

# KEY STAGE 4

*Curriculum Guide*



BRITISH INTERNATIONAL SCHOOL  
HO CHI MINH CITY  
A NORD ANGLIA EDUCATION SCHOOL



## *An Introduction To The Key Stage Four Curriculum*

Welcome to the Key Stage 4 Curriculum Guide. The curriculum students follow during Years 10 and 11 (typically aged 14-16) is carefully constructed to provide an externally validated and recognised portfolio of qualifications which provides a smooth transition into our IB programme and beyond.

This guide is focussed on the academic curriculum which forms the basis of a student's learning in lessons on a day-to-day basis. At BIS this is part of a broader provision, with all students enjoying opportunities to engage in co-curricular activities. Over 100 co-curricular activities provide opportunities for students to engage in sport, action, service, and creativity. This, in conjunction with our commitment to outdoor education through compulsory residential trips, supports students to develop academically and personally in line with our school mission and values.

KS4 is probably the first time students have had much choice in the subjects that they will study. Students do not get a completely free choice: there are still subjects that all students take, but students will have the opportunity to choose some courses because they are passionate about them and enjoy them. This will start them on the process of becoming independent learners and thinkers, starting to take responsibility for their own education that will continue into IB courses and then on to university. Students' study over these two years will lead to important examinations at the end of the course. These are not just school examinations: they are recognized qualifications by CIE (Cambridge International Assessment) that will help students get into university and pave the way to a successful career in the future.

## About IGCSE

IGCSE – short for International General Certificate of Secondary Education – is the international version of the GCSE examination taken by all students in England at the end of Year 11. More than that, the IGCSE has gained such a reputation of its own that many of the best known UK independent schools are choosing to let their students sit it instead of the ordinary GCSE, because it gives an even better preparation for future study.

Students will take IGCSEs in a range of subjects, and details of the subjects that we offer are here in this course guide and in our Options Choices Guide. We use CIE as our examination board for many reasons: it is very well known and regarded around the world, and the qualifications are highly regarded worldwide. IGCSEs are graded from G, which is the lowest grade, up to A and then A\*, which is the highest grade students receive. All grades mean that students have passed the exam, although many universities and employers regard getting a C or better in a subject as important. Many of our students receive much higher grades than this, with around 68% gaining A and A\* grades across a wide range of subjects. CIE is part of the University of Cambridge and also the world's largest provider of international qualifications to school age students. At the end of the two year courses, after successfully passing the examinations, students are awarded these world-recognised certificates in each of their subjects, ready for the next stage in their education.

In KS4, all students study a core compulsory curriculum. This involves studying IGCSE courses in Mathematics, Science and English. For Vietnamese nationals, this is supplemented with a course in Vietnamese. Furthermore, all students study International Life Skills (a bespoke course created by BIS) providing them with personal and social education, as well as Physical Education on a weekly basis.

In addition to this core, students enjoy a degree of choice in the curriculum they follow. Students can choose 4 IGCSE subjects from the wide range outlined in this guide. Our Careers and University Guidance Counsellors will support all students to make choices which allow them to pursue future goals which require further consolidation.

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## Aims and Objectives

The aims are to enable students to:

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

## Course Content

Cambridge IGCSE First Language English offers candidates the opportunity to respond with understanding to a rich array of reading texts during the course as a whole. Candidates will use these texts to inform and inspire their own writing, and write in a range of text types for different purposes and audiences. This will inform their preparation for Paper 2.

Candidates will develop both their speaking and their listening skills, delivering presentations, and responding to questions and engaging in conversations.

Candidates are encouraged to become appreciative and critical readers, writers, speakers and listeners.

## Assessment

100% examination. Two papers:

- Paper 1 - Reading
- Paper 2 - Directed Writing & Composition



# English as a Second Language

## Aims and Objectives

The aims are to:

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

## Course Content

Cambridge IGCSE English as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing.

Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Learners will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. Learners will engage in conversations on a variety of topics, and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity.

Cambridge IGCSE English as a Second Language will enable learners to become independent users of English, and to be able to use English to communicate effectively in a variety of practical contexts.

## Assessment

Learners of IGCSE ESL will have to undertake 3 examinations:

- 1) Speaking Exam - 20%\*
- 2) Listening Exam - 20% (approximately 50 minutes)
- 3) Reading and Writing Exam - 60% (2 hours)

\*The speaking examination is conducted before the main examination period with the learner's class teacher and is recorded.

