

Options at 16

(From late August 2010)

Sixth Form Prospectus

Information for Parents and Pupils of the
Upper Fifth



BRIGHTON
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COLLEGE

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BRIGHTON COLLEGE OPTIONS AT 16

FROM LATE AUGUST 2009

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ACADEMIC DEPUTY HEAD'S INTRODUCTION

Dear Upper Fifth Parents and Pupils,

The Options at 16 evening heralds the beginning of the exciting and important process that will result in your choices at A Level and beyond. This will go beyond subject choices, as in order to choose your A Level subjects you will inevitably start to consider not only what you are passionate about, but also what university, what career, what qualifications, and what direction you want to take after school is over. The key will be to strike the balance between what you are good at, what you love doing, and what you will need to lead you to future careers.

The staff at Brighton College will endeavour to give you guidance and advice in these important decisions. In Departments you will be able to discuss syllabuses and course content, while tutors and Housemasters, who know you well, will advise on the overall mix of your choices and help you to consider what subjects are best suited to you. The Head of Sixth Form, Mr Mark Beard will oversee this process, give advice to the whole year group and also give guidance on university admissions.

The Sixth Form is a wonderful place to be. It is a transition from school to the real world and we seek to give you intellectual freedom and responsibility to prepare you for university life and the world of work, along with the opportunity to learn about your chosen subjects in greater depth and breadth. To reflect this independence and responsibility the Sixth Form Centre provides a separate place for study, University and careers research, reading and relaxing away from the younger pupils in the school.

At Brighton College there is a huge range of academic subjects (28) on offer and we will ask what combination of subjects you want before we construct the timetable in order to provide as many people as possible with their choices. It is unusual that subject combinations are impossible. The Sixth Form prospectus which follows gives more detail on the subjects we offer.

Entry into the Sixth Form requires 10 points at GCSE (8 if you are dyslexic) if A* = 3, A = 2 and B = 1. We feel it is an achievable target for all our pupils and will ensure you enter the Sixth Form fully prepared for the challenges that lay ahead.

This is an exciting, and daunting time for you all. It is important you make the right choices, but of course you may not know immediately what you want to do. Over your Upper Fifth year you will be given much guidance and advice about what to choose and I urge you now to take time to think and talk to teachers, tutors, housemasters and parents to ensure you get all the information you need to make the right choice.

Mrs Jo-anne Riley
Academic Deputy Head

KEY PERSONNEL

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MAKING THE RIGHT A LEVEL CHOICES

Choice and Breadth

AS Levels are designed to encourage a broad curriculum in the first year of post-GCSE study. On general educational grounds, and based on advice from the universities, pupils should try to choose *one* subject which *contrasts* with their other choices. Thus, the typical student who does four AS subjects will have a cluster of three interlinked subjects plus one other. This fourth subject is likely to be the one dropped in the U6th year.

Pupils should be encouraged to assess their academic strengths and weaknesses and to choose courses which they will enjoy and in which they are likely to do well. They should also consider that the quality of AS and A Level results is more important than the quantity.

Finally, *all* Brightonians are expected to make an application to a higher education institution following their sixth form years, and so their AS level choices should lead naturally to the university courses they may wish to follow. For the majority, going to university will of course be a natural progression but even for the academically weak or disaffected, the very act of making a UCAS application will be beneficial to them: it provides focus and goals as well as helping pupils to assess their own worth and present themselves to other people – essential for job applications if nothing else. Some pupils may still withdraw from UCAS once they receive their results but at least they have gone through the process with the assistance and support of the College so that it will be easier for them to do it in the future.

The Timescale

The options at 16 process began with the Morrisby test at the end of the L5th. Pupils have now seen and digested their report and had interviews both with their HMM and a careers advisor from ISCO.

Before Christmas, all Upper Fifth pupils will be asked to give an initial indication of which four AS subjects they would like to take in the Sixth Form. Pupils will be asked to choose five subjects in order of preference, numbering each one to indicate this preference.

An important reason for what may seem an early call for AS decisions in December is to give time for the College to assess the likely staffing implications and to advertise for additional staff as appropriate. This helps maximise the chances of as many pupils as possible being able to pursue their chosen combination. In addition, pupils should appreciate that there *are* staffing and timetabling constraints and that some courses may not be able to run if there are insufficient numbers to make a set, or indeed, that there may be restricted numbers for oversubscribed subjects.

In January, after the mock examinations results are known, each pupil will have a clearer idea of which subjects suit them. There will be a Subject Briefing Week in January, led by the various Heads of Department, in which pupils can gather specific subject information, and details on which subjects interlink well with each other.

The Upper Fifth Parents' Evening follows in February to discuss the results of mock examinations and the Subject Briefing Week. Immediately after this, AS choices will be asked for from pupils and parents. We will endeavour to fulfil all the requests we receive for subject combinations but we will be restricted in this with forms that arrive after the deadline (which will be in the second week of February).

After the GCSE results are published in August there will be a period of three working days when changes can be made to confirmed choices in light of known results. A form will be sent out with results to this effect. The school will always do its best to accommodate changes, although may not be able to guarantee all combinations of subjects at this late stage.

Mr Mark Beard
Assistant Head (Sixth Form)

A LEVEL CHOICES AND OXBRIDGE APPLICATIONS

Successful applicants to Oxford and Cambridge must demonstrate high academic ability, including:

- (a) mainly A* at GCSE,
- (b) high A grades (~90%) at AS level
- (c) excellent prospects in three traditional academic A levels

The following list contains those subjects that Brighton College offers but which Cambridge publishes as offering a “less effective” preparation for their courses. With competition greater than ever before, taking more than one of these subjects to **A2 level** could jeopardise an Oxbridge application:

- Art and Design (but helpful for Architecture)
- Business Studies (but ok if Economics unavailable)
- Dance
- Design and Technology (ok as third subject for Engineering if Maths & Physics are studied)
- Theatre Studies
- Photography
- Physical Education / Sports Science

Further advice from Cambridge: If you have not yet decided on a course that you would like to study at university, we recommend that to maximise your potential course choice at Cambridge, you select at least two traditional academic subjects among your A levels. Certain A level subjects are considered essential or useful for a number of courses at Cambridge, therefore choosing one or more of these will help you keep your higher education options open. These subjects include:

Chemistry, English Literature, History, Mathematics, Languages, Physics

Other subjects that also facilitate course choice at Cambridge include Further Mathematics and Biology.

See: <http://www.cam.ac.uk/admissions/undergraduate/requirements/> for more details.

The Head of Sixth Form operates an Oxbridge preparation programme that starts in the L6th and continues through to interviews in December of the U6th.

A BROAD GUIDE TO UNIVERSITY COURSE REQUIREMENTS

All universities will accept candidates holding three A Levels, some with less. None expect more than three and even institutions like Cambridge prefer relevant work experience (or something else which shows enthusiasm for the subject) to a fourth subject.

For certain courses, particular A Levels are specified. For others, universities may prefer certain subjects/combinations, particularly if they are available to you at the College.

You are normally advised to take an A level in any school subject you intend to study at university.

Required/preferred subject combinations at A Level

ACCOUNTANCY	Maths required by several leading departments.
ANCIENT HISTORY	No subjects specified although History or Classical Civilisation may be preferred for some courses. It can be combined with Archaeology.
ARCHITECTURE	Maths and/or Physics would be advantageous for any course with an engineering element. Most applicants take A Level Art.
ART	Art followed by Foundation Art course normally expected.
BIOCHEMISTRY	Three Science/Maths A Levels including Chemistry.
BIOLOGICAL SCIENCES	Biology and Chemistry A Levels. Some courses accept Biology together with Maths or Physics but the choice is restricted.
BUSINESS STUDIES	No subjects normally specified but A Level Maths required or preferred by some universities.
CHEMICAL ENGINEERING	Maths, Physics and Chemistry A Levels. Further Maths very helpful.
CHEMISTRY	Chemistry A Level. Maths essential for some. Physics desirable.
CLASSICAL CIVILIZATION	No subjects specified.
CLASSICS	Universities do not now require either Latin or Greek A Level and you can start the languages from scratch.
COMPUTER SCIENCE	Maths A Level. For Cambridge, Further Maths and a physical science recommended.
DENTISTRY	As for Medicine.
DRAMA	No subjects specified. These courses are often extremely competitive and extensive relevant experience is recommended.
ECONOMICS	No specific A Level subjects required in most cases but in practice Maths strongly recommended. For Cambridge, Maths and Economics required.
ENGINEERING	Maths and Physics A Levels. Further Maths recommended, esp. Oxbridge. DT or Electronics can be useful.
ENGLISH	English Literature A Level. History and languages (ancient or modern) are good supporting subjects.
FRENCH	French A Level.
GEOGRAPHY	Geography A Level. a Science or Mathematics is useful for a BSc course, but by no means essential
GERMAN	German A Level (though ab initio at Cambridge).

GREEK (ANCIENT)	None specified
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	No subjects required. History and a language recommended for Cambridge.
ITALIAN	An A Level foreign language is required, not necessarily Italian.
LAND ECONOMY/ MANAGEMENT	No subjects normally specified. Management
LATIN	Latin is recommended but not essential, you can study the language from scratch.
LAW	A Level foreign language required for International Law. Otherwise, no subjects specified, although at least one subject which involves use of language and/or essay writing is advised.
MATHEMATICS	Mathematics A Level. For Oxbridge, Further Maths is highly desirable and Physics recommended.
MEDICINE	Chemistry and Biology advised at A Level and best to be supported by Maths or Physics. A <i>contrasting AS</i> Level is desirable.
MUSIC	Music A Level. A European Language is recommended for Cambridge.
NATURAL SCIENCES (BIOLOGICAL)	Biology and Chemistry essential and Maths or Physics helpful.
NATURAL SCIENCES (PHYSICAL)	Chemistry, Maths and Physics are advised. Further Maths recommended.
ORIENTAL STUDIES	A modern language required and evidence of commitment to this course.
PHILOSOPHY	No subjects specified but a subject which demonstrates logical thought (eg Maths) is highly recommended esp for Oxbridge. Familiarity with philosophical argument is essential for interview.
PHYSICS	Physics and Maths A Level. Further Maths very helpful esp at Oxbridge.
POLITICS	No subjects specified.
PRODUCT DESIGN	Useful subjects include Maths, Physics, DT & Art. Maths can be optional depending on course chosen.
PSYCHOLOGY (ARTS)	No subjects specified.
PSYCHOLOGY (SCIENCE)	Two Science/Maths A Levels. Biology helpful.
SPANISH	An A Level foreign language is required but not necessarily Spanish.
THEOLOGY	No subjects specified.
VETERINARY SCIENCE	Chemistry and Biology plus Physics or Maths.

SOME STATISTICS FOR HIGHER EDUCATION INSTITUTIONS 2007 - 2009

Data on the last three years of leavers expressed as a percentage of the cohort:

	% 1 st Place	% 1 st + 2 nd Place	% of cohort into The Times top 25 universities	% of cohort into Oxbridge
2007	85	96	72	10
2008	89	96	92	11
2009	88	97	91	12

Top 15 University destinations of Leavers 2007 – 2009:

<i>Institution</i>	<i>Entry Numbers</i>
Oxford	27
London (UCL)	25
Bath	24
Cambridge	21
Durham	21
Exeter	20
Nottingham	20
Bristol	18
Loughborough	16
Warwick	15
London (KCL)	14
London (Imperial)	13
Leeds	10
Manchester	9
London (LSE)	8

Other Russell Group universities that Brightonians go on to include: Birmingham, Cardiff, Liverpool, Newcastle, Sheffield and Southampton.

Art School destinations include: Chelsea College of Art, London School of Fashion, St Martin's and the Courthauld Institute.

