



**BRITISH  
INTERNATIONAL  
SCHOOL**  
HANOI

A NORD ANGLIA EDUCATION SCHOOL



# **BIS Hanoi**

## **Curriculum Information Booklet**

### **2017 - 2018**

### **IGCSE – Year 10 and 11**

September 2017

Dear Parents

The purpose of this booklet is to give you detailed information about the subjects your child will study in Year 10 and 11.

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.

In most subjects, the teaching at BIS follows the Programmes of Study of the Cambridge IGCSE programme. This ensures continuity and progression for our students through from the Primary School and onto the International Baccalaureate. During the two years the students will be introduced to progressively more demanding ideas, knowledge and understanding using a variety of resources and learning methods.

The progress students make will be recorded and reported to you using IGCSE grades. This will enable you to monitor how well your child is doing compared to their achievement at the end of Key Stage 3. Students will be set Targets that will appear on each report sent home.

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



Tim Webb  
Head of Secondary



Edward Westropp  
Head of Years 10 and 11

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## **Additional Areas of Study**

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## 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.

Each department uses a traffic light system for formative assessment (which can be found in student work books) which clearly shows the student how well they have performed against the objectives set for the task, in addition to this all subjects use comments to highlight how students can improve their work and boost attainment.

Formal assessment always uses the IGCSE grades (shown on the next page) and the data is used to track student progress and this, coupled with the student target setting process at the start of each year ensures that students are constantly challenged in and outside the classroom.

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)

IGCSE students sit five internal examinations during their two years studying for their IGCSEs. These are known as PCTs (Progressive Check Tests). There will be three in Year 10 and two in Year 11. The final internal exam will be a trial exam designed to replicate the actual CIE IGCSE exam conditions.

At the end of Year 11 all students who have been entered for the official CIE IGCSE will present for their final real exam. It is important to note that that IGCSE examinations must be sat at the time and date CIE publish. Students who do not do the exam at the correct time will not be issued with a certificate.

## Reports and Meetings with Parents

Reports are issued on the dates below, there are two Parents Evening per year. Parents are also free to contact tutors, teachers, Heads of Year, Assistant Heads 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.

<b>Year group</b>	<b>Parents Evening #1</b>	<b>Parents Evening #2</b>	<b>Interim Report</b>	<b>Full Report</b>	<b>Additional</b>
<b>Year 10</b>	28th November	10th April	24th November	22nd June	
<b>Year 11</b>	14th November	6th Feb	29th September	2nd March	IB options Evening: 12th October

## **Inclusive Education**

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 and English as an additional Language department which seeks to support the progress of pupils who may not always be able to access lessons fully. The departments work 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 departments can work with students on a 1-to-1 level, in small groups and via in-class support.

Support will focus on specific academic areas, such as reading, writing or numeracy. However, 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.

## **Textbooks and Resources**

In common with other schools running IGCSE courses either in the UK or overseas we don't have a set textbook in any subject that we follow throughout the course. We do use textbooks that are accredited by CIE and these are listed in each subject entry; other resources such as websites are also listed.

# Vietnamese - Year 10

5 lessons per fortnight (for Vietnamese passport holders)

## Curriculum aims

The Vietnamese Curriculum aims to develop skills in reading, writing and speaking and listening through:

- The teaching and development of reading strategies
- Understanding structure, language, viewpoints and context of texts
- Writing of a range of texts for different purposes and audiences
- Understanding how to structure, organise and punctuate texts
- Learning to talk effectively in a range of situations, such as: individual presentations, debate and drama
- Thorough study of important Vietnamese Literature and World Literature texts

## Curriculum content

### *Term 1*

- **Folk songs, Legend and Fairy Tales:** The image of women in Folk songs and how our ancestors considered the wisdom of man shown through Folk songs.
- Narrative structure in Legend of King An Duong Vuong
- Building character in Fairy tale 'Tam Cam'
- Poetry of 18 Century : Truyen Kieu ( Nguyen Du), series of poem by Ho Xuan Huong and Chinh phu ngam
- The steps to analyse a poem.

### *Term 2*

#### **Novels**

The changes in Novels of Tu Luc Van Doan

- The fate of women and arranged marriage being considered in the novels during the period of time.
- Character development and Narrative Style
- How to write an essay



### *Term 3*

#### **Media**

- Writing for the media
- Language of advertising
- Write to persuade

#### **Assessment**

Students will undergo one assessment test per unit and will be rewarded for excellent work and excellent effort. Verbal and written feedback will be given when appropriate. The assessment also count on students 'own writing' which is based on the unit studies.

#### **Homework**

Homework is set once a week in accordance to the BIS Hanoi homework policy. However, wherever possible, homework will be topical. The homework targets key Vietnamese skills and is designed to extend the students by asking them to reflect on what they have studied in class. Homework will be marked and verbal or written feedback given. There will be an overall effort grade for homework at the end each term. Students are expected to work independently and to ensure all work handed in on time to receive written feedback.

#### **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. In a part of our course students 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.

# Vietnamese Year 11

5 lessons per fortnight

## Curriculum aims

The Vietnamese Curriculum aims to develop skills in reading, writing and speaking and listening through:

- The teaching and development of reading strategies
- Understanding structure, language, viewpoints and context of texts
- Writing of a range of texts for different purposes and audiences
- Understanding how to structure, organise and punctuate texts
- Learning to talk effectively in a range of situations, such as: individual presentations, debate and drama
- Thorough study of important Vietnamese Literature and World Literature texts

## Curriculum content

### *Term 1*

#### **Poetry and Media writing**

- Poetics in Vietnam war
- 'Viet Bac' by To Huu
- 'Tay Tien' by Quang Dung
- 'Dat nuoc' by Nguyen Khoa Diem
- 'Song' by Xuan Quynh
- Newspapers
- Language of advertising
- Fact & opinion
- Articles
- Writing for different purpose

### *Term 2*

#### **Novels & Plays**

- Narrative voice, building tension and structure in 'The Old man and the Sea' by Ernest Hemingway
- Essay response –Annotated
- A play of Luu Quang Vu " Toi va chung ta'

## Term 3

### **Short stories:**

- Narrative tension in 'Mrs. Penn's Story' by Mary Wilkins Freeman
- Character Development and Narrative hooks in 'Vo chong A phu' by To Hoai
- The steps for writing an essay using PEEL

### **Assessment**

Students will undergo one assessment test per unit and will be rewarded for excellent work and excellent effort. Verbal and written feedback will be given when appropriate. The assessment also counts on students' 'own writing' which is based on the unit studies.

### **Homework**

Homework is set once a week in accordance to the BIS Hanoi homework policy. However, wherever possible, homework will be topical. The homework targets key Vietnamese skills and is designed to extend the students by asking them to reflect on what they have studied in class. Homework will be marked and verbal or written feedback given. There will be an overall effort grade for homework at the end of each term. Students are expected to work independently and to ensure all work is handed in on time to receive written feedback.

### **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. In a part of our course students 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.

# First Language English (IGCSE)

4 lessons per fortnight

CIE Syllabus number: 0500

## Curriculum aims

The aim of English First Language IGCSE is to for students to be able to demonstrate a precise understanding of texts and explore and analyse how writers achieve effects. They will also learn how to select relevant evidence to show their understanding and how to summarise texts and ideas into their own words. Alongside the development of the students' reading will also be their writing skills. For this component of the IGCSE, students will become more accurate in their spelling, punctuation and grammar, as well as build a broader more ambitious range of vocabulary. Furthermore, they will explore how to express ideas and opinions as interestingly and as effectively as possible.