There is no coursework component to this course.



## Aims and Objectives

The aims are to develop learners who:

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

## Course Content

This course enables learners to read, interpret and evaluate texts through the study of literature in English.

Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied.

The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and of the world around them.

## Assessment

100% Examination:

- Paper 1 - Poetry & Prose (1 hour 30 minutes) 50%
- Paper 3 - Drama (45 minutes) 25%
- Paper 4 - Unseen (1 hour 15 minutes) 25%



## Aims and Objectives

The aim of the Mathematics course at Key Stage 4 is 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;
- develop the abilities to think logically, to classify, to generalize and to prove;
- acquire a mathematical foundation appropriate to their further studies;
- be fully prepared for the Cambridge IGCSE examination (code 0580).

## Course Content

When students enter Key Stage 4, they follow one of three strands.

The Core Curriculum is for students who have a target of a C grade.

The Extended Curriculum is for students who have a target from A\* to C grade.

The Accelerated Curriculum is for more able students. They complete the IGCSE

Extended Mathematics in Year 10, followed by IGCSE Additional Mathematics in Year 11.

The curriculum topics for Core and Extended Mathematics IGCSE are:

Number
Algebra
Shape and Space
Statistics and Probability

Students within the accelerated programme will study additional topics within the IGCSE Additional course. Students entered for the Core course will follow a modified curriculum.

## Assessment

All students will take 2 written papers as follows:

<b>Core Curriculum (Grades C – G)</b>	<b>Extended Curriculum (Grades A* - E)</b>	<b>Additional Curriculum (Grades A* - E)</b>
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)



## Aims and Objectives

The Coordinated Science syllabus is divided 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 through well-designed experimental studies. In particular, studies should enable students to acquire understanding of the concepts, principles and applications of the 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 Sciences.
- Develop abilities and skills that are relevant to the study and practice of Science, useful in everyday life and encourage safe practice and effective communication.

## Course Content

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
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

## Assessment

The course is assessed through three examinations, each contains aspects of all three sciences:

<b>Paper 2</b>	<b>Paper 4</b>	<b>Paper 6</b>
multiple-choice questions on understanding and problem solving	Short-answer and structured questions on understanding and problem solving	Short-answer and structured questions on Experimental skills and investigations
40 marks / 45 minutes	120 marks / 2 hours	60 marks / 1 hour 30 mins
30% of final grade	50% of final grade	20% of final grade





## Aims and Objectives

The Separate Science syllabi are split into Physics, Chemistry and Biology IGCSEs, 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 Coordinated Science programme.

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

- 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 students who have a passion for Science.

## Course Content

Students in Biology study the following units:

- 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

## Assessment

Biology IGCSE is assessed through 3 examinations:

Paper 2	Paper 4	Paper 6
Forty compulsory multiple-choice questions on knowledge with understanding and problem solving	Short-answer and structured questions on knowledge with understanding and problem solving	Short-answer and structured questions on Experimental skills and investigations
45 minutes	1 hour 15 minutes	1 hour
40 marks	80 marks	40 marks
80% of final grade		20% of final grade



## Aims and Objectives

Cambridge IGCSE Chemistry enables learners to develop skills that:

- are relevant to the study and practice of chemistry;
- encourage a systematic approach to problem solving;
- encourage effective communication through the language of science.

## Course Content

Chemistry students will study the following topics:

- The particulate nature of matter
- Experimental techniques
- Atoms, elements and compounds
- Stoichiometry
- Electricity and chemistry
- Chemical energetics
- Chemical reactions
- Acids, bases and salts
- The periodic table
- Metals
- Air and water
- Sulfur
- Carbonates
- Organic chemistry

## Assessment

Chemistry IGCSE is assessed through 3 examinations:

Paper 2	Paper 4	Paper 6
40 compulsory multiple-choice questions on knowledge with understanding and problem solving	Short-answer and structured questions on knowledge with understanding and problem solving	Short-answer and structured questions on Experimental skills and investigations
45 minutes	1 hour 15 minutes	1 hour
40 marks	80 marks	40 marks
80% of final grade		20% of final grade



## Aims and Objectives

The Separate Science syllabi are split into Physics, Chemistry and Biology IGCSEs, 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 Coordinated Science programme. The aims and objectives are, in addition to those of Coordinated Science Dual Award, to:

- 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 students who have a passion for Science.

