing world, the importance of people and environments from local to global.

Geography provides us with a unique understanding of our natural world and human environment, whether it be how our cities and population have rapidly grown, human impact on the world, including global warming, or how countries manage hazards, for example earthquakes.

Geography helps us develop our 21st century skills such as communication, teamwork, decision-making, problem-solving as well as data handling and enquiry skills.

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why and helps to prepare you for those changes.

"The study of Geography is more than mesmerising places on a map. It is about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides to bring people together." - (Barack Obama)

Syllabus Overview

The iGCSE covers all aspects of geography. Beginning with the Physical topics of Hazards and the Changing Coastal Landscapes along with a fieldwork aspect on coastal environments. Two of the Human topics of Economic Activity and Energy, Urban Environments, or Rural Environments are studied, along with an Urban fieldwork investigation. Finally, a Global Issue is covered, Development, Migration or Fragile environments.

Prep in geography could consist of preparing for upcoming lessons, an investigation into a section of the topic or an exam style question. All to further and support learning.

Mr Aaron White
awhite@brightoncollege.ae

Assessments and Examinations

The specification contains two units:

Paper 1: Physical geography. 1 hour and 10 minute examination in two sections.

Paper 2: Human geography. 1 hour and 45 minute examination in three sections. Question types consist of multiple-choice, short answer, data-response, and open-ended questions.

Beyond IGCSE

Studying IGCSE Geography opens the door to a wide range of exciting and meaningful careers. Geographers develop strong skills in analysis, problem-solving, map reading, data interpretation, and understanding people and places. With further study, students can go into careers such as urban planning, environmental management, GIS and mapping, sustainable development, climatology, and disaster management. Geography also links well to jobs in travel and tourism, international relations, teaching, journalism, and law, especially where knowledge of global issues, cultures, and environments is important. Employers value geography students because they can think critically about real-world problems such as climate change, population growth, and resource use. Overall, IGCSE Geography provides a strong foundation for both academic pathways and future employment.

Supporting the Course

Pearson Edexcel International GCSE (9-1) Geography Student Book is the main core class text book. Many other resources will be used throughout the year. This will include essential and basic map work skills. The following websites are useful for pupils to use:

- www.bbc.co.uk/schools/gcsebitesize/geography
- www.edexcel.com/Subjects/Geography
- www.geographypods.com



German

For pupils who enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying IGCSE German is an excellent choice.

During the course pupils will:

- Learn to understand spoken and written German and develop their own spoken and written language skills.
- Learn about countries where German is spoken.
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies.
- Create for themselves greater opportunities to work abroad, or for companies with international links. Many employers look for people with language skills.

Prior knowledge: Pupils embarking on the course are expected to have studied German at Key Stage 3. They should already be able to recognize and write a range of basic words, and express themselves on familiar topics such as family, hobbies, school, and daily life.

Syllabus Overview

Specification: Pearson Edexcel IGCSE German– 4GN1

- [Pearson Edexcel IGCSE German](#) (Internet Required)

The IGCSE in German forms part of the Languages sector within the Pearson Edexcel qualification suite. It aims to develop pupils' linguistic competence, cultural awareness, and ability to communicate effectively in a range of real-world contexts, while fostering appreciation for French and culture as part of global citizenship. The course is structured around five engaging themes, each encouraging pupils to use German in authentic, meaningful contexts:

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness, and health

In Year 10 and Year 11 (Term 1 and Term 2), pupils will study all five Pearson MFL IGCSE topic areas, ensuring comprehensive coverage of the IGCSE content. Paper 3: Speaking examination takes place at the end of Term 2 in Year 11. Term 3 is then dedicated to the consolidation of the other three language examination skills, alongside targeted practice and focused revision in preparation for the IGCSE MFL examinations in listening, reading, and writing in May and June.

Prep

The nature of the MFL prep is varied and unprescribed. It is valuable because it can give control to 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.

Assessments and Examinations

Assessment for the Pearson IGCSE in MFL German is entirely external and takes place at the end of the two-year course. The qualification consists of three externally examined papers:

- Paper 1: Listening (25%) – Assesses pupils' understanding of spoken French through a range of recordings, including dialogues, announcements, and conversations based on the five topic areas.
- Paper 2: Reading and Writing (50%) – Evaluates comprehension of written texts and the ability to communicate accurately in writing.
- Paper 3: Speaking (25%) – Assesses pupils' ability to communicate confidently and spontaneously in French. The examination is divided into three tasks: Task A – Picture-based discussion: Pupils present and answer questions about a chosen picture related to one of the topic areas. Tasks B and C – Conversations on different topics: Pupils take part in two discussions on topics selected at random by Pearson, demonstrating fluency, pronunciation, and the ability to express and justify opinions.

Together, these components ensure that pupils can apply their linguistic knowledge across all four language skills, reflecting authentic, real-world communication in German.

Beyond IGCSE

Language skills and knowledge are highly thought of in the modern world. People who can speak other languages stand out as talented and successful people, with broad and exciting horizons.

Taking IGCSE German means pupils will:

- Be able to study the A level German course.
- Add an extra dimension to their personal skills profile which will impress anyone who reads their CV.
- Be in a stronger position to get a job in companies with international links or improve employability to work abroad.
- Learn a language that they will enjoy using for leisure, travel and personal interest

Supporting the Course

'Pearson Edexcel IGCSE German' is used as a core textbook but is supplemented with a wide range of other resources. A small English-German / German-English dictionary will be required for home use. Pupils are encouraged to use internet resources in order to supplement their Writing and Speaking work and to enhance their Reading and Listening skills.

