



BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI

A NORD ANGLIA EDUCATION SCHOOL

CURRICULUM BOOKLET

YEAR 13





BRITISH
INTERNATIONAL
A NORD ANGLIA

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Introduction

The purpose of this booklet is to give you detailed information about the subjects that your child will study in years 12 and 13. It can be used to support the teaching and learning that takes place in school. In most subjects, the teaching at BVIS follows the Programmes of Study for the Cambridge AS and A2 level courses. This ensures continuity and progression for our students from the Primary School and through Key Stages 3 and 4. These courses enable students to apply for universities anywhere in the world. The progress students make will be recorded and reported to you four times a year using AS and A level grades. This will enable you to monitor how well your child is doing from year to year .

Approaches to Learning

We believe in trying to develop the attributes of integrity, respect, caring, enquiry, reflection and perseverance in all that we do both inside and outside the classroom. We aim to challenge and stretch each student and help them to be ambitious.

If you have any further questions about your child's learning and progress, please do not hesitate to contact us or your child's form tutor.



Lisa S-Brown

Head of Secondary



ART - A LEVEL

Aims and Objectives

The aims are to enable students to:

- Develop an inquisitive, creative approach to research and problem-solving
- Develop the ability to record from first-hand observation, personal experience and other sources
- Effectively communicate their personal response by improving technical skills in a range of processes and media
- Develop independent expression by analysing, evaluating and applying concepts and techniques
- Articulate ideas and responses to their work and the work of others using a relevant vocabulary
- Develop a clear contextual framework that aids critical reflection of their work
- Develop a critical understanding of important concepts and formal elements of art and design
- Develop the skills needed to study art and design at higher education

Key Skills

- Confident Independent learner.
- Competent use of visual elements & design principles.
- Confident use of Literacy in subject specific vocabulary.
- Reflective learner & Critical thinking.
- Imaginative and creative ability.

Enrichment Opportunities

- Students will be invited to take part in life drawing classes.
- Students will have the opportunity to curate and exhibition their work in the summer term.

Course Content

Component 3 Personal Investigation 50%

100 marks

Begins January in year 12 until January of year 13.

This component sees the learner undertake a personal study investigation where they research and respond to an essay question they have chosen. At the core of this process is facilitating the learner to develop as a reflective and critical thinker. The direction of the art and design process is dictated by each learner, as they are encouraged to explore an area of personal interest. Freedom to explore individual topics allows the learners to focus on in-depth analysis, where research skills will be emphasised towards the learners' capacity to realise a contextual awareness of the different, social, cultural, historical, environmental, economic, technological, scientific or political factors that define their work.

Component 2 Exam 25%

50 marks

Begins January in year 13 until April of year 13. Exam takes place April.

This component involves students choosing an exam question from a choice titles released by the exam board on January 1st They will then complete a process of sustained investigation into their theme. They will record this in a portfolio. This will culminate in a 15 hour exam in which they must complete a final response to the chosen theme.

Useful Resources

<http://www.studentartguide.com>

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

<http://www.moma.org>

<http://www.vam.ac.uk>

<http://www.saatchigallery.com>

www.art2day.co.uk

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

Assessment

Through peer and self-assessment and teacher feedback, pupils reflect on the progress they are making and the skills they are learning.

Students will complete their component 2 final piece in a 15 hour exam.

All three components are externally assessed by Cambridge. To pass Cambridge A level Art and Design candidates must meet four equally weighted Assessment Objectives across all 3 components:

- AO1: Record observations ideas and insights
- AO2: Explore and select appropriate resources, media, techniques and processes
- AO3: Develop ideas through investigation showing critical understanding
- AO4: Present a personal and meaningful response demonstrating a clear understanding of visual language and wider sources

BUSINESS STUDIES - A LEVEL

Aims and Objectives

The study of Cambridge International AS and A Level Business allows learners to take the first step towards a career in private or public organisations or progress with confidence to a degree in business and management related subjects.

The key concepts of the course will enable students to develop:

- The capacity to analyse characteristics and activities of business organisations and how they respond to the changing demands of their environments
- An understanding of how effective managers and leaders develop successful organisations in terms of customer focus and the products/services they offer
- The opportunity to reflect on how successful business organisations engage in financial and accounting practices to maximise value for stakeholders value
- Knowledge that relates to strategic planning and decision-making to ensure business survival, change, and sustainable success

Course Content

Topics studied include:

- Unit 1: Understanding business activity
- Unit 2: People in business
- Unit 3: Marketing
- Unit 4: Operations
- Unit 5: Finance

All units will progress to higher level content including strategic management theory.

Useful Resources

Cambridge International AS and A Level Business Coursebook by Alistair Farquharson and Peter Stimpson

Tutor2u Business

Assessment

Paper 1: Business Concepts 1 – 40 marks – 1 hour 15 mins

Paper 2: Business Concepts 2 – 60 marks – 1 hour 30 mins

Paper 3: Business Decision Making – 60 marks – 1 hour 45 mins

Paper 4: Business Strategy – 40 marks – 1 hour 15 mins

Career Pathway

Common Business career pathways include:

- HR
- Entrepreneur
- Marketing
- Finance
- Operations Management

COMPUTER SCIENCE

Aims and Objectives

We follow the A Level Cambridge International syllabus. This course will provide students with the opportunity to develop their logical thinking and apply these skills to solving problems through the use of computer programming. Studying computer science at A Level is an excellent foundation for anyone wishing to pursue further studies or a career involving the use of Technology. In addition to degrees in computer science, mathematics and engineering, university courses are also available in software engineering, web design and game design.