## Curriculum content

*Year 10*

*Term 1*

Students will be introduced to the IGCSE and what the First Language English exam involves. They will spend their first term focusing on the various reading skills that are required for IGCSE. Listed below are the assessment objectives that students will be studying. This term will provide an overall introduction and a wide range of practice in these skills.

### Assessment Objective 1: Reading

- R1: Demonstrate understanding of explicit meanings
- R2: Demonstrate understanding of implicit meanings and attitudes
- R3: Analyse, evaluate and develop facts, ideas and opinions
- R4: Demonstrate understanding of how writers achieve effects
- R5: Select for specific purposes

*Term 2*

In this term, students will be studying writing skills in preparation for the written component of the course. The skills will be introduced and developed in order for students to gain an overview of how to approach writing for different purposes, audiences and forms. They will also be encouraged to take an active approach to building their use of the English Language through vocabulary choices.

## **Assessment Objective 2: Writing**

- W1: Articulate experience and express what is thought, felt, imagined
- W2: Sequence facts, ideas and opinions
- W3: Use a range of appropriate vocabulary
- W4: Use a register appropriate to audience and context
- W5: Accurate use of spelling, punctuation and grammar

### *Term 3*

In the last term of year 10, students will return to reading skills as listed in term 1. However, in this term, they will be developing their understanding and application of these areas with greater focus and precision.

### *Year 11*

#### *Term 1*

This first term in year 11 will focus on reinforcing the writing skills taught in year 10. In this term, they will practise a wide range of writing tasks to develop their confidence and accuracy.

#### *Term 2 and 3*

In term 2 of year 11, all reading objectives will be thoroughly reviewed and practised.

### **Assessment**

Students will be assessed at the end of each term in relation to the skills they have studied during that term. Therefore, they will be assessed on the reading skills taught in terms one and three of Year 10, and term two of Year 11. They will also take assessments on the writing skills they have studied in term two of year 10 and of term one of year 11. These assessments will be sat in class in exam conditions.

Internal exams are held in May of Year 10 and trials in January of Year 11 in all examination subjects.

### **Resources**

Our main coursebook is: First Language English for Cambridge IGCSE (978-0-19-838905-7). This student book is supported in class and at home by a workbook, First Language English for Cambridge IGCSE® Workbook (978-0-19-838906-4).

## **Homework**

Homework will be set once a week and will often consist of either a reading task or writing task. The reading task could comprise reading of an extract and appropriate challenging activities. Writing tasks will comprise planning content and response to coursework and examination style questions.

## **Suggested home activities**

Students are encouraged to do as much reading as possible of non-fiction texts (newspapers, magazines etc). They can use this reading of non-fiction to help them stretch their vocabulary and strengthen their understanding of more challenging English texts.

## English as a Second Language (IGCSE)

9 lessons per fortnight

CIE Syllabus number: 0510

### Curriculum aims:

**Reading and Listening:** Students will learn how to identify facts, recognise gist and select relevant details in texts/recordings to demonstrate their understanding. They will also study opinions and attitudes within a variety of texts and how to find links between related ideas.

**Writing:** Students will study how to be able to write confidently in a wide range of grammar to show clear and accurate communication skills. During the two-year-course the class vocabulary will be built to encourage students to be more ambitious and stylish in their writing. Furthermore, they will learn how to distinguish between formal and informal register and how to adjust their writing according to different text types. Students will also learn how to structure ideas to express opinions effectively as well as developing spelling and their use of punctuation.

**Speaking:** Although speaking does not contribute to each student's overall grade, it is an essential part of English. Students will regularly be involved in class discussions in relation to topics in the texts they are studying across the two year course. Speaking skills practised will include presentations, sharing opinions and taking part in debates. All of these areas are helpful to building confidence; as well as having an awareness of language in relation to audience and purpose, and preparation for the wider world.

### Curriculum content

*Year 10*

*Term 1*

#### Reading and Listening

- Comprehension and response to a range of non-fiction texts, with some fictional texts. This involves identifying and selecting facts and details to show understanding.

#### Writing

- Developing grammar and vocabulary use for fluency and style.

- Developing punctuation use, structuring ideas through accurate paragraphing and spelling.
- Clarity, accuracy and appropriateness. Students will look at sentence formation for variety and clarity of expression; how to proof-read and redraft to improve their writing.

### *Term 2*

#### **Reading and Listening**

- Demonstrating understanding of texts through selection of relevant evidence specific to text's purpose. This develops a more in-depth comprehension of texts.
- Building basic inference skills in reading.

#### **Writing**

- Developing grammar and vocabulary use for fluency and style
- Using appropriate register and style which involves developing skills in how to write for different text types and how to write formally and informally for different mediums.

### *Term 3*

#### **Reading and Listening**

- Recognising and understanding a variety of ideas, opinions and attitudes within texts and how these are interconnected across a text.
- Building basic inference skills in listening.

#### **Writing**

- Developing grammar and vocabulary use for fluency and style.
- Conveying information clearly and expressing opinions effectively.

### *Year 11*

#### *Term 1*

#### **Reading:**

- Summarising will be the only reading skill that is reviewed in this term as it is the most complex of the skills required; it is also a skill which is closely linked with a student's ability to express themselves well in writing.



## **Writing:**

- This will be the primary focus of term 1 in Year 11. This term will review all of the writing skills from year 10 with an importance on unifying these skills for fluency, cohesion and effect.

### *Term 2*

- Reading focus only this term: students will review all reading skills as listed in Year 10, developing them further. Selecting relevant connected ideas across texts will be a primary focus.
- Students will also undergo a speaking assessment, separate to their overall IGCSE grade.

### *Term 3*

- All reading, writing and listening skills will be reviewed and practised to ensure students are fully prepared for the final exams which are taken in this term.

## **Assessment**

There are a range of skills within reading, writing and listening that the students must demonstrate and these will be termly assessed during their two year course by their teacher in class. Each class assessment will be assessed based on the skills taught within that half term. Consequently, fluctuations in results will be present as the students will be looking at new skills in each half-term for Year 10. In Year 11, each assessment will focus on all the skills, so if the student is being assessed for reading, it will encompass all of the reading skills listed in Year 10.

Overall, their final IGCSE grade is decided upon in two exams: a reading and writing exam, and a listening exam. The students will also be teacher assessed for a certificate in their spoken English skills; this certificate is separate to the IGCSE and will not contribute to the student's overall final grade.

Internal exams are held in May of Year 10 and trials in January of Year 11 in all examination subjects. In these trials, the students will be assessed for their reading and writing skills. Listening tests will be conducted separately in class.

## Resources

Our main textbooks are: English as Second Language for Cambridge IGCSE (ISBN number:978-0198392880) and International Approach 4 (ISBN number: 978-0-19-912667-5).

For those students in group 104, they are studying from a different textbook as they require a greater focus on building grammar and vocabulary due to their English language level; their textbook is English as a Second Language Coursebook 1, 3<sup>rd</sup> Edition (ISBN number: 978-0-521-73599-5).

