



**BRITISH  
INTERNATIONAL  
SCHOOL**

HANOI

A NORD ANGLIA EDUCATION SCHOOL



# **BIS Hanoi**

## **Curriculum Information Booklet**

### **2017 - 2018**

## **Preparation Course – Year 11**



September 2016

Dear Parents

The purpose of this booklet is to give you detailed information about the subjects your child will study in Year 11 this year.

We are excited this year to be able to offer our preparation course which is unique in Vietnam. This course is based on the latest educational research that is embraced by the International Baccalaureate, Nord Anglia Education and various national curriculum governing bodies around the world. This course explicitly teaches the academic skills that each student will need to be successful in their chosen academic career. It will give each student the confidence and ability to tackle further education and gain the qualifications necessary to enter university.

We hope you will find this booklet both interesting and useful as a reference throughout the year. It will tell you the areas of study within each subject and can be used by yourselves to support the teaching and learning that takes place in school.

The progress students make will be recorded and reported to you using IB Diploma Programme Extended Essay criteria.

I am confident that your child will make good progress at BIS Hanoi in a supportive yet intellectually demanding environment. However, if you wish to discuss any concerns you may have about your child, you can contact your child's Tutor.

Yours sincerely

A handwritten signature in purple ink, appearing to read 'T. Webb'.

**Tim Webb**  
**Head of Secondary**

# Index

**Attendance**  
**Assessment System**  
**Reports and Meeting with Parents**  
**Learning Support**  
**Textbooks and Resources**

Vietnamese  
Korean  
English Literature / Language  
Mathematics  
Science  
Business Studies  
Critical Thinking  
Information Communication Technology  
Physical Education  
Art  
Model United Nations

## **Additional Areas of Study**

Outdoor Education  
Personal, Social, Health Education (with Citizenship)

Learning Skills  
    Research  
    Communication  
    Social Skills  
    Analysis

## Attendance

Attendance in school is essential for successful attainment. The odd day off here and there soon mounts up and has a significant impact on learning. Reasons for absence must always be communicated to the Form Tutor. The following is a quote from a study on the impact of school absence by the National Foundation for Educational Research in the UK ([www.nfer.ac.uk](http://www.nfer.ac.uk))

*There appears to be a significant association between authorised and unauthorised absence and attainment at both Key Stage 3 and Key Stage 4, even when pupil and school level characteristics have been taken into account. At Key Stage 3, this was most evident in relation to overall achievement and to the probability of making at least one level of progress at Key Stage 3, while at Key Stage 4 higher levels of absence (though, particularly, higher levels of unauthorised absence) were negatively associated with lower capped eight scores, a reduced probability of attaining five A\* to C grades and an increased probability that young people would not obtain any GCSEs above a grade D. Across both Key Stages, the impact of pupil absence on attainment was more apparent amongst boys than amongst girls, particularly in relation to unauthorised absence.*

*An examination of the coefficients for authorised and unauthorised absences suggests that higher levels of unauthorised absences may be more significant in determining the extent to which young people's performance at GCSE is affected by their attendance in school. However, there was also evidence that there may be critical thresholds of absence (31 or more half-day sessions), above which performance is significantly lower, whether or not young people's absence is authorised or unauthorised. It is worth acknowledging that the impact of such non-attendance may have a bigger impact on boys' achievement than on girls' achievement.*

Note: 31 half day sessions equals about 15 school days or 3 weeks of school.

## Assessment

Assessment is designed to give students, parents and staff an accurate idea of the attainment and progress of students. It should also give information on what a student needs to do to improve. Assessment in this course is formative and is individualised for each student. Each student receives feedback every lesson from the teacher and is expected to act on that feedback as part of their evaluative cycle.

Formal assessment is criterion based and each student will be assessed against a set of evaluative statements, in each subject. These statements are based on International Baccalaureate Diploma Program standards by each subject.

All staff use a common set of codes to communicate language errors. These are:

- Spelling (SP)
- Grammatical error (G)
- Punctuation (P)
- Capital letter (CL)
- Paragraphing (//)
- Vocabulary (V)

Students are expected to remain in school until the end of the academic year which is June. They will complete PCT's (Progress Check Tests) three times during the course of the academic year. These tests will then be followed by either a parents evening or report. The end of year exams will take place in the exam hall to help prepare the students for their IB examinations.

