



BRIGHTON COLLEGE  
DUBAI

# OPTIONS AT 16

GUIDANCE FOR PUPILS COMMENCING THE SIXTH FORM IN SEPTEMBER 2021







# Introduction from the Deputy Head Academic

We believe that your Sixth Form years should be the most engaging and fulfilling of your time at school. You form firmer friendships, you sharpen your focus on areas of genuine academic interest and you begin the task of discovering where life will take you once you leave the structured framework of a school environment.

We are truly delighted to be welcoming you to Brighton College Dubai Sixth Form, we sincerely hope you become part of the rich and vibrant history that makes up our wonderful community. Our Sixth Form provides a stimulating, innovative and friendly environment where pupils have every opportunity to excel. We pride ourselves on our excellent teaching; high levels of academic challenge; outstanding pastoral care and sound careers advice and guidance.

Here at Brighton College Dubai, within the supportive unit of your House and Year Group community, we will endeavour to ensure that you enjoy and flourish in your chosen academic subjects, that you take advantage of the various co-curricular opportunities on offer and that you are guided and helped as you navigate your way through the university admissions process.

Brighton College Dubai opened in September 2018 following in the footsteps of Brighton Abu Dhabi (2011) and Brighton Al Ain (2013) and, whilst we are still relatively young in the United Arab Emirates, we are enriched by over 170 years of history from our sister school, Brighton College (1845), in the UK. ***The Sunday Times Parent Power 2020* placed Brighton College UK as the highest ranked co-educational school in England in their comprehensive survey of schools' academic performance.**

It is our hope that, when the time comes, you will be ready to leave the College and be excited by what the future holds, but also that you will look back on your Sixth Form experience with fondness.

Throughout your time with us, you should also gain the confidence and freedom to develop your individual interests inside and outside the classroom, learning to challenge that which you might have accepted as fact, exploiting the more independent and free-thinking nature of Sixth Form study to question your teachers and learn for yourself.

In essence, we want you to develop an appreciation that education is something you should seek to acquire - not simply something that you are given. To reflect this independence, the Sixth Form Centre provides a separate place for study away from the younger pupils in the school.

We offer a range of co-curricular activities. We want to encourage our pupils to have an enthusiasm for life outside the classroom; to question and challenge the world we live in and to have a respect for the differences in others. In short, we want to play a part in creating well-educated, respectful and intellectually curious men and women who are ready to take on a full, active and positive role both within the UAE and the wider global community.

Your subject choices will initially focus, quite rightly, on what subjects you enjoy, but you will inevitably start to think about life beyond Brighton College Dubai – university, career and further qualifications. The key will be to strike the balance between what you are good at, and love doing, and what skills you will need to lead you into future careers, some of which probably do not even exist yet!

At Brighton College Dubai there are a range of different courses on offer and we will ask what combination of subjects you wish to pursue before we construct the timetable, in order to provide as many people as possible with their choices. It is unusual that subject combinations are impossible, although it is hard to guarantee your choice if it is made after the deadline in March 2021. The information that follows gives more detail on the subjects we offer.

Please do get in touch if you would like to discuss any of these decisions further, and good luck!

Best wishes,

**Jane Clewlow**  
Deputy Head Academic







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# Brighton Sixth Form

## Ten reasons why Brighton

### Freedom with support

You are encouraged to be independent, but that doesn't mean you have to cope on your own. From tutors to House Masters and Mistresses, there's always someone looking out for you.



### University preparation

We are experts at preparing you for applying to university. Recent leavers from other BC Sixth Forms also visit to share their experiences – social and academic.



### Social entrepreneur

Throw yourself into putting something back into the community, from being part of our Brighton Cares initiatives, where we support members of our school and local community, to opportunities to volunteer and mentor others.

### Business entrepreneur

Our Entrepreneurship Programme is unique to our Sixth Form pupils, giving every member of our Sixth Form a chance to plan a business and present it to industry experts.



# College Sixth Form is the best in Dubai

## Leadership

Our Sixth Form pupils set the tone for the school and there are a wide array of leadership opportunities on offer. Why not make your mark by becoming a mentor or a prefect?

## Variety of opportunities

Academically, we offer A-Levels and BTECs and we also have a plethora of extra-curricular opportunities, including dance, music, drama and sports.

## Academic enrichment

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



## PSHE programme

Our PSHE programme will develop your understanding of the world around you, it will combine philosophical, historical and practical perspectives and help you to develop your critical thinking skills.

## Diversity

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

## Contacts for life

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





$$F = \frac{mv^2}{r}$$

$$a = \frac{v^2}{r}$$

Prove this

$$E = F \times d$$

$$\frac{1}{2}at^2$$







## What are AS and A-Levels?

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

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

# The Structure of Brighton College Dubai's A-Level Courses

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

Accordingly, if you wish to choose from the range of academic A-Levels that we offer, we require that you have a good grounding across the GCSE disciplines that you have taken. We take this to be an average (mean) of 6.5 in the 9-1 grading system.

All pupils will usually start Year 12 pursuing four subjects. A BTEC 'counts' for two or three subjects. It is our expectation that most pupils will drop one of these subjects either in December or June of the Lower Sixth, and continue with three subjects to completion at the end of the Year 13. We believe that it is advantageous for pupils to study four subjects for at least a term for a number of reasons:

- It provides flexibility when pupils change their minds over which subjects to pursue in Term 1 of Year 12. This often occurs as pupils' relative ability in, and enjoyment of, different subjects at A-Level is often different to those at GCSE and to their own perceptions.
- Where pupils continue with a subject until the internal exams in June of Term 3, we will be able to mention this in their university reference and give them a predicted grade, even if they do not continue with the subject in Year 13 – this can add to the academic profile of a university applicant.
- Doing four subjects rather than three for just one term out of a six-term linear course (an overall increase in workload of around 5% across the two years of the A-Level courses) should not have an impact on final attainment in those other subjects.
- Doing four subjects, even if only for a term, offers an academically enriching and broadening experience.







# Making the Right Option Choices

The main motivation behind an option choice at A-Level should be a genuine passion for the subject. We tend to excel in the areas we enjoy and pupils do well when they are really engaged with the subject content.

These grades will determine university destinations and pupils should always look to maximise how well they can do by choosing options that suit their interests. We encourage pupils to consider the following questions when selecting Sixth Form courses:

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

Talking to a wide range of people about your particular abilities and interests is strongly advised, not least because many subjects have a big jump in the level of sophistication and challenge at A-Level, and your teachers will be able to give you honest and constructive advice as to how you might navigate that jump. In addition, the style of study in some subjects can change significantly between GCSE and A-Level. Although the new more rigorous GCSE courses will aid the transition, in many subjects there remains an acute jump in conceptual difficulty to A-Level. It can be the case, therefore, that pupils find an A-Level very challenging (and, hence, not very enjoyable) in a subject that they enjoyed and found relatively accessible at GCSE. Pupils should pick subjects that, ultimately, are going to support their university aspirations.

With this in mind, we have, over many years, looked carefully at the GCSE qualifications that pupils require, if they are to find particular A-Level courses accessible. If incoming Sixth Formers are not pursuing a GCSE programme of study, then they can discuss their A-Level subject choices with the Head of Sixth Form.