List of websites or other resources that parents might find useful to help their children improve in their English.

The website listed below is a good resource for year 10 and year 12 students to help them with understanding texts that they may study at KS4 and 5 Literature.

<http://www.bookdrum.com/>

To help develop reading skills and vocabulary, there are graded readers. Graded readers can be purchased from Fahasa in Hanoi and online at <http://www.bookdepository.co.uk/search?searchTerm=penguin+graded+readers>. Some of these books are available with an audio CD to help with listening comprehension and pronunciation. They also come with reading comprehension questions and discussion points before and after reading.

The following website is a direct link to the graded readers' website. Oxford University Press also has graded readers.

<http://www.penguinreaders.com/>

## Homework

Homework is set once a week. Homework tasks in English will include use of the International Approach 4 Workbook, which specifically builds skills appropriate to the IGCSE exam. Homework can also include research for a written piece of work or class presentation or debate. They will also be expected to write a range of different text types to practise the range of writing skills they will be learning in class.

## 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.

## English Literature (IGCSE)

9 lessons per fortnight

CIE Syllabus number: 0486

### Curriculum aims

The aim of this IGCSE course is for students to be able to show a detailed knowledge and understanding of a range of literary texts. They will develop their reading comprehension by exploring themes and the impact of context on a text's purpose. Furthermore, students will learn how to analyse a writer's choice of language and structure for how it can shape meaning and elicit effects on the reader. **During the course, students will study all four assessment objectives each term in relation to each text.** These Assessment Objectives (AOs) are listed directly below:

- AO1: Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text
- AO2: Understand the meanings of literary texts and their contexts and explore texts beyond surface meanings to show deeper awareness of ideas/attitudes
- AO3: Recognise and appreciate ways in which writers use language/structure and form to create and shape meanings and effects.
- AO4: Communicate a sensitive and informed personal response to literary texts

### Curriculum content

*Year 10*

*Term 1*

- In this term, students will study one aspect of component 1, poetry. The students study a total of fifteen poems as selected by CIE. The poems are taken from Songs of Ourselves, Volume One or Songs of Ourselves, Volume Two. An examination will be taken in May 2016 on this component of the course and will account for 25% of the student's final IGCSE grade.

*Term 2*

- In term two, students will complete their study of the fifteen poems and begin their study of the drama component of course. For 2018 entry, students will be studying American playwright Arthur Miller's 'A View From the Bridge'. An examination will be taken in May 2016 on this component of the course and will account for 25% of the student's final IGCSE grade.

### *Term 3*

- In this term, students will either follow study for the unseen component OR complete their first assignment for coursework. This option will be decided by the English staff according to which best suits each class.

#### UNSEEN -

- students will begin to explore the unseen section of their Literature course. Students will get to review and consolidate their analytical and critical thinking skills by exploring a wide range of poetry and extracts from Prose. In this part of the course they will be exposed to writings from different contexts, genres and writers. An examination will be taken in May 2016 on this component of the course and will account for 25% of the student's final IGCSE grade.

**OR**

#### COURSEWORK -

- Alternatively, some students may be in a class where they take the coursework option instead of the unseen component. If they follow the coursework option with their teacher, then they will complete assignment 1 in this term. In the two-year course they will do two coursework assignments. Coursework will account for 25% of the student's final IGCSE grade.
- They will also have an opportunity to review their study of the play and the poems they have studied in terms one and two in preparation for their trial exam. This will help consolidate their understanding of both texts and begin the revision process for the exams at the end of year 11.

### *Year 11*

#### *Term 1*

- In this term, students will study the remaining section of component 1, prose. This will involve the study of a novel. Students will be studying one of the following novels as selected by the class teacher:
  - 'The Secret River' by Kate Grenville
  - 'My Antonia' by Willa Cather
  - 'No Longer at Ease' by Chinua Achebe
  - 'Mansfield Park' by Jane Austen
- An examination will be taken in May 2016 on this component of the course and will account for 25% of the student's final IGCSE grade.

## *Term 2*

- In this term, students will revisit the unseen portion OR coursework component of the course and this will provide the students with a valuable opportunity to perfect their literary analysis. This term will also consolidate and review their study of the poems and play in preparation for the IGCSE exams in May.

### **Assessment**

Students will be assessed at the end of each term in relation to the text they have studied during that term. Therefore, they will take a mini trial exam on the set texts in terms 1 and 2 of Year 10, and term 1 of Year 11 to assess understanding and depth of analysis. In contrast, the coursework components, which occur in term 3 of Year 10 and term 2 of Year 11, will form part of their actual IGCSE English Literature final grade.

Internal exams are held in May of Year 10 and trials in January of Year 11 in all examination subjects.

### **Resources**

There is no set textbook for this course. However it would be useful for children to have copies of the set texts for this course so that they can read and annotate these in their spare time.

### **Homework**

Once a week. This will often be related to the text that we are studying at that time and will be an exploration of theme, character or content.

### **Suggested home activities**

Students should be encouraged to thoroughly read the set texts and make annotations regarding key events, characters, relationships and themes. Internet research on the set texts would also be beneficial in helping them understand content and research different interpretations.

# Mathematics

7 lessons per fortnight

CIE Syllabus number: 0580

## Curriculum aims

In Mathematics we aim to provide a broadly based and balanced education, to identify and develop to the full the mathematical abilities of each student and to give students the confidence to communicate their ideas clearly.

The National Curriculum is divided into five main areas:

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

## Curriculum content

*Year 10*

*Term 1*

- Number concepts including definitions
- Fractions, decimals and percentages
- Ratio and proportion
- Basic algebra
- Solving simple equations
- Patterns and sequences
- Coordinates and linear graphs
- Simple probability
- Mensuration
- Rounding, estimation and bounds
- Index Laws
- Standard Form

*Term 2*

- Collect, present and analyse data
- Formulae, algebraic fractions and further equations
- Direct and inverse variation
- Finance

### *Term 3*

- Constructions and loci
- Symmetry
- Quadratic equations and inequalities
- Area
- Pythagoras
- Further graphs

### *Year 11*

#### *Term 1*

- Angles
- Sets and Venn Diagrams
- Further probability
- Transformations
- Functions
- Trigonometry and bearings
- Similarity
- Volume and surface area

#### *Term 2*

- Matrices

### **Assessment**

In Year 10 students will take five major internal assessments in Maths, including the school exams held in May. In Year 11 students will take four major internal assessments throughout the year; this includes their trial exams in January.

### **Resources**

Our main textbook is Cambridge IGCSE Maths (ISBN number: 978-0-00-741018-7). Children are free to bring this book home each night so there is no need to buy your own copy.

We frequently use the website [www.mymaths.com](http://www.mymaths.com) for revision and homework purposes.

To extend students, top sets will participate in the Intermediate UKMT Maths Challenges. More information can be found on these events organised by the University of Leeds in the UK here: <http://www.ukmt.org.uk/>

**Homework**

Most homework tasks will be from sheets that accompany the textbook that we use. Homework is set once a week. However our students are advised to take responsibility for their own learning and are encouraged to work independently at home to maintain their skills, even when homework is not set.

**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 (IGCSE)

Students either follow the Coordinated Science course and receive 2 IGCSE grades or the Separate Sciences where they will receive a separate grade in each Science (3 in total).

