



BRIGHTON COLLEGE
DUBAI

OPTIONS AT 14

GUIDANCE FOR PUPILS COMMENCING GCSE'S IN SEPTEMBER 2023





Introduction from the Head of Senior School



We are truly delighted to be welcoming you to Brighton College Dubai Senior School. We pride ourselves on our excellent teaching; high levels of academic challenge; outstanding pastoral care and sound careers advice and guidance.

Here at Brighton College Dubai, within the supportive unit of your House and Year Group community, we will endeavour to ensure that you enjoy and flourish in your chosen academic subjects, that you take advantage of the various co-curricular opportunities on offer and that you are guided and helped as you navigate your way through the university admissions process. Brighton College Dubai opened in September 2018 following in the footsteps of Brighton Abu Dhabi (2011) and Brighton Al Ain (2013) and, whilst we are still relatively young in the United Arab Emirates, we are enriched by over 170 years of history from our sister school, Brighton College (1845), in the UK. The Sunday Times Parent Power 2020, and 2021 placed Brighton College UK as the highest ranked co-educational school in England in their comprehensive survey of schools' academic performance. It is our hope that, when the time comes, you will be ready to leave the College and be excited by what the future holds, but also that you will look back on your experience with fondness. Throughout your time with us, you should also gain the confidence and freedom to develop your individual interests inside and

outside of the classroom, learning to challenge that which you might have accepted as fact, pushing yourself to excel in all that you do. In essence, we want you to develop an appreciation that education is something you should seek to acquire - not simply something that you are given.

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

Your options subject choices will initially focus, quite rightly, on the subjects you enjoy, but you will also inevitably start to think about life beyond Brighton College Dubai – university, career and further qualifications. The key will be to strike the balance between what you are good at, and love doing, and what skills you will need to lead you into future careers, some of which probably do not even exist yet! Our options process will take place in the Spring Term, with the option blocks for 2023-2024 included in the booklet to help to guide your choices. Inevitably, we cannot offer every subject at the same time so there will be some combinations of subjects which are not possible, but the blocks will be constructed in such a way as to minimise potential restrictions. The information that follows gives more detail on the subjects we offer. Please do get in touch if you would like to discuss any of these decisions further, and good luck!

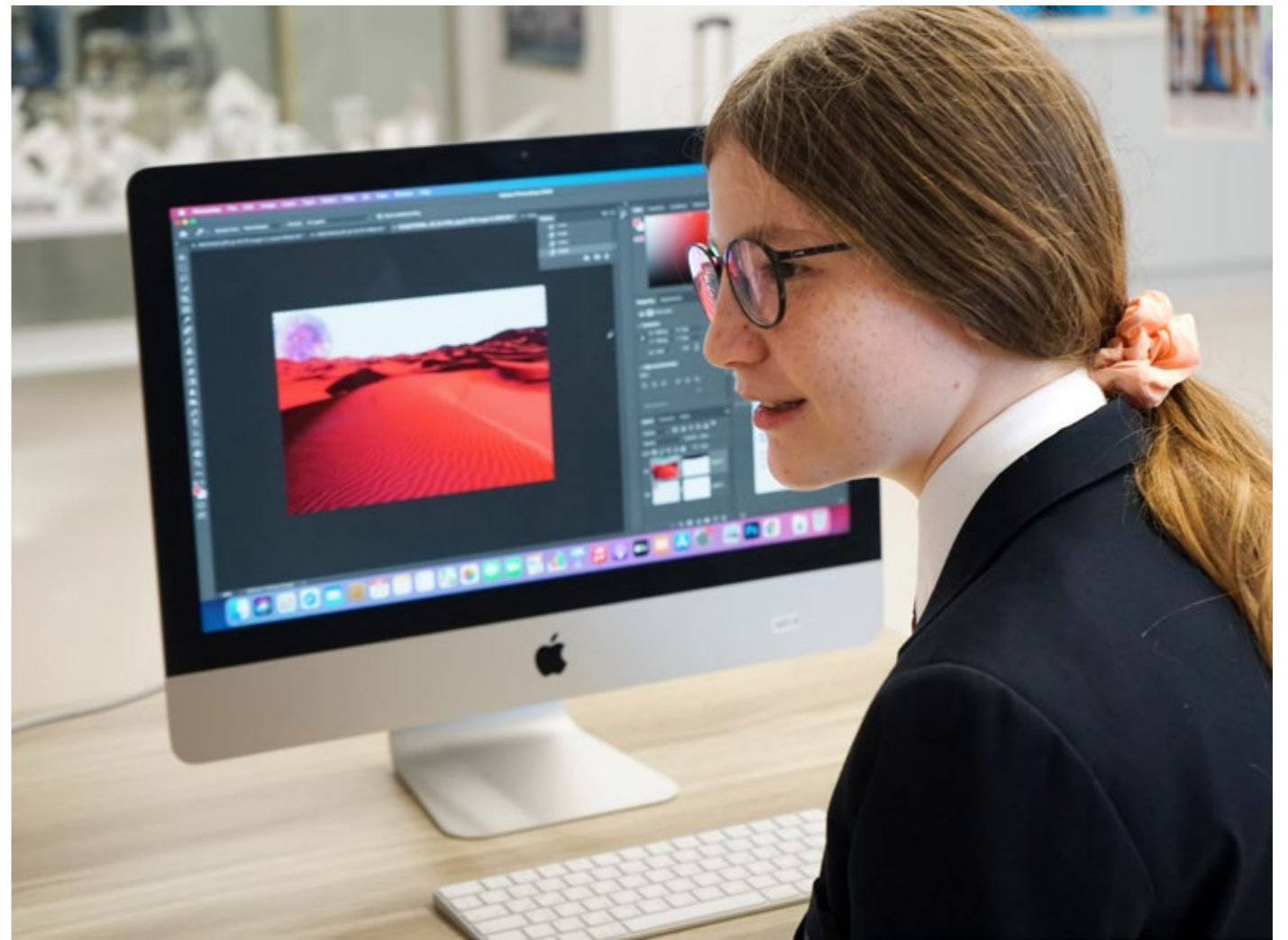
Best wishes,

Jane Clewlow
Head of Senior School



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Introduction to the GCSEs

GCSEs are a two-year course offered in core subjects in the British curriculum usually taken between the ages of 14 and 16..

These courses are designed to give the pupils foundations in these subjects that will provide a platform for future study and careers. Pupils will take on average between 8 to 10 subjects. They form part of the continuous development of the pupil's academic profile and the first real opportunity they have to select an academic direction for themselves. Most of all in these two years we will encourage pupils to learn what they love. This is an opportunity to select subjects that may form part of their future, but also to select subjects they truly love to learn.

We are frequently asked, 'what is the difference between GCSEs and IGCSEs?' The below explanation should help:

The General Certificate of Secondary Education (GCSEs) qualifications were introduced in 1986 and are sat each year by thousands of children across the globe. International GCSEs (iGCSEs) were introduced much later but are the same qualification. Normal GCSEs are recognised as a standard qualification in England, Wales, and Northern Ireland but can also be sat in other countries. IGCSEs are the international equivalent of this and are recognised in a wider range of countries.

Originally, IGCSEs were sat most often by children in international schools to ensure they had qualifications that would be relevant in countries outside of the UK. However, many public schools within the UK offered the IGCSE, some under the guise that they are 'more challenging', but since changes were made to the structure of the courses in 2017, they have been found to be roughly equivalent to standard GCSEs when it comes to difficulty. The UK IGCSE is equivalent to the secondary school curriculum in many other countries – including Hong Kong's HKCEE, the Indian CBSE, and the North American GED.

The Brighton College Curriculum: Year 7-9 (Lower Senior School)

In Years 7 and 8, all pupils study English, Arabic, mathematics, science, art, design and technology, drama, The Story of Our Land (history, geography and religious studies combined), computer science, music and physical education.