A Level Subjects



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ART & DESIGN

A/S and A2 Fine Art (OCR)

The A/S and A2 Art & Design: Fine Art courses build on the skills and understanding acquired at GCSE. The course encourages imagination, observation and analysis of the visual world. There is an opportunity to learn practical skills such as oil painting, mixed media, photography (both digital and darkroom based) and printmaking as well as drawing from life. Drawing is a fundamental element of the course and students learn to use drawing as a basic tool for research and experimentation. Museum and gallery visits lead to the practical exploration of Art History and contemporary artists through copies and sketchbook analysis. As the course develops, students are encouraged to develop a personal style which becomes the foundation for more advanced work in the second year.

At A-Level students will develop sufficient skill for the study of Art to be rewarding in its own right but it also provides an essential foundation for a wide range of careers in Art, Design and Architecture. Art is accepted for entry to Arts and Humanities courses at Universities and as a supporting A-Level in many other subject areas.

At A/S-Level (Advanced Subsidiary) the course is designed to give a sound grounding of knowledge and understanding. Those who continue to A2 (Advanced Level) explore their ideas in depth.

Lower Sixth (Year 12) - A/S Fine Art

The two units assessed for A/S are:

Portfolio (60%)

The two aspects to the portfolio are:

Practical Work: Pupils will be expected to produce a personal, exploratory project. This work may be a single self-contained assignment, or a series, or a set of work, together with planning sheets or sketchbooks.

Academic Work: This is a written and practical investigation of Art History in terms of concepts, ideas and techniques which will involve an exploration of materials and processes. Work presented for this needs to link to the practical project.

Controlled Assignment (40%) From a series of titles given by the exam board, the candidate chooses one question which needs to be researched by direct observation and documentary research so that the project can be planned appropriately through a series of prep sheets in which a variety of media is used in the development of ideas as well as for the piece of work to be produced during the examination.

These two units form the Advanced Subsidiary GCE Art: Fine Art qualification.

Upper Sixth (Year 13) - A2 - Advanced Level

Pupils who continue to the second year will be encouraged to develop their personal style and the expressive possibilities of materials. The course comprises of:

Personal Investigation (60%) This unit is divided into the Practical and Academic sections.

The Practical gives the pupil the chance to build on the skills and knowledge gained during the A/S year. The emphasis in this project is developing ideas and refining them in sketchbooks as well as a series of highly finished resolved work(s).

The Academic section enables pupils to study in depth aspects of the visual arts that particularly interests them and needs to be related to the pupil's practical work. The emphasis is on a personal and analytical approach and may take the form of an ongoing visual workbook as well as written analysis, a finished visual piece and an essay.

Controlled Test (40%) This will be a response to a question set by the exam board. The candidate is encouraged to explore and express ideas through various media. Having carried out research over a period of time, the candidate will be required to produce a final finished piece in 15 hours that resolves their intentions and in many respects should be the summit of what the candidate has achieved over the course.

BIOLOGY

Biology (OCR)

This is a popular and topical A level essential preparation for courses such as medical, biology or other science related degrees. However, with respect to other sciences, it is also very common for pupils to pursue the subject to add a further “string to their bow” within a more humanities or language based A-level portfolio, even if this is only up to the end of AS.

Biology is a challenging course and beyond demonstrating that you are interested in living things and how they work, it demonstrates to any university interviewer that you are intelligent and that you have a wealth of skills such as:

- Good numerical analysis - the ability to carry out statistical manipulation of data and Interpret graphical representations
- the ability to scrutinise data and form conclusions based upon it
- the ability to present scientific findings in a coherent and concise manner
- ability to understand and apply an understanding of abstract ideas

University courses in subjects such as genetics, biotechnology and microbiology could put you at the forefront of some of the most exciting research areas of modern times, also giving access to the rapidly developing and potentially lucrative biotechnology job market. A bioscience is also a stepping stone towards graduate entry medicine later on or any other graduate entry course such as law conversion (with the aim of going perhaps into biotechnology patenting for example)

The AS course offers a good mix of biology from the biomolecular level right up to ecosystems. Topics include cell biology, cellular organisation, exchange surfaces and transport systems in animals and plants, biochemistry, genes and their expression, enzymes and biotechnology, diet and food production, health and disease, biodiversity and its maintenance, classification and evolution. There are three unit components. However, one of these is made up of a practical skills assessments which assess the candidate’s ability to scrutinise quantitative and qualitative data and evaluate the methodology used.

The second year (A2) includes some more involved biomolecular biology and populations and ecosystem principles. The course also covers homeostasis and cell signalling, neurobiology, endocrine biology, photosynthesis and respiration, meiosis and variation, control of genetic expression, gene technology, populations, ecosystems and sustainability, response to the environment in animals and plants and animal behaviour. As per AS one of the units comprises a practical skills assessment.

What are the entry requirements?

To gain access to the biology courses you will need GCSE passes at A/A* in biology (or dual award science), together with A* - A grades in chemistry and Maths and English are also advisable. ICT skills are advantageous. Lower grade passes strongly suggest that biology is not a suitable A-level. Many pupils are surprised each year by the jump in the syllabus expectation in terms of the scientific aptitude necessary. A B grade in biology (or worse), or foundation award science therefore are not enough.

What do I need to make a success?

Successful candidates in Biology A level are active participants in the subject and their learning. The course is well structured and every opportunity has been made to facilitate learning and understanding. The staff are friendly, willing to help pupils on an individual basis as need arises and keen to allow pupils to reach their full potential in the subject.

However, work has to begin from the very start of AS to ensure that the foundation understanding is set as biology is not made up of parts but instead hangs on a few basic principles. If a solid grasp of these is not achieved early on, developing any further understanding becomes a huge uphill struggle. Reading and high expectations of your attainment in set work is essential.

In addition though, a successful candidate is one who enjoys a course and is willing to commit and able to look back and say honestly that she or he did their best. 95% of candidates achieved a grade A or B at A2 this year which demonstrates the course’s accessibility as long as you are motivated and ambitious.

From the very start, you will to be organised, meet deadlines, listen in class, and be willing to research the subject more in your own time. You should be curious and critical of the subject content and aim to follow up work done in class. As a rough guideline you must be prepared to organise your time outside class so that you can spend around forty minutes each day on the subject (e.g. study periods, prep).

BUSINESS STUDIES

Business Studies is practical, applied and exciting. Theories are explored and investigated using real examples and your own experiences. The course embodies all the fundamental areas of the subject and it is designed so that ideas unfold and you develop an understanding of the relationships which make the economy work. It makes you think about business in a critical manner, examining both the favourable and the unfavourable aspects, using all sources of business information, not merely standard textbooks. Business Studies complements every subject as it is fundamental to all walks of life. 100% of pupils achieved an A or B grade at A2.

AS Level:

At AS, the specification concentrates on small to medium-sized enterprises within a national context. Assessment is via a mini case study and data response questions. Pupils study all components of the syllabus and then sit two separate examinations:

Unit 1: Planning and Financing a Business

Focuses on starting up a business and encompasses a wide range of Business Studies topics to give a good appreciation of the breadth of the subject, including entrepreneurship, business and financial planning, patents and assessing markets. This unit also includes a fair amount of numerical material including market growth, share and size, as well as break even, cash flow and profits. Understanding and using numerical information is an important and integral part of success in this unit.

Unit 2: Managing a Business

Focuses on managing an established business more effectively by making functional decisions. The firm could be a sole trader with a handful of workers, or a private limited company with several hundred employees. This unit covers topics such as the marketing mix, organisational structure, motivation, choosing suppliers, using technology in operations and finding ways of improving profitability and competitiveness.

A2-Level:

At A2 the specification moves to a more strategic level, focusing on larger organisations, often in an international context. Pupils will sit 2 separate examinations.

Unit 3: Strategies for Success

This unit focuses on strategic functional decisions. Topics include choosing the right scale of operations, developing an effective workforce plan, selecting and implementing the right marketing strategy and assessing the financial situation of the business. These areas are assessed in the context of a case study in which pupils have to make an overall decision for a business such as whether to enter an overseas market. The functional analysis will contribute to the overall corporate decision.

Unit 4: The Business Environment and Managing Change

Unit 4 focuses on the external environment and change, and includes: political, economic, social and technological factors, as well as the competitive environment. It examines the importance of managing change while considering issues such as leadership and culture. The assessment has two parts: The first part is a theme (such as globalisation), which will be available for one set of January and June exams. Pupils will be expected to research this theme; within given areas and answer a question on it in the examination. This pre-release task will give pupils the opportunity to research a major business issue in some depth and explore the underlying issues involved. The second part of unit 4 is an essay (pupils choose one from three). Pupils will be encouraged to use case studies and to relate their responses to the real world.

Examinations Board – The examinations board is AQA and all units are exam based.

CHEMISTRY

The Chemistry Department is committed by tradition and by rationale to a teaching approach which combines a significant emphasis on practical work with a thorough grounding in the underlying conceptual basis of chemical ideas and thinking. We continue to use the recently introduced Edexcel specification, which came into practice in 2008. Combinations of Chemistry with Physics, Biology, Maths and even Geography or Economics would provide a sound basis for a wide range of Further Education and Career options; the linking of a Science course to the study of a foreign language has also proved increasingly popular over recent years.

The 'AS' year builds on ideas introduced in most related GCSE courses, and is divided into topics gathered in to three units for examination purposes. The first unit is based around core principles, which are then applied, in the second unit, to some areas of organic and inorganic chemistry. New text books have been produced which are specific to the restructured course, and which also provide a framework of practical exercises and supporting material, whilst leaving ample scope for investigative work and the development of explanatory theory in class. Each of our four Lower Sixth sets is taught by two teachers having four lessons each, based entirely in a well equipped suite of laboratories giving regular opportunity for the development of practical skills. The third of the three 'AS' units is an internally assessed practical component, comprising a pupil's best assessments in each of **three** separate skill areas: '**qualitative observation**' (b), '**quantitative measurement**' (c) and '**preparation**' (d). In addition a verification of '**general practical competence**' based on the successful completion of a small number of identified core practicals is required.

'A2' Chemistry follows the same structure as 'AS' and will again be fully supported by new text books, introducing such themes as reaction kinetics, chemical equilibrium, entropy, transition metals, redox equilibria and aromatic organic chemistry. Practical assessment in the Upper Sixth year is along the same lines as at 'AS' level, though a **multi-stage preparation** may be substituted for activities (c) and (d). As with 'AS' level, two teachers share the oversight of each 'A2' set, again with a strong practical emphasis and all lessons being taught in dedicated laboratories.

An innovation of the new syllabus is the inclusion of four '**contemporary contexts**' (specifically **climate change, green chemistry, pharmaceuticals and chemistry research**), which are introduced at various points over the two year course, one of which is examined as an extended answer question in Unit 2.

The Edexcel 'AS' syllabus is examined by means of **two unit exams** each of 1hr 15mins duration, taken in January and June of the Lower Sixth year, which together make up 80% of the available marks, the remaining 20% being awarded for the internally-assessed **practical work**. For candidates progressing to 'A2' level, their 'AS' score carries forward as **half** the final 'A' level total. The 'A2' material is tested by **two further unit exams** each of 1hr 40mins duration, taken in January and June of the Upper Sixth year, carrying between them 40% of the overall 'A' level mark, with the internally assessed practical work making up the remaining 10%.

Pupils who wish to embark upon 'AS' level Chemistry will be expected to have obtained grades A* or A in their relevant GCSE examinations.

CLASSICS

LATIN and GREEK

Studying a classical language stretches your powers of analysis and logic.

Studying a classical language is intellectually rigorous and dynamic.

Studying a classical language is **extremely** highly regarded and sought after by universities and employers alike.

Classical languages combine very well with **all** Arts and Science subjects.

There are many university courses available including combinations of Latin and/or Greek with many, many other subjects including History, a modern foreign language, English and Science.

Latin

The Latin AS level course is acknowledged to be both stimulating and challenging in its own right. Latin is chosen by those who have relished and succeeded in the challenge of GCSE. The vast majority continue to A2, owing to their enjoyment of the AS course. A GCSE grade A is required for entry to the course. You will build on the foundations laid at GCSE and enjoy a wide variety of prose and verse literature, in the original language. During the L6 year, we may study the legal or political speeches of the famous Cicero or read Ovid's love poetry on how to mend a broken heart: eternal themes and ideas through the millennia. There is also practice at translation from Latin into English.