12 lessons per fortnight

CIE Syllabus number: 0654

### 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

#### *Year 10*

##### *Term 1*

- Biology: Characteristics of Living Organisms, Cells, Enzymes
- Chemistry: The particulate Nature of Matter, Experimental Techniques, Atoms, Elements and Compounds, Acids, Bases and Salts
- Physics: Waves, Light, Electromagnetic Spectrum, Sound

##### *Term 2*

- Biology: Nutrition, Transportation
- Chemistry: Stoichiometry, Electricity and Chemistry, The Periodic Table
- Physics: Matter and Thermal Properties, Transfer of Thermal Energy, Radioactivity

##### *Term 3*

- Biology: Respiration, Coordination and Response
- Chemistry: Metals, Air and Water, Carbonates
- Physics: Motion, Matter and Forces. Energy, Work and Power, Simple Kinetic Molecular Model of Matter

## Year 11

### Term 1

- Biology: Reproduction, Inheritance
- Chemistry: Rates of reactions, Energy Changes in Chemical Reactions, Sulfur
- Physics: Electricity

### Term 2

- Biology: Energy flow in Ecosystems, Human influences on the Ecosystem  
Chemistry: Organic Chemistry  
Physics: Magnetism

### Assessment

One assessment every half term on the material covered up to that point. Report grades will be based on the results of these tests along with class and homework.

Internal exams are held in May of Year 10 and trials in January of Year 11 in all examination subjects.

### Resources

Our main textbooks are: Biology for Cambridge IGCSE Revision Guide (ISBN 978-0-19-915265-0) Chemistry for Cambridge IGCSE Revision Guide (ISBN number: 978-0-19-915266-7) Physics for Cambridge IGCSE Revision Guide (ISBN 978-019-915436-4)

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

- [www.xtremepapers.com](http://www.xtremepapers.com)
- [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

Homework set on a weekly basis with a variety of tasks including worksheets, research and past paper examination questions.

### Suggested home activities

Encourage children to read around the subject on a regular basis and to keep up to date with their understanding by using the revision links above.

## Biology (IGCSE)

4 lessons per fortnight

CIE Syllabus number: 0610

### Curriculum aims

- To provide a worthwhile educational experience for all candidates, through well designed studies of experimental and practical science, whether or not they go on to study science beyond this level
- To enable candidates to acquire sufficient understanding and knowledge to:
  - become confident citizens in a technological world, to take or develop an informed interest in scientific matters
  - recognise the usefulness, and limitations, of scientific method and to appreciate its applicability in other disciplines and in everyday life
  - be suitably prepared for studies beyond the Cambridge IGCSE in pure sciences, in applied sciences or in science-dependent vocational courses
- To develop abilities and skills that:
  - are relevant to the study and practice of biology
  - are useful in everyday life
  - encourage efficient and safe practice
  - encourage effective communication
- To develop attitudes relevant to Biology such as:
  - concern for accuracy and precision
  - objectivity
  - integrity
  - enquiry
  - initiative
  - inventiveness
- To stimulate interest in, and care for, the environment
- To promote an awareness that:
  - scientific theories and methods have developed, and continue to do so, as a result of the co-operative activities of groups and individuals
  - the study and practice of science is subject to social, economic, technological, ethical and cultural influences and limitations
  - the applications of science may be both beneficial and detrimental to the individual, the community and the environment
  - science transcends national boundaries and that the language of science, correctly and rigorously applied, is universal

CIE IGCSE Biology places considerable emphasis on understanding and use of scientific ideas and principles in a variety of situations, including those which are well-known to the learner and those which are new to them. It is anticipated that programmes of study based on this syllabus will feature a variety of learning experiences designed to enhance the development of skill and comprehension. This approach will focus teachers and learners on development of transferable life-long skills relevant to the increasingly technological environment in which people find themselves. It will also prepare candidates for an assessment that will, within familiar and unfamiliar contexts, test expertise, understanding and insight.

## **Curriculum content**

### *Year 10*

#### *Term 1*

- Characteristics of living organisms
- Classification and diversity of living organisms
- Simple keys
- Cell structure and organisation and size of specimens
- Levels of organisation
- Movement in and out of cells
- Enzymes
- Respiration

#### *Term 2*

- Nutrition (humans)
- Transportation (humans)
- Excretion in humans
- Coordination and response (humans)

#### *Term 3*

- Reproduction (sexual and asexual, and in humans)
- Growth and development (animals)
- Energy flows, food chains and food webs
- Nutrient cycles

### *Year 11*

#### *Term 1*

- Nutrition (plants)
- Transportation (plants)
- Coordination and response (plants)
- Reproduction (plants)
- Growth and development (plants)

### *Term 2*

- Inheritance
- Population size
- Human influences on the ecosystem

### **Assessment**

One assessment every half term on the material covered up to that point. Report grades will be based on the results of these tests along with class and homework.

Internal exams are held in May of Year 10 and trials in January of Year 11 in all examination subjects.

### **Resources**

Our main textbook is Biology for Cambridge (ISBN number: 9781408500170). Useful websites and links for revision are:

- [www.bbc.co.uk/schools/gcsebitesize/science/](http://www.bbc.co.uk/schools/gcsebitesize/science/)
- <http://www.clickbiology.com/powerpoint/>

### **Homework**

Homework set on a weekly basis with a variety of tasks including worksheets, research and past paper questions, learning work for tests.

### **Suggest home activities**

Encourage children to read around the subject on a regular basis and to keep up to date with their understanding by using the revision links above.

# Chemistry (IGCSE)

4 lessons per fortnight

CIE Syllabus number: 0620

## Curriculum aims

To provide a thorough subject focus that is accepted by universities and employers as proof of essential chemistry knowledge and ability.

To enable students to:

- Better understand the technological world in they live, and take an informed interest in science and scientific developments.
- Learn about the basic principles of Chemistry through a mix of theoretical and practical studies.
- Develop an understanding of the scientific skills essential for further study at Cambridge International A Level, skills which are useful in everyday life.
- 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.

## Curriculum content

*Year 10*

*Term 1*

- The particulate nature of matter
- Experimental techniques
- Atoms, elements and compounds
- Acids, bases and salts

*Term 2*

- Stoichiometry 1
- Electrolysis
- The Periodic Table

*Term 3*

- Metals
- Air and water
- Carbonates

## Year 11

### Term 1

- Chemical energetics
- Stoichiometry 2
- Chemical reactions
- Sulfur

### Term 2

- Organic chemistry

### Assessment

One assessment every half term on the material covered up to that point. Report grades will be based on the results of these tests along with class and homework.

Internal exams are held in May of Year 10 and trials in January of Year 11 in all examination subjects.

### Resources

Our main textbook is Chemistry for Cambridge IGCSE (ISBN number: 978-1-40850018-7). Useful websites and links for revision are:

- [www.xtremepapers.com](http://www.xtremepapers.com)
- [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

Homework set on a weekly basis with a variety of tasks including worksheets, research and past examination questions.

### Suggested home activities

Encourage children to read around the subject on a regular basis and to keep up to date with their understanding by using the revision links above.