Many websites are available for pupils to use independently and for prep, and sites such as YouTube offer a huge range of language learning resources. Many free and paid apps are also available.

The following are recommended for building GCSE vocabulary:

[www.quizlet.com](#)
(An excellent vocab-builder)

[www.wordreference.com](#)

(An online dictionary)

<https://www.languagenut.com/en-gb>

(a vast range of interactive activities to practice IGCSE vocabulary and grammar as well as the 4 components of the examination: Listening, Reading, Writing and Speaking)

[www.bbc.co.uk/languages/german](#)

(German practice from the BBC)

[www.languageguide.org/german/vocabulary](#)

(for vocabulary learning)

[Edexcel International GCSE German \(2017\) | Pearson qualifications](#)

The Pearson Edexcel exam board also offers past papers in all skills and examination advice for IGCSE German.

Tips for parents to help with their child's study:

- Little and often is best...German is not a subject that a pupil can cram the night before the examination.
- 15-20 minutes at a time is best.
- Pupils need to spend regular amounts of time familiarising themselves with the core vocabulary from the exam board, using word lists and specimen papers.
- Parents can read an English word to a pupil and the pupil can give the German. This could be while they are having dinner, in the car or even on the school bus with a friend.
- Encourage pupils to keep a word diary of words that they are going to learn for the week.
- Encourage pupils to complete specimen papers. For extra practice, pupils can also access a range of past/ specimen papers from other Boards such as EDEXCEL or OCR.
- Watch favourite DVDs with German subtitles or dubbing.

History

Apart from being very interesting, History is useful for a host of different careers, and life too! In fact, History is very practical and teaches you vital skills that employers want, because it involves:

- Learning about people – how they interact, differing perspectives and interpretations, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause.
- Learning to locate and sift facts – In today's internet-based, information overloaded world, employers really appreciate someone who can sift through the evidence to find the vital information – a skill that history is better placed than any other subject to help you develop.
- Handling evidence to make informed decisions – to identify truth and recognise myth and propaganda.
- Communicating your ideas and thoughts in a way that makes sense to others – whether that be verbally or in essays, graphs or illustrated reports – and having the confidence to defend your findings. These skills are vital for arguments and presentations in a range of careers.
- Learning about countries, societies and cultures – so many of today's conflicts and alliances have their roots in the past; how can you understand, trade successfully with, or report on a country if you know nothing of its culture or history?

Syllabus Overview

The aims and objectives of this qualification are to enable pupils to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience.

- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

The IGCSE History content comprises the following elements:

Paper 1: Depth Studies: Germany: development of dictatorship, 1918–45

A world divided: superpower relations, 1943–72 Pupils will:

- Gain knowledge and understanding of the key features and characteristics of historical periods
- Develop skills to analyse and evaluate historical interpretations in the context of historical events studied Develop skills to analyse and evaluate historical interpretations in the context of historical events studied.
- Develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts

Paper 2: Investigation and Breadth Studies

Breadth study: The changing role of organisations: the League of Nations and the UN, 1919- c.2011

Pupils will:

- Gain knowledge and understanding of the key features and characteristics of historical periods.
- Develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts.
- Learn how to use a range of source material to comprehend, interpret and cross-reference sources.
- Develop skills to analyse and evaluate historical interpretations in the context of historical events studied.

Prep

Prep is set weekly and consists of reading/research for upcoming lessons, practice exam questions or group work in preparation for presentations and projects.

Assessments and Examinations

Paper 1 - Externally assessed Written examination:

- 1 hour 30 minutes, 60 marks
- 50% of the qualification
- Pupils are assessed through an examination based on their selected depth studies. Students answer two questions, one on each of the depth studies they have studied.

Paper 2 - Externally assessed Written examination:

- 1 hour 30 minutes, 60 marks
- 50% of the total GCSE
- Pupils are assessed through an examination based on their historical investigation and breadth study in change. Students answer two questions, one question on their historical investigation and one question on their breadth study in change.

Beyond IGCSE

With a subject like History, it may be harder for you to identify a clear career path. However, History is a useful and often necessary subject for a wide range careers – not just the obvious ones. Many historians go on to study subjects such as History, Politics, Law or International Relations at University and are found in a wide range of careers including the professions, business and management, National and Local Government, Civil Service and Diplomatic Service, Media and Journalism, Law and Police and Armed Forces.

However, there are a wide range of other careers that History can support. Have you ever thought about some of the other doors that a qualification in history can open?

Supporting the Course

Inspirational websites:

[Edexcel International GCSE History \(2017\) | Pearson qualifications](#)

www.historyhit.com

www.alphahistory.com

www.bbc.co.uk/bitesize/examspecs/zw4bv4j

www.spartacus-educational.com

Mr Aaron White
awhite@brightoncollege.ae

Mandarin

For pupils who enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying IGCSE Mandarin is an excellent choice.

During the course pupils will:

- Learn to understand spoken and written Mandarin and develop their own spoken and written language skills.
- Learn about countries where Mandarin is spoken.
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies.
- Create for themselves greater opportunities to work abroad, or for companies with international links. Many employers look for people with language skills.

