



BRIGHTON COLLEGE  
AL AIN

# OPTIONS AT 14

GCSE SUBJECT INFORMATION FOR PARENTS AND PUPILS 2021-23





## The Brighton College Ethos



**The academic excellence of Brighton College Al Ain exists because of our culture of kindness.**

Surprised? Academic success is usually linked to high expectations, quality of teaching and learning and all the other things you read about in school prospectuses

like treating every pupil as an individual, and preparing them to be global citizens in a fast-changing world. But all Brighton schools share a vital commitment to making the relationships we have with each other right first, because everything special follows from that.

When you walk into Brighton College Al Ain for the first time, I expect you to see and feel the difference. Our unique values represent a journey towards leadership, which begins with honesty and has curiosity at its heart, supported by respect and compassion. These are not just words, they're the framework which supports our diverse community of pupils, staff and parents in our day to day lives at the College. Here is a place where shared kindness allows you to 'be the best you' whatever your dreams are.

We feel privileged to be part of something outstanding, one of a family of high-achieving schools around the globe with our own unique perspective - from our campus at the edge of the desert under the gaze of Jebel Hafeet, here in the spiritual heart of the UAE.

**Why not join us?**

**Dr Kenneth Greig**  
Head master

## Introduction

**Moving from Year 9 to Year 10 is a critical point in a young person's educational journey as it is the first time that they can truly exercise some choice about what they are studying.**

Selecting which (I)GCSE courses you would like to study in Year 10 is an important step towards shaping your future as it can influence the opportunities available to you regarding post-16 education (Sixth Form), university and the world of employment.

This brochure will give you information regarding the structure of the (I)GCSE programme at Brighton College Al Ain and the choices that pupils will be asked to make. It will outline how the options blocks will be created, certain conditions that pupils have to abide by when making their option choices, and what you will need to do next. Each subject area has summarised the content of their chosen (I) GCSE course, outlined the assessment procedures and provided information about the examination specification, as well as giving some reasons why you might want to study that particular discipline.



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## Curriculum Content

The (I)GCSE programme is comprised of both compulsory and optional subjects, allowing pupils to make some choices about the disciplines that they will engage in through the course of Years 10 and 11 whilst ensuring that key subjects are included and that a broad and balanced programme of study is maintained.

The compulsory subjects at (I)GCSE Level are Mathematics, English Language, English Literature (or Second Language English where appropriate) and Science (all pupils will take the Combined Science 'Double Award' that is worth two GCSEs and comprises of Biology, Chemistry and Physics modules. They will have the choice of selecting the Triple Award as part of their optional subjects if they wish).

In total, these subjects will give pupils a minimum of five (I) GCSE's (further information on how this applies to each subject can be found later in the booklet). Core Physical Education is also a compulsory subject in Years 10 and 11 but not to examination level – these lessons will focus on health and fitness, the development of physical and social skills and lifelong leisure. MOE Arabic is also compulsory for all native speaking pupils in Year 10, and optional for non-native speakers (pupils can elect to study I-GCSE Arabic alongside the MOE curriculum) and MOE Islamic Studies is compulsory for all our Muslim pupils.

The optional subjects at (I)GCSE are in the table below:

- Arabic (Foreign Language)
- Art & Design
- Business Studies
- Drama
- French
- Geography
- History
- ICT
- Music BTEC/GCSE
- Physical Education
- Psychology
- Spanish
- Triple Science\*

\*To convert the compulsory Science course to the Triple Award and receive individual GCSEs in Biology, Chemistry and Physics, rather than the Combined Science Double Award.

## Conditions

There are a few conditions that pupils must abide by when making their option choices.

They are as follows:

- Arabic native pupils must select MOE Arabic (native) in addition to the optional Arabic (I)GCSE and MOE Islamic Studies (native).
- Non-Arab Muslim pupils must select MOE Islamic Studies.
- Pupils from Egypt and Jordan should study (IGCSE)

Arabic as a first language as it is the only equivalent certificate accepted in their countries in addition to the compulsory MOE curriculum.

- Non-native pupils should study (I-GCSE) as a second language if they choose Arabic.
- Pupils are advised to select a foreign language option (French or Spanish) or a humanities subject (History or Geography) if they would like follow the UK government's English Baccalaureate.

# GCSE Reforms

The UK government have recently made several reforms to the (I)GCSE programmes in terms of content, structure and assessment.

The main changes are as follows:

- All specifications have been reviewed and revised
- Coursework has either been completely removed or its weighting dramatically reduced
- All formal examinations are to take place at the end of the course (summer of Year 11)
- A new grading scale is in place (9-1) in place of the A\*-G grading system

A summary of how the grades translate can be seen below, with the line highlighted in yellow representing what the UK government are referring to as a 'good pass'.

Old (A* - G)	New (9-1)
A* +	9
A* / A	8
A	7
B+	6
B- / C+	5
C-	4
D / E	3
E / F	2
F/G	1

# The Option Blocks

The option blocks have been constructed to allow pupils the opportunity to select the subjects that they most wish to study within a framework that ensures a broad and balanced curriculum for all.

There are other logistical elements to the structure (e.g. timetabling, staffing, rooming etc.) but our pupils' wishes will be of paramount importance.

Once pupils have completed their options form, Housemasters/mistresses and Heads of Department will discuss pupils' initial options with them and identify or advise on any areas of concern. It should be noted that it may not be possible to accommodate all subject combinations and certain subjects may not run if class sizes are too small (e.g. Drama requires a minimum of three pupils to run).

### How Do I Choose?

We would advise that you think carefully about your future aspirations, the subjects that you feel that you are good at and the subjects that you enjoy. Some careers and university courses will require a certain level of knowledge, skill and understanding in key disciplines so you will need to ensure that you have made the right choices so that you can still follow a particular path.

(I)GCSEs are formal qualifications so you need to try and aim for the best set of grades that you possibly can. You will also be committing a great deal of time and effort to your option choices so it makes sense to try and pick things you enjoy and that you are good at.

# Graduation and Equivalency Requirements

The Ministry of Education's requirements for all pupils who have completed a British-style education here and plan to continue their Higher Education studies within the UAE at a later date, or work in a government entity in the UAE after finishing their tertiary education, is that they obtain Equivalency.

This shows that the education that your child has received with us is equivalent to the UAE Ministry of Education High School Certificate for school leavers. All Brighton College Al Ain pupils will be taking (I)GCSE examinations in Year 11 and GCE A level examinations in Year 13. In order to gain UAE High School equivalency, the following conditions must apply:

- In Year 11 pupils must successfully pass five subjects at (I) GCSE with a pass mark of grade 3 and above.
- Pupils must successfully pass one subject at GCE Advanced level, with a pass mark of A\*, A, B, C, D or E.
- Arabic Language and Islamic Studies do not count in either level [(I)GCSE or GCE] as part of these subjects.
- Pupils also have to pass the Ministry of Education exams in Arabic and Islamic Studies in Year 12.

The Ministry of Education has stated that pupils need to select a minimum of five (5) subjects from the following list for their programme of study in order to obtain equivalency:

1. English Language
2. Maths
3. Physics
4. Chemistry
5. Biology
6. Geology
7. General Science
8. Economics
9. French
10. Business Administration
11. Accounting
12. Computer Science
13. Sociology
14. Nutrition & Health Science

15. English Literature
16. Genetics
17. History
18. Geography
19. Psychology
20. Information Technology (IT)
21. Art & Design
22. Travel and Tourism

All pupils will take English Language, English Literature, Mathematics and the Combined Science Double Award. This means all pupils will automatically study five of the (I) GCSE subjects that are accepted for equivalency. It is advised that pupils also select at least one more of the listed subjects as an option. The possible subjects from this list are:

- Triple Science
- French
- Information and Communication Technology
- History
- Geography
- Art & Design

As you can see from the above, the only modern foreign language that is currently accepted by the Ministry of Education is French and if your son or daughter chooses to take another language, this may not later be recognised as acceptable for equivalency. However, pupils may study this in addition to the five subjects discussed above if they choose.