Pupils will also choose one language, either French, Spanish or German, from Year 7 onwards. Core moral, social and cultural studies; Islamic studies and PSHE are also taught to all pupils. As in the Prep school assessment is embedded into the curriculum through both formative and summative assessments which will allow teachers to know their pupils in depth and carefully monitor, track and plan for their progress. Pupils should, with the assistance of their tutor, take ownership of their learning, recognise their strengths and weaknesses and have the tools to address these.

In Year 9 all these subjects continue but there is a greater focus on helping pupils to decide the subjects they will eventually take to GCSE/IGCSE. From the beginning of the year pupils are spoken to about their options and offered support from their tutor, House Mistress and the Assistant Head – Senior as the year progresses. Staff will act on advice from heads of department and subject teachers as to each pupil's suitability for courses at Key Stage 4. Pupils are consulted throughout the year and at the start of their Spring Term they will begin the process of selecting their GCSE choices.



IGCSE and GCSE subjects being offered in 2023:

Core Subjects – all pupils have to study these:

- English Language
- English Literature
- Mathematics
- Combined Science (Biology, Chemistry, Physics)
- Arabic B
- Moral, Social and Cultural Studies
- PSHE (Personal, Social, Health and Economic education)
- Islamic Education or Literacy/Numeracy
- Practical PE

Optional subjects:

- Art
- Business
- Computer Science
- Design Technology
- Drama
- French
- Geography
- German
- History
- Media Studies
- Music
- Physical Education
- Photography
- Psychology
- Separate sciences: Biology, Chemistry, Physics
- Spanish
- Islamic Education

Factors to be considered when choosing subjects:

- Interest and enjoyment
- Ability and progress
- Sensible combinations (those which are likely to ensure a broad education)
- Balance of exam-based and coursework-heavy subjects
- The amount of time the subjects take outside of the classroom- art, drama, DT and music will require far more time than other subjects due to the nature of their work

Above all, we recommend that pupils study the subjects that they enjoy most, and in which they perform best. It is most likely that these are the subjects which would earn them the best grades at GCSE and that they will be among the subjects from which the pupils will eventually select their A-levels. Needless to say, we expect pupils to work hard in all their subjects, compulsory or chosen.





GCSE Arabic B (EDEXCEL)

Course description

Studying Arabic at GCSE level will give pupils the opportunity to learn how to communicate in the UAE and other Arabic-speaking countries. They will also learn more about Arabic civilisation and culture. Choosing GCSE Arabic will also provide pupils with the chance to develop their language skills and improve their skills of memorisation and speed reading. Communication skills are vital in our world today. Being able to speak, listen, read and write are the cornerstones of building personal relationships and being successful in all aspects of life.

The GCSE Arabic Language course allows pupils to develop their:

- Ability to communicate effectively with others. Pupils will continue to develop their speaking and listening, reading and writing skills during their GCSE.
- Communicate in speech for a variety of purposes.
- Read and respond to different types of written language.
- Communicate in writing for a variety of purposes.
- Understand and apply a range of vocabulary and structures.
- Develop language learning and communication skills which can be applied broadly.

Arabic at GCSE level

Pupils who opt to take Arabic at GCSE level follow the Edexcel course. The aims are to develop the ability to communicate effectively through the spoken and written word. They will use a range of vocabulary and structures, developing an understanding of the spoken and written forms in a range of contexts. Pupils develop knowledge of Arabic and language-learning skills, as well as a deepening cultural awareness through a variety of learning tasks and topic-based activities. Topics are divided into five main areas including 'Home and Abroad', 'Education, Training and Employment', 'House, Home and Daily Routine', 'Media, Entertainment and Youth Culture' and 'Social Activities, Fitness and Health'. At the end of the course the pupils will sit an examination in each skill area.

Form of Assessment: The Arabic GCSE specification assesses pupils in four skills areas:

- Listening and understanding
- Speaking
- Reading and understanding:
- Writing

If you need any more information, please contact Mr Aref aaref@brightoncollegedubai.ae

Exam Board: Edexcel Specification code: 1AA0

كلية برايتون دبي

GCSE Art and Design (AQA)



Course description

Our GCSE Art and Design: Art, Craft and Design course encourages imagination, observation and analysis of the visual world. It provides the opportunity to learn across a variety of processes, tools, techniques, materials and resources. They will explore and create work associated with two of the following: Fine Art, Graphic Communication, Textile Design, Three-Dimensional Design and Photography.

Please see further information below:

- **Fine art:** drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art.
- **Graphic communication:** communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), multi-media, motion graphics, signage and exhibition graphics.
- **Textile design:** art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.

- **Three-dimensional design:** architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, exhibition design, three-dimensional digital design and designs for theatre, film and television.
- **Photography:** portraiture, location photography, studio photography, experimental imagery, installation, documentary

Drawing is a fundamental element of the course and pupils will learn to use drawing as a basic tool for research, idea development and experimentation, across a range of media. Museum and gallery visits will lead to the practical exploration of art history and contemporary artists through copies and sketchbook analysis.

Course structure

The Art and Design GCSE is split into two key components: the coursework portfolio and the externally set assignment. The coursework portfolio is worth 60% of the overall GCSE and the externally set task is worth 40%. Both components are marked internally and moderated by AQA.

Component 1: Coursework Portfolio – 60%

Pupils create practical work that clearly investigates an idea, issue, concept or theme across two of the following titles: Fine Art, Graphic Communication, Textile Design, Three-Dimensional Design and Photography. The investigation follows a journey, through sketchbook and portfolio work, from the pupil's initial intentions and it leads to a finished outcome or a series of related finished outcomes. This work will evidence the pupil's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. It is informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

Component 2: Externally Set Assignment – 40%

Component 2 is an externally set assignment set by AQA. This component is completed in the second year of the course after the Winter Break. It includes a preparatory period and culminates with a 10-hour supervised assessment. Pupils will produce work from one or more of the previously mentioned titles. This will provide 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.

Post-16 Options

The GCSE Art and Design course is an essential foundation for A Levels, or equivalent, in Art and Design, Textiles and Photography. Additionally, it provides the skills required for a wide range of career and university pathways including art, design, architecture, graphics, communications, film, fashion, gallery and museum curation and the creative industries. Most pupils who progress with art after secondary school will apply for an art foundation course at university.

Should you have any questions about the GCSE Art syllabus, please contact Miss Ibbitson at aibbitson@brightoncollegedubai.ae



GCSE Business (EDEXCEL)

Course description

The GCSE Business course will give learners a sound understanding of business and the ability to use knowledge, skills and understanding appropriately in the context of the United Kingdom as well as in international markets.

The aims of the course are to:

1. Enable pupils to use relevant terminology, concepts and methods effectively and recognise the strengths and limitations of the ideas used
2. Develop pupils' knowledge, understanding and skills and apply them to current issues in a wide range of appropriate international and UK contexts
3. Enable pupils to use an enquiring, critical approach to distinguish between facts and opinion and evaluate qualitative and quantitative data, to help build arguments and make informed judgments
4. Further pupils' appreciation of different stakeholders' perspectives
5. Develop pupils' understanding of the dynamics of business activity and the related considerations of ethics and sustainability in business.

Course content

There are five main areas of subject content:

Theme 1: Investigating small business – External Examination
1h 30m 50%

Theme 2: Building a business – External Examination
1h 30m 50%



Topics covered during course:

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business
- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Assessment

Pupils will sit two exam papers which will account for 100% of the final GCSE grade. The examinations will take place at the end of Year 11.

Should you have any questions about the GCSE Business syllabus, please contact Mr Hall at jhall@brightoncollegedubai.ae

GCSE Computer Science (CIE)

Course description

A high-quality computing education encourages pupils to think creatively, innovatively, analytically, logically and critically. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of Computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, and develop systems, including software and hardware. Computing also ensures that pupils become digitally literate and are aware of the consequences of computing (including social, legal, ethical and other issues) in addition to emerging technologies and their potential impact on society.

The understanding and application of the system life cycle is of utmost importance when creating digital solutions. Pupils will identify, analyse, plan, implement, test and evaluate continuously during their course of study of Computing.

