



BRIGHTON COLLEGE
(SINGAPORE)

IGCSE OPTIONS

OPTIONS AT 14: GUIDANCE FOR PUPILS COMMENCING YEAR 10 IN AUGUST





Introduction from the Head of College



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

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

Your subjects for IGCSE will feature both 'core' and 'optional' subjects. When picking your options, you will focus, quite rightly, on the subjects you enjoy and think you are best placed to succeed with in your IGCSE exams. If you are lucky enough to already have a strong inclination for a particular subject or group of subjects that you feel you might want to study at A-level (the course which follows IGCSEs), then this can of course also help inform your IGCSE options choices now. However, if this is not the case, then worry not; our blend of core and options subjects, means that many different avenues remain open to you, in the next stage of your education, whatever you opt for. Naturally, we will of course support you carefully, through all these choices.

The IGCSE course at Brighton is a time of engaging, thought-provoking study, great personal growth, enriching co-curricular experiences, and careful preparation for the future - all while having a lot of fun along the way. We hope you're looking forward to it!

Good luck!

Nick Davies
Head of College

Here, during our two-year IGCSE course, in Years 10 and 11 at Brighton College (Singapore), immense opportunity awaits you! We want our pupils to thrive during this time and to consistently enjoy the challenge of working towards your first set of public examinations, which take place at the end of Year 11. Within the supportive unit of your Form and Year Group community, we will endeavour to ensure that you flourish in all of your academic subjects, that you take advantage of the various co-curricular opportunities on offer and that you have ample opportunity to develop the Brighton College values of Curiosity, Confidence and Kindness.

Throughout your time during your IGCSE course, we will aim to cultivate your interest for all of your subjects, as well as helping you to develop a range of important academic skills. For example, we want our pupils to think critically, so that you learn to challenge that which you might have once accepted as fact. We also want to help you become confident debaters, given all of the benefits this way of thinking brings towards enriching understanding. We challenge ourselves to promote within all our pupils an enduring 'love of learning', as a result of our use of innovative teaching methods as well as our unwavering focus on bespoke, individualised education which helps every pupil to succeed.



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Introduction to the IGCSEs

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

These courses are designed to give the pupils foundations in these subjects that will provide a platform for future study and careers. Pupils will usually take ten subjects. They form part of the continuous development of the pupil's academic profile and the first real opportunity they have to select an academic direction for themselves.

Most of all, in these two years, we will encourage pupils to learn what they love. This is an opportunity to select subjects that may form part of their future, but also to select subjects they truly love to learn.

We are frequently asked, 'what is the difference between GCSEs and IGCSEs?'

The below explanation should help:

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

international equivalent of this and are recognised in a wider range of countries.

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

At Brighton College (Singapore), we offer both GCSEs and IGCSEs by Cambridge International Education (CIE) and Pearson Edexcel.

The Brighton College (Singapore) Curriculum



In Years 7 and 8, all pupils study English, Mathematics, Science, Art, Design and Technology, French, Spanish, Mandarin, Drama, Story of Our Land (History and Geography combined), Computing, Music and Physical Education.

In Years 9, pupils study many of the subjects above. The main change is the teaching of separate disciplines in the science and humanities. Pupils study History and Geography separately, as well as Biology, Chemistry and Physics separately.

From the beginning of the year, pupils are spoken to about their options and offered support from their tutor and the Deputy Head (Academic) as the year progresses. Staff will act on advice from Heads of Department and subject teachers as to each pupil's suitability for courses at Key Stage 4. Pupils are consulted throughout the year and, at the start of the Spring Term, they will begin the process of selecting their GCSE/IGCSE choices.

In Year 10, pupils study a range of Core subjects and a choice of Option subjects.

IGCSE and GCSE subjects being offered in 2025/26

Core Subjects – all pupils study these:

- English Language
- English Literature
- Mathematics
- Biology
- Chemistry
- Physics
- PSHME (Personal, Social, Health, Moral and Economic education)
- Physical Education (Practical)

Language option:

- French
- Chinese
- Spanish

Optional subjects:

- Art
- Computer Science
- Design Technology
- Drama
- Geography
- History
- Music
- Physical Education