# A broad guide to University Course Requirements

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

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





## University A-Level Requirements

University subject	Typical A-Level requirements
<b>Accountancy</b>	Most departments have no specific requirements, although maths is recommended by some universities. There can also be GCSE maths grade requirements.
<b>Ancient history</b>	No subjects specified. Can be studied without Latin or Greek and can be combined with archaeology.
<b>Architecture</b>	Art or DT often strongly recommended, as a portfolio of work usually has to be submitted. maths and/or physics can be beneficial, although most departments only require these subjects to GCSE.
<b>Art</b>	Art, followed by a foundation art course, normally expected.
<b>Biochemistry</b>	Chemistry is usually required, with biology and/or maths recommended.
<b>Biological sciences</b>	Biology usually required. Some top departments also require or recommend one of physics, chemistry or maths.
<b>Business</b>	No subjects normally specified but A-Level maths required or preferred by some universities.
<b>Chemical engineering</b>	A-Level maths, physics and chemistry. Further maths is helpful on the most competitive courses.
<b>Chemistry</b>	Chemistry A-Level. Maths essential for some. Physics desirable.
<b>Classical civilization</b>	No subjects specified.
<b>Classics</b>	No subjects specified. Most universities will prefer applicants with either Latin or Greek A-Level.
<b>Computer science</b>	Maths A-Level. For Cambridge and Imperial, further maths and a physical science recommended.
<b>Dentistry</b>	Biology and chemistry usually required. Manual dexterity important.
<b>Drama</b>	No subjects specified. These courses are often extremely competitive and extensive relevant practical experience is required.
<b>Economics</b>	Maths is all but required, and compulsory at leading universities. Further maths is preferable for Cambridge and LSE. Economics strongly recommended.
<b>Engineering</b>	Maths and physics. Further maths recommended, especially for Oxbridge. DT can be useful.
<b>English</b>	English Literature A-Level is usually recommended, at least. History and languages (ancient or modern) can be good supporting subjects.
<b>French</b>	French A-Level usually required for single-honours, although there is more flexibility on combined programmes.
<b>Geography</b>	Geography A-Level is usually required or recommended. Maths or a science can be helpful.
<b>German</b>	German A-Level (though ab initio is available at Cambridge and some others).

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



# Subject Offered

## The timescale

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

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

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

There is an important reason for what may seem an early call for Sixth Form subject decisions. It is to give time for the College to assess the likely staffing implications and to advertise for additional staff as appropriate. This helps maximise the chances of as many pupils as possible being able to pursue their chosen subject combination.

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

## Finally

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

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

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

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

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



# Arabic (A-Level)

## Course description

Brighton College Dubai focuses on enabling non-Arabic speakers who are learning Arabic to communicate in real-life situations inside and outside school. Pupils who opt to take Arabic at GCE A-Level follow the Edexcel course. The aims are to develop the ability to communicate effectively spoken and written word. They will use a range of vocabulary and structures, developing an understanding of the spoken and written forms in a range of contexts. Pupils develop knowledge of Arabic and language-learning skills and a deepening cultural awareness through a variety of learning tasks and topic-based activities

The four themes address a range of content related to society past and present, as well as aspects of the political and artistic culture of the Arabic-speaking world.

Themes 1 and 3 focus on aspects of society, while Theme 2 focuses on artistic culture and Theme 4 on political culture.

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

- Enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the Arabic-speaking world
- Develop control of the language system to convey meaning, using written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of Arabic
- Develop their ability to understand language in spoken and written form and to interact effectively with users of Arabic in writing
- Develop language skills and strategies, including comprehension strategies such as using contextual clues and cues and communication strategies to build fluency and confidence in writing
- Develop speaking skills as part of their course of study, although there will be no assessment of those skills engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of Arabic and understanding them in their cultural and social context

- Develop knowledge about matters central to the society and culture, past and present, of the Arabic-speaking world
- Translate texts from English into Arabic and from Arabic into English
- Foster their ability to learn other languages
- Equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking and linguistic, cultural and cognitive flexibility, which will enable them to proceed to further study or employment
- Develop their capacity for critical and analytical thinking through the language of study
- Develop as independent researchers through the language of study.

## Course structure

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

The Pearson Edexcel Level 3 Advanced GCE in Arabic (listening, reading and writing) consists of three externally-examined papers that assess listening, reading and writing skills. These assessments will be set and marked by Pearson.

Pupils must complete all assessments in May/June in any single year.

The course has a straightforward structure with four themes, the four themes are studied alongside two works (either two literary texts or one literary text and one film) and are assessed through three externally-examined papers.



# كلية برايتون

## Paper 1: Translation into English, reading comprehension and writing (research question) in Arabic

Written examination: 2 hours 30 minutes - 40% of the qualification - 80 marks

## Paper 2: Translation into Arabic and written response to works

Written examination: 2 hours and 40 minutes - 30% of the qualification - 110 marks

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

## Paper 3: Listening, reading and writing in Arabic

Written examination: 2 hours and 15 minutes - 30% of the qualification - 60 marks.

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

The qualification is 100% internally assessed and externally moderated.

## Beyond Sixth Form

Studying Arabic GCE will give pupils the opportunity to learn how to communicate in the UAE and other Arabic-speaking countries. They will also learn more about Arabic civilisation and culture. Choosing GCE Arabic will also provide pupils with the chance to develop their language skills and improve their skills of memorisation and speed reading.

Communication skills are vital in our world today. Being able to speak, listen, read and write are the cornerstones of building personal relationships and being successful in all aspects of life.

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

## Course requirements

**Exam Board: Edexcel**

**Pearson Edexcel Level 3 Advanced GCE in Arabic (listening, reading and writing) (9AA0/03)**

- It requires pupils to convey their understanding of written Arabic through a series of reading tasks. They also need to draw upon and apply their knowledge of Arabic language, grammar and lexis to produce a short translation from Arabic into English and show an ability to manipulate Arabic language in continuous writing.

# Art and Design: Fine Art (A-Level)

## Course description

Our A-Level Art and Design: Fine Art course builds on the skills and understanding acquired at GCSE. The course encourages imagination, observation and analysis of the visual world. There is an opportunity to learn and develop practical skills including: drawing and painting in a variety of media, mixed media, sculpture, ceramics, installation, printmaking, textiles, photography, animation and film. Pupils will go on to create work in one or more of these fine art disciplines. Drawing is a fundamental element of the course and pupils will learn to use drawing as a basic tool for research, idea development and experimentation, across a range of media. Museum and gallery visits will lead to the practical exploration of art history and contemporary artists through copies and sketchbook analysis.

## Course structure

### Component 1: Personal Investigation – 60%

Component 1 is a non-exam assessment (NEA) which is set and marked by the College and moderated by AQA. This is a practical investigation supported by written material. Both the practical and written elements are assessed jointly.

- Practical Investigation:

Pupils create practical work that clearly investigates an idea, issue, concept or theme. The investigation follows a journey, through sketchbook and portfolio work, from the pupil's initial intentions and it leads to a finished outcome or a series of related finished outcomes. This work will evidence the pupil's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. It is informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople. The practical investigation is supported by written material.

- Written Investigation:

The written element is logically structured extended response of between 1000-3000 words which confirms the pupil's understanding of their creative decisions, providing evidence of all four assessment objectives. It can be presented as a single passage of continuous prose or as a series of shorter discrete, but linked, passages of continuous prose incorporated within the practical work.

