



IGCSE Options



**BRITISH
INTERNATIONAL
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HO CHI MINH CITY

A NORD ANGLIA EDUCATION SCHOOL

2017 - 2019

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Introduction to IGCSE

A Note to Parents

The style in which we have written this guide is to address everything directly to your son or daughter. This is an exciting time in their school career, as, for the first time, they are having the opportunity to make significant decisions about what they study. This is, for most, the first of many academic decisions that will define their own distinctive path through life. Experience tells us that education works best and that students get the most from it when they are fully engaged, and we like to think that your son or daughter will make their own choices and really embrace them. Nonetheless, the best choices come after listening to good advice, and we very much hope that you will read this guide with your son or daughter and offer him or her some of your wisdom and experience. We talk to students about the best possible curriculum choices for them, so that your son or daughter starts out on courses that he or she will greatly enjoy and be highly successful in. We understand that you'll want to be reassured about the choices your son or daughter makes, and we're very happy to talk about them at any point. If you have any questions, suggestions or concerns at any point in the process, please don't hesitate to contact us and we'll do what we can to listen and help.

Welcome to IGCSE: the gateway to your future!

IGCSEs are an internationally recognized set of qualifications based around the British education system which focuses more on content than English language. The benefit of this is that you can still obtain maximum grades even though English is not your native language. It does however require a certain proficiency of English.

IGCSE stands for **I**nternational **G**eneral **C**ertificate of **S**econdary **E**ducation. It builds on the English National Curriculum work covered in Years 7 – 9 (ages 11-14) and prepares students for examinations at the end of a two year course at age 16 (year 11). Students are perfectly prepared for the post-16 International Baccalaureate (IB) courses in the 6th Form. It is worth noting that the IGCSEs are globally transferable and enable study in American Colleges or schools offering GCE A levels. It is a course which several independent schools in England offer, as many consider it a better preparation for the IB style of study.

IGCSE examination papers are written and marked by the University of Cambridge. The grades are awarded based on a variety of assessments and include but are not limited to conventional written papers. Assessments in nearly all subjects include the option of coursework, oral or practical work which may be assessed by the students' own teachers.

The breakdown of subjects

Certain subjects are compulsory and for many there is the option to enter a **core** or **extended** course. The maximum grade available to core students is C. Subjects available are:-

Compulsory Subjects	Choice Subjects	
English (First Language)	French (Foreign Language)	Geography
English (Second Language)	Design and Technology	History
English Literature	Art & Design	Business Studies
Mathematics	Music	Economics
Co-ordinated Science <i>OR</i> Separate Sciences	ICT	PE
	Drama	Spanish-(Foreign Language)
Vietnamese (For Vietnamese only passport holders)	Computer Science	Chinese (Mandarin)-Foreign Language)

Non English Native Language Examinations

Students can also sit an IGCSE examination in their native (1st) language such as Mandarin Chinese, Japanese, German, and Czech. A home tutor should normally prepare the student. Syllabus content and past examination papers will be provided by the school. Students will be informed of subject availability by letter in October 2016.

Important Note

Please keep this document safely as it will continue to provide useful reference when discussing your son/daughter's learning with them at home or with us.



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Options Advice and Recommendations

The following information is to help you make informed decisions about the choices you make for your IGCSE subjects in year 10, and in planning ahead for IB in Year 12.

Compulsory subjects

Everyone at BIS has to study the following subjects:

- English Language (1st or 2nd language) (Decided by the Head EAL and Academic English)
For students who study the 2nd language English Language course additional time is allocated to support development. This takes place during the school day when other subjects are being taught. Students are assessed as to whether they will take English as a first language or as a second language at the end of Year 9. Should a student follow the 2nd Language IGCSE their chosen options will be reduced from 4 to 3 to provide the necessary time. Students and parents will be consulted if this is the case.
- English Literature
- Mathematics
- Science (Decided by the Head of Science)
 - **Either** Coordinated Science (where you study all three sciences - Biology – Chemistry - Physics. This is worth 2 IGCSE qualifications).
 - **Or** Separate Sciences (where you study all three sciences - Biology – Chemistry - Physics - at a higher level. This is worth 3 IGCSE qualifications).
 - The decision on which course a student is eligible for will be made by the Head of Science.
- International Life Skills (ILS) – a non-examined course.
- Physical Education (this is non-examined course and is NOT the same as the IGCSE PE subject offered as an option)
- Vietnamese
If you are a Vietnamese national (only holding a Vietnamese passport) then you **have** to continue your Vietnamese until the end of Year 11. This is currently **not** an IGCSE examination subject.

Options

Students can then choose up to 4 subjects from the selection available.

Languages:

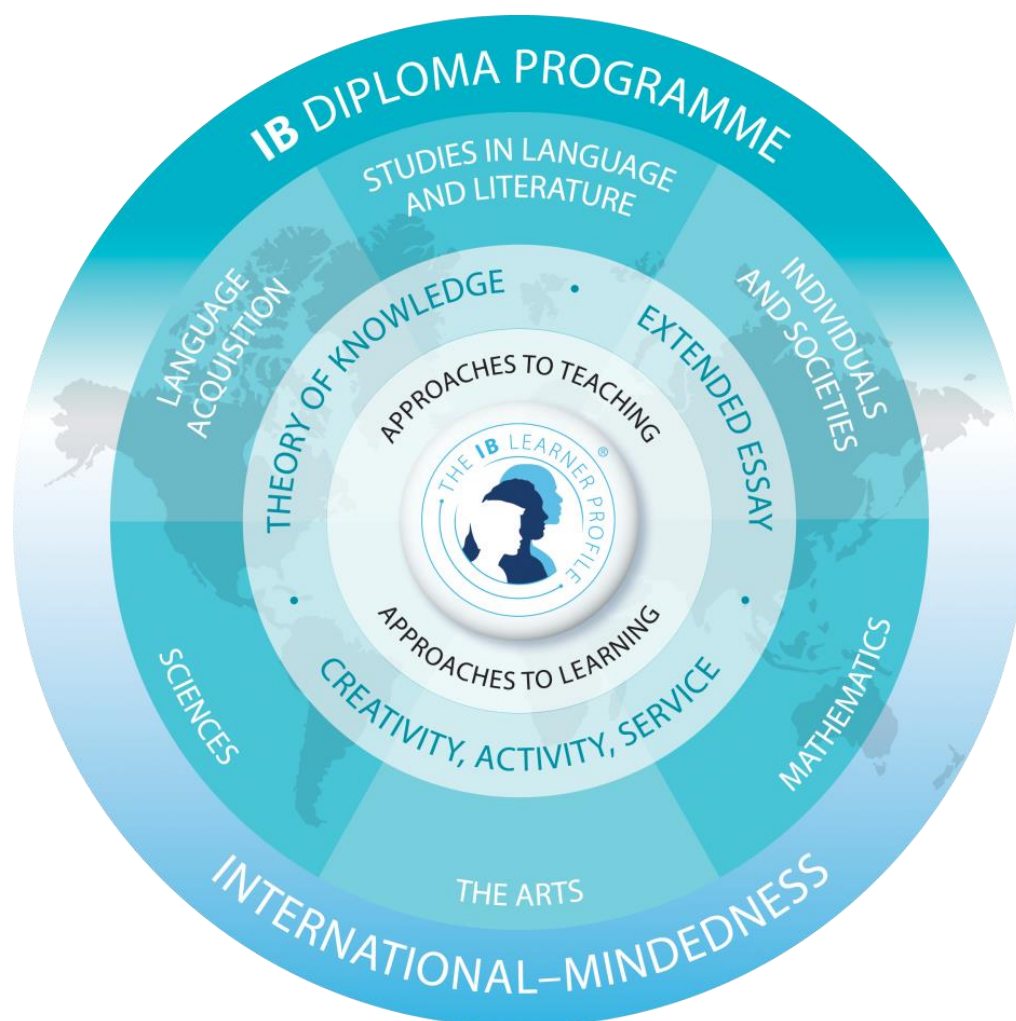
- Our language subjects are 2nd language subjects, 1st language speakers of these languages **cannot** opt to do these subjects and should choose another language from those offered. For example, a native French speaker cannot choose 2nd Language French and should choose either Spanish or Chinese (Mandarin)-if they have studied this prior to Year 10.
- It is highly recommended that you choose a language. It is also wise to continue with the language you have been studying in Years 7-9.