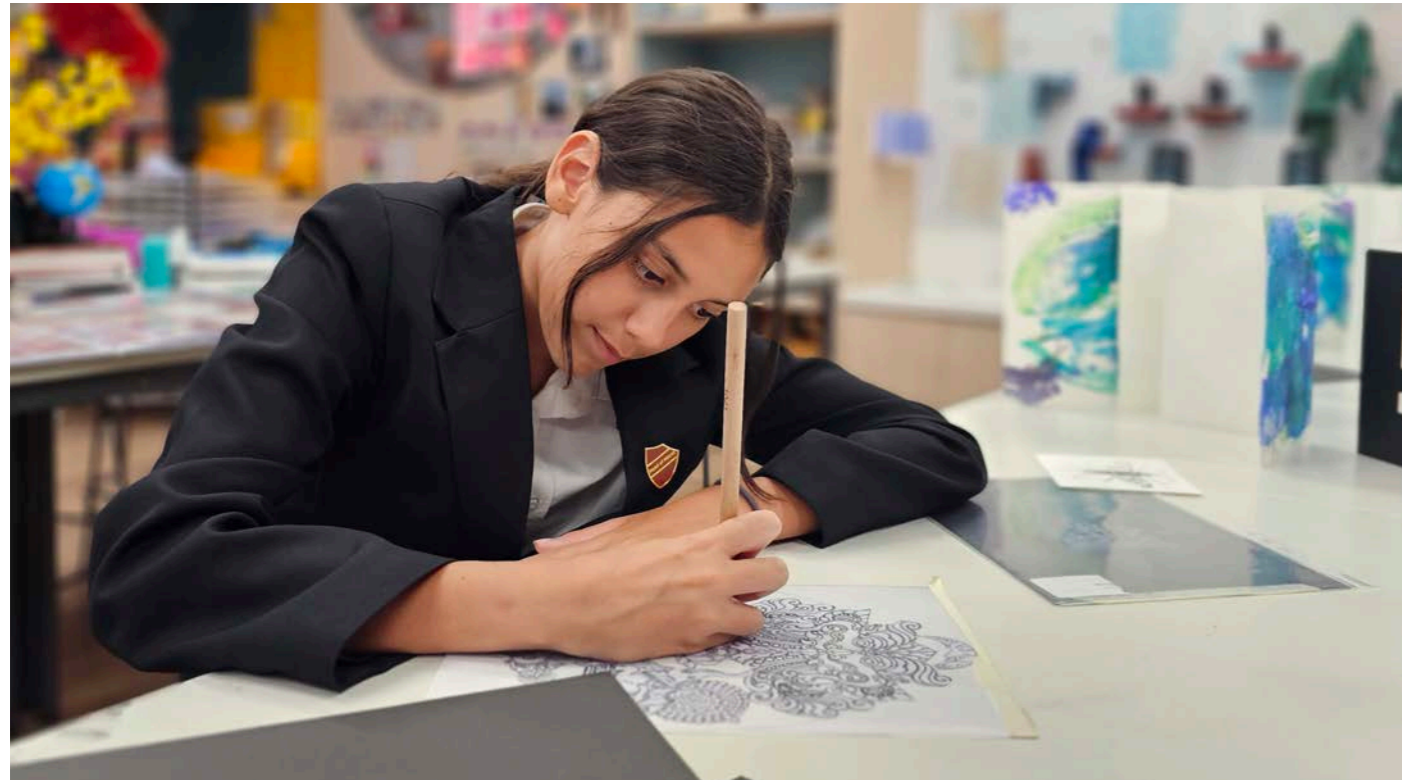
The following factors could be considered when choosing subjects:

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

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



Art and Design GCSE (Pearson Edexcel)



Course Overview

The Art and Design GCSE course provides a wonderful opportunity for pupils, regardless of their initial ability, to explore personal creativity whilst acquiring skills that will enable them to produce lively and ambitious work. The Year 10 course explores further the full range of media available in the Art Department. These include drawing, painting, textiles, mixed media, printmaking, sculpture, and digital media. Year 11 builds upon the good practices established in Year 10 but places an emphasis on a personal response. The course culminates in an assessment exhibition.

Throughout the course, pupils learn from the work of a wide range of artists and maintain written and illustrated documentation folders. Photography and computers may be used creatively throughout the course. Most pupils find the opportunity to train as a young artist stimulating, enjoyable, and very rewarding.

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

School will apply for an art foundation course at university.

Course Aims

Our GCSE Art and Design course encourages imagination, observation and analysis of the visual world. It provides the opportunity to learn across a variety of processes, tools, techniques, materials and resources. This GCSE Art and Design qualification requires pupils to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds

- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to pupils' own work
- demonstrate safe working practices in art, craft and design

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

Course Assessment

There are two units of work:

Component 1: Personal Portfolio 60%

Pupils undertake a series of practical projects designed to develop a broad range of creative skills. They explore drawing, painting, mixed media, printmaking, and three-dimensional work, with an emphasis on developing personal responses and refining their technical abilities.

Component 2: Externally Set Assignment 40%

Pupils complete a two-day practical examination in a medium of their choice, responding to a theme set by Edexcel. There is a preparation period allowing every pupil to undertake observation, recording, research, experimentation, and the study of related artists.



Chinese IGCSE (CIE)

At Brighton College (Singapore), pupils receive Mandarin teaching throughout Key Stage 3. For IGCSE, pupils will be guided by their Mandarin teachers on the most appropriate, relevant and suitably challenging course to continue their Mandarin studies. We offer:

- First Language Chinese
- Chinese as a Second Language
- Mandarin Chinese as a Foreign Language

First Language Chinese

Course Overview

Cambridge IGCSE First Language Chinese offers pupils the opportunity to respond knowledgeably to a range of reading passages. Pupils will use some of these passages to inform and inspire their own writing and write in a range of text types for different audiences. The passages cover a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles. Learners will have the opportunity to read Classical Chinese prose texts to help to deepen their knowledge of Chinese culture. We encourage learners to become appreciative and critical readers and writers of Chinese.