Key Skills

- Logical thinking, problem solving and programming (Python, ARM Assembler, Prolog, Java)
- Transferable skills in programming
- Critical analysis and critical thinking skills

Enrichment Opportunities

- FOBISIA Creative Coding
- Advanced programming ECA

Course Content

Component 3: Advanced Theory <ul style="list-style-type: none">• Data representation (floating points)• Communication and Internet technologies (circuit switching/packet switching)• Hardware (circuit design, Boolean algebra, Karnaugh maps, flip-flops)• System software (virtual machine)• Security (encryption, malware, signatures)• Monitoring and control systems (bit manipulation to control devices)	Component 4: Further problem solving and programming skills <ul style="list-style-type: none">• Computational thinking and problem solving (abstraction, algorithms, recursion)• Algorithm design methods (decision tables, JSP, state transition diagrams)• Further programming (object oriented, declarative, low level, exceptions)• Software development (testing, project management)
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Useful Resources

<http://codecademy.com/> - This resource is useful for learning the basics in programming

<http://csunplugged.org/> - A great range of resources explaining CS concepts without a computer

<https://www.edx.org/course/introduction-computer-science-harvardx-cs50x> - A useful resource for further reading

<https://codingame.com> – a fun way to develop skills in programming

Assessment

A range of assessments are used to identify a student's progress which include both class and homework. Through peer- and self-assessment and teacher feedback, pupils reflect on the progress they are making and the skills they are learning.

At the end of the course pupils sit four examinations. CIE send materials in January of the examination year, which pupils must work through in order to prepare themselves adequately for the Paper 2 and 4 examination

Aims and Objectives

The EAL department delivers a curriculum at KS5 that enables all students to make progress and develop key skills in the English language such as speaking, reading, writing and listening skills.

Units of work are designed to develop students critical thinking skills and provide them with the academic knowledge needed to improve writing, reading, speaking and listening skills needed for IELTS. More specifically, the curriculum aims to encourage students to:

- Increase range in academic vocabulary
- Improve reading skills and the speed of processing information.
- Structure writing more appropriately.
- Comprehend, interpret and communicate listening extracts in a variety of forms.
- Communicate more proficiently and with the use of more academic language

Note: This course aims to consolidate prior understanding of content covered in year 12, and further strengthen exam skills and strategies needed to obtain a desired IELTS score

Key Skills

- Communicating critical thinking verbally and in writing.
- Collaborating with peer's (peer assessment, peer discussions, peer/group writing and presentations)
- Management of error correction: identifying common errors and being able to self-correct.
- Internalizing academic vocabulary

Enrichment Opportunities

- Bilingualism week in October
- Enrichment day opportunities

Course Content

Speaking: Overview, Part 1 of the speaking test. – The interview, Part 2 of the speaking test. – The individual long turn, Part 3 of the speaking test – The discussion and the speaking test.

Reading: Reading overview, Skills and strategies, Reading: Short answer and sentence completion, Reading: Headings and global multiple choice, Reading: Labelling and noting, Reading: Identifying information, views and claims, Reading: Identifying information, views and claims, Reading: Classification and matching, Reading review and Reading test.

Listening: Overview, listening strategies, Conversation –section 1 listening activities, Talk – section 2 listening strategies, Academic discussion – section 3 listening activities, Academic monologue – section 4 and test practice.

Writing: Overview, Writing: Task 1 – The opening, Writing: Task 1 – Data description, Writing: Task 2- The question, structure, and planning, Writing: Task 2 – The introduction, body and conclusion, Writing: Proofreading and Writing Test.

Useful Resources

- Microsoft Teams
- ELTS resource pack (Jon Marks)
- Language Development Diary
- EdX University of Queensland
- Grammarly
- Quilbot

Assessment

EAL is assessed using IELTS exams

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Homework	15%		Homework	15%		Formal Assessment	100%	June*
Classwork	15%		Classwork	15%				
Formal Assessment	70%	October	Formal Assessments	70%	February			

As the school is not an accredited centre, it is important to note that this is a support course and students will have no official IELTS qualification at the end of it. All official exams must be taken elsewhere and it is recommended that students on this course take it in conjunction with extracurricular courses with external providers.

ECONOMICS

Aims and Objectives

The aims of the CIE A-level Economics course are to:

- Give the students an understanding of the workings of the national and global economy.
- Encourage students to apply their economic knowledge to interpret real world events.
- Equip students to think logically and critically about economic and political ideas that are presented to them

Course Content

Theme 3

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context.

Students will develop an understanding of:

- International economics
- Poverty and inequality
- Emerging and developing economies
- The financial sector
- Role of the state in the macro-economy

Theme 4

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics.

Students will develop an understanding of:

- Business growth
- Business objectives
- Revenues, costs and profits
- Market structures
- Labour market
- Government intervention

Useful Resources

Economics for Cambridge International AS and A Level by C Riches

Tutor2u Economics

Assessment

Paper 1: Multiple choice – 30 marks – 1 hour

Paper 2: Data response and essays – 60 marks – 2 hours

Paper 3: Multiple choice – 30 marks – 1 hour 15 minutes

Paper 4: Data response and essays – 60 marks – 2 hours

Career Pathway

Common Economic career pathways include:

- Financial risk analyst
- Data analyst
- Financial planner
- Accountant
- Economic researcher
- Financial consultant
- Investment analyst

ENGLISH - AS LEVEL

Aims and Objectives

Cambridge International AS & A Level Literature in English will provide learners with the opportunity to gain further knowledge and understanding of international poetry, prose and drama, with candidates studying all genres at both levels.