### Statutory subjects for Emirati and Arabic Pupils Requiring UAE Equivalency

All Emirati/Arabic pupils are strongly advised to seek this equivalency. Pupils who are not from Arabic-speaking countries might want to seek equivalency in case they wish to work in the UAE or any of the Arab Gulf Countries within four years of leaving school and finishing university. Most western countries do not require equivalency certification, but Middle Eastern countries may require this in order to be eligible for certain jobs and universities. If your child is considering university education in countries other than the UAE, UK or USA, please seek advice from either Ms Catriona Long (Deputy Head - Academic) or Mr Nathan Jones (Deputy Head - Sixth Form).

# Arabic

Pupils will develop their language skills whilst gaining a broad understanding of the culture of countries and communities in which Arabic is spoken.

Through studying the subject, pupils will develop positive attitudes towards speakers of Arabic and a sympathetic approach to its cultures and civilisations. The chosen pupils should pass their Arabic diagnostic assessment for level 5 at the beginning of Year 10 to continue the GCSE course.

At Brighton College, the study of GCSE Arabic (Foreign Language) will provide pupils with enjoyment and intellectual stimulation as well as developing a range of transferable skills, including analysis, memorising and the drawing of inferences. By the end of Year 11, candidates will have formed a sound base of the skills, language and attitudes required for progression to work or further study either in Arabic or any other subject area.

## Assessments

- AO1 Listening – understand and respond to different types of spoken language 25%.
- AO2 Speaking - communicate and interact effectively in speech 25%.
- AO3 Reading – understand and respond to different types of written language 25%.
- AO4 Writing – communicate in writing 25%.

## Paper Title, Length of assessment:

- **Paper 1: 25% 50 marks - Listening and understanding:** Multiple-choice and short answer open response questions. The majority of the questions will be set in English with two questions set in the Arabic language\*. (45 minutes including 5 minutes' reading time).
- **Paper 2: 25% 70 marks – Speaking:** Pupils will be assessed through 3 tasks: • a role play • questions based on a picture stimulus • a conversation. Speaking: 10–12 minutes (plus 12 minutes' preparation).

- **Paper 3: 25% 50 marks - Reading and understanding:** 65 minutes Question types will comprise both multiple-choice and short-answer open response questions, and one translation question. There will be three questions set in the target language\*.
- **Paper 4: 25% 60 marks - Writing:** 1 hour 25 minutes Two open response tasks (includes one crossover task) and one translation question.

## Why Choose Arabic?

If you enjoy communicating with other people, finding out about how language works and learning about different countries and cultures, studying IGCSE Arabic is an excellent choice for you! You will:

- Be able to share your interests, ideas and opinions with other people who speak the language; learn about countries where the language is spoken;
- Add an international dimension to your choice of GCSE subjects, which is something many employers and higher education providers look for;
- 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 greater opportunities to work abroad, or for companies in the UK with international links.
- People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons.

## Examination Specification

The examination board for the Arabic (Foreign Language) IGCSE course is Edexcel. The Specification Number is 1AA0.

## Further Information

Full course details can be found at: [www.edexcel.com](http://www.edexcel.com)

For further information, please contact:  
**Mr. Mahmoud Mazen, Head of Arabic**  
[mmazen@brightoncollegealain.ae](mailto:mmazen@brightoncollegealain.ae)



# Art and Design

The one of the most important aspects of Art is its ability to express what cannot be seen or spoken.

The multi-faceted nature of Art allows individuals to explore an endless array of processes such as drawing, painting, printmaking, photographic imagery, 3D construction and mixed media. It is a fascinating and rewarding subject that allows pupils to use their imagination and creativity whilst acquiring a range of skills, abilities and directions that enables them to engage with the world in a visual and tactile way.

Artistic skill underpins every creative practice. Our approach is to support the development of practical skills whilst encouraging expression and personal creativity. During the academic year pupils will explore a variety of materials, processes and techniques, whilst simultaneously building on contextual knowledge. These new skills will act as a foundation for the exam unit, where pupils will draw upon previous learning experiences to devise their own project. Throughout this creative journey, pupils will be guided by an experienced and supportive teacher who will draw on a variety of teaching methods in order to help pupils achieve their potential.

The more one understands something, the more one appreciates it. This is something I heard in primary school and it couldn't be truer for Art. Studying art history and covering some of the artists and movements help us appreciate art in a more informed way. Being aware of history and culture also helps us understand why and how artists were influenced. Studying art also develops our critical thinking through skills of observation, interpretation, and criticism.

## Syllabus Overview

Specification: AQA – 8202  
- [View Here](#) (Internet Required)

There is a full range of options open to pupils through the course titles, which allow for the study of art and design in both breadth and depth. Portfolio projects can be open-ended or more narrowly focused. There is no restriction on the choice of media, scale or format that pupils use to reflect and evidence their submissions.

## Assessments & Examinations

Pupils undertake two units of coursework which together contribute 60% to the GCSE final grade. The second unit is started in year 11 and is used as a mock exam project, but still counts towards their 60% coursework grade. In January of Year 11, pupils begin their externally set exam unit which makes up the final 40% of the GCSE final grade.

**In the coursework and examination, pupils will be expected to:**

- Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding;
- Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes;
- Record ideas, observations and insights relevant to their intentions in visual and/or other forms;
- Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between written, oral or other elements.



**Component 1: Portfolio**  
No time limit, 96 mark, 60% of AS

**Component 2: Externally set assignment**  
Preparatory period + 10 hours supervised time, 96 marks, 40% of AS.

Unit 1 and 2 are part of Component 1: Portfolio. Unit 3 is for Component 2: Externally set assignment.

## Why Choose Art?

- The ability to think creatively is highly valued in today's employment market.
- GCSE provides a strong and appropriate foundation for A-level in Art and Design. Ultimately, pupils may wish to go on to careers in such fields as design, architecture, advertising, marketing, publishing, media or education.
- Studying Art enables a pupil to maintain a broad and balanced overall programme of study at GCSE Level, with the expressive and creative nature of the subject providing a therapeutic outlet.
- The study of Art helps to develop transferable skills that can be used in any career or job.
- Art facilitates the ability to research and develop work independently and share ideas visually.

Whether you love photography, graphic design, painting or any other art-related speciality, career options are limited only by your imagination and include the following:

- Interior Designer
- Special Effects/Video Game Design
- Architect
- Fashion Designer/Sports Apparel Designer
- Art Historian
- Printmaker
- Television/Film Producer

## Further Information

For further information, please contact:  
**Mr S Brimsted, Head of Art**  
[sbrimsted@brightoncollegealain.ae](mailto:sbrimsted@brightoncollegealain.ae)

# Business

Business Studies is an exciting and relevant course that explores many different aspects of the business world, including business activity and the changing environment, human resources, accounting, finance, marketing and production.

Pupils will explore the way different organisations use and manage resources as well and looking at more complex methods of decision making and management.

The Edexcel IGCSE in Business Studies qualification enables pupils to:

- Develop an interest in, and enjoyment of, business subjects that will be sustained in later life;
- Use relevant terminology, concepts and methods effectively and recognise the strengths and limitations of the ideas used;
- Develop and apply their knowledge, understanding and skills to current issues in a wide range of appropriate international and UK contexts;
- Use an enquiring, critical approach to distinguish between facts and opinion and evaluate qualitative and quantitative data, to help build arguments and make informed judgements;
- Appreciate the range of different stakeholder perspectives in relation to business activities;
- Have an understanding of the dynamics of business activity and the related considerations of ethics and sustainability in business.

## Syllabus Overview

Specification: Edexcel – 4BS1  
 - [View Here](#) (Internet Required)

## Assessment & Examinations

Pupils will be exposed to a range of teaching methods and activities that will enable them to gain knowledge and understanding in each of the five topic areas. The course is assessed through two 90 minute examinations at the end of the course. Examinations will focus on questions targeted at testing pupils' knowledge, understanding and evaluation as well as their ability to select, analysis and evaluate.

