



OPTIONS AT 16

GUIDANCE FOR PUPILS COMMENCING THE SIXTH FORM IN SEPTEMBER 2021



Introduction from the Head Master



Dear Parents and Pupils,
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 from the Head of Sixth Form



The British post-16 education system is rightly regarded as offering one of the world's best preparations for the demands of university study and beyond.

The two-year programme demands pupils become true specialists in their chosen disciplines, while the broader experience and ethos of the College sculpts them into

well-rounded citizens with strong character for the challenges of the world beyond.

I am passionate that Sixth Formers are fully supported in making applications to the world's best universities, or to pursuing meaningful and successful pathways into further education or employment when they leave us.

However, lifelong happiness and success lies in diverse places. What is clear in a rapidly-changing world is that those who do well relish learning for its own sake. Successful people draw upon a strong body of knowledge and skills with relentless inquisitiveness; sensitive to the wonder of the world around them, and eager to use their talents to the service of others both within the UAE and the wider world. Ensuring that your child leaves us with a strong set of academic qualifications, and inculcating in them respect and intellectual curiosity, is central to our vision.

Our Sixth Form offers a highly supportive and dynamic academic environment, in which small class sizes and a friendly and caring College community allow our most senior pupils to flourish. All of our A Level subjects are taught by first-rate specialists with extensive teaching experience.

Our sister school, Brighton College UK, recently named School of the Decade by The Sunday Times, enjoys an exceptional academic reputation and regularly achieves the best A Level examination results of any co-educational school in Britain, as well as a similarly impressive track record in securing Oxbridge offers.

The courses offered within this document have been hand-picked with this in mind: there are no 'soft options' to be found and the 'facilitating subjects' abound. At Brighton College, Sixth Formers will complement their academic focus by undertaking courses that will prepare them for university entrance and interviews, and my priority as Head of Sixth Form will be to make sure that each and every pupil is given advice and guidance which is highly personalised and tailored to their individual needs.

The Sixth Form is very much the sum of its parts, and I hope that you are looking forward to committing to our community, as well as to the pursuit of academic excellence.

Best wishes,

Nathan Jones
Head of Sixth Form



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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 UAE Red Crescent initiatives, where we support members of our school and local community, to opportunities to volunteer and mentor others.



Extended Project Qualification (EPQ)

We offer the opportunity to undertake an EPQ. This is a well-established award which centres around developing pupils' independent research and study skills as they work towards creating and delivering a formal presentation on a subject of personal interest.

College Sixth Form is the best in Al Ain

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.



Pastoral 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

Al Ain is a multi-cultural 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.

Where Are Our Pupils Currently Studying at University?

We are deeply proud to be a Sixth Form with a truly global outlook. Pupils here are encouraged to look to a rich and diverse array of international pathways. We provide bespoke support and guidance so that a Brighton Sixth Form leads wherever in the world you see your next chapter unfolding!

Some of our pupils may look to vocational or professional courses rather than university and we make sure that the full range of options and different pathways are presented to all of our pupils whilst they are in the Sixth Form. We are deeply proud to be a Sixth Form with a truly global outlook. Pupils here are encouraged to look to a rich and diverse array of international pathways." Our alumni are currently studying at universities in 11 countries spread across 5 continents.

Brighton College International University Destinations



2020 A Level Results

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

They took with them not just stellar results, but also immense resilience, independence and determination; we could not be more proud of them. The high marks scored this year continue to build upon Brighton College Al Ains's achievements and distinguish us yet again as we head towards our seventh year of A Levels, supported by 150 years of education through our close relationship with Brighton College UK.

	2018	2019	2020
A*	11	7	24
A* - A	40	27	55
A* - C	81	81	96
A* - E	99	99	100

"I am incredibly proud of this year's A Level students who have faced adversity, uncertainty and challenging times, and have shown that hard work and dedication pays off, having achieved the highest A Level results the College has seen in three years. These results reflect the growing academic maturity of the College, and the very high aspirations of our pupils and our staff."

Dr Kenneth Greig
Head Master



What are AS and A Levels?

The majority of pupils will study A Levels in the Sixth Form which require two years of study. AS pathways are available to those whose chosen universities require them.

- 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.

Curriculum Structure

Brighton College is an unashamedly academic school, and many of our pupils aspire to the very best course at some of the world's top Higher Education institutions.

Accordingly, we require that you have a good grounding across the GCSE disciplines that you have taken. We expect you to have achieved at least a 6 or 7 in any subject you wish to continue at A Level, and an 8 in the case of some. Passing this threshold will ensure that you enter the Sixth Form to embark on A Level courses well prepared for the challenges that lie ahead. If a pupil wishes to pursue an A Level course for which they have not met the specific grade requirements then one such subject may be permitted, subject to discussions with the Head of Sixth Form and relevant Head of Department. Continuation with such a subject beyond January of Year 12 would be subject to satisfactory performance in the relevant January Assessment.

EmSATs

Pupils wishing to apply for university courses in the United Arab Emirates (all public universities and some private universities) are now required to sit Emirates Standardised Assessment Tests in English, Arabic, Mathematics, Physics, Chemistry, Biology and Computer Science at the end of the Lower Sixth. If you are not studying these subjects at A Level we will do our best to provide you with the necessary encouragement and support although a strong performance at GCSE will normally be sufficient preparation.

High School Equivalency

The UAE Ministry of Education has devised requirements all pupils must satisfy. In order to have their British qualifications 'equalised' as meeting the High School graduation standards made of all pupils being educated across the Emirates, all pupils must:

- Complete Year 13, with at least two A Levels graded A* - D.
- Secure five GCSEs graded D or 3 (depending on the specification sat) or above. These five must include Mathematics, one Science subject (Biology, Chemistry, Physics or a combined Science), and either English Language or English Literature.
- Islamic Education and Arabic Language cannot be used as one of the five GCSEs or two A Levels.

Ministry of Education Arabic and Islamic Studies

Sitting the full MOE courses and the final examinations is optional and is advised only for those pupils seeking the UAE High School Equivalency diploma. (Please seek further guidance on this from the Head of Sixth Form).

A Levels

UK government reform of the structure of A Level means that you will have a different examination experience to that of recent A Level pupils. The key changes to the A Level are that they are no longer 'modular' in nature, with all examinations now taken at the end of the course, in the Summer of Year 13. The AS-level remains in existence for some subjects, but only as a stand-alone qualification that does not contribute to the final A Level grade. Pupils are not usually therefore entered for AS examinations.

All pupils will usually start Year 12 pursuing three A Level subjects. A BTEC 'counts' for one subject. A small number of pupils who have performed exceptionally well (almost all 8s and 9s) at GCSE may embark upon four A Level courses although it is our expectation that most of these pupils will drop one of these subjects either in January or May of Year 12, and continue with three subjects to completion at the end of Year 13. Doing four subjects, even if only for one term, does offer an academically and enriching and broadening experience.

BTECs

For the second time in 2021-22, we are offering four BTEC International Advanced Subsidiary Level 3 qualifications. These are career-focused courses which equip learners with the knowledge, understanding and employability skills they need for success. BTECs can be combined with A Levels or studied exclusively.

Please check carefully if BTEC qualifications are likely to be accepted by universities and for the courses you may wish to apply to. Many universities look favourably on BTEC qualifications and they are accepted in many countries, not just the UK. BTEC qualifications are not accepted for entry into academic universities in the Netherlands and some universities internationally differ in the weighting they give to them. You are advised to check in advance of BCAA enrolment how your universities of preference use BTECs in their admissions decision-making. They do not currently count towards High School Equivalency in the UAE although this may be subject to change in the future.

The Extra-Curricular

Life beyond lessons at Brighton College is busy! The pages that follow detail numerous extra-curricular activities in the major fields of music, drama, art, the humanities and sport.

However, there are also a large number of smaller activities that occur during the two elective sessions during the day at 2.30pm – 3.00pm and 3.10pm – 4.00pm. These activities have been chosen to give pupils the chance to try something different. You may be interested in activities such as Chess Club, Women’s Empowerment Group, Qur’an Club or Latin. We also encourage Sixth Formers to take an active role in setting up new clubs and societies; if we do not currently offer something that you would like to be involved in, please do come and speak to us.