Course Aims

The aims are to enable pupils to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using appropriate standard language
- work with information and with ideas in Chinese by developing skills of critical evaluation, analysis, synthesis and inference
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions
- deepen understanding and appreciation of Chinese culture and classical texts

Course Assessment

Paper 1: Reading, Directed Writing and Classical Chinese - 50% of the final grade

Paper 2: Writing - 50% of the final grade

Chinese as a Second Language

Course Overview

Cambridge IGCSE Chinese as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing. Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Learners will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. In both written and spoken Chinese, learners will be able to respond to factual information as well as abstract ideas. Learners will engage in conversations on a variety of topics, and develop their skills in expressing their viewpoints with a degree of accuracy and clarity.

Cambridge IGCSE Chinese as a Second Language will enable learners to become independent users of Chinese and to use Chinese to communicate effectively in a variety of practical contexts. Texts and questions are printed in both traditional and simplified characters on the question papers. Pupils choose the form they prefer in the examination and may write their answers in either traditional or simplified characters. The Speaking test is assessed in Mandarin Chinese only.

Course Aims

The aims are to enable pupils to:

- develop the ability to use Chinese effectively for the purpose of practical communication
- form a sound foundation for the skills required for further study or employment using Chinese as the medium
- develop an awareness of the nature of language and language-learning skills
- promote learners' personal development

Course Assessment

All pupils take three components. The reading passages and questions are printed in both traditional and simplified characters on the question papers. Pupils may write their answers in either traditional or simplified characters.

Paper 1: Reading and Writing - 60% of the final grade.

Paper 2: Listening - 20% of the final grade.

Component 3: Speaking - 20% of the final grade.

Mandarin Chinese as a Foreign Language

Course Overview

The subject content is organised in five broad topic areas. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables pupils to gain an insight into countries and communities where Chinese is spoken.

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

The syllabus gives pupils opportunities to develop and apply a wide range of foreign language skills. Pupils will be expected to read and understand a variety of written and spoken texts on familiar topics. Pupils will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context. They will also have opportunities to write in Chinese on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Course Aims

The aims are to enable pupils to:

- develop the language proficiency required to communicate effectively in Mandarin Chinese at level A2 (CEFR Basic User)
- offer insights into the culture and society of countries and communities where Chinese is spoken
- develop awareness of the nature of language and language learning

- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in Chinese or another subject area

Course Assessment

Paper 1: Listening - 25% of the final grade

Paper 2: Reading - 25% of the final grade

Paper 3: Speaking - 25% of the final grade

Paper 4: Writing - 25% of the final grade



Computer Science IGCSE (CIE)

Course Overview

The Cambridge IGCSE Computer Science syllabus offers pupils foundational skills in computing and problem-solving, encouraging both theoretical understanding and practical application. It is designed for pupils aiming to understand computational principles, programming, and the impact of technology on society, equipping them for further studies or careers in computer science.

The course introduces the basics of computer systems, data representation, and algorithms. Through problem-solving tasks, pupils learn to design, test, and debug algorithms in a high-level programming language. The syllabus also covers modern topics such as cybersecurity, data handling, and emerging technologies, e.g., AI and robotics. Overall, it promotes critical thinking, creativity, and technical competence in computational methods.

This course encourages pupils to become responsible, reflective, and innovative learners, well-prepared for advanced study in computer science or technology field.

The course is divided into two key areas:

1. Computer Systems:

- **Data Representation:** Covers binary, denary, and hexadecimal systems, text and image encoding, and data compression
- **Data Transmission:** Examines data packets, error checking, and encryption
- **Hardware:** Explores the role of the CPU, memory, and input/output devices
- **Software:** Differentiates between system and application software and explains operating systems
- **Networking:** Introduces network types, protocols, and IP addressing
- **Cybersecurity and Emerging Technologies:** Covers threats like malware and emerging fields such as AI, robotics, and blockchain

2. Algorithms, Programming, and Logic:

- **Algorithm Design:** Pupils learn to create flowcharts, write pseudocode, and complete trace tables
- **Programming Concepts:** Covers variables, data types, control structures (sequence, selection, iteration), and procedures
- **File Handling and Databases:** Teaches file reading and writing, and SQL basics for single-table databases
- **Boolean Logic:** Introduces logic gates and truth tables

Course Aims

Pupils gain an understanding of:

- **Computational Thinking:** Learning to approach problems systematically using algorithms and logical processes
- **Computer Systems and Data:** Exploring how computer hardware and software work together to process data, including binary and hexadecimal number systems
- **Networks and Security:** Understanding internet communication, the structure of data packets, and cybersecurity risks and protections
- **Programming Fundamentals:** Developing skills to write, test, and troubleshoot code
- **Emerging Technologies:** Introducing automated systems, robotics, and artificial intelligence, and examining their societal impacts