Prior knowledge: Pupils embarking on the course are expected to have studied Mandarin at Key Stage 3 .They should already be able to recognize and write a range of basic Chinese characters (around 250–350), and express themselves on familiar topics such as family, hobbies, school, and daily life.

Syllabus Overview

Specification: Pearson Edexcel IGCSE in Chinese (4CN1)

- [View Here](#) (Internet Required)

The IGCSE in Chinese Mandarin forms part of the Languages sector within the Pearson Edexcel qualification suite. It aims to develop pupils' linguistic competence, cultural awareness, and ability to communicate effectively in a range of real-world contexts, while fostering appreciation for Chinese language and culture as part of global citizenship. The course is structured around five engaging themes, each encouraging pupils to use Mandarin in authentic, meaningful contexts:

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness, and health

In Year 10 and Year 11 (Term 1 and Term 2), pupils will study all five Pearson Edexcel topic areas, ensuring comprehensive coverage of the IGCSE content. Paper 3: Speaking examination takes place at the end of Term 2 in Year 11. Term 3 is then dedicated to the consolidation of the other three language examination skills, alongside targeted practice and focused revision in preparation for the IGCSE examinations in listening, reading, and writing in May and June.

Prep

The nature of the MFL prep is varied and unprescribed. It is valuable because it can give control to 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.

Assessments and Examinations

Assessment for the Pearson IGCSE in MFL Chinese Mandarin is entirely external and takes place at the end of the two-year course. The qualification consists of three externally examined papers:

- Paper 1: Listening (25%) – Assesses pupils' understanding of spoken Mandarin through a range of recordings, including dialogues, announcements, and conversations based on the five topic areas.

- Paper 2: Reading and Writing (50%) – Evaluates comprehension of written texts and the ability to communicate accurately in writing.
- Paper 3: Speaking (25%) – Assesses pupils' ability to communicate confidently and spontaneously in Mandarin. The examination is divided into three tasks: Task A – Picture-based discussion: Pupils present and answer questions about a chosen picture related to one of the topic areas. Tasks B and C – Conversations on different topics: Pupils take part in two discussions on topics selected at random by Pearson, demonstrating fluency, pronunciation, and the ability to express and justify opinions.

Together, these components ensure that pupils can apply their linguistic knowledge across all four language skills, reflecting authentic, real-world communication in Mandarin Chinese.

Beyond IGCSE

Language skills and knowledge are highly thought of in the modern world. People who can speak other languages stand out as talented and successful people, with broad and exciting horizons. Taking IGCSE Mandarin means pupils will:

- Be able to study the A level Mandarin course.
- Add an extra dimension to their personal skills profile which will impress anyone who reads their CV.
- Be in a stronger position to get a job in companies with international links or improve employability to work abroad.
- Learn a language that they will enjoy using for leisure, travel and personal interest.

Supporting the Course

'Edexcel IGCSE Chinese Textbook' is used as a core textbook but is supplemented with a wide range of other resources. A small English-Mandarin / Mandarin-English dictionary will be required for home use.

Pupils are encouraged to use internet resources in order to supplement their Writing and Speaking work and to enhance their Reading and Listening skills.

Many websites are available for pupils to use independently and for prep, and sites such as BBC China offer a huge range of language learning resources. Many free and paid apps are also available.

The following are recommended for building GCSE vocabulary:

Real Chinese - www.bbc.co.uk/languages/chinese/real_chinese

www.mandarintools.com - This website contains a compendium of tools for learning Chinese language and culture. Tools include how to write Chinese characters, how to add pinyin, Chinese flashcards, how to play Chinese chess, on-line abacus, get a Chinese name.

[Edexcel International GCSE Chinese \(2017\) | Pearson qualifications](#)

The examination board also offers past papers in all skills and examination advice for IGCSE Mandarin.

Tips for parents to help with their child’s study:

- Little and often is best...Mandarin is not a subject that a pupil can cram the night before the examination.
- 15-20 minutes at a time is best.
- Pupils need to spend regular amounts of time familiarizing themselves with the core vocabulary from the exam board, using word lists and past papers.
- Encourage pupils to complete past papers. They can start with the Foundation level and build up to Higher level. Many examination papers are available on the Edexcel website for extra practice.
- Watch favorite DVDs with Mandarin subtitles or dubbing.

Mathematics

The IGCSE Mathematics (Higher Tier) is the course we anticipate will be taken by all pupils. The examination is not language biased and the syllabus is challenging but fair to all ability levels. It prepares the pupils well for further study in the subject and gives an excellent indicator of ability in its results.

Syllabus Overview

Specification: Edexcel IGCSE (9-1) Mathematics - 4MA1

- [View Here](#) (Internet Required)

Pupils are required to demonstrate application and understanding of the following:

Number

- Use numerical skills in a purely mathematical way and in real-life situations.

Algebra

- Use letters as equivalent to numbers and as variables.
- Understand the distinction between expressions, equations and formulae.
- Use algebra to set up and solve problems.
- Demonstrate manipulative skills.
- Construct and use graphs.

Geometry

- Use properties of angles.
- Understand a range of transformations.
- Work within the metric system.
- Understand ideas of space and shape.
- Use ruler, compasses and protractor appropriately.