## Why Choose Business Studies?

We live in a corporate world and the markets operate around us constantly. Because of this, business is a universal subject. There are few, if any, careers for which an understanding of business would not be of some benefit. Business Studies is also a key to attaining highly paid and challenging roles in all levels of management.

This IGCSE course opens exciting opportunities to study business-related subjects at AS or A-level. Business can be the gateway into a number of great career choices: as well as being a fascinating subject in its own right, it is a useful subsidiary subject alongside almost any degree course at university. Some common courses to combine with Business are Law, Accounting, Economics, Journalism, English, ICT and Engineering.

Business is a favoured Bachelor Degree for universities recruiting to MBA (Master of Business Administration Degree) courses which lay the foundations of a career in senior management within all sorts of exciting industries.

## Further Information

For further information, please contact:  
**Mr. J Savage, Head of Humanities**  
[jsavage@brightoncollegealain.ae](mailto:jsavage@brightoncollegealain.ae)





# Combined Science

The Combined Science course consists of equally weighted units in Biology, Chemistry and Physics. The GCSE will be awarded entirely through six exams at the end of year 11.

Throughout the two years, pupils will complete 18 assessed practicals. These are a requirement and participation is compulsory. Skills and knowledge from these practicals are assessed in the final exams. **The Combined Science course is worth two GCSEs.**

Pupils will study aspects of Biology, Chemistry and Physics. Biology will include topics on cells, organisation, health, photosynthesis, inheritance and ecology. Chemistry will cover atomic structure, the atmosphere, chemical bonding, chemical and energy changes and analytical techniques. Physics looks at how energy is transferred, electricity, radioactivity, forces, waves and electromagnetism.

## Syllabus Overview

Specification: Edexcel – 1SC0  
- [View Here](#) (Internet Required)

## Why Choose Combined Science?

Science is a compulsory subject at GCSE and the majority of pupils will undertake the GCSE Combined Science route. GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All pupils should learn essential aspects of the knowledge, methods, processes and uses of each of three sciences. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application. These key ideas include:

- The use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- The assumption that every effect has one or more cause
- That change is driven by differences between different objects and systems when they interact
- That many such interactions occur over a distance and over time without direct contact

- That science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- That quantitative analysis is a central element both of many theories and of scientific methods of inquiry

## Assessment & Examinations

The Combined Science assessment consists of six externally marked papers.

### Paper 1 - Biology 1 - Written examination: 1 hour and 10 minutes - 16.67% of the qualification

- Topic 1 – Key concepts in biology
- Topic 2 – Cells and control
- Topic 3 – Genetics
- Topic 4 – Natural selection and genetic modification
- Topic 5 – Health, disease and the development of medicines

### Paper 2 - Biology 2 - Written examination: 1 hour and 10 minutes - 16.67% of the qualification

- Topic 1 – Key concepts in biology
- Topic 6 – Plant structures and their functions
- Topic 7 – Animal coordination, control and homeostasis
- Topic 8 – Exchange and transport in animals
- Topic 9 – Ecosystems and material cycles

### Paper 3 - Chemistry 1 - Written examination: 1 hour and 10 minutes 16.67% of total qualification

- Topic 1 – Key concepts in chemistry
- Topic 2 – States of matter and mixtures
- Topic 3 – Chemical changes
- Topic 4 – Extracting metals and equilibria

### Paper 4 - Chemistry 2 - Written examination: 1 hour and 10 minutes 16.67% of the qualification

- Topic 1 – Key concepts in chemistry
- Topic 6 – Groups in the periodic table
- Topic 7 – Rates of reaction and energy changes
- Topic 8 – Fuels and Earth science

### Paper 5 - Physics 1 - Written examination: 1 hour and 10 minutes 16.67% of the qualification

- Topic 1 – Key concepts of physics
- Topic 2 – Motion and forces
- Topic 3 – Conservation of energy
- Topic 4 – Waves
- Topic 5 – Light and the electromagnetic spectrum
- Topic 6 – Radioactivity

### Paper 6 - Physics 2 - Written examination: 1 hour and 10 minutes 16.67% of the qualification

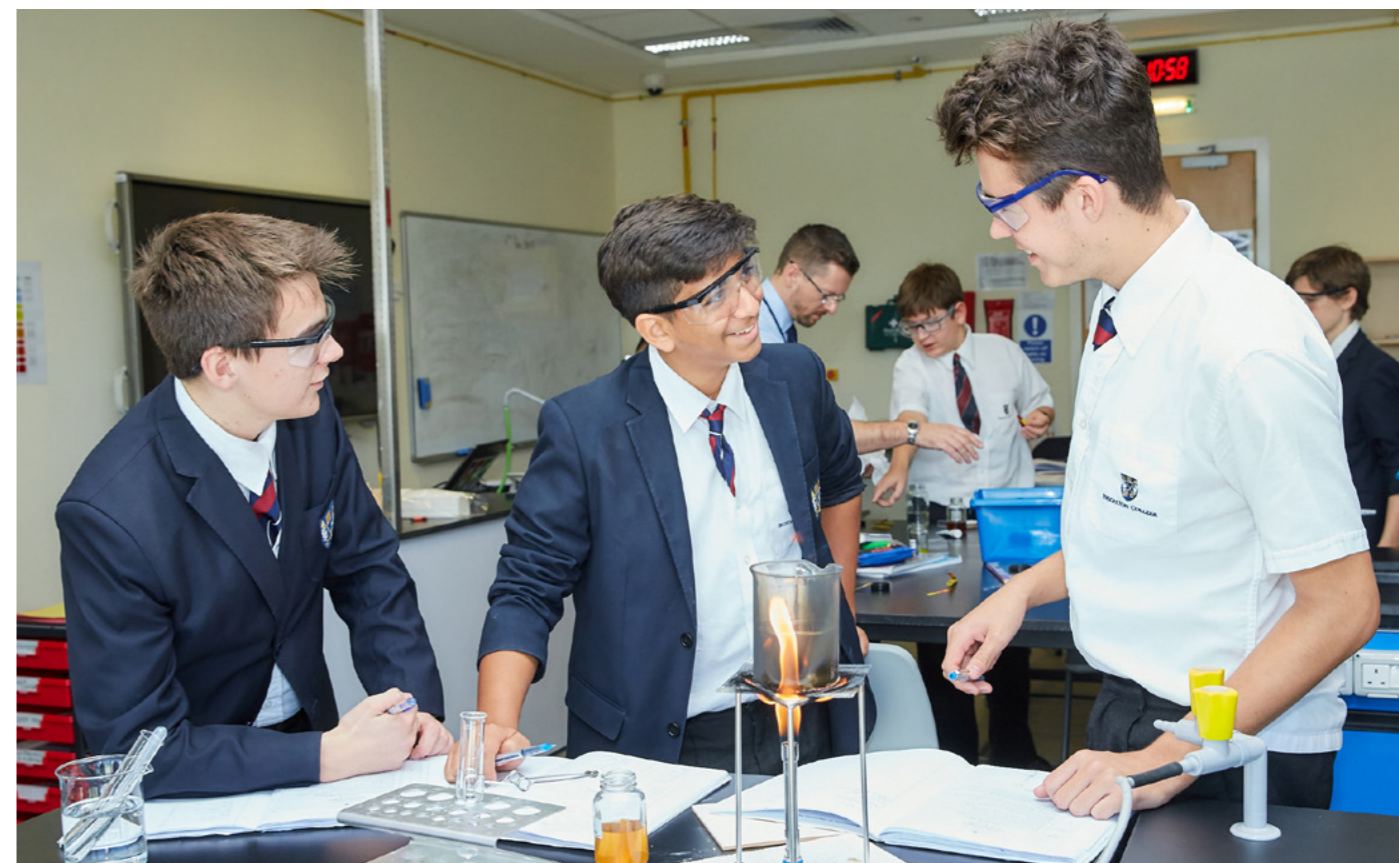
- Topic 1 – Key concepts in chemistry
- Topic 8 – Energy and Forces doing work
- Topic 9 – Forces and their effects
- Topic 10 – Electricity and circuits
- Topic 12 – Magnetism and the motor effect

- Topic 13 – Electromagnetic induction
- Topic 14 – Particle model
- Topic 15 – Forces and matter

All examinations will contain a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open response questions.