The course emphasises the development of practical skills, including:

- **Algorithmic Design:** Breaking down complex problems into manageable components and creating algorithms to solve them
- **Programming:** Writing and debugging code in a structured, logical manner
- **Data Management:** Using databases, handling files, and performing basic data storage and compression.
- **System Analysis:** Evaluating and understanding computer systems and their functions
- **Critical Evaluation:** Assessing the effectiveness of computational solutions and considering ethical implications

Course Assessment

The course is assessed through two equally weighted papers:

Paper 1: Computer Systems (50%)

This paper tests theoretical knowledge on topics like data representation, hardware, software, and cybersecurity. It consists of structured and short-answer questions.

Paper 2: Algorithms, Programming, and Logic (50%)

This paper emphasises practical problem-solving and includes a scenario-based question where pupils write an algorithm in pseudocode or code. Topics covered include algorithms, programming, and Boolean logic.



Design and Technology IGCSE (CIE)

Course Overview

Cambridge IGCSE Design & Technology enables learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools to produce a made product. Learners gain technical and design awareness and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to the design process. Cambridge IGCSE Design & Technology provides an ideal basis for further study and equips learners with technical knowledge and practical designing and making skills for the world of work.

Common content:

- Design brief/specification
- Identification/research
- Generation of possible ideas
- Selection/organisation
- Evaluation
- Implementation and realisation

Specialist option content (one choice)

- Resistant Materials
 - Types of material
 - Preparation of materials
 - Setting, measuring, marking out, testing
 - Shaping
 - Joining and assembly
 - Finishing
- Systems and Control
 - Systems and control key content
 - Structures
 - Mechanisms
 - Electronics
- Graphic products
 - Formal drawing techniques
 - Projects, views and developments
 - Presenting and communicating information
 - Materials and modelling
 - Use of instructions and/or ICT
 - Manufacture of graphic products

Course Aims

The aims are to enable pupils to:

- develop creative thinking in areas relevant to Design & Technology
- apply problem-solving skills to practical and technological problems
- develop the communication skills central to design, realisation and evaluation
- gain knowledge and understanding of Design & Technology
- develop skills in research and investigation
- design and make products, taking into consideration sustainability and the wider impact on society
- develop the ability to make aesthetic, economic, ethical and technical value judgements

Course Assessment

Paper 1: Product Design – 25% of final grade

Component 2: Project school-based assessment – 50% of final grade

Paper 3: Resistant Materials – 25% of final grade

Or Paper 4: Systems and Control - 25% of final grade

Or Paper 5: Graphic Products - 25% of final grade

Drama IGCSE (CIE)

Course Overview

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

Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment.

Pupils will study:

- the elements of practical Drama
- how to work with extracts from published plays as an actor, director and designer
- how to devise, develop and structure their own original dramatic material from stimuli such as short titles, poems, pictures, songs, historical events and stories
- how to evaluate their contribution to the devising process and the success of the final piece
- how to use staging and design as part of a dramatic performance
- individual and group performance skills and how they are applied to create character and communicate meaning to an audience

Course Aims

Our approach in Cambridge IGCSE Drama encourages learners to be:

- confident, developing practical skills to deliver dramatic performance for an audience
- responsible, developing shared responsibility working with others and understanding the power of drama to engage, influence and persuade
- reflective, engaging with performance processes, and using them to inform future practice
- innovative, creating original dramatic work and formulating imaginative responses to existing repertoire
- engaged, developing their enjoyment of drama to support their practical, intellectual and artistic growth

Course Assessment

The subject content for Drama IGCSE is divided into two components:

Written Examination: 40% of final grade

Practical Coursework: 60% of final grade



English and English Literature IGCSE (CIE)

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

First Language English

Course Overview

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

Course Aims

The aims are to enable pupils to:

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

Course Assessment

Paper 1: Reading (50% of final grade). Pupils answer three compulsory questions on three texts which may be on a similar topic. The skills assessed include: comprehension, summary writing, understanding of vocabulary and synonyms, language analysis, and writing an extended response to reading.

Paper 2: Directed Writing and Composition (50% of final grade). Pupils answer two questions, one from each section: Section A is Directed Writing whilst Section B is Composition.

In Section A, pupils answer one compulsory question on one or two texts. They must use, develop and evaluate the information in the text(s) to create a discursive/ argumentative/ persuasive speech, letter or article. In Section B, pupils answer one question from a choice of four titles: two descriptive and two narrative. They must use the title to develop and write a composition.

English Literature

Course Overview

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

Course Aims

The aims are to enable pupils to:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern

Course Assessment

Paper 1: Poetry and Prose (50% of final grade) Pupils answer two questions on two texts: one poem (from a selection of fifteen poems studied in the Anthology) and one prose text (from their study of a contemporary novel). There is a choice of two questions on each text. This is a closed text examination.