Statistics

- Understand basic ideas of statistical averages.
- Use a range of statistical techniques.
- Use basic ideas of probability.

In Year 10 you will study: The Core material that is needed for a solid foundation in Mathematics will be covered by all, and some topics will stretch to grade 9 work. If a pupil has been invited to follow an accelerated programme, they will be working on Year 11 work with the intention to sit the external exam at the end of Year 10 and completing the AQA Level 2 Further Mathematics qualification at the end of Year 11.

In Year 11 you will study: Pupils will complete the IGCSE course including the extended content up to grade 9 and prepare for the examinations in June. A mock examination will be sat mid-year and all pupils will undertake extensive Past Paper revision from April.

Prep

Pupils are assigned prep on a weekly basis to consolidate what they have learned in class. This may be in the form of some extension questions, past examination questions, revision, posters or researching before the start of a new topic. This would be an addition to their standard online Sparx homework.

Assessments and Examinations

Two written examinations are taken at the end of Year 11: each examination is 2 hours long and worth 50% of the final mark.

Beyond IGCSE

Mathematics IGCSE grade is highly valued by all employers and Mathematics A level is considered to be very desirable by all university academic faculties. A level Mathematics is a very challenging course and a minimum of a Grade 7 at IGCSE is the standard that is expected for further studies.

Supporting the Course

We recommend using the Maths Watch website to which all Brighton College pupils have access; Save My Exams and others such as www.bbc.co.uk/bitesize are excellent. The calculator recommended is the Casio FX-991EX ClassWiz. All of our GCSE pupils are assigned a textbook (Edexcel International GCSE (9-1) Mathematics Student Book Third Edition) for the duration of the course.

Tips for parents to help with their child's study: Continuous revision is the key to success in Mathematics, and practice, practice, practice is vital. We have subscribed to excellent websites, such as mathswatch.co.uk and pupils can get support and further practice from there with parental encouragement.

Learning Platforms pupils will regularly access for revision and prep are:

[MathsWatch](#)
[DrFrost](#)
[Sparxmaths](#)

Further Mathematics

Important Note

Further Mathematics is not available as an option, instead pupils whose attainment makes them eligible progress onto Further Mathematics. This is a challenging course, and our priority is for the vast majority of our pupils to focus on their IGCSE Mathematics qualification.

The Further Mathematics course offers a pathway for high achieving students, by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies.

It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the IGCSE Mathematics, rather than as a replacement. The content assumes prior knowledge of the Key Stage 4 Programme of Study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This qualification places an emphasis on higher order technical proficiency, rigorous argument, and problem-solving skills. It also introduces calculus and matrices and develops further skills in trigonometry, functions and graphs.

Syllabus Overview

Specification: AQA Certificate Level 2 Further Mathematics – 8365 - [View Here](#) (Internet Required)

Pupils are required to demonstrate application and understanding of the following:

- Number
- Algebra
- Coordinate Geometry (2 dimension only)
- Calculus
- Matrix Transformations
- Geometry

Ms Kysrine Mercurius
kmercurius@brightoncollege.ae

Prep

Pupils are assigned prep on a weekly basis to consolidate what they have learned in class. This may be in the form of some extension questions, past examination questions, revision, posters or researching before the start of a new topic.

Assessments and Examinations

Two written examinations are taken at the end of Year 11: each examination is 1 hour 45 minutes long (one non-calculator and one calculator) and worth 50% of the final mark.

Beyond Year 11

Further Mathematics lends itself very well to the A level Mathematics course. It provides a head start to A level as it covers many of the topics that will be studied later. It does not, however, guarantee entry onto the Further Mathematics A level course.

Supporting the Course

Dr Frost provides excellent resources for studying Level 2 Further Mathematics. The calculator recommended is the FX-83GT-CW. All of our pupils are assigned a textbook for the duration of the course.

Tips for parents to help with their child's study:

Continuous revision is the key to success in Mathematics, and practice, practice, practice is vital. We have subscribed to excellent websites, such as mathswatch.co.uk and pupils can get support and further practice from there with parental encouragement.

Music

Pupils who study Music at GCSE demonstrate a wealth of skills to universities and future employers.

In listening and appraising they show critical thinking, historical knowledge and understanding, analytical skills and attention to detail. In performing and composing they show musicianship, creativity and performing and presenting skills. If you enjoy composing and performing music and learning about all types of music, then GCSE Music is the ideal subject for you.

You have already gained many of the basic skills needed for this course in your Music lessons in the Prep and Senior Schools. You have been introduced to creating music of your own in class and this is developed in the GCSE course as you write two pieces to submit as composition coursework. To take this course, you must be able to offer at least one instrument/or voice and it is suggested that you be at least Grade 3 level when you select your GCSE options in Year 9.

Syllabus Overview

Specification: Edexcel – 1MU0

- [View Here](#) (Internet Required)

Unit 1: Performing music 1MU0/01 (30% the total GCSE)

You will record one solo piece which can be in any style or genre, with or without accompaniment as appropriate to the style of music. You will also record a piece as part of an ensemble performance. This must be an un-doubled part within the ensemble (this means that there should be no other pupil playing or singing your part).

The combined minimum duration of the two performances is 4 minutes. There is no minimum duration for either performance, but each piece should be of sufficient length and complexity to give adequate opportunity to showcase your abilities. You will be assessed on technical control, expression and interpretation and ensemble skills.

