



IGCSE

Options Booklet



**BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI**
A NORD ANGLIA EDUCATION SCHOOL



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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 Year 10 and 11. 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 IGCSE 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 A*-G grading systems. 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, care, 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.

Head of Secondary



Information about Cambridge Assessment International Examinations and IGCSEs

Cambridge Assessment International Examinations (CAIE) is the world's largest provider of international education programmes and qualifications for children aged between 5 to 19 years old. Part of the University of Cambridge, these qualifications are recognised by the world's leading universities and employers.

The IGCSE programme is the world's most popular international qualification for students in the 14 to 16 age group. It is widely recognised as evidence of academic ability and gives flexibility to their learning and choice of subjects. Whilst we are not able to offer the same breadth, there are some 70 subjects that are currently available to students worldwide.

IGCSE courses are currently taught in over 140 countries, in almost 3,700 schools worldwide, including 1,300 in the UK. Increasingly, large schools in the UK are looking to the IGCSE rather than its non-international counterpart, due to its additional rigour and breadth.

The Structure of IGCSEs courses and examinations

This booklet will provide parents and students with the basic outline of the course content and the form that the examination may take. Each subject may have its own nuances and idiosyncrasies, so our strong advice is to make sure you also look at the syllabus information in full on the CAIE website. See further information under.

The Purpose and Function of IGCSEs

IGCSEs are the world's most popular international qualifications for 14 to 16 year olds. They are your gateway to higher education or professional studies in your home country or overseas. They can help you:

- get a place at college or university abroad;
- find better career opportunities;
- pass the language tests for emigrating or studying in another country. For example, achieving a Grade C in IGCSE English is often enough to satisfy the language requirements for some universities in English-speaking nations;
- develop skills that help you lead a more exciting and successful life.

Grading and Marking

Your results are assessed using internationally-recognised A* to G grades. The exam papers may either be marked centrally in the UK or increasingly via electronically transferred scripts to examiners around the world.

How to make choices of subjects

This booklet contains information about the course choices available to Year 10 students in August 2020 at BVIS Royal City, Hanoi.

After the IGCSE Presentation to Parents, your son/daughter will be asked to make their final choices for their GCSE options.

In choosing they should think carefully about the following points:

- What do I enjoy?
- What am I good at?
- What do I need for future A level choices?
- Do I have a good balance of subjects that plays to my strengths and interests?

The Options Process

In order to support the students in making the most informed choice for their future IGCSE subjects there is a programme of support that we offer. If any student or parent needs further advice on which subjects to choose then please see your child's form tutor in the first instance.

- October 2020 : Year 9 Options Information Assembly for students
- October/November 2020 : Tutor and subject teacher options support programme
- November 13th 2020 : Options Information Evening (for parents and students)
IGCSE Options form released
- November 29th 2020 : Deadline for provisional IGCSE choices
- January 2020 : IGCSE subject choices confirmed

IGCSE course dates (For students starting Year 10 in August 2020)

- August 2020 : Start of IGCSE Courses
- May 2022 : Final IGCSE exams
- August 2022 : IGCSE results released

The Year 10 and 11 Curriculum

The curriculum for Years 10 and 11 is broken down into 3 distinct parts:

1. Non-examined core curriculum material;
2. Core IGCSE examined subjects;
3. Option based Examined subject material.

1. All students will follow a course of non-examined curriculum in these subject areas:

- **Vietnamese Language and Literature** (It should be noted that requests have been made for a Vietnamese IGCSE specification and examination, and work is being carried out to prepare for that. There will be further updates on this in due course.)
- **Physical Education**
- **PSHE (Personal, Social and Health Education):** PSHE helps the overall development of students. Topics covered include careers education, sex education, drugs education, citizenship, study skills and examination revision skills

2. In addition, all students will study core IGCSE subjects in:

- **English IGCSE** (It should be noted that some students may also study) **English Literature IGCSE**, if their language levels are sufficiently high enough)
- **Mathematics IGCSE**
- **Science** (either Triple Award in 3 separate sciences or Dual Award Science, this will be decided by the Head of Science) IGCSE

3. Furthermore, students can select to study up to three option subjects from:

- Art
- Business Studies
- Computer Science
- Drama
- Geography
- History
- Music
- Physical Education
- Economics

(Please note that all options subjects are subject to enough students choosing them).

We are accredited by Cambridge International Exams to teach and run exams at IGCSE.

Advice on Choosing subjects

We have run a series of sessions on the general skills needed to choose IGCSE options.

Any student who is still not clear about his/her choices after the Options Evening should see the subject teachers concerned or his/her tutor.