Model United Nations

Model U.N. has been a mainstay of the extra-curricular programme for four years now and has evolved into a successful programme, led entirely by senior pupils in the Sixth Form. Brighton College Al Ain MUN participants have taken part in conferences in both Dubai and Al Ain and have organised an annual BCAA MUN within the College.

MUN is a fantastic opportunity for pupils to develop their knowledge and understanding of international relations and major global issues as well as to hone skills in public speaking, research, independent study and leadership.

International Award (The Duke of Edinburgh’s Award)

The International Award Scheme is highly valued by universities and employers. It allows you to be challenged mentally and physically, to try new skills or a sport, and to look proactively for opportunities to be a good citizen by getting involved in the community and helping others. Pupils have the opportunity to complete their Bronze and Silver Award at Brighton College Al Ain and many activities can fulfil the requirements for both the Brighton Charter and the DofE awards. Recent expeditions have taken place in both the desert and mountains of the UAE and Oman.



Volunteering

In addition to the opportunities provided for community service through the International Award, the Sixth Form has always played an active role in raising money for the UAE Red Crescent, particularly through the Sixth Form’s Raising and Giving (RAG) Week.

Recently, the Sixth Form also took a volunteering trip to Western Kenya where a group of pupils took part in a wide range of eye-opening volunteering experiences, working mostly with vulnerable and orphaned children and helping to build houses for families in need.

Drama

Many Sixth Formers traditionally play leading and supporting roles in major College productions. Previous productions have included William Shakespeare’s A Midsummer Night’s Dream; Shakespllosion; The Little Shop of Horrors; Daisy Pulls It Off and Charlie and the Chocolate Factory. The Drama Department is keen to give people a range of performance opportunities and can offer lots of professional help and advice. Auditions for all shows are open and drama is a great way of getting to know pupils from across the College. Shows also need help behind the scenes and there are opportunities for anyone with a little time and goodwill. The Drama Department and English Department also run a number of theatre trips to see shows at places like the Dubai Opera.

Music

At Brighton College Al Ain there are musical opportunities to suit all tastes and abilities. The Music Department actively encourages all Sixth Formers to be involved, whether experienced musicians or novices. Should you chose to play a solo in the Spring Concert or would rather be in the back row of your House song entry, then your contributions will be both appreciated and celebrated.

Each term sees at least one Tunes at Teatime afternoon medley of musical performances and these provide a slightly less formal but equally public opportunity to perform to an audience. Sixth Formers always form a significant chunk of the bill.

Sport

The Sixth Form are provided with three timetabled sports sessions per week, one of which is a girl’s only lesson. These sessions provide an important break from the academic rigour of the College. After College sport varies from term to term but the major sports on offer are football, basketball, volleyball, swimming, Netball, athletics and yoga. A Sixth Form football team competes against other schools within Al Ain. Finally, a small gym is available for fitness training for the exclusive use of the Sixth Form.

Pupil Leadership

Every year, a Head Boy and Head Girl are elected following a rigorous recruitment process involving the Headmaster, Head of Senior School, Head of Sixth Form, as well as a wider audience of stakeholders including staff, peers and former pupil leaders. The Head Boy and Girl select a team of Prefects from the Sixth Form, assembling a team and giving out responsibilities for key areas of College life including Charity, Culture, Literacy, Sport and many others. Developing leadership skills is key to a Brighton education.

Work Experience

All Sixth Form pupils are encouraged to undertake some form of work experience during the Lower Sixth and we will help to provide the encouragement, guidance and support to facilitate this. Sixth Formers in recent years have undertaken work experience at Al Ain Hospital, The Oasis Hospital, The Hilton Hotel, The British Embassy in Abu Dhabi, The Royal Veterinary Clinic and a number of locations outside the UAE.



Choosing Your A Levels

Deciding on which three (or possibly four) subjects to focus on is notoriously tricky, particularly for those pupils whose interests and broad and diffuse.

However, there are three relatively simple questions which should be asked in order to frame discussions on which subjects to pick:

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

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

Pupils and parents should be aware that although we seek to offer the full range of subjects listed in this booklet, we may not be able to run classes in subjects in a very small number of pupils select them as a choice.

The jump from GCSE to A Level

Talking to a wide range of people about your particular interests and abilities 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

In many subjects there remains an acute jump in conceptual difficulty to A Level. Since universities will make conditional offers usually based on three A Level grades it is very important to bear this in mind when choosing A Level subjects. Pupils should pick subjects that they will work hardest – and perform the best in.

Many of the principles related to A Level subject selection and university entrance for the UK can be found in a document published by the Russell Group accessible here:

www.russellgroup.ac.uk/informedchoices.aspx

It is worth pointing out, however that successful applications to leading universities, Oxbridge included, very rarely hinge on A Level subject selection. Primarily, they depend upon an extensive and developed interest in the course for which the pupil has applied. This can only be honed through wider reading and genuine engagement with the subject, above and beyond GCSE and A Level course specifications.

It is also worth being aware that ‘obvious’ subjects are not often required – for example, a Theology applicant does not need to study Religion and Philosophy at A Level or an applicant for HSPS or PPE does not need to study Politics. Mathematics A Level is more important for an undergraduate Economics applicant than Economics A Level.

Independent Study

In addition to the six taught hours per week you will receive for each A Level, it is a College expectation that you complete 6 hours per week of independent study. Unlike at GCSE, this will not always be work assigned by your teacher, but rather you are expected to spend time reading widely around your subject. It is vital, therefore, that the subjects you pick are those you enjoy and are happy spending lots of time around!



Further Guidance and the Options Block

Alongside your teachers, the following organisations provide useful advice to pupils considering their Sixth Form options:

Conservatoires Admissions Service (UK): www.okcukas.ac.uk

Careers Advice (UK): www.nationalcareers.service.gov.uk

Education Scotland (UK): www.education.gov.scot

Higher Colleges of Technology (UAE): www.hct.ac.ae/en/admissions

International Student (USA): www.internationalstudent.com/school-search/usa

Prospects (UK): www.prospects.ac.uk

Russell Group Universities: www.russellgroup.ac.uk/for-students

UCAS (UK): www.ucas.com

United Arab Emirates University (UAE): www.uaeu.ac.ae/en/admission/undergraduate_admissions.shtml

The Options Block

The College has many factors to consider when creating the option blocks from which pupils will make their A Level subject choices. The Senior School currently has a relatively small cohort of pupils in Year 11, so we are unable to offer more than one or two classes in each subject.

There are logistical elements to the structure of the options block (e.g. timetabling, staffing, rooming etc.) but our pupils’ wishes and our commitment to ensuring that pupils have access to courses at the best universities in the world have been of paramount importance in the construction of the option block for A Level study at Brighton College.

The options block consists of five option lines and pupils cannot pick more than one subject per line. Given the particularly academic focus of Brighton College, all pupils will be required to study three subjects at A Level; those who achieve outstanding (1)GCSE results will be invited to study a fourth subject.



The Options

University subject	UK University A Level Requirements
Accountancy	Most departments have no specific requirements, although Mathematics is recommended by some universities. There can also be GCSE Mathematics grade requirements.
Ancient History	No subjects specified. Can be studied without Latin or Greek (though not at Cambridge) and can be combined with Archaeology.
Anthropology	Most combinations of A Level subjects will provide some general preparation for an Anthropology degree. However, if the undergraduate programme includes courses in Physical/Biological Anthropology or Forensics, there may be an expectation that students have an A Level in Biology or a related subject.
Arabic	Arabic A Level usually required for single-honours although there is more flexibility of combined programmes.
Architecture	Art often strongly recommended, as a portfolio of work usually has to be submitted. Mathematics and/or Physics can be beneficial, although most departments only require these to GCSE.
Art	Art, followed by a Foundation Art course normally expected.
BioChemistry	Chemistry is usually required, with Biology and/or Maths recommended.
Biological sciences	Biology usually required. Some top departments also require or recommend one of Physics, Chemistry or Maths.
Business	No subjects normally specified but A Level Mathematics required or preferred by some universities.
Chemical engineering	A Level Maths, Physics and Chemistry. Further Maths is helpful on the most competitive courses.
Chemistry	Chemistry A Level. Maths essential for some. Physics desirable.
Classical civilization	No subjects specified.
Computer science	Mathematics A Level. For Cambridge, Further Mathematics and a physical science are recommended.
Dentistry	Biology and Chemistry usually required. Manual dexterity important.
Drama	No subjects specified. These courses are often extremely competitive and extensive relevant practical experience is required.
Economics	Mathematics is all by required, and compulsory at leading universities. Further Mathematics is preferable for Cambridge. Economics strongly recommended.
Engineering	Mathematics and Physics. Further Mathematics recommended, especially for Oxbridge.
English	English Literature A Level is usually recommended. History and Languages (Ancient or Modern) can be good supporting subjects.
French	French A Level usually required for single-honours although there is more flexibility of combined programmes.
Geography	Geography A Level is usually required or recommended. Maths or a Science can be helpful.
Geology	A Levels in Mathematics, Chemistry, Physics and Geography are preferred.