## Further Information

For further information, please contact:  
**Mr Abdifatah Hersi, Head of Science**  
[ahersi@brightoncollegealain.ae](mailto:ahersi@brightoncollegealain.ae)



# Drama

Drama is a universal subject, it teaches us about life in all its complex and diverse facets as well as enabling us to develop important skills such as communication, teamwork and problem-solving.

Drama is not only for those for whom performing is a passion, it is also invaluable when it comes to creating strong, expressive and confident young adults. Employers in all areas of industry understand the value of drama and its benefits and actively look for it on the CV's of young people all over the world. So whether you have a desire to work in any aspect of the entertainment or media industry or simply want to become someone who can stand confidently in front of any audience and express yourself clearly, then Drama is the choice for you.

## Syllabus Overview

Specification: AQA – 8261  
- [View Here](#) (Internet Required)

## Course Overview

Candidates are required to demonstrate knowledge and understanding of:

- Different genres and performance styles. A range of styles can be explored and may include: abstract, didactic, dramatic irony, hot seating, interviews, mantle of the expert, melodrama, mime, narration, re-enactment, representational, ritual, role reversal, simulations
- The ways in which performers and designers communicate meaning to an audience through the exploration of drama
- A range of stage and performance conventions; appropriate drama terminology and how to use it; how plays are constructed and realised through the study of at least one substantial play

### Candidates are required to develop the ability to:

- Use improvisation skills in a range of drama contexts
- Apply performance and/or production skills
- Select, synthesize and use ideas and skills to create drama
- Acquire reflective and evaluative skills in response to a range of dramatic texts
- Work collaboratively and creatively to achieve shared dramatic intentions

### The AQA GCSE in Drama encourages pupils to:

- Develop a personal interest in why drama matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
- Work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- Consider and explore the impact of social, historical and cultural influences on drama texts and activities
- Reflect on and evaluate their own work and the work of others
- Develop and demonstrate competence in a range of practical, creative and performance skills; develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of drama
- Actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds

### Assessment & Examinations

A range of topics, relevant to the specific needs of the class will be taught using a variety of dramatic techniques across a two-year course.

- Unit 1: (Written Paper – Understanding Drama)
- Unit 2: (Practical Work - Devising Drama)
- Unit 3: (Practical Work - Texts in Practice)

### Written Paper

The written paper is comprised of three sections:

- Practical work completed during the course
- Study and performance of a scripted play
- Study of a live theatre production seen

### Practical Work

Candidates are required to study at least two controlled assessment options from the following list:

1. Devised Thematic Work
2. Acting
3. Improvisation
4. Theatre in Education
5. Physical Theatre
6. Set Design
7. Costume
8. Make-up
9. Properties
10. Masks
11. Puppets
12. Lighting
13. Sound
14. Stage Management

### Why Choose Drama?

Drama gives us the opportunity to work, explore but also 'play'. It allows us the ability to create situations and characters with which to develop and deepen our understanding of any given subject matter. We are introduced to the most exciting and interesting published play scripts and then we are told "now your turn, go and create". The beauty of this subject is that all of the learning and exploration is done through fun. This is the key to the success of any good drama workshop or lesson. You have to enjoy your journey.

Drama holds the key to an incredible range of career opportunities as well as providing a solid support for your development as an employable young adult. Some of the examples of these careers might be:

- Actor
- Theatre Management
- Director
- TV Executive
- Photographer
- Choreographer
- Theatre Technician

### Further Information

For further information, please contact:  
**Mrs D Malson , Head of Drama**  
[dmalson@brightoncollegealain.ae](mailto:dmalson@brightoncollegealain.ae)



# First Language English and English Literature

All pupils will take IGCSE First Language English and IGCSE Literature In English as two separate IGCSEs.

First Language English studies will develop your ability to communicate accurately and effectively when speaking and writing. You will learn how to use a sophisticated range of vocabulary, develop a personal writing style and demonstrate a keen awareness of the audience being addressed.

Literature in English will enable you to read, interpret and evaluate some of the world's greatest fiction, poetry and plays. The course will develop your understanding of literal meaning, the social and historical contexts that influence writers, and the deeper themes and attitudes expressed in their work. Throughout your studies, you will learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the texts that you study.

Throughout both courses, you will be encouraged to explore wider and universal issues, improving your understanding of yourselves and the world around you.

## Syllabus Overview

**Specification:** First Language English - Edexcel – 0990  
- [View Here](#) (Internet Required)

**Specification:** English Literature - Edexcel – 0992  
- [View Here](#) (Internet Required)

### First Language English will enable students to:

- Read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing
- Write accurately and effectively, using Standard English appropriately
- Work with information and with ideas in language by developing skills of evaluation, analysis, use and inference
- Listen to, understand, and use spoken language effectively
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

### Literature in English will develop learners who:

- Enjoy the experience of reading literature
- Understand and respond to literary texts in different forms and from different periods and cultures
- Communicate an informed personal response appropriately and effectively
- Appreciate different ways in which writers achieve their effects
- Experience literature's contribution to aesthetic, imaginative and intellectual growth
- Explore the contribution of literature to an understanding of areas of human concern.



## Assessment & Examinations

You will be taught both First Language English and Literature in English by the same teacher and within the same timetable. Skills such as essay writing and analysis of various styles of writing form an important part of the course. The course is assessed through written coursework of the various units and these will take place at set times throughout the two-year course. There will also be three examination papers at the end of the course, in which pupils will be challenged to answer essay questions on poetry, prose, drama and unseen texts.

### First Language English:

Extended reading passages examination (Paper 1): 50%  
Extended and guided writing passages (Paper 2): 50%

### English Literature:

Poetry and Prose Examination: 50%  
Drama Examination: 50%

## Further Information

As one of the core subjects of the English National Curriculum, a grade of 5 and above in First Language English is usually required for any subsequent higher education course. More importantly, good skills in English are transferable beyond the classroom; the ability to communicate effectively is an invaluable life skill. This makes both IGCSE English courses much more than just a qualification and its importance should not be underestimated. Both IGCSEs are the first step towards further study in English, whether at A-level or beyond.

For further information, please contact:  
**Mr T Hawkins, Head of English**  
[thawkins@brightoncollegealain.ae](mailto:thawkins@brightoncollegealain.ae)

# Geography

IGCSE Geography is based on the British National Curriculum, but has greater international scope.

Case studies are drawn from all over the world and include local examples. The syllabus is divided into two areas which are designed to develop an understanding of the Human and Natural Environment:

## Section A – Physical Geography

- Coastal Environments
- Hazardous Environments

## Section B – Human Geography

- Economic Activity and Energy
- Urban Environments
- Fragile Environments

Pupils will build on the geographical knowledge, understanding and skills they have developed over the course of Key Stage 3. The focus is very much on an enquiry-based approach to learning and thus the course will also develop transferable skills in numeracy, report writing, data analysis, problem solving, discussion and teamwork. Pupils will have the opportunity to carry out fieldwork in the Al Ain area and also elsewhere in the UAE.

## Syllabus Overview

Specification: Edexcel - 4GE1  
- [View Here](#) (Internet Required)

## Assessment & Examinations

Pupils will actively engage in the process of geographical enquiry to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. They will develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world. The course will develop within pupils a framework of special awareness in which to appreciate the importance of the location of places and environments from a local to global scale. The opportunity to develop and apply practical geographical enquiry skills is embedded within the course and pupils undertake geographical investigations that include both primary and secondary data collection and presentation, analysis and drawing conclusions. Assessment is through two externally-assessed examinations.

- **Paper 1: Physical Geography** - 1 hour and 10 minutes - worth 40%.
- **Paper 2: Human Geography** - 1 hour and 45 minutes - worth 60%.

As part of both examinations pupils will be assessed on their knowledge and understanding of the fieldwork techniques they have used in the course.