For the AS level, you will take one paper on literature, involving the study of set texts similar to the style of the GCSE, and one language paper, comprising unprepared translation from Latin into English and either some sentences for translation into Latin or a further translation. For A2, you will take two papers, one on verse literature, reading material by Catullus or Virgil, and another on prose literature, studying historical accounts by either Tacitus or Livy. There is no coursework element to the course. The examination board used is the Oxford and Cambridge Examining Board.

Greek

Greek is offered outside the timetable as a GCSE. The course is taught over two years. You may start it from scratch; no previous experience of Latin or Greek is necessary. Greek literature is studied, often part of Homer's *Odyssey*, alongside language work.

CLASSICAL CIVILISATION

Classical Civilisation gives you the opportunity to explore the myths, legends and art of the Greek and Roman world. You may have heard of the Trojan War, Oedipus, Jason and the Argonauts from your earlier childhood. You may have even visited the Parthenon in Athens or seen a piece of Greek pottery. This subject gives you the chance to explore these stories from the perspective of the Greeks and Romans. We learn about the characters, stories and ideas by reading the texts of the plays and poems translated from the original Greek and Latin into English. You'll explore the minds of the ancient writers and discover for yourself just how relevant they are even in our modern world. The eternal themes of war, justice, revenge, scorned love and power struggles are all explored through a variety of literature: poetry, prose, plays. Studying Greek Art and Architecture at A2 level allows you to develop your own critical awareness of the visual evidence for this great culture. Learning to write intelligibly and analytically about what you see is a skill which is fully developed through the course.

No knowledge of the original languages is needed. All authors are read in English translation. No previous experience in the subject is required. The subject is of intrinsic value in itself, but combines well with most other subjects, especially with English Literature, since the skills of essay writing and literary criticism are similar and the study of Classical literature often enhances one's appreciation and understanding of later writers. Pupils studying Theatre Studies or Art will find the Greek Tragedy and Greek Art topics particularly interesting and relevant. The course is supplemented by trips to lectures, museums and drama productions and, tours abroad are arranged on a regular basis to either Greece or Italy.

In the first year of the course, the emphasis is on Ancient Greece, particularly the epic poetry of Homer and the works of the tragedians. You will read the *Odyssey* in translation, alongside the plays of Aeschylus, Sophocles and Euripides. Each unit is assessed by a 1½-hour paper.

In the Upper Sixth (A2), you are introduced to the world of Ancient Rome through a study of Virgil's *Aeneid*, which enables you to make a comparison with Greek epic poetry. The second A2 module concerns Greek Art and Architecture. The Examination board is Oxford and Cambridge. The A2 modules are assessed by 1½-hour papers.

AS/ A LEVEL COMPUTING

This specification gives a general grounding in computing, including an understanding of computer systems, the principles of programming and the solving of problems.

Overview

The overall aim of this subject is to encourage you to develop an understanding of the principles of problem solving using computers. Your studies will help you to understand the range of applications of computers and the effects of their use so that you can apply this understanding to develop computer-based solutions to problems.

The Course

AS -Computing Fundamentals

This looks at hardware and software issues and how a system can be developed through a life cycle. Data is crucial to any system and so the way it is presented, managed and transmitted is analysed in detail. It is important that both the positive and negatives aspects of ICT are discussed.

AS -Programming Techniques and Logical Methods

An emphasis is placed on designing solutions to problems, developing techniques on writing maintainable programs. Testing and running the solution to monitor success.

Assessment for both of these modules is through written papers

A2-Advanced Computing Theory

Advanced Computing theory based on the computer architecture and how this integrates with an operating system. Both high level and low level programming techniques will be developed through this module.

A2-Computing Project

Computing Project will be developed going through the life cycle stages of analysis, design, software development, testing, and evaluation of the final product.

Advanced Computing theory is assessed through a written paper and the project is internally assessed and externally moderated.

Course requirements

There is no requirement to have a GCSE in ICT but a grade A in Mathematics is strongly recommended but a B will be considered on its own merits. An interest in problem solving and programming would be an advantage and the ability to stick at a task until it is solved will become a necessary skill. It is vital that the students have access to a computer outside of the classroom.

What can I do with an A-level in Computing?

Most, but not all Computing students go on to university after A-levels, and around half follow computer-related courses, such as computer science, artificial intelligence, games design, games programming, software engineering, systems analysis, informatics etc..., or joint courses such as business management with computing or IT. Whilst A-level computing is not a pre-requisite for these courses, it is an excellent preparation. It also complements subjects that contain analytical, scientific and technological aspects, e.g. Mathematics, Physics

DANCE

The AS Level dance qualification offers specialist study for those with previous significant dance training and keen interest in the theoretical aspects of dance which include dance notation, anatomy and physiology, dance history and dance appreciation. In addition to classical and contemporary dance technique, pupils will study improvisation and choreography to a high standard and will be required to regularly attend dance and theatrical performances throughout the duration of their course.

Unit 1: Understanding Dance – 40% of total AS level Marks / 20% of total A level Marks

Candidates are required to answer compulsory short paragraph questions and short essay questions. The focus is on the dancer's experience in training, as performer, the process and craft of choreography and the significance of dances. The written examination is set by AQA and marked externally.

Unit 2: Choreography and Performance – 60% of total AS Marks / 30% of total A level Marks

Section A: Candidates are required to choreograph and perform a solo dance, normally between two and three minutes' duration. Questions are set and pre-released by AQA, from which the candidate selects one.

Section B: Candidates are expected to demonstrate performance skills within the context of a duo/trio. The dance can be presented in any genre or style, with or without aural accompaniment.

Pupils moving onto to study A2, usually intend to pursue a career in dance or the related arts. Some pupils with a strong technical dance background, study A level Dance alongside other arts subjects including Music, Theatre studies and English Literature. This can encourage many more career options such as arts administration, production and set design, dance journalism, choreography and teaching as well as performance.

The A level dance qualification provides candidates with the opportunity to develop skills and extend and apply knowledge gained at AS level. The focus of choreography is shifted towards the group dance. Candidates will develop knowledge and understanding of a specific area of study related to the development of one of the following: modern dance, ballet, jazz dance. Performance skills will be developed in relation to one of the specific areas of study.

Unit 3: Appreciation: Content and Context – 25% of total A level marks

Candidates are required to answer questions in two sections; one on a chosen area of study within ballet, modern dance or jazz dance and one other on the set work studied from a choice of three. The written examination is set by AQA and marked externally.

Unit 4: Group Choreography and Solo Performance – 25% of total A level marks

Section A: Group Choreography – 45 marks

Candidates choreograph a group dance, of two to three minutes' duration, in which they do not perform. Questions are set and pre-released by AQA, from which the candidate selects one.

Section B: Solo Performance – 30 marks

Candidates present a solo performance, of two-three minutes duration, which demonstrates understanding of a performance style linked to a specific practitioner from the areas of study prescribed in Unit 3. The dance may be choreographed by the candidate, teacher or both.

The dance department's results record speaks for itself. Since the subject was first established at Brighton College in 2002, 100% of pupils have consistently achieved A and B grades at A level as well as obtaining the accolade of the centre with some of the top 5 marks for dance in the country. Past pupils have gone on to train in dance at leading dance conservatoires such as The Place, The Laban Centre and London Studio Centre.

There are many additional performance opportunities offered at AS and A level. As the leading College dancers, pupils take part in choreographic and performance evenings as well as performing at the Dome for speech day and in local arts festivals. There are additional technique classes offered as part of the Activities programme as well as a variety of syllabus dance classes in ISTD and RAD Ballet, Jazz, Modern and Tap. Pupils are encouraged to take full advantage of this provision and of the wonderful dance studio facilities that the college has to offer.

DESIGN & TECHNOLOGY

Product Design

Design and Technology at 'A' level provides a relevant learning experience for students based on academic and practical training and gives students a good foundation if they are considering a career in Engineering, Industrial Design, or Architecture. Over the two years, students will put together a portfolio of work that will be examined, and is also invaluable for interviews with universities and sponsors. Design & Technology combines well with a range of other 'A' level subjects, but in particular it compliments Maths, Physics and Art. At Brighton College we follow the Edexcel Product Design syllabus.

The syllabus aims to encourage pupils to:

- Develop and sustain creativity and innovative practice.
- Recognise and overcome challenges and constraints when working towards the production of high quality products.
- Develop a critical understanding of the influences on product design from a contemporary and historical perspective.
- Develop an understanding of contemporary design and technology practices.
- Use digital technologies and information handling skills to enhance their design capabilities.

The course is structured as follows:

AS Unit 1: Portfolio of Creative Skills

This is a coursework unit worth 60% of the AS marks.

In this unit pupils are given the opportunity to develop their creative, technical and practical skills through a series of product investigation, design and manufacturing activities.

Pupils will submit one portfolio consisting of an in-depth product investigation, a range of 'blue-sky' design and development work, and evidence of a range of structured manufacturing tasks.

AS Unit 2: Design and Technology in Practice

This is an examined unit worth 40% of the AS marks.

In this unit pupils will develop a knowledge and understanding of a wide range of materials and processes used in the field in design and technology. Pupils will also learn about industrial and commercial practices, and will be sit a 1hr 30min Summer examination.

A2 Unit 3: Designing for the Future

This is an examined unit worth 40% of the A2 marks.

In this unit pupils will develop their knowledge and understanding of a range modern design and manufacturing practices and contemporary design issues. Areas covered include the use of ICT in product design and manufacture, design history, and the impact of design and technological activities on the environment. Sustainable product design is a key feature of this unit.

Pupils will sit a 2hr Summer examination.

A2 Unit 4: Commercial Design

This is a coursework unit worth 60% of the A2 marks.

In this unit pupils are given the opportunity to apply the skills they have acquired and developed throughout this course of study, to design and make a product of their choice. Pupils will adopt a commercial design approach to their work, reflecting how a professional designer might deal with a design problem and its resolution. Pupils will consider issues related to sustainability and environmental impact.

DRAMA & THEATRE STUDIES

A Unique Subject Because.....

You rarely sit down in lessons; instead you create performance work that confronts what it means to be alive. Drama unlocks the imagination, intellect, empathy and courage. It carries the potential to challenge, to question and to bring about change. Imagining what it is like to be someone other than yourself is at the core of our humanity.

It is therefore the aim of the Department to reflect these truths, both in its teaching at Advanced Level and in the productions mounted. Our results bear this out. Over the last six years, over 90% of our students have achieved A or B grades at Advanced Level, with over 50% attaining A grades. Our productions, which are diverse, popular, engaging and passionate, also draw the best from our pupils.

Drama and Theatre Studies is like no other subject you will study. It is like English Literature in that it requires you to study texts and write analytical essays about them. However, it is unlike English Literature or indeed many other essay-based subjects because much of what you learn will be through practical experience. You will learn about the plays you study by performing in and directing parts of them as well as through discussion. You will spend most class time on your feet, making performance and discovering new ways of engaging with a live audience. Judicious but unflagging enthusiasm is a must for this subject: it's a demanding but intensely rewarding and stimulating subject that will repay a high level of commitment over two years, although if you are mainly looking for a one-year subject to make up the numbers, then it is not for you.

To take Theatre Studies, you will need at least 'B' grades in GCSE English and Literature and at least a 'B' grade in GCSE Drama where taken. If you have not taken a GCSE in this subject, then do not let that put you off: instead, come and talk to a member of the Department.

At AS level, the first unit you take is practical: in a group of between 2 and 8 you will mount a production of a published play for the practical unit. This takes place near the beginning of the summer term. The second unit involves the study of a set text and we spend the year working out how you would perform or design or direct this text. You will also see lots of live theatre in preparation for writing a critical response to a play seen during the course. The paper you sit in the summer will last for 1½ hours and requires two essays: one is on the text and the other is a response to live theatre.