Key Skills

- Enjoy the experience of reading literature
- Develop an appreciation of and an informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures
- Communicate effectively, accurately and appropriately in written form
- Develop the interdependent skills of reading, analysis and communication
- Analyse and evaluate the methods writers use in creating meaning and effects
- Encourage wider reading and an understanding of how it may contribute to personal development
- Build a firm foundation for further study of literature

Enrichment Opportunities

- Participation in NAE global Creative Writing competitions
- Subject ambassador

Course Content

In year 13, learners will further develop their subject knowledge in preparation for paper 3 (Shakespeare and Drama) and paper 4 (Pre- and Post- 1900 Poetry and Prose). For each paper, students will study two texts, covering four different texts across the course of the year. These texts will be chosen by the teacher from the canon of English Literature and modern texts. Students will consider the genre and form of the literature they are studying, as well as the cultural significance and close analysis of language used. For each exam, students will answer a question on each text, from a choice of two.

Useful resources

Texts and revision guides are supplied by the school.

Online resources, e.g. litcharts, Digital Theatre, yorknotes online

Assessment

AO1 Knowledge and understanding: Respond with understanding to literary texts in a variety of forms, from different cultures; with an appreciation of relevant contexts that illuminate readings of the texts.

AO2 Analysis: Analyse ways in which writers' choices of language, form and structure shape meanings and effects.

AO3 Personal response: Produce informed independent opinions and interpretations of literary texts.

AO4 Communication: Communicate a relevant, structured and supported response appropriate to literary study.

AO5 Evaluation of opinion: Discuss and evaluate varying opinions and interpretations of literary texts

GEOGRAPHY - A LEVEL

Aims and Objectives

We follow the AS and A Level Cambridge International syllabus. Cambridge International AS and A Levels have a proven reputation for preparing students well for university, employment, and life. They help develop in-depth subject knowledge and understanding, which are so important to universities and employers. The Geography syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study. Learners widen their knowledge and understanding of the subject of Geography, while developing their investigative abilities and their evaluation and decision-making skills.

The syllabus is wide-ranging and comprises a variety of options. For example, learners can study topics such as Environmental Management, Economic Transition, Tropical Environments and Hazardous Environments.

Key Skills

Vocabulary - To increase and improve your understanding of key geographical terms and phrases used in Geography.

Data Collection - To develop the skills required to know how to collect data for use within the work you are doing in this most efficient way.

Data Processing - The ability to select the most appropriate data you have gathered for the task you have been given.

Data Interpretation and Analysis - The ability to explain and discuss the data you have gathered in a way that shows your understanding of the issues involved.

Graph Construction and Interpretation - The ability to use data to construct and understand a variety of graph types.

Extended writing - Students will practice how to extend their writing to include complex theories using proper referencing

Enrichment opportunities

Regular following of both Vietnamese and World News is a must. There are geography-related events happening throughout the year, which students are encouraged to take part in. Students should read widely and study the topics covered after every lesson.

Course Content

Hazardous environments - hazards resulting from tectonic processes, mass movements and atmospheric disturbances, sustainable management in hazardous environments

Tropical Environments - tropical climates, landforms, ecosystems, and sustainable management

Environmental management - sustainable energy supplies, the management of energy supply, environmental degradation, the management of a degraded environment.

Economic Transition - national development, globalisation, regional development, and management.

Exam Revision - structured revision for Papers 1 & 2 (Core Geography) and Paper 3 & 4 (Advanced Options).

Useful resources (to include key textbook used)

Textbook: Cambridge International As and A Level Geography (Textbook and Revision Guide), Garrett Nagle and Paul Guinness,, Wider World, David Waugh

Websites: Geography all the Way, BBC Bitesize Revision, Geography for 2021 and Beyond, Gap minder, CIA world factbook, Papa Cambridge (past papers source).

Magazines: National Geographic, The Economist, Wide World Magazine

Students should regularly check Microsoft Teams. This will have home learning tasks as well as lesson resources shared which is an excellent revision aid.

Assessment

Each unit will be assessed either by a practical project or a formal test. The attainment level over the year will be formed through:

Term 1	Weighting	Due date	Term 2	Weighting	Due date	Term 3	Weighting	Due date
Tropical Environments	50%	November	Economic Transition	50%	March	Revision Tasks	NA	May
Environmental Management	50%	November	Hazardous Environments	50%	March			

HISTORY

Aims and Objectives

- Stimulate an interest in and enthusiasm for learning about the past
- Promote the acquisition of knowledge and understanding of individuals, people and societies in the past
- Ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence
- Encourage the development of historical skills, including investigation, analysis, evaluation and communication skills.

Key Skills

- Recall, select, organise and deploy knowledge
- Understand change and continuity, cause and consequence, as well as similarities and differences
- Show and understand the motives, emotions, intentions, and beliefs of people in the past
- Critically analyse sources of evidence in their historical context

Enrichment Opportunities

There is an abundance of history around us in Hanoi and I encourage all students to visit the following museums to find out more about their history:

- Hoa Lo Prison
- Vietnamese Women's Museum
- Vietnam Museum of Ethnology
- Ho Chi Minh Museum
- Vietnam Military History Museum

To be involved with The International Bee & Bowl academic history quiz competition

Course Content

- **Paper 1- Revision - The Russian Revolution, c.1894–1921**
- **Paper 2- Revision - France, 1789–1814, Liberalism and Nationalism in Germany, 1815–1871 & The Industrial Revolution in Britain, 1750–1850**
- **Paper 3- The Holocaust**
 - The background of European and German anti-Semitism and racist theories
 - Nazi anti-Semitism and persecution of the Jews 1933-41
 - The impact of war on Nazi policy towards the Jews
 - Ghettoisation and Jewish responses to the Holocaust
 - The development of Nazi extermination policies towards Jews and other minorities
 - Contemporary reactions to the Holocaust

Key approaches: Candidates should explore the following issues through the interpretations and approaches of

different historians:

- How far was the Holocaust a consequence of racist ideas which existed before the Nazis?
 - The Intentionalist approach and the role of Hitler: was the Holocaust planned in advance by Hitler?
 - The Structuralist approach: how far did the nature of the Nazi state determine how the Holocaust developed?
 - The Functionalist approach: how far did contingent factors such as war determine how the Holocaust developed?
 - Synthesis interpretations which aim to reconcile the Intentionalist and Functionalist viewpoints
 - Perpetrators: who carried out the Holocaust, and why? Was murderous behaviour the exception or were many involved? Why did non-Germans participate in the killings?
 - Victims: How far did Jews resist the Holocaust, and how can resistance be defined? Did men and women experience the Holocaust in different ways? Should definitions of the Holocaust include victims other than Jews?
 - Bystanders: How did the USA and Britain respond to the Holocaust at the time?
- **Paper 4- European history in the interwar years, 1919–41**

Mussolini's Italy, 1919–41

- Why did Mussolini gain power in 1922?
- How was Italy governed under Mussolini?
- How far were Mussolini's economic policies a success?
- How far did society change because of Mussolini's regime?