University subject	UK University 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, 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, History) is expected.
Mathematics	Maths is required, with Physics being recommended. Further Maths is recommended.
Medicine	Chemistry is required and Biology is advised at most medical schools. Two science subjects is generally the minimum.
Music	Music A Level is strongly recommended or required.
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	Physics or Art will well-support this course.
Psychology	Often no specific requirements, although Maths, Biology and other sciences such as Psychology can be helpful. The most competitive courses can require two of these subjects.
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.

Arabic (A Level)

Studying Arabic A Level allows you to contribute to discussions on the literature, film, art and history of the Arab world and you will be expected to participate in debates, give presentations and listen to or read Arabic articles from authentic sources and to keep up to date with current events and social issues.

Pupils study technological and social change, looking at diversity and the benefits it brings. You will highlights of Arabic-speaking artistic culture, heritage, cinema and political engagement. Throughout your studies you will learn the language in the context of Arabic-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 your choice.

Course Overview

The course consists of three units. The first is assessed through a 2 hour 30 minute examination paper which requires an unseen passage to be translated from Arabic into English, a reading assessment based on a variety of text types and genres in which pupils must respond to a series of comprehension questions and a reading and writing question based on an aspect of the pupil's chosen research subject. Pupils read a section of text and then answer a question, incorporating information and ideas from both the text and their research findings.

Unit 2 is assessed through a 2 hour and 40 minutes written examination, counting for 30% of the qualification. This paper includes a translation exercise and two essays on either two literary texts or one literary text and one film. During the examination, pupils are not permitted access to a dictionary or to any documentation relating to the works.

Unit 3 is assessed through a paper which includes 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 listening assessment is based on a recording that features male and female Arabic speakers using standard spoken Arabic. Pupils will respond to comprehension questions based on a variety of contexts and sources. In the listening, reading and writing section pupils summarise a listening source and a text that are based on the same sub-theme. Pupils then evaluate the points of view in both sources, stating which views they agree with and why.

Beyond A Level

Arabic is the official language of the United Arab Emirates and the principal spoken language in twenty-five other countries. It is the liturgical language of Islam and a working language in many international intergovernmental organisations and non-governmental organisations. There is also a high demand and low supply for Arabic-speakers in the Western world. Those who study Arabic can find careers in a variety of fields including journalism, business and industry, education, finance and banking, translation and interpretation, consulting, foreign service and intelligence and many others. Many Brighton pupils 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 Arabic with another subject such as Law, Business or International Relations.

Recommended Prior Attainment

- At least a 6 in GCSE Arabic.
- To enjoy the course you must have a genuine interest in other cultures and the dedication to learn vocabulary and grammar.

Applied Science (BTEC)

BTEC International Level 3 qualifications in Applied Science are designed for learners who wish to pursue a career in science-based industries via Higher Education to access graduate entry employment with science, or, alternatively through junior science-based employment.

Applied Science allows pupils an alternative route to further education than the A Level Sciences. Pupils will be studying the Level 3 International Subsidiary Diploma which is equivalent in size to one full A Level.

BTEC Applied Science can provide transferable knowledge and skills that prepare learners for progression to university such as the ability to learn independently, the ability to research actively and methodically and the ability to give presentations and be active group members.

The course is a great choice for pupils looking for a practical scientific qualification. The course aims to provide pupils with the relevant skills and knowledge that employers value, as well as the confidence to progress into a fulfilling, exciting career.

Course Overview

Applied Science BTEC has 360 guided learning hours. It is divided into six units, three of which are mandatory, and three that can be chosen from a variety of optional units. All six units will be completed over the two year course.

Mandatory Units (180 GLH)

- **Unit 1:** Principles and Applications of Biology I
- **Unit 2:** Principles and Applications of Chemistry I
- **Unit 3:** Principles and Applications of Physics I

Other units (180 GLH)

A range of 19 possible options, including Biomedical Science, Diseases and Infections, Climate Change, Astronomy and Space Science, and Medical Physics Application.

Assessment

Assessment for Applied Science 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 Applied Science 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.

Beyond the BTEC

Into Higher Education:

The Subsidiary Diploma in Sport is a recognised qualification by Higher Education providers and contributes to meeting admission requirements to many relevant Sport Science courses such as a BA (Hons) and BSc (Hons) in Sport Science or a BEd in Physical Education. As always we recommend pupils check the entry requirements for degree programmes with specific Higher Education providers they are aiming to attend.

Into the workplace:

After this qualification, learners can also progress directly into employment such as teaching, sports science, marketing, nutrition and wellbeing, sports management, facilities management, coaching and physiotherapy and personal training.

Recommended Prior Attainment

- A strong commitment to the BTEC philosophy and an understanding of the demands of the course.
- You would be expected to have demonstrated a high level of commitment and effort to your GCSE studies. You would require a grade 4 in English, Maths and Science.

Art and Design (A Level)

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 in art that allows 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 build upon their existing skills of a variety of materials, processes and techniques, whilst simultaneously building on contextual knowledge. Pupils will draw upon previous learning experiences to devise their own project. Throughout this creative journey, pupils will be guided by experienced and supportive teachers who will draw on a variety of teaching methods in order to help pupils achieve their potential.

Course Overview

Pupils doing the full A Level will undertake two components in Year 12 where they get to select a starting point from the themes provided, leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople. In Year 13 pupils will produce their Personal Investigation Project that includes written work of no less than 1,000 and no more than 3,000 words, which supports the practical work. Coursework will represent 60% of the total marks awarded.

The examination paper (EST) will be distributed to pupils in February of Year 13. Pupils will respond to a stimulus, provided by the AQA exam board, to 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.

During the course, pupils will be introduced to a variety of experiences that explore a range of two-dimensional and/or three-dimensional media, processes and techniques. They will be aware of both traditional and new media. Pupils will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This will be integral to their investigating and making processes. Pupils' responses to these examples will be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Beyond A Level

The ability to think creatively is highly valued in today's employment market. A Level provides a strong and appropriate foundation for Art and Design in University. 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 A 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 specialty, career options are limited only by your imagination, and could include being an art historian, arts and cultural planner, fashion/textile designer, costume designer, graphic designer, advertising director/designer, typographer, architect, landscape architect, interior designer, urban designer/town planner, animator, concept artist, photographer or illustrator.

Recommended Prior Attainment

- At least a 6 in GCSE Art although a 7 is strongly recommended along with enthusiasm and a keen interest in visual art.

Biology (A Level)

Biology is the science of life: the material that you will learn at A Level has relevance to all of our lives and can be practically applied.

You will study a wide range of exciting topics, ranging from molecular Biology to the study of ecosystems, and from micro-organisms to mammoths. Biology is a challenging, rewarding course from which pupils will come away with a critical awareness of current social and environmental issues and an understanding and respect for living things and analytical, evaluative and synoptic skills, as well as practical skills, including the ability to plan and manipulate data.

You will gain an understanding of how society makes decisions about scientific issues, as well some of the ways in which the scientific community contributes to the success of the economy and society.

If you are interested in recent developments in genetic engineering or disease prevention, understanding how we evolved, finding out how cells – “little bags of water with things dissolved in them” – carry out so many different processes in a seemingly effortless fashion, tracking down natural resources, the true impacts of pollution on the natural world, or animal care and conservation programmes, to name a few, then this is your subject.

Course Overview

The A Level Biology course is comprised of the following areas of study:

- Biological molecules
- Cells, viruses and reproduction of living things
- Classification and biodiversity
- Exchange and transport
- Energy for biological
- Origins of genetic variation
- Control systems
- Eco-systems
- Experimental methods (including questions of core practicals)
- MicroBiology and pathogens

Assessment

In Biology lessons pupils will prepare for 3 final examination papers and complete 16 core practical experiments, the understanding of which may be tested in the examination papers.