## Why Choose Geography?

### The course will:

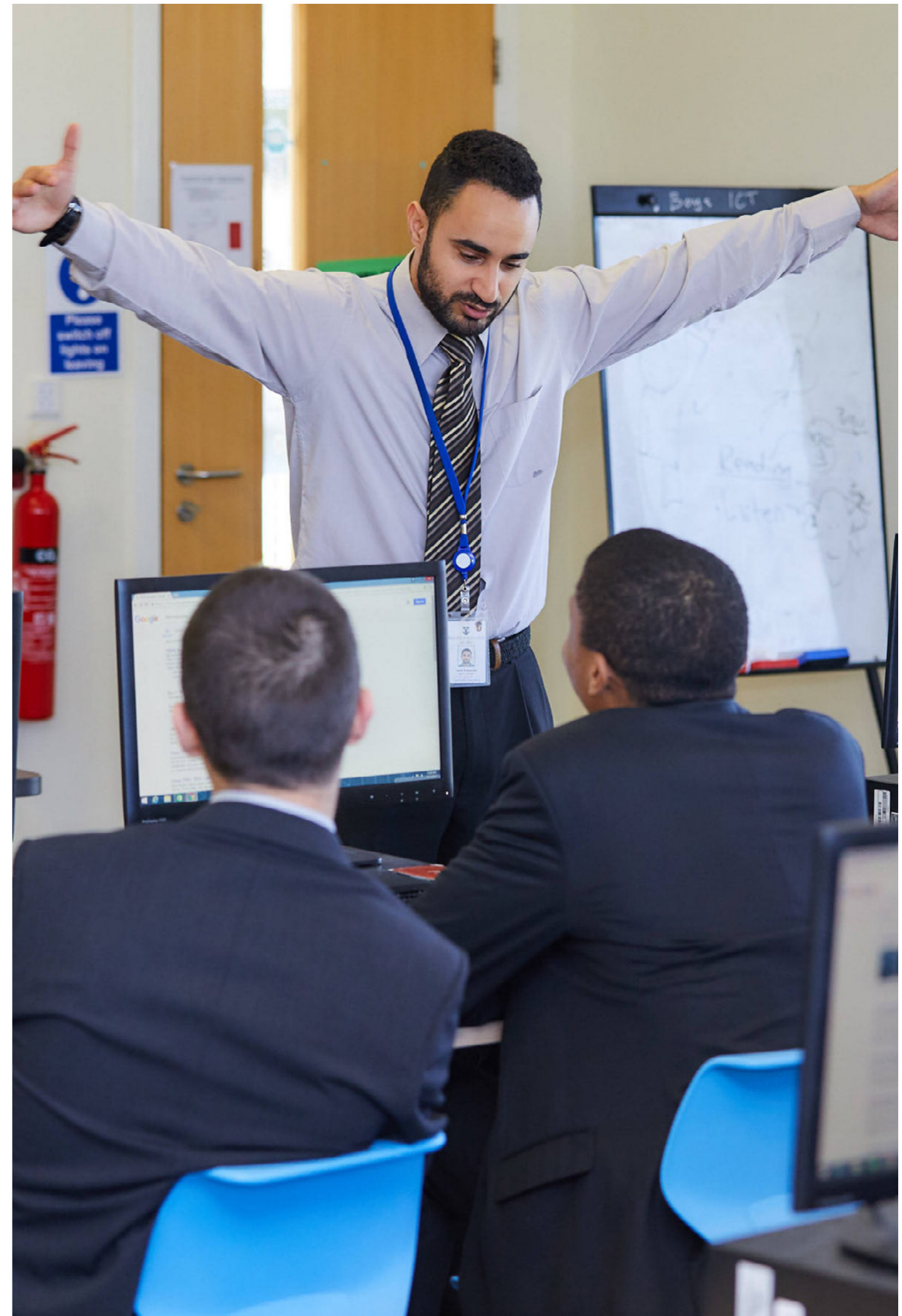
- Provide an understanding as to how the physical landscape we see today was formed and how it continues to change
- Provide an accurate knowledge and understanding of other people and how they live
- Explain how our ever changing 'dynamic earth' creates many natural hazards, and how we can best predict these events and cope with their impact
- Demonstrate the latest Geographical Methods and Techniques using up to date information technology
- Enable pupils to develop and apply their learning to the real world through fieldwork
- Encourage independent research, group-work and interpersonal skills
- Provide a great basis for further study and the pursuit of personal interest

### The course will appeal to those pupils who:

- Enjoy problem-solving and decision-making
- Enjoy studying a subject that is relevant to their own lives and experiences
- Want the opportunity to carry out practical work outdoors as well as classwork
- Enjoy finding out their own answers – not just being taught
- Enjoy travel and finding out about new people, places
- Have an interest in and concern for the environment
- Are interested in current affairs

## Further Information

For further information, please contact:  
**Mr. J Savage, Head of Humanities**  
[jsavage@brightoncollegealain.ae](mailto:jsavage@brightoncollegealain.ae)



# History

How did the modern world get to be where it is today? By studying the past, you will discover the origins of problems in the present, and thereby be in a better position to explain them.

The course focuses on different countries during the course of the 20th and 21st Centuries. We start with two key events in modern European history, the origins and course of the First World War and the development of a dictatorship in Germany 1918-1945. In Year 11 pupils will continue to study 20th Century military and political history with a unit: A world divided: superpower relations 1943-72. The final unit focuses on changes in medicine, c1848-c1948.

## Assessment & Examinations

The course seeks to develop skills in essay writing, source analysis and broaden understanding of the world in which we live, will also focus on the importance of debate, discussion and teamwork in understanding why people in the past acted as they did and made the world-altering decisions they made. The final exam is externally assessed and contains two papers lasting 1 hour and 30 minutes each. Paper 1 and 2 are both written examinations in which pupils complete two depth studies and an investigation and breadth study.

## Syllabus Overview

Specification: Edexcel International GCSE 9-1  
- [View Here](#) (Internet Required)

## Why Choose History?

- Stimulate interest and enthusiasm about the past
- Promote the acquisition of knowledge and understanding of human activity in the past
- Provide a great basis for further study and the pursuit of personal interest
- Encourage international understanding
- Encourage the development of linguistic and communication skills

## The course will appeal to those pupils who:

- Are interested in people and the world
- Are interested in a career in law, politics, journalism or the media
- Wish to improve your debating and discussion skills
- Wish to develop your language and literacy skills

## Further Information

For further information, please contact:  
**Mr. J Savage, Head of Humanities**  
[jsavage@brightoncollegealain.ae](mailto:jsavage@brightoncollegealain.ae)



# Information and Communication Technology

At Brighton College Al Ain, studying Information Communication Technology, will encourage pupils to develop lifelong skills.

These include:

- Understanding and using applications
- Using Information and Communication Technology (ICT) to solve problems
- Analysing, designing, implementing, testing and evaluating ICT systems, ensuring that they are fit for purpose
- Understanding the implications of technology in society, including social, economic and ethical uses
- Awareness of the ways ICT can help in the home, learning and work environments.

## Syllabus Overview

Specification: ICT – 0417  
- [View Here](#) (Internet Required)

## Assessment & Examinations

Pupils who apply to take Information and Communication Technology at GCSE level will complete the Cambridge IGCSE Information and Communication syllabus. The aims of this are to develop:

- Knowledge of ICT including new and emerging technologies
- Autonomous and discerning use of ICT
- Skills to enhance work produced in a range of contexts
- Skills to analyse, design, implement, test and evaluate ICT systems
- Skills to consider the impact of current and new technologies on methods of working in the outside world and on social, economic, ethical and moral issues
- ICT-based solutions to solve problems
- The ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.

## Why Choose Information and Communication Technology?

Information and Communication Technology, prepares you for utilising ICT systems in the real world. During the course you will study a variety of different applications that will allow you to create a range of digital tools that are widely utilised in business. You will learn about how different current and emerging technologies work and how they are utilised to provide worldwide interactions such as 'Online Shopping', 'On Demand Services' and 'Online Gaming'. You will also learn about how data is stored and transmitted across the internet and about the key principles that govern the safe use of technology in society.