Useful Websites

Address

www.cie.org.uk

www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/

www.ucas.com

www.careers-portal.co.uk

www.isco.org.uk

Content

Examination Board

IGCSE Examination Subject Syllabus Information

UK University Applications

General Careers Site

Careers Service

Music [0410]

Overview/Aims/Objectives

The aims of the syllabus are to:

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

Course Content

| Year 10 | Year 11 |
|--|--|
| <p>Students learn to compose using formal, classical structures and techniques.</p> <p>They work individually and in groups on performing their chosen instrument (which can be voice).</p> <p>Composing exercises, solo and ensemble performance are assessed at regular intervals throughout the year.</p> <p>Students also learn critical listening skills and analysis, which are assessed through listening and theory tests.</p> | <p>Students complete performing and composing coursework. They submit two contrasting compositions and perform one solo and one ensemble for internal assessment and external moderation.</p> <p>In May or June there is a listening examination which tests students' critical listening and analysis skills.</p> |

Textbook and Useful Resources

<https://www.tes.com/articles/tes-gcse-music-revision>

<https://www.bbc.co.uk/education/subjects/zpf3cdm>

<https://www.naxosmusiclibrary.com/home.asp?rurl=%2Fdefault%2Easp>

Assessment

Listening Exam 40%

Two Performances 30%

- 1 ensemble
- 1 solo

Two Contrasting Compositions (30%)

Career Pathway (A Level only)

A B grade and above is required to take Music as an A Level qualification.

Economics [0455]

Overview/Aims/Objectives

The aims are 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 understanding to current economic issues.

This will create a clear pathway from IGCSE to A Level.

Course Content

| Year 10 | Year 11 |
|-------------------------------|---------------------------------------|
| The basic economic problem | Government and Macroeconomy |
| The allocation of resources | Economic development |
| Microeconomic decision makers | International Trade and globalisation |

Textbook and Useful Resources

Coursebook ISBN - 9781108440387

<https://www.cambridge.org/vn/education/subject/business-and-economics/economics/cambridge-igcse-and-o-level-economics-2nd-edition/cambridge-igcse-and-o-level-economics-2nd-edition-coursebook?isbn=9781108440387&format=PB>

Workbook ISBN - 9781108440400

<https://www.cambridge.org/vn/education/subject/business-and-economics/economics/cambridge-igcse-and-o-level-economics-2nd-edition/cambridge-igcse-and-o-level-economics-2nd-edition-coursebook?isbn=9781108440387&format=PB>

Assessment

All candidates take two components, Paper 1 and Paper 2.

Paper 1

45 minutes: Multiple Choice 30% 30 marks Candidates answer all 30 questions

Externally assessed

Paper 2

2 hours 15 minutes Essay Questions 70%

(90 marks)

Candidates answer one compulsory question and three questions from a choice of four. Externally assessed

Career Pathway

A Level Economics (CIE)

Common Economic career pathways include

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

Coordinated Science [0654]

Overview/Aims/Objectives

The Science Department aims to develop and nurture our students to plan, experiment, analyse and evaluate within a highly scientific syllabus. Students will acquire a high degree of scientific theory in this process.

We also aim to:

- provide an enjoyable science curriculum and worthwhile for all, regardless of subsequent educational choices beyond IGCSE
- enable BVIS students to be confident international citizens who are prepared for studies beyond IGCSE.
- allow students to appreciate the evidence-based nature of scientific method
- develop student's skills in problem solving, communication and risk assessment
- improve student's attitudes relating to precision, accuracy, objectivity, integrity, enquiry, initiative and inventiveness

This syllabus is aimed at candidates studying Science over a 2-year course and caters for a very wide range of attainments, allowing them to succeed over the full range of grades from A*A* to GG.

Course Content

| Biology | Chemistry | Physics |
|--|---|---|
| B1 Characteristics of living organisms | C1 The particulate nature of matter | P1 Motion |
| B2 Cells | C2 Experimental techniques | P2 Work, energy and power |
| B3 Biological molecules | C3 Atoms, elements and compounds | P3 Thermal physics |
| B4 Enzymes | C4 Stoichiometry | P4 Properties of waves, including light and sound |
| B5 Plant nutrition | C5 Electricity and chemistry | P5 Electricity and magnetism |
| B6 Animal nutrition | C6 Energy changes in chemical reactions | P6 Electric circuits |
| B7 Transport | C7 Chemical reactions | P7 Electromagnetic effects |
| B8 Gas exchange and respiration | C8 Acids, bases and salts | P8 Atomic physics |
| B9 Coordination and response | C9 The Periodic Table | |
| B10 Reproduction | C10 Metals | |
| B11 Inheritance | C11 Air and water | |
| B12 Organisms and their environment | C12 Sulfur | |
| B13 Human influences on ecosystems | C13 Carbonates | |
| | C14 Organic chemistry | |

Textbook and Useful Resources

Biology for Cambridge IGCSE Student book

Chemistry for Cambridge IGCSE Student book

Physics for Cambridge IGCSE Student book
BBC Bitesize basic resource
Animations to help conceptualise difficult ideas
Website with organised past papers

Assessment

Students will be assessed by teachers through observation of written and practical work. There will be opportunity for students to practise formal exams throughout the year whereby students will be assessed accordingly.