Paper 2 or 3: Drama (25% of final grade). Pupils answer one question on one text. There is a choice of two extended questions (one passage-based and one essay). This is an open text examination.

Paper 4: Unseen Poetry (25% of final grade) Pupils answer one question on a given unseen poem. They must produce a critical commentary (essay) on the poem.

Geography (Pearson Edexcel)

Course Overview

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

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

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

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

Paper 1: Physical Geography

- River environments
- Coastal environments
- Hazardous environments

Including **fieldwork** on one of the above topics.

Paper 2: Human Geography

- Economic activity and energy
- Rural environments
- Urban environments
- Fragile environments and climate change
- Globalisation and migration
- Development and human welfare

Fieldwork from one of the following topics; Fragile Environments and Climate Change, Globalisation and Migration, Development and Human Welfare.

Course Aims

Through the study of Geography, Brighton College (Singapore) aims:

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

Course Assessment

Pupils will sit two exam papers at the end of Year 11:

Paper 1: Physical Geography - 40% of final grade

Paper 2: Human Geography - 60% of final grade

History IGCSE (Pearson Edexcel)

Course Overview

At Brighton College (Singapore), we follow the Story of Our Land (SOOL) curriculum in Year 7 and 8 and then in Year 9, History and Geography are taught as separate disciplines. SOOL includes historical, geographical, religious and philosophical topics which are interlinked in a variety of ways. The content is structured around a central chronological historical narrative, of approximately 1000 years. In the case of Brighton College (Singapore), British history 500 BC to 1700. As new groups arrived in Britain, they settled in different places which provides an opportunity to look at the Geography of Britain which, where relevant, is compared to the Geography of Asia.

In History IGCSE, pupils will study the following subjects:

Paper 1: Depth Studies

Pupils must study at least two depth studies from the following:

- The French Revolution, c1780-99
- Development of a nation: unification of Italy, 1848-70
- Germany: development of dictatorship, 1918-45
- Colonial rule and the nationalist challenge in India, 1919-47
- Dictatorship and conflict in the USSR, 1924-53
- A world divided: superpower relations, 1943-72
- A divided union: civil rights in the USA, 1945-74
- South Africa: from union to the end of Apartheid, 1948-94

Paper 2: Investigation and Breadth Studies

Pupils must study one historical investigation from the following:

- The origins and course of the First World War, 1905-18
- Russia and the Soviet Union, 1905-24
- The USA, 1918-41
- The Vietnam Conflict, 1945-75
- East Germany, 1958-90

Pupils must study one Breadth Study in change from the following:

- America: from new nation to divided union, 1783-1877
- Changes in medicine, c1848-c1948
- Japan in transformation, 1853-1945
- China: conflict, crisis and change, 1900-89

- The changing role of international organisations: the league and the UN, 1919-c2011
- The changing nature of warfare and international conflict, 1919-2011
- The Middle East: conflict, crisis and change, 1917-2012
- Diversity, rights and equality in Britain, 1914-2010

Course Aims

Through our study of History, pupils will be develop skills such as the ability to:

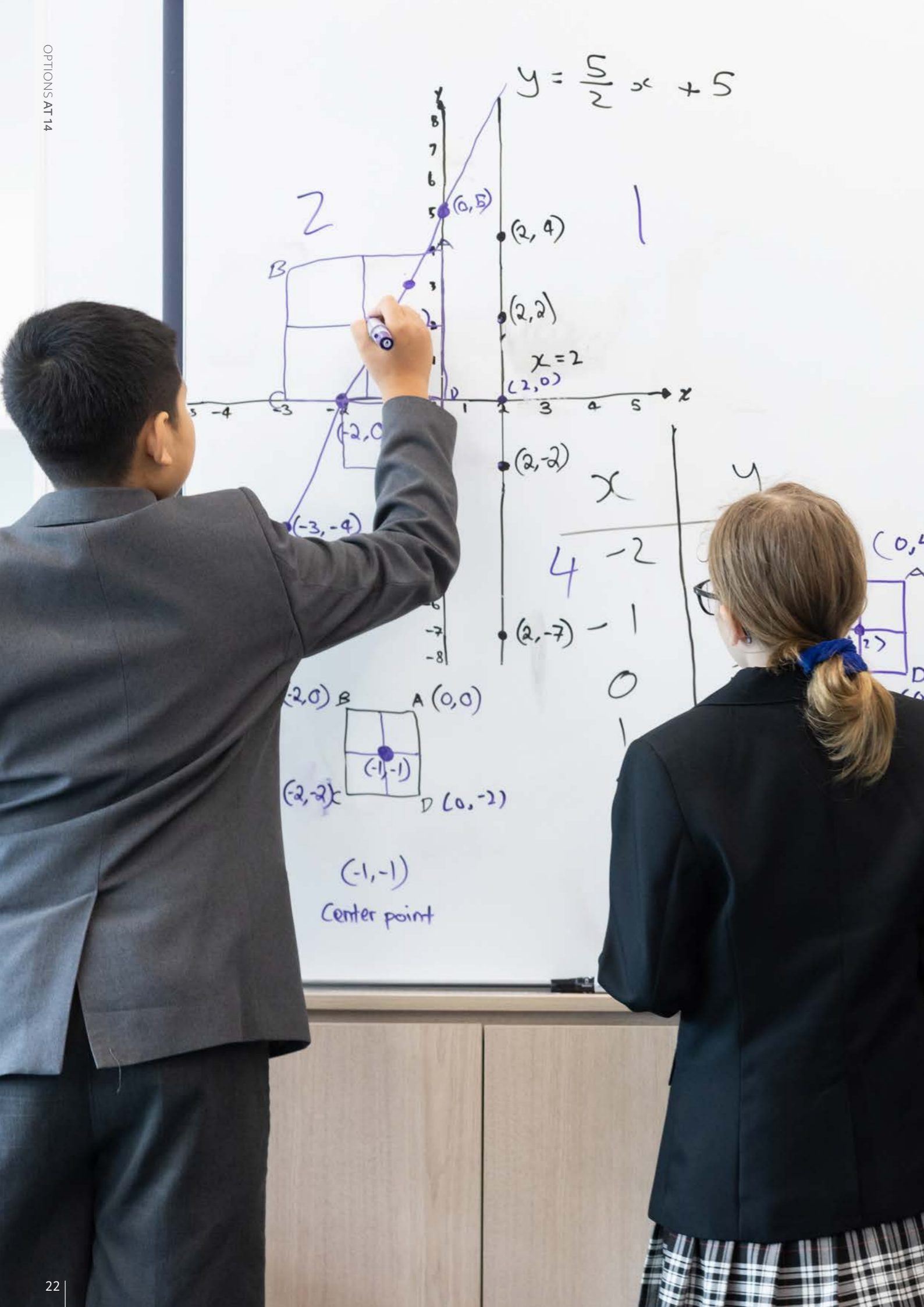
- develop and extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions

Course Assessment

Paper 1: Depth Studies – 50% of the final grade

Paper 2: Investigation and Breadth Studies – 50% of the final grade





Mathematics IGCSE (CIE)

Course Overview

At Brighton College (Singapore), pupils have built on the core principles of Mathematics during Key Stage 3 to prepare for the rigour and challenges at IGCSE.

All pupils study the following topics:

- Number
- Algebra and graphs
- Coordinate geometry
- Geometry
- Mensuration
- Trigonometry
- Transformations and vectors
- Probability
- Statistics

Knowledge and understanding of mathematical techniques

Pupils should be able to:

- recall and apply mathematical knowledge and techniques
- carry out routine procedures in mathematical and everyday situations
- understand and use mathematical notation and terminology
- perform calculations with and without a calculator
- organise, process, present and understand information in written form, tables, graphs and diagrams
- estimate, approximate and work to degrees of accuracy appropriate to the context and convert between equivalent numerical forms
- understand and use measurement systems in everyday use
- measure and draw using geometrical instruments to an appropriate degree of accuracy
- recognise and use spatial relationships in two and three dimensions

Analyse, interpret and communicate mathematically

Pupils should be able to:

- analyse a problem and identify a suitable strategy to solve it, including using a combination of processes where appropriate
- make connections between different areas of mathematics

- recognise patterns in a variety of situations and make and justify generalisations
- make logical inferences and draw conclusions from mathematical data or results
- communicate methods and results in a clear and logical form
- interpret information in different forms and change from one form of representation to another

Course Aims

IGCSE Mathematics aims to enable pupils to:

- develop a positive attitude towards mathematics in a way that encourages enjoyment, establishes confidence and promotes enquiry and further learning
- develop a feel for number and understand the significance of the results obtained
- apply their mathematical knowledge and skills to their own lives and the world around them
- use creativity and resilience to analyse and solve problems
- communicate mathematics clearly
- develop the ability to reason logically, make inferences and draw conclusions
- develop fluency so that they can appreciate the interdependence of, and connections between, different areas of mathematics
- acquire a foundation for further study in mathematics and other subjects

Course Assessment

Paper 1: Non-calculator (Core) - 50% of the final grade

Paper 3: Calculator (Core) - 50% of the final grade

Or

Paper 2: Non-calculator (Extended) - 50% of the final grade

Paper 4: Calculator (Extended) - 50% of the final grade

Modern Foreign Languages (MFL)

IGCSE: Spanish/French

(Pearson Edexcel)

Course Overview

Brighton College (Singapore) offers an exciting opportunity to study IGCSE Spanish and French, making it a smart choice for pupils looking to enhance their career prospects while enjoying the learning process. The IGCSE courses in these languages are designed to provide a rich and diverse educational experience, equipping pupils with valuable skills and knowledge. The aims of the IGCSE MFL courses is to cultivate a passion for languages, raise awareness about the importance of multilingualism, and provide pupils with practical skills and understanding for further study and future employment. Choosing to study IGCSE Spanish or French at Brighton College Singapore is not just about learning a language; it is about opening doors to a world of opportunities.