Pupils should consider choosing IGCSE Information and Communication Technology if they are keen to progress their ICT skills and develop a range of new and exciting applications. They will be encouraged to advance their skills using applications such as image, sound and film manipulation software. They will enhance their knowledge and use of office-based applications such as spreadsheets, word processors and databases. If you are keen to learn how the digital world works and how it is developing then Information and Communication Technology may prove to be the course for you.

## Further Information

For further information, please contact:  
**Mr A Palmer, [apalmer@brightoncollegealain.ae](mailto:apalmer@brightoncollegealain.ae)**  
**Mr V Rodriguez, [vrodriguez@brightoncollegealain.ae](mailto:vrodriguez@brightoncollegealain.ae)**

# Modern Foreign Languages (French & Spanish)

Whatever your chosen career path or interests, learning a language will provide you with valuable cultural and linguistic understanding and knowledge, and potentially open up new and exciting opportunities for your future.

Over the two-year course, you will use a range of different learning tools and technologies to develop your listening, speaking, reading and writing skills in your chosen language. You will also develop the ability to recognise and use different registers of language to cope with formal and informal situations. In addition, you will gain a better understanding of how your own language works.

### The GCSE Topic Areas:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

**Brighton College offers GCSE MFL courses in French and Spanish.** Continuity is important in language learning so you will need to have studied your selected language since Year 9 or earlier.

### Syllabus Overview

Specification: AQA French - 8658 / AQA Spanish - 8698 - [View Here](#) (Internet Required)

### Assessment & Examinations

Teachers on each of the MFL courses will help pupils to develop their language skills in a variety of contexts and gain a broad understanding of the culture of countries and communities in which the language is spoken. Each course encourages enjoyment of language learning and the recognition that language proficiency enables pupils to take their place in a multi-lingual society.

Through frequent practice you will develop a range of learning skills, including the acquisition of vocabulary and grammar. This will enable you to understand written and spoken information by being able to identify and analyse key information from texts and recordings, and ultimately to manipulate language in order to communicate effectively and precisely.

GCSE French and Spanish are linear courses, which means the subjects are examined by final examinations at the end of the 2-year course. There are 4 papers in total and each one examines pupils across the 3 Topic Areas mentioned above. The papers are as follows:

- Paper 1: Listening - 25% - 40 minute exam (+ 5 mins reading time) - 50 marks
- Paper 2: Speaking - 25% - 10 - 12 minute exam - 60 marks
- Paper 3: Reading - 25% - 1 hour exam - 60 marks
- Paper 4: Writing - 25% - 1 hour 15 minute exam - 60 marks

### Why Choose Modern Foreign Languages?

- Understanding and using a Modern Foreign Language provides access to new cultures and opportunities.
- You will be studying the AQA GCSE course, which has been designed to be interesting and engaging for pupils
- A language is a skill which you can use now and in the future
- The more languages you speak, the better your prospects for employment.
- Being able to speak other languages improves your communication skills
- A good GCSE in French or Spanish will enable you to take the subject to A-level.

### Further Information

For further information, please contact:  
**Ms C Kerton, Head of Modern Foreign Languages**  
[ckerton@brightoncollegealain.ae](mailto:ckerton@brightoncollegealain.ae)



# Mathematics

The IGCSE course in Mathematics enables pupils to develop their knowledge and understanding of mathematical concepts and techniques, acquire a foundation of mathematical skills for further study in the subject or related areas, enjoy using and applying mathematical techniques and concepts to solve problems and appreciate the importance of Mathematics in society, employment and study.

It is a course that aims to produce pupils who are functionally numerate and able to understand and apply mathematics in everyday life, as well as a course that prepares pupils for the rigours of further study in Mathematics and/or other disciplines. Topics include:

### Number

- Integers, fractions, decimals, percentages, ratio and proportion
- Indices and standard form
- Set language and notation

### Algebra

- Algebraic manipulation and formula
- Linear, quadratic and simultaneous equations and graphs
- Inequalities
- Patterns and sequences
- Cubic, reciprocal and exponential graphs
- Calculus

### Shape, Space and Measure

- Properties of 2-D and 3-D shapes and solids
- Length, area and volume
- Constructions and scale drawings
- Transformations and similarity
- Trigonometry and Pythagoras' Theorem
- Vectors

### Handling Data

- Probability
- Statistical measures
- Graphical representation of data

### Syllabus Overview

Specification: Edexcel IGCSE (9-1) Mathematics - 4MA1 - [View Here](#) (Internet Required)

### Assessment & Examinations

Each unit of work will focus on a particular sub-topic, reviewing and revising previous knowledge before introducing new concepts and ideas. Pupils will be challenged to think critically and apply their skills to a range of problems in differing contexts. Opportunities will be created in lessons for pupils to 'discover' concepts for themselves, practise and improve their numerical and algebraic skills and make links between subject matter and the real world.

Pupils studying the IGCSE Mathematics course are assessed through two external written papers, each lasting two hours, with each paper being worth 50% of the final grade. There is no coursework or controlled assessment element for the IGCSE Mathematics course.

### Why Choose Mathematics?

Mathematics is a compulsory subject at IGCSE level but it is worth noting some of the reasons why this is so:

- We use maths every day. A firm grasp of some basic mathematical ideas are invaluable to living in the modern world, whether you are saving up for a holiday or working out how much tax you have to pay.
- Maths is probably the most marketable of subjects. It is difficult to think of any course or career where it would not be welcomed in combination with other subjects.
- Maths requires critical thinking and the use of logic and reason. It demands perseverance, verve and fearlessness.

### Further Information

For further information, please contact:  
**Mr A Palmer, Head of Maths**  
[apalmer@brightoncollegealain.ae](mailto:apalmer@brightoncollegealain.ae)

# Music

Over the two-year course, pupils will expand and refine their skills in the three musical disciplines of performance, composition and analysis.

Pupils are expected to develop their performance as both soloists and ensemble players as well as compose two of their own pieces. In addition to their practical musicianship, pupils will learn about the history, formation, structure and social context of music through the study of eight contrasting set works, alongside other musical pieces. The eight-set works are divided into four Areas of Study that include examples from a variety of genres such as Classical to Rock and Musicals to Celtic Fusion. This broad specification allows pupils to discover and explore the key features of music from different time periods and across the globe.

## AOS 1: Instrumental Music 1700-1820

- J. S. Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major;
- L. van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique';

## AOS 2: Vocal Music

- H. Purcell: Music for a While;
- Queen: Killer Queen (Album 'Sheer Heart Attack')

## AOS 3: Music for Stage and Screen

- S. Schwartz: Defying Gravity (Cast recording of Wicked)
- J. Williams: Main Title/Rebel Blockade Runner (Soundtrack to Star Wars Episode IV: A New Hope)

## AOS 4: Fusions

- Afro Celt Sound System: Release (Album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (Album 'Esperanza')

## Syllabus Overview

Specification: Edexcel – 1MU0  
- [View Here](#) (Internet Required)

## Assessment & Examinations

Music GCSE is both a practical and academic course and pupils will be encouraged to be actively involved in Music in and outside of timetabled lessons.

Pupils will be taught a variety of instrumental skills on instruments they are both familiar with and those that are new to them. They will have many opportunities to compose as a group and as an individual, and will trial different ways, approaches and methods to create and edit their ideas. Pupils will also perform together and independently, work actively, reflectively and creatively and with discipline.

They will learn the course content through mainly practical means by playing, singing and experimenting. Pupils will be regularly assessed during the course in each of the three disciplines through informal and formal performances and various activities. Pupils will be given regular feedback on what they need to improve and will receive intervention where needed.

The Edexcel GCSE in Music is a linear course and will be formally examined at the end of the two years. Pupils will submit four pieces of controlled-conditions coursework and take an external exam during the examination period.