The written element, which includes a bibliography, clarifies the focus of the investigation, demonstrates critical understanding of contextual and other sources, substantiates decisions leading to the development and refinement of ideas, evidences ideas, observations and insights relevant to intentions by reflecting critically on practical work and makes meaningful connections between, visual, written and other elements.

### Component 2: Externally Set Assignment – 40%

Component 2 is a non-exam assessment (NEA) set by AQA, marked by the centre and moderated by AQA. This component is completed in the second year of the course after the winter break. It includes a preparatory period and culminates with a 15 hour supervised assessment. Pupils will produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

## Beyond Sixth Form

Pupils will develop sufficient skill for the study of art to be rewarding in its own right, however, it also provides an essential foundation for a wide range of career and university pathways including design, architecture, graphics, communications, film, fashion, gallery and museum curation and the creative industries. Most pupils who progress with art will apply for an art foundation course at university.

## Course requirements

- Pupils commencing the Art and Design: Fine Art A-Level will most commonly have studied GCSE Art and Design. A Grade 6/B is strongly recommended along with enthusiasm and a keen interest in visual art.



# Art and Design: Photography (A-Level)

## Course description

Our A-Level Art and Design: Photography course encourages imagination, observation and analysis of the visual world. There is an opportunity to learn and develop traditional and digital practical skills through the exploration of one or more of the following photography styles: portraiture, landscape, still life, documentary, photojournalism, fashion, experimental, multimedia, installation and moving image. Pupils will use sketchbooks/workbooks/journals to underpin their work and develop their drawing skills in order to produce storyboards, thumbnail sketches and/or diagrams, where appropriate. Museum and gallery visits will lead to the practical exploration of photographic history and contemporary artists and photographers through copies and sketchbook analysis.

## Course structure

### Component 1: Personal Investigation – 60%

Component 1 is a non-exam assessment (NEA) which is set and marked by the College and moderated by AQA. This is a practical investigation supported by written material. Both the practical and written elements are assessed jointly.

#### Practical Investigation:

Pupils create photographic work that clearly investigates an idea, issue, concept or theme. It will explore elements of visual language: line, form, colour, pattern, texture, demonstrate awareness of an intended audience and it will demonstrate appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement. The investigation follows a journey from the pupil's initial intentions and it leads to a finished outcome or a series of related finished outcomes. This work will evidence the pupil's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. It is informed by an aspect of contemporary or past practice of artists and photographers. The practical investigation is supported by written material.

#### Written Investigation:

The written element is logically structured extended response of between 1000-3000 words which confirms the pupil's understanding of their creative decisions, providing evidence of all four assessment objectives. It can be presented as a

single passage of continuous prose or as a series of shorter discrete, but linked, passages of continuous prose incorporated within the practical work.

The written element, which includes a bibliography, clarifies the focus of the investigation, demonstrates critical understanding of contextual and other sources, substantiates decisions leading to the development and refinement of ideas, evidences ideas, observations and insights relevant to intentions by reflecting critically on practical work and makes meaningful connections between, visual, written and other elements.

### Component 2: Externally Set Assignment – 40%

Component 2 is a non-exam assessment (NEA) set by AQA, marked by the centre and moderated by AQA. This component is completed in the second year of the course after the winter break. It includes a preparatory period and culminates with a 15 hour supervised assessment. Pupils will produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

## Beyond Sixth Form

Pupils will develop sufficient skill for the study of photography to be rewarding in its own right, however, it also provides an essential foundation for a wide range of career and university pathways including photography, journalism, documentary, communications, film, fashion and the creative industries. Most pupils who progress with art will apply for an art foundation course at university.

## Course requirements

- Pupils commencing the Art and Design: Photography A-Level will most commonly have studied GCSE Art and Design. A Grade 6/B is strongly recommended along with enthusiasm and a keen interest in photography.

# Biology (A-Level)

## Course description

We offer a two-year course leading to an A-Level qualification in Biology. Students will be following the Pearson Edexcel Level 3 Advanced GCE in Biology A (Salters-Nuffield) which consists of three externally examined papers and the 'Science Practical Endorsement'. During the course pupils will study the following topics:

Lifestyle, Health and Risk, Genes and Health, Voice of the Genome, biodiversity and Natural Resources, On the Wild Side, Immunity, Infection and Forensics, Run for your Life, Grey Matter.

Pupils are expected to carry out the 18 core practical experiments that are identified in the content.

## Course structure

To achieve the A-Level qualification, pupils are assessed by means of three examination papers, each consists of 100 marks which is worth 33.33% of the total qualification. Pupils must complete all assessment in May/June in any single year.

Students who have achieved the Advanced Subsidiary GCE in Biology A (in year 12) can progress to the Advanced GCE in Biology A (in year 13). They would have covered Topics 1-4 which are common to both qualifications but the additional topics 5-8 will need to be covered and then all the assessment for the Advanced GCE qualification must be taken at the end of the course.

## Beyond Sixth Form

A-Level Biology is a highly respected qualification, it will give you the skills to make connections and associations with all living things around you. Students of biology can follow careers in a wide range of science-related fields which extends to such things as, ecology, marine biology, food technology, biotechnology, immunology, molecular/microbiology, pharmacology, genetics, applied biological research, education, medicine, veterinary sciences or dentistry.

## Course requirements

- Separate science: minimum of grade 7 in GCSE Biology
- Combined science: minimum of grade 8-8
- Maths: minimum grade 7 (Strongly recommended)





# Business Studies (A-Level and/or BTEC)

## Course description

Business Studies can either be taken as a traditional A-Level, or as a BTEC Diploma which counts as two A-Levels both in terms of our timetable and the admissions requirements of universities. BTECs offers a more applied approach and more continuous assessment than the A-Level. If pupils are sure that they wish to focus on business in the future then they may take both A-Level and BTEC business. Alternatively a BTEC could be taken with a range of complementary A-Levels such as economics, maths (either at A-Level or AS), geography, or indeed any other subject that we offer.

## Course structure

The A-Level is assessed by AQA and is examined through three equally weighted two-hour written papers, all taken at the end of the Upper Sixth. Paper 1 consists of ten multiple choice questions, four short answer questions/calculations, two analysis and two essays. Paper 2 has three pieces of data each with one short answer/calculation, one analysis and one evaluation question. Paper 3 involves a long case study and six analysis and evaluation questions.

In contrast, the BTEC has a flexible unit-based structure with three units being assessed through exams, but the majority being assessed through project work. Indeed, the qualification has been developed with employers to ensure that the content is closely aligned with employers' and higher education needs for a skilled future workforce. Topics include developing a marketing campaign, personal and business finance, managing events, principles of management and financial statements.