Why Study Languages?

Here are some compelling reasons to choose a foreign language at IGCSE Level:

- **Global Communication:** English is not universally spoken. Learning a foreign language sharpens your communication skills and helps you connect with more people
- **Cultural Access:** You'll be able to enjoy books, films, and music in their original languages, enriching your cultural experience
- **Cognitive Benefits:** Bilingualism boosts brain function, enhances memory, and may lower the risk of cognitive decline
- **Impressive Accomplishment:** Speaking a foreign language is a notable achievement that will impress your peers
- **Travel Opportunities:** Knowing a language allows you to engage with locals, making your travels more meaningful
- **Career Advancement:** Bilingual employees are highly sought after. Language skills can increase your earning potential by 8-20%
- **Competitive Edge:** Proficiency in a foreign language sets you apart from other pupils in the job market

Course Aims

The MFL courses enable pupils to develop:

- understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- a knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards language learning

Course Assessment

The qualification involves three exams across five topic areas:

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health

Paper 1: Listening

- External assessment
- 25% of total marks

Paper 2: Reading and writing

- External assessment
- 50% of total marks

Paper 3: Speaking

- External assessment
- 25% of total marks



Music GCSE

(Pearson Edexcel)

Course Overview

At Brighton College (Singapore), the Music Department provides a bespoke curriculum for each pupil through Key Stage 3 and 4, via thorough and exciting lessons, enabling all pupils of all abilities to develop the three key requirements of the National Curriculum for Music:

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

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

This approach encourages learners to be: confident, responsible, reflective, innovative and engaged.

Course Aims

The aims are to:

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

Course Assessment

Learners studying Pearson Edexcel GCSE Music are given the opportunity to:

- listen to and learn about music from a wide range of historical periods, modern styles, and major world cultures. 40% Written Examination
- develop their skills in performing music, both individually and in a group with other musicians. 30% Coursework
- develop their skills in composing music in a style of their own choice. 30% Coursework





Physical Education (PE) GCSE

(Pearson Edexcel)

Course Overview

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

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

Team

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

Individual

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

Course Aims

PE GCSE enables pupils to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport, and use this to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution that physical activity and sport make to health, fitness and well-being

Course Assessment

Component 1: Fitness and Body Systems

- 36% of overall mark
- Written exam
- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

Component 2: Health and Performance

- 24% of the overall mark
- Written exam
- Topic 1: Health, fitness and wellbeing
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

Component 3: Practical Performance

- 30% of overall mark
- Internally and externally moderated
- Pupils complete three physical activities from a set list
- One must be a team activity
- One must be an individual activity
- The third activity is a free choice

Component 4: Personal Exercise Programme (PEP)

- 10% of overall mark
- Non-examined assessment: internally marked and externally moderated

Science IGCSE

(Biology, Chemistry, Physics Triple Award and Coordinated Sciences Award) (CIE)

Course Overview

At Brighton College (Singapore), the separate disciplines of the three sciences is maintained from Year 9 to 11, and pupils are taught by specialist teachers. We follow the CIE IGCSE courses, with both routes of Triple and Coordinated Sciences providing excellent preparation for A-Level sciences and acceptance by all UK universities. The CIE Science qualifications are recognised globally and provide learners with a great grounding in all three sciences.

Biology Content Overview:

- Characterisations and classification of living organisms
- Organisation of the organism
- Movement into and out of cells
- Biological molecules
- Enzymes
- Plant nutrition
- Human nutrition
- Transport in plants
- Transport in animals
- Diseases and immunity
- Gas exchanges in humans
- Respiration
- Excretion in humans
- Coordination and response
- Drugs
- Reproduction
- Inheritance
- Variation and selection
- Organisms and their environment
- Human influences on ecosystems
- Biotechnology and genetic modification

Chemistry Content Overview:

- States of matter
- Atoms, elements and compounds
- Stoichiometry
- Electrochemistry
- Chemical energetics
- Chemical reactions
- Acids, bases and salts
- The Periodic Table
- Metals
- Chemistry of the environment
- Organic chemistry
- Experimental techniques and chemical analysis

Physics Content Overview:

- Motion, forces and energy
- Thermal physics
- Waves
- Electricity and magnetism
- Nuclear physics
- Space physics

Course Aims

Aims of the Biology, Chemistry and Physics courses:

- acquire scientific knowledge and understanding of scientific theories and practice
- develop a range of experimental skills, including handling variables and working safely
- use scientific data and evidence to solve problems and discuss the limitations of scientific methods
- communicate effectively and clearly, using scientific terminology, notation and conventions
- understand that the application of scientific knowledge can benefit people and the environment
- enjoy Science and develop an informed interest in scientific matters which support further study

Course Assessment

Biology, Chemistry and Physics Assessments:

- Core assessment: Paper 1 Multiple Choice and Paper 3 (Core)
- Extended assessment: Paper 2 Multiple Choice and Paper 4 Theory (Extended)
- Practical assessment: Paper 5 Practical test and Paper 6 Alternative to Practical



FAQs and Common Concerns

What do I have to take?