## **Reports and Meetings with Parents**

Reports are issued on the dates below and there are two Parents Evenings per year as well as two reports that will be taken home by the students. Parents are also free to contact tutors, teachers, IB DP coordinator or the Head of Secondary at any time during the year if they have any questions. Contact details are in the Parent Handbook.

We also have at least one information session each term for the whole Section, Key Stages or individual year groups.

### **PCT Weeks**

November 6th- 10th

March 5th - 9th

May 21st - 25th

### **Reports**

24th November - Interim report

28th November - Parents evening

10th April - Parents Evening

22nd June - End of Year report

## **Learning Support**

At BIS we firmly believe in every child's right to learn and we aim to make all our lessons as inclusive as possible. Alongside this, we have a dedicated Learning Support department which seeks to support the progress of pupils who may not always be able to access lessons fully. The department works with the classroom teacher, student concerned and family to ensure any support offered is explained and agreed upon by all concerned. There is a set procedure for any intervention work and parents will be informed at the earliest opportunity. Intervention is always time-bound and structured with very clear targets.

The department can work with students on a 1-to-1 level, in small groups and via in-class support.

Sometimes support will be offered in the form of a 4- 6 week programme 30 mins per week, sometimes, more intense and long term support is required.

Support will focus on specific academic areas, such as writing or numeracy. But we also withdraw pupils in order to develop their approaches to learning, such as how to break down a question, self-manage, concentrate on a given task. These skills can be extremely beneficial in encouraging pupils to become independent learners for life.

If you have any questions or concerns, please contact Ms Victoria Leeper

## **Textbooks and Resources**

The curriculum is not based on any one textbook, therefore textbooks are only used as and when appropriate and relevant to the nature of learning happening in the classroom. The only definitive textbook will be the literary fiction and non-fiction works that will be analysed in English and Vietnamese literature courses.

## Learning Skills

The Year 11 preparation course has been designed for age-appropriate students that wish to study at BIS Hanoi and have a non-UK standard curriculum background. The course is designed to prepare students for study at further level in order to gain qualifications to enter university.

The main focus is the creation and development of learning skills although core subjects will ensure that the students are prepared with the subject knowledge necessary to be successful at IB. The International Baccalaureate (and other national curriculum bodies) recognise that certain learning skills are essential for students and have now incorporated the explicit learning of skills as part of the Diploma Programme mandate.

The following are the skills that have been identified as essential for successful study.

- Communication
- Social Skills
- Organisation Skills
- Thinking skills
- Research skills

These skills will be explicitly taught alongside academic language, academic essay, report and presentation preparation skills.

- Analyse questions and content
- research effectively
- prepare and write an academic piece of work to a set of evaluative criteria
- evaluate

Subjects in this course are linked and reference will be made to building learning skills in each subject. Students will develop the ability to see their learning in a holistic manner. To enable this, the course is being taught thematically and each subject will deliver content using the following overarching themes.

- Equality
- Crime and Punishment
- Explorations
- International Relations



# Vietnamese

6 lessons per fortnight (Vietnamese students only)

## Curriculum aims

Whilst in Vietnamese, the students will be focusing on the following skills;

- Formative writing
- Planning an academic essay
- Formal structure of academic essay
- Oral presentations
- Interactive oral situations

## Content

The content that the skills will be delivered through is;

- Analysing literature works of famous Vietnamese authors from 1900 to present day.
- Analysing literature works of time period 1930 - 1945 and the Vietnam/American war.
- Analysing the theme of equality during the 2 time periods
- analysing works that have been translated

## Assessment

Assessment is formative and will be used in the classroom to inform the teacher as to student progress. Feedback to the student will be individual and detailed in order to help the student develop their learning skills and also specific in what actions the student needs to take in order to be an independent, creative learner. In term 3 students will analyse, research and write an academic essay comprising of approximately 2000 words. This essay will be assessed formally according to a set of criteria based on the Diploma Programme extended essay rubric.