Stalin's Russia, 1924–41

- Why did Stalin gain power from 1924?
- How was the USSR governed under Stalin?
- How effective were Stalin's economic policies?
- How far did society change because of Stalin's regime?

Hitler's Germany, 1929–41

- Why did Hitler gain power in 1933?
- How was Germany governed by Hitler?
- How effective were Hitler's economic policies?
- How far did society change because of Hitler's regime?

Useful Resources

These textbooks are found in each of their teacher's classrooms:

- Access to History: France in Revolution, Dylan Rees
- Access to History: Unification of Germany and the challenge of Nationalism, Alan Farmer
- Access to History: Russia 1894-1941, Michael T. Lynch
- Oxford AQA History for A-level: France in Revolution, Sally Waller
- Access to History: The Industrialisation of Britain 1780-1914, Phil Chapple

- The Historiography of the Holocaust, D Stone
- Heinemann Advanced History: Mussolini & Italy
- Heinemann Advanced History: Stalinist Russia
- Heinemann: Hitler and the Nazi State

Websites:

- <https://www.khanacademy.org/>
- <https://www.activehistory.co.uk/>
- <https://alphahistory.com/>

Assessment

Candidates are assessed on their ability to:

- AO1 Recall, select and deploy historical knowledge appropriately and effectively.
- AO2 Demonstrate an understanding of the past through explanation, analysis and a substantiated judgement of key concepts: causation, consequence, continuity, change and significance within an historical context, the relationships between key features and characteristics of the periods studied.
- AO3 Analyse, evaluate and interpret a range of appropriate source material.
- AO4 Analyse and evaluate how aspects of the past have been interpreted and represented
- A range of assessments are used to identify a student's progress which include both class and homework. Key assessments are also used and these all contribute to end of term and end of year progress grades

A range of assessments are used to identify a student's progress which include both class and homework. Key assessments are also used and these all contribute to end of term and end of year progress grades.

	Topic	Duration	Weighting of A-level
Paper 1 Document Study (Source based)	The Russian Revolution, 1894–1921	1 hour 15 minutes	20%
Paper 2 Outline Study	France, 1774–1814 Liberalism and nationalism in Germany, 1815–71 The Industrial Revolution in Britain, 1750–1850	1 hour 45 minutes	20%
Paper 3 Interpretation	The Holocaust	1 hour 15 minutes	30%
Paper 4 Depth Study	European history in the interwar years, 1919–41	1 hour 45 minutes	30%

AS/A2 MATHEMATICS

Aims and Objectives

Mathematics is a creative and inter-connected subject that provides solutions to some of the world's most intriguing problems. Students in Year 13 will continue studying towards an A Level in CIE Mathematics (9709). Their final A Level grade will be based on an external assessment at the end of Year 13. By providing rich and varied opportunities, both in and outside of the classroom, we aim for all students to:

- Develop a deeper understanding of mathematical principles.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences, and draw conclusions.
- Appreciate mathematics as a means of communication.
- Develop a solid foundation for further study at university.

Key Skills

- Communicating logical thinking verbally and through written methods.
- Collaborating with peers using the correct mathematical vocabulary.
- Independent learning skills.
- Reflecting on mistakes.

Enrichment Opportunities

- UKMT Senior Mathematics Competition in November.
- Hanoi International Mathematics Challenge in November.
- Tutoring students and supporting with revision sessions for younger students.
- Subject Ambassador for Mathematics.
- Help support with Mathematics challenges and competitions

Course Content

Pure 3 (30% of A2)

- Algebra.
- Logarithmic and exponential functions.
- Trigonometry.
- Further Calculus.
- Numerical solution of equations.
- Vectors.
- Differential equations.
- Complex numbers.

Mechanics 1 (20% of A2)

- Newton's laws of motion.
- Energy, work and power.
- Applying Calculus in motion

Probability 1 (20% of A2/40% of AS)

- Discrete random variables
- The normal distribution

Useful Resources

- All students will need a Casio fx-570 VN Plus or Casio FX 500 VN Plus calculator.
- Pure Mathematics 2 and 3 Revised Edition Textbook by Hugh Neill, Douglas Quadling and Julian Gilbey.
- Mechanics 1 Textbook by Douglas Quadling and Julian Gilbey

Assessment

CIE A2 Mathematics is assessed by four terminal examinations. AS Mathematics is assessed by two terminal assessments.

*The CIE final grade will be 100% based on these assessments.

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Homework	15%		Homework	15%		Formal Assessment	100%	May*
Classwork	15%		Classwork	15%				
Formal Assessments	70%	September November	Formal Assessments	70%	January March			

MEDIA STUDIES A LEVEL

Aims and Objectives

Cambridge International AS and A Level Media Studies is recognised by universities and employers as proof of knowledge and understanding of the media and its role in our daily lives.