General Advice:

- Choose subjects you enjoy
- Choose subjects you are already doing well in
- Don't choose subjects just because your friends are doing them
- Don't choose subjects because you like your current teacher - whilst this helps, you may not have the same teacher next year.
- If you have an idea about the direction your future career might take, speak to Mrs Perera in Room 124 before you make your final choices.

Thinking Ahead towards IB

Students at BIS will study the IB Diploma Programme in Year 12. This requires them follow a broad and balanced curriculum. To qualify for the full diploma they must study across five areas of knowledge: Studies in Language and Literature, Language Acquisition, Individuals and Societies, Science and Mathematics. They may also study a subject from the Arts or a second subject from the previous five areas of knowledge. When students are selecting their IGCSE subject choices they should be considering how their choices facilitate a smooth transition into their IB Diploma. If students wish to find out further information regarding the IB Diploma Programme and the subjects we offer they should speak with the IB Coordinator, Mr Chandler.



Option Interviews

Students meet with their Form Tutors to discuss possible options choices and future study implications

ILS (1)

Students have two ILS sessions in order to start thinking about the process and their initial choices. Advice, questions and support from the guidance and academic teams.

Parents Options Evening -22nd September

This will provide an overview of the options choice process highlighting the subjects available and how you can help your child make the right choices. This is combined with additional information from the Deputy Head Teacher- Curriculum and the Careers Counsellor.

This is followed by an open floor session with Department Heads to allow students and parents to fully understand what is involved in each subject. The Options Booklet is given to all students which gives subject specific information. Submission of students first thoughts is by the 10th of October

Option Blocks

From the first thoughts, option blocks are formed. Students are issued with an option block form which shows the subjects they have chosen in the relevant blocks

ILS (2)

Students have a further ILS session to finalise to their choices. At the end of the ILS session they will be ready to submit their final choices form.

Final Submission of Option Form

Final Choices form should be signed by both the student and parent and returned to the Head of Year 11 or their Form tutor by the 25th November 2016

Confirmation of Options

In March 2016 students will be given a final confirmation of their option choices. Changes following this point will only be made in exceptional circumstances.



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English

(First Language, Second Language and Literature)

Why study English Language and Literature?

The study of English and Literature is your passport to the professional and business world. English is a world language which is essential for anyone who wants to become a doctor, engineer, architect, lawyer or a business executive or indeed, gain entry to universities and colleges worldwide.

English Language

We offer the University of Cambridge IGCSE First Language, Second Language and Literature courses. Students take the course which is most suitable for them and their future ambitions, based on the advice and guidance of their English teacher and their record of work in Years 7-9.

Course Description

Both First and Second Language courses develop each student's ability to:

- write fluently in a variety of styles for different audiences and purposes
- read and respond to a wide range of literature and non-fiction texts
- take part effectively in oral work, including discussions, role plays and presentations
- understand the importance of style, audience and purpose as the key to understanding texts
- learn to summarise accurately
- learn to compare texts and draw conclusions based on inference as well as on what is clearly stated
- study sections of the media, including newspapers, film and advertising
- consolidate knowledge and understanding of grammar, spelling and punctuation in order to make writing more effective
- the Second language course also develops each student's ability to use English for study (covering areas such as: 'how to make notes', 'how to analyse exam questions', and 'how to write exam answers in History, Geography, Science, Business Studies etc')

The coursework and examinations test a student's ability to write fluently and creatively, to write for specific audiences, to summarise and to read for meaning. Coursework (for First Language students) accounts for 50% of the final mark and will comprise three pieces of writing that demonstrate a variety of styles and skills.

There is no coursework for Second Language students. Instead, 70% of their final marks comes from the reading and writing examination papers and they are also examined on their listening skills (15% of the final mark). An oral component, which tests their listening and speaking skills, makes up the final 15% of the final mark.

English Literature

Since the emergence of human consciousness we have given ourselves imaginative accounts of what it is to be human. To study literature is to engage in a dialogue with your own humanity. Literature is an essential study for all whose future careers involve dealing with people.

As well as the literature offered in First and Second Language courses, the department also offers a separate English Literature IGCSE. Literature is a compulsory component of the course for students studying both First Language English and Second Language English. This course is designed to further promote and develop students' enjoyment of reading and sharing their ideas with others during class discussions. The emphasis of the course is on personal response, backed up by solid understanding of the texts and an awareness of the use of language, structure, characterisation and other literary devices. A wide range of texts is studied, including poetry, prose and drama. Students do not need to be native speakers of English to succeed in the Literature course. In addition, you will study three different texts on which you will answer questions in a series of examinations. The Poetry & Prose and Drama examinations will make up 75% of your Literature mark. The Unseen exam will comprise the final 25% of the total mark; this examination will consist of a text that the students will not be familiar with before taking the exam.

The course will develop your ability to:

- read closely for pleasure and for meaning
- respond personally to the texts you have read
- select evidence, details and quotations to support your ideas
- understand and use basic critical terms in order to explain your response to the text
- write critical essays and write creatively in role
- increase the fluency, clarity and accuracy of your writing

Study for both IGCSE Literature and First or Second Language can only enhance your ability to use English with accuracy and sensitivity. These courses are challenging but immensely satisfying and enjoyable.