## Homework

The principles of homework in our year 11 preparation course are that is used to consolidate learning that has taken place in the classroom and also to allow the student to perform wider reading around the subject. Students should always be prepared for future lessons, if necessary by reviewing previous learning at home.

### **Suggested home activities**

Your child needs opportunities to reflect on what they have learnt and you can support your child's understanding of Vietnamese Literature by reading of different genres of books and talk to them about what they find out about plots, themes, characters and how writers start or finish their stories. Encourage them to get reading to become a habit and to write a diary. A part of our study is the student will write their own works which is based on the unit studies. To make their work successful, you can support them with collecting ideas and building plans.

## **Korean**

6 lessons per fortnight (Korean students only)

### **Curriculum aims**

Whilst in Korean, the students will be focusing on the following skills;

- Formative writing
- Planning an academic essay
- Formal structure of academic essay
- Oral presentations
- Writing in the passive voice for academic essay writing

### **Content**

The content that the skills will be delivered through is;

- Reading the themes in literature texts
- Exploring the significance of texts
- Analysing literature works of famous Korean authors .
- Analysing the theme of equality during the 2 time periods .
- Analysing works that have been translated.

### **Assessment**

Assessment is formative and will be used in the classroom to inform the teacher as to student progress. Feedback to the student will be individual and detailed in order to help the student develop their learning skills and also specific in what actions the student needs to take in order to be an independent, creative learner. In term 3 students will analyse, research and write an academic essay comprising of approximately 2000 words. This essay will be assessed formally according to a set of criteria based on the Diploma Programme extended essay rubric.

### **Homework**

The principles of homework in our year 11 preparation course are that is used to consolidate learning that has taken place in the classroom and also to allow the student to perform wider reading around the subject. Students should always be prepared for future lessons, if necessary by reviewing previous learning at home.

### **Suggested home activities**

Your child needs opportunities to reflect on what they have learnt and you can support your child's understanding of Korean Literature by reading of variety of books and talk about how writers start or finish their stories and Korean history and social phenomena at home. Encourage them to get reading to become a habit and to write a diary. A part of our study is the student will write their own works which is based on the unit studies. To make their work successful, you can support them with collecting ideas and building plans.

## English Literature / Language

10 lessons per fortnight

### Curriculum aims:

Whilst in English the following skills will be the primary focus;

- Acquisition/consolidation of the academic vocabulary needed to undertake further academic study in the medium of English in all subjects.
- Developing the language and skills of argument and debate
- Learning how to write and speak persuasively
- Analysing media forms
- Writing in the passive voice for academic essay writing
- Reading and analysing the themes in literary texts

### Curriculum content

English will be divided equally between English Language and English Literature. Many of the tasks and activities have been developed to help prepare students for both Language A or Language B IB courses. This includes:

#### Literature

- Analysing a classic 20th Century novel that has the theme of crime and punishment
- Researching and contextualising defining moments to do with crime (or lack of) in American history
- Explore the significance of context - how context affects the contents of text; how meaning and moral values are dependent and vary on the time and place in which a text is set/written.
- Reading and analysing a text by the author John Steinbeck (some students who go on to study English B IB will read *Of Mice and Men*, another Steinbeck novel. This helps students to prepare for the author's use of language, style and themes)

#### Language

- Writing texts in different forms (e.g. Letters, speeches etc) based on characters and themes from the Literature course
- Making predictions and inferences on texts and providing creative alternative endings
- Looking at grammar, sentence structures and paragraphing required for the study of English in further education
- Looking at different types of language (e.g. Persuasive language, writing to inform, descriptive etc) to see how context, audience and purpose affect the way a text is written

## **Assessment**

Assessment is formative and will be used in the classroom to inform the teacher as to student progress. Feedback to the student will be individual and detailed in order to help the student develop their learning skills and also specific in what actions the student needs to take in order to be an independent, creative learner. In term 3 students will analyse, research and write an academic essay comprising of approximately 2000 words. This essay will be assessed formally according to a set of criteria based on the Diploma Programme extended essay rubric.

## **Homework**

The principles of homework in our Year 11 preparation course are that is used to consolidate learning that has taken place in the classroom and also to allow the student to perform wider reading around the subject. Students should always be prepared for future lessons, if necessary by reviewing previous learning at home.