### Component 1: Performance 30%

Solo 15%, Ensemble 15%

### Component 2: Composition 30%

Set Brief 15%, Free Composition 15%

### Component 3: Listening & Appraising 40%

Terminal Exam

## Why Choose GCSE Music?

If you like performing, composing and listening to music from a variety of genres and historical time periods then GCSE Music is for you. It will also:

- Allow pupils to start making links between the arts and society, between the arts and other subject areas and to start forging their own artistic voices
- Look impressive on any CV – top universities value musical learning and experiences
- Give full-time learners the opportunity to enter employment in the classical music world
- Improve confidence, analytical skills, mathematical thinking, problem solving, logic, entrepreneurship, industry awareness and the ability to form an argument

## Further information

For further information, please contact:

**Miss Yuliia Yesik, Head of Music**  
[jyesik@brightoncollegealain.ae](mailto:jyesik@brightoncollegealain.ae)



# Music (BTEC Level 2)

The Pearson BTEC International Level 3 Extended Certificate is 30 credits and has 180 guided learning hours. It is the equivalent of 2 IGCSEs. It consists of two mandatory units plus two optional units from a choice of ten that provide for a combined total of 30 credits. All four units will be completed over the two year course.

## Syllabus Overview

Specification: Pearson - 19340  
- [View Here](#) (Internet Required)

## Course Overview

The units studied are as follows:

### Mandatory (10 credits)

- Unit 1 – Working in the Music Industry
- Unit 2 – Professional Development in the Music Industry

### Optional (20 credits)

- Unit 3 – Planning and Creating a Music Product
- Unit 4 – Solo Musical Performance
- Unit 5 – Exploring Musical Composition
- Unit 6 – Working in a Musical Ensemble
- Unit 9 – Producing a Music Recording
- Unit 11 – Rehearsal Techniques for Musicians
- Unit 12 – The Development of Music
- Unit 13 – Exploring Musical Improvisation
- Unit 14 – Styles and Roles of Different Music Traditions
- Unit 15 – Developing Music Theory

**Unit 1 – Working in the Music Industry:** Gives learners a broad knowledge of employment opportunities in the music industry and the jobs undertaken by those who work in it.

**Unit 2 – Professional Development in the Music Industry:** This unit enables learners to explore a range of career opportunities with a view to their own professional development within the music industry.

**Unit 3 – Planning and Creating a Music Product:** Allows learners to develop skills in creating a music product and to reflect on the effectiveness of the planning and preparation in the creation of a music product. Learners may focus on live performance or adopt a more technical role as the producer of a music CD.

**Unit 4 – Solo Musical Performance:** Focuses on enabling the learner to develop some of the skills required by a solo musician. Learners will know how to choose appropriate pieces of music for performance, how to prepare for a solo performance and be able to perform music to an audience.

**Unit 5 – Exploring Musical Composition:** Aims to provide an insight into the fundamentals of musical composition techniques. The knowledge learners gain will allow them to develop their compositional ideas in a structured and purposeful way.

**Unit 6 – Working in a Musical Ensemble:** Enables learners to gain a knowledge of, and develop the skills required by, members of a musical ensemble. Learners will have opportunities to demonstrate employability skills through ensemble performances.

**Unit 9 – Producing a Music Recording:** Develop learners knowledge of the functions of audio recording equipment likely to be found in a recording studio, and for them to discover how this equipment is used to create a finished music recording by preparing and applying a range of techniques.

**Unit 11 – Rehearsal Techniques for Musicians:** Enable learners to become aware of and develop the skills required in the application of effective rehearsal techniques. They will be able to know how to find solutions to issues arising during the rehearsal process and be able to demonstrate technical and musical control of an instrument within a group.

**Unit 12 – The Development of Music:** Develop learners' knowledge of the role of music in society – how the social, political and historical environment has influenced, and been influenced by, some of the developments in music.

**Unit 13 – Exploring Musical Improvisation:** Allows learners to understand the concept and realisation of improvisational techniques in music. Learners will do this by exploring the musical possibilities when responding to others.

**Unit 14 – Styles and Roles of Different Music Traditions:** Enable learners to become aware of some of the styles and roles of music from different cultures. Learners will also gain an insight into the influences of world music on Western music and have an opportunity of performing work from the world music genre.

**Unit 15 – Developing Music Theory:** Enable learners to develop some of the fundamental knowledge of music theory, in order to facilitate the practical application of essential theoretical principles.

## Assessment & Examinations

BTEC Music is both a practical and academic course and pupils will be encouraged to be actively involved in the Music life of the school. Pupils will be taught a variety of instrumental skills on instruments they are familiar with and those that are new to them. They will have many opportunities to compose as a group and as an individual, and will trial different ways, approaches and methods to create and edit their ideas. Pupils will also perform together and independently, work actively, reflectively and creatively, and with discipline. They will learn the course content through practical means by playing, singing, experimenting and remixing as well as theoretical analysis.

Assessment for BTEC Music is carried out through various types of assignments. Assignment briefs are issued at the start of a unit and are the reference point for assessment throughout the unit.

All units are internally assessed in the BTEC qualifications in this specification. All assessment for BTEC Music is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

## Why Choose BTEC Music?

If you like playing, singing, experimenting, creating, exploring, discovering, working together, feeling, being expressive, doing, being practical, using technology, being analytical, taking risks, being challenged and, of course, making noise then BTEC Music is for you. It will also:

- Encourage learners to perform and share their music with others.
- Provide learners the opportunity to enter employment in the music and music technology industries.
- Give learners the opportunity to develop a range of skills and techniques, and attributes essential for becoming a successful musician in real life contexts.

## Further information

For further information, please contact:  
**Miss Y Yesi, Head of Music**  
[jyesik@brightoncollegealain.ae](mailto:jyesik@brightoncollegealain.ae)



# Psychology

This engaging and effective qualification introduces pupils to the fundamentals of Psychology developing critical analysis, independent thinking and research skills.

The course offers pupils the opportunity to study topics relevant to their own lives and find out more about themselves and others. It provides pupils with a sound understanding of the various methods and approaches in Psychology; this will be explored through core areas such as cognitive, developmental, social, biological and individual differences within Psychology in order to explain human behaviour. Pupils will gain a deeper understanding of what is going on around them and be able to put the knowledge they gain into practice. Pupils will take part in practical work within each topic helping to bring the subject to life and expand their understanding of Psychological research.

## Syllabus Overview

Specification: AQA – 8182  
- [View Here](#) (Internet Required)

## Assessment & Examinations

Pupils will be regularly assessed during the course through informal and formal activities for example exam questions, written work, presentations, quizzes and research tasks. Pupils will be given regular feedback on what they need to improve and will receive personalised intervention where needed.

The AQA GCSE is a linear course and will be formally examined at the end of the two years. It is graded using the 9-1 GCSE grading system.

### Paper 1: Cognition and Behaviour

- Memory
- Perception
- Development
- Research methods

### Paper 2: Social Context and Behaviour

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

Pupils will be assessed by two written exam papers (1 hour and 45 minutes). Each exam is out of 100 marks and worth 50% of the GCSE.

Each paper will have four sections. Each section is made up of a combination of multiple choice, short answer and extended writing questions. Each section is worth 25 marks.

## Why Choose Psychology GCSE?

Do you want to learn more about yourself and others? Do you want to make a difference to people's lives? Then Psychology is the course for you. This course will allow you to:

- Think scientifically about the human mind and behaviour
- Gain a better understanding of how you came to be the person you are today
- Learn the processes involved in forgetting
- Gain a better understanding of eyewitness testimony and how it is used in the criminal justice system
- Understand how facial expressions, body language and eye contact help us communicate
- Investigate the development of personality
- Develop knowledge and understanding of methods and techniques used to investigate psychological behaviour including ethical issues

### Pupils who study Psychology will gain:

- An appreciation of the importance of Psychology
- Knowledge and understanding of how psychology works and its essential role within society
- An understanding of the relationship between psychology and social, cultural and scientific issues and how this impacts on everyday life
- An understanding of ethical issues in psychology
- An understanding of the contribution of psychology to individual, social and cultural diversity
- A critical approach to scientific evidence and methods

## Further information

For further information, please contact:  
**Miss Y Yesi, Head of Music**  
[jyesik@brightoncollegealain.ae](mailto:jyesik@brightoncollegealain.ae)

# Physical Education

For those pupils who are practically talented in a range of sports and have a keen interest in learning about topics such as Anatomy & Physiology, Health & Fitness and Sports Psychology, the GCSE in Physical Education is an excellent choice.