The focus on e-safety and digital citizenship are of utmost importance and shall be modelled and incorporated into lessons which include; safe and purposeful communication with others, sharing of folders, files and ideas and an understanding of cyber safety and local laws.

Specification:

Cambridge iGCSE Computer Science Computer Science (Cambridge iGCSE Syllabus 0984)

Aims:

The aims of this course are to develop robust analytical and problem-solving skills, and creative thinkers through the study of the theory of Computer Science and its practical applications. Pupils will learn how components of computer systems interrelate and they will use a high-level programming language to solve computer-based problems.

This course provides a solid foundation for future study of Computer Science at A-level.

Content:

Section 1: Theory of Computer Science Data Representation

- Binary Systems
- Hexadecimal
- Data Storage
- **Communication and internet technologies**
- Data transmission
- Security Aspects
- Internet principals of operation
- **Hardware and software**
- Logic gates
- Computer architecture and the fetch-execute cycle
- Input devices
- Output devices
- Memory, storage devices and media
- Operating systems
- High and low-level languages and their translators
- **Security**
- Keeping data safe - accidental damage, corruption, malicious actions
- Keeping data safe – storage, passwords (keyboard and biometric), firewalls, security protocols and encryption
- Phishing, pharming, denial of service
- Describe real- life scenarios of the above
- **Ethics**
- Computer ethics, copyright and plagiarism
- Distinguish between software, freeware and shareware
- Show an understanding of ethical issues which arise through the use of electronic communication and computer systems



Section 2: Practical Problem-solving and Programming

Algorithm design and problem-solving

- Problem-solving and design
- Pseudocode and flowcharts

Programming

- Programming concepts using Python
- Data structures; arrays

Databases

- Relational databases

Examination:

- Paper 1: Theory
- Time: 1 hour 45 minutes
- Weighting: 60% (75 marks)

Based on Section 1 of the subject content, short answer and structured questions.

- Paper 2: Problem-solving and Programming
- Time: 1 hour 45 minutes
- Weighting: 40% (50 marks)

Based on Section 2 of the subject content, short-answer and structured questions.

For more information, please contact Mr. Dunn on mdunn@brightoncollegedubai.ae



Design Technology (AQA)

Course description

At Brighton College Dubai pupils study a wide-ranging and in-depth Design Technology course in Years 7- 9 which includes practical and theoretical knowledge of a variety of materials and processes. Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

3D Design at GCSE level

Areas of study

In Component 1 and Component 2 pupils are required to work in one or more area(s) of three-dimensional design, such as those listed below:

- architectural design
- sculpture
- ceramics
- product design
- jewellery and body adornment
- interior design
- environmental/landscape/garden design
- exhibition design
- 3D digital design
- designs for theatre, film and television.

They may explore overlapping areas and combinations of areas.

Knowledge, understanding and skills

Pupils must develop and apply the knowledge, understanding and skills specified in the Subject content to realise personal intentions relevant to three-dimensional design and their selected area(s) of study.

The following aspects of knowledge, understanding and skills are defined in further detail to ensure pupils' work is clearly focused and relevant to three-dimensional design.

Knowledge and understanding

The way sources inspire the development of ideas relevant to three-dimensional design including:

- how sources relate to historical, contemporary, cultural, social, environmental and creative contexts
- how ideas, feelings, forms, and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission.

The ways in which meanings, ideas and intentions relevant to three-dimensional design can be communicated include the use of:

- figurative and non-figurative forms of representation, stylisation, simplification, exaggeration, the relationship between form and surface embellishment, constructional considerations and imaginative interpretation
- visual and tactile elements such as:
 - colour
 - line
 - form
 - tone
 - texture
 - space
 - proportion
 - decoration
 - scale
 - structure
 - shape
 - pattern.

Skills

Within the context of three-dimensional design, pupils must demonstrate the ability to:

- use three-dimensional techniques and processes, appropriate to pupils' personal intentions, for example:
 - model making
 - constructing
 - surface treatment
 - assembling
 - modelling
- use media and materials, as appropriate to pupils' personal intentions, for example:
 - drawing materials
 - clay
 - wood
 - metal
 - plaster
 - plastic
 - found materials.

Assessments:

Pupils must complete 2 components.

Component 1: Portfolio

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the pupils' course of study

How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

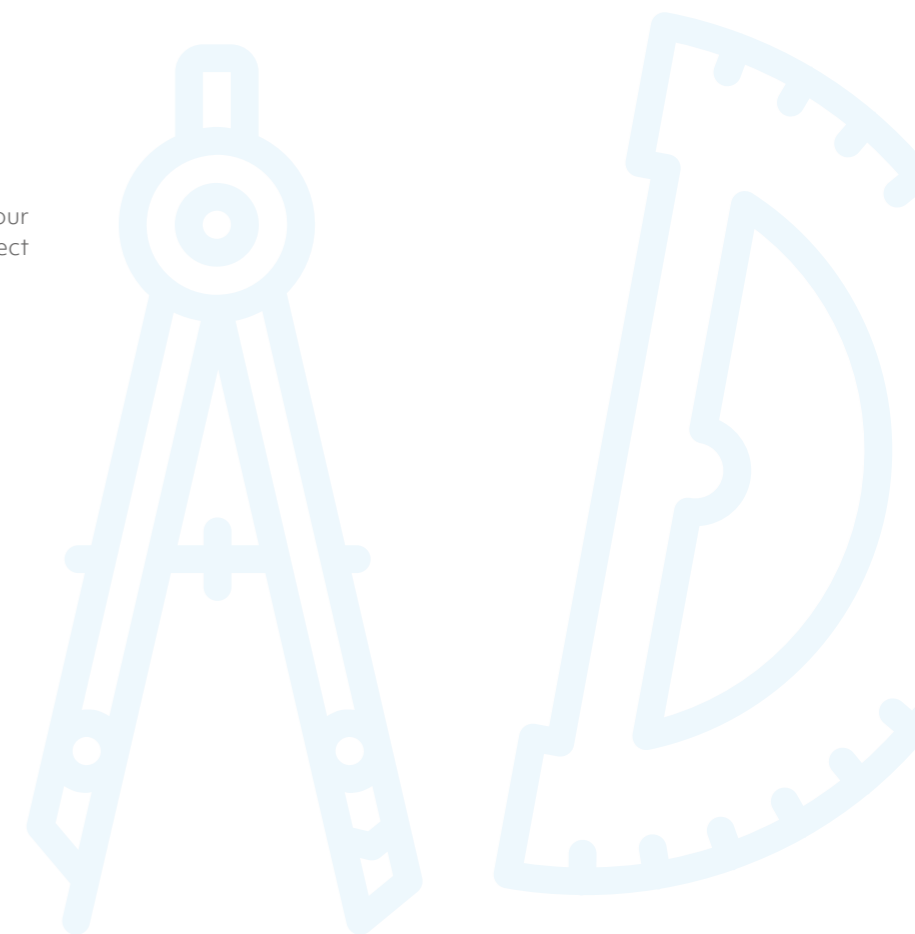
Component 2: Externally set assignment.

Pupils respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

For more information, please contact Mr Ross at aross@brightoncollegedubai.ae



Drama (AQA)

Course description

The drama department at Brighton College Dubai is committed to preparing, training, and advancing drama as a subject, an art form and communication skill set in an environment that encourages exploration in every theatrical discipline, pursues excellence, promotes wonder, empathy and understanding in the world.

Drama as an Art Form “Drama is about storytelling”

To nurture imagination and court inspiration through mastery of skills and techniques, to create fluent, authentic, original storytelling that illuminates the complexity of the human spirit and can question accepted wisdom.

Drama as Collaboration “Drama is about teamwork”

To focus and attend both to process results, hearing the voices of colleagues and striving for a collective vision of our goals; we prize the contributions and accomplishments of the individual and of the team.