## Physics (IGCSE)

4 lessons per fortnight

CIE Syllabus number: 0625

### Curriculum aims

- To balance knowledge, understanding and skills to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey
- To enable students to gain lifelong skills, including:
  - an understanding of the usefulness (and limitations) of scientific method and its applications in other subjects and in everyday life
  - a concern for accuracy and precision
  - an understanding of the importance of safe practice
  - an awareness of the importance of objectivity, integrity, enquiry, initiative and inventiveness

### Curriculum content

#### *Year 10*

##### *Term 1*

- Waves
- Light
- Electromagnetic Spectrum
- Sound

##### *Term 2*

- Matter and Thermal Properties
- Transfer of Thermal Energy
- Simple Kinetic Molecular Model of Matter
- Radioactivity

##### *Term 3*

- Motion
- Matter
- Forces
- Energy
- Work and Power

#### *Year 11*

##### *Term 1*

- Electricity



## Term 2

- Magnetism

### **Assessment**

One assessment every half term on the material covered up to that point. Report grades will be based on the results of these tests along with class and homework.

Internal exams are held in May of Year 10 and trials in January of Year 11 in all examination subjects.

### **Resources**

Our main textbook is Physics for Cambridge IGCSE (ISBN 978-1-4085-0019-4).

Useful websites and links for revision are:

- [www.xtremepapers.com](http://www.xtremepapers.com)
- <http://www.schoolphysics.co.uk/age14-16/>
- [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**

Homework set on a weekly basis with a variety of tasks including worksheets, research and past paper questions.

### **Suggested home activities**

Encourage children to read around the subject on a regular basis and to keep up to date with their understanding by using the revision links above. Ensure all homework is being completed to a good standard.

# IT Key Skills

1 lesson per fortnight

## Aims

- Encourage students to continue to develop their ICT skills in order to enhance their work in a variety of subject areas;
- Provide opportunities for students to analyse, design, implement, test and evaluate ICT systems;
- Help students to improve their skills and increase their awareness of the ways in which ICT is used in practical and work-related situations.

## Curriculum content

### *Year 10*

#### *Term 1*

- Cloud Technology
- Document Authoring
- Proofreading and collaboration

#### *Term 2*

- Research Techniques
- Presentation Authoring
- Audience

#### *Term 3*

- Data Analysis using spreadsheets
- Data Manipulation using spreadsheets
- Presentation of Data

### *Year 11*

#### *Term 1*

- Safety and security
- Computer Networks
- Data Handling

#### *Term 2*

- Graphic/Image editing
- Website Authoring

**Assessment**

IT Key Skills is a practical subject and as such feedback to the student is mostly formative and instant. It takes place every single lesson and improvement is continuous. Students will complete an evaluative assessment at the end of each topic covered. This evaluation will help the student achieve their target grades and establish a target grade for future topics. This assessment is of a practical nature and is usually completed online. Each topic will be summative marked and a level awarded in line with school policy.s.

**Homework**

Students will be provided with regular homework which complements the work they have been doing in class. Homework will be either practical or theory based and will mostly be electronic. In addition, students will be expected to read, make notes from the course book and complete relevant exercises.

Smaller homework tasks will be set as appropriate in order to extend student learning throughout the course.

**Suggested home activities**

Parents can assist by ensuring students have access to a suitable electronic device with a stable internet connection. Each student will also find access to email and Google Drive facilitates their learning between school and home.

## Art and Design (IGCSE)

6 lessons per fortnight

CIE Syllabus number: 0400

### Curriculum aims

IGCSE Art and Design encourages personal expression, imagination, sensitivity, conceptual thinking, observation, analytical skills and practical skills. Students will widen and enrich their cultural horizons through the study of civilisations and the role of the visual arts.

Students will develop their observational drawing skills, try out new ideas and be able to solve visual problems. They will be encouraged to experiment with a variety of media to communicate ideas and develop the confidence to work independently.

### Curriculum content

#### *Year 10*

##### *Term 1a*

- Introduction to the course - assessment objectives, discussions, looking at examples of previous works. Setting up a personal journal ( sketchbook)  
Drawing skills

##### *Term 1b*

- Materials workshop linking to project theme

##### *Term 2*

- Coursework project - research and observational drawings

##### *Term 3*

- Coursework - ideas, experimentation with media.

#### *Year 11*

##### *Term 1*

- Completion of coursework / trial exam

##### *Term 2*

- Component 1. Externally set question, handed to students in January. Preparation time followed by an eight-hour test to be completed before April. (The test requires students to work independently)

## Assessment

Work will be assessed throughout each term at appropriate points in each project. Students will be given an ongoing average; they must maintain or improve this grade throughout the course to achieve their predicted grade. Internal exams are held in May of Year 10 and trials in January of Year 11 in all examination subjects.

There are five assessment objectives;

- **AO1 Gathering, recording, research and investigation**  
Researching a variety of source such as museums, galleries, interviews with artists, observational drawing and painting from real life.
- **AO2 Exploration and development of ideas**  
Experiment with materials and produce as many ideas as possible. Develop an idea, improving a chosen idea and finding the best solution.
- **AO3 Organisation and relationships of visual and /or other forms**  
Organise and express ideas visually, using appropriate materials and techniques to express and idea. Evaluate work as it progresses, making judgements about what is successful and what needs to be improved.
- **AO4 Selection and control of materials, media and processes**  
Experiment with materials and a variety of techniques. Show skill when selecting and using appropriate media.
- **A04 Personal vision and presentation**  
Evaluate work, show reflection and critical thinking. Using technical subject specific language in written work.

## Resources

Text books are varied depending on students' personal work. In Art and Design students will produce individual outcomes; they will find appropriate books, internet sites and other sources of information guided by the teacher. The following books may be useful as a general reference, there is no need to buy these, they are kept in the art room for student use.

<b>Learning to Look at Paintings</b>	Mary Acton	ISBN 978-0-415-43518-5
<b>Symbols and Allegories in Art</b>	Getty publications	ISBN 978-0-89236-818-1
<b>Sourcing ideas</b>	Steed & Stevenson	ISBN 978-2-940411-63-4
<b>Extraordinary sketchbooks</b>	Jane Stobart	ISBN 978-1-4081-3442-9
<b>Styles, Schools and Movements</b>	Amy Dempsey	ISBN 978-0-500-28844-3
<b>Art and Photography</b>	David Campany	

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

- <http://en.wikipedia.org>
- <http://www.google.co.uk>
- <http://www.abcgallery.com>
- <http://www.tate.org.uk>
- <http://www.vnfineartsmuseum.org.vn>

**Homework**

Homework will be set at the beginning of each project. Tasks usually involve written and visual research. Students will not be asked to do homework task that require anything more than a pen, pencil, coloured pencils. A colour printer is useful but students have access to this in the library or art room during lunch breaks. Homework is very important, students will need research to generate ideas, students with weak homework or no homework will have difficulty producing quality ideas during lessons.

**Suggested home activities**

Check student diaries to see if homework has been set. Check to see if homework has been completed to a high quality.

It is useful if parents can include visits to museums and galleries that link to project work. Visits to building or places where students can sketch and write ideas to be used in the classroom.

# Business Studies (IGCSE)

6 lessons per fortnight

CIE Syllabus number: 0450

## Curriculum aims

The Cambridge IGCSE Business Studies syllabus develops students' understanding of business activity in the public and private sectors, and the importance of innovation and change. Students find out how the major types of business organisation are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence.