As a rough guide, pieces offered for GCSE should be of the length and complexity of repertoire found on the Grade 4 & 5 examination syllabus offered by the Associated Board of the Royal Schools of Music (ABRSM). However, there is no requirement that you should have taken a graded music exam and pieces offered for GCSE do not have to come from the graded exam syllabus. You must take private instrumental/singing lessons during the course either in school or outside school.

Unit 2: Composing music 1MU0/02 (30% the total GCSE)

In this unit you will develop your musical ideas in the form of compositions. You must submit two compositions: one free composition and one in response to a brief set by the exam board. The exam briefs will relate to the four areas of study from which you will select one. Each composition must be at least one minute in length and the combined duration must be at least three minutes. Each composition must be submitted as a traditionally notated score or a detailed written account and a recording (which can be produced electronically). Each composition is marked separately out of 30 and assessed on developing musical ideas, demonstrating technical control and composing with musical coherence.

Unit 3: Music Listening and Appraising 1MU0/03 (40% the total GCSE)

In this unit you will develop your listening and appraising skills through the study of music across a variety of styles and genres. The content for the unit is grouped into four areas of study each of which contains two set works. You will learn how to analyse music independently and compare and contrast the set works with unfamiliar music. You will use your knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context of music within the areas of study.

The areas of study are as follows:

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions

This unit will be assessed through a 1-hour and 45-minute examination set and marked by Edexcel.

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.

Assessments and Examinations

You will need to perform and record one solo piece and one ensemble piece (30% of the total GCSE). You will need to create two compositions (30% of the total GCSE). You will sit a 1hr 45 minute written paper with questions on your prescribed set works and unfamiliar music (40% of the total GCSE).

Beyond GCSE

The GCSE course is excellent preparation for the A level Music course, which is organised along the same lines of performing, composing and listening. By the end of the

GCSE course, pupils will be able to compose sophisticated pieces, perform at at least Grade 4 standard and have developed an wide repertoire of musical terminology with which to analyse the Set Works of the A level syllabus.

Supporting the Course

While the theory needed to approach the listening paper will be taught during the GCSE course, it would be useful to revise some general music theory topics. The website [www. musictheory.net](http://www.musictheory.net) provides an excellent online resource. In addition, Terry, Paul. ‘Step up to GCSE Music’ Neville, Colin. Rhinegold, 2016 is highly recommended as an accessible and manageable but comprehensive preparation for starting the course.

It is absolutely vital that pupils maintain regular lessons with an instrumental specialist throughout the duration of the course, so that they have someone to advise them on technique and repertoire.

Ms Shona Berque
sberque@brightoncollege.ae

Photography

Photography may be defined as the creative journey through the process of lens- and light-based media. This could include work created using film, video, digital imaging or light sensitive materials. With the developments of new affordable lens-based technologies, pupils should attempt to use the photographic mediums to explore and create a body of work, which develops and refines both the process and the concept. Pupils will also understand that Photography practitioners may work to client commissions within a commercial photography studio, or work as freelance photographers. They will need photo manipulation and graphic design skills, and good communication skills to liaise with clients and to promote themselves as photographers.

This GCSE Photography qualification requires pupils to develop the knowledge, understanding and skills pertaining to:

- The use of formal elements to communicate a variety of approaches.
- The camera and its functions, including depth of field, shutter speed, focal points and viewpoints.
- The application of observational skills to record from sources and communicate ideas.
- The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media.
- The use of digital and/or non-digital applications.

Areas of study

- Documentary photography
- Photo-journalism
- Studio photography
- Experimental imagery
- Installation
- Moving image: film, video and animation.

Ms Claire Parry
cparry@brightoncollege.ae

Syllabus Overview

Specification: Edexcel – 1PY0

- [View Here](#) (Internet Required)

Pupils will be required to spend 2-4 hours a week on independent work in Year 10 and 4-6 hours in Year 11. Pupils will have access to the Art Studio during break, lunch, and afterschool.

Tips for parents to help with their child’s study: It is recommended that pupils should regularly visit galleries, museums, and Art events. The Abu Dhabi Art Fair (November) and Art Dubai (March) are excellent Art events that take place in the UAE. Pupils are encouraged to collect, documents and record when travelling to support ideas and skills beyond the classroom.

Prep

Pupils will be required to spend 2-4 hours a week on independent work in Year 10 and 4-6 hours in Year 11. Pupils will have access to the Photography Studio during break, lunch, and afterschool.

Assessments and Examinations

Unit 1: Personal Portfolio (60% of the qualification)
Unit 2: Externally Set Assignment (40% of the qualification)

Both units are assessed using four Assessment Objectives. The units are marked out of 72.

Pupils will be introduced to a variety of techniques, processes and themes through the delivery of workshops in photography. They will investigate photography and film work, research artists and make contextual links. As the year progresses they will be taught to think more independently, using their skills in analysis, recording observations, exploring ideas, experimenting and developing to produce their final submissions.

In order to meet the four assessment objectives, the pupils will be able to:

- AO1 Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 Record ideas, observations and insights relevant to intentions as work progresses

- AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Equipment: Pupils will be required to have access to their own DSLR camera, tripod and SD cards in order to undertake the course. A full equipment list is available.