Key Skills

- The ability to apply practical skills creatively
- Research and evaluation skills
- Information management and project management skills
- The ability to analyse text and media products critically
- The ability to reflect critically upon their own learning

Enrichment Opportunities

- Submissions and attendance at film festivals and competitions in Hanoi and SE Asia

Course Content

At AS Level, students complete Component 3 (Advanced Portfolio) and Component 4 (Critical Perspectives).

Component 3: Advanced Portfolio

Students build on the skills developed in Component 1 to engage with contemporary media technologies. They produce a media campaign through a combination of three media (film, print and website), selecting from a choice of set briefs and detailing the process of planning, research and production of their work online, in a blog format. Finished products and their creative critical reflection are also presented on this blog.

Component 2: Key Media Concepts

This is an externally assessed written component. Students will sit a 2 hour exam during the June exam series.

Section A: Textual analysis and representation

Students analyse a moving extract (from a US Television drama) in terms of technical codes and representation.

Section B: Institutions and audiences

Students study the film industry, and in the exam must be prepared to discuss the processes of production, distribution and marketing as they relate to contemporary media institutions, as well as the nature of audience consumption and the relationships between audiences and institutions

Component 3: Advanced Portfolio

This is an externally assessed written component. Students will sit a 2 hour written exam during the June exam series.

Section A: Evaluation of production skills development

Students describe and evaluate their skills development in their production work from Components 1 (AS - Y12) and 3 (A level - Y13).

Section B: Contemporary Media Issues

Students demonstrate their understanding of contemporary media regulation through reference to a range of texts, institutions, audiences and debates. This section combines knowledge of two media, film and gaming, and students explore censorship, moral panics, the effects debates and alternative theories of audience, and the links between politics, public interest and media content

Useful Resources

- <https://school.rocketjump.com/>
- <http://www.artofthetitle.com/>
- https://www.youtube.com/user/nofilmschool?disable_polymer=true
- <http://www.bbfc.co.uk/>
- <https://www.globalratings.com/about.aspx>
- <https://pegi.info/>

Assessment

Throughout the course, candidates are assessed on their ability to:

AO1: Demonstrate knowledge and understanding of media concepts, contexts and critical debates, using technology appropriately.

AO2: Apply knowledge and understanding to show how meanings are created when analysing media products and when evaluating their own practical work.

AO3: Plan and construct media products using appropriate technical and creative skills.

AO4: Undertake and apply appropriate research.

MUSIC - A LEVEL

Aims and Objectives

Cambridge International AS & A Level Music provides opportunities for learners to develop and improve their musical skills in a wide range of music styles and traditions. It allows learners to explore and build on their interests. The syllabus encourages independent expression and the development of a critical, reflective practice.

The aims are to enable students to:

- Develop appreciation of music, through listening, composing and performing
- Develop aural appreciation of a variety of Western and non-Western music styles, genres and traditions
- Encourage an informed critical response to music
- Develop creative and interpretative skills through composing and performing in Western and/or non-Western traditions
- Deepen understanding of music in its wider cultural context
- Communicate understanding confidently, supporting judgements with evidence-based argument
- Develop the skills and understanding needed for the study of music in higher education and/or lifelong learning.
- Identify and analyse musical features via in depth study of the score (sheet music)
- Develop essay writing skills

Key Skills

Students will study the following elements/concepts via composing/performing/study of history/study of musical scores and through both visual and aural analysis:

- **Rhythm** - Rhythm is the organisation of time in music. This may be free, flexible or more measured or metrical.
- **Melody** - Melody is the horizontal shape in music. It is important to understand the way melody/line works in contour, phrase structure and motivic analysis. An awareness of melody/line also helps in appreciating largescale thematic relationships.
- **Harmony** - Harmony is the vertical relationship in music. Harmony is an essential tool. It shapes and directs the music. Harmonic relationships may include consonance and dissonance, key relationships, and the idea of tonality in music.
- **Form** - Form is the formal architecture of music, both small- and large-scale. An appreciation of form leads to understanding the shape of musical structures and the musician's use of materials over a larger span of time. It is a navigational tool – form provides signposts for musical events.
- **Texture and timbre** - Texture – how different lines or parts relate to one another, and timbre – how instruments/ voices combine at times in special or characteristic ways, provide significant and meaningful ways to understand music. Texture and timbre relate to elements of instrumentation, ensemble, thickness or clarity, orchestration and sound colour.
- **Tension and resolution** - Tension and resolution provide direction (the 'pull' of the music), whether through melodic intensity, harmonic function, intensity of dynamics or formal shape. Musical enjoyment or value arises in relation to musical tension and resolution.
- **Continuity and change** - Continuity and change is central to music. Nearly every aspect of music has been subject to change over time, sometimes gradual and sometimes abrupt. Sensitivity to this feature provides an essential means to understand and interpret a work (piece of music)

Enrichment Opportunities

- Regular performances in lessons
- 'Live Lunch' Performances
- Music ECAs (Choir/School Show/String Group)

- Music Trips (possible FOBISIA and Nord Anglia trips)
- Attend performances given by Juilliard Alumni
- Music Competition
- Battle of the Bands

Course Content

Students will study two areas of interest from composing, performing and investigating music. Learners have the opportunity to develop their musical knowledge, skills and understanding and to communicate these through music and academic writing of more depth. Throughout the course, learners are encouraged to analyse and evaluate and to present work which is underpinned by practical and theoretical understanding. By learning to listen attentively and with purpose, to create and perform, and present understanding of music through academic writing, learners are developing transferable skills. These will help equip them for higher education or employment.

Topics that will be studied to do this may include:

Music History

Renaissance/Baroque/Classical/Romantic and 20th Century Western Classical Music

Music Theory

Advanced Intervals/Chords/Composing Techniques/Instrumental Techniques/Devices/key Signatures/

Analysis

Students will analyse works of their choice, dependent upon the component they take using and applying their knowledge of music history and theory.