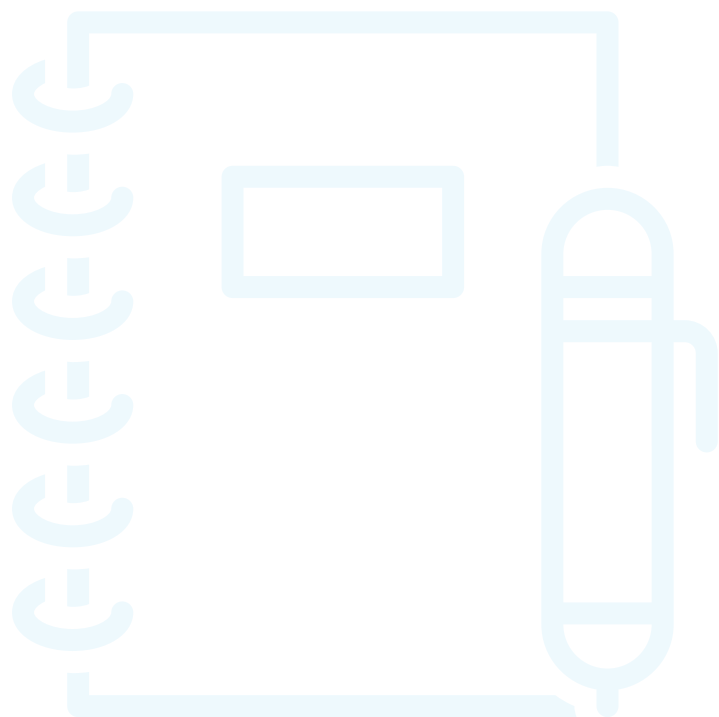
## Beyond Sixth Form

Business studies enables pupils to develop a broad understanding of business principles and gives them the opportunity to focus on a range of pathways for further study or career opportunities including:

- Marketing
- Finance
- Human Resources
- Administration

## Course requirements

- None, although studying GCSE Business Studies can be advantageous.



# Chemistry (A-Level)

## Course description

During the course pupils will study the following:

Year 12: atomic structure and the periodic table; bonding and structure; redox I; inorganic chemistry and the periodic table; formulae, equations and amounts of substance; organic chemistry I; modern analytical techniques I; energetics I; kinetics I and equilibrium I.

Year 13: equilibrium II; acid-base equilibria; energetics II; entropy; redox II; transition metals; kinetics II; organic chemistry II; organic chemistry III and modern analytical techniques II.

Throughout the course 16 core practicals will cover the 12 techniques which comprise the practical competency element of this specification.

## Course structure

To achieve the A-Level certificate, pupils are assessed by means of three examination papers at the end of Year 13.

Papers 1 and 2 cover half the A-Level topics and some AS content. They are each worth 90 marks, and each carry a 30% weighting.

Paper 3 is a synoptic paper covering all Year 12 and Year 13 topics, worth 120 marks and carries a 40% weighting.

AS is a stand-alone qualification which does not form part of the A-Level grade.

Pupils will sit two papers for the AS examination. Each paper is worth 80 marks and carries a 50% weighting.

Practical Endorsement requires the completion of 16 core practicals for A-Level, 8 for AS, to cover the 12 measured techniques. Knowledge of core practicals can be tested within exam papers.

The exam board pupils will follow is the Edexcel 9CH0 for A-Level and Edexcel 8CH0 for AS.

## Beyond Sixth Form

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

## Course requirements

- Grade 7 or grade A in chemistry and mathematics
- Further reading and study will be in the form of additional text and online resources



# Computer Science (A-Level)

## Course description

The overall aim of this subject is to encourage you to develop an understanding of the principles of problem solving using computers. Your studies will help you to understand the range of applications of computers and the effects of their use so that you can apply this understanding to develop computer-based solutions to problems. This specification gives a general grounding in computing, including an understanding of computer systems, the principles of programming and the solving of problems.

## Course structure

There are four main sections to the A-Level syllabus:

- Theory fundamentals
- Fundamental problem-solving and programming
- Advanced theory
- Further problem-solving and programming skills.

Areas of study include: data and information representation; Communication and Internet technologies; hardware fundamentals; processor fundamentals; system software; security, privacy and data integrity; ethics and ownership; database and data modelling; algorithm design and problem-solving; programming and software development.

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

The assessment will consist of four written examination papers corresponding to the aforementioned main sections of the syllabus. There are no coursework requirements for this course.

Candidates sit two papers in Year 12 and then a further two papers in Year 13.

## Beyond Sixth Form

Pupils who study computer science at A-Level can go on to study computer-related courses at university, including computer science, artificial intelligence, games design, games programming, software engineering, systems analysis, and informatics. Joint courses include business management with computing or IT. Whilst A-Level computing is not a pre-requisite for these courses, it is excellent preparation. It also complements subjects that contain analytical, scientific and technological aspects, such as mathematics and physics.



## Course requirements

- Grade 8 in both computer science and mathematics.

# Design and Technology (A-Level)

## Course description

A-Level design and technology provides a relevant learning experience for pupils based on academic and practical training. The course allows you to work with some of the most innovative technologies. The department is equipped with a 3D printer, laser cutter, CNC router and all the machinery expected of a high level design and technology department. The subject allows you to develop design skills by hand and through using various CAD packages. The course of study encourages pupils to develop and sustain creativity and innovative practice, recognise and overcome challenges and constraints when working towards the production of high quality products and develop a critical understanding of the influences on product design from a contemporary and historical perspective.

## Course structure

In principles of design and technology, pupils will develop their knowledge and understanding of a wide range of materials, and processes used in product design and manufacture. They will develop an understanding of contemporary industrial and commercial practices applied to designing and manufacturing products and management systems used in production. Mathematical and scientific principles are an important part of designing and developing products and pupils will be expected to apply these principles in both of the course components. This component will be assessed through an exam at both AS and A2 level and will be worth 50% of the qualification.

The independent design and make project is the best bit! Pupils will undertake a substantial design, make and evaluate project which will test their skills in designing and making a prototype product from a context set by the exam board. With a client in mind pupils will identify a problem and design context from which they develop a range of potential solutions and then realise one through practical making activities. Pupils are highly encouraged to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values. This component will be internally marked and externally moderated. It is worth 50% of the qualification at both AS and A2 level.

## Beyond Sixth Form

The skills learnt in the subject are very relevant to pupils looking to continue their studies in architecture, interior design or product design to name just a few. Industry often complements the subject for its ability to create the 'whole designer' with strong advocates in the likes of James Dyson and Norman Foster.

## Course requirements

- We prefer A-Level candidates to have experience of GCSE DT and to have achieved at least a 7. However, we will occasionally take pupils who have not completed the GCSE course. Pupils in this position should talk to the Head of Department. All portfolios need to be submitted digitally, therefore pupils must have a sound working knowledge of ICT.

# Drama and Theatre Studies (A-Level)

## Course description

A-Level drama allows pupils to pursue their interests and develop their skills in a range of practical drama elements including acting, directing, costume, setting, mask and technical design. The specification offers pupils the freedom to choose both the content and the form of their practical presentations at A-Level, candidates devise drama on any topic to be performed in a theatrical style of their choice. Assessment for the practical units takes account of the pupil's contribution throughout the preparation period, as well as of their final performance. The content of the GCE specification follows through from that of the AQA GCSE drama specification, enabling a smooth transition from one to the other.

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

## Course structure

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

### Assessment will take three separate formats:

- Practical work
- Devised drama performance – 20 marks
- Three scripted performances – 40 marks

### Coursework:

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

### Written examination:

- End of course written examination – 80 marks
- The written examination focuses on your knowledge and understanding of drama and theatre.