At A2, you will create and present a theatre piece of your own devising. The written paper is based around two set texts. For one of them, you will write an essay in answer to a question similar to that set at AS level. Knowledge of the second text will be tested differently: you will be presented with an extract from your chosen play and will need to answer some questions about your suggestions for the staging of that specific extract. This paper will last for 2 hours, requiring a long essay and two shorter ones.

And here's the **technical stuff**: Examination Board = AQA, specification number is 2240. The relevant Examination Board webpage for this new syllabus is www.aqa.org.uk/qual/gce/pdf/AQA-2240-W-SP10.PDF The practical units are each worth 20% of the final qualification, being made up of 12% for the performance, 3.75% for the rehearsal process and 3.75% for a supporting written document of between 1500 and 3000 words. The other units are taken in terminal examinations, and each unit is worth 30% of the A Level. Hence, 40% of each year's work is practical coursework and 60% is tested through end of year written papers.

ECONOMICS

Most of you reading this at the moment will not really know what the subject of economics is all about. Many new students think that it is all about money and, in particular, that taking the subject will help you make money in the future! Of course, economics at A-level and beyond is a useful stepping stone on the road to careers in finance, accountancy, banking or business generally, but the subject itself has a lot more to it than just 'money'!

At the heart of economics is the concept of scarcity. Without the problem of scarce resources, there would be no study of economics. Different societies have to decide how to distribute their resources given that there is not enough for everyone to have whatever they want. Should resources be allocated using market forces (the infamous 'supply and demand') or should the state, or government, take charge? Most economies choose a mix between these two methods.

During the lower sixth you will work towards the two modules, or units, that make up the AS level. We will follow the Edexcel specification which takes a similar path to the other two exam boards. The first unit concentrates on 'markets'. This is where you study the supply and demand curves and, therefore, outcomes in terms of price and output. You will also analysis something called 'market failure'. You will see that freely working markets are the most efficient way of allocating resources, but this is often not possible. What would happen if there were no state schools? Would 'education' be allocated to all school children efficiently? Who pays when factories pollute? Governments often have to step in to correct these examples of market failure. Unit two moves on to the 'macro' economy – big issues! Why is inflation so low? Why is unemployment rising? Why is the exchange rate of the pound so important to the UK economy? Does it matter that the UK imports more goods than it exports?

In the upper sixth you will again work towards two units, known as A2 collectively. Unit three is about industrial economics. We will look at firms and industries in more detail. Is monopoly a good thing? Is UK industry competitive? What can be done about 'unfair competition'? Unit four, as with all other subjects, is the synoptic unit, meaning you may have to draw on concepts from any or all of the other three units. Major topics such as globalisation, the Euro and various trade problems are covered here. All four units are tested through examination – no coursework!

Economics is a popular subject with both universities and employers due to the fact that, like History and Politics, the student learns how to analyse and evaluate. For me, though, if you are someone who is interested in current affairs, the main reason for taking this subject is its continually changing nature. There are not many other subjects that can say there is something in a broadsheet paper *every day* that relates directly to the material covered in class.

ENGLISH LITERATURE

English Literature is a great subject if you enjoy books and discussing the ideas they contain and the way they are written. You will do plenty of reading, talking and writing, but mostly you will be thinking. You will also act out parts in plays, conduct research and give presentations, and there are opportunities to go on conferences and theatre visits over the two years. Many of you, we hope, will take part in The Literary Society programme. A qualification in English Literature provides a very 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, like law and journalism. English Literature both compliments other Arts and Social Science courses and provides a lively contrast to courses which are largely mathematical or scientific: many of our pupils at AS also take History, Politics, Psychology or Mathematics - there is take-up from across the spectrum.

The changes in A level specification, as of September 2008, reduced the syllabus from a six to a four module course, affording candidates the chance to study texts in greater depth and with a renewed emphasis on the critical perspectives that texts both invite and generate. The OCR syllabus which we follow provides an excellent range of texts and disciplines which we feel will appeal to a wide range of you.

AS now consists of two modules and counts for 50% of the A level as a whole. The course starts with Scott Fitzgerald's *The Great Gatsby*, a story of love and broken dreams set against the wealth and precarious glamour of 1920s America, considered by many to be the greatest novel of the twentieth century. At the same time, you will study the poetry of Robert Frost or William Wordsworth or Christina Rossetti, attending in detail to the way in which language, form and structure generate meaning. In January of the AS year, you will sit an examination, set by OCR, which will require you to write two essays – one on *The Great Gatsby* and one on the poetry studied.

At the end of the Michaelmas term, and throughout the Lent term, you will work on the second module of the AS course, a coursework response focusing on three 20th century texts, one of which will be a post-1990 text. This offers an opportunity for you and teachers alike to combine some exciting modern literature: for instance, this year one class will be studying Patrick Marber's *Closer* in conjunction with Pinter's *Betrayal*, and considering the shifting sexual politics these plays negotiate in the light of French theorist Michel Foucault's essays on the subject. For the first time, significant texts in translation can be used, as well as works of cultural criticism, providing far more stimulating intellectual opportunities as well as a solid preparation for the kind of work done at university across a range of subjects.

At A2, you begin by studying a play by Shakespeare and a range of plays and poetry written before 1800. The Shakespeare play will be one of *Henry IV part I*, *Othello*, *Twelfth Night* or *The Winter's Tale*, while the other texts will include works such as Marlowe's *Doctor Faustus*, Sheridan's *School for Scandal*, and poetry by the likes of Donne, Milton and Pope. In January of the A2 year you will sit an OCR examination and write one essay on the Shakespeare play and another making thematic connections between the drama and poetry you have worked on – a bold and innovative way to encourage you to think with critical creativity. Although you will be carefully prepared for this second part of the exam paper, your own ideas will be at the centre of your responses.

At the end of the Michaelmas term, and throughout the Lent term, of A2 you will write a coursework essay which builds on your studies thus far: it will give you the chance follow your own interests, perhaps writing on satire, or gothic fiction, or tragic drama, or narrative method, and so forth. The scope will be wide and worked out in conjunction with your teachers. As in AS, three texts will need to be covered, but these do not have to be of a forbidding length, and one can be a work of literary criticism which might be used to prise open the area under scrutiny. Texts can be drawn from any genre and any period, and one may be a significant text in translation, so for the first time the likes of Flaubert, Kafka and Chekhov may be studied, providing myriad opportunities for some compelling connections across world literature.

Because there are examination sessions in January and July of both A level years, it is of course possible (and sometimes advisable) to re-take to improve your marks. Many of those who take English in the Sixth Form go on to read the subject at university, but we like to feel that 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. We believe English at AS or A level is not only an academically rewarding subject, but also an enjoyable one.

GEOGRAPHY

“Geography is half of all education....the one true science which studies the human environment in all its manifestations”

The scope of A level Geography at Brighton College is very much broader than at GCSE, and aims to build upon the knowledge acquired at that level. The essence of the subject is still the same: we aim to explain the patterns and processes behind distributions of both physical and human phenomena at a variety of scales from the very local to the global. In doing so, we need to use theoretical models and apply them to the real world but, as our laboratory lies outside the classroom; practical fieldwork is also a vital element of the course. In addition, Geography is now connected to the college intranet system, and we do make use of the wealth of geographical information on the Internet. Students are also encouraged to use the departmental resources, which holds copies of *Wideworld*, *Geography Review*, *Geography*, *Geofile*, *Geographical Magazine* and *National Geographic* magazines. Economics finds common ground with human Geography, while Biologists, Chemists and Physicists find some of their work applicable to ecosystems, plate tectonics, soils and the weather. Mathematics is useful for project work and the skills paper, but if you're not a mathematician it's not a drawback!

The new AS syllabus consists of two papers, human and physical. The human paper is subdivided into urban and rural change, energy and tourism. Physical has four elements, coasts, rivers, hot environments and cold environments. In both of these papers the emphasis is on the application of the principles studied and data response style questions are used; these tend to be short and analytical. There will also be an extended piece of writing on each topic. In common with most schools, we study three units on each paper.

The A2 year will begin with a Field Work in Somerset, during which the pupils carry out several field investigations to prepare themselves for the Geography skills module. The questions on this paper will require knowledge of field work investigations and other practical geography. The Global Issues module includes earth hazards, climatic hazards and globalisation. These two A2 papers include both essay style and shorter answers

We teach the new OCR syllabus. For AS both the human and physical papers are worth 25% of the full A level. At A2, the Geography Skills paper will be worth 20% and the Global Issues 30%. Our department policy of retakes has usually maximised the potential of our candidates.

GOVERNMENT & POLITICS

Most new students of politics assume that the subject is mainly concerned with Westminster, its rather disreputable inhabitants and the various issues they see in the news. Of course, an A-level student will cover these areas, but it is worth thinking first of a more general definition. At its core, politics concerns the resolution of conflicts by non-violent means. We see this at the national level on the news, but it also occurs at a local level and within much smaller units such as families. When you argue with your parents over how late you can stay out, you are involved in politics!

In a fuller sense, politics can be defined as the manner in which a state is organised and run. This brings us to the AS specification for the lower sixth. We will be following the Edexcel board's specification. There are two modules, each of which is assessed by examination; in January for unit one and in June for unit two. Unit one is titled People and Politics. After a look at the important concept of democracy, we look at elections, political parties and pressure groups. Unit two, called Governing the UK, is a bit larger, and looks at the way the UK is 'organised and run' as the definition above states. We start with the UK constitution before studying the three branches of power that occur within any society in detail: the executive, the legislature (i.e. parliament) and the judiciary.

In the upper sixth, students work towards the A2 part of the full A-level, and concentrate on the political system of the USA. Units three and four are very like units one and two in the lower sixth, except they concentrate on the equivalent American institutions and processes. The A2 units, as with all other subjects, are the synoptic units where the student is expected to be able to draw together knowledge and understanding from all four units. Clearly, therefore, this unit will be a comparative one – the student will need to be able to understand and evaluate the differences between the UK and US systems of government.

Politics is a popular subject with both universities and employers due to the fact that, like History and Economics, the student learns how to analyse and evaluate. For me, though, if you are someone who is interested in current affairs, the main reason for taking this subject is its continually changing nature. The election of the Labour government in 1997 resulted in so much constitutional reform that the teaching of the material in units one and two changed totally. Also, there are not many other subjects that can say there is something in a broadsheet paper every day that relates directly to the material covered in class.

The Politics Department, furthermore, has enjoyed superb results at A Level and for the past two years the award of A/B grades has been 100%.

HISTORY

'To show it how it actually was'

'The past is a foreign country'

'History is a continuous process of interaction between the historian and his facts, an unending dialogue between the present and the past'

History in the Sixth Form is designed to allow you to explore new areas, broaden your historical knowledge, and also to learn invaluable skills that will train and discipline your mind. Historians have to be critical thinkers, problem solvers and capable of moral reasoning. If you can spot the debate in the opening quotes then History is definitely for you!

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 the AS and A2 syllabuses have been chosen because they are inherently 'exciting' parts of History, surrounded by plenty of debate and controversy, and also because the History staff specialise in these areas. History is a highly regarded subject by universities and employers because of the disciplined analysis of evidence, critical awareness and intellectual integrity that producing 'good history' requires. It is well known that a History student will have learnt to process and think about information clearly and critically, and this gives them a valuable head start in their chosen degrees or careers. A disproportionate number of politicians, headmasters and business leaders studied History at university.

History in the Sixth Form is also about taking more responsibility for your own ideas, and thinking about events for yourself. Independent study and thought are an important part of the ethos of the Department. However, we don't expect you to reach the high analytical standards demanded at A2 level overnight, and we also structure and teach the syllabus carefully so you develop the necessary logic and discipline to succeed at both AS and A2 levels.