## **Suggested home activities**

Encourage your child to read as much as possible in English in as wide a variety of texts to help improve their overall use of structures and vocabulary.

# Mathematics

10 lessons per fortnight

## Curriculum aims

In Mathematics we aim to develop the following skills in preparation for further studies

- 1) Mathematical processes and applications
- 2) Number
- 3) Algebra
- 4) Geometry and measures
- 5) Statistics

## Curriculum content

- Ratio and proportion
- Patterns and sequences
- Rounding, estimation and bounds
- Index Laws
- Standard Form
- Collect, present and analyse data
- Formulae, algebraic fractions and further equations
- Finance
- Constructions and loci
- Quadratic equations and inequalities
- Pythagoras
- Sets and Venn Diagrams
- Probability
- Transformations
- Functions
- Trigonometry and bearings
- Similarity
- Volume and surface area
- Matrices

## Homework

The principles of homework in our Year 11 preparation course are that is used to consolidate learning that has taken place in the classroom and also to allow the student to perform wider reading around the subject. Students should always be prepared for future lessons, if necessary by reviewing previous learning at home.

### **Suggested home activities**

Each student has a personal login and password for the myimaths website which they can use to learn about and revise topics. Homework will also be occasionally set using this website, so students will require an up-to-date version of Adobe Flash Player so that they may access it.

## Coordinated Sciences

12 lessons per fortnight (4 Biology, 4 Chemistry and 4 Physics taught by specialist teachers)

### Curriculum aims

- To give candidates the opportunity to study Biology, Chemistry and Physics within a scientifically coherent syllabus
- To enable candidates to:
  - learn how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment
  - better understand the technological world they live in, and take an informed interest in science and scientific developments.

### Curriculum content

- Biology
  - Characteristics of Living Organisms
  - Cells
  - Respiration and Nutrition
  - Transportation
  - Coordination
  - Response
  - Reproduction
- Chemistry
  - Atomic structure and bonding  
Acids, Bases and Salts
  - Electricity and Chemistry
  - The Periodic Table
  - Metals
  - Rates of reaction and energy changes
  - Organic Chemistry
- Physics:
  - Waves
  - Heat transfer
  - Forces and motion
  - Energy, work and power
  - Radioactivity
  - Electricity and magnetism



## **Assessment**

Assessment is formative and will be used in the classroom to inform the teacher as to student progress. Feedback to the student will be individual and detailed in order to help the student develop their learning skills and also specific in what actions the student needs to take in order to be an independent, creative learner. End of topic tests will also take place to assess the students' progress.

## **Resources**

List of websites or other resources that parents might find useful.

- [www.chemguide.com](http://www.chemguide.com)
- [www.creativechemistry.org](http://www.creativechemistry.org)
- [www.docbrown.info](http://www.docbrown.info)
- [www.s-cool.co.uk](http://www.s-cool.co.uk)
- [www.bbc.co.uk/schools/gcsebitesize/science/](http://www.bbc.co.uk/schools/gcsebitesize/science/)

## **Homework**

The principles of homework in our Year 11 preparation course are that is used to consolidate learning that has taken place in the classroom and also to allow the student to perform wider reading around the subject. Students should always be prepared for future lessons, if necessary by reviewing previous learning at home.

## **Suggested home activities**

Encourage children to read around the subject on a regular basis.

## Business Studies

4 lessons per fortnight

This is a one year course devised to prepare students for further education in which they gain qualifications to enter university. It focuses on the skills of research and reporting. It also builds the skills necessary to develop the students learning power so that they become independent, creative learners. The learning is based around key themes and concepts.