Pupils will access two theory and one practical lesson per week. The course itself involves theory topics such as Anatomy and Physiology, Sports Psychology, Movement Analysis and Physical Training. The theory aspect makes up majority of the overall grade but pupils are also assessed in three practical performances (one team sport, one individual sport and one free-choice) as well as coursework devising a personal exercise programme.

## Syllabus Overview

Specification: Edexcel – 1PE0  
- [View Here](#) (Internet Required)

## Assessment & Examinations

In lessons, we look to pose interesting questions based around the topics highlighted in the course content. Pupils will then look to explore these topics using the information they have learnt previously, meaning that the course is highly explorative by nature. Assessment includes the following:

**Component 1: Written exam (1hr 45mins) - 36%** – Anatomy and Physiology, Movement Analysis and Physical Training.

**Component 2: Written exam (1hr 15mins) - 24%** – Sport Psychology, Socio-Cultural Influences and Health, Fitness and Wellbeing.

**Component 3: Practical Assessment - 30%** - Assessment of practical capabilities in three sports as defined by the DfE.

**Component 4: Coursework - 10%** - Designing and partaking in a Personal Exercise Programme

## Why Choose Physical Education?

The world of sport is a multi-billion-dollar industry with a growing list of potential careers for those with a passion for sport. In the future, the need for highly qualified professionals in a plethora careers ranging from sports scientists, journalists, match/performance analysis, physiotherapy and scouting to name but a few. Having a GCSE in PE could be vital in progressing into these kinds of careers.

## Further Information

For further information, please contact:  
**Phil Mathe, Director of Sport**  
[pmathe@brightoncollegealain.ae](mailto:pmathe@brightoncollegealain.ae)



# Triple Science

The Triple Science course consists of individual GCSE courses in Biology, Chemistry and Physics. Essentially, pupils will be covering a greater breadth and depth of science than if they followed the Combined Science route.

Triple Science gives pupils three separate GCSEs in Biology, Chemistry and Physics. The course is delivered at an accelerated pace and provides a more direct route onto Key Stage 5 Science study. Pupils strongly considering A-level Sciences would benefit from taking Triple Science, subject to them meeting the requirements for the course; pupils will be accepted onto the course if they have demonstrated a high level of aptitude for science throughout Key Stage 3 (Years 7 to 9).

## Why Choose Triple Science GCSE?

Science is a compulsory subject at GCSE. However, this course broadens the Biology, Chemistry and Physics areas that are studied in the Combined Science course. Triple Science helps to develop essential skills that are needed at Further and Higher (University) Education, e.g. research, analysis, and application. Triple Science is an excellent starting point for anybody interested in studying any A-levels, especially in the various Science areas.

## Chemistry

- Atoms and the 100 different naturally occurring types of atoms called elements
- Elements show periodic relationships in their chemical and physical properties which can be explained in terms of the atomic structure of the elements
- Atoms bond by either transferring electrons from one atom to another or by sharing electrons
- The shapes of molecules (groups of atoms bonded together) and the way giant structures are arranged is of great importance in terms of the way they behave
- There are barriers to reaction so reactions occur at different rates
- Chemical reactions take place in only three different ways and how energy is conserved in chemical reactions so can therefore be neither created or destroyed.

**Paper 1 - Written examination: 1 hour and 45 minutes 50% of the qualification 100 marks**

- Topic 1 – Key concepts in chemistry
- Topic 2 – States of matter and mixtures
- Topic 3 – Chemical changes
- Topic 4 – Extracting metals and equilibria
- Topic 5 – Separate chemistry 1

**Paper 2 - Written examination: 1 hour and 45 minutes 50% of the qualification 100 marks**

- Topic 1 – Key concepts in chemistry
- Topic 6 – Groups in the periodic table
- Topic 7 – Rates of reaction and energy changes
- Topic 8 – Fuels and Earth science
- Topic 9 – Separate chemistry 2

Both examinations will contain a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open response questions.

## Biology

- Life processes depend on molecules whose structure is related to their function
- The fundamental units of living organisms are cells, which may be part of highly adapted structures including tissues, organs and organ systems, enabling living processes to be performed effectively
- Living organisms may form populations of single species, communities of many species and ecosystems, interacting with each other, with the environment and with humans in many different ways
- Living organisms are interdependent and show adaptations to their environment
- Life on Earth is dependent on photosynthesis in which green plants and algae trap light from the Sun to fix carbon dioxide and combine it with hydrogen from water to make organic compounds and oxygen
- Organic compounds are used as fuels in cellular respiration to allow the other chemical reactions necessary for life
- The chemicals in ecosystems are continually cycling through the natural world
- The characteristics of a living organism are influenced by its genome and its interaction with the environment
- Evolution occurs by a process of natural selection and accounts both for biodiversity and how organisms are all related to varying degrees.

**Paper 1 - Written examination: 1 hour and 45 minutes 50% of the qualification 100 marks**

- Topic 1 – Key concepts in biology
- Topic 2 – Cells and control
- Topic 3 – Genetics
- Topic 4 – Natural selection and genetic modification
- Topic 5 – Health, disease and development of medicines

**Paper 2 - Written examination: 1 hour and 45 minutes 50% of the qualification 100 marks**

- Topic 6 – Plant structures and their functions
- Topic 7 – Animal coordination, control and homeostasis
- Topic 8 – Exchange and transport in animals
- Topic 9 – Ecosystems and material cycles

Both examinations will contain a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open response questions.

## Physics

- The use of models, as in the particle model of matter or the wave models of light and of sound
- The concept of cause and effect in explaining such links as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions
- The phenomena of 'action at a distance' and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects
- That differences, for example between pressures or temperatures or electrical potentials, are the drivers of change
- That proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science
- That physical laws and models are expressed in mathematical form

**Paper 1 - Written examination: 1 hour and 45 minutes 50% of the qualification 100 marks**

- Topic 1 – Key concepts of physics
- Topic 2 – Motion and forces
- Topic 3 – Conservation of energy
- Topic 4 – Waves
- Topic 5 – Light and the electromagnetic spectrum
- Topic 6 – Radioactivity
- Topic 7 – Astronomy

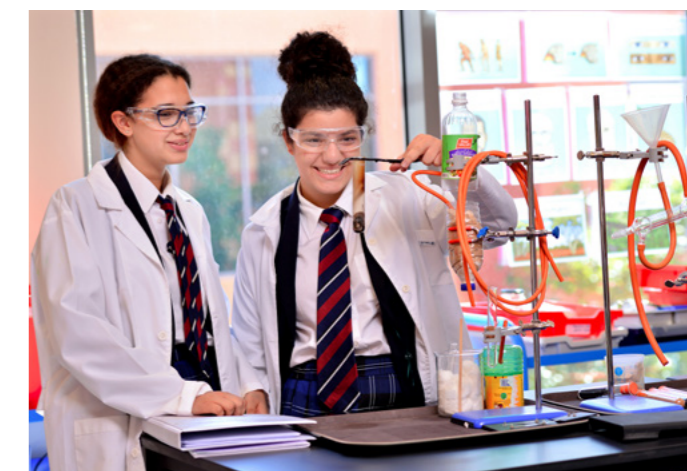
**Paper 2 - Written examination: 1 hour and 45 minutes 50% of the qualification 100 marks**

- Topic 1 – Key concepts of physics
- Topic 8 – Energy - Forces doing work
- Topic 9 – Forces and their effects
- Topic 10 – Electricity and circuits
- Topic 11 – Static electricity
- Topic 12 – Magnetism and the motor effect
- Topic 13 – Electromagnetic induction
- Topic 14 – Particle model
- Topic 15 – Forces and matter

Both examinations will contain a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open response questions.

## Further information

For further information, please contact:  
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