Many students now go on from Brighton to study Modern or Ancient History, or related courses, at university, and advice on such courses is available within the Department. There is also the possibility of sitting the Advanced Extension Award paper (AEA) to enhance an application to Oxford or Cambridge.

History AS Level

The Department offers the OCR A Level syllabus. This involves two units at AS level: a document paper in Modern European History, which is on The Unification of Italy 1815-1870; and an essay paper in Early Modern English History, which is on Lancastrians, Yorkists and the Tudors 1450-1509. There is no coursework at AS level.

History A2 level

At A2 level there are two modules and the mixture of Modern and Early Modern periods is maintained. One unit is an in-depth coursework investigation of the controversy surrounding the Causes of World War Two 1918-1941; and the other is a thematic study of England's Changing Relations with Foreign Powers from 1485 to 1603. Both papers are highly analytical and those who are able to use their skills with discrimination will succeed at this level.

Overall

History in the Sixth Form can be a daunting prospect, but also a wonderful challenge. History goes well with almost any subject, and can be mixed with social sciences or natural sciences just as easily. It helps to combine History with at least one other AS that involves essay writing, as this gives an opportunity to practice and consolidate skills, but it is not essential. The department does its best to support students in the transition from GCSE to AS, and we enjoy cultural visits to places of historical interest such as Florence. There is also an exchange with Lawrenceville School in Princeton in conjunction with the Politics Department. In addition, there is a Sixth Form History Society, named after Lord Skidelsky, in which pupils explore areas of the subject not on the syllabus.

History is one of the most popular subjects with 100 pupils studying it in the sixth form. Results are also excellent and in 2008 and 2009 all of the candidates achieved either an A or B grade at A Level.

Mathematics A-level

Why Mathematics?

Mathematics has been part of the development of many great civilizations — it is rightly called both “The Queen” and “The tool” of the Sciences. This makes it an absolute necessity for many areas of further study, it underpins all scientific and many other disciplines. However beyond this Mathematics is a fascinating subject in its own right with a wealth of material to study at any level. While the A-level course focuses on the core elements of Mathematics (algebra, trigonometry, calculus and Series) which underpin the subject, pupils will also study applied modules in Mechanics, Statistics or Decision Mathematics. Mechanics is the study of how objects move under the action of forces and is particularly suited to study alongside Physics and Chemistry. Statistics is the study of probability and making sense of large collections of figures. This is particularly suited to study alongside Biology, Psychology, Geography and is a good option for those considering social science degrees. Decision Mathematics is a much newer branch of the subject and deals with problems that are particularly suited to computational approaches, many of these come from networks and related structures. This is particularly suited to study alongside ICT, Economics or Business Studies.

A-level Mathematics

Firstly it is important to note that an A grade at GCSE is desirable if A-level study of Mathematics is to be successful. The AS Edexcel course involves the study of two core modules (C1 and C2) as well as one applied module, namely S1.

The A2 course again involves the study of two core modules (C3 and C4) as well as one applied module, namely M1 (or in some cases D1). The work in the core modules builds very closely on the work of the AS core modules with an increasing emphasis on building a solid understanding of calculus.

At the beginning of the L6th of term the pupils will be tested and setted according to ability. The top set will take the C1 and S1 examinations in January and C2 and M1 in June of the L6th. This will give them more time in the U6th to concentrate on C3 and C4 (modules on which an aggregate of 180 UMS are needed to achieve an A* grade). The A2 course is assessed by a further three exams, with (for most) two taken in January (C3 and M1) and one in June (C4). Each exam is ninety minutes long and all six exams taken are equally weighted. Support also exists for those who wish to take AEA or STEP papers and of course there is a thorough programme of preparation for Oxbridge pupils.

Double Mathematics A-level

For those considering a degree in Mathematics, Physics, Engineering or a related discipline studying Mathematics and Further Mathematics should be considered. This qualification goes into much more depth than single mathematics and is therefore not an easy option. Against that double Mathematicians have a real advantage when applying to top universities for numerate disciplines. A typical double Mathematician will study approximately half core Mathematics and half applied, with the focus being slightly more towards Mechanics, making it ideal to go alongside Physics. Typically this option will take 16 periods per week (2 columns) but for the strongest Mathematicians we can teach the double option in 1 column (8 periods per week).

The first year of the course will typically consist of the complete A-level course for mathematics with mechanics (C1, C2, C3, C4, M1 and M2). The second year of the course will comprise modules leading to a full A2 in Further Mathematics. These modules follow on from those in the first year providing greater depth in all areas as well as introducing a number of important new concepts such as complex numbers. For a really committed student it is possible to end up with three mathematics A-levels. Double maths is assessed by means of 12 exams of 90 minutes each taken over the two years. Each module carries equal weight and is assigned to either the mathematics or further mathematics qualification.

MODERN LANGUAGES

At Brighton College, you can study French, German, Mandarin and Spanish at AS and A2 level. You require A*-A at GCSE to study AS, and A-B grade at AS to study A2. You also need to have a genuine interest in other cultures and ways of life, a desire to communicate in the target language, and dedication in order to acquire fluency by the end of the course. Generally, if you are interested in the business world, in travel or tourism, in literature, journalism or in the media, then this course could be suitable for you. What's more, most Universities offer Languages alongside any course (you would be able to combine your language with another subject such as Law, European Studies, Business, leisure and Tourism, or even Maths or Dentistry!) so you can further your enjoyment of languages, whatever your career path. Remember that apart from a real life skill, you will be well equipped to read your language at University and, as many Language Courses also entail spending a year abroad, it is quite often a life changing experience.

You will be taught various topics in the target language such as rights of young people, the environment, the media, education, etc... You will be expected to get involved in debates, do presentations and listen to or read target language articles from authentic sources (such as television, radio, the Internet, magazines, newspapers or books). You will also have a timetabled lesson each week in the language laboratory and a session with the language assistant. There is a 6th form literary blog on a website to encourage all pupils to read and discuss beyond the curriculum.

The French, German and Spanish courses:

You will learn the language by discussing topics of interest and current affairs in the country of your chosen language. In the AS Course such topics the media, popular culture, healthy living styles, and family relationships are covered with lessons mostly in the target language. The first of the two examinations which make up the AS qualification consists of listening, reading and writing. The second examination is an oral test. The content of the oral test will be taken from the topics studied during the year. There is no coursework in Modern Languages. One of the units will be taken in the January of the Lower 6th year and the second in June.

In the A2 the language skills learnt in the lower 6 are developed and expanded. Three more topics are introduced, namely the environment, the multicultural society and contemporary social issues. These topics allow the pupils to deal with complex issues both orally and in writing. In addition to this, they will all need to select two cultural topics. These will be examined both in written and in oral examinations and they include the study of a region in the target language country, a period of 20th century history in that country, the work of an author, dramatist or poet of that country or the work of a director, architect musician or painter from that country. Thus you will have the possibility of broadening your knowledge of the culture of the language you are studying.

The examination

AS Level	<i>The AS consists of two units:</i>
Unit 1	Listening, reading and writing. This examination lasts 2 hours. You will take the listening examination in the language laboratory using headphones, so you will be able to control you own equipment. This examination counts for 70% of the AS examination
Unit 2	The speaking test lasts 35 minutes – but this includes 20 minutes preparation time. This examination counts for 30% of the AS examination.
A2 Level	<i>The A2 consists of two units</i>
Unit 3	Listening, reading and writing. This examination lasts 2hours 30 minutes. The listening examination will be held in the language examination. This examination counts for 70% of the A2 examination.
Unit 4	The speaking test last for 35 minutes, which includes 20 minutes preparation time. This examination counts for 30% of the A2 examination.

Bonne chance! Viel Glück! Buena suerte!

MANDARIN

zǐ yuē xué ér bù sī zé wǎng sī ér bù xué zé dài
子曰，“学而不思，则罔；思而不学，则殆。”

Confucius says, "To learn without thinking, one will be lost in learning. To think without learning, one will be imperilled".

Mandarin, as the most widely spoken language in the world, is proudly offered at AS and A2 at Brighton College. This exciting and challenging language should be considered by either pupils who have achieved an A* to A at GCSE and are passionate about learning languages and finding out more about Chinese culture. The subject is also open to those for whom Mandarin is a first language. Mandarin is an excellent choice of subject in its own right and, with the strength of China's economy, would also be a superb companion to a business course.

Brighton College's Mandarin teaching facilities include our Confucius Classroom and state-of-the-art language lab, funded by Hanban, the office of Chinese Language Council in Beijing, and opened by the Rt Hon Ed Balls, Secretary of State for Children, Families and Schools on 7th March 2008.

Both AS and A2 assessments draw on the following general topic areas:

- ❖ Food, diet and health
- ❖ Transport, travel and tourism
- ❖ Education and employment
- ❖ Leisure, youth interests and Chinese Festivals *

With an additional topic: Environment (energy, pollution and environmental campaigns) and prescribed research areas relating to essay writing at A2 level.

AS Level:

Unit 1: Spoken expression and response (30 Marks)

This unit requires students to speak for 5-6 minutes in response to a short English-language stimulus with 15 minutes preparation time.

Unit 2: Understanding and written response (70 Marks)

This unit assesses students in their understanding of spoken and written Chinese, their ability to transfer meaning from Chinese into English and to produce continuous writing in Chinese in the form of an essay linked to a short Chinese-language stimulus.

20 marks Section A:	Listening	To listen and respond in Chinese
20 marks Section B:	Reading	To read Chinese-materials then answer in English
30 marks Section C:	Writing	To write 180-200 characters in the form of a letter, report or article based on a short Chinese-language stimulus.

A2 Level:

Unit 3: Understanding, written response and research in Chinese (80 Marks)

This unit assesses students in their ability to understand and respond in writing to written Chinese and promotes knowledge and understanding of Chinese and/or Chinese society through focused research.

10 marks Section A:	Reading	To read Chinese-materials and answer in Chinese
10 marks Section B:	Translation	To translate a short passage from English to Chinese
30 marks Section C:	Essay writing	To write an essay in Chinese (250-500 characters) in response to an essay title linked to the reading text.
30 marks Section D:	Research based essay	To write in Chinese (250-500 characters) about an area of interest which has been researched in advance.

- Festivals: New Year, Mid-Autumn Festival, Dragon Boat Festival, Ching Ming (Qing Ming)

The MFL Department:	
Head of French: Mme Prahin Head of German: Mrs. Cremona	Head of Spanish: Mr. Mitchell Head of Mandarin: Miss Zhao

MUSIC

Music is both a creative and an academic subject which requires active participation in performing, composing (both free and in the style of other composers) and listening, as well as historical and analytical study of composers and their work. For those who are looking to pursue other interests as an academic study at university, Music is often the subject choice for a creative topic in an otherwise purely academic curriculum. For those who wish to go on to study Music in further education the subject can be studied with many others; sciences, modern foreign languages and social sciences are all possible combinations. Many pupils continue to read music at university or music colleges. There are currently 5 Brighton College pupils with Choral Scholarships at Oxford or Cambridge.

AS Level

The AS qualification consists of the following three units:

Unit 1: Performing (30% AS 15% A2) In this unit you will develop your skills as a musical performer. You can perform on any musical instrument or sing and will have the opportunity to take part in ensemble performances as well as performing solo. You will perform 1 or 2 solo or ensemble pieces of your choice lasting between 5 and 6 minutes, of approximately grade 6 standard. This performance is recorded, marked internally and moderated externally.

Unit 2: Composing (30% AS 15% A2) This unit encourages students to develop their composition skills leading to the creation of a three-minute piece in response to a chosen brief. You are also asked to write CD sleeve notes to describe the process of composition and how other pieces of music have influenced it. This composition is undertaken during periods of controlled coursework.

Unit 3: Developing Musical Understanding (40% AS 20% A2) This unit is in three parts. In Part A you will listen to and answer questions related to music which you have studied, in Part B you are required to write long answers comparing historical and stylistic aspects of prescribed scores and in Part C you investigate chords and melodic lines of music which you have not seen.