## Course Content

Students in Physics study the following units:

- Length and Time
- Motion
- Mass and Weight
- Density
- Forces
- Momentum
- Energy, Work and Power
- Pressure
- Kinetic Molecular Model of Matter
- Thermal Properties and Temperature
- Thermal Processes
- General Wave Properties
- Light
- Electromagnetic Spectrum
- Sound
- Simple Phenomena of Magnetism
- Electrical Quantities
- Electric Circuits
- Digital Electronics
- Dangers of Electricity
- Electromagnetic Effects
- The Nuclear Atom
- Radioactivity

## Assessment

Physics IGCSE is assessed through 3 examinations:

Paper 2	Paper 4	Paper 6
Forty compulsory multiple-choice questions on knowledge with understanding and problem solving	Short-answer and structured questions on knowledge with understanding and problem solving	Short-answer and structured questions on Experimental skills and investigations
45 minutes	1 hour 15 minutes	1 hour
40 marks	80 marks	40 marks
80% of final grade		20% of final grade



## Aims and Objectives

The aims are to enable students to develop:

- an ability to record from direct observation and personal experience;
- an ability to identify and solve problems in visual and/or other forms;
- creativity, visual awareness, critical and cultural understanding;
- an imaginative, creative and personal response;
- confidence, enthusiasm and a sense of achievement in the practice of art and design;
- growing independence in the refinement and development of ideas and personal outcomes;
- engagement and experimentation with a range of media, materials and techniques, including new media and technologies, where appropriate;
- a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other artists, environments and cultures.

## Course Content

Cambridge IGCSE Art & Design has been designed to offer a broad choice of media and approaches.

The broad areas of study are:

- painting and related media
- printmaking
- photography, digital and lens-based media
- graphic communication
- textiles and fashion.

Candidates can respond to either component using any of the media above.

## Assessment

Component 1: Coursework      50%    100 marks

Candidates research, develop and realise a project from one area of study in the subject content from a theme set by the teacher. There are two parts to the coursework: – a portfolio and – a final outcome. Externally assessed.

Component 2: 8 hours Externally Set Assignment      50%    100 marks

Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same area of study as Component 1, but they do not have to. There are two parts to the assignment: supporting studies and a final outcome, produced during a supervised test of 8 hours' total duration. Externally assessed.



## Aims and Objectives

- **Computational thinking**, that is thinking about what can be computed and how, and includes consideration of the data required;
- Understanding of the main principles of **solving problems** by using computers;
- Understanding of the component **parts of computer systems** and how they interrelate, including software, data, hardware, communications and people;
- Skills necessary to apply understanding to solve computer-based problems using a **high-level programming language**.

## Course Content

### Section 1: Theory of Computer Science

- Data representation
- Communication and Internet technologies
- Hardware and software
- Security
- Ethics.

### Section 2: Practical Problem-solving and Programming

- Algorithm design and problem-solving
- Programming
- Databases

## Assessment

Paper 1	Paper 2
<b>Topic and weighting:</b> Theory (60%)	<b>Topic and weighting:</b> Problem solving and programming (40%)
<b>Duration:</b> 1 hour 45 minutes	<b>Duration:</b> 1 hour 45 minutes
<b>Maximum Marks:</b> 75	<b>Maximum Marks:</b> 50
<b>Content:</b> Based on section 1	<b>Content:</b> Based on section 2
<b>Assessment:</b> External	<b>Assessment:</b> External



## Aims and Objectives

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 and so on - 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.

## Course Content

The subject content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures.

The Topic areas are:

- Area A: Everyday activities
- Area B: Personal and social life
- Area C: The world around us
- Area D: The world of work
- Area E: The international world

We base our course on the textbook 'Cambridge IGCSE Mandarin as a Foreign Language' (Cambridge), which has been developed in line with the examination. You will also benefit from a range of PowerPoint presentations, interactive websites and videos.

## Assessment

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.