### Curriculum Content

- Looking at business practice around the world. Investigate role of women in the workplace and the changes therein. The concept of the Glass Ceiling for women.
- Gathering and analysis of data on women in boardrooms in USA/ another country. Inequality in incomes. Look at distribution of incomes in contrasting countries. Use Lorenz Curves to make comparisons.
- Inequality of opportunities - healthcare/ education/culture/sport in differing countries. Quality of Life measures - HDI. Discussion about lifestyle choices. Can happiness be measured?
- The Equal Pay Act in UK and its impact – critically evaluate. Data gathering and analysis of pay differentials in different countries. The role of Women in Vietnam – visit to Women’s Museum/similar
- The implications for students’ career progression. Interview with successful women – parent body, BIS personnel. Interview with a mother/sister/aunt/grandmother to compare changes in attitude. Draw up a questionnaire.
- Devise a HRM strategy for a business in its recruitment policies. Look at two businesses to contrast. Women in India and Africa – micro entrepreneurs. Look at some stories about their business ideas.
- Ethical and Legal business issues.
- Insider Trading - possible visit to stock exchange.
- What makes businesses obey the law?
- Companies as legal entities. Criminal liability for companies Look at some high profile case studies.. For example Union Carbide - Bhopal, BP - Gulf of Mexico, Bowebelle Marchioness Disaster - Compensation Herald of Free Enterprise - , P&O European Ferries Ltd charged with corporate manslaughter.
- Vietnamese corporate crime - VDB/death sentences
- EU chemical companies ban sale of death row chemicals to US states.
- Visit to Hoa Lo Prison as an example of ‘dark tourism’ .Moral/ethical issues of such attractions. Impact of business development [Vincom] on site of cultural interest.

## **Assessment**

Assessment is formative and will be used in the classroom to inform the teacher as to student progress. Feedback to the student will be individual and detailed in order to help the student develop their learning skills and also specific in what actions the student needs to take in order to be an independent, creative learner. In term 3 students will analyse, research and write an academic essay comprising of approximately 2000 words. This essay will be assessed formally according to a set of criteria based on the Diploma Programme extended essay rubric.

## **Homework**

The principles of homework in our Year 11 preparation course are that is used to consolidate learning that has taken place in the classroom and also to allow the student to perform wider reading around the subject. Students should always be prepared for future lessons, if necessary by reviewing previous learning at home.

# Critical Thinking

4 lessons per fortnight

## Curriculum aims

Overall, students will gain an ability to communicate clearly and succinctly, both orally and in writing. They will develop the confidence to advance their own points, opinions and arguments in class discussions and debates. Likewise, they will hone their ability to convey complex information in a range of forms of academic writing. They will also learn to analyse the reliability of sources and how to correctly reference these in preparation for the IB.

While in Critical Thinking the following skills will be the primary focus:

- Research skills
- Essay-writing skills
- Analytical skills
- Independent Enquiry

## Curriculum content

The skills of critical thinking will be delivered through the following case study content:

- Rights and Equality
- Crime and Punishment
- Explorations
- International Relations

## Assessment

A 2,000 word investigation that enables students to demonstrate the application of their skills to a chosen topic. The purpose of the investigation is for students to apply research skills by selecting, evaluating, and analysing evidence and sources to reach a conclusion. This will be referenced in the Harvard style including a bibliography to help support the students Extended Essay that is completed in the IB

## Resources

As the course is specifically written to prepare students from a non-UK school system for further education to gain qualifications for university entry most of the materials used are created in-house.

## **Homework**

The principles of homework in our Year 11 preparation course are that is used to consolidate learning that has taken place in the classroom and also to allow the student to perform wider reading around the subject. Students should always be prepared for future lessons, if necessary by reviewing previous learning at home.

# ICT

4 lessons per fortnight

## Curriculum aims

Whilst in ICT, the students will be focusing on the following skills;

- Information and media literacy
- Researching effectively taking account of bias and reliability
- Researching effectively with advanced searching methodologies
- Analysing and presenting data appropriately
- Primary and secondary sources
- Becoming digitally literate with the use of software

## Curriculum content

The content that the skills will be delivered through is;

- Gender issues through the ages
- Comparison of women's rights between countries
- Comparison of women's rights at various points in history to the modern age
- Internet and borderless crime
- Digital downloading, how it is changing the nature of entertainment
- Exploring digital footprints

## Assessment

Assessment is formative and will be used in the classroom to inform the teacher as to student progress. Feedback to the student will be individual and detailed in order to help the student develop their learning skills and also specific in what actions the student needs to take in order to be an independent, creative learner. In term 3 students will analyse, research and write an academic essay comprising of approximately 2000 words. This essay will be assessed formally according to a set of criteria based on the Diploma Programme extended essay rubric.