A Level

The full A level qualification is made up of the AS units plus three more units studied at a higher level.

Unit 4: Extended Performance (15% A2) In this unit you will perform a recital of solo and/or ensemble music which will last between 12-15 minutes. The standard of difficulty required for this unit is approximately grade 7. It is possible to include improvisation as part of this recital.

Unit 5: Composition and Technical Study (15% A2) For this unit you must complete 2 technical studies or 2 free compositions or one of each. The technical studies require composition in the style of common practice harmony, counterpoint or popular song. The free compositions are required to follow briefs set by the exam board.

Unit 6: Analysing Music (20% A2) This unit tests all the knowledge, understanding and skills you have developed across the whole course. You will take a listening test and will also be asked to answer written questions on the music you have studied. There are 3 sections – aural analysis; Music in Context and Continuity and change in instrumental music.

The College follows the Edexcel exam board syllabus. This means that 60% of both the AS and the A2 is completed as coursework and 40% is written exams.

PHOTOGRAPHY

Sixth Form Photography - A/S and A2 Art: Photography (OCR)

Photography now plays a crucial role in contemporary Art practice. The aim of this course is to develop critical inquiry of candidates who are committed to being artists with Photography at the core of their coursework. Throughout the course, pupils develop and explore the process of making pictures through a practical, thematic and historical approach, through group critiques and individual tutorials to help pupils realise their projects.

At A/S and A2, Photography is approached as a medium which has no fixed identity. This disregard for a fixed identity is Photography's strength and this approach is strengthened by engaging this medium with Theory, History, Criticism and Philosophy.

In both the Lower Sixth and Upper Sixth years, students explore and experiment widely with different media and materials to articulate their ideas through making images. The course aims to engage analytical thinking and to study what Photography is for the purpose of discovery what it can become.

Lower Sixth (Year 12) - A/S Photography

The units assessed for A/S are:

Research Projects (30%)

Pupils will be expected to produce two assignments. Each project may be a single self-contained assignment, or a series, or a set of work, together with planning sheets or an ongoing workbook.

Personal Investigation (30%)

This is a written and practical investigation of Photography (history and practice) in terms of concepts, ideas and techniques which will involve an exploration of materials, processes and ideas. Work presented for this project will be a notebook exploration and an illustrated essay.

Controlled Assignment (40%)

From a series of titles given by the exam board, the candidate chooses one question which needs to be researched by direct observation and documentary research so that the project can be planned appropriately through a series of prep sheets in which a variety of ideas and media is used in the development of ideas as well as for the finished series of prints to be produced during the examination.

These three units form the Advanced Subsidiary GCE Art: Photography qualification.

Upper Sixth (Year 13) - A2 - Advanced Level

Students who continue into the second year will be encouraged to develop their personal style and the expressive possibilities of image making and techniques. The course comprises of:

Specialist Project (30%)

This unit gives the pupil the chance to build on the skills and knowledge gained during the A/S units. The emphasis in this project is developing ideas and refining them in the form of planning sheets or an ongoing notebook as well as a series of resolved prints.

Personal Study (30%)

Pupils will be able to study in depth an aspect of the visual arts that particularly interests them. The emphasis is on a personal and analytical approach and may take the form of an ongoing visual workbook as well as written analysis, a finished visual piece and an essay.

Controlled Test (40%)

This will be a response to a question set by the exam board. The candidate is encouraged to explore and express ideas through various approaches. Having carried out research over a period of time, the candidate will be required to produce a series of final finished prints in 15 hours that resolves their intentions and in many respects should be the summit of what the candidate has achieved over the course.

PHYSICS

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 AS or A2 level is a necessary qualification for most scientific and engineering courses in higher education. Physics may be regarded as the most fundamental of the natural sciences with its principles extending into other fields. The difference between Physics at GCSE and at AS and A2 level; lies more in the depths of understanding of the subject matter than in the study of new topics. However, the content of the subject is more extensive, going further into such areas as waves, information and communication, radioactivity, particle physics and quantum phenomena. Physics could be studied alongside many combinations of other subjects eg Maths, Further Maths, Chemistry, Biology, IT, DT, Economics, Business Studies etc.

As with all AS and A level subjects, the mode of studying differs markedly from that at GCSE. There is much more emphasis on personal study and thought, resulting in much more extensive written work. A superficial approach is inadequate and the habit of deep study has to be developed. The amount of mathematics needed to solve problems at AS level is not very great; the mathematics is used mostly as a tool, to help develop the ideas. It is advised that that to study Physics AS level at least an A grade at GCSE Physics is recommended. We follow the AQA Specification B (found at www.aqa.org.uk) studying PHYB1 in the first term – this module is examined in January, with the possibility of a retake in June. PHYB2 is commenced in the Lent term, and is examined in May; PHYB3 is the practical module – this is taught throughout the year. This takes the form of a CAU (Centre Assessed Unit) consisting of a practical investigation and a written paper. Two Investigations are assessed in the Lent Term – the one with the higher mark being submitted towards the AS grade.

For A2 level an A grade or higher is recommended as the minimum requirement. Module 4 is studied in the Christmas term, and PHB4 is taken in January. Module 5 is commenced in the Lent term, and PHYB5 is taken in June (+ retake Module 4 if necessary). PHYB6 is the practical element of the course; it again consists of two investigations.

At AS level, the two theory papers count for 40% each, leaving 20% for the practical paper. At A2 level, the AS level counts as 50%, Units 4 and 5 counts for 40% leaving the final 10% dependent on the Practical Investigation. The Department has been very successful in recent years, attracting a large number of pupils (well above the national average for Sixth Formers) and has an excellent success rate. It is very well equipped and staffed. Most pupils study either Engineering or pure Physics at University following the A2 course.

PSYCHOLOGY

What is psychology?

Psychology is now a science: rated the same as physics, chemistry and biology (Q.C.A. Sept. 2006). The traditional definition is "the scientific study of mind and behaviour". In other words it covers a vast expanse of knowledge and a wide range of phenomena ranging from the activity of a single nerve cell to our social interactions in a complex socio-cultural environment. Its roots lie in the fundamental questions of philosophy but the development of psychology as a discrete discipline has brought with it an increasing emphasis on scientific method and empirical research.

Despite all these developments people often view psychology as mere common sense. However whilst our first instincts in interpreting behaviour are often useful, one often finds that when tested out these theories are full of holes! Psychology is challenging both academically and personally, and involves an individual journey which will broaden your outlook; challenge assumptions; make you think; increase self-awareness; introduce you to contemporary topics and issues; develop transferable skills; link theory and practice; enrich and compliment other studies, not to mention providing you with endless fun whilst making you an object of fascination to others! It is also useful to think about what psychology isn't i.e. airy-fairy, weird, and narrow or a soft option! Increasingly, psychology is becoming viewed as one of the most academic and argumentative subjects that can be studied at GCSE, AS, A2 level and consequently. It links well at AS/A2 with Biology, P.E. and Philosophy.

What do we study? (AQA - A specification)

<i>AS level</i>	Memory, Attachment, Stress and Illness, Abnormality, Obedience, Conformity and Research Methods.
<i>A2 level</i>	Relationships, Aggression, Biorhythms and sleep, Phobias, Addiction, Issues and debates in Psychology and higher level Research Methods.

How is it, all examined?

The whole course is marked out of 400 U.MS marks

<i>AS exams</i>	<ul style="list-style-type: none">• Unit 1 = 100 UMS (50% AS, 25% A2)• Unit 2 = 100 UMS (50% AS, 25% A2)• both AS Units are examined via a 1 hour 30 minute written paper.
<i>A2 exams</i>	<ul style="list-style-type: none">• Unit 3 = 100 UMS (25% A2) examined via a 1 hour 30 minute written paper• Unit 4 = 100 UMS (25% A2) examined via a 2 hour written paper.

RELIGION AND PHILOSOPHY

Religious Studies focuses on philosophical and scientific issues pertinent to a religious world view. In this course we will be asking questions such as: 'Is there a God?'; 'Are scientific accounts of the world compatible with religious accounts?'; 'What is the nature and value of human life?'; 'Do evil and suffering make belief in God impossible?' In fact, studying this course will enable pupils to engage with the most radical questions it is possible to ask, such as: 'Why is there anything at all?'

The strong emphasis on philosophy in this syllabus means that pupils will be schooled in the art of thinking critically. Studying this subject is not simply about gathering together parts of a body of knowledge, it is also about learning an invaluable skill – how to recognise, evaluate and construct arguments, whether on the page or in classroom debates.

The syllabus moves logically on from the AQA GCSE Religious Studies syllabus, which is also taught in this School. There is, however, no requirement to have studied GCSE RS prior to opting for AS Religious Studies. The only prerequisite is a willingness to engage in debate and to have one's views held up for scrutiny.

AS Modules

AS Unit 1 Religion and Science

In this module pupils will study the relationship between religious and scientific worldviews. Are these disciplines ultimately in conflict, or is there some way to reconcile the naturalistic approach with commitment to belief in the supernatural? We will look at three areas of possible conflict: creation; design; and the miraculous.

AS Unit 2 Philosophy of Religion

In this module pupils will explore a range of philosophical approaches to religion. We will examine, for example, whether it is possible to prove that there is a God through an evaluation of the Cosmological Argument, and ask whether religious experience could ever count as compelling evidence for God's existence.

The *AS Exam* in this subject consists of two papers each 1 hour and 15 minutes long.

A2 Modules

A2 Unit 3 Philosophy of Religion

In this module pupils will build on their exploration of philosophical questions concerning God's existence started in AS Unit C. Topics covered include how far reason can be used to understand the God concept, whether the existence of evil makes it impossible to believe in God, and the nature of human minds, bodies and souls.

A2 Unit 4 Religion and Human Experience

This is a compulsory unit. Students will study either Topic 1: Life, Death and Beyond; or Topic 2: Ultimate Perceptions of Reality.

This module provides pupils with an opportunity to grapple with the fundamental mysteries of existence. Gulp!

The *A2 Exam* will consist of two papers each 1 hour and 30 minutes long.

SPORTS SCIENCE

The course takes a multi-disciplinary approach to sports science, encouraging the development of different methods of enquiry, with the focal point being the performer and the performance. The course is based on the interaction between the theory and practice of Physical Education & Sports Science and involves a lot of student scientific experiments. It is delivered in a way that relates theory to practice, working towards improvement in individual performance and that of others. There tends to be two types of student who take A level Sports Science; 'The Sports Scientist' who is looking for a career in elite level sport and will go on to read a sports-related course at University and 'The Passionate Sports person' who for them sport is something they are naturally talented in and they are keen to improve their own sport and build on the knowledge that they have already attained, whilst obtaining a high A level grade.

What do we study? (AQA Physical Education)

AS level	Anatomy & Physiology, Acquisition of Skill, Historical & Contemporary issues in Sport: Health, fitness testing and training, nutrition, discrimination in sport, drugs, personality, Olympic Games, skill, goal setting, sports stress management etc
A2 level	Exercise Physiology, Sports Psychology, Comparative Elite Sport: Energy systems, elite training, recovery, performance enhancing aids, team dynamics & cohesion, achievement motivation, relaxation techniques, anxiety & arousal etc

How is it, all examined?

The whole course is marked out of 400 UMS marks

AS Assessment	<ul style="list-style-type: none">• Unit 1 = 120 UMS (50% AS, 25% A2) 2hr written exam• Unit 2 = 80 UMS (50% AS, 25% A2) Practical assessment in one sport and as an official/coach within one sport
A2 Assessment	<ul style="list-style-type: none">• Unit 3 = 140 UMS (35% A2) 2hr written exam• Unit 4 = 60 UMS (15% A2) Practical assessment in one sport with analysis of strengths and weakness

Course Progression

The course provides a good progression from the AQA GCSE PE (although the GCSE is not a pre-requisite for taking the A level).