<b>Paper 1 Listening</b>	<b>35 minutes</b>	<b>25%</b>
Paper 2 Reading	1 hour 15 minutes	25%
Paper 3 Speaking	15 minutes	25%
Paper 4 Writing	1 hour 15 minutes	25%

There is no coursework



## Aims and Objectives

Design and Technology allows students to develop their ability to solve real-life design problems creatively with the innovation of products, systems and environments, leading to solutions that will 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.

## Course Content

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 modelling.

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 learn to use a range of different drawing techniques and styles using 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, innovation and the solution of a real-life design problem.

## Assessment

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%



## Aims and Objectives

- Develop students' understanding of drama through practical and theoretical study;
- Enable students' to understand the role of the actor, director and designer;
- Develop students' acting skills, both individually and in groups;
- Enable students' to develop their skills in devising original drama;
- Help students' communicate feelings and ideas to an audience;
- Foster understanding of the performance process and enable students to evaluate the various stages of that process.

## Course Content and assessment

Students will explore a variety of acting styles and subjects in Year 10 in preparation for the coursework element in Year 11. Students will also perform a practice version of their Year 11 coursework in Year 10, to ensure understanding of grading criteria as well as their own strengths throughout the process.

	Weighting
<b>Practical Coursework</b>	<b>60%</b>
<b>Devised performance</b> - working in groups of 2-6 create a 15 minute performance based on a given stimulus or topic.	<b>20%</b>
<b>Scripted performance</b> - working in groups of 2-6 research, explore and perform an extract from a published play. Maximum 15 minutes.	<b>20%</b>
<b>Scripted Monologue Performance</b> - working individually research, explore and perform an extract from a published play. 3-5 minutes.	<b>20%</b>
<b>Written Exam</b>	<b>2 hours 30 minutes</b>
<p>The questions on the paper relate to pre-release material. The material consists of three stimuli and an extended extract from a play. Students devise a piece of Drama based on one of the stimuli and study the extract from the play.</p> <p><b>Section A</b> (30 marks) Answer 6-8 short questions on the extract from a play (20 marks) and 2-4 questions on the drama devised from the chosen stimulus (10 marks)</p> <p><b>Section B</b> (25 marks) Answer one longer-answer question from a choice of three on the extract from the play.</p> <p><b>Section C</b> (25 marks) Answer one longer-answer question from a choice of three on the drama devised from the chosen stimulus.</p>	<b>40%</b>





## Aims and Objectives

To enable students to:

- know and understand economic terminology, concepts and theories;
- use basic economic numeracy and interpret economic data;
- use the tools of economic analysis;
- express economic ideas logically and clearly in a written form;
- apply economic understanding to current economic issues;
- distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements.

## Course Content

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

- The basic economic problem
- The allocation of resources
- Microeconomic decision makers
- Government and the macro economy
- Economic development
- International trade and globalisation

## Assessment

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

<b>Paper</b>	<b>Description</b>	<b>Weighting</b>
Paper 1 (45 mins)	30 multiple choice questions	30 marks
Paper 2 (2 hours 15 mins)	Structured questions	90 marks



## Aims and Objectives

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 and so on - and also offers valuable insights into the culture where the language is spoken. It will be highly useful to you personally, no matter what field of study you choose to continue in.

## Course Content

The subject content is organised around five broad topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures.

The Topic areas are:

- Area A: Everyday activities
- Area B: Personal and social life
- Area C: The world around us
- Area D: The world of work
- Area E: The international world

We base our course on the textbook 'Cambridge IGCSE French - Second Edition' (Hodder) which has been developed in line with the examination. You will also benefit from a range of PowerPoint presentations, interactive websites and videos.

## Assessment

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.

Paper 1 Listening	45 minutes	25%
Paper 2 Reading	1 hour	25%
Paper 3 Speaking	15 minutes	25%
Paper 4 Writing	1 hour	25%

There is no coursework



## Aims and Objectives

IGCSE Geography involves the study of both natural and human environments and the interactions between them; it is these interactions that are crucial to understanding current global issues at different scales. Students will study the key geographical patterns, processes and ideas which are fundamental to the future of the planet and its inhabitants. As globalisation brings us all closer together, it is more important than ever to understand the dynamic world we are all a part of.