- The written examination focuses on your knowledge and understanding of drama and theatre.
- Study of two set plays, one chosen from List A, one chosen from List B
- Analysis and evaluation of the work of live theatre makers

## Questions

**Section A:** One question (from a choice) on one of the set plays from List A (25 marks)

**Section B:** One two part question on a given extract from one of the set plays from List B (25 marks)

**Section C:** One question on the work of theatre makers in a single live theatre production (30 marks)

### Practical Coursework: Devised Drama

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

### Practical Coursework: Scripted Drama

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

## Course requirements

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



# Economics (A-Level)

## Course description

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

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

## Course structure

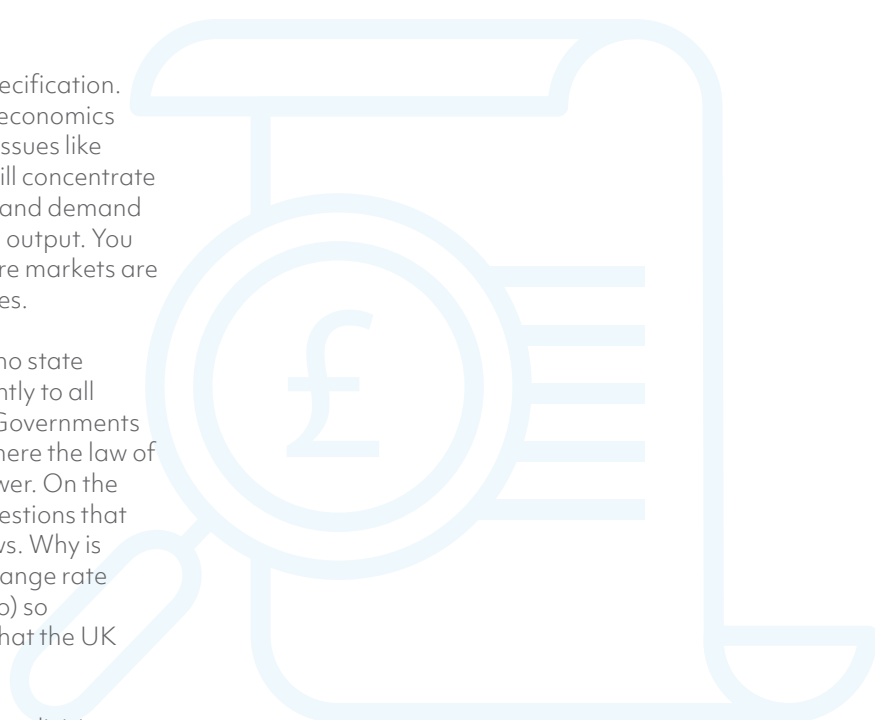
We follow the Edexcel board's 'Economics A' specification. During the Lower Sixth you will focus on micro-economics (individuals and firms) and macro-economics (issues like inflation and growth). On the micro side, you will concentrate on 'markets'. This is where you study the supply and demand curves and their outcomes in terms of price and output. You will also analyse 'market failure'; situations where markets are not the most efficient way of allocating resources.

For instance, what would happen if there were no state schools? Would 'education' be allocated efficiently to all children? Or who pays for industrial pollution? Governments often have to step in to handle issues like this where the law of supply and demand does not give the best answer. On the macro side, you will address some of the big questions that you will often hear debated on the national news. Why is inflation so low at the moment? Why is the exchange rate (how many pounds you get for a dollar or a euro) so important to the UK economy? Does it matter that the UK imports more goods than it exports?

In the Upper Sixth you stick with the micro/macro division, but take these two areas of the subject to new levels. Quite a lot of the macro-economics will be a global application of the basics covered in the Lower Sixth. One interesting addition in the new A-Level syllabus is the area of finance. You will have the opportunity to learn about the turbulent events that shook the international banking sector in 2008. Upper Sixth economics also looks at some more controversial questions. Is monopoly a good thing? Is industry in the UK competitive? What can be done about 'unfair' competition? What are the main propositions of Modern Monetary Theory?

## Beyond Sixth Form

A-Level Economics is a valued subject, both by universities and employers, due to the fact that, like history and politics, it requires analysis and evaluation. I think one of the greatest attractions of the subject is that it gives you an understanding of current affairs. There is no other subject of which you can confidently say that issues covered in the classroom feature in the broadsheet newspapers daily. A further attraction is the long-term employment prospects it can offer. In April 2016, The Institute for Fiscal Studies published a report which ranked economics as the 'second most lucrative degree' after medicine.



## Course requirements

- None, although a strong record in mathematics and English is highly desirable. The final exam papers demand quite lengthy responses, so good essay writing skills are an advantage. However, being strong at maths is much more important if you plan to study economics at university.

# English Language (A-Level)

## Course description

English Language pupils enjoy a wide variety of different texts, both written and spoken. Pupils develop the ability to use integrated linguistic and literary approaches to read and interpret texts, cultivating an understanding of how to engage creatively and independently with a range of spoken, written and multimodal texts. In addition, they gain skills that are valuable for university life and beyond, including:

- Skills in crafting their own writing for different audiences and purposes
- Appreciation of how different texts are shaped by their language and style
- Skills in researching, selecting and manipulating information from a range of texts
- Skills in analysing and comparing multimodal texts in increasing detail

## Course structure

The course consists of four units which include:

Language and Context, Language and Society, Language Variation and Language Exploration.

## Beyond Sixth Form

English Language will equip pupils well for continued study at university level due to the emphasis placed by the course on disseminating and interpreting information from a range of sources and the crafting of sustained pieces of critical writing. This also prepares students for careers in fields such as journalism, law, marketing and politics.

## Course requirements

- A minimum grade of a B/6 in GCSE/IGCSE English Language.

# English Literature (A-Level)

## Course description

The study of the written word is the study of life itself; life experienced through the vast array of writers who have expressed their pain, loves, successes and losses in their literature over time. Pupils will apply literary approaches to read and interpret texts, cultivating an understanding of how to engage creatively and independently with a range of literature. The course encourages wide and independent reading and will help pupils to hone their critical reading and writing skills in preparation for any university degree.

English Literature complements other arts and social science courses and provides a lively contrast to courses which are largely mathematical or scientific.

## Course structure

The course consists of four units:

- Unit 1: Aspects of Dramatic Tragedy
- Unit 2: Place in Literary Texts
- Unit 3: Elements of Crime and Mystery
- Unit 4: Literary Representations

Over the course of all four units, pupils will study a maximum of eight texts across the genres of poetry, prose and drama. This course builds on previous GCSE/IGCSE Literature study by demanding a much greater knowledge of more complex texts as well as their socioeconomic, historical and literary context and secondary criticism.

## Beyond Sixth Form

In our continuously advancing world, the ability to think, imagine and create are more important than ever. Pupils who study English Literature at A-Level are equipped with these skills and thus are well-placed to read English, law, politics, business and other arts and social science based courses at university.

## Course requirements

- A minimum grade of a B/6 in both GCSE/IGCSE English Literature and English Language.

# French (A-Level)

## Course description

Studying French A-Level allows you to contribute to discussions on the literature, film, art and history of France and you will be expected to participate in debates, give presentations and listen to or read French articles from authentic sources and keep up to date with current events and social issues. Pupils study technological and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, heritage, cinema, crime and learn about political engagement and who wields political power in the French-speaking world. Pupils also explore the influence of the past on present-day French-speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Pupils will study texts and film and have the opportunity to carry out independent research on an area of their choice.