What skills will this course develop?

A Level Biology provides a solid grounding in analytical thinking, writing reports and clear communication – all of which are useful life skills. You will undertake lab and field experiments which underpin the theoretical study; they also hone your teamwork and practical abilities.

You will need to develop your knowledge and understanding of different areas of the subject and demonstrate how they relate to one another. Lab work and writing up experiments will help you develop your skills and competence in scientific methods and scientific communication, and you will get plenty of practice in mathematical and problem-solving techniques, too.

A Level Biology includes a lot of names, so it's important to schedule your time efficiently to allow for regular revision as you are going along.

Beyond A Level

A Level Biology is a highly respected academic A Level and it makes an excellent choice, offering you access to a wide range of university courses and careers. A Level Biology will prepare you for most degrees in Medicine, Biology, Biomedical Science, Dentistry, Dietetics, Physiotherapy, Orthopaedics and Veterinary Medicine. Biology is usually required or recommended for courses in bioChemistry, environmental science, nursing, occupational therapy, optometry, pharmacy, sports science, physiology and speech therapy.

Recommended Prior Attainment

- At least a grade 7 in GCSE Biology

Business (A Level)

A Level Business is designed to give you the knowledge skills and understanding necessary to either work in a business environment or to progress to undergraduate study, particularly in the same subject area, for example in business management, business administration, accountancy and finance, human resource management, marketing or international business.

Your skills, knowledge and understanding will be developed in a robust and challenging way and you will be encouraged to think about the business world in very new and different ways.

The course aims to give you a holistic understanding of business in a range of real life contexts and to give you a critical understanding of organisations and their ability to meet society's needs and wants. You will be encouraged to understand that business can be studied from a range of perspectives, whilst you yourself will be encouraged to generate your own enterprising and creative approaches to business opportunities, problems and issues. On a more analytical level, you will become increasingly aware as the course progresses, of the ethical dilemmas and responsibilities faced by organisations and individuals.

Most importantly, by studying A Level Business you will acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis. You will be called upon to apply numerical skills to a range of business contexts.

Course Overview

The course is comprised of three units, each of which are assessed with final examination papers:

Paper 1: Marketing, people and global businesses

Paper 2: Business activities, decision and strategies

Paper 3: Investigating business in a competitive environment

Beyond A Level

The combination of academic challenge with a practical focus makes Business an appealing A Level choice for students who want to explore an area of genuine interest for them. Business classes are known for their collaborative learning environments and Business at Brighton College is no exception.

For most people the answer to the question 'why study Business?' is answered by reference to possible careers with a business background. Business students go on to work in myriad different sectors, and not all of them are those you would typically associate with Business. Most obvious careers with Business though, include accountancy, banking, marketing, business consultancy and entrepreneurship.

Recommended Prior Attainment

- A 4 in Maths and a 5 in English Language

Chemistry (A Level)

In a nutshell, Chemistry is the study of the elements: the 92 naturally occurring types of atom that account for all the matter in our universe.

From knowing the atomic structure of these elements, chemists can describe how they react and predict the structure and properties of the molecules and compounds they form. Chemists exploit the properties of substances for the benefit of mankind. Indeed, chemists synthesise new compounds and molecules that exhibit the exact behaviour required for a specific function. From medicine to cosmetics to touch-screen telephones to the clothes we wear to the food we eat to the houses we live in to the fuels we burn, chemists make the lot! By analysing the molecules in distant stars and planets, chemists lead the search for extra-terrestrial life. By developing new drugs, chemists are at the frontline in the battle against diseases such as cancer and HIV.

Chemistry is the middleman of science: it shares the mathematical logic of Physics and the natural beauty of Biology. Above all, Chemistry is fun: who could forget the explosion of a hydrogen balloon, the screaming death of a jelly baby, a flaming bubble of methane or the depth-charge reaction of potassium and water? Chemistry at A Level is inspiring, engaging and challenging. Following on from GCSE Science or Chemistry, the content of this specification includes the fundamental key concepts of Chemistry needed for progression on to Higher Education and employment.

The specification also enables motivating contemporary Chemistry contexts to be included in the programme. It is designed to motivate pupils, by allowing them to study aspects of Chemistry that are often in the media and affect their lives.

Course Overview

The A Level Chemistry course offered at Brighton College is comprised of the following areas of study:

- Atomic Structure and the Periodic Table Bonding and Structure
- Inorganic Chemistry and the Periodic Table Formulae, Equations and Amounts of Substance Organic Chemistry
- Modern Analytical Techniques Redox
- Organic Chemistry: Base Equilibria
- Transition Metals Equilibrium Acid Kinetics
- Experimental Methods (including questions on core practicals)
- Energetics I and Kinetics I

In Chemistry lessons, pupils will prepare for the following key assessments:

- Three examination papers (100% written assessment)
- 16 mandatory practicals, covering each of the 12 techniques that are assessed via the written examination papers

Please note that Mathematics equates to 20% of the total marks on offer.

Beyond A Level

An A Level in Chemistry is a prerequisite for entry to degrees in BioChemistry, Biological Sciences, Chemical Engineering, Chemistry, Dentistry, Medicine, Natural Sciences and Veterinary Science. It may even put you at a distinct advantage for being offered a place on courses such as Geography, Law or Psychology. A successful chemist is recognised as a multi-skilled individual!

Recommended Prior Attainment

- At least a 7 in both GCSE Chemistry and GCSE Mathematics.

Computer Science (A Level)

The overall aim of this subject is to provide a rigorous course that not only stretches pupils academically through the teaching of programming, robotics and application development but which also offers great opportunities for true creativity and innovation through animation and graphic design.

Pupils will be encouraged to ask questions and explore their own solutions to problems, to manage their time and that of their classmates over the course of a project and to work effectively together in groups or individually to reach a common goal.

These are skills that all pupils need at A Level or undergraduate level, and to become the future leaders of tomorrow. By taking Computer Science, pupils will be equipped with the tools they need to succeed no matter what career path they eventually choose.

Computer Science is a demanding course and as such students should have a solid grasp of Mathematics, the ability to work well in a team, strong analytical and problem solving skills and most importantly, a passion for computer science.

Course Overview

Students who apply to take computer science at A Level will complete the Cambridge International A Level Computer Science syllabus. The aims of this course are:

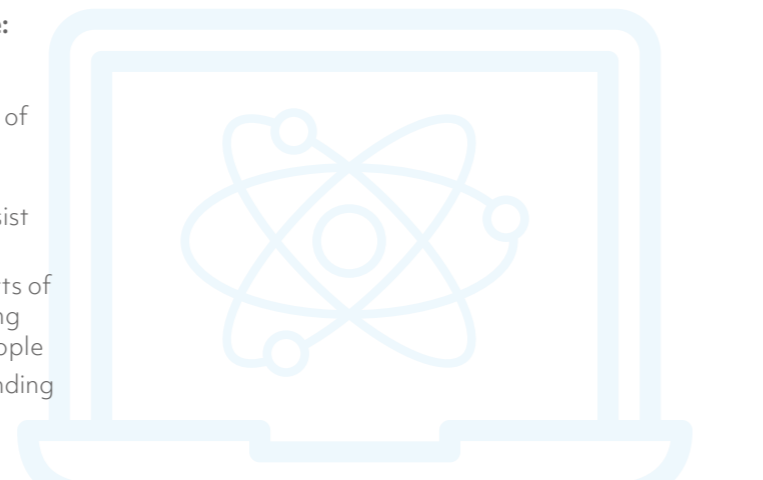
- To develop computational thinking
- To develop an understanding of the main principles of solving problems using computers
- To develop an understanding that every computer system is made up of subsystems, which in turn consist of further subsystems
- To develop an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- To acquire the skills necessary to apply this understanding to develop computer-based solutions to problems.