## Course Content

<b>Theme 1: Population and Settlement</b>	<b>Theme 2: The natural environment</b>	<b>Theme 3: Economic Development</b>
<ul style="list-style-type: none"> <li>Population processes of change</li> <li>Population management possibilities</li> <li>Settlement and service provision</li> <li>Urban environments and urban change</li> </ul>	<ul style="list-style-type: none"> <li>Tectonic hazards</li> <li>River processes, impacts and management</li> <li>Coastal processes, impacts and management</li> <li>Weather, climate and natural vegetation</li> </ul>	<ul style="list-style-type: none"> <li>Development processes</li> <li>Tourism</li> <li>Industry and food production</li> <li>Energy and water</li> <li>Environmental risks and management of economic development</li> </ul>
<p><b>Geographical skills</b> These are integrated throughout the course and allow students opportunities to develop application, interpretation and analysis through graphical and mathematical skills.</p>		
<p><b>Fieldwork</b> All students will attend a series of expeditions over the course to explore the geographical enquiry process through hypotheses development, testing, methodologies and data collection, data presentation and analysis of data in the field.</p>		

## Assessment

Geography is assessed 100% through externally assessed examinations. All students will take three papers:

<b>Paper 1: Geographical Themes</b>	<b>Paper 2: Geographical Skills</b>	<b>Paper 4: Alternative to Coursework</b>
1 hour 45 minutes 45% of overall grade	1 hour 30 minutes 27.5% of overall grade	1 hour 30 minutes 27.5% of overall grade



## Aims and Objectives

The History IGCSE course aims to:

- Stimulate enthusiasm for learning about the past, with a view to further study at IB and at university;
- Educate the students about individuals, people and societies of the past, from a range of countries;
- Encourage the examination of different types of evidence;
- Build on the students' understanding of the concepts of cause and consequence, change and continuity and significance, which were introduced in Years 7-9;
- Develop transferable skills such as investigation, analysis, evaluation and communication.

## Course Content

Our course covers **The 20th Century: International Relations Since 1919**. The course is divided into the following key questions:

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

We also complete the Depth Study on Germany, 1918-45.

## Assessment

There are 3 assessed components of the History IGCSE course.

<p><b>Paper 1 - 2 hours</b> 3 questions, comprising of parts a, b and c, on the content listed above. 40%</p>	<p><b>Paper 2 - 2 hours</b> 6 source questions on one of the topics listed above. 33%</p>
<p style="text-align: center;"><b>Component 3</b> 2000 word coursework essay In class. 27%</p>	



### Aims and Objectives

- Knowledge of ICT including new and **emerging technologies**;
- 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;
- Being able to produce ICT-based solutions to **solve problems**;
- The ability to recognise potential **risks** when using ICT, and use safe, secure and responsible practice.

### Course Content

Types and components of computer systems	Images
Input and output devices	Layout
Storage devices and media	Styles
Networks and the effects of using them	Proofing
The effects of using IT	Graphs and charts
ICT applications	Document production
The systems life cycle	Data manipulation
Safety and security	Presentations
Audience	Data analysis
Communication	Website authoring
File management	

### Assessment

Paper 1	Paper 2	Paper 3
<b>Topic and weighting:</b> Theory (40%)	<b>Topic and weighting:</b> Document Production, Data Manipulation and Presentations. (30%)	<b>Topic and weighting:</b> Data Analysis and Website Authoring (30%)
<b>Duration:</b> 2 hours	<b>Duration:</b> 2 hours 30 minutes	<b>Duration:</b> 2 hours 30 minutes
<b>Maximum Marks:</b> 100	<b>Maximum Marks:</b> 80	<b>Maximum Marks:</b> 80
<b>Content:</b> Based on sections 1-21	<b>Content:</b> Based on sections 17-19	<b>Content:</b> Based on sections 1-16
<b>Assessment:</b> Externally	<b>Assessment:</b> Externally	<b>Assessment:</b> Externally



## Aims and Objectives

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 students to recognize and understand the music from the main Western historical periods and styles and the music from around the World, forming an appreciation of cultural similarities and differences. The course also provides a foundation for further study in music.

## Course Content and Assessment

### 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. Students will also prepare in detail one set work and one set world focus and they will be asked questions on this piece.

### Component 2 Performing (30%)

Students will prepare two pieces of music for performance in the final exam. One performance will be a solo piece (either accompanied or not as necessary), and the other as part as an ensemble with at least two other performers.