The study of English is compulsory in Years 10 - 11



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Mathematics

'Number rules the universe' - Pythagoras

Course Description

Numbers do indeed rule the universe. The study of Mathematics is as ancient as humanity. It has been developed in all cultures at all times in history and is at the root of all technological developments.

The aims of the IGCSE Mathematics syllabus are to enable students to

- Develop their mathematical knowledge and skills.
- Apply Mathematics in everyday situations and also to apply Mathematics in other subjects, particularly science and technology.
- Recognise a situation which may be presented mathematically, construct a mathematical model and solve the problem.

The syllabus follows on from work covered in Years 7-9. The areas of focus are:

- Number and algebra, including everyday number work
- Shape and space, which includes trigonometry, areas and volumes and transformations
- Handling data, which includes statistics and probability
- Problem solving, developing skills to help tackle the mathematics of everyday problems

Mathematics is studied at one of three levels: Core, Extended or Accelerated. This allows all students to be adequately and appropriately challenged. Those students who have followed the Core curriculum are eligible for an award of grades C to G only. Students who have followed the Extended curriculum are eligible for an award of grades A* to E.

The curriculum topics for Core students are:

Number	Positive and negative integers, fractions and decimal fractions, percentages, reasonable approximations, standard form, powers of 10, simple and compound interest
Algebra	Formulae, algebraic manipulation, equations, inequalities, functions.
Shape and Space	Geometrical constructions, angle properties, loci, trigonometry, transformations, mensuration.
Statistics and Probability	Statistical diagrams, averages, cumulative frequency, probability of single and combined events.

In addition to the topics within the Core curriculum, students within the Extended programme will study the following topics:

Number	Bounds of intervals, direct and inverse proportion, percentage change.
Algebra	Simplification of algebraic fractions, algebraic manipulation, use positive, negative and fractional indices in both numerical and algebraic work, use algebraic formulae and equations, graphs of algebraic functions.
Shape and Space	Scale factors to two and three dimensions and applied to calculating lengths, areas and volumes between actual values and scale models, trigonometry knowledge including non-right-angled triangles, use of matrices and vectors.
Statistics and Probability	Process data, discriminating between necessary and redundant information, use distance/time and speed/time graphs, use of sets.

In addition to the topics within the Extended Curriculum students within the accelerated programme will study the following topics within the IGCSE Additional course:

Set language and notation	Circular measure
Functions	Trigonometry
Quadratic functions	Permutations and combinations
Indices and surds	Binomial expansions
Factors of polynomials	Vectors in 2 dimensions
Simultaneous equations	Matrices
Logarithmic and exponential functions	Differentiation and integration
Straight line graphs	

Assessment

All students will take 2 written papers as follows:

Core Curriculum	Extended Curriculum	Additional Curriculum
Paper 1 (1 hour) Short answer questions	Paper 2 (1.5 hours) Short answer questions	Paper 1 (2 hours)
Paper 3 (2 hours) Longer structured questions	Paper 4 (2.5 hours) Longer structured questions	Paper 2 (2 hours)

The study of Mathematics is compulsory in Y10-11.



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Science

There are two different routes through for students in Science: IGCSE Coordinated Science, Dual Award Specification which combines all three Sciences into two IGCSE's and Separate Sciences in Biology, Physics and Chemistry (resulting in 3 IGCSE's).

The majority of Year 10 and 11 students will undertake the IGCSE Coordinated Science, Dual Award Specification. At the end of this two year programme students will attain two IGCSE's, which are graded on the average of the three Sciences studied: Biology, Physics and Chemistry. By taking this course, students are then able to complete any of the three Science subjects as part of their IB Diploma Programme, both at Standard Level or Higher Level, dependent on achieving the required grades (B grade for SL and A* for HL). For nearly all students this is an excellent route and in no way limits the option of studying Sciences in IB, or further education.

However, for those students who excel at Science, Separate Sciences may be offered. This consists of one IGCSE each in Biology, Chemistry and Physics. The benefit of completing the Separate Sciences programme is that each successful student will gain one extra IGCSE and that all three Sciences are studied in more depth. This is a challenging option as there is no additional allocation of lessons. Students will work towards three IGCSE Science examinations and will need to be able to thrive when working at a demanding pace. The extra workload involved also means that students will need to maintain their progress in all other subjects.

Towards the end of Year 9, students may be invited to commence the separate award programme. This decision is made by the Head of Science in consultation with students' Science teachers. It is based on careful consideration of the student's performance in all aspects of their studies including: effort and work ethic, classwork, formative assessments such as homework, end of unit tests, summative assessments, such as mid-year examinations and the end of Year 9 examinations. However, even highly achieving students may not be offered Separates if they are not considered absolutely suitable due to the very demanding nature of the course, and this remains the decision of the Head of Science.



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Coordinated Science- Dual Award Specification

Course Description

The Coordinated Science syllabus is split into Physics, Chemistry and Biology sections, with the students having separate Physics, Chemistry and Biology lessons with relevant specialist teachers.

The aims and objectives are to:

- Provide insight into the Sciences through well-designed studies of experimental and practical Science. In particular, students' studies should enable them to acquire understanding and knowledge of the concepts, principles and applications of Biology, Chemistry and Physics and, where appropriate, other related Sciences so that they may;
- Become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific import,
- Recognise the usefulness, and limitations, of scientific method and appreciate its applicability in other disciplines and in everyday life,
- Be suitably prepared to embark upon certain post-16 Science-dependent vocational courses and studies in any of the pure Sciences and applied Sciences.
- Develop abilities and skills that;
- Are relevant to the study and practice of Science,
- Are useful in everyday life,
- Encourage safe practice,
- Encourage effective communication.

Biology	Chemistry	Physics
Characteristics of Living Organisms Cells Enzymes Plant and Animal Nutrition Transport in Plants & Humans Respiration & Gas Exchange Coordination & Response Reproduction Inheritance Energy Flow In Ecosystems Human Influences on Ecosystems	Atoms, and the Periodic Table Bonding and compounds Metals Stoichiometry and balancing equations Electrochemistry Experimental Techniques Energy Changes Chemical Reactions Acids, Bases and Salts Air and Water, Sulphur Carbonates Organic Chemistry	Motion Matter and Forces Energy, Work and Power Simple Kinetic Molecular Model of Matter Matter and Thermal Properties Transfer of Thermal Energy Waves Light Electromagnetic Spectrum Sound Magnetism Electricity Electric Circuits Electromagnetic Effects Radioactivity



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Separate Sciences

Course Description

The Separate Science syllabi are split into Physics, Chemistry and Biology IGCSE's, with the students having separate lessons for each subject. The depth and breadth of study in each subject area is significantly greater than for the dual award programme.