Over the course of the two years we will cover all the required elements of the specification through a number of units of work such as the ones below:

- **Computer hardware** – explore the main hardware items that make up a computer system and how they work
- **Programming structures and algorithms** – investigate some common programming structures and how and when they should be used
- **Databases and SQL** – use databases and SQL to extend and enhance programs
- **App and game making** – create simple games and apps using Scratch and AppInventer
- **Robotics** – solve problems and complete challenges by programming robots to complete a task

Beyond A Level

Around half of those taking computer science A Level go onto 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 I.T. Whilst A Level Computer Science is not a prerequisite for these courses, it is excellent preparation. It also complements subjects that contain analytical, scientific and technological aspects, such as Mathematics and Physics.



Recommended Prior Attainment

- At least a 7 in GCSE Mathematics is highly recommended.

Drama and Theatre Studies (A Level)

A Level Drama and Theatre inspires pupils to become independent theatre makers with the skills they need to go on to Higher Education, whether that is to study a course in drama and theatre or another subject.

This qualification emphasises practical creativity alongside research and theoretical understanding.

Pupils learn through experience, seeing theatre and making theatre for themselves. They are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise and work on performances.

Pupils choose to develop as a performer, designer (lighting, sound, set, costume, puppets), director, or a combination of these. Whichever option they select, pupils will gain many invaluable skills, both theatrical and transferable, to expand their horizons.

Each examination paper is designed to allow pupils to demonstrate their creativity and imagination in interpreting set texts and apply independent thinking as they evaluate a live theatre production.

What skills will this course develop?

Pupils of AQA Drama and Theatre develop skills that are not just essential for drama but applicable to a wide range of Higher Education subjects and in the workplace.

This specification refines students' collaborative skills, their analytical thinking and their approach to research.

Pupils grow in confidence and maturity as they successfully realise their own ideas. They learn to evaluate objectively and develop a sound appreciation of the influences that cultural and social contexts can have on decision making.

Course Overview

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The subject content for A Level Drama and Theatre is divided into three components:

- Drama and theatre
- Creating original drama
- Making theatre

Guidance is also provided on the theatrical skills students will need to work on.

In the practical components students may specialise in performing, lighting, sound, set, costume, puppets and/or directing.

Assessment

Component 1 - Drama and Theatre

Pupils are assessed, through a 3 hour written examination, on their knowledge and understanding of drama and theatre, their study of two set plays and of their analysis and evaluation of the work of live theatre makers (80 marks, 40% of the A Level)

Component 2 - Creating Original Drama (Practical)

Pupils are assessed on their practical exploration and interpretation of three extracts, each taken from a different play. (Working notebook, devised performance, 60 marks in total and 30% of A Level)

Component 3 - Making Theatre (Practical)

Pupils are assessed on their practical exploration and interpretation of three extracts and through a reflective report on the theatrical interpretation of these extracts. (Performance extract 3, Reflective report, 40 marks in total and 30% of A Level)

Beyond A Level

Higher Education institutions value and respect the skills AQA A Level Drama and Theatre qualifications give pupils. AQA has developed this specification with help from HEIs and made the most of the advice they were given. By incorporating the approach they take with drama and theatre undergraduates into this A Level, pupils will be really well prepared for the demands of university and beyond.

Recommended Prior Attainment

- A grade 6 or above in drama GCSE is highly recommended.

Economics (A Level)

Economics is an excellent choice of subject for pupils looking for something of an added challenge after the GCSE years.

Most importantly, this is an entirely 'live' subject, in the sense that not a single day passes without something in the quality press being directly relevant to what you are studying in your A Level course. A significant proportion, if not all, of your lessons will involve reference to 'real world' events, using newspaper articles, documentaries and websites as core resources.

Economics is the study of the production, consumption and transfer of wealth. In other words, you will be studying how people use resources. Since economics is a driving force of human interaction, much of what you will be studying will reveal why individuals and governments behave in certain ways. The course will combine a mixture of micro (individual) and macro (national or global) economic theory and practice.

In the first year we will be covering the basics of economics – the vital tools of supply and demand – why has the price of oil fallen recently, for example? Once we have learned how basic markets work, we will then go on to consider why markets might fail. For example, why are roads congested? Why are fish stocks falling? Would street lights be provided without government? Moving beyond these questions, we will also look at the 'big' issues concerning the whole economy. Why has unemployment not risen in the UK despite the recent recession? Why does the UK import more goods than it exports? Does this matter? You will also learn the tools of macroeconomic analysis, such as aggregate supply and demand curves.

After focusing on the UK economy in the first year, we will take a more global outlook in Year 13 and examine international economics, focusing on poverty, inequality, emerging and developing economics, the financial sector and the changing role of the state in macroeconomic policy.

Course Overview

The course is assessed through three final examinations:

- Paper 1: Markets and Business Behaviour
- Paper 2: The National and Global Economy
- Paper 3: Microeconomics and Macroeconomics

In the final examinations you will be assessed on the following objectives:

- AO1: Demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents
- AO2: Apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues
- AO3: Analyse issues within economics, showing an understanding of their impact on economic agents
- AO4: Evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues

Beyond A Level

Economics is a demanding subject and is highly regarded by university admissions tutors. As a social science which draws heavily on a diverse range of fields it carries enough breadth and weight to be given the status of a 'facilitating' subject.

Economics is excellent preparation for a wide range of careers and can be combined with any combination of A Level subjects. Economists often go on to work in actuarial science, the civil service, the diplomatic services, politics and government, surveying, journalism, accountancy, investment analysis and financial risk analysis.

Recommended Prior Attainment

- A 4 in Maths and a 5 in English Language. The final exam papers demand quite lengthy responses, so good essay writing skills are an advantage. However, being strong at Mathematics is much more important if you plan to study economics at university.

English Literature (A Level)

A Level English Literature is an exciting two-year course that will develop your knowledge, understanding, and appreciation of literature across a range of literary periods and contexts.

You will analyse and interpret texts more closely than ever, building on foundational GCE skills, with added focus on textual comparison, as well as the evaluation of alternative interpretations and the contextualisation of literary texts within their cultural and/or socio-historical framework. The course will also help you hone your critical reading and writing skills in preparation for any university degree.

Course Overview

As pupils progress through the two year course, their studies will be extended in breadth and depth, developing and enhancing their techniques of analysis, evaluation and comparison of literary texts in the context of a wider range of texts of cultural and literary significance.

Pupils will gain a solid understanding of how texts can be connected and interpreted in multiple ways so that pupils can arrive at their own interpretations and become confident, autonomous readers. Genre study is at the heart of English Literature; working with genre involves looking at ways in which authors shape meanings within their texts. It also involves thinking about a wide range of relevant contexts, concerned with the production of the text at the time of its writing, how the text has been received over time and how the text can be interpreted by readers today. Pupils will study a range of prose, pre-1900 as well as post-2000, drama texts and a collection of poetry from across the ages. In 'Theory and Independence', the non-exam section, pupils will select their own texts to apply theoretical and critical methods, such as Narrative Theory, Feminist Theory and Marxist Theory.

This area of the course provides a challenging and wide-ranging opportunity for an introduction to independent study and different ways of reading texts.

Course Components:

- Paper 1 - Literary Genres
- Paper 2 - Texts and Genres
- Non-examination assessment: 'Theory and independence'

Assessment Objectives

- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.
- AO2: Analyse ways in which meanings are shaped in literary texts.
- AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
- AO4: Explore connections across literary texts.
- AO5: Explore literary texts informed by different interpretations.

Beyond A Level

Many of those who take English at A Level go on to read the subject at university, but those who don't nonetheless learn to read both books – and the world in general – with greater perception and sensitivity. We hope to stimulate a long-lasting interest in literature and to make the habit of reading a regular and pleasurable one. A qualification in English Literature provides a wide range of opportunities for courses in the Arts and Humanities at degree level; as a subject which emphasises creativity, disciplined thought and communication. It is also welcomed as a qualification for many careers, especially those that prize good communication skills such as law and journalism. For more information on A Level English Literature, contact Mr. T. Hawkins.

Recommended Prior Attainment

- A love of reading for its own sake is essential for the English Literature A Level.
- Applications will be considered on individual merit, but pupils should be expecting at least a 6 in both their Language and Literature GCSEs.

French (A Level)

The A Level French course is fascinating, poignant and relevant. There is a focus on how the French-speaking world has been shaped, socially and culturally, and how it continues to change.