## Curriculum content

### *Year 10*

#### *Term 1*

- Business Organisation and Structure

#### *Term 2*

- Marketing

#### *Term 3*

- Operations Management

### *Year 11*

#### *Term 1*

- Finance and Accounting

#### *Term 2*

- Human Resource Management
- The Economic Environment

## Assessment

Summative assessment will take place at intervals throughout the course, with tests every half term or end of term. The grade will indicate the level that the students are working at in relation to IGCSE grades. Internal exams are held in May of Year 10 and trials in January of Year 11 in all examination subjects.

## **Resources**

Our main textbook is *Business Studies for IGCSE*, by Robert Dransfield & David Needham, published by Nelson Thornes (ISBN: 978-1-4085-0647-9). Children are free to bring this book home each night so there is no need to buy your own copy.

Other resources include:

[www.tutor2u.net](http://www.tutor2u.net)

[www.bized.co.uk](http://www.bized.co.uk)

## **Homework**

Homework will be set weekly and of approximately one hour duration. The tasks will be to extend the learning in the classroom and give pupils an opportunity to do some more in depth individual assignments. Some consolidation of classwork can also be expected.

## **Suggested home activities**

Business Studies is a very practical subject and many parents will find the topics accessible and understandable. It is therefore easy to have discussions about the subject with your son/daughter. It would be advantageous to make sure that the pupils are keeping up with current affairs and know what is going on in Vietnam and the wider world. Sharing parents' experiences at work and financial decisions made at home, can also help students learn about business decision making.



# Computer Science (IGCSE)

6 lessons per fortnight

CIE Syllabus number: 0478

## Curriculum aims

- Develop computational thinking that is thinking about what can be computed and how, and includes consideration of the data required
- Understand the main principles of solving problems by using computers
- Understand that every computer system is made up of sub-systems, which in turn consist of further sub-systems
- Develop an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- Develop skills necessary to apply understanding to solve computer-based problems using a high-level programming language.

## Curriculum content

### *Year 10*

#### *Term 1*

- Binary Systems
- Hexadecimal Systems – notation, HTML
- Data Storage – file types, compression
- Data Transmission
- Security
- Communication and internet technologies

#### *Term 2*

- Hardware and software including logic gates and truth tables
- Computer architecture
- Input, Storage and Output devices
- High and low level languages
- Security applications

#### *Term 3*

- Algorithm design
- Problem-solving and design
- Pseudocode and flowcharts
- Programming

## *Year 11*

### *Term 1*

- Programming continued
- Programming concepts
- Data structures

### *Term 2*

- Databases
- Ethics
- Revision
- Past paper practice

## **Assessment**

Computer Science is a combination of practical and theory and assessment should reflect this. Therefore, on a termly basis, students will be assessed on their theoretical understanding or practical application. Where possible, students will practice using Cambridge past papers and mark schemes to give them an accurate reflection of their progress on the course.

In addition, there will be an internal exam towards the end of year 10 as well as a trial exam in the January of Year 11.

Cambridge uses the following assessment objectives:

AO1 - Recall, select and communicate knowledge and understanding of computer technology.

AO2 - Apply knowledge, understanding and skills to solve computing or programming problems.

AO3 - Analyse, evaluate, make reasoned judgements and present conclusions.

## **Resources**

Computer Science students will not require the use of text books. However, we do have some books for reference. Students will make use of the following online resources:

[www.teach-ict.com](http://www.teach-ict.com)

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

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

[www.w3schools.com](http://www.w3schools.com)

[www.computingatschool.org.uk](http://www.computingatschool.org.uk)

**Homework**

Practical homework will be through completion of some online courses using the above resources and theory homework will be online questions to assess students' understanding. Smaller homework tasks will be set as appropriate in order to extend student learning throughout the course.

**Suggested home activities**

Parents can assist by ensuring students have access to a suitable electronic device with a stable internet connection. Each student will also find access to email and Google Drive facilitates their learning between school and home.

# Geography (IGCSE)

6 lessons per fortnight

CIE Syllabus number: 0460

## Curriculum aims

The curriculum aims are to encourage candidates to develop:

- A sense of place and an understanding of relative location on a local, regional and global scale;
- An awareness of the characteristics and distribution of a selection of contrasting physical and human environments;
- An understanding of some of the processes affecting the development of such environments;
- An understanding of the spatial effects of the ways in which people interact with each other and with their environments;
- An understanding of different communities and cultures throughout the world and an awareness of the contrasting opportunities and constraints presented by different environments.

In addition to these curriculum aims, Geography is also excellent at developing students' thinking skills. Developing these skills is fundamental in ensuring that students are fully prepared for life after they finish their schooling. The main skills that we focus on in Geography are;

- Teamwork
- Justification
- Evaluation
- Information Processing
- Enquiry
- Creativity
- Communication

## Curriculum content

*Year 10*

*Term 1*

- Population
- Settlement

*Term 2*

- Tectonics
- Rivers and Coasts and Weathering

### *Term 3*

- Energy and Water
- Industry, Work and Employment

### *SUMMER HOLIDAY PAPER 2 - MAP SKILLS HOMEWORK*

### *Year 11*

#### *Term 1*

- Geographical and Map Skills
- Coursework - Day Trip around Hanoi to collect data from the field

#### *Term 2*

- Weather and Climate
- Development
- Tourism
- Environmental risks of economic development

### **Assessment**

Students are assessed using certain criteria during classwork, homework and formal assessments in class. The Assessment objectives (AOs) are:

- AO1 Knowledge with understanding
- AO2 Skills and analysis
- AO3 Judgement and decision making

Students will undergo a formal graded assessment once every half term. They will learn the skills required to conduct self and peer assessment throughout the year. Students will be able to have regular conversations with teachers about the grade that they are at, and be very aware of what they can do to improve their work. As well as this, they should be giving constructive feedback to their peers on the same matter. They will also be assessed through the course of the year through their classwork. The grades shown on their report for each term will be an average of their assessments in the various topics covered over this period of time. Their grades may fluctuate, rather than showing a continuous increasing trend. This will be down to each student's particular strengths and preferences towards different topics, but equally, their progress will be reflected in the frequency in which they react to my written feedback in their books, as well as their improvements in literacy.

Internal exams are held in May of Year 10 and trials in January of Year 11 in all examination subjects.

### **Resources**

Textbook: Cambridge IGCSE Geography – CIE – 978-0-521-75784-3 which students are allowed to bring home.

Sometimes the textbook is not always used because we use other resources. These resources also provide a fun and interactive learning environment whilst still maintaining the highest of standards of teaching and learning.

### **Homework**

Homework is set at least once a week and students are normally given several days to complete the tasks. The tasks are often linked to extend and deepen the students' knowledge on the lesson material, or research on the wider linked issues found in Geography.

Students are expected to complete homework to a high standard to reinforce their understanding. Please do encourage your child to ask for help if they do not understand the classwork or homework. If your child is absent for a lesson, they are expected to catch up on the work they missed by borrowing another student's book. They are expected to come fully prepared to lessons with their equipment, exercise book and a positive attitude.

### **Suggested home activities**

Allowing your child to be exposed to as wide a range of news and media sources as possible is always an advantage for any aspiring Geographer.

You can obtain the Curriculum Specification and Learners Guides from the IGCSE link below, however, your child has received a copy of the Learner's Guide already. This should enable you to know about the topics your child is studying.