## Course structure

The course consists of three units. The first, a 2 hour 30 minute written exam counting for 40% of the A-Level, involves listening, reading and writing. It assesses current trends, issues, culture and politics in the French-speaking world, as well as grammar.

Unit 2 is a two-hour writing exam, counting for 30% of the total marks. This element of the course requires the study of one text and one film.

Unit 3 is an oral exam of a little over 20 minutes and counts for 30% of the qualification. This involves an individual research project and one of four sub-themes i.e. current trends or issues in French-speaking society, culture or politics.

## Beyond Sixth Form

Many pupils who study A-Level French go on to study languages at university. Most universities also offer languages in conjunction with other disciplines, and therefore it is possible to combine the study of a language with another subject such as law, business or international relations.



OUI!

## Course requirements

- At least an 8 in French GCSE. To enjoy the course, you must have a genuine interest in other cultures and the dedication to learn vocabulary and grammar.



# Geography (A-Level)

## Course description

We live in an increasingly globalised society where almost everything we do has a link to another part of the world; the world in which we live is likely to change more in the next 50 years than it has ever done before. Geography as a discipline draws on the political, economic, and scientific to understand space and place in modern times. The A-Level course ensures that you will emerge as a well-informed and skilled geographer, tackling big questions such as why we are struggling to mitigate climate change, whether there is such a thing as an optimal global population and how we manage global resources such as the oceans in a sustainable way. The scope of the specification is far broader than at GCSE, but nonetheless aims to build upon the knowledge acquired at that level.

The A-Level Geography course incorporates both human and physical disciplines with studies at local, regional, national and global scales. The main focus at A-Level Geography is to investigate the challenges facing humanity today – many of which will continue to be a challenge long into the future - and to focus this knowledge on a range of places. To do this we apply theoretical models to the real world and therefore practical fieldwork is also essential.

## Course structure

Throughout the A-Level course there will be an equal weighting between human and physical geography elements. Physical geography, which involves process based scientific concepts, is assessed through the study of topics such as water and carbon cycles; coastal systems and landscapes and hazardous environments. Human geography will focus on the more political social science facets of the subject. Typical course content includes global systems and governance; population and the environment and changing places. It is usual practice in A-Level Geography for 20% of the course to be dedicated to independent research based around an individual fieldwork investigation. This will be supported by fieldwork investigations throughout the course including a residential fieldtrip to enable pupils to study key concepts more deeply and practically.

## Beyond Sixth Form

Employers value geographers because whilst studying the subject they accrue a wide range of skills. They have strong communication and research skills, with the ability to select and interpret a breadth of material. They are effective problem solvers and decision makers, able to present facts, ideas and arguments into concise reports and demonstrate well-rounded, flexible thinking. Careers where a geography degree is advantageous include: management and environmental consultancy, international development work, the civil service, geopolitics, and civil engineering but equally many geography undergraduates have gone on to careers in law, accountancy, finance, banking and many other areas.



## Course requirements

- None, although the majority of pupils will have Geography GCSE with a grade 7 or higher.

# History (A-Level)

## Course description

History in the Sixth Form is designed to enable you to broaden your historical knowledge and also to learn invaluable skills that will train and discipline your mind. Historians should possess the facility both to imagine the world of the past, and to explain why it developed as it did. The course has been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. The history department at Brighton College Dubai will ensure pupils gain a deeper understanding of the past through political, social, economic and cultural perspectives. History is a subject that can give enormous pleasure, and most people opt to study it because of their fascination with the ways in which human beings have shaped the world around them. We have selected topics that we think will be distinctive on a university application and enable our students to get a breadth of historical understanding.

History in the Sixth Form is also about developing your own ideas about the past through wider reading and independent study. However, we do not expect you to reach the high analytical standards demanded at A-Level overnight, and we also structure and teach the syllabus carefully so you develop the necessary logic and discipline to succeed across all your A-Level topics.

## Course structure

The history A-Level course offers pupils the opportunity to study a British breadth study spanning a period of approximately 100 years and an international option of study spanning 100 years. Students are assessed on the significance of historical developments, associated interpretations, primary evidence and a personal study based on a topic of the pupil's choice. The assessment objectives of the course relate to the following:

- Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
- Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
- Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

## Beyond Sixth Form

A-Level history is an excellent qualification with which to gain access to university degree courses in: law, journalism, economics, business, arts and humanities.

A surprising number of undergraduates on finance, management and accountancy courses have also achieved an A-Level in history. It sits well alongside a large number of other A-Level choices, from modern and ancient languages, English, geography, the creative arts and even mathematics and sciences.

## Course requirements

- Grade B or grade 6 in GCSE history and English is strongly recommended.

# Mathematics (A-Level)

## Course description

Mathematics is a challenging and engaging A-Level that is an outstanding qualification on its own or as an addition to another similar course. It is essential for anyone looking to go into a number of courses such as Economics, Engineering and Computer Science as it often act as an important part of the university entry criteria for these subjects.

Mathematics is available at two levels within the Sixth Form; AS and A-Level Maths, which are taught on 4, 8 and 12 periods per week, respectively. While all mathematics courses focus mostly on the core elements (algebra, trigonometry, calculus and series) which underpin the subject, pupils will also study applied modules in statistics and mechanics

## Course structure

A-Level maths build on ideas from IGCSE, but with an increasingly abstract focus, demanding ever more sophisticated levels of algebraic manipulation. The concept of calculus is introduced and developed in detail. All examinations in all courses are taken at the end of the Upper Sixth. It should be noted that the content in the new qualification is significantly more challenging than in the old modular A-Levels.

The mathematics A-Level course consists of three main components – pure mathematics, statistics and mechanics. The overarching themes of these three components are mathematical argument, language and proof along with problem solving and modelling skills.

**Pure mathematics:** Algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and vectors.

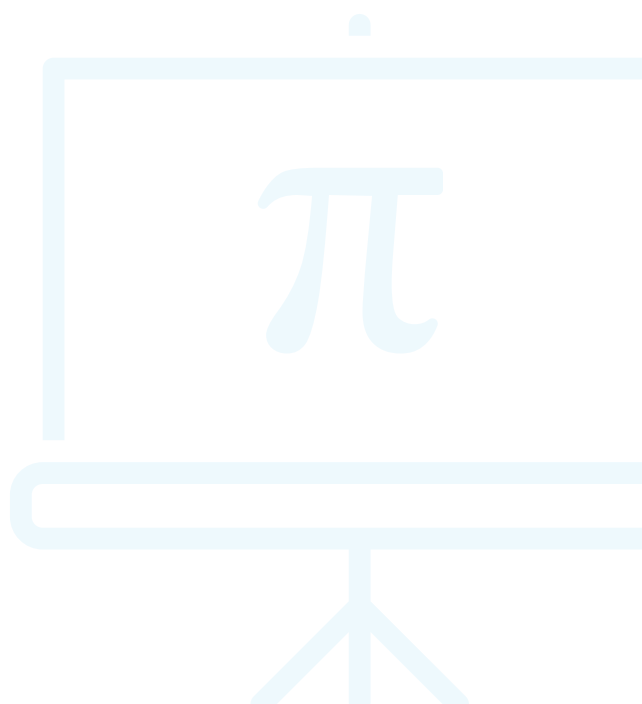
**Statistics:** Statistical sampling, data presentation and interpretation, probability, statistics, distribution and hypothesis testing.