Drama as Discovery “Drama is about exploring and taking risks”

To foster curiosity, invention, bravery, and humor: we risk and learn from failure and vulnerability in order to build lifelong habits of innovation and revelation.

Inclusion in Drama “Drama is for all”

We are committed to fair and ongoing practices that enhance our relationships with theatre makers, audiences, and society, finding strength in our diversity, and lowering barriers to participation in the classroom and on the stage.

Drama – Key Stage 4 GCSE

In Years 10 and 11, pupils can opt to take the AQA GCSE Drama course, which involves a combination of scripted performance, original devised work and the study of a set play. 60% of the course is assessed through practical work and the remaining 40% through a one and a half hour written exam. Set plays have included “Blood Brothers” and “The Crucible” and “A Midsummer Night’s Dream”. Pupils are taught how to structure and present their own original devised plays based on a given stimulus; they also learn how to interpret and perform play texts written by established playwrights (Noel Coward, John Godber, April De Angelis, Amanda Whittington).

The work is underpinned by regular visits to theatre performances and by workshop sessions from professional theatre. Drama pupils will be prepared for one Controlled Assessment a term in either Devised Drama, Acting or Theatre-in-Education.

GCSE Drama subject content

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

The subject content for GCSE Drama is divided into three components:

1. Understanding drama
2. Devising drama
3. Texts in practice

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

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



Component 1: Understanding Drama

What’s assessed:

Knowledge and understanding of drama and theatre. Study of one set play from a choice of six. Analysis and evaluation of the work of live theatre makers

How it’s assessed:

- Written exam: 1 hour and 45 minutes
- Open book
- 40% of GCSE

Component 2: Devising Drama (Practical)

What’s assessed:

Process of creating devised drama. Performance of devised drama (pupils may contribute as performer or designer). Analysis and evaluation of own work.

How it’s assessed:

- Devising log
- Devised performance
- 40% of GCSE

This component is marked by teachers and moderated by AQA.

Component 3: Text in Practice (Practical)

What’s assessed:

Performance of two extracts from one play (pupils may contribute as performer or designer). Free choice of play but it must contrast with the set play chosen for component 1.

How it’s assessed:

- Performance of Extract 1 and Extract 2
- 20% of GCSE

For further details please contact Ms. Garner on agarner@brightoncollegedubai.ae



English (CIE)

English Curriculum Guide

English is central to every pupil's educational experience at Brighton College. As the main language of the College, through which all other subjects are taught, its strength is fundamental to success in all subjects, at all levels, for all pupils. Our vision is to inspire excellence in our pupils through the delivery of the English curriculum. We aim to empower pupils by creating, nurturing and developing a culture of excellence in reading, writing, speaking and listening.

Cambridge IGCSE First Language English (Years 10-11)

Cambridge IGCSE First Language English allows pupils to develop the ability to communicate clearly, accurately and effectively when speaking and writing; learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation; develop a personal style and an awareness of the audience being addressed. The course also develops analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively. The course components are as follows:

Paper 1: Reading (50%)

Pupils answer structured and extended questions assessing their information retrieval, understanding and analytical skills, before answering a writing question which will assess their ability to write in a given form for a specified purpose and audience. This examination is based on three unseen reading texts (a combination of fiction and non-fiction) and is 2hrs long.

Coursework (50%)

Pupils submit three assignments (each of 500-800 words): writing to describe, writing to respond and writing to narrate. These are internally assessed and externally moderated.

Cambridge IGCSE Literature in English (Years 10-11)

Cambridge IGCSE Literature in English offers pupils the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. This course enables pupils to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. The course components are as follows:

Paper 1: Poetry and Prose (50%)

Pupils answer two questions on two texts: one poem (from a selection of fifteen poems studied in the Anthology) and one prose text (from their study of a contemporary novel). There is a choice of two questions on each text. This is a closed text examination of 1hr 30mins.

Paper 3: Drama (25%)

Pupils answer one question in one text. There is a choice of two extended questions (one passage-based and one essay). This is an open text examination of 45mins.

Component 5: Coursework (25%)

Pupils submit a portfolio of two assignments, each on a different text. These are internally assessed and externally moderated.

For further details please contact Mr. McMehan on imcmehan@brightoncollegedubai.ae



Geography (EDEXCEL)

Course description

Fostering curiosity about our environment and developing an appreciation of how our world is shaped by people and nature.

Geography is a powerful subject that benefits from educating young people about the world in which they live. Every child growing up in the UAE should have the chance to learn about the world around them, the facts of poverty and underdevelopment and about the potential to build a freer and more prosperous world. As such, the study of Geography at Brighton College Dubai aims to develop knowledge and understanding of the world as well as a range of skills and values that will be beneficial for pupils' current and future roles in society.

Universities and employers are increasingly searching for young people who demonstrate that they have a strong appetite for global knowledge and understanding. The diversity of Geography ensures that such pupils are highly employable and possess the transferable skills for a world in which many careers have not yet been identified. The ability to empathise, compare and contrast, research and present are some of the skills refined in Geography that will be transferable in later life.

Through the study of Geography, Brighton College aims:

- to increase pupils' knowledge and understanding of the world they live in and the processes that shape it
- to develop pupils' knowledge of the location of places, continents and oceans
- to help pupils understand how people affect the environment they live in and how environments affect the lives of people
- to ensure pupils understand how physical and human processes interact to form diverse environments
- to understand why people's quality of life varies from place to place
- to encourage an enquiry-based approach to learning through investigative work both inside the classroom and further afield
- to be able to make decisions through the analysis of evidence
- to develop skills such as: literacy, numeracy, thinking skills, data collection, graphicacy, map skills, analysis and the use of ICT
- to ensure that pupils can interpret a wide range of evidence including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- to help pupils understand current issues and to make valued judgements on these which they can justify



- to understand the concept of sustainability and to explore alternative ways of managing environments
- to ensure that pupils can communicate geographical information in a variety of ways, including through maps and writing at length.
- to help pupils appreciate a variety of different cultures, religions and ethnic backgrounds

IGCSE Geography - Years 10 & 11

As pupils progress into Year 10 they have the option of continuing with their study of Geography. The Edexcel International GCSE in Geography specification is assessed through two exams with no coursework. Covering geographical facts, concepts, principles, and experimental skills, it is designed as a two-year course.

In Year 10 pupils complete the required fieldwork components for the course, to avoid missing lesson time in Year 11. Pupils will attend a fieldtrip within the United Arab Emirates. This trip will cover data collection techniques related to key course topics such as; the evaluation of shoreline management and an urban comparison in various areas of Dubai.

Pupils in Years 10 and 11 will study Physical and Human Geography. Topics cover the following:

Physical Geography (40%)

- Coastal Environments
- Hazardous Environments
- Human Geography (60%)
- Economic Activity and Energy
- Urban Environments
- Globalisation and Migration

For further details please contact Mr Veness on aveness@brightoncollegedubai.ae

History (AQA)

Course description

At Brighton College Dubai we follow a global history curriculum in Year 7 and Year 8. From year 9, pupils are given a course in historical methods and skills to start to prepare them for the GCSE course with a focus on WWI, the Inter-War period and WWII.

By the end of the year pupils will have the ability to:

- Recall, select and deploy relevant historical knowledge to support a coherent and logical argument
- Communicate in a clear and coherent manner using appropriate historical terminology
- Demonstrate an understanding of the complexity of historical concepts
- Distinguish clearly between cause and consequence, change and continuity, and similarity and difference, by selectively deploying accurate and relevant historical evidence
- Understand individuals and societies in the past
- Understand the importance of trying to establish motives
- Understand interpretation and evaluation of a wide range of historical sources and their use as evidence
- Identify the limitations of particular sources
- Compare and contrast a range of sources to draw clear, logical conclusions.

GCSE

The GCSE History content comprises the following elements:

- one period study
- one thematic study
- one wider world depth study
- one British depth study including the historic environment.