Useful Resources

There is no textbook for this course – the following resources are useful

Websites:

- <https://www.naxos.com/education/glossary.asp>
- <https://bvishanoi.musicfirst.co.uk> (students are given login details for this)
- <https://www.mymusictheory.com/>
- <http://www.informusic.org/>

Books

- Heinemann Advanced Music: Student Book (Heinemann Advanced Music)
- Music Worldwide (Cambridge Assignments in Music)
- Grade 5 Music Theory Workbook ABRSM
- The AB Guide to Music Theory, Part 1 (Pt. 1) ABRSM

Assessment

Studied in Year 1 (Year 12)

Component 1

Listening Exam 2 hours 100 marks 25%

There are three sections in the Listening paper:

- A: Compositional Techniques and Performance Practice
- B: Understanding Music
- C: Connecting Music

Component 2

Coursework 100 marks 25%

- 6-10 minute Performance
- 2 contrasting compositions

Studied in Year 2 (Year 13)

Students will then do 2 of the 3 components below - each unit is 100 marks and worth 25%

Extended Performance	Extended Composition	Investigating Music
15-20 Minute Performance	6-8 Minute Composition	2500-3000 Word Essay
Listening Journal	Listening Journal	Research Journal
1000-1500 Word Report	1000-1500 Word Report	500 Word Commentary

Aims and Objectives

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges that they will face throughout school and beyond. At BVIS the programme is split into four main strands. Staying Happy and Healthy, Digital Citizenship, Living in the Wider World and Relationships.

Key Skills

- Increase self-esteem and confidence
- Develop the ability to make responsible decisions
- Know where to access help and advice
- Stand up for your rights and know your responsibility to yourself and others
- Build resilience
- Create positive relationships
- Understand Healthy lifestyles for a healthy body and mind
- Develop Global understanding and Citizenship
- Positive use of technology
- Identifying and developing strengths

Course Content

Staying Happy and Healthy

- Safeguarding
- Physical activity and nutrition
- Mental Health
- Substances

Digital Citizenship

- Positive use of Technology
- Staying safe online
- Creating an online profile
- Digital Footprint

Living in the Wider World

- Career
- Life skills
- Global Citizenship

Relationships

- Sexual Relationship Education (SRE)
- Friendships
- Body image and self esteem
- Rights and Responsibilities

Useful Resources

- PSHE Association
- TES
- LifeSkills

Assessment

PSHE does not have any official summative assessment.

The students' progress is assessed through summative and formative assessment from their class work and other completed projects and assignments such as posters, group presentations and quizzes.

A-LEVEL PSYCHOLOGY

Aims and Objectives

The course builds on the concepts and skills learned during Y12, further developing an understanding of specific areas in psychology as well as higher order analytical and essay writing skills. Students will be required to have a more synoptic approach, drawing on a broad understanding of psychological theory, concepts and research methodology. Student will learn how to conduct research and how to apply findings to novel situations.

Constructing persuasive arguments centred on an understanding and an evaluation of empirical evidence is a fundamental aim of this year.

Key Skills

- Knowledge and understanding - demonstrate their knowledge and understanding
- Applying knowledge and understanding - apply their knowledge to familiar and unfamiliar situations and real life and theoretical contexts
- Analysis and evaluation - analyse, interpret and evaluate psychological information, ideas and evidence.

Enrichment Opportunities

- Conduct school wide action research
- Subject ambassadorship
- Leadership opportunities for parental communication and display.

Course Content

Abnormality

This cover mental health issues such as schizophrenia, obsessive compulsive disorder & depression. Students will look at how different approaches to psychology address symptoms, causes & treatments.

Psychology & Organisations

This aspect of the course focuses how organisations and their employees function together. This covers aspects such as motivation, leadership & management and organisational working conditions

Useful Resources

Further reading through:

- “Cambridge International AS and AL Psychology Coursebook” – Cambridge University Press
- “Psychology for Cambridge international AS & A Level” – Oxford University Press
- <https://blogpsychology.wordpress.com/>
- <http://psychtutor.weebly.com/as-level.html>
- <http://www.physicsandmathstutor.com/psychology-revision/a-level-cie>

Assessment

Please note that assessment dates are subject to change

Term 1			Term 2			Term 3		
Assessment Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Schizophrenia	5%	September	Mock 1 (January)	25%	Jan	Paper 1: Approaches, Issues & Debates	25%	May/ June
Bipolar	5%	October	Motivation	5%	Jan	Paper 2: AS Research Methods	25%	May/ June
Addiction	5%	October	Leadership	5%	Feb	Paper 3: Specialist options: Theory	25%	May/ June
Phobias	5%	November	Group Behaviour	5%	Feb	Paper 4: Specialist options: Application	25%	May/ June
OCD		December	Work conditions	5%	March			
			Mock 2 (March)	25%	March			
			Satisfaction	5%	April			

Terms 1 and 2 % weightings are in relation to BVIS Report gradings.

Term 3 % weightings are in relation to the overall A level.

A-LEVEL BIOLOGY

Aims and Objectives

The Cambridge AS and A Level Biology course is designed to encourage students to explore the subject in depth. Throughout the course students will develop their knowledge and understanding by exploring scientific facts, laws, definitions, concepts and theories. Students will also have frequent opportunities to improve their scientific vocabulary and numerical competence. Students will also develop their ability to handle information and apply this to previously unfamiliar scenarios and settings. These challenges are designed to improve student's problem solving skills in a variety of contexts. Students will explore the increased need for awareness of the social, economic, environmental and technological implications and applications of biology. Through a combination of theoretical and laboratory studies, students will develop a thorough understanding of the following key concepts as well as strong practical and scientific enquiry skills in preparation for successful university study.