In the first year, aspects of the social context are studied, together with the artistic life of French-speaking countries. In the second year, further aspects of the social background are covered, focusing on issues such as life for those on the margins of society, as well as looking at the positive influences diversity brings. Pupils will also study aspects of the political landscape, looking at immigration and the way in which political power is expressed through actions such as strikes and demonstrations, and developing their language skills whilst acquiring a knowledge and understanding of these themes.

The study of a literary text and film also offers opportunities to link with this content, developing an appreciation of sophisticated and creative uses of language and understanding the works within their cultural, social and historical context.

Course Overview

Pupils will study the course content through a variety of media, including newspaper articles, extracts from books and magazines, websites and news reports. Core textbooks will be accompanied by up-to-date, topical resources. The examinations consist of three papers.

In Paper 1, pupils are assessed on social issues and trends, and political and artistic culture, through listening and responding to spoken passages from a range of contexts and sources. They will also read and respond to a variety of topical texts from a range of authentic resources. Finally, grammatical knowledge is assessed by means of translation.

In Paper 2, pupils will sit a writing exam in which they will respond to two essay questions: one on a literary text and one on a film, both of which will have been studied throughout the course. Lastly, Paper 3 consists of a discussion in the target language based on a sub-theme of the core content, followed by a two-minute presentation and discussion of an individual research project, chosen by the pupil. This qualification is linear, which means that pupils will sit all of their exams at the end of the course.

Assessment

The French course is assessed in the following way:

- Paper 1 - Listening, reading and writing: 2 hours 30 minutes. 40% of A Level.
- Paper 2 - Writing: 2 hours. 30% of A Level.
- Paper 3 - Speaking: 21-23 minutes. 30% of A Level.

Beyond A Level

We live in a multilingual, global society where the ability to communicate with others all over the world is paramount. An A Level in French is therefore not simply a qualification; rather, it is a valuable skill for life.

Languages complement and enhance a whole variety of subjects and provide you with a key attribute which will make you attractive to both institutes of Higher Education, and indeed in the jobs market. Linguists often have highly developed communication, interpersonal and intercultural skills.

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, History or International Relations.



Recommended Prior Attainment

- At least a 7 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)

The world in which we live is likely to change more in the next fifty years than it has ever done before; in these changing times taking Geography at A Level could be a wise choice.

We live in an increasingly globalised society where almost everything we do has a link to another part of the world. The A Level course ensures that you will emerge as a well-informed and skilled geographer and tackles big questions such as why we are struggling to contain climate change, whether there is such a thing as an optimal global population and how we manage global commons such as the oceans sustainably.

The Humanities Department is committed to the development of sound thinking and critical enquiry among its young geographers. The approach is focused upon investigative and enquiry-driven learning in which the pupils enjoy the excitement of intellectual discovery in an atmosphere of rigorous academic challenge and the pursuit of the highest standards. The Edexcel A Level syllabus is followed because of its excellent and expansive coverage of contemporary and conceptually challenging issues.

Course Overview

The following areas of study are covered in Year 12:

- Dynamic landscapes – tectonic processes and hazards, landscape systems, processes and change and glacial landscapes and change or coastal landscapes and change
- Dynamic places – globalisation, shaping places and regenerating places or diverse places

In Year 13, the following topics are covered:

- Physical systems and sustainability – the water cycle and water insecurity, the carbon cycle and energy security and climate change futures
- Human systems and geopolitics – superpowers and global development and connections (choosing from either health, human rights and intervention or migration, identity and sovereignty)

The coursework consists of an independent investigation of 3,000-4,000 words. It will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data. The coursework is internally assessed and externally moderated and counts as 20% of the A Level qualification.

All of the components are examined through written examination, often in the form of discursive essays and extended structured responses. Also, a significant component of the approach is analytical in format and requires strength in numeracy and analysis. As such, confidence in both extended written communication and the quantitative scientific approach is needed to meet with a high level of success.

Beyond A Level

Continuation of this subject at university level is a popular choice, although many pupils choose to pursue undergraduate courses in related disciplines, including: Geology, GeoPhysics, Chemistry, Environmental Science, Anthropology, Sociology and History. It is also appropriate for entry into more vocational undergraduate courses, such as Law, Surveying and Engineering. Some pupils may also take the opportunity to develop linked qualifications in GIS (Geographical Information Systems) whilst completing their A Levels and then pursuing these areas at university.

Employers value geographers because they demonstrate such a wide range of skills. They have strong communication and research skills, with the ability to select and interpret a wide range 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.

Recommended Prior Attainment

- At least a 6 in iGCSE Geography or English Language, although a 7 or above is strongly recommended.



History (A Level)

History is a subject that can give enormous pleasure, and most people opt to study it because of the fascination with human development and people's ability to affect their own fate with the decisions and actions they take.

At Brighton College, the A Level topics have been chosen because they are inherently 'exciting' parts of History, surrounded by plenty of debate and controversy but also because they are distinctive on a university application and enable our pupils to get a breadth of historical understanding, spanning the Early Modern and modern periods. Beyond the curriculum, the Humanities Department will encourage pupils to discuss aspects of history beyond the A Level syllabus and to consider questions which would be part of an undergraduate History degree by giving presentations to their peer or junior historians on topics they are particularly interested in.

History in the Sixth Form is designed to enable you to broaden your historical knowledge, and also to learn individual 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. They should be intolerant of sloppy thinking and easy answers, and willing to investigate their own assumptions and preconceptions as well as those of people in the past. However, we don't expect you to reach the high standards demanded at A Level overnight, and we also structure and teach the syllabus carefully so that you develop the necessary logic and discipline to succeed across all your A Level topics.

Course Overview

The course is divided into four units, as follows:

- Britain, 1625-1701: conflict, revolution and settlement
- Russia in revolution, 1894-1924
- Germany 1871-1990: united, divided and reunited
- Coursework: an independent enquiry, analysing and evaluating historical interpretations, and organising and communicating the findings

Assessment

Pupils are assessed in history according to the following three objectives:

- AO1: 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
- AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context
- AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

Beyond A Level

As an A Level course, History is respected for its academic rigour and is highly regarded by university admissions tutors. The development of extended writing, skills of interpretation, analysis, evaluation and synthesis are core elements of the History curriculum and aspects of learning pupils you will be developing over the two year programme.

History is excellent preparation for a wide range of careers and university courses and can be combined with any combination of A Level choices. Historians often go on to work in law, journalism and the media, archaeology, heritage, the civil service, education and government.

Recommended Prior Attainment

- At least a 6 in iGCSE History or English Language although a 7 or above is highly recommended.

Information Technology (A Level)

In a world where information technology (I.T.) is constantly changing, individuals increasingly need technological and information literacy skills that include the ability to gather, process and manipulate data.

The impact of I.T. on society is enormous and as the percentage of businesses and households connected to communication networks such as the internet grows, so does the need for individuals who understand these new technologies.

A Level I.T. encourages pupils to become effective and discerning users of I.T. It helps them to develop a broad range of I.T. skills, knowledge and understanding.

Learners study the structure and use of IT systems within a wide range of organisations, including the use of a variety of computer networks. As a result, pupils gain an understanding of I.T. system life cycles, and how these affect the workplace. They also learn about the wider impact of I.T. on society in general. At A Level, pupils also study simple programming for the web relevant to their own use of I.T.

Course Overview

The key concepts on which the course is built are:

- Impact of Information Technology – the application of technology to process information. Consider the impact communicating and using new technologies has on the world.
- Hardware and Software – how the many hardware and software components work and how they interact within the context of the world.
- Network – Learn how computer systems are connected together allowing resources to be shared.
- Internet – Explore how computers worldwide connect across the global communications network. While the internet provides huge benefits to society, security of data is an issue and will be assessed.
- System Life Cycle – Information systems are developed within a planned continuous cycle that covers the initial development of the system, through to its scheduled update or redevelopment.

Beyond A Level

Any pupil who studies information technology have a range of career options and approaches from which to choose. Medicine, science, entertainment, literature, education and sport bear the mark of technological progress.

Employment of computer and information technology occupations is projected to grow 13% from 2016 to 2026, faster than the average for all occupations. (Bureau of Labour Statistics, United States Department of Labour). With the introduction of new software, database management systems, smart phone application, cloud computing etc. more and more companies are looking to employ people who understand how to implement and run new software solutions.

To begin your journey towards a successful career in the field of Information Technology, or to supplement other career choices where data management will be a major component, the Information Technology A Level may be the course for you.