**Mechanics:** Quantities and units, kinematics, forces and Newton's laws, moments

## Beyond Sixth Form

Pupils who study mathematics at A-Level go on to study a wide range of subjects at university. Mathematics is advantageous for entry to degrees including engineering, physics, chemistry, computer sciences, and more mathematically based economics courses. Most students studying Biology, economics, medicine, and physiology will have completed at least an A-Level in single mathematics.

The analytical and logical skills developed in the study of A-Level mathematics are also valuable preparation for courses even where there may be little explicit mathematical content, such as law.



## Course requirements

- Conceptually this subject has one of the biggest jumps from IGCSE to A-Level, many will find this course a challenge without a top IGCSE grade. Pupils who want to be successful at A-Level maths must have a very strong background in algebra and problem-solving skills. As a result, a grade 7 at IGCSE mathematics is a minimum requirement and a grade 8 is a preferred.





# Music (A-Level)

## Course description

A-Level music as a unique combination of academic study and creative development.

The course is based around developing three key skills; performing, listening and composing. Pupils develop and apply their knowledge of musical theory, gain a solid understanding of the principles of performance, refine their ability to critically listen to and appraise music, develop their practical skills, study and practice composition and expand their knowledge of music history.

The considerable range of skills that A-Level music aims to develop means that day to day work is varied. The performance element involves dedicated practice and refinement of performance skills of the pupils chosen instrument, with particular focus on certain musical styles and pieces as they draw nearer to the exam. Composing music requires pupils to research and study of a broad range of music, as well as undertake focused study and practice of music theory and compositional devices and skills. Listening and analysis involves listening to and studying a broad range of set musical works and producing written work that analysis these pieces of music.

## Course structure

Performance is assessed by video submission of work

Composing is assessed by coursework. Pupils are required to compose pieces of music in response to briefs set by the examination board. Compositions are assessed based on the originality, fluency and consistency of the piece, the quality of the accompanying written score and the use of musical elements.

Listening and appraising is assessed by exam at the end of the course. The exam asks you to respond to aural pieces, with a mix of multiple choice, short and longer written answers. In these questions you must analyse and evaluate both familiar and unfamiliar pieces of music, demonstrating your knowledge and understanding of musical elements and languages across multiple styles and genres.

## Beyond Sixth Form

A-Level music is a highly regarded subject, either alongside other creative courses or in demonstrating a broader range of skills next to science, maths or other non-creative subjects.

Whilst music can be a useful subject for arts and media courses at university, the most obvious degree pathway is going on to a degree in music, which can lead to a range of exciting career options, including becoming a professional musician, a sound technician, a music therapist, a teacher or a private tutor. Jobs that are less directly related a music degree, but where a music degree could be very valuable include arts administration, and work in radio, theatre and events management.



## Course requirements

- Ideally, to study A-Level music pupils should have a GCSE in music at grade 7 or above. However, this is not strictly necessary providing they have studied music outside of school (a musical instrument up to grade 5 or beyond) and thus have a good grounding in musical theory and as a performer in either instrumental or vocal music.
- If pupils considering A-Levels lack this level of musical experience outside the classroom, achieved lower than a 7 at GCSE, or found it a particularly difficult subject then they may wish to reconsider.
- As in all subjects, it is a big step up from the GCSE to A-Level music so a genuine interest and passion not just for listening to music but also to understand the technicalities, theory and creation of music is essential.

# Physics (A-Level)

## Course description

We offer a two-year course leading to an A-Level qualification in physics. Pupils will be following the Pearson Edexcel Level 3 Advanced GCE in Physics (9PH0) which consists of three externally examined papers and the 'Science Practical Endorsement'. Pupils must complete all assessment in May/June in any single year.

During the course pupils will study the following topics:

**Paper 1:** Working as a physicist, mechanics, electric circuits, further mechanics, electric and magnetic fields, nuclear and particle physics

**Paper 2:** Materials, waves and particle nature of light, thermodynamics, space, nuclear radiation, gravitational fields and oscillations

Throughout the course, pupils must carry out a minimum of 12 practical activities

## Course structure

Papers 1 and 2 consist of 90 marks each and each are worth 30% of the total qualification.

Paper 3 is a synoptic paper covering all Year 12 and Year 13 topics which consists of 120 marks and is worth 40% of the total qualification.

Practical Endorsement requires the completion of 16 core practicals for A-Level. Knowledge of core practicals can be tested within exam papers.

## Beyond Sixth Form

There are numerous openings for physics graduates in many areas of research, both academic and industrial, physics at A-Level is a necessary qualification for most scientific and engineering. It is also a stepping stone for higher education courses such as materials science, mathematics, mechatronics and robotics, computer science and medicine.

## Course requirements

- Separate Science: minimum of grade 8 in GCSE Physics or Combined Science: minimum of grade 8-8.
- It is strongly recommended to have GCSE Mathematics: minimum grade 8.

# Spanish (A-Level)

## Course description

During the course you will contribute to discussions on the literature, film, art and history of the Hispanic world; you will be expected to participate in debates, give presentations and listen to and read Spanish articles from authentic sources. Pupils will study highlights of Spanish-speaking artistic culture, heritage and cinema, and learn about who wields political power in the Spanish-speaking world.

Pupils will also explore the influence of the past on present-day Spanish-speaking communities. Throughout their studies, they will learn the language in the context of these communities, and the issues and influences which have shaped them. Pupils will study literature and film and have the opportunity to carry out independent research on an area of their choice.

## Course structure

The course consists of three units:

**Unit 1 is a 150 minute examination including listening, reading and writing skills.** Worth 40% of the total marks, it assesses current issues, artistic culture and aspects of political life in the Hispanic world, as well as Spanish grammar.

**Unit 2 is a 120 minute examination focusing on writing skills** and counting for 30% of the total marks. It again assesses grammar, and also requires one text and one film to be studied.

**Unit 3 is the oral examination,** which is a little over 20 minutes long, and accounts for the remaining 30% of the marks.

## Beyond Sixth Form

Many pupils who study Spanish A-Level go on to study languages at university. Most universities offer languages in conjunction with other disciplines, and therefore it is possible to combine the study of a language with another subject such as law, business or international relations.



## Course requirements

- At least an 8 in Spanish GCSE. To enjoy the course, you must have a genuine interest in other cultures and the dedication to learn vocabulary and grammar.



# Diploma in Sport

(Pearson BTEC International Level 3 Diploma/ Extended)

## Course description

Brighton College Dubai offers two opportunities post GCSEs to study sport. The BTEC Extended Diploma and Diploma, both in Sport and Exercise Science. The Extended Diploma is equivalent to three A-Levels and the Diploma is equivalent to two. Studying BTEC Sport offers pupils an applied approach to sport and more continuous assessment than most A-Level subjects. If pupils are confident that they wish to focus on sports science in the future, then opting for either the Diploma or Extended diploma might prove prudent.

BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal, and thinking skills required to be successful in employment and higher education.