It is an ideal A level qualification for candidates looking to read the following courses (among others) at degree level: Sport & Exercise Science, Sports Psychology, Sport & Business Management, Physiotherapy, Physiology, Sports Development, Physical Education QTS, Sports Coaching.

Extra Curricular Activities



BRIGHTON
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EXTRA CURRICULAR ACTIVITIES AT BRIGHTON COLLEGE

Brighton College is a hive of activity! You will read in more detail in the next few pages about the numerous extra curricular activities in the major fields of Music, Drama, Dance, Art and Sport. In this short introduction you will learn about some of the smaller activities that occur during the two activity sessions during the day at 1.45pm-2.30pm and 4pm-5pm.

These activities have been chosen to give pupils a chance to try something different. Of course, there are all the usual suspects that one would expect to see: Chess Club, Bridge Club, Backgammon Club, French Club, Spanish Club, etc., but we also offer activities that one might not find in other schools, such as Chi Kung, where 40 plus pupils practise an ancient form of meditation on the Front Quad, or Scuba Diving, where a fully qualified trainer comes into school and runs a course that will allow pupils to dive anywhere in the world.

This gives you just a small taste of the massive range of opportunities of offer at Brighton College. If you would like to find out more, do please ask for an Extra-Curricular Booklet that gives full details of everything on offer at the College out of the classroom.

CHARITIES

Supporting charitable causes has become a cornerstone of the Brighton College ethos. Whilst involving the school as a whole, the great effort the pupil body makes combines altruism with entertainment!

Each year, members of the Lower VI are invited to become Charities representatives. They will be asked to motivate and encourage members of their Houses to raise money for those in need, both at home and abroad. Although the Lent term is officially the Charities term, fund raising events take place throughout the year.

Recently, members of the College have raised money in a number of ways, such as the fabulous Brighton College Fashion Show, scrumptious cake sales, stylish own clothes days, and even throwing custard at teachers!

Some of the charities supported by the College last year were:-

- **Extra Cover – Tsunami Relief Project**
- **The Daniel Braden Trust**
- **The Martlett’s Hospice**
- **Jeans for Genes**
- **The Worli Shanty Town**
- **The Romanian orphanage**
- **The Kisumu orphans**
- **Great Ormond Street Hospital.**

We hope to continue this rewarding work and providing enduring support for these extremely worthwhile causes.

COMBINED CADET FORCE

The main aim of the CCF in the Sixth Form is to provide a challenge to the individual in practical training situations at both personal and instructional levels. It can also be seen as a means of introducing self-discipline, leadership, initiative and responsibility and provide the opportunity to develop further any previously learned skills.

At a personal level, the CCF presents training which is challenging, enjoyable and satisfying, and aids the development of self-reliance, independence, resourcefulness, endurance and perseverance, which will equip individuals for later life. Cadets are presented with the opportunity to face up to themselves and to learn their own strengths and weaknesses in demanding, but nonetheless highly rewarding, outdoor situations. At an instructional level senior members are encouraged to take on the responsibility of leadership within the CCF and the community at large, by instructing others, junior to themselves, in a wide range of different activities. Here in group situations they teach skills, face problems and share experiences together. Such situations become accessible through Field Days and camps and courses of all descriptions. Annual camps and courses are arranged by the Royal Navy, Army and Air Force. Others, such as Adventure Training and Field Days, are arranged by the Contingent.

In the past, several cadets have applied for and won Sixth Form scholarships and a number have subsequently gone on to win university cadetships. In recent years, ex-pupils have won two Swords of honour and a Queen’s Medal for their achievements at Sandhurst.

COMMUNITY SERVICE

More than half of the Lower Sixth Form are involved in a weekly programme of Community Service visits to the elderly and housebound, as their “service” option on a Monday afternoon. Geographically the jobs range from Whitehawk to Hove; activities include wheeling out, reading to the blind, gardening, or simply dropping in to keep an old person company. There is also the opportunity to work with children in our Pre-Prep Department and in the nearby St. John’s Residential School for children with learning difficulties. At Christmas we act as host to a Hall full of old people for our “Tea and Carols” afternoon, at which the Choir performs and a large number of volunteers assist in providing transport, serving tea etc. In the summer we arrange an annual Picnic Outing by coach for an ever-growing contingent of our elderly folk to some local beauty spot. We feel it is important both for you our pupils and for the local community that social involvement of this sort should play a significant part in the life of the College

DANCE FOR ALL

At the college, there are many performance opportunities for sixth formers and many activities where dance is offered as an option to complement pupils’ other studies.

Dance as a Games Option

Every Tuesday and Thursday, Mr Wood injects energy and enthusiasm into the dance studio which is packed with those wanting to select dance as a fitness option. Dance is extremely popular and its high octane moves and fast paced routines help to make even the dullest of days seem so much more bearable!

Strictly Come Dancing!

Strictly Come Dancing has become an annual highlight in the performing arts calendar. Every year, boys and girls in the Lower Sixth partner up, to try to become the next couple to win the crown for this popular charity event. The event takes place in the Lent Term to a packed audience, where couples compete in a series of duo and group pieces accompanied by the extremely talented Brighton College Swing Band. Pupils in the past have learned to master the Cha Cha Cha, the Jive as well as Disco and The Viennese Waltz. Classes take place on Thursday Activities time in the dance studio.

Examinations and Qualifications in Dance, and the Dance Show

For the passionate and dedicated dance artists, there are fifty, extra curricular dance classes on offer in RAD Classical Ballet and ISTD Modern, Tap and Jazz Dance up to Advanced and Major Vocational Level. The dance school at Brighton College has over 200 pupils who take classes throughout the year and have the opportunity to perform in the annual dance show in The Great Hall during the Summer Term. Pupils achieve outstanding results and are taught by an experienced and dedicated dance faculty led by the Director of Dance and the Head of Ballet.

Dance for Fun! - Evening classes for Boarders

For those who prefer dance as a recreational activity, evening dance classes and weekend workshops add hustle and bustle to the dance studio offering Contemporary dance, ballet, street dance and theatrical Jazz. These classes are ideal for boarders as they give pupils’ the chance to dance and relax as well as meet new people in a social capacity. Instructors are talented professionals in the field who have worked in the dance industry.

College Musical

Aside from the opportunities described above, the college musical is the perfect vehicle for those who enjoy dance at any level to really shine! With an average of twenty numbers in each musical, it is a fabulous activity to be involved in and a great opportunity to mix with fellow college dramatists and musicians!

DRAMA BEYOND THE CLASSROOM

Many pupils at Brighton College want to be involved in Drama, whether as performers or in any one of the variety of backstage roles: stage manager, lighting operator, sound technician, costume assistant, set designer and so on. There are many opportunities for participation in these roles, as well as in our new playwriting competition, with the best plays being produced within the Department. We also offer individual and paired lessons in acting and prepare pupils for both the LAMDA and New Era grades.

Drama is not a fringe interest here. It is at the centre of school life. We produce work of the highest quality that the pupils here, whether cast, company or audience, are publicly proud of. Being a part of something bigger than yourself is what will provide the enduring memories of your time in any school. Being involved in theatre here should be great fun and there will be something that's just right for you, whether main part, walk-on role, lighting designer, stage manager or the person who winds the curtains open at the start of the show, or closes them!

If you've read this far, you'll know that being part of something bigger than yourself is what gives you the enduring memories of your time at school: be part of a busy drama scene here and you will have something good to remember for the rest of your life.

I'm taking A Level Theatre, but my needs are bigger! What other performance opportunities are there?

Plenty! Although you will perform in two major productions as part of your course, there are plenty of other opportunities. There are large and small-scale plays happening regularly, ranging from classics to pupils' own writing, contemporary writing to work made by the performers themselves. The Department is keen to give people a range of performance opportunities and can offer lots of professional help and advice.

I'm not taking A Level Theatre, but I would still like to perform: are people like me considered in casting for plays, or are all the parts given to A Level pupils?

No! Auditions for all our shows are open and no preference is given to old lags over the new faces, or vice versa. What does matter is that you look at the Drama Notice Board regularly to find out which auditions are happening and when, so that you don't miss out!

I'm not taking Theatre Studies, and I'm not really a great performer, but I wouldn't mind giving it a go: what should I do?

The November Musical is a great place to start. Anyone can be in this show, provided they commit to attending rehearsals. It's high quality, fun, and a great way of getting to know lots of people you might not ordinarily meet in College.

I'm not taking Theatre Studies and I'm not interested in performing either. There's nothing I can do, is there?

Not at all! Shows always need behind the scenes help and there are opportunities here for anyone with a little time and goodwill. If you would like to learn more about stage lighting or costume, we can provide professional and expert training. Additionally, we are always looking for people to be involved with front-of-house work; design of sets, posters, tickets and programmes; organising sponsorship and advertising; set building and stage managing.

What if even that is beyond me?

Every show needs an audience. Come to the productions mounted here and you will have your mind and spirit enlarged by seeing a range of work that exists in few professional theatres and barely any school theatres.

We also have professional theatre companies coming here to present their work: these are always high quality pieces, providing great talking points.

There is no excuse, is there?

True, there is no excuse. However, there is no compulsion, either.

MUSIC

At the College 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 choose to be in the back row of your House Song Entry or have the ability to lead the Symphony Orchestra there are musical activities to provide new experiences and enjoyment! Well over half of the pupils learn to play a musical instrument and continue their participation in musical activities into the Sixth Form. Many musicians add to their UCAS points by taking Associated Board or Trinity Guildhall Music exams on their instruments. Extra-curricular groups rehearse weekly and perform to a high standard in concerts and competitions inside and outside the College. Musical activities include the Symphony Orchestra, Choirs, Wind, Brass and String ensembles, the Concert Band, Swing Band and several Rock Bands. The Choral Society has a very strong reputation, and involves pupils, staff, parents and friends performing in 2 concerts a year; one at Christmas the other during the Brighton Festival. The College frequently hosts the Chamber Music Competition for Schools, with as many as five groups of Brighton pupils in one year reaching the semi-finals. Music also provides annual touring opportunities; in recent years the College Chamber Choir has toured to Prague, Moscow Venice, Croatia and Belgium. The Swing Band regularly performs at events both outside and inside the College, in 2008 they performed at Disneyland, Paris.

SPORT

Sport in the sixth form falls into two distinct categories: Firstly there is provision for those who just want a break from the academic rigour of the college generally provided for within the games morning & afternoon structure and secondly there is a comprehensive, competitive fixture list for those whose week is not complete without the passion, joy and pain that sport can bring.

The options available range from yoga to tennis with rugby, football, cricket, girls' hockey, netball, rounders, athletics, badminton, swimming, dance, shooting, basketball, water polo and golf all being part of a varied sixth form programme. Each of the major games has up to 4 teams which differ in their level of ability for those who are keen to play competitive sport at the weekend. If selected to represent at the college during the week and or at week ends all sixth formers are expected to play through out the year.

The major sports for the boys are Rugby, Football and Cricket. Old Boys Matt Prior, Carl Hopkinson and Michael Thornely are members of the current Sussex CCC side. The 1st XV have reached the last sixteen of the Daily Mail cup for the past five years, with a number of players securing professional contracts, such as Alex King, John Hart, Ollie Philips, Jordan Turner-Hall, and Ryan Manyika.

Netball, hockey and cricket are the main sports for the girls, with netball now being played in both of the first two terms. The netball has gone from strength to strength in recent years with county, regional and national success. The girls' cricket team has won the national indoor title at Lord's for the past 2 years and several players including Holly Colvin and Sarah Taylor in the Lower Sixth have followed in the footsteps of Clare Connor OBE (OB and current member of staff), the England Captain in representing their country, with both Sarah and Holly playing in the successful series against India this summer.

Squash is as strong as ever with the National finals being reached for the past three years and remains a popular option in the sixth form. The European number one Chris Simpson and the England number one Rachel Wilmot both enjoyed their time in the sixth form.

Our aim for Sixth Form sport is to cater for all, from the national athlete to the first timer. Flexibility, commitment and communication are the key essentials of Sixth Form sport.