Beyond GCSE

Pupils could progress to Advanced GCE in Photography and then onto a related degree course in which they will produce a range of different styles of work and create their own portfolio. For employment there may be opportunities to work in creative industries including photojournalism, fashion, film and documentary production, galleries, design offices, graphics, communications, as well as the chance to work as a commercial artist.

Physical Education

This course is ideal for pupils who enjoy taking part in a variety of sports and have a strong interest in understanding how the body works and performs in physical activity. Students will explore key topics such as Anatomy and Physiology, Health and Fitness, and Sports Psychology, developing both their practical performance and theoretical knowledge of sport.

PE will offer pupils the opportunity to develop their individual skills and improve their performance in a wide range of sports and physical activities. Pupils will learn to develop skills through the process of planning, performing and evaluating. Pupils will learn about exercise, how the body works during exercise and how performance can be improved through training.

Syllabus Overview

Specification: Edexcel – 1PE0

- [View Here](#) (Internet Required)

The GCSE Physical Education course is split into two component areas: Examination Content and Non-Examined Assessment (Practical and Coursework).

Theoretical Component

Pupils will study a range of different theoretical concepts. All theoretical topics taught will be linked to its impact to sport and sport performance. Throughout the theoretical component, pupils will study the following:

Fitness and Body Systems: To include - Applied Anatomy and Physiology, Movement Analysis, Physical Training, Use of Data.

Health and Performance: To include - Health, fitness and wellbeing, Sports Psychology, Socio-cultural influences, Use of Data.

Practical Components

Pupils will study a range of different practical activities during the two years. Each candidate must offer one team activity, one individual activity and one activity of their choosing. An example of some of the options is below:

- Outwitting opponents (games i.e. football, netball, rugby)
- Accurate replication of movement (trampolining, gymnastic activities)
- Exploring and communicating ideas (dance activities)
- Performing at maximum levels in relation to speed, height, accuracy, strength and distance (track and field athletics, swimming, golf)
- Identifying and solving problems (skiing, climbing)

Pupils will study activities that can be accommodated at school but can select other activities if they study these outside of school e.g. skiing or golf.

Prep

Homework in PE will cover both theory content and some non-examined assessment work. Theory homework will be set during pupils dedicated theory lesson and will usually be due in the following PE lesson. Practical work is often completed in after-school CCAs. We also encourage all pupils to compete in sporting activities outside of school to supplement their practical grade.

Assessment & Examinations

Pupils will be required to offer three activities for assessment and to complete a Personal Exercise Programme (Coursework) in one of these three activities. This will equate to 40% of the course mark and is commonly referred to as the Non-Examined Assessment.

The remaining 60% of the course is assessed through written examination, this will consist of two examination papers. The first paper (1hour 30minutes) will cover Fitness and Body Systems and the second (1hour 15minutes) will cover Health and Performance.

Beyond GCSE

Pupils have the opportunity to engage in a range of sporting CCAs offered by the College, all of which prove beneficial to a GCSE PE pupil. Some of these CCAs can provide pupils with the opportunity to take part in Residential and International Sports Tournaments.

As well as being the ideal preparation for the A level Physical Education course, GCSE Physical Education also holds close links to subjects such as Biology, Psychology and Sociology.

GCSE PE can pave the way for pupils into career fields such as Sports Science, Coaching, Education, Nutrition, Physiotherapy, Sports Medicine, Sports Business Management and Marketing to name a few. It also provides pupils with essential transferrable skills that Universities and Employers are looking for such as problem solving, collaboration, team work and critical thinking.

Supporting the Course

www.edexcel.com/Subjects/Physical-Education-Sport

www.bbc.co.uk/schools/gcsebitesize/pe

www.thepeclassroom.com/

www.peresourcesbank.co.uk/

[Pre-course - EverLearner Wordwall Resource](#)

In addition to the academic support provided, and as the contribution of practical sports performances to the overall mark is significant. It is key that any pupils considering this option are competent in the three sports from the approved list.

Pupils are encouraaged to participate competitively in at least two sports from the approved list and should be regularly attending supporting CCAs or outside clubs throughout both Year 10 and 11. In addition to this, all pupils will continue with Core PE lessons where they will follow a varied programme and the opportunity to participate in competitions from inter-house level through to international sports tournaments.

Physics

Physics GCSE covers a broad range of the Physics that pupils need to know to understand developments in Science.

Science attempts to explain the world in which we live. It provides technologies that have had a great impact on our society and the environment. Scientists try to explain phenomena and solve problems using evidence. The data to be used as evidence must be repeatable, reproducible and valid, as only then can appropriate conclusions be made.

Pupils should know how to gather evidence like this, make conclusions and evaluate their methods and data and those of others.

A scientifically literate person should, amongst other things, be equipped to question, and engage in debate on, the evidence used in decision-making. A judgement or decision relating to social- scientific issues may not be based on evidence alone, as other societal factors may be relevant.

Pupils should be able to evaluate decisions taken and give informed opinions on the motivation for such choices.

These ideas are central to science education. They constitute the ‘thinking behind the doing’ that is a necessary complement to the subject content of physics.

GCSE Physics provides a thorough grounding in the principles and techniques of classical Physics and is the basis for studying A level Physics, or a general background for those wanting to specialise in one or more separate sciences or science-based university courses. It is a modern course that will stimulate pupils’ interest in how science works.