Paper 1: Understanding the modern world

Section A: Period studies

AC Russia, 1894–1945: Tsardom and communism

Section B: Wider world depth studies

BC Conflict and tension between East and West, 1945–1972

Written exam: 2 hours

- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – six compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

Paper 2: Shaping the nation

Section A: Thematic studies

AA Britain: Health and the people: c1000 to the present day

Section B: British depth studies including the historic environment

BC Elizabethan England, c1568–1603

Written exam: 2 hours

- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – four compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

For further details please contact Ms Duggan
sduggan@brightoncollegedubai.ae

Islamic Studies (EDEXCEL)

Course description

Learning about Islamic studies is easy as it depends on Fetrāh. It is essential to enrich one's faith and brings to light the historical and cultural aspects of Islam. Pupils are expected to be able to show that they understand the meaning of Aqedah and can practice it. Understanding, reading, and memorizing the Quran and Hadeeth are some of the aims of learning about Islam. The pupils actively learn, understand, internalize the concepts, and become motivated to implement and live them in daily life. Pupils are expected to take part in conversations, seeking and conveying information, and expressing their opinions and reasons.

Islamic is compulsory subject for all Muslim Pupils in UAE.

It is divided into Islamic A which indicates to the Arabic native pupils, and Islamic B which indicates to the non-Arabic Muslim pupils. Both courses follow the same ministry Islamic Curriculum.

At the end of (grades 7-9) the Pupils will be able to:

- Master and memorise the Qur'anic verses and interpret the words and their structures.
- Explain the provisions of Tajweed, its importance, and how to apply them during recitation.
- Memorize the eight honorable hadiths for each row, and explain meanings, and employment in life.
- Display knowledge of the characteristics of the people of Paradise, and the concepts of God, and human responsibility for its actions.
- Apply some of the ethics of mass Islam related to the mosque board and travel.
- Master of the performance of Sunan and Nawafil.
- Re-narrate the biography of the Holy Prophet in Medinah with emphasis on his most important roles as father, leader and teacher.
- Display knowledge of the biography of eight Islamic figures, four of them women and four of them men.
- Display knowledge of the reality of the Islamic nation, and the role of the UAE.
- Know the value and importance of human diversity and respect those who voice their opinions and beliefs.
- Know the classification of the wonderful creation of God in different environments and Islamic etiquette dealing with it.

For further details on this course please contact Mr. Ahmed on aaref@brightoncollegedubai.ae



Mathematics (EDEXCEL)

Year 9 and IGCSE

Pupils in year 9 will start their Edexcel IGCSE course, with the potential to sit their final examinations in the summer examinations of year 10, depending on ability and confidence.

All pupils will begin the higher-level mathematics curriculum which enables them to achieve grades of 9-4 in their final examinations.

Pupils are assessed through two, 2-hour examinations. Each paper will have approximately 40% of the marks distributed evenly over grades 4 and 5 and approximately 60% of the marks distributed evenly over grades 6, 7, 8 and 9.

The four basic strands of mathematics will be assessed, with higher weighting on Number and Algebra topics. In addition to basic skills pupils will be required to demonstrate problem-solving skills by translating problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes.

Pupils will also be required to demonstrate mathematical reasoning skills by:

- making deductions and drawing conclusions from mathematical information
- constructing chains of reasoning
- presenting arguments and proofs
- interpreting and communicating information accurately.

Should you have any questions about the syllabus please contact Mr Clewlow on aclewlow@brightoncollegedubai.ae

Media Studies (AQA)

Course description

Media is an exciting, contemporary and interactive subject. It encourages pupils to develop their creative, analytical, research, and communication skills by exploring a range of forms and viewpoints. Many pupils choose GCSE Media Studies for its relevance to their lives and for the creative and practical opportunities it provides. The school will follow the AQA specification.

The subject covers

- **Media language** – how content producers use techniques to communicate meaning
- **Media representations** – how individuals and groups are portrayed in the Media
- **Media industries** – how the business of Media is conducted
- **Media audiences** – how individuals and groups respond to media texts and how audiences are constructed and targeted

Pupils will consider examples from a variety of sources including television, radio, newspapers, magazines, advertising and marketing, social media, video games and music video. Additionally, they will focus in detail on at least one case study taken from an audio-visual, print or social media form. Resources for this are provided by the exam board.

The qualification involves one coursework project and two exams:

Pupils choose their Non-exam Assessment (N.E.A.) project (coursework) from sets of 'Production Briefs' provided by AQA. Examples include:

1. Create three minutes of a crime/thriller drama for a mainstream TV broadcaster. The sequence should include a key moment in the action. The target audience is aged 25-40.
2. Create a front page, a contents page and double page spread (4 pages in total, including at least 7 original images) for the print version of a new cross-platform popular culture magazine aimed at 20-35 year-olds. This magazine would be published by an independent company.
3. Create a website for the launch of a new video game, including a homepage, a linked page about the creation of the new game and a forum. This is the company's official website and is aimed at serious gamers of all ages.
4. Create a three-minute music video for 16-21 year-olds that has a social activism message. The video is a low-budget, self-funded project from an established band.



Exam One
1 hour 30 minutes.

Worth 35% of the GCSE. It has two sections. Section A tests understanding of Media Language and Media Representations taking examples from sources including magazines, advertising, newspapers, social media and video games. Section B focuses on Media Industries and Media Audiences. Questions can draw upon texts taken from any two of the following: radio; music video; newspapers; online, social and participatory media and video games and film.

Exam Two
1 hour 30 minutes.

Worth 35% of the GCSE. It has two sections. Section A will be based on a screening from an extract from a television programme and can test any area of the subject framework. Section B will be based on one of the following: newspapers, social media or video games. It can test any area of the framework.

Besides both branches of English, Media combines well with Business, Computer Science, Art and Drama.

Further details can be obtained from aclewlow@brightoncollegedubai.ae



Modern Foreign Languages (Pearson)

Course description

Pupils will be able to choose between three languages at GCSE: French, German and Spanish.

All languages are assessed equally across the four skills (Listening 25%, Speaking 25%, Reading 25% and Writing 25%)

Pupils will study nine topics which are categorised into five themes. The themes are:

Theme 1 – Identity and culture

Theme 2 – Local area, holiday and travel

Theme 3 – School

Theme 4 – Future aspirations, study and work

Theme 5 – International and global dimension

Most of the above topics will have already been covered to some extent throughout KS3 and will be revisited and developed during Years 10 and 11.

Pupils will also learn more about French / German / Spanish culture and will be encouraged to access cultural material (films, music, podcasts) outside of lesson to further enhance their language-learning.

For further information on Modern Language please contact Mrs Gannon sgannon@brightoncollegedubai.ae

Music (EDEXCEL)

Course description

At Brighton College Dubai, the Music Department provides a bespoke curriculum for each pupil through KS2, 3 and 4, via thorough and exciting schemes of work, enabling all pupils of all abilities to develop the three key requirements of the National Curriculum for Music;

- Composing using technology
- Performing on an instrument of the pupil's choice (including voice)
- Listening and Appraising involving a broad range of musical styles

Edexcel GCSE Music is accepted by universities and employers worldwide as providing proof of musical skills, knowledge and understanding, and of a commitment to a broad and balanced personal outlook. This syllabus offers pupils the opportunity to develop their own practical musical skills through performing and composing. Pupils also develop their listening skills in accordance with four areas of study, including not only Western Art music but also vocal music (including pop music), music for stage and screen, and world fusions. The emphasis of the syllabus is as much on developing lifelong musical skills as on acquiring knowledge.

Learners studying Edexcel GCSE Music are given the opportunity to:

- listen to and learn about music from a wide range of historical periods, modern styles, and major world cultures
- develop their skills in performing music, both individually and in a group with other musicians
- develop their skills in composing music in a style of their own choice.

This approach encourages learners to be: Confident, Responsible, Reflective, Innovative and Engaged.