Key Skills

- **Knowledge with understanding:** Including but not limited to: scientific phenomena, concepts and theories, scientific instrumentation and techniques, and reasoned explanations for phenomena, patterns and relationships.
- **Handling, applying and evaluating information:** manipulate numerical and other data and translate information from one form to another, analyse and evaluate information in order to identify patterns, report trends and draw conclusions/inferences, construct arguments to support hypotheses or to justify a course of action, and apply knowledge and understanding to new situations.
- **Experimental skills and investigations:** plan experiments and investigations to collect, record and present observations, measurements and estimates, analysis and interpretation of data to reach conclusions, evaluation of methods and quality of data, and suggest improvements.

Enrichment Opportunities

- Subject ambassadorship
- Leadership opportunities for parental communication and display
- Ecology field trip

Course Content

- | | |
|-------------------------------|---|
| 12) Energy and respiration | 17) Selection and evolution |
| 13) Photosynthesis | 18) Biodiversity, classification and conservation |
| 14) Homeostasis | 19) Genetic technology |
| 15) Control and co-ordination | |
| 16) Inheritance | |

Useful Resources

Further reading through:

- “Cambridge International AS and A Level Biology- Clegg, C J”
- Cambridge International AS & A Level Biology – Coursebook- Jones, M, Fosbery, R, Taylor, D, & Gregory, J
- Subscription to “save my exams” website

Assessment

Please note that assessment dates are subject to change

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
End of Unit 12 assessment	20	September	Mock exams 1	25	Jan	Paper 1: AS MCQ paper	15.5	May/ June
End of Unit 13 assessment	20	September	End of Unit 17 assessment	18	Jan	Paper 2: AS structured questions	23	May/ June
End of Unit 14 assessment	20	October	End of Unit 18 assessment	18	Feb	Paper 3: AS practical exam	11.5	May/June
End of unit 15 assessment	20	November	End of Unit 19 assessment	18	Feb	Paper 4: A2 structured questions	38.5	May/June
End of unit 16 assessment	20	December	Mock 2 (March)	25	March	Paper 5: A2 practical skills exam	11.5	May/ June

Terms 1 and 2 % weightings are in relation to BVIS Report gradings.

Term 3 % weightings are in relation to the overall A-level grade.

A2 PHYSICS

Aims and Objectives

Cambridge International AS and A Level Physics encourages learners to explore their subject in depth. The syllabus has been designed, in consultation with teachers and universities, to help learners develop not only subject knowledge, but also a strong understanding of some of the key concepts that are critical to mastering the subject

Cambridge International A Level Physics provides a suitable foundation for the study of physics or related courses in higher education. It is equally suitable for candidates intending to pursue careers or further study in physics or engineering, or as part of a course of general education.

Key Skills

- **Knowledge with understanding:** Including but not limited to: scientific phenomena, concepts and theories, scientific instrumentation and techniques, and scientific and technological applications with their social, economic and environmental implications.
- **Handling, applying and evaluating information:** manipulate numerical and other data and translate information from one form to another, analyse and evaluate information in order to identify patterns, report trends and draw conclusions/inferences, construct arguments to support hypotheses or to justify a course of action, and apply knowledge and understanding to new situations.
- **Experimental skills and investigations:** plan experiments and investigations to collect, record and present observations, measurements and estimates, analysis and interpretation of data to reach conclusions, evaluation of methods and quality of data, and suggest improvements.

Enrichment Opportunities

- Subject ambassadorship
- Leadership opportunities for parental communication and display.
- British Physics Olympiad.

Course Content

Motion in a circle

Gravitational fields

Temperature

Ideal gases

Thermodynamics

Oscillations

Electric fields

Capacitance

Magnetic fields

Alternating currents

Quantum physics

Nuclear Physics

Medical Physics

Astronomy and cosmology

Useful Resources

“Cambridge International AS and A Level Physics 2nd Ed” Crundell, M, Goodwin, G and Mee, C

“Cambridge International AS and A Level Physics: Coursebook” Sang, D, Jones, G, Woodside, R and Chadha, G

“Cambridge International AS and A Level Physics: Revision Guide” Hutchings, R

“Advanced Physics” Duncan, T

“Advanced Physics” Adams, S, and Allday, J

“AS/A-Level Physics Question and Answer Guide” Mike Crundell

Assessment

A range of assessments are used to identify a student’s progress which include both class and homework. Key assessments are also used and these all contribute to end of term and end of year progress grades – as can be seen by the table below. Practical exam preparation, which is completed alongside course content, is included in all assessment.

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
In-class end of unit assessment	10%	September	Mock 1 (January)	20%	January	Paper 1: Multiple choice	15.5%	May/ June
In-class end of unit assessment	10%	October	In-class end of unit assessment	10%	Throughout term 2	Paper 2: AS Leve Structured Qs	23%	May/ June
In-class end of unit assessment	10%	November	In-class end of unit assessment	10%	Throughout term 2	Paper 3: AS Advanced Practical Skills	11.5%	May/ June
In-class end of unit assessment	10%	December	Mock 2 (March)	20%	March	Paper 4: A Level Structured Qs	38.5%	May/ June
						Paper 5: Planning analysis & Evaluation	11.5%	May/ June

All exams will be taken at the end of the two-year course, in year 13.

A-LEVEL CHEMISTRY

Aims and Objectives

The chemistry team aims to provide our students a highly beneficial education that enables them to obtain transferable skills to benefit them, regardless of whether they study sciences beyond the year. Through experimentation and practical chemistry, we aim for students to be confident citizens in a technological world and develop an informed interest in scientific matters. Clearly the ultimate goal is for students to have the skillset to be readily prepared for employment or further study beyond A-level chemistry. Finally, we aim to develop attitudes relevant to science such that students are concerned for accuracy and precision, make objective decisions, have integrity and a spirit of enquiry, develop initiative and show their insight.