The aims and objectives are to, in addition to those of Coordinated Science Dual Award,

- Develop a deeper and broader understanding of Physics, Chemistry and Biology through providing a more challenging course content and more opportunities for exploration of scientific ideas
- Challenge and stimulate highly achieving Science students who have a passion for Science

Biology	Chemistry	Physics
Characteristics of Living Organisms Classification and diversity of living organisms Simple Keys Cell structure and organisation Levels of organisation Size of specimens Movement in and out of cells Enzymes Nutrition Transportation Respiration Excretion Co-ordination and response Reproduction Growth and development Inheritance Energy flow Food chains and food webs Nutrient Cycles Population Size Human Influence on the ecosystem	Particulate nature of matter Atoms, Elements, Compounds The Periodic Table Metals Electricity and Chemistry Stoichiometry Energy Changes in a reaction Experimental Techniques & ion tests Chemical reactions – rates, reversible, redox Acids, Bases, Salts Air and Water Sulphur Carbonates Organic Chemistry	General Physics Thermal Physics Properties of waves, including light and sound Electricity & Magnetism Atomic Physics



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Art & Design

Art and Design complements literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetics. The subject encourages visual communication and is a means of expressing ideas and feelings.

Universities, art colleges and employers accept Cambridge IGCSE Art and Design as evidence of experiences and skills in developing and producing a range of artifacts and designs showing visual knowledge and understanding along with critical and cultural awareness.

Course Description

The aims of an IGCSE in Art and Design are to encourage and develop:

- An interest in, and a critical awareness of environments and cultures
- An ability to identify and solve problems in a visual and tactile form
- Confidence, enthusiasm and a sense of achievement
- The technical competence and manipulative skills necessary to form, compose and communicate in two and three dimensions
- An ability to record from direct observation and personal experience
- Knowledge of a working vocabulary relevant to the subject
- Experimentation and innovation through the inventive use of materials and techniques
- The ability to organize and relate abstract ideas to practical outcomes
- Intuitive and imaginative responses showing critical and analytical faculties

Throughout Year 10, students are encouraged to work with as diverse a range of media as possible. There is a strong focus on developing drawing skills from direct observation and working on a variety of different surfaces or 'grounds'. They will be experimenting with a range of different drawing, painting and printmaking techniques. They will also be given the option to work with ceramics, printing, painting, sculpture, collage, and mixed media alongside learning critical, contextual and analytical skills. In Year 11 they will be working more independently choosing their own thematic and formal approaches to the artwork they will develop.

The course is assessed through two components: coursework and the controlled test. Each of which is worth 50% of the total marks awarded.

Coursework: Students will learn to work thematically and conceptually using a wide variety of materials and technical skills. The themes are developed independently by each student through consultation with their teacher.

Controlled Test (Interpretive study): Candidates have 8 weeks to investigate and develop ideas and images based on their choice of theme from the paper 1. They are encouraged to interpret the theme in any way they wish. Examples of themes may be 'Compression', 'The old and the new', 'Street furniture'.



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Business Studies

Why study Business Studies?

The Business Studies course involves applying business management theory to real world business scenarios. Students are given basic data about a situation or problem and are expected to respond in the same way as a manager would in a business. Students should have a strong interest in business studies and want to learn about business organisation, operation, planning and decision making.

Course Description

Below is a selection of the areas studied and what is covered:

Business Activity: Introduces students to the different types of businesses and their objectives.

Human Resources: Looks at people in organisations with a focus on their roles, relationships and management in business.

Accounting and Finance: Focuses on the use of accounting and financial information as an aid to decision-making.

Marketing: Looks at identifying and satisfying customer needs in a changing and competitive environment.

Operations Management: Considers the way organisations use and manage resources to produce goods and services.

External Influences: Examines how the external environment such as government and environmental issues influence a business.

At the end of the two year course two exams will be undertaken. Each exam is worth 50% of the total mark and is of 1 hour 25 minutes duration.

What kind of student is this course suitable for?

This course will appeal to those students who:

- Have an interest in how a business operates
- Enjoy studying a subject that is relevant to their own lives and experiences
- Would like to do a subject that offers opportunities for a career in business
- Would like to learn how to make business decisions and solve business problems
- Want to keep their options open – Business Studies can be a useful choice for a wide range of careers and can be combined with a wide range of subjects.



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Computer Science

Why study Computer Science?

Learners following the Computer Science syllabus develop their understanding of the main principles of problem solving using computers. They can apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. Learners also develop a range of technical skills, as well as being able to effectively test and evaluate computing solutions. Studying Computer Science will help learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks. During the course, students will be encouraged to develop computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required.

Course Description

Section 1: Theory of Computer Science

Data representation

- Binary systems
- Hexadecimal,
- Data storage

Communication and Internet technologies

- Serial and parallel data transmission
- Security aspects
- Internet principles of operation

Hardware and software

- Logic gates
- Computer architecture and the fetch execute cycle
- Input devices
- Output devices
- Memory, storage devices and media
- Operating systems
- High- and low-level languages and their translators

Security

Ethics

Section 2 - Practical Problem-solving and Programming

Algorithm design and problem-solving

- Problem-solving and design
- Pseudocode

Programming

- Programming concepts
- Data structures; arrays

Databases

Assessment

The assessment is by written papers, but the learning should be done in a mainly practical way: problem solving and programming. Questions will require the candidate to think, use knowledge with understanding and demonstrate understanding gained through practising practical skills. Questions will not revolve around pure recall.

Paper 1: Theory - 1 hour 45 minutes (60%) This written paper contains short-answer and structured questions. There is no choice of questions. No calculators are permitted in this paper. (75 marks.)

Paper 2: Problem-solving and Programming - 1 hour 45 minutes (40%) This written paper contains short-answer and structured questions. There is no choice of questions. 20 of the marks for this paper are from questions set on the pre-release material. No calculators are permitted in this paper. (50 marks.)

Administrative Information

To ensure students undertake a broad and balanced range of subjects at IGCSE level, students should not select both Computer Science and ICT.



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Drama

Why study Drama?

Drama at IGCSE builds on the skills and experiences of KS3 Drama and is accessible to all. Studying Drama will develop your communication as well as acting skills; it will make you more aware of body language and vocal tones. Studying Drama is not just about becoming a star actor; it is about developing the way that you present yourself to an audience and understanding how theatre and presentation can have a huge impact on an audience. (Although we will try and make you stars too)

Course Description

The IGCSE Drama course aims to develop students' knowledge of theatrical techniques and styles, whilst also developing their physical and vocal skills. It provides students with the tools to reflect on and evaluate both their own work and that of others allowing them to develop their understanding and proficiency further.