The aims are to:

- enable candidates to acquire and consolidate a range of basic musical skills, knowledge and understanding
- help candidates develop a perceptive and critical response to diverse music
- help candidates to recognize and understand the music of selected non-Western traditions, and thus to form an appreciation of cultural similarities and differences
- provide a foundation for the development of an informed appreciation of music
- provide a foundation for further study in music at a higher level.

Content overview

When studying the Edexcel GCSE Music syllabus, learners listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances lifelong musical enjoyment. Learners study music of all styles; each style is placed in its historical and cultural context, and learners are encouraged to be perceptive, sensitive and critical when listening.

Assessment Overview

All candidates take three components:

Component 1: Coursework Performing 30% (60 marks)

Two prepared performances, one individual and one as part of an ensemble.

Internally marked and externally moderated.

Component 2: Coursework Composing 30% (60 marks)

Two contrasting compositions, one of which is written to a brief published in the September of Year 11, the other being of free choice.

Internally marked and externally moderated.

Component 3: 1 hour 40 minutes Listening Examination 40% (80 marks)

Written examination based on the eight set works studied, along with one wider listening extract.

Externally marked.

For further information on Music at Brighton college Dubai, please contact Miss Brierley on rbrierley@brightoncollegedubai.ae



GCSE Art and Design (Photography) (AQA)

Course description

Our GCSE Art and Design: Photography course encourages imagination, observation and analysis of the visual world. It provides the opportunity to learn across a variety of processes, tools, techniques, materials and resources. Pupils will learn how to produce images digitally and how to edit them using Photoshop and other methods. There is also the option to create a moving image too.

Drawing is a fundamental element of the course and pupils will learn to use drawing as a basic tool for research, idea development and experimentation, across a range of media. Museum and gallery visits will lead to the practical exploration of art history and contemporary artists through copies and sketchbook analysis.

Course Structure

The Art and Design: Photography GCSE is split into two key components: the coursework portfolio and the externally set assignment. The coursework portfolio is worth 60% of the overall GCSE and the externally set task is worth 40%. Both components are marked internally and moderated by AQA.

In Component 1 and Component 2 pupils are required to work in one or more area(s) of photography, such as those listed below:

- portraiture
- location photography
- studio photography
- experimental imagery
- installation
- documentary photography
- photo-journalism
- moving image: film, video and animation
- fashion photography.

They may explore overlapping areas and combinations of areas

Component 1: Coursework Portfolio – 60%

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

Component 2: Externally Set Assignment – 40%

Component 2 is an externally set assignment set by AQA. This component is completed in the second year of the course after the Winter Break. It includes a preparatory period and culminates with a 10-hour supervised assessment. This will provide 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.

Post-16 Options

The GCSE Art and Design: Photography course is an essential foundation for A Levels, or equivalent, in Art and Design, Textiles and Photography. Additionally, it provides the skills required for a wide range of career and university pathways including art, design, architecture, graphics, communications, film, fashion, gallery and museum curation and the creative industries. Most pupils who progress with art after secondary school will apply for an art foundation course at university.

Should you have any questions about the GCSE Art and Design: Photography syllabus, please contact Miss Ibbitson at aibbitson@brightoncollegedubai.ae

GCSE Psychology (AQA)

Course description

The GCSE Psychology course will give learners the opportunity to explore fundamental psychological theory and research. Students will understand the mechanisms that underpin human behaviour, emotion, and cognition. This course introduces students to the scientific nature of psychology, developing critical analysis, independent thinking, and research skills. Students will be required to describe and evaluate psychological theory and research, building strong lines of argument through essay style answers.

Course Content

Cognition and behaviour

1. Memory
2. Perception
3. Development
4. Research methods

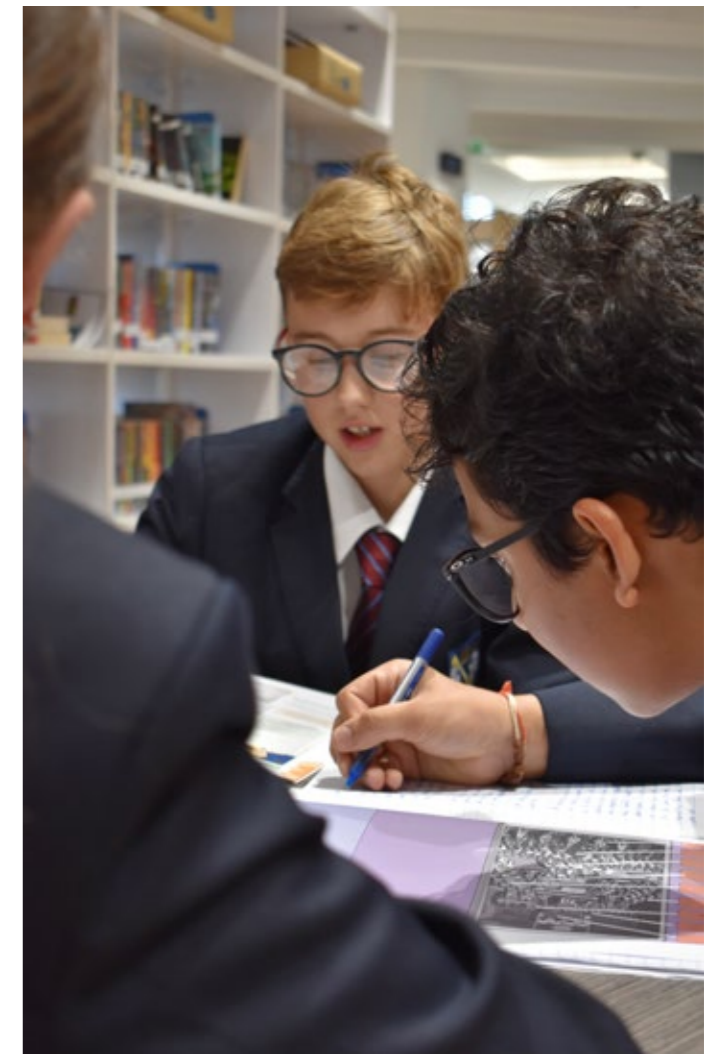
Social context and behaviour

1. Social influence
2. Language, thought and communication
3. Brain and neuropsychology
4. Psychological problems

Progression

Once you gain your GCSE Psychology, you can put this towards further education in Psychology or other social sciences. All Psychology careers start with a three-to-four-year bachelor's degree. Should you aspire to become a Chartered Psychologist or register as a Practitioner Psychologist then postgraduate study and training will be essential.

You can choose to specialise in areas such as Clinical, Counselling, Educational, Occupational, Sport and Exercise or Forensic Psychology. Others who study Psychology move into fields where their knowledge is highly valued. These include marketing, advertising, human resources and business.



Course requirements:

In order to present the skills, knowledge and understanding in psychology, students will need to demonstrate competence within mathematics, scientific research methods and essay writing.

Assessment

Pupils will sit two exam papers which will account for 100% of the final GCSE grade (100 marks each).

Paper 1: Cognition and behaviour - 1h 45m – written exam - multiple choice, short answer, and extended writing - 50% of GCSE

Paper 2: Social context and behaviour –1h 45m - multiple choice, short answer, and extended writing - 50% of GCSE

The examinations will take place at the end of Year 11.

Should you have any questions about the GCSE Psychology syllabus, please contact Miss Marshall on rmmarshall@brightoncollegedubai.ae

Physical Education (PE) (EDEXCEL)

Course description

'Physical fitness is not only one of the most important keys to a healthy body, but also the basis of dynamic and creative intellectual activity' John F. Kennedy

Edexcel GCSE PE (9-1) in Physical Education consists of two externally examined papers and two non-examined assessment components. Components 1 and 2 will be assessed at the end of Year 11. Components 3 and 4 will be assessed at any point during the course, with marks submitted prior to moderation. Moderation day will take place in Year 11.