### Component 3 Composing (30%)

Students submit two compositions. At least one of these pieces must be written in a Western, tonal style and this composition should be fully notated using staff notation. The other pieces may be notated in whatever form of notation is appropriate to the music.

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

<b>Component 1 Listening</b>	Written exam of 1 hour 15 minutes 70 marks worth 40%
<b>Component 2 Performing</b>	Coursework internally marked and moderated 50 marks worth 30%
<b>Component 3 Composing</b>	Coursework internally marked and moderated 100 marks scaled to 50 marks and worth 30%



## Aims and Objectives

Student in Years 10 and 11 are provided the opportunity to select from four different sporting pathways so that they can tailor the type of activity that they wish to focus upon to match their needs. Physical Education aims:

- To provide a personalised programme that is tailored to the different interests of students and can challenge students appropriately;
- To allow students to be physically activity and move away from skill based lessons;
- Ensure students understand the value of physical activity and sport to develop a lifelong passion for physical activity;
- Develop knowledge so they continue to have access to sport beyond school;
- Support the development of BIS Learning Skills, through opportunities to develop critical thinking skills, including problem solving, analysis and development of strategies and tactics;
- An opportunity to develop leadership skills through the teaching of fair play, officiating and coaching.

## Course Content

One practical session per week will focus upon one chosen pathway:

Competitive Sport	Alternative Sport	Leadership	Healthy and Active Lifestyles
Football Volleyball Basketball Swimming / Water Polo Softball Handball	Ultimate Frisbee Gaelic Football Danish Longball Water Polo Cricket Kabadi OAA	Officiating Tournament Organisation Session Planning Coaching Captaincy and Management	Methods and Principles of Training Circuit Training Yoga and Palates Water Aerobics OAA

## Assessment

There will be no formal summative assessment. Students will be formatively assessed against the following criteria.

- Effort Grade (1-3)
- BIS Learning Skills (E, M, D, S)
  - Collaboration
  - Communication
  - Critical Thinking
  - Independence
  - Reflection



## Aims and Objectives

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, and so on - 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.

## Course Content

The subject content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures.

The Topic areas are:

- Area A: Everyday activities
- Area B: Personal and social life
- Area C: The world around us
- Area D: The world of work
- Area E: The international world

We base our course on the textbook 'Cambridge IGCSE Spanish - Second Edition' (Hodder) which has been developed in line with the examination. You will also benefit from a range of PowerPoint presentations, interactive websites and videos.

## Assessment

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.

Paper 1 Listening	45 minutes	25%
Paper 2 Reading	1 hour	25%
Paper 3 Speaking	15 minutes	25%
Paper 4 Writing	1 hour	25%

There is no coursework





## Aims and Objectives

- To understand and build up a positive attitude towards the Vietnamese language either in respect to the national culture or aesthetic appreciation;
- To read a wide range of texts, with good understanding, enjoying and appreciating a variety of language;
- To develop and enrich students' analytical skills of Vietnamese Literature, so that Vietnamese students can look forward to the IB Vietnamese course in Years 12 & 13.

## Course Content

The content of Vietnamese is mostly based on the Ministry of Education & Training curriculum. The key subject is Literature, along with History, Geography and Culture.

- Year 10
  - o Students will be studying and analysing extracts and poems from Literature in the Middle & Modern Periods. Writing skills are focused in the commentary essay. The main textbooks are “ Ngữ Văn 9 tập 1 & 2” .
  - o History is focused on the life of President Ho Chi Minh and Vietnam during and after the war.
  - o Geography consists of Vietnamese nations and discovery of different parts in Vietnam.
- Year 11 students are learning Vietnamese in Terms 1 & 2
  - o Students will be studying some extracts related to the Vietnamese folklore, reviewing literary devices applied in poetry, short stories and some works in translation. The longer commentary essays will be required in Year 11. The main textbooks are “ Ngữ văn 10 tập 1 and Ngữ văn 11”.
  - o History is focused on Vietnam at the end of the 19th century and the period from 1930-1945.
  - o Learning Geography, students will discover some big cities in Vietnam, including nations, population, economy, natural factors.

## Assessment

The Internal assessment is a key requirement of the course. Students will be asked to complete termly tests. The final results of Year 11 will show which IB levels they should study if they would like to take the IB Vietnamese course in Years 12 and 13.

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



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