Recommended Prior Attainment

- None, although at least a 7 in GCSE I.T. or Computer Science is strongly recommended.

Mathematics (A Level)

Mathematics has been part of the development of many great civilizations – it is rightly called both ‘The Queen’ and ‘The Tool’ of the Sciences.

On the one hand, mathematicians solve mathematical puzzles for the same reasons that mountaineers climb Everest, which cyclists enter the Tour de France, or indeed that wordsmiths take on the *Times*’ crossword; for the sheer sense of satisfaction when the challenge is overcome. On the other hand, the applications of Mathematics surround us in our everyday lives: mobile telephones, traffic lights, the weather forecast, even the layout of supermarket shelves. Clearly it complements a wide range of other A Levels, and is particularly useful in subjects which have some mathematical assessment, including Physics, Chemistry, Biology, economics, computer science, Geography and psychology.

The teaching and learning that will be take place in lessons will aim to develop an understanding of Mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment. Pupils will develop abilities to reason logically and recognise incorrect reasoning, to generate and to construct mathematical proofs and to extend the range of mathematical skills and techniques to allow the opportunity to use them in unstructured problems. Pupils will also develop an understanding of coherence and progression in Mathematics and how different areas can be connected, using Mathematics as an effective means of communication and will develop an awareness of the relevance of the discipline to other fields of study and society in general.

Course Overview

For the successful completion of the Mathematics A Level, pupils will need to complete three papers comprising of Pure and Applied Mathematics. The Pure element comprises of two thirds of the course and is covered in papers 1 and 2. The Applied elements, Mechanics and Statistics, are covered in paper 3.

- **Pure Mechanics (Paper 1 - 33% and Paper 2 - 33%).** Proof, algebra and functions, coordinate geometry in the (x, y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods, vectors.
- **Mechanics (50% of Paper 3)** - Quantities and units in mechanics, kinematics, forces and Newton’s laws, moments.
- **Statistics (50% of Paper 3)** - Statistical sampling, data presentation and interpretation, probability, statistical distributions, statistical hypothesis testing.

Beyond A Level

We use Mathematics every day. A firm grasp of mathematical ideas is invaluable to living in the modern world, whether you are saving up for a holiday, working out how much tax you have to pay, estimating how much carpet you will need for your lounge, calculating your share of a restaurant bill or counting how many more points your favourite football team needs to win the league!

Mathematics is arguably the most marketable of subjects. Mathematics at A Level is either a highly desirable or an essential requirement for many courses, including Mathematics, Accounting, Physics, Chemistry, Computing, Engineering, Business, Economics and Architecture. It is difficult to think of any course or career where it would not be welcomed in combination with other subjects.

Mathematics requires critical thinking and the use of logic and reason. It demands perseverance, verve and fearlessness. Mathematicians seek simplicity and the most famous theories are admired for their beauty and their elegance. It is a subject that is scientific in nature but allows artistry, creativity and inventiveness to flourish.

Recommended Prior Attainment

- An 8 or 9 in GCSE Mathematics is required for Mathematics A Level.

Music (BTEC)

BTEC Music (Performing) is both a practical and academic course and pupils will be encouraged to be actively involved in the Music life of the college.

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 practical means by playing, singing, experimenting and remixing as well as theoretical analysis.

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.

BTEC Music will 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.

Course Overview

The BTEC Level 3 Subsidiary Diploma in Music (Performing) is divided into 60 credits and has 360 guided learning hours. It consists of one mandatory unit plus at least one specialist unit plus optional units that provide for a combined total of 60 credits (where at least 45 credits must be at level 3 or above). All six units will be completed over the two year course.

The units studied are as follows:

- Unit 23 - Music Performance Techniques (mandatory - 10 credits)
- Unit 40 - Working and Developing as a Musical Ensemble (specialist - 10 credits)
- Unit 7 - Composing Music (optional - 40 credits)
- Unit 21 - Music in the Community (optional - 40 credits)
- Unit 36 - Studying Music from Around the World (Optional - 40 credits)
- Unit 39 - The Sound and Music Industry (Optional - 40 credits)

Assessment

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.

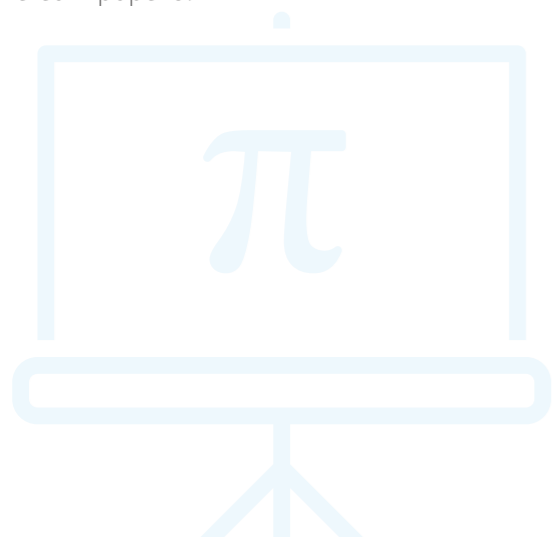
Beyond A Level

BTEC Music will look impressive on any CV – top universities value musical learning and experiences. Not only does it give pupils the opportunity to enter employment in the music and music technology industries but it gives them the opportunity to develop a range of skills and techniques, and attributes essential for successful performance in working life and to improve confidence, analytical skills, mathematical thinking, problem solving, logic, entrepreneurship, industry awareness and the ability to form an argument.

A Distinction is worth 48 UCAS tariff points and most universities will consider a distinction the equivalent of an A grade at A Level, with a merit equivalent to a B grade. It is perfectly acceptable to combine a BTEC qualification with two other A Levels.

Recommended Prior Attainment

- None, although at least a 7 in Music at GCSE and at least grade 5 standard in one instrument are strongly recommended.



Physics (A Level)

Physics is often regarded as the most fundamental of the natural sciences with its far reaching principles.

For centuries physicists have gradually unlocked the mechanisms of our infinitely complex universe, building the foundations on which modern society is built. The study of Physics at A Level will ultimately allow you to admire and begin to comprehend the complexities of nature and her awe-inspiring beauty.

Such appreciation requires far more than the superficial topic-based study adopted at GCSE. Success at A Level requires an in-depth understanding of many fundamental concepts which can only be achieved through a rigorous academic approach. The mathematical skills required in Year 12 are not great and consequently, Mathematics is used mainly as a tool to help develop ideas. A greater emphasis is placed on succinct written explanations.

Course Overview

The A Level Physics course offered at Brighton College is comprised of the following areas of study:

- Mechanics
- Electric Circuits
- Waves and the Particle Nature of Light
- Materials
- Further Mechanics
- Space
- Nuclear Radiation
- Thermodynamics
- Electric and Magnetic Fields
- Gravitational Fields
- Oscillations
- Experimental Methods (including questions on core practicals)

Assessments

In Physics lessons, pupils will prepare for the following key assessments:

- Three examination papers (100% written assessment)
- 16 mandatory practicals, covering each of the 12 techniques that are assessed via the written examination papers

Please note that the Physics examinations include mathematical content that equates to 40% of the total grade.

Beyond A Level

Apart from its importance as a subject to be studied in its own right (there are numerous openings for Physics graduates in very many areas of research, both academic and industrial), Physics at A Level is a necessary qualification for most scientific and engineering courses in Higher Education.

Recommended Prior Attainment

- At least a 7 in GCSE Physics is required.
- A grade 7 or higher in Mathematics is strongly recommended.

Psychology (A Level)

Psychology is the study of the human mind and its functions, especially those affecting human behaviour.

The mind is something intangible that exists within our brain. An unseen process of enzymes, chemicals and electronic current moving within the structure of our neural networks dictates why we feel, think and behave the way we do. But why is it that some people suffer from stress and mental illness? Why do some people fear snakes yet a few think that they are cuddly? Psychology looks at questions like these in the study of the human mind and behaviour. It is a science with cutting edge research that has real world applications to issues in everyday life. Psychologists observe and measure behaviour and their therapies are based on scientific study. Psychology involves the study of theory, explanation, empirical evidence and practical applications.

Studying Psychology will provide you with an exciting and engaging curriculum allowing you to develop an awareness and importance of lifelong learning skills. Psychology will train and prepare you for careers in professional practice and develop skills to support you in Higher Education such as critical analysis, independent thinking and research.