The IGCSE Drama course is assessed in two components:

Component 1 Written examination (40%)

This is a 2 hour and 30 minute exam at the end of the course. Questions will be based on the pre-released material that the students will have been studying since the preceding December. This material comprises of an extract from a repertoire script and a stimulus from which to create a devised piece of theatre.

In the exam students will answer both short and long questions on these materials focusing on areas such as characterisation, design, use of props, and delivery.

Component 2 Performing (60%)

Students will prepare three practical performances during the course, two of these will be created in groups of between 2 and 6 and the third will be a monologue from a published play. Students are marked not only on their performance skills but also in their understanding of the characters and scenes that they are portraying as well as their use of technique in both performance and rehearsal.

We would encourage involvement in at least one of our extensive extra-curricular activities in order to allow scope for further development outside of the classroom environment.



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Design and Technology

Why study Design and Technology?

Design and Technology allows students to develop their creativity in the design of products, systems and environments that enhance and improve the lives of others. Design and Technology covers a wide range of skills and disciplines including Engineering, Product Design, Graphic Design, Interior Design, Illustration, Architecture, Marketing, etc. The study of Design and Technology encourages students to use skills and knowledge learnt in other subjects including Science, Mathematics, Art, Business Studies/Economics and Geography to support their understanding of the world around them and how they can make a positive impact through innovative design.

Course Description

Students use high order thinking skills and through analysis, synthesis and evaluation they learn to investigate opportunities for design and development. Throughout the course students develop their design capability through detailed research, drawing and modeling. They learn how to manufacture products with skill and accuracy using a wide range of techniques including Computer Aided Design and Computer Aided Manufacture (CAD/CAM).

Students learn how different manufacturing techniques are used in industrial situations including printing techniques, plastic forming and automation. They consider the social, moral and environmental issues associated with design and technological activity and consider how to minimize its negative impact.

They learn to use a range of different drawing techniques that include geometry, orthographic and isometric projection, perspective, annotated freehand sketching and colour rendering. They use industry standard software including Adobe Photoshop and Illustrator.

Students are given the opportunity to demonstrate their skills in a self-directed coursework project. With teacher guidance they choose their own area of study and develop a design brief that encourages creativity and innovation. They learn to overcome technical problems in the pursuit of design excellence.

The assessment for Design and Technology also includes two examinations. Paper 1 – Product Design, tests the students design capability and understanding of materials and processes. Paper 2 - Graphic Products, focuses on technical drawing and knowledge industrial processes.

Paper	Description	Weighting
Coursework - approx 45 hours	Design and Make Project	50%
Paper 1 – 1 hour 15 minutes	Product Design	25%
Paper 2 – 1 hour	Graphic Products	25%



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Economics

Why study Economics?

The Economics course is designed to develop an understanding of economic principles in relation to the world in which we live. Economics provides students with an analytical challenge since it seeks answers to difficult questions. Examples include:

- What can we do about poverty?
- What is the best way to allocate resources in society?
- Should governments tax businesses that pollute?
- Is the free market the best way to produce goods and services?

The subject will help students to participate more fully in decision-making processes, as consumers and producers and as citizens of the local, national and international community. Students will also develop an understanding of the economies of developed and developing nations and of the relationships between them.

Course Description

Below is a selection of the areas studied and what is covered:

1. Basic economic problem
2. The allocation of resources
3. The individual as a producer, consumer and borrower.
4. The private firm as producer and consumer
5. Role of government in an economy
6. Economic indicators
7. Developed and developing economies
8. International aspects

Assessment

At the end of the two year course students will be required to take two external examination papers:

What kind of student is this course suitable for?

Students, who have an interest in why and how economies exist and how they can be managed and developed.



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Geography

*"Simply put, **Geography** is our future. When we look at any issue with the balance and scrutiny that geographical study offers, we move beyond the media hype or political spin. **Geography** allows us to see the world more clearly."* Tom Biebrach

Why study Geography?

IGCSE Geography involves the study of both natural and human environments and the interactions between them. Students will study the key geographical patterns, processes and ideas which are fundamental to the future of the planet and its inhabitants. As globalization brings us all closer together, it is more important than ever to understand the dynamic world we are all a part of.

Although IGCSE Geography can be split into human and physical topics; it is the interactions between these which are crucial to the contemporary study of Geography. The major topics studied in IGCSE Geography are:

Theme 1: Population and Settlement

Population dynamics:

Describe the growth of the world's population and associated problems, explaining the causes and consequences of over-population and under population, along with the causes and consequences of internal and international migration.

Settlement: Describe and explain the factors influencing the size, development, problems and functions of urban and rural settlements in both LEDCs and MEDCs. Students should also look at the environmental impact of settlements and some of the solutions to these.

Theme 2: The Natural Environment

Plate tectonics:

Explain the distribution of earthquakes, volcanoes and fold mountains in relation to plate margins, including how they impact on people's lives

Rivers:

Explain the hydrological processes that operate within a river basin, the resultant landforms and explain the opportunities and challenges that people face when living in river basins

Coasts:

Explain the role of the sea in shaping the coastline, the functioning of reefs and mangroves and explain the opportunities and challenges that people face when living on the coast.

Weather, climate and natural vegetation:

Describe the methods of collecting and measuring meteorological data and explain the relationship between climate and vegetation. Explain the interrelationships between the opportunities and challenges between the natural environment and human activities in tropical deserts and rainforests.

Theme 3: Economic Development and the Use of Resources**Development & Globalisation:**

Explain the inequalities that arise between and within countries and explain how this links to the processes and impacts of globalisation.

Food production:

Explain the main features of an agricultural system and explain the causes, impacts and solutions of food shortages.

Industry:

Explain the main features of an industrial system and explain the factors influencing the distribution and location of factories and industry.

Tourism:

Explain how the physical and human landscape have influenced the growth in tourism, evaluating the positive and negative impacts that tourism brings and explaining how these can be sustainably managed.

Energy:

Explain how the significance of non-renewable energy sources varies between countries at different levels of development and evaluate the advantages and disadvantages of nuclear and renewable energy sources.

Water:

Explain the methods of domestic and industrial water supply and how these uses vary between countries at different levels of development, while explaining how management strategies can reduce water shortages.

Environmental risks of economic development:

Explain how economic activities may pose threats to the environment at a range of levels and explain how resources need to be managed to ensure sustainable development

Fieldwork:

All students will attend a series of day trips over the course which will enable students to learn how to use equipment, practice fieldwork techniques and conduct their own investigations. These skills are assessed in papers 2 and 4 of their final examination.

Assessment

All content is examined at the end of Year 11 over 3 exams. In paper 1 (1hr45), students answer 1 question from each of the 3 themes: Population and Settlement; The Natural Environment; Economic Development and the use of Resources. In addition, geographical skills relating to the core topics are assessed in paper 2 (1hr30), and in paper 3 (1hr30), students answer 2 questions testing their fieldwork skills, based on exemplar fieldwork scenarios.