Pupils will need to have had some previous experience with Physics either at 13+, Key Stage 3 or a similar level.

Syllabus Overview

Specification: Pearson Edexcel International GCSE in Physics (4PH1)

- [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 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 let pupils engage in more extended independent research. There is no set type of Physics 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.

Assessments and Examinations

Pupils will sit two examinations at the end of Year 11. Practical skills will be examined within these examinations.

- Paper 1: 110 marks (2 hours) – 61.1% of the total International GCSE. Assesses core content. Questions may come from any topic area across the specification.
- Paper 2: 70 marks (1 hour and 15 minutes) - 38.9% of the total International GCSE. Assesses all the content. Questions may come from any topic area across the specification. Statements in bold cover some sub-topics in greater depth.

1. Forces and motion
2. Electricity
3. Waves
4. Energy resources and energy transfers
5. Solids, liquids and gases
6. Magnetism and electromagnetism
7. Radioactivity and particles
8. Astrophysics

A combination of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

A calculator may be used in the examinations.

Beyond GCSE

A level Physics expands on the classical Physics learned at GCSE and introduces pupils to Quantum Physics, Engineering and Astronomy. An A level in Physics is essential for any university courses in Physics or Engineering and is very helpful for any other Science-based courses and, as it is considered a high-level, academic, problem-solving A level, is beneficial for many other courses e.g., Economics.

Supporting the Course

The standard textbook used for GCSE Physics is Pearson Edexcel International GCSE (9-1) Physics – Student Book by Brain Arnold, Penny Johnson and Steve Woolley. Each pupil is given a digital copy of the textbook at the beginning of Year 9.

These textbooks cover all the content covered in GCSE Physics and present many opportunities for pupils to practice questions testing their understanding and read

further into the content of the course. These are supplemented in lessons and for prep with a range of supplementary resources including past-paper questions. There are also many resources available online to supplement pupils’ learning in Physics.

The sites below are recommended in particular:

www.practicalphysics.org

www.bbc.co.uk/schools/gcsebitesize/physics

www.darvill.clara.net/myon.htm

Tips for parents to help with their child’s study:

You should encourage your son or daughter to read Physics- based, ‘popular science’ books as much as possible. There are many excellent books available on Amazon and in the science section of Kinokuniya World in Dubai Mall in particular. These give pupils a sense of the development of thought in Physics and allow them to see connections between the topics studied (and other sciences), essential for a true understanding of the subject.

Revision in Physics is best done by practicing problems and questions; a large range allows pupils to challenge themselves and gives them experience in looking at the content they learn from different angles. Past-paper question practise gives pupil’s insight into the kinds of skills required and lets them develop examination strategies early on.

Mr Siam Saleem
ssaleem@brightoncollege.ae

Spanish

For pupils who enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying IGCSE Spanish is an excellent choice.

During the course pupils will:

- Learn to understand spoken and written Spanish and develop their own spoken and written language skills.
- Learn about countries where Spanish is spoken.
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies.
- Create for themselves greater opportunities to work abroad, or for companies with international links. Many employers look for people with language skills.

Prior knowledge: Pupils embarking on the course are expected to have studied Spanish at Key Stage 3 .They should already be able to recognize and write a range of basic words, and express themselves on familiar topics such as family, hobbies, school, and daily life.

Syllabus Overview

Specification: Pearson Edexcel IGCSE Spanish– 4SP1

- [Pearson Edexcel IGCSE Spanish](#) (Internet Required)

The IGCSE in Spanish forms part of the Languages sector within the Pearson Edexcel qualification suite. It aims to develop pupils’ linguistic competence, cultural awareness, and ability to communicate effectively in a range of real-world contexts, while fostering appreciation for Spanish and culture as part of global citizenship. The course is structured around five engaging themes, each encouraging pupils to use Spanish in authentic, meaningful contexts:

- Home and abroad
- Education and employment
- Personal life and relationships

- The world around us
- Social activities, fitness, and health

In Year 10 and Year 11 (Term 1 and Term 2), pupils will study all five MFL topic areas, ensuring comprehensive coverage of the IGCSE content. Paper 3: Speaking examination takes place at the end of Term 2 in Year 11. Term 3 is then dedicated to the consolidation of the other three language examination skills, alongside targeted practice and focused revision in preparation for the IGCSE MFL examinations in listening, reading, and writing in May and June.

Prep

The nature of the MFL prep is varied and unprescribed. It is valuable because it can give control to 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.

Assessments and Examinations

Assessment for the Pearson IGCSE in MFL Spanish is entirely external and takes place at the end of the two-year course. The qualification consists of three externally examined papers:

- Paper 1: Listening (25%) – Assesses pupils’ understanding of spoken Spanish through a range of recordings, including dialogues, announcements, and conversations based on the five topic areas.
- Paper 2: Reading and Writing (50%) – Evaluates comprehension of written texts and the ability to communicate accurately in writing.
- Paper 3: Speaking (25%) – Assesses pupils’ ability to communicate confidently and spontaneously in Spanish. The examination is divided into three tasks: Task A – Picture-based discussion: Pupils present and answer questions about a chosen picture related to one of the topic areas.

Tasks B and C - Conversations on different topics: Pupils take part in two discussions on topics selected at random by Pearson, demonstrating fluency, pronunciation, and the ability to express and justify opinions.