Key Skills

- **Knowledge with understanding:** Including but not limited to: scientific phenomena, concepts and theories, scientific instrumentation and techniques, and reasoned explanations for phenomena, patterns and relationships.
- **Handling, applying and evaluating information:** manipulate numerical and other data and translate information from one form to another, analyse and evaluate information in order to identify patterns, report trends and draw conclusions/inferences, construct arguments to support hypotheses or to justify a course of action, and apply knowledge and understanding to new situations.
- **Experimental skills and investigations:** plan experiments and investigations to collect, record and present observations, measurements and estimates, analysis and interpretation of data to reach conclusions, evaluation of methods and quality of data, and suggest improvements.

Enrichment Opportunities

- University visit to observe high impact technology in use.
- Chemistry Olympiad
- Subject ambassadorship
- Leadership opportunities for parental communication and display.

Course Content

Unit	Title	Topics include	A2 weighting (%)
1	Acids and Bases	Ionic equilibria, pH, Ka and pKa and buffers	10
2	Electricity and Metals	Transition metals and their complexes, electrolysis and chemical cells (including fuel cells)	26
3	Controlling reactions 2	Entropy, Enthalpy and Kinetics	16
4	Organic Chemistry 2	Benzene, Phenol & Derivatives, amino acids, polymerisation and reactions	36
5	Analysis	Mass spectrometry, NMR, Colourimetry and Chromatography.	12

Useful Resources

Further reading through:

- “Cambridge International As and AL Chemistry Coursebook” R Norris et al

- “Cambridge International AS and AL Chemistry” P Cann and P Hughes
- “Calculations for A-level Chemistry” EN Ransden
- “Cambridge International AS and AL Chemistry Revision” J Potter and P Cann

Assessment

A range of assessments are used to identify a student’s progress which include both class and homework. Key assessments are also used and these all contribute to end of term and end of year progress grades – as can be seen by the table below. Practical exam preparation, which is completed alongside course content, is included in all assessment.

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
In-class end of unit 1 assessment	10%	September	Mock 1 (January)	20%	January	Paper 1: Multiple choice	15.5%	May/ June
In-class end of unit 2 assessment	10%	October	In-class end of unit 4 assessment	10%	Throughout term 2	Paper 2: AS Leve Structured Qs	23%	May/ June
In-class end of unit 3 assessment	10%	November	In-class end of unit 5 assessment	10%	Throughout term 2	Paper 3: AS Advanced Practical Skills	11.5%	May/ June
		December	Mock 2 (March)	30%	March	Paper 4: A Level Structured Qs	38.5%	May/ June
						Paper 5: Planning analysis & Evaluation	11.5%	May/ June

All exams will be taken at the end of the two-year course, in year 13.

VIETNAMESE HUMANITIES

Aims and Objectives

- Narrate the main stages in the revolts against American advisors and armed forces during 1954 – 1975
- Present and analyse military and diplomatic victories in the revolts against America
- Analyse the country's outlooks after reunion, under subsidy and renovation periods
- Identify the location, features, natural resources and issues in the Vietnamese sea and islands
- Understand the geographic location, natural and economic characteristics of Hanoi

Key Skills

- The ability to use the narrative schema for historical events
- The ability to compare and link between different historical periods
- The ability to observe and analyse maps
- The ability to collect and evaluate information
- The ability to analyse geographic charts and maps

Enrichment Opportunities

- Vietnamese National Day Assembly
- Tet Assembly
- Mid-Autumn Festival Assembly
- School events which include folk games
- Folk Games Club (in ECA programme)

Course Content

- The revolts against America 1954 – 1975
- Vietnamese history from 1976 until today
- Vietnamese Geography
- Hanoi Geography

Useful Resources

- Year 12 History Textbook
- Year 12 History Workbook
- Year 12 Geography Textbook
- Year 12 Atlas
- Vietnam's sea and islands – Southern region
- Atlas

Assessment

Term 1			Term 2		
Name	Weighting	Date	Name	Weighting	Date
Homework	30%		Homework	25%	
Mid-term I exam	70%	December	End of Term 2 Exam	75%	March

VIETNAMESE

Aims and Objectives

This course is a diverse program in terms of genre as well as literary works that require comprehensive knowledge of Vietnamese literature, history and geography before, during and after the August Revolution 1945, and the period after 1975. Throughout this program, students will enhance the academic language and analytical skills for literary works, portraiture and stages.

Key Skills

- Ability to analyse literary works and to comment, evaluate the content, techniques of the works
- Ability to compare Vietnamese literary works of the same period with foreign ones
- Teamwork and leadership skills
- Debate and negotiation skills
- Translanguaging skills in discussion and presentation

Enrichment Opportunities

- National Assembly
- Moon Festival Assembly
- Tet Assembly
- School events related to folklore

Course Content

- Language: distinguishing the administrative and scientific language styles; local dialect and nationwide language; enhancing formal and Sino-Vietnamese vocabulary
- Literature: learning about rules of poems; analysing, commenting and evaluating some typical literary works through different periods such as: Declaration of Independence - Ho Chi Minh; the poetry during anti-French resistance war; realistic literature about employees before the revolution; the poetry during the anti-American resistance war; epic tendencies and romantic inspiration; drama during the renovation period.
- Culture: learning the qualities of the Vietnamese people through two resistance wars; social problems arising in the renovation period; characteristics of Vietnamese Culture (Looking back to national culture - Tran Dinh Huou)

Useful Resources

- Textbook: Vietnamese literacy 11 (1 & 2)
- Reference books in the Library

Assessment

A range of assessments are used to identify a student's progress which include both classwork and homework. Key assessments are also used and these all contribute to end of term and end of year progress grades – as can be seen in the table below.

Term 1			Term 2		
Name	Weighting	Date	Name	Weighting	Date
Class work	15%		Class work	15%	
Homework	15%		Homework	15%	
End of term writing	70%	December	End of term writing	70%	April