<http://www.cie.org.uk/Images/150857-2016-syllabus.pdf>

Finally, here are some revision and research websites to support homework and general extended interest.

<http://bishngeography.blogspot.com/>

<http://greenfieldgeography.wikispaces.com>

<http://www.geocoops.com/cie-revision.html>

<http://www.geographypods.com/gcseigcse.html>

<http://www.bbc.co.uk/education/subjects/zkw76sg>

<http://www.bbc.co.uk/schools/gcsebitesize/geography/>

## History (IGCSE)

6 lessons per fortnight

CIE Syllabus number: 0470

### Curriculum aims

- Stimulate an interest in and enthusiasm for learning about the past
- Promote the acquisition of knowledge and understanding of individuals, people and societies in the past
- Ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence
- Promote an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference
- Provide a sound basis for further study and the pursuit of personal interest
- Encourage international understanding
- Encourage the development of historical skills, including investigation, analysis, evaluation and communication skills.

### Curriculum content

The History syllabus offers students the opportunity to study some of the major international issues of the 20th century, by exploring seven key historical questions:

- 1 Were the peace treaties of 1919–23 fair?
- 2 To what extent was the League of Nations a success?
- 3 Why had international peace collapsed by 1939?
- 4 Who was to blame for the Cold War?
- 5 How effectively did the USA contain the spread of Communism?
- 6 How secure was the USSR's control over Eastern Europe, 1948–c.1989?
- 7 Why did events in the Gulf matter, c.1970–2000?

Students also complete a depth study of **Germany 1919-1945**, with a specific focus on collapse of the Weimar Republic and the establishment of the Nazi dictatorship under Hitler. This offers students the opportunity to develop a detailed understanding of key social, economic and political topics.

### Assessment

The assessment objectives in Cambridge IGCSE History are:

- **AO1:** an ability to recall, select, organise and deploy knowledge of the syllabus content
- **AO2:** an ability to construct historical explanations using an understanding of:
  - cause and consequence, change and continuity, similarity and difference
  - the motives, emotions, intentions and beliefs of people in the past
- **AO3:** an ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context

These skills are tested throughout the year, both in class and for homework. Internal exams are held in May of Year 10 and trials in January of Year 11 in all examination subjects.

### **Resources**

Our main textbook is The Modern World (ISBN number: 978-0199134250). Children are free to bring this book home each night so there is no need to buy your own copy.

20<sup>th</sup> Century History for Cambridge IGCSE is an excellent additional textbook (ISBN: 978-0-19-913636-0).

<http://www.bbc.co.uk/schools/gcsebitesize/history/>

<http://www.johndclare.net/>

<http://www.spartacus.schoolnet.co.uk/index.html>

### **Homework**

Given at least once a week, can include review or preparation for tests as well as further research into key topics.

### **Suggested home activities**

There is a wealth of excellent documentary films available free to watch on You Tube. The BBC and History Channel provide good starting points, but this is not to discourage students from doing research in your own native language. The following link provides students with access to a range of relevant revision videos prepared for IGCSE: <https://www.youtube.com/user/MrHindsHistory>



# Music (IGCSE)

6 lessons per fortnight

CIE Syllabus number: 0410

## Curriculum aims:

- to enable candidates to acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing
- to help candidates to recognise and understand the music of selected non-Western traditions, and thus to form an appreciation of cultural similarities and differences
- to provide a foundation for the development of an informed appreciation of music
- to provide a foundation for further study in music at a higher level

## Curriculum content

Students will be taught a range of Units that are inter-linked throughout the course. The three core musical skills (performing, composing and listening) are, for pragmatic reasons, assessed as separate components in the IGCSE course, but their interdependence cannot be over-emphasised: Music is composed so that others may perform it and audiences may listen to it; Composers in turn listen to other people's music to inform their own creative decisions; Performers must listen critically to themselves to improve their accuracy and style, and to others to improve their sense of ensemble; Listening to music is enhanced by an understanding of its context and an awareness of how it has been composed and performed.

Unit 1: General listening skills (ongoing)

Unit 2: Music in the Classical period

Unit 3: Music in the Romantic period

Unit 4: Baroque music

Unit 5: Twentieth century music

Unit 6: World music (general)

Unit 7: World music – Prescribed focus and Western set work

Unit 8: Performing (ongoing)

Unit 9: Composing (ongoing)

## Assessment

Assessment will be a continuous throughout the year, with a more formal assessment in listening, composing and performing each term. The assessment will reward candidates for positive achievement in the following areas:

## Listening

- Aural awareness, perception and discrimination in relation to Western music
- Identifying and commenting on a range of music from cultures in different countries
- Knowledge and understanding of one World focus from a non-Western culture and one Western Set Work

## Performing

- Technical competence on one or more instruments
- Interpretative understanding of the music performed

## Composing

- Discrimination and imagination in free composition
- Notation, using staff notation and, if appropriate, other suitable systems

Internal exams are held in May of Year 10 and trials in January of Year 11 in all examination subjects.

## Resources

### *Audio Recordings*

A recording of the following pieces will be needed; at the time of writing all could be found online free of charge, or individual tracks could be purchased from a supplier such as iTunes. If using online recordings, please adhere to any copyright regulations applicable to your region.

Representative Western works: (students are encouraged to listen to further examples of each)

- Mozart: *Rondo* from Horn Concerto No. 4
- Haydn: *Minuet and Trio* (Poco allegretto) from String Quartet in B flat, Op. 50, No. 1
- Mozart: *Allegro* from Piano Sonata in C, K. 545
- Beethoven: *Funeral March* from Symphony No. 3, Eroica
- Chopin: *Étude in E*, Op. 10. No. 3
- Johann Strauss: *Roses from the South*
- Purcell: *Ah, Belinda* from Dido and Aeneas
- Vivaldi: *Autumn* from The Four Seasons
- Handel: *Behold, a virgin shall conceive* and *O Thou that tellest good tidings to Zion* from Messiah
- Debussy: *Prélude à l'après-midi d'un faune*
- Schoenberg: *Variations* for Orchestra, Op. 31
- Prokofiev: *Allegro* from Symphony No.1, *Classical*
- Gershwin: *I Got Rhythm*
- Book: Sharma, E Music Worldwide Cambridge University Press, UK
- ISBN: 9780521376228; Accompanying CD ISBN: 9780521374811

### Useful websites

- [www.echalk.co.uk/](http://www.echalk.co.uk/)
- [www.classicsforkids.com/shows/genre\\_classical.asp](http://www.classicsforkids.com/shows/genre_classical.asp)
- [www.bbc.co.uk/orchestras/learn/guidetotheorchestra/](http://www.bbc.co.uk/orchestras/learn/guidetotheorchestra/)
- [www.classicsforkids.com/shows/genre\\_romantic.asp](http://www.classicsforkids.com/shows/genre_romantic.asp)
- [www.classicsforkids.com/shows/genre\\_baroque.asp](http://www.classicsforkids.com/shows/genre_baroque.asp)
- [www.classicsforkids.com/shows/genre\\_impressionist.asp](http://www.classicsforkids.com/shows/genre_impressionist.asp)
- [www.wcsmusic.org.uk/modules.asp](http://www.wcsmusic.org.uk/modules.asp)
- [www.bbc.co.uk/schools/gcsebitesize/music/world\\_music/](http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/)
- [www.wcsmusic.org.uk/modulegamelan.asp](http://www.wcsmusic.org.uk/modulegamelan.asp)

### Homework

Performing: Students are expected to practice their instrument(s) on a regular basis and to be prepared to develop their skills in class.