## Homework

The principles of homework in our Year 11 preparation course are that is used to consolidate learning that has taken place in the classroom and also to allow the student to perform wider reading around the subject. Students should always be prepared for future lessons, if necessary by reviewing previous learning at home.

## Physical Education (Core)

4 lessons per fortnight

### Curriculum aims

Physical education develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality physical education curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. The curriculum aims to help students to develop skills in physical activity, learn how to make and apply decisions; developing their physical and mental capacity. Students will evaluate and improve their performances during the course. This will assist students in making informed choices about healthy and active lifestyles.

Learning and undertaking activities in physical education contribute to achievement of the curriculum aims for all young people to become:

- Successful learners who enjoy learning make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

### Curriculum content

Students will be following an options system in which they can opt for a specific activity stream. The students will follow the specific option selection activities for the year. An options system gives students the opportunity to excel and develop in the sports they have enjoyed and try new activity areas that they may not have covered.

The year is split into 6 and 8 lesson blocks. One activity will be covered during both periods during the activity block.

Compulsory topics which students can choose to participate in throughout the year are:

- 1 invasion game: Basketball, Football, Hockey, Ultimate Frisbee
- Athletics
- Swimming
- 1 Striking and Fielding Game: Tennis, Table Tennis, Rounders, Badminton

Option choices to complete their 9 topics are:

- Trampoline
- Gymnastics
- Introduction to gym equipment and fitness
- Dance

- Touch rugby
- Volleyball

### **Curriculum opportunities**

During Year 11 students will be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum will provide opportunities for students to:

- Get involved in a broad range of different activities that, in combination, develop the whole body
- Experience a range of roles within a physical activity
- Specialise in specific activities and roles
- Follow pathways to other activities in and beyond school
- Perform as an individual, in a group or as part of a team in formal competitions or performances to audiences beyond the class
- Use ICT as an aid to improving performance and tracking progress
- Make links between PE and other subjects and areas of the curriculum.

### **Assessment**

Students will be assessed in the activity areas they are covering throughout the block and then a formal assessment will be done at the end of the block. Throughout Key stage 4 all students will be assessed using the National Curriculum levels. They will gain a level for each area they cover throughout the academic year.

Students will receive an average grade according to the level they have achieved.

### **Resources**

We are introducing technology in the PE curriculum with use of I-pads and smartphones; during specific activities the students will have the chance to use the technology in documenting their performance for a set skill. The use of the technology will help with analysis and instant feedback to the students. The department is planning in compiling Sport folios for students; the portfolio will have worked which has been covered during each unit of work and will include self and peer assessment sheets.

### **Useful websites:**

- [www.kidshealth.org](http://www.kidshealth.org) - This website has a Parents, Kids and Teens site which has information on fitness, healthy eating etc.
- [www.pelinks4u.org](http://www.pelinks4u.org) - This website links to different websites with information from Health, Fitness, Nutrition and Sports.



- <http://curriculum.gcda.gov.uk> - This is the National Curriculum Website in which you can access a PDF of the National Curriculum to see the key processes, concepts and all the level descriptors for PE

### **Suggested home activities**

A healthy lifestyle can be promoted at home by:

- Encouraging your child to take part in extra-curricular activities
- Encouraging your child to do one hour of physical activity a day this could be riding a bike, dancing, playing sport
- Supporting your child in making healthy food choices in school and out of school

# Art, Design & Photography

2 lessons per fortnight

## Curriculum Aims

The Art & Design curriculum aims to develop students creative thinking skills whilst giving them the opportunity to explore numerous Art forms from different cultures.

Whilst in Art, the students will be focusing on the following;

- Sketchbook practise (Developing, Refining, Experimenting, Presenting)
- Skills in 2D media including painting, design, drawing and printmaking
- Skills in 3D media including sculpture and installation.
- Skills in new media including photography, animation and digital illustration
- Research and analysis of Art from different cultural contexts

## Curriculum content

Art lessons will follow the thematic structure of the IB Prep course;

- Rights and Equality
- Crime and Punishment
- Explorations
- International Relations

Each topic will include studying a variety of Artists, exploring ideas in sketchbook work and developing final responses to the theme.