## Course structure

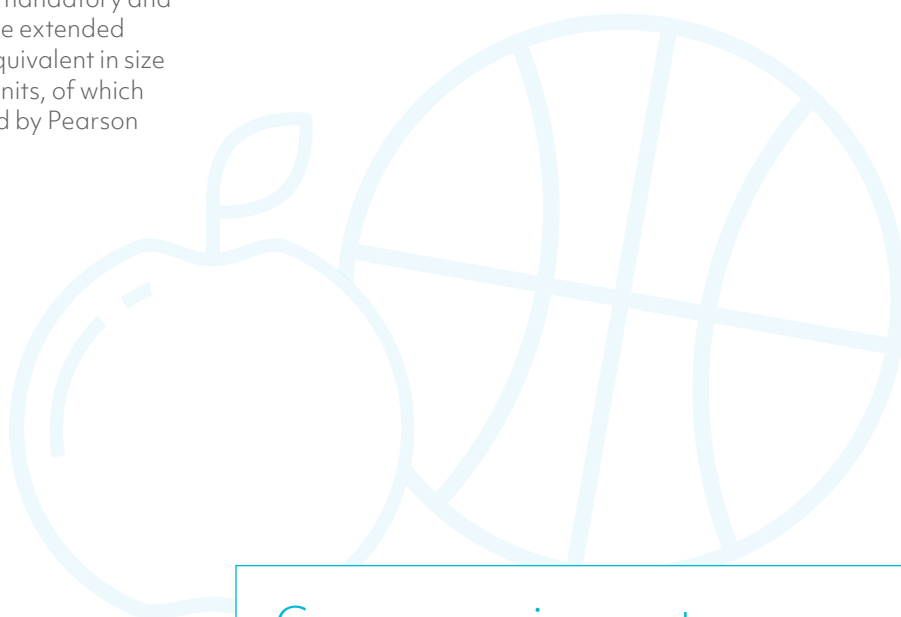
Pupils complete a variety of different coursework pieces through a range of assessed methods including proposals, presentations, essays and more. For the Diploma there is a mandatory 720 GLH Equivalent in size to two International A-Levels. At least 11 units, of which five are mandatory and assessed by Pearson Set Assignment. For the extended diploma, the hours increase to 1080 GLH Equivalent in size to three International A-Levels. At least 16 units, of which eight are Mandatory and three are assessed by Pearson Set Assignment.

## Beyond Sixth Form

Studying one of the BTEC sport courses is an ideal qualification for candidates looking to read sport and exercise science, sports psychology, sport and business management, physiotherapy, sports rehabilitation and recovery, sport technology, exercise physiology, Biology, nutrition, sports development, physical education (qualified teacher) or sports coaching at degree level.

The BTEC qualification support progression to job opportunities in the sports industries at a variety of levels.

After achieving these qualifications, while learners can progress directly to entry-level assistant coaching roles, it is likely that many will do so via higher study. These qualifications are recognised by higher-education providers as contributing to meeting admission requirements to many relevant courses in a variety of areas of the sport sector.



## Course requirements

- Grade 6 or higher in GCSE PE

# Brighton College University Destinations

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

## Where are our pupils studying?

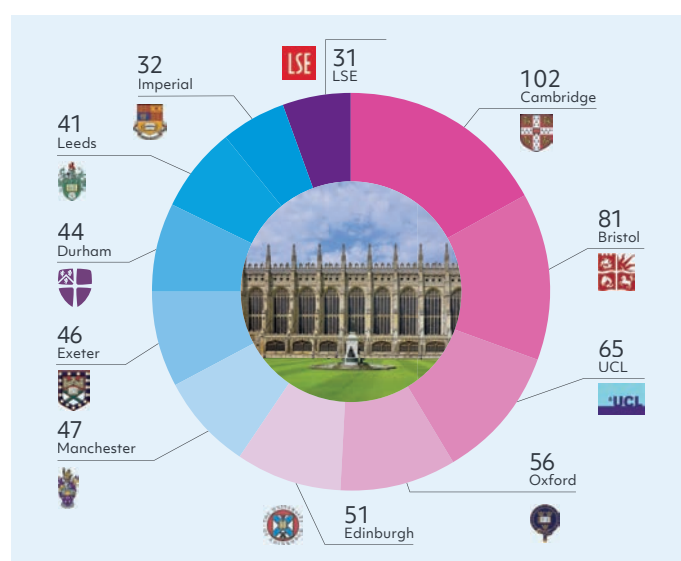
The College supports all pupils in reaching the university of their choice. Being an international College, with an incredibly diverse pupil community, we will see pupils continue their educational journeys at leading universities from around the world.

Whilst the UK remains the favoured destination amongst many Brighton College Sixth Form pupils and Upper Sixth pupils receive offers from Russell Group universities including Oxford, Cambridge, Imperial, St Andrews and Warwick, there are an increasing proportion of pupils progressing to the USA, including to Ivy League universities such as Yale, Harvard, and Brown. Alongside this, there is a growth in European university applications. Brighton College Abu Dhabi Sixth Form pupils have also recently successfully taken up places at Science Po in Paris, University of Bologna in Italy, and The Hague in the Netherlands.

## Brighton College Abu Dhabi Key Statistics

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

## Brighton College UK University Destinations



# Leadership opportunities at Brighton College Dubai

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

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





# Academic Support and Guidance

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

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

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

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







## Careers & Higher Education Advice

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

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

# The Co-Curriculum

**Life beyond lessons at Brighton College Dubai is busy! The activities we offer have been chosen to give pupils a chance to try something different.**

## Entrepreneurship Programme

In 2010 Brighton College UK became the first independent school in the UK to include Entrepreneurship in the curriculum, Brighton College Dubai will follow in their footsteps. The programme includes lectures, masterclasses and an Entrepreneurship Competition where Sixth Form pupils, split into groups, are given time to come up with ideas for a product/service and produce a business plan. The judges will be local business people who have up their own successful businesses. At the end of the year the judges will choose the three best companies who will showcase their ideas to the wider school community.

## Drama

Drama beyond the classroom: many pupils at Brighton College want to be involved in drama, whether as performers or in production roles. There are large and small-scale plays happening regularly, ranging from classics to pupils' own writing, contemporary writing to work made by the performers themselves. The drama department is keen to give pupils a range of performance opportunities. Auditions for all our shows are open equally to those who study drama and those who just love the theatre and want to be involved. Drama is a great way of getting to know lots of people.

## Sport

Sport is a core component of the curriculum at every stage of the school; this is no less the case in the Sixth Form, where regular physical exercise works in symbiosis with the mental exercise of pupils' A-Level and BTEC courses.

Our aim for Sixth Form sport is to cater for all abilities and enthusiasms, whether a pupil is a national athlete, or has not previously found a sport that makes them tick. Within the timetable pupils have two weekly games sessions, in addition, those wishing to represent the College can take part in the comprehensive competitive fixture list.

Each term pupils are able to pick from a huge range of sports, including aerobics, athletics, badminton, basketball, cricket, dance, fitness (strength and conditioning or cardio options), football, golf, netball, running, rugby, tennis, swimming, and yoga.

You may be interested in activities such as Chess Club or Debating Club or may also fancy attending Yoga, Mindfulness or Creative Writing. We also encourage Sixth Formers to take a leading role in setting up new clubs and societies; if we do not currently offer something that you would like to be involved in, please come and speak to us.







BRIGHTON COLLEGE  
DUBAI



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### Contact Us

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