Listening/Composing: Homework is set once a week in relation to the topic being studied. This includes listening and appraising exercises, theory and composition based tasks.

### Suggested home activities

Students should be encouraged to practice their instrument(s) on a regular basis. A minimum of 20 minutes per day is recommended. **Regular instrumental lessons are strongly advised.** Regular practice is far more beneficial than one long practice the day before an assessment!

Listen to a wide range of musical genres music together (e.g opera, traditional Vietnamese music, popular western music, television theme tunes, film music etc) Encourage your child to describe the music using suitable vocabulary or to work out how to play along on their instrument.

Expose your child to live music where possible. Attending musical concerts or gigs are invaluable musical experiences.

# Physical Education (IGCSE)

6 lessons per fortnight (4 theory and 2 practical)

CIE Syllabus number: 0413/12

## Curriculum aims

Students should, through the knowledge they gain, develop an understanding of effective and safe physical performance.

Students are encouraged to improve:

- Their ability to plan, perform, analyse and improve, and evaluate physical activities.
- Their knowledge, skills and understanding of a range of relevant physical activities.

## Curriculum content

### *Theory*

#### *Unit 1: Factors affecting performance*

- Skills
- Motivation and mental Preparation
- Skeleton and Joints
- Muscles and Tendons
- Circulatory and Respiratory systems
- Fitness
- Physique
- Drugs

#### *Unit 2: Health, safety and training*

- Health
- Diet
- Games: Safe Practice
- Injuries
- Exercise and training

#### *Unit 3: Reasons and opportunities for participation in physical activity*

- Leisure and Recreation
- Facilities, Participation, Excellence
- Global events
- Media
- Access to sport

## *Practical Coursework*

Coursework assesses candidates' physical performance. It assesses their ability to interrelate planning, performing and evaluating while undertaking practical activities. Component 2 also assesses candidates' ability to analyse and improve their own or another person's performance. Practical activities are physically demanding for candidates. It is an expectation that the student will also participate in his/her activity outside of school hours either as an ECA or an outside club.

Candidates must choose **four** activities from a list provided by CIE.

Students should be continuously involved in the process of planning, performing and evaluating.

### **Assessment**

The theory is assessed by written tests at the end of each unit of work and as an exam at the end of each term.

Planning, performing and evaluating are part of a continuous process and this will be taken into account when assessing the practical activities of students. Students will be assessed at least three times during a two-year course of study.

Assessment of practical activities is supervised by examiners in the UK by analysing videos we send back or visiting the school; this is known as external moderation.

The assessment objectives which have to be met through the assessment of practical activities are:

- Physical performance including an ability to inter-relate planning, performing and evaluating whilst undertaking activity.
- An ability to analyse and improve their own and others' performance.

### **Resources**

#### *Textbooks*

- Edexcel PE for GCSE (Sue Hartigan) – 978 0 340 98 328 7
- Revise Edexcel GCSE Physical Education. Unit 1 Theory of PE (5PE01 & 5PE03). Revision Workbook – 9781446903636
- Edexcel GCSE Physical Education. Student Book. (Tony Scott) – 978 1 84690 372 4

#### *Useful Websites*

[www.bbc.co.uk/school/bitesize](http://www.bbc.co.uk/school/bitesize) - This website has links to GCSE PE revision and has a link to the schools page with resources for parents to support their students in home learning

[www.bbc.co.uk/sport](http://www.bbc.co.uk/sport) - The website has links to world sport news and up to date information of world sport.

[www.brianmac.com](http://www.brianmac.com) – This website has information on sport coaching and information on healthy living.

**Suggested home activities**

- Encouraging your child to take part in extra-curricular activities
- Encouraging your child to take part in competitive sport
- 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
- Watch live and televised sport

## Spanish/French (IGCSE)

4 lessons per fortnight

### Curriculum aims

This syllabus is designed for learners who are learning Spanish or French as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners' progress through their studies.

It also aims to offer insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

### Curriculum content

#### Everyday activities

Home life and school

Food, health and fitness

Home life School routine Eating and drinking Health and fitness

#### Personal and social life

Holidays and special occasions

Self, family, personal relationships, pets

House and home Leisure, entertainments, invitations and eating out

Festivals and special occasions

Holidays; getting around

Accommodation

#### The world around us

Home town and local area

Natural and made environment

People, places and customs

Home town and geographical surroundings

Shopping

Public services

Natural environment

Weather

Finding the way

Meeting people

Places and customs

Travel and transport

## The world of work

Continuing education  
Careers and employment  
Language and communication in the workplace  
Further education and training  
Future career plans  
Employment  
Communication  
Language at work

## The international world

Tourism at home and abroad  
Life in other countries and communities  
World events and issues

### **Assessment**

Students will be given a range of different types of assessment, that address different skills, and these will take place throughout the academic year. These skills are revisited every year, but at a more challenging level.

#### Listening (45 minutes)

Candidates listen to a number of recordings and answer questions testing comprehension. 25%

#### Reading (1 hour)

Candidates read a number of texts and answer questions testing comprehension. 25%

#### Speaking (approximately 15 minutes)

Candidates complete two role plays, a topic presentation/conversation and a general conversation. 25%

#### Writing (1 hour)

Candidates respond in the target language to three tasks.

### **Resources**

There are a range of textbooks used, selections made from other materials and teacher developed resources are also used to cover the variety of topics listed.

### **Homework**

Homework is set once a week and students are normally given seven days to complete the tasks.

### **Suggested home activities**

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



# Global Studies

3 lessons per fortnight (for non-Vietnamese passport holders)

## Curriculum Aims

To give students a wider appreciation of the World around them and their place in it as Global Citizens and to give them a broader vocabulary and help develop their language skills. The course also focuses on core skills needed for success in courses after IGCSE.

The course uses project work to help develop students skills in areas such as ICT, public speaking, organisation and persuasion as well as developing their knowledge in wider global issues.

## Curriculum Content

Topics include:

- Understanding how cultures develop through ideas and people.
- Learn how famous people throughout history have influenced their societies.
- Learn how music and sport become identified with societies.
- Comparison of different cultures music / sport / immigration / holidays & festivals.
- Learn how society issues have become global and transcended individual countries.
- World issues - immigration / water / terrorism.
- Learn how different economic systems have developed.
- Economics - compare different systems / banking / debt / budgets.

## Assessment

Students are assessed through the course in a number of ways. Although students are not assigned a National Curriculum level, they are measured on their attitude to learning both in the classroom and for homework.

## Resources

Most resources used are online as we are dealing with contemporary issues.

## Homework and Home Activities

Students will be set homework to research the topics they are studying in class, this is an excellent opportunity to discuss this at home to broaden the perspective they get.

## 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 in Key Stage 3 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 10 and 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.

## 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 will go to Dalat in October.

Students in Year 10 also have the opportunity to do the Duke of Edinburgh's International Award.

## Life Skills

4 lessons per fortnight in tutor groups and cross-curricular reinforcement.

### Course Description

This pastoral course is underpinned by the BIS 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 BIS 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.