## Assessment

Assessment is formative and will be used in the classroom to inform the teacher as to student progress. Feedback to the student will be individual and detailed in order to help the student develop their Art skills and also specific in what actions the student needs to take in order to be an independent, creative learner. Students will also be given individual marks for preparatory work and final outcomes at the end of each project.

## Homework

Homework will be given once every week. This will include reading, research and other sketchbook work to develop ideas.

## **Resources**

Students will be given large sketchbooks and folders to organise their work. Whilst the Art department has a wide range of resources in school, students are always encouraged to have some of their own basic Art supplies to support their homework tasks.

## **Useful websites**

[www.internationalartstudio.com](http://www.internationalartstudio.com)

[www.studentartguide.com](http://www.studentartguide.com)

<http://www.tate.org.uk>

<https://www.saatchigallery.com/>

<https://www.moma.org/>

# **Model United Nations (MUN)**

2 lessons per fortnight

## **Curriculum Aims**

The Model United Nations (MUN) aims to provide students with a better understanding of the inner workings of the UN and a forum to hone skills in diplomacy, negotiation, critical thinking, compromise, public speaking, writing, and research. Both the IB and BIS Hanoi support students in becoming Global Citizens as well as promoting open - mindedness and the MUN will give 11 Prep students the opportunity to engage with international affairs.

## **Curriculum content**

Participants in Model United Nations conferences, known as delegates, are placed in committees and assigned countries or occasionally other organizations. Delegates conduct research before conferences and formulate positions that they will then debate with their fellow delegates in the committee, staying true to the actual position of the member they represent.

The MUN debates will follow the thematic structure of the IB Prep course;

- Rights and Equality
- Crime and Punishment
- Explorations
- International Relations

## **Assessment**

In the final term the students will participate in a conference debating a global issue. At the end of a conference, the best-performing delegates in each committee, as well as delegations will be awarded. This will be based around their research, argument and presentation.

## Outdoor Education

Outdoor Education opportunities exist for students at all year levels.

The benefits of Outdoor Education include:

- Development leadership skills and responsibility
- Increased self-confidence and self-awareness
- Development and strengthening of relationships with peers and staff

The Outdoor Education programme at BIS Hanoi is structured sequentially - providing increasingly challenging ventures as students move through the school.

Trips are an integral part of our curriculum, are included in our fees and are considered mandatory except under extreme circumstances.

Year 10&11P will go to Dalat in October

Students in Year 11 also have the opportunity to do the Duke of Edinburgh's International Award.

## Life Skills

1 lesson per week in tutor groups and cross-curricular reinforcement.

### Course Description

This pastoral course is underpinned by the BVIS Hanoi Values and Attributes and aims to promote these to achieve our goal of Global Citizens with a Vietnamese Perspective:

- Integrity
- Respect
- Caring
- Enquiry
- Reflection
- Perseverance

The course provides opportunities for students to learn how to grow as individuals, for example by developing self-awareness, taking responsibility for managing their time and learning to feel positive about themselves.

The course focuses on group discussion activities, which involve the students in communication and listening skills, leadership and learning how to co-operate and negotiate.

Students are presented with situations in which they have to work with others, to analyze information, to consider moral and social dilemmas and to make choices and decisions.

By working together on school and community projects students have the chance to participate fully in the life of BVIS Hanoi and the community and develop skills that they will require as future citizens.

The key themes within the course are:

- Understanding Yourself
- Keeping Healthy
- Developing Relationships
- Developing as a Citizen

Assessment is continual, based on student participation and implementation of the core values within the course; it is based upon both the Vietnamese and UK guidelines.

### Student Council and Form Council

The Form Council provides the structure for **all** students to be involved in the decision-making process within the school. Each Form Council elects a representative to the Student Council whose purpose is to represent their peers and be a forum for active and constructive student input into the daily life of the school community.

## Mission Statement Aide Memoire

The graphic below is displayed in every classroom. It shows clearly the aims and objectives we have in all lessons and activities.