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History

Those who cannot remember the past are condemned to repeat it

Why study History?

The rise of ISIS; conflict in the Middle East; Brexit; refugee crises. Why are these events occurring? Where have these problems come from?

Everyone has their own perspective on why events happen and if they are dealt with effectively by their Government or the global community.

To understand political, social and economic issues in the present day it is essential to understand and learn about History. If you have an inquisitive mind and want to understand the world around you more, then History is an excellent option to choose. Not only will the course help you to make sense of significant social and political events, but it will also give you the opportunity to discuss what happened and why it happened, whilst encouraging you to develop your own opinions.

IGCSE History will also help you to develop many new and valuable skills that will benefit you in whatever you do in life. It will help you to write and argue more coherently, organise your work so that your ideas are clearly explained and evaluate source material more critically. The transferable nature of these skills means it is highly regarded in universities in Europe and the USA and is a great choice for a wide range of careers such as; journalism, law, politics, business, the public sector, broadcasting, NGO's, archaeology and anthropology.

What skills do you need to study History?

History is not just about memorising facts. At IGCSE, candidates will have to apply their knowledge to a variety of different questions and describe, explain and analyse certain events. Source analysis also makes up an important part of the course; students will have to answer questions on a number of sources of historical evidence, from newspapers, photographs, speeches and political cartoons, and draw conclusions as to their usefulness and reliability. The ability to make balanced judgments on the evidence available is a skill required in every walk of life, not just History.

Course Description

There are 3 exam papers.

Paper 1 – This paper is 2 hours long and is worth 40%. In the paper you will be given 4 choices of the below topics and answer 2 of these choices. You will study them all in class.

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?

You will also answer 1 question on the China Depth Study (see below outline).

Paper 2 – This is a source analysis paper which is worth 33% and last for 2 hours. You will answer questions on one of the nominated topics above.

Paper 4 – This is worth 27% of your final mark. Students will also examine the History of China in greater depth.

- A. Why did China become a Communist State in 1949?
- B. How far had Communist rule changed China by the mid-1960s?
- C. What was the impact of Communist rule on China's relations with other countries?
- D. Has Communism produced a cruel dictatorship in China?

Students will have 1 essay question on the significance of a person or event and will have 1 hour to complete it.

Candidates will be assessed on an exam only basis. At the end of the two years, they will be entered for three exam papers.



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Information and Communications Technology (ICT)

Why study ICT?

ICT is everywhere! The increasing use of technology in all aspects of society makes confident, creative and productive use of ICT an essential skill for life. ICT capability encompasses not only the mastery of technical skills and techniques, but also the understanding to apply these skills purposefully, safely and responsibly in learning, everyday life and employment. ICT capability is fundamental to participation and engagement in modern society. ICT can be used to find, develop, analyse and present information, as well as to model situations and solve problems.

During this course students will learn how organisations use information communications technology to help them achieve their objectives, and in doing so students develop skills in using a range of software as tools for solving problems. Students will explore the transformational effect of technology on people and communities and find out about components of technology systems – what they do and how they work.

Course Description

The course provides students with the opportunity to develop a range of life long skills, including:

- knowledge of ICT including new and emerging technologies
- autonomous and discerning use of ICT
- skills to enhance work produced in a range of contexts
- skills to analyse, design, implement, test and evaluate ICT systems
- skills to consider the impact of current and new technologies on methods of working in the outside world and on social, economic, ethical and moral issues
- ICT-based solutions to solve problems
- the ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.

Lessons will involve a combination of theory and practical work. Students need to be able to follow instructions precisely for the practical exams; class activities will encourage students to broaden their skills and be able to justify and explain their use of hardware and software. As ICT is a subject that is constantly developing, marks will be awarded for relevant answers which relate to new or emerging technology that has not been specified in the syllabus.

1. Types and components of computer systems
2. Input and output devices
3. Storage devices and media
4. Networks and the effects of using them
5. The effects of using IT
6. ICT applications
7. The systems life cycle
8. Safety and security
9. Audience

10. Communication
11. File management
12. Images
13. Layout
14. Styles
15. Proofing
16. Graphs and charts
17. Document production
18. Data manipulation
19. Presentations
20. Data analysis
21. Website authoring

Assessment

Paper 1 – Theory (40%). This written paper tests sections 1–21 of the syllabus content. All questions are compulsory, mostly multiple choice or short answer questions, but also some require longer answers.

Paper 2 – Document Production, Data Manipulation and Presentations (30%). This practical test assesses the practical skills needed to use the applications covered in sections 17, 18 and 19 of the syllabus content. All tasks are compulsory.

Paper 3 – Data Analysis and Website Authoring (30%). This practical test assesses the practical skills needed to use the applications covered in sections 20 and 21 of the syllabus content. All tasks are compulsory.

Papers 2 and 3 may also assess some core knowledge and understanding from the theory section of the syllabus.

Administrative Information

To ensure students undertake a broad and balanced range of subjects at IGCSE level, students should not select both ICT and Computer Science.



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Modern Foreign Language

French / Mandarin/ Spanish

Why study a modern foreign language?

French and Spanish are widely spoken throughout the world and are the dominant languages in many countries throughout the Americas, Europe and Africa. They are the mother tongues of 500 million people and also have a continuing impact both culturally and in the diplomatic world.

Mandarin, with around a billion native speakers, is spoken by more people as a first language than any other. It is widely spoken throughout Asia and increasingly common in many cities in North America, Europe and Oceania. With China set to become one of the world's economic and political superpowers, knowledge of Mandarin is likely to become an asset of anybody's CV.

For many universities a foreign language qualification is either required for entry or highly recommended. This applies to universities in Europe, America and Asia, especially for international programmes. The IB Diploma programme also requires a second foreign language – a good grade at IGCSE will prepare students well to continue their studies in the French, Mandarin or Spanish B course. Being able to communicate in a variety of languages will enhance your career and mobility prospects, whether you want a career in business, engineering, teaching, law, tourism, fashion or sport. Moreover, the social value of being able to communicate in more than one language is enormous, as it opens up many opportunities throughout the world. English is not enough.

If you are currently studying French, Spanish or Mandarin, you are strongly advised to carry on with that language. You should have a sound basis for going on to take an exam qualification – in our case, IGCSE.

Course Description

This is a multi-skill course (speaking, listening, reading and writing) which features different topic areas. Each skill attracts 25% of the total marks – just like you have been used to in previous years.

You have a choice of writing tasks and conversation topics. The reading and writing parts of the IGCSE involve showing an understanding of, for example, articles from newspapers and magazines and writing informal or formal letters, as well as writing stories about things you have experienced or a review of a book or film you have enjoyed.