ST. BARNABAS PROJECT

Founded in 1987 by a former member of staff, the late Paul Caswell, the St Barnabas Project, originally conceived as a school charity to sponsor the education of a worthy South African or Ukrainian student in our Sixth Form, has now been refocused to provide financial support, in the form of grants, to less privileged members of our school community. In keeping with the original spirit of the Project, these are likely to be foreign nationals. The grants may take the form of subsidies for books at university, participation in trips and foreign travel etc. The Project relies entirely on charitable donations.

YOUNG ENTERPRISE

Young Enterprise is a national education charity which delivers an exciting, practical, hands-on business experience to young people. Locally, the organisation is run by volunteers, with particular input from HSBC and American Express, who form the Young Enterprise Board.

The Young Enterprise Programme is a real business experience over a full academic year open to pupils in the Lower Sixth, developing skills such as: working in a team, leadership, making presentations, planning, financial control, taking responsibility and the need for commitment to quality.

In the past couple of years, Brighton College YE businesses have reached the Sussex and Regional Finals of the Programme's competition, with their professional approach and innovative ideas. 'Donkey Dust' swept the board in 2006 with the help of their stress ball, attaining cups for Marketing, Governance, Best Presentation, Best Accounts, Best Report and Overall Best Company in Sussex.

The following year, the highly professional and determined "Ice Cubed" produced a 'Guide to the Brighton Laines' and the company received high praise from all judges at the Area competition, voting them best company and earning them a place in the Sussex Final, where they were unanimous Runners-Up amongst extremely stiff competition from 8 other companies.

College Information



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BOARDING

A number of students join our Lower Sixth each year from other schools (both maintained and independent) to pursue their 'A' level studies here as boarders, weekly or full. The newly upgraded boarding facilities provide well-appointed individual or double study bedrooms, which give both privacy and the facilities for private study. There is also access to facilities such as: the Café de Paris; the Rose Lecture Theatre for film nights; squash courts; sports' hall; Sixth Form Centre and the Performing Arts Centre.

Boarding can provide a useful bridge to the greater self-sufficiency and independence of university life – as well as meeting particular domestic needs and circumstances. Boarders are encouraged to enter into the community spirit which comes from working and living together. Sixth Form boarders are also especially encouraged to share in the pastoral responsibilities and concerns for the younger members of their respective Houses. They are, of course, also given the opportunity to take full advantage of the cultural amenities of Brighton.

Bradley Vanstone, Head Boy of Abraham House, who weekly boards in the Sixth Form, writes:

“Boarding allows you to be on site at the College during the week to take advantage of first class facilities. These include the networked computer laboratories, and computers in the House, which allow me Internet access and my own e-mail account. Each house also has a wireless system which means I can use my own laptop if I need to. The library is also a great place to find out more. After work, we can swim in the school pool, or use the sports hall, tennis courts, or use the music school.”

The boys' and girls' Boarding Houses are at the heart of the College, in the front Quad, with the obvious benefits of security and togetherness for a vibrant co-ed community of 200 boarders. The boys and girls come together for barbecues, social events, all meals and, for full boarders, the weekend trips, which feature Go-Karting, France, Aqua Parks, Cambridge and Premiership Football to name a few.

Ronald Li, who joined us from La Salle College Hong Kong, says:

“Weekend boarding gives you time to relax, but there is plenty going on if you want to be active. Sports fixtures take place every Saturday afternoon and, in addition, there are organised trips such as those to France, London and locally we have been go-karting. On weekends, we often have barbecues outside with Fenwick girls' boarders, when it's just pleasant to spend time socially with friends.

For these past two years my Boarding House has in many ways been my home and family and I would recommend this way of life and education to anyone.”

CAREERS & UNIVERSITY ENTRANCE

Most pupils take the Morrisby Careers Guidance Test either in the Upper Fifth or upon entering the Lower Sixth. They can seek further advice from the Head of Careers, the Library, at interviews with the ISCO Area Director or via ISCOM on the computer network. Any student interested in the services can see the Schools Liaison Officers at regular intervals.

The best experience comes from participation and many students join Young Enterprise in which they set up and run a company for a year. They also have priority placement of ISCO work experience courses during the holidays.

Higher Education occupies the thoughts of most Lower Sixth Formers and, during the Lent Term, there is a presentation at which they and their parents are addressed by a variety of speakers, from university lecturers to members of the current Upper Sixth. This precedes a visit to the Higher Education Fair, where our pupils can talk to university representatives and pick up prospectuses. All Lower Sixth Formers are issued with an in-house booklet which introduces pupils and parents to the whole procedure of university application, gap years - and conversations between pupil, House Tutor and parent are encouraged! There will also be a separate information session regarding Oxbridge applications. Prospectuses for universities are now housed in the reference area of the new Sixth Form Centre. From any computer terminal, pupils can access websites or get ideas from the Discourse program on the College network and the Sixth Form intranet contains several useful documents. The Careers Library, which is located in the front room of the library, also contains useful information on Careers, University information as well as undergraduate prospectuses.

During the post-AS period of the Summer Term, there is a UCAS induction course, which builds on the discussions which have taken place with House Tutors throughout the year, and when our pupils are introduced to the specific details of on-line UCAS form filling; parents are invited along to a UCAS evening too. Pupils will also gain preliminary experience in being interviewed. Before going off on

summer vacation, most pupils, and certainly all Oxbridge, Medical and Law applicants, are given suitable holiday reading and work to do.

During the Michaelmas Term of the Upper Sixth year, we focus very much on completing the UCAS application as soon as possible. Some pupils are also prepared for sitting various Aptitude Tests, taken prior to interview, and Oxbridge preparation work is organised too. In the Lent Term there is a session where we discuss the transition from school to university.

PREFECTS & LEADERSHIP

An important aspect of the Sixth Form is Service. The well-being of the college is largely in the hands of its senior members, namely the Sixth Form, and many members of the Upper Sixth participate in the Prefectorial system.

The majority of the Upper Sixth become House Prefects and play an important part in supervising and helping the junior members of their House. As well as helping in day-to-day organisation and fulfilling routine duties they also have a key role in letting the Housemaster, housemistress or tutor know of a particular problem that has arisen with an individual or perhaps an issue which applies to a group of younger pupils. Members of the House will often find it easier to speak to and confide in someone just a year or so older than they are than to a member of staff. House prefects also play an important role in helping new pupils to settle in, certainly within the boarding community, where they are likely to carry a greater weight of responsibility for the welfare of their juniors than they will do again until much later launched into their careers. The House Prefects are chosen by the Housemaster or Housemistress concerned in consultation with their tutors during the middle part of the summer term.

The responsibilities of a School Prefect are more widespread and high profile. They are readily identifiable around the school by the gowns they wear on formal occasions. They play a significant part in the smooth running of the college in such areas as Chapel, Dining Hall and Performing Arts Centre. They ensure that appropriate standards of dress and behaviour are maintained amongst all pupils. They are often required to be present at and help staff run evening events such as plays, concerts, Open Evenings and other public events. They are the public face of the school. The Headmaster and Deputies regularly meet with the school prefects about matters of routine and areas of concern to the pupil body.

School Prefects are chosen by 3 ballots during the course of the summer term. The Common Room themselves register their support for the individuals they think would best lead the school, then the outgoing team of prefects, then finally the Lower Sixth themselves say who they believe would fulfil the role best. The final selection also takes into account a reasonable balance of boys and girls, those with varying lengths of time in the school and those representing different constituencies of the school.

House prefects receive their training within the House and the School Prefects begin the year with an induction day to orientate them and to help them come to terms with the expectations placed upon them in this all-important service capacity.

SIXTH FORM CENTRE

The Sixth Form Centre provides Sixth Formers a place that they can call their own and in which they can relax and socialise away from their houses and the more public areas of the College.

The centre consists of various rooms, including a recreational Common Room, Prefects' Room, universities reference area, computer work area and state of the art lecture theatre.

A Sixth Form Committee exists which runs the Centre as well as organising social events for the Sixth Form and discussing topics and issues particular to the two year groups. In addition, various speakers are invited to come and deliver presentations, ranging from year-group wide lectures on, say, social or political issues to more subject-specialist talks organised through departments. We are committed to stimulating and broadening the minds and horizons of our Sixth Formers and hope that a life long curiosity in and awareness of the world around us may be sparked off by something seen or heard in these lectures.

The centre is open from 7am to 7pm and is therefore open to Sixth Form boarders until dinner.

THE LIBRARY

The College has a large, well-stocked Library in a central location in the original Gilbert Scott building. It was renovated and refurbished about four years ago and is a very attractive place for students to read and study.

The Library houses over 14,000 items and our large book stock is supplemented by an extensive collection of magazines, newspapers, DVDs, books on tapes/ CDs, graphic novels and 15 computers with Internet access. Wireless internet access is available. Pupils are also welcome to challenge each other to a game of chess in the library.

The Library is staffed full time by a qualified librarian and a part time assistant Librarian. It is open on week day mornings from 8:30am and closes at 7pm thus allowing boarders to use the facility before dinner.

The Library stock is fully computerized and uses a web-based library management system called *Eclipse.net*. This enables students to access the catalogue system online via the Intranet and search for information by author, title or keyword. This can be done from any computer within or outside the school.

There are currently 15 computer terminals forming part of the College's computer network. They are available for accessing word processing packages, spreadsheets and the Internet. They are monitored by the Librarian and the IT department.

THE EAL CENTRE

English as an Additional Language

The EAL department caters for, and supports, large numbers of pupils with their English language learning, and across the whole curriculum.

The aims of the department in the Sixth Form are:

- To provide pupils with the necessary language and skills to fully access the school curriculum and realise their full potential at AS and A2 level.
- To integrate pupils culturally and socially into the school community so that they can interact confidently with both teachers and peers.
- To prepare pupils for external EAL examinations, such as IELTS.
- To ensure that pupils have a competent grasp of the grammatical systems of English and a thorough understanding of their application.
- To ensure that pupils are competent in the four skills of reading, writing, speaking and listening and to provide them with the vocabulary needed to access the AS and A2 curriculum, and for everyday social usage.
- To create a supportive and nurturing environment in which the pupils can flourish, and to provide a place where pupils can come for help and advice on everyday matters.

EAL pupils are integrated into all aspects of school life and teaching in the EAL centre combines English Language teaching with AS and A2 course material as necessary.

Pupils are taught in small groups or on a one to one basis, and are expected to attend the centre for between two and four lessons per week depending on ability and timetable. Pupils are also encouraged to use the facilities and resources at the EAL centre during study periods.

The centre is situated in the heart of the school, connected to one of the boarding houses. It has two teaching rooms, and is equipped with a television, a video and a number of computers, all with internet access.

Resources are updated regularly and the centre is also equipped with self-study EAL materials, and course books and material to support students in other curricular areas. These can be used independently or with assistance from a teacher.

The department also provides assistance with writing personal statements and preparing for university interviews.

Examinations in the Sixth Form

Sixth form pupils who do not already have a good GCSE English grade are required to take an external exam called IELTS in order to enter a UK university.

IELTS is a test of English for Academic Purposes, and tests reading, writing, speaking and listening in four separate modules. Grades range from 0 to 9 (further details can be found on the IELTS website www.ielts.org). Some universities ask for an overall grade, others want a minimum grade in each of the 4 modules. Typically, the top universities ask for a minimum of 7 in each paper; others may ask for 6, 6.5 or 7 overall, or a minimum of 6 in each paper. This varies depending on course and university.

The IELTS course is based on language tasks required in real life academic and training situations, particularly those that are needed to undertake a university degree course.

The IELTS exam is held at regular intervals in Brighton and pupils are entered when teachers feel they are ready. The exam can be retaken as often as necessary. Pupils may also take the exam at home during the holidays. More able pupils take IELTS in their L6th year, but most need another year to reach the required standard.

Pupils must also sit an examination in their native language. This can be done in the Lower or the Upper Sixth.