Together, these components ensure that pupils can apply their linguistic knowledge across all four language skills, reflecting authentic, real-world communication in Spanish.

Beyond GCSE

Language skills and knowledge are highly thought of in the modern world. People who can speak other languages stand out as talented and successful people, with broad and exciting horizons. Taking IGCSE Spanish means pupils will:

Be able to study A level Spanish course.

- Add an extra dimension to their personal skills profile which will impress anyone who reads their CV.
- Be in a stronger position to get a job in companies with international links or improve employability to work abroad.
- Learn a language that they will enjoy using for leisure, travel and personal interest.

Supporting the Course

‘Edexcel IGCSE Spanish’ is used as a core textbook but is supplemented with a wide range of other resources. A small English-Spanish / Spanish-English dictionary will be required for home use. Pupils are encouraged to use internet resources in order to supplement their Writing and Speaking work and to enhance their Reading and Listening skills.

Many websites are available for pupils to use independently and for prep, and sites such as YouTube offer a huge range of language learning resources. Many free and paid apps are also available.

Ms Lili Xu
lxu@brightoncollege.ae

The following are recommended for building IGCSE vocabulary:

www.wordreference.com
(An online dictionary)

<https://www.languagenut.com › en-gb>
(a vast range of interactive activities to practice IGCSE vocabulary and grammar as well as the 4 components of the examination: Listening, Reading, Writing and Speaking)

www.languageguide.org/spanish/vocabulary
(for vocabulary learning)

Edexcel International GCSE Spanish (2017) | Pearson qualifications
(The Edexcel examination board also offers past papers in all skills and examination advice for IGCSE Spanish)

Tips for parents to help with their child’s study:

- Little and often is best...Spanish is not a subject that a pupil can cram the night before the examination. 15-20 minutes at a time is best.
- Pupils need to spend regular amounts of time familiarising themselves with the core vocabulary from the exam board, using word lists and specimen papers.
- Parents can read an English word to a pupil and the pupil can give the Spanish. This could be while you are watching TV, having dinner, in the car or even ON the school bus with a friend.
- Encourage pupils to keep a word diary of words that they are going to learn for the week.
- Encourage pupils to complete specimen papers. For extra practice, pupils can also access a range of past/ specimen papers from other Boards such as Edexcel or OCR.
- Download any useful apps you can find.
- Watch favourite DVDs or Netflix with Spanish subtitles or dubbing.

Academic Enrichment

Academic Enrichment is not an examined GCSE Subject. The Academic Enrichment option provides pupils with valuable additional support in their core GCSE subjects — English, Mathematics and Science. Over seven periods per fortnight, pupils participate in structured lessons designed to strengthen understanding, reinforce key concepts, and develop essential skills in these disciplines. Specialist teachers guide pupils to review prior learning, consolidate knowledge, and enhance examination technique, particularly in preparation for Year 11 assessments.

At Brighton College Abu Dhabi, pupils who select Academic Enrichment typically follow between seven and nine GCSE courses. This ensures they continue to meet entry requirements for Higher Education while receiving the support they need to achieve their potential.

This option is best suited to pupils who would benefit from a slightly reduced timetable to allow for targeted academic support in one or more of their core subjects. Tutors, Housemasters and Housemistresses, alongside the Academic Team, will work closely with pupils and parents to identify suitability on an individual basis. In some cases, the College may recommend Academic Enrichment as part of its ongoing commitment to monitoring progress and ensuring every pupil receives the tailored support necessary for success.



Subject Leads

Arabic	Oula Shueib	oshueib@brightoncollege.ae
Art, Craft and Design	Claire Parry	cparry@brightoncollege.ae
Biology	Grant Weeks	gweeks@brightoncollege.ae
Business Studies	Steven Quinnell	squinnell@brightoncollege.ae
Chemistry	Dr Lee Wheldon	lwheldon@brightoncollege.ae
Computer Science	Rina Begum	rbegum@brightoncollege.ae
Creative Media	Rina Begum	rbegum@brightoncollege.ae
Drama	Richard Dobbs	rdobbs@brightoncollege.ae
Design and Technology: Timbers	Liam Fitzgerald	lfitzgerald@brightoncollege.ae
Design and Technology: Textiles	Liam Fitzgerald	lfizgerald@brightoncollege.ae
English Language and English Literature	Gemma Spruels	gspruels@brightoncollege.ae
French	Lili Xu	lxu@brightoncollege.ae
Geography	Aaron White	awhite@brightoncollege.ae
German	Lili Xu	lxu@brightoncollege.ae
History	Bethany Martin	bmartin@brightoncollege.ae
Mandarin	Lili Xu	lxu@brightoncollege.ae
Mathematics	Kysrine Mercurius	kmercurius@brightoncollege.ae
Further Mathematics	Kysrine Mercurius	kmercurius@brightoncollege.ae
Music	Shona Berque	sberque@brightoncollege.ae
Photography	Claire Parry	cparry@brightoncollege.ae
Physical Education	Zoe MacPherson	zmacpherson@brightoncollege.ae
Physics	Edward Hodgson	ehodgson@brightoncollege.ae
Spanish	Lili Xu	lxu@brightoncollege.ae
Academic Enrichment	Haroon Khan	hkhan@brightoncollege.ae



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