Component 1: Fitness and Body Systems (36% of overall mark) - 1hr 45 minutes written exam

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

Component 2: Health and Performance (24% of the overall mark) - 1hr 45 minutes written exam

- Topic 1: Health, fitness and wellbeing
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

Component 3: Practical Performance (30% of overall mark) - internally and externally moderated

- 105 marks available (35 marks per activity)
- Pupils complete three physical activities from a set list
- One must be a team activity
- One must be an individual activity
- The third activity is a free choice

Component 4: Personal Exercise Programme (PEP) (10% of overall mark)

- Non-examined assessment: internally marked and externally moderated
- 20 marks available

For this course to run, we will need a minimum of 4 candidates.

For further information on PE at Brighton, please contact Mrs Harrod on sharrod@brightoncollegedubai.ae or Mr Bland on cbland@brightoncollegedubai.ae



Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Assessment

- Pupils produce a Personal Exercise Programme, that requires pupils to analyse and evaluate their performance

Practical activities

Team

- Acrobatic gymnastics
- Association football
- Badminton
- Basketball
- Camogie
- Cricket
- Dance
- Field hockey
- Figure skating
- Futsal
- Gaelic football
- Handball
- Hurling
- Ice hockey / Roller hockey
- Lacrosse
- Netball
- Rowing
- Rugby league
- Rugby union
- Sailing
- Sculling
- Squash
- Table tennis
- Tennis
- Volleyball
- Water polo

Individual

- Amateur boxing
- Athletics
- Badminton
- BMX cycling
- Canoeing
- Cycling
- Dance
- Diving
- Figure Skating
- Golf
- Gymnastics
- Equestrian
- Kayaking
- Rock climbing
- Sailing
- Sculling
- Skiing
- Snowboarding
- Squash
- Swimming
- Table tennis
- Tennis
- Trampoline
- Windsurfing

Science (EDEXCEL)

KS4 Science

At Brighton College Dubai the separate identity of the three sciences is maintained, and all pupils are taught by specialist teachers. We follow the Edexcel IGCSE courses, with both the two and three IGCSE routes, providing excellent preparation for A-Level sciences and acceptance by all UK universities. The Edexcel International GCSE (9-1) Science qualifications are recognised globally and provide learners with a great grounding in all three sciences.

We expect that most of our pupils will take two papers in each of Biology, Chemistry, and Physics to gain three separate IGCSE grades. Depending on the attainment and progress made by some pupils as well as those who do not require to study individual sciences, it would be preferable for them to sit one paper in each science to gain two IGCSEs, the 'Double Award', with two linked grades (9-9, 8-8, 7-7, etc). This arrangement gives us the flexibility to teach to the level appropriate to a pupil's ability and interest. Our aim is to introduce an element of choice into the route according to pupils' priorities about preparation for A-Level sciences and the set of science grades that they are aiming for.

The assessment for IGCSE is by written examination papers; there is no coursework or formal practical assessment, but practical work and demonstrations are a significant part of the learning.

The Edexcel International GCSE (9-1) science curriculum aims to equip and develop pupils with the transferable skills needed for the 21st century:

Cognitive skills	Intrapersonal skills	Interpersonal skills
<ul style="list-style-type: none"> • Critical thinking • Problem solving • Analysis • Decision making • Creativity 	<ul style="list-style-type: none"> • Adaptability • Continuous learning • Intellectual curiosity • Work ethic (e.g. initiative) • Self-evaluation 	<ul style="list-style-type: none"> • Teamwork and collaboration • Communication • Negotiation • Empathy / perspective taking • Leadership



The Edexcel International GCSEs (9-1) Science specifications have been designed to extend pupils' knowledge by broadening and deepening key skills, for example:

- Improving pupils' analytical and logic skills by applying understanding of scientific concepts and principles to a range of situations. This will include some examination questions that are more problem-solving in style.
- Addressing the need for mathematical skills to complement pupils' science skills by covering a range of mathematical areas.
- Developing pupils' practical skills by including several practical's in the specification content. These can be supplemented with other suggested practical's. The skills developed will be assessed through questions in written examinations.

All the specifications will be tested by a 100% written examination with NO practical coursework. There will be a mixture of different questions styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.



At a glance: New Edexcel International GCSE (9-1) specification Biology specification

Paper 1 : Biology	Paper 2: Biology
2-hour written examination The total number of marks is 110 61.1% of the total International GCSE	1-hour and 15 minutes written examination The total number of marks is 70 38.9% of the total International GCSE
Content summary Questions may come from any topic area across the specification. 1. Nature and variety of living organisms 2. Structures and functions in living things 3. Reproduction and inheritance 4. Ecology and the environment 5. Use of biological resources	Content summary Questions may come from any topic area across the specification which include sub-topics covered in greater depth.

At a glance: New Edexcel International GCSE (9-1) specification Chemistry specification

Paper 1 : Chemistry	Paper 2: Chemistry
2-hour written examination The total number of marks is 110 61.1% of the total International GCSE	1-hour and 15 minutes written examination The total number of marks is 70 38.9% of the total International GCSE
Content summary Questions may come from any topic area across the specification. 1. Principles of chemistry 2. Inorganic chemistry 3. Physical chemistry 4. Organic chemistry	Content summary Questions may come from any topic area across the specification which include sub-topics covered in greater depth.

At a glance: New Edexcel International GCSE (9-1) specification - Physics specification

Paper 1 : Physics	Paper 2: Physics
2-hour written examination The total number of marks is 110 61.1% of the total International GCSE	1-hour and 15 minutes written examination The total number of marks is 70 38.9% of the total International GCSE
Content summary Questions may come from any topic area across the specification. 1. Forces and motion 2. Electricity 3. Waves 4. Energy resources and energy transfer 5. Solids, liquids and gases 6. Magnetism and electromagnetism 7. Radioactivity and particles 8. Astrophysics	Content summary Questions may come from any topic area across the specification which include sub-topics covered in greater depth.



At a glance: New Edexcel International GCSE (9-1) Science (Double Award) specification

Paper 1 : Biology	Paper 2: Chemistry	Paper 3: Physics
2-hour written examination The total number of marks is 110, 33.3% of the total International GCSE	2-hour written examination The total number of marks is 110, 33.3% of the total International GCSE	2-hour written examination The total number of marks is 110, 33.3% of the total International GCSE
Content summary Questions may come from any topic area across the specification. 1. The Nature and variety of living organisms 2. Structures and functions in living things 3. Reproduction and inheritance 4. Ecology and the environment 5. Use of biological resources	Content summary Questions may come from any topic area across the specification. 1. Principles of chemistry 2. Inorganic chemistry 3. Physical chemistry 4. Organic chemistry	Content summary Questions may come from any topic area across the specification. 1. Forces and motion 2. Electricity 3. Waves 4. Energy resources and energy transfer 5. Solids, liquids and gases 6. Magnetism and electromagnetism 7. Radioactivity and particles 8. Astrophysics

Should you have any questions about KS3 Science or the Edexcel IGCSE science specifications, please contact Mr Darby or Mrs Crane on midarby@brightoncollegedubai.ae or kcrane@brightoncollegedubai.ae

FAQs and Common Concerns

Should I do all three sciences or pick combined science (dual award)?

Science at Brighton College Dubai is taught with breadth and depth in mind. There are a great many careers that pupils can be precluded from entering if they have not got the right science at A-Level. It is for this reason that we have switched to a far more balanced and appropriate science education programme with Combined Science and Separate Science being offered. We are aware that some careers rely on sciences. Biology and especially Chemistry are important for careers in medicine such as pharmacology, medicine, dentistry, and physiotherapy. Physics is important for a career in any kind of engineering. If in doubt we would suggest that three sciences are advisable for those most passionate about science education. However, if you're not sure; the Dual Award provides the skills for entry to A-Level and is an appropriate foundation for each of the three sciences at A-Level.

I'm quite good at the guitar. Should I do music?

Music is a difficult academic subject at GCSE and at A-Level. If pupils want to study music academically at A-level it is advisable that they pick music at GCSE to give them the required grounding in the subject. A talent for performance does not necessarily mean a talent for academic music. It is best to talk to the teachers involved and ask about the chances of success.

What are the easy subjects?