There are prerequisites of English, Maths, Science and a language. Beyond this, there are few stipulations, but it is best to choose IGCSEs with a broad range in mind unless there is a very specific direction that a pupil wishes to go. To support a broad range, you may wish to consider a Humanities IGCSE.

I'm quite good on the guitar. Should I do Music?

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

I may want to study language later in life or at university, how many should I do?

It is better to have two languages. Linguistics departments are looking for trilingual pupils at least when they reach eighteen. Additionally, ability in one language will transfer to other languages, increasing the chances of a successful set of IGCSE results.

What are the easy subjects?

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

Can pupils sit their examinations early?

Sitting IGCSEs early is possible in some cases but will inevitably run the risk of low grades. For most subjects, it is just not possible to take in the subject matter in the time available; or for that matter, good for the child. The IGCSE courses are designed to be two years in length and in every case, we advise that this is the time taken.

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

Sometimes a subject will be chosen, and it soon transpires that it is not the right one. If this does happen, we need to know immediately to either help the pupil in that subject or to look for an alternative. Communication between pupils, teachers and parents is vital during the first few weeks to ensure any issues are raised and dealt with. We are all here to help so please discuss this with us as soon as the situation arises.

Should I choose History or Geography?

History and Geography teach similar skills: gathering of data, analysis of source information, argument, extended writing. There are of course differences, and the two subjects complement each other perfectly. Geography has a more scientific base while History is grounded in logic. If a pupil wants to pick between these two Social Science options, the best fit will be what they have enjoyed most in Key Stage 3.

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

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

Should I do Art, Music and Drama together?

This may be a possible IGCSE selection, as it is dependent on the Option Blocks. However, we would advise against it unless a pupil has a desire to pursue at least two of these areas in the longer term. Doing these three subjects together can stop pupils from having a broad selection of A-Levels later in their school career and this can then lead to a narrower choice of universities. Doing one or two of the three expressive arts courses is perfectly reasonable.

Can I do more IGCSEs?

It is possible to do more IGCSEs, however, we advise against them, such as any correspondence courses, extra language tuition or extension programmes available. Unless there is a real bilingual talent in a pupil and they already have the required knowledge to pass, say, IGCSE Italian, they should not be doing any more. Putting extra pressure on any pupil can lead to potential burn out and under performance across the board.

Are there Examination fees?

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

Does provisional selection mean my choices are confirmed?

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

What if I change my mind?

Once the options have been confirmed, if you want to make a change you will have to schedule a meeting with your Form Tutor first and then Ms Graham (Deputy Head Academic) to discuss whether this is possible. To allow accurate information to be prepared for the start of the school year, any such requests should be made before 1st April 2025.

After the courses have started, but before the end of September, occasionally pupils feel that they would like to change their mind. In these circumstances, the pupil should first make an appointment to speak to their Tutor. It can be difficult to start a course after the beginning of term, so the College requires that any pupil requesting a change should speak to both their subject teacher of the subject they wish to drop and the Head of Department of the subject they wish to take up before submitting a formal request. The pupil will be required to meet with Ms Graham (Deputy Head Academic) who will give the final authorisation to change, once the change of course form has been completed, signed by your parents and discussed by the Senior School Leadership Team. Such authorisation will only be given if there are places still available in the teaching group to change into and on being satisfied that it is in the pupil's best interest to make this change.

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



Completing Option Choices

Pupils will submit their IGCSE option choices using an online form. All pupils will select their option choices from the four option blocks. Pupils must choose one subject from each block.

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

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

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

When you choose your IGCSE options, you should bear in mind any desires you have for Sixth form study. At Brighton College (Singapore), you will study A Levels, where you will choose 4 subjects to study further. It is also likely that any studying you do after Brighton College will take some of these A Levels still further.

Russel Group universities, a prestigious group in the UK, refer to some subjects as being “facilitating subjects” because they are required for many university courses. Many of these are still compulsory at Brighton College (Singapore) at IGCSE (Mathematics, English Literature, etc.), however, some will form part of your choices. Consider the below subjects carefully, as if you wish to follow an academic path that includes them later on, you should study them for your IGCSEs:

- Physics; Engineering, Astrophysics, and many other science-based courses
- Biology; often required for Medicine, Veterinary Science, and other biological courses
- Chemistry; very important for Medicine and Pharmacy courses
- Geography; useful for Environmental Science and related disciplines
- History; valuable for Law, Social Sciences, and other essay subjects
- Modern Foreign Languages; beneficial for courses in languages, International Relations, and Business

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



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