The IGCSE equips you to use your modern foreign language in practical, everyday situations – on holiday, at the shops, in the restaurant, introducing yourself, finding a job, etc. and also offers valuable insights into the culture where the language is spoken. So it will be highly useful to you personally, no matter what field of study you choose to continue in.



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Music

Why study Music?

Music at IGCSE is a direct extension of the work covered at BIS in Key Stage 3. Any student who has successfully completed the music course at BIS in Years 7 to 9 (or followed a similar course elsewhere) can opt for IGCSE music confidently and achieve a strong passing grade. Music IGCSE is not just for superstar violinists and pianists!

Course Description

The IGCSE music course aims to enable students to develop their knowledge and understanding of various styles of music through activities in listening, composing and performing. It helps pupils to recognize and understand the music from the main Western historical periods and styles, and music from around the World, forming an appreciation of cultural similarities and differences. The course also provides a foundation for further study in music.

The IGCSE exam is made up of 3 components:

Component 1 Listening (40%)

This is a 1 hour and 15 minute exam at the end of the course. Questions will relate to unprepared pieces of music from Western Classical music and from around the world, listened to on a CD. The questions will test students' understanding and perception of the music. Students will also be expected to follow a complete or skeleton score. Questions will require short answers or be in multiple choice formats.

During this written exam, students will also be assessed on **TWO** areas of study previously chosen.

Section A: Music from around the World. Students will study in detail the music from a specific region of the world. In the 2018 examinations the focus is South American Music. They will be expected to identify the instruments used and describe the texture and the structure of the music.

Section B: Set Works. Students will prepare in detail the set work, which will be Mendelsohn's 'Italian' Symphony in 2018. They will hear one or two extracts and a skeleton score of the extract will be provided in the question paper. They will be expected to answer questions on any aspect of the music.

Apart from specialist musical terms, the paper is not linguistically demanding, and may be confidently attempted by ESL learners.

Component 2 Performing (30%)

Students will prepare two pieces of music for performance in the final exam. One performance will be a solo piece on any instrument (with piano accompaniment if required), and the other as part as an ensemble with at least two other performers. Students will be marked on:

- The range of technical and musical skills demonstrated.
- The accuracy of playing the notes and rhythm or the quality of improvisation.
- The choice and control of tempo and ensemble co-ordination
- Sensitivity to phrasing and expression
- Technical control of the instrument.

Component 3 Composing (30%)

Students submit two compositions, similar to the compositions they have been writing in Year 9, written at any time over the course. They will be recorded onto CD. At least one of these pieces must be written in a Western, tonal style and show a familiarity with basic traditional harmonic language; this composition should be fully notated using staff notation. Students will be marked on:

- Their musical ideas
- Structure of the compositions
- Use of the chosen medium (the instruments and how they are used).
- Compositional technique
- Presentation and notation of their score.

Both component 2 and 3 of the Music IGCSE course are internally assessed and completed by April of Year 11. So that means 60% of your IGCSE Music exam is complete before your Easter break. Component 1, worth 40%, is then completed during your exam period in May.

Prior to selecting Music students should consider that:

- To take IGCSE music it is helpful but not compulsory if students already play an instrument/sing with some musical literacy.
- If students have not played an instrument before, they may still opt for the course, but must be prepared to take up an instrument as part of the BIS Instrumental Programme. (Details of this are available from Ms Smith).
- Involvement in at least ONE of our extensive extra-curricular activities is compulsory. This equips IGCSE musicians with valuable ensemble and musical experience outside of the classroom environment.



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Physical Education

Why study Physical Education?

Probably one of the most interesting IGCSE courses, this course is designed not only for those students who have a strong personal interest in all aspects of sport and physical education, but also for those who may be considering one of the many sports related degrees in their later education.

The last ten years has seen not only a steady increase in peoples' leisure time but also a correspondingly dramatic increase in the recreation and leisure industry. This course would be a great lead-in to the many different fields of this industry.

Course Description

Students follow a syllabus which gives them the opportunity to study both the practical (60% of the syllabus) and theoretical aspects (40% of the syllabus) of Physical Education.

There are two components to the examination:

Component 1 is a written paper, in two sections, where Section A consists of short answer questions and Section B has three structured questions, covering the three topic areas of: factors affecting performance; health, safety and training; reasons and opportunities for participation in Physical Education.

Component 2 gives students the opportunity to take part in a variety of physical activities, including individual or team games, outdoor and adventurous activities, gymnastics, dance, athletics and swimming. Students choose four sports in which they are assessed. They learn to analyse their own performance in their chosen activities and plan for improvement throughout the course.

At the end of the two year course students will be assessed in their four practical activities, as well as one written theory exam paper.

Paper	Description	Weighting
Component 1 (1 ¾ hours)	Structured questions	40%
Component 2	Practical Assessment (video moderation)	60%

If you need any further information please see any member of the PE Department.



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Vietnamese

Course Description

Aims:

- To find out the development of the Vietnamese Studies
- To acknowledge the value of Vietnamese language, History, Geography and culture.
- To understand and build up a positive attitude towards the Vietnamese language either in respect to the national culture or aesthetic appreciation.
- To be able to use the formal style of the Vietnamese language.
- The course is designed to supply and enrich their knowledge of Vietnamese so that Vietnamese students can be used as the preparation for International Baccalaureate in Year 12.

The content of Vietnamese is mostly based on the curriculum of the Education Ministry. The course content consists of Literature, History, Geography and Social culture.

A/ YEAR 10:

Văn học (Literature)

Term 1

- Văn học Trung Đại (Literature in the Middle Period) : Truyện người con gái Nam Xương / Truyện Kiều- Nguyễn Du
- Văn bản nhật dụng (non-fiction prose):
 - Phong cách Hồ Chí Minh by Lê Anh Trà
 - Tuyên bố thế giới về quyền trẻ em
- Thơ (poetry)
 - Đồng Chí by Chinh Huu
 - Bài Thơ Tiểu Đội Xe Không Kính by Phạm Tiến Duat
 - Mùa Xuân Nho Nhỏ by Thanh Hai
 - Ánh Trăng by Nguyễn Duy
 - Mây và Sóng by Tagore
- Ngữ Pháp (Grammar):
 - Phương châm hội thoại
 - Sự phát triển từ vựng
 - Các biện pháp nghệ thuật trong thơ
- Văn thuyết minh (essay & presentation)

Term 2

- Văn học (Literature)
 - Truyện ngắn – đoạn trích (extracts)
 - Chiếc Lược Ngà by Nguyễn Quang Sang