The popular viewpoint is that more active and expressive subjects like Drama and PE might be easier options – this is not the case. The curriculum at Brighton provides an opportunity to study languages, expressive arts, sciences, and humanities. A mixture of these elements, including the subjects thought of as less academic, allows pupils to spread their wings beyond the confines of the classroom and provides a better all-round education.

What do I have to take?

There are prerequisites of English and maths, science and Arabic. Beyond this there are few stipulations, but it is best to choose GCSEs with a broad range in mind unless there is a very specific direction that a pupil wishes to go. To support a broad range, you may wish to consider a modern foreign language and a humanity GCSE.

Can pupils sit their examinations early?

Sitting GCSEs early is possible in some cases but will inevitably run the risk of low grades. We have a top stream in maths that can end up doing their GCSE a year early, but this is the only facility we offer. For most subjects it is just not possible to take in the subject matter in the time available; or for that matter, good for the child. The GCSE courses are designed to be two years in length and in every case, we advise that this is the time taken.

What if, after a short period, I feel the subject is not right?

Sometimes a subject will be chosen, and it soon transpires that it is not the right one. If this does happen, we need to know immediately to either help the pupil in that subject or to look for an alternative. Communication between pupil, teacher and parent is vital during the first few weeks to ensure any issues are raised and dealt with. Our general rule is that course changes need to be made within the first four weeks of the term. We are all here to help and no question is too small. So please ask.

Should I choose history or geography?

Geography and history teach similar skills. Gathering of data, analysis of source information, argument, extended writing. There are of course differences, and the two subjects complement each other perfectly. Geography has a more scientific base while history is grounded in logic. If a pupil wants to pick between these two social science options, the best fit will be what they have enjoyed most in KS3. We are hoping to arrange the option blocks to allow both humanities to be selected.

If they drop a subject now, can it be taken later at A-Level?

The answer to this is unlikely but not impossible. Many subjects develop their skill sets in the GCSE course and taking a subject blind can be very difficult for a pupil not familiar with the basics. This does not stop people trying, but it is not advisable. Modern foreign languages, sciences, Art and Music cannot be taken at A-level if they have not been sat at GCSE.

Are subjects set by ability?

Some subjects will be set by ability. This is a constantly reviewed process to enable pupils to feel comfortable and confident with their studies. The responsibility for setting is taken by the relevant heads of departments under the advice of the Senior School Leadership Team.

Should I do art, music and drama together?

This is a possible GCSE selection. We would advise against it unless a pupil has a desire to pursue at least two of these areas in the longer term. Doing these three subjects together can stop pupils from having a good selection of A-Levels later in their school career and this can then lead to a narrower choice of universities. Doing one or two of the three expressive arts courses is perfectly reasonable and more than enough for most.

Can I do more GCSEs?

It is possible to do more GCSEs. There are any number of correspondence courses, extra language tuition or extension programmes available, however we advise against them. Unless there is a real bi-lingual talent in a pupil and they already have the required knowledge to pass, say, GCSE Norwegian; they should not be doing any more than 10 as a maximum. Putting extra pressure on any pupil will lead to potential burn out and underperformance across the board.

Are there examination fees?

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

Does provisional selection mean my choices are confirmed?

Please note that this provisional selection does not guarantee that the College will be able to offer all choices to your son/daughter next year (although we will try our best!). We will also use this information to inform staff recruitment and timetabling. Sadly, not all options may be viable to run and all options will require a minimum number of pupils to sign up.

What if I change my mind?

You will need to speak to your House Mistress and any requests to change will need parental confirmation via phone or email.

Once the options have been confirmed if you want to make a change you will have to schedule a meeting with Mr Bland – Assistant Head Senior and Mr Donaghey – Deputy Head to discuss whether this is possible. To allow accurate information to be prepared for the start of the school year, any such requests should be made before 1st April 2023.

After the courses have started, but before the end of September, occasionally pupils feel that they would like to change their mind. In these circumstances, the pupil should first make an appointment to speak to their House Mistress. It can be difficult to start a course after the beginning of term, so the school requires that any pupil requesting a change should speak to both their subject teacher of the subject they wish to drop and the Head of Department of the subject they wish to take up before submitting a formal request. The pupil will be required to meet with the Mr Bland – Assistant Head Senior, who will give the final authorisation to change once the change of course form has been completed and discussed by the Senior School Leadership Team.



Completing Option Choices Using T.O.O.L.S

Pupils will submit their GCSE option choices using T.O.O.L.S portal. This can be accessed at www.studentoptions.co/BCD-GCSE23/ Please note that the URL is case sensitive.

Once in T.O.O.L.S, all pupils will select their option choices from the four option blocks as shown below. Pupils must choose one subject from each block. Please note pupils can make an additional reserve subject in one block of their choosing, by recording a 'R' against a subject, this will only be used if we are unable to allocate their first four preferences.

If you are unable to access the T.O.O.L.S online portal with your user details, please contact Mr Donaghey at idonaghey@brightoncollegedubai.ae

GCSE Option Blocks			
Block A	Block B	Block C	Block D
Business Studies	Drama	Media Studies	Business Studies
French	Photography	Computer Science	PE
German	Design Technology	Art	Psychology
Spanish	Separate Science	Geography	History
Music			

Such authorisation will only be given if there are places still available in the teaching group to change into and on being satisfied that it is in the pupil's best interest to make this change.

We expect pupils to make their final choices carefully and give each option a fair try before requesting a change. Any request for a change after the beginning of the term (except for clerical errors which will be dealt with immediately) will only be considered during September. This gives pupils time before the half term break to find out what work needs to be caught up on and the half term break to catch up with missed work.

Is there a deadline for changing course?

Yes. Any request to change must have been initiated before the 30th September 2023. After this deadline has passed, we would regard it as too late to start a new course. At this stage, we expect all pupils to remain committed to the full two-year GCSE courses that they have chosen.

Timeline for Options

Pupils will be given advice about choosing, and about the various subject choices, by subject teachers and form tutors. Please find below a timetable highlighting the Key dates in the process;

Key Dates

- Options Expression Survey – Monday 11 December 2022
- Year 9 Assembly 1: The Process of Options – Monday 23rd January 2023
- Year 9 Assembly 2: The Courses – Tuesday 24th January 2023
- Year 9 Parents Evening and GCSE Options Evening - Tuesday 24th January 2023
- Options Choice Online Form shared – Tuesday 24th January 2023
- Deadline for Options Choice to be made on the TOOLS website – Monday 20th February 2023
- Individual meetings with Year 9 tutors & SSLT – from Monday 20th February 2023
- Final GCSE options confirmed to pupils Friday 17th March 2023

**As per Ministry of Education guidance, all pupils must study either Arabic A or Arabic B as a mandatory subject from September 2021. As Arabic is now a core subject, it does not appear as an optional subject. Arabic B is not mandatory in Year 11 for non GCC passport holders.*

Option choices must be completed within the T.O.O.L.S portal by Monday 20th February 2023. If you have any querying regarding your options choices, please do not hesitate to contact Mr Bland, Assistant Head Senior on cbland@brightoncollegedubai.ae





Making the Right Option Choices

The main motivation behind an option choice at GCSE should be a genuine passion for the subject.

We tend to excel in the areas we enjoy, and pupils do well when they are really engaged with the subject content. We encourage pupils to consider the following questions when selecting Sixth Form courses:

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

Talking to a wide range of people about your abilities and interests is strongly advised, your teachers will be able to give you honest and constructive advice as to how you might navigate these choices. In addition, the style of study in some subjects can change significantly between Key Stage 3 and GCSE. Pupils should pick subjects that, ultimately, they enjoy and can flourish in. With this in mind, we invite you to read the information provided in this booklet on the subjects we have available and make options choices using the TOOLS programme. We look forward to discussing these options further at our Year 9 Parent/Options Evening in January 2023.





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Contact Us

T: 04 387 1111 | E: admissions@brightoncollegedubai.ae
www.brightoncollegedubai.ae

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