Course Overview

The AQA Psychology course consists of three units which are examined at the end of the course through three examination papers:

- Paper 1 – Introductory Topics in Psychology including social influence, memory, attachment and psychopathology
- Paper 2 – Psychology in context including the five main approaches within psychology and research methods
- Paper 3 – Issues and options in Psychology includes evaluation of debates within the discipline, followed by questions where pupils have a choice of one topic from each of three sub-sections:
 - a) Relationships, gender, cognition and development
 - b) Schizophrenia, eating behaviour and stress
 - c) Aggression, forensic psychology and addiction.

Assessment

Each paper is assessed via a two-hour written examination at the end of Year 13 and all three are weighted equally.

Beyond A Level

Many of the pupils who study Psychology at A Level go on to complete a BPS accredited degree course in the subject. From this they can progress to being professional psychologists (clinical, educational, occupational, sports, research, forensic) or to qualify as a lawyer, move into management or any of a variety of careers that make use of their ability to communicate, to analyse data and to understand people.

Recommended Prior Attainment

- None, although at least a grade 7 in English Language, Mathematics and Biology are strongly recommended.

Spanish (A Level)

The A Level Spanish course is fascinating, poignant and relevant.

There is a focus on how Spanish-speaking society has been shaped, socially and culturally, and how it continues to change. In the first year, aspects of the social context are studied, together with the artistic life of Spanish-speaking countries. In the second year, further aspects of the social background are covered, focusing on matters associated with multiculturalism. Pupils will also study aspects of the political landscape, including the future of life in the Hispanic world, by focusing on young people and their political engagement. In doing so, pupils will develop their language skills whilst acquiring a knowledge and understanding of these themes. The study of a literary text and film also offers opportunities to link with this content, developing an appreciation of sophisticated and creative uses of language and understanding the works within their cultural, social and historical context.

Course Overview

In lessons, pupils will study the course content through a variety of media, including newspaper articles, extracts from books and magazines, websites and news reports. Core textbooks will be accompanied by up-to-date, topical resources.

Assessment

The examination consists of three papers.

In Paper 1, pupils are assessed on social issues and trends and political and artistic culture through listening and responding to spoken passages from a range of contexts and sources. They will also read and respond to a variety of topical texts from a range of authentic resources. Finally, grammatical knowledge is assessed by means of translation.

In Paper 2, pupils will sit a writing examination in which they will respond to two essay questions: one on a literary text and one on a film, both of which will have been studied throughout the course.

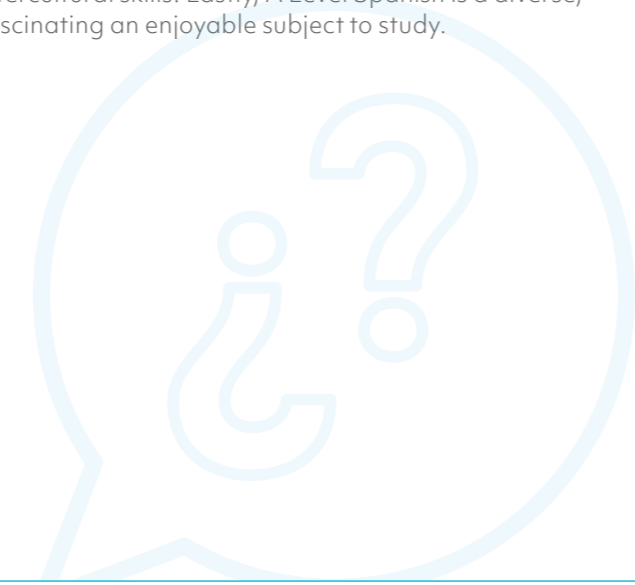
Lastly, Paper 3 consists of a discussion in the target language based on a sub-theme of the core content, followed by a two-minute presentation and discussion of an individual research project, chosen by the pupil. This qualification is linear, which means that pupils will sit all of their examinations at the end of the course.

All A Level linguists are strongly encouraged to spend some time abroad during their course.

Beyond A Level

We live in a multilingual, global society where the ability to communicate with others all over the world is paramount. An A Level in Spanish is therefore not simply a qualification; rather, it is a valuable skill for life. Languages complement and enhance a whole variety of subjects and provide you with a key attribute which will make you attractive to both institutes of Higher Education, and indeed in the jobs market.

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, history or international relations. Linguists often have highly developed communication, interpersonal and intercultural skills. Lastly, A Level Spanish is a diverse, fascinating and enjoyable subject to study.



Recommended Prior Attainment

- At least a 7 in GCSE Spanish. To enjoy the course you must have a genuine interest in other cultures and the dedication to learn vocabulary and grammar.

Sport (BTEC Level 3 Subsidiary Diploma)

Sport and Sport Science is one of the world's greatest current success stories.

The largest current growth market for job creation, financial investment and a rapidly increasing global interest in all aspects of health, fitness and sport means that employers are looking for recruits who have a thorough grounding in the latest industry requirements and work-ready skills, for example leadership.

Learners who progress to Higher Education need experience of research, extended writing and meeting deadlines as well as practical, vocational knowledge in a range of sport related areas. Our BTEC qualification provides the breadth and depth of learning to give our pupils this experience. The International Subsidiary Diploma in Sport is equivalent in size to one A Level.

Course Overview

The course includes at least five units of which two are mandatory (50% of the course) and two that will be chosen based on the pupils undertaking the course and the particular skillsets of our teachers.

It therefore provides a broad and balanced basis of study for the sport and health sector which is designed to support progression to Higher Education and the workplace as well as complements other BTEC qualifications or A Levels.

Mandatory units for study are as follows:

- Health, Wellbeing and Sport (25% of course)
- Practical Sport Performance (25% of course)

The mandatory content ensures that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be recognised and valued by Higher Education and employers.



Assessment

Assessment in this course is designed to fit the purpose and objective of the qualification. Some units are externally set but others are chosen internally allowing us to select the most appropriate assessment style for the topic. Learners, for example, could be given opportunities to: write up the findings of their own research, use case studies to explore complex or unfamiliar situations, carry out projects for which they have choice over the direction and outcomes or demonstrate practical and technical skills using appropriate processes.

Some units are synoptic in nature and so allow pupils to draw and demonstrate knowledge across units. All assessment is internal but subject to external standards verification.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U).

Beyond the BTEC

Into Higher Education:

The Subsidiary Diploma in Sport is a recognised qualification by Higher Education providers and contributes to meeting admission requirements to many relevant sport science courses such as a BA (Hons) degree and BSc (Hons) degree in Sport Science or a BEd in Physical Education.

Into the workplace:

After this qualification, learners can also progress directly into employment such as teaching, sports science, marketing, nutrition and wellbeing, sports management, facilities management, coaching and physiotherapy and personal training.

Recommended Prior Attainment

- A strong commitment to the BTEC Philosophy and an understanding of the demands of the course. You would be expected to have demonstrated a high level of effort and commitment to your GCSE studies.

Extended Project

The Extended Project Qualification (EPQ) is a well-established award which centres around developing pupils' independent research and study skills as they work towards creating and delivering a formal presentation on a subject of personal interest. It is highly regarded by universities and employers as the achievement of the qualification is a good indicator of developed independent study skills, particularly the ability to undertake research and analyse material.

The topic which a pupil chooses for their research project does not necessarily need to be linked to their A Level subjects and many pupils embrace this opportunity to explore an area about which they are passionate inside or outside of College. In practice, the chosen topic does often relate to future university study and can be a good way of indicating interest and knowledge in a degree course for which there is no directly corresponding A Level qualification in the Sixth Form.

Pupils will choose an area of interest, draft a research proposal and project aims, and then research and carry out the project, culminating in the delivery of a presentation to a specified audience. They will be supported throughout this process by their designated EPQ supervisor who will be a member of the Sixth Form teaching staff. The final presentation will be assessed according to a range of skills including project management, reflection and self-directed learning. There is a current award of 70 UCAS points for an A* in this award.

The Extended Project Qualification is available to all pupils in addition to their A Level options and will involve regular contact meetings with their EPQ Supervisor, rather than timetabled lessons.



Leadership Opportunities at Brighton College Al Ain

Brighton College Al Ain 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.



BRIGHTON COLLEGE
AL AIN



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