- Lặng Lẽ Sa Pa by Nguyen Thanh Long
- Những Ngôi Sao Xa Xôi by Le Minh Khue
- Bố của Simon by Guy De Maupassant
- Văn nghị luận về tư tưởng đạo lí và hiện tượng đời sống xã hội (essay)
- Ngữ pháp (grammar)
 - Ngôi kể trong văn bản tự sự
 - Các biện pháp nghệ thuật trong đoạn trích

Term 3

- Truyện ngắn – đoạn trích Tiếng Gọi Nơi Hoang Dã by Jack London (extract of story)
- Văn bản nhật dụng (non-fiction prose)
 - Bàn về Đọc Sách
 - Chuẩn bị hành trang vào thế kỉ mới
- Tập làm văn (essay) :
 - Văn nghị luận về đoạn trích hoặc bài thơ
- Ngữ pháp (Grammar):
 - Thành phần biệt lập
 - Khởi ngữ
 - Kiểu câu và thực hành viết kiểu câu trong biên bản , hợp đồng

Lịch sử (History):

Term 1

- Nước Đại Việt thời Lê Sơ
- Cuộc đời hoạt động của Bác
- Việt Nam trong những giai đoạn 1939-1945/ 1945-1954/ 1954-1975

Term 2 & 3

- Việt Nam giai đoạn cuộc kháng chiến chống Mỹ
- Việt Nam sau đại thắng mùa xuân 1975
- Các nước Âu Mỹ cuối thế kỉ XIX đầu thế kỉ XX
- Châu Á- Trung Quốc cuối thế kỉ XIX đầu thế kỉ XX

Địa lý (Geography):

Term 1

- Cộng Đồng Các Dân Tộc Việt Nam
- Đặc điểm dân cư xã hội Châu Á – Châu Phi – Châu Mỹ
- Vùng Đồng Bằng Sông Hồng
- Vùng Trung Du và miền núi Bắc Bộ

Term 2 &3

- Vùng Bắc Trung Bộ và Duyên Hải Nam Trung Bộ
- Vùng Đông Nam Bộ
- Vùng Tây Nguyên

Văn hóa (Culture points)

Term 1

- Tuyến đường Trường Sơn

Term 2

- Ngày của Mẹ & Cha.

Term 3

- Văn hoá đọc của người Việt Nam

B/ YEAR 11: Students are asked to study Vietnamese for term 1 &2

Văn học (Literature)

Term 1

- *Văn Học Dân Gian Việt Nam (Vietnamese folklore)*
 - sử thi: Chiến thắng Mtao M xây
 - truyện cười : Tam đại con gà- Nhưng nó phải bằng hai mày
 - Ôn thể loại cổ tích và truyền thuyết
- *Thơ văn giai đoạn văn học trung đại (Literature in the Middle Period)*
 - Tự tình by Hồ Xuân Hương
 - Câu cá mùa thu by Nguyễn Khuyến
 - Tràng Giang by Huy Cận
 - Thương vợ by Trần Tế Xương
 - Vào phủ chúa Trịnh by Hải Thượng Lãn Ông
- *Văn nghị luận tư tưởng đạo lí và văn nghị luận về một bài thơ*
- *Các biện pháp tu từ trong bài thơ*

Term 2

- *Thơ, văn giai đoạn văn học hiện đại & văn học nước ngoài (Literature in the Modern Period & World Literature)*
 - Đây thôn Vĩ Dạ by Hàn Mac Tử
 - Hai đứa trẻ by Thạch Lam
 - Chí Phèo by Nam Cao
 - Hạnh phúc của một tang gia by Vũ Trọng Phụng
 - Tôi yêu em by Puskin
 - Drama: Romeo & Juliet by Williams Shake
 - Story: Người trong bao by Chekhov
- *Tập làm văn (essay)*
 - Văn nghị luận về một đoạn trích (thao tác lập luận và phân tích)
 - Văn phong báo chí (bản tin, tin phóng sự, quảng cáo, phỏng vấn)
- *Các biện pháp tu từ trong đoạn trích, kịch*

Lịch sử (History)

Term 1

- *Lịch sử Việt Nam từ thời nguyên thủy đến thế kỉ X*
- *Việt Nam từ thế kỉ X đến thế kỉ XV*
- *Việt Nam từ thế kỉ XVI đến XVIII*
- *Việt Nam nửa đầu thế kỉ XIX*

Term 2

- *Phong trào yêu nước chống Pháp của nhân dân Việt Nam những năm cuối thế kỉ 19*
- *Phong trào dân chủ 36 -39*
- *Phong trào giải phóng dân tộc và tổng khởi nghĩa tháng 8*
- *Các nước tư bản chủ nghĩa giữa hai cuộc chiến tranh thế giới*

Địa lí (Geography)

Term 1:

- *cộng đồng dân tộc Việt Nam*
- *các loại hình quần cư và đô thị hoá*
- *cơ cấu dân số*
- *Sông Hồng*

Term 2

- *vùng đồng bằng sông Hồng*
- *Thành phố lớn ở VN – Huế / Hà Nội*
- *cộng hoà Liên bang Nga*

Văn hóa

Term 1

- *Phụ nữ Việt Nam xưa và nay*
- *Ngày thầy thuốc Việt Nam*

Term 2

- *Hà Nội xưa và nay*
- *Quan điểm tình yêu xưa và nay*
- *Vô cảm – căn bệnh thời đại*

ASSESSMENT

The Internal assessment is completely required in the course. Students will be asked to complete termly tests and the final exam that is based on the school calendar. The final results of year 11 will show which IB levels they should stay if they would like to take the IB Vietnamese course over 2 years.

RESOURCES

Textbooks are the same as general textbooks used at Vietnamese schools. There are also extra reading books suggested and student can use them as guidance material.

- *Ngu van 9,10, 11(Literature text books of years 9 /10/11)*
- *Lich Sử 9,10 (History textbooks of year 9 & 10)*
- *Địa lý 9,10 (Geography textbooks of year 9 & 10)*
- *Sách tham khảo “ những bài văn mẫu 10,11” (reference books issued by MOET)*
- *Sách hướng dẫn học tốt ngữ văn (guided books to study Literature well)*



Be Ambitious

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A NORD ANGLIA EDUCATION SCHOOL

AN PHU PRIMARY

225 Nguyen Van Huong,
Thao Dien, District 2,
Ho Chi Minh City, Vietnam
Phone: (84 8) 3744 4551

Email: apprimary@bisvietnam.com

TU XUONG PRIMARY

43-45 Tu Xuong,
Ward 7, District 3,
Ho Chi Minh City, Vietnam
Phone: (84 8) 3932 0210

Email: txprimary@bisvietnam.com

AN PHU SECONDARY

246 Nguyen Van Huong,
Thao Dien, District 2,
Ho Chi Minh City, Vietnam
Phone: (84 8) 3744 2335

Email: apsecondary@bisvietnam.com