Formal assessment occurs at the end Year 11 and includes the following exams:

Paper 2 (or 1 for core students): A 45-minute multiple choice paper consisting of 40 questions of the four-choice type (value to course is 30%).

Paper 4 (or 3 for core students): A 2-hour structured question paper consisting of 120 marks (value to course is 50%).

Paper 6* (all students): A 1 hour 'alternative to practical' examination assessing student's scientific experimental skills as opposed to understanding of theory. (value to course is 20%)

**BVIS students will not sit paper 5 - this is an alternative to Paper 6 and the appropriate option to maximise students' learning and outcomes has been selected.*



Geography [0460]

Overview/Aims/Objectives

Through the Cambridge IGCSE Geography syllabus, learners will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Learners will examine a range of natural and man-made environments, and study some of the processes which affected their development. They will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

Course Content

| Year 10 | Year 11 |
|---|---|
| <p>Population</p> <p>Overpopulation, underpopulation, population structure and distribution, influences on population, population policies</p> <p>Geographical Skills</p> <p>Skills of application, analysis and interpretation of Geographical information in data format; topographical maps, diagrams, graphs, data tables, written material, photographs and pictorial material</p> <p>Tectonics</p> <p>Features and distributions of volcanoes and earthquakes, tectonic activity causes, effects and responses, hazards and opportunities for people</p> <p>Settlement</p> <p>Patterns of settlement and the hierarchy of settlements and services, factors influencing site, growth and functions of settlements</p> <p>Rivers</p> <p>The main hydrological characteristics and processes of erosion, transportation and deposition, drainage basins, landform formation, hazards and opportunities for people, flooding management</p> | <p>Coasts</p> <p>Processes of erosion, transportation and deposition, formation of coastal landforms, coral reefs, hazards and opportunities, impacts of coastal erosion</p> <p>Tourism and Development</p> <p>Growth of tourism, human and physical attractions, the benefits and disadvantages of tourism, sustainable tourism, environmental effects of development.</p> <p>Coursework introduction; structure, hypotheses, fieldwork, data collection and analysis</p> <p>Weather, Climate and Vegetation</p> <p>Weather data collection and instruments, graph interpretation of weather data, the characteristics of tropical rainforest and hot ecosystems</p> <p>Agriculture and Industry</p> <p>Main features of agricultural and industrial systems: inputs, processes and outputs, food shortage causes, effects and solutions, factors influencing the distribution and location of factories and industrial zones</p> <p>Energy and Water Resources</p> <p>Non-renewable fossil fuels, renewable energy supplies, nuclear power and fuelwood; benefits and disadvantages of nuclear power and renewable energy sources, water supply methods and water proportions for economic sectors in LIDCs/MIDCs, water shortages and resource management</p> |

Textbook and Useful Resources

BBC Bitesize IGCSE Geography revision: <https://www.bbc.com/bitesize/examspecs/ztb42nb>

Geography for 2019 and Beyond: <http://www.geographypods.com/g9-10-gcseigcse.html>

Past Paper revision: <https://papacambridge.com/past-papers/cie/sy-qp-ms/igcse/geography-0460/>

Cambridge Learner Guide: <https://www.cambridgeinternational.org/Images/434881-learner-guide-for-cambridge-igcse-geography-0460-for-examination-from-2020.pdf>

Textbooks:

Complete Geography for Cambridge IGCSE - Oxford

New Key Geography - Oxford

New Wider World - Oxford

Assessment

Coursework is worth **27.5% of the final grade (subject: Tourism)**

Students sit two exams: Paper 1 and Paper 2

Paper 1: Candidates answer any three questions out of the six offered. There are two questions set on each of the three themes

75 marks weighted to 100 marks worth **45% of final grade**

Paper 2: Candidates answer all the questions. The paper is based on testing the interpretation and analysis of Geographical information and on the application of graphical and other techniques as appropriate

60 marks worth **27.5% of final grade**

Career Pathway *(A Level only)*

A-C Grade and above at IGCSE Geography will allow students to successfully complete the A Level Geography qualification.

Physical Education [0413]

Overview/Aims/Objectives

The aims are to enable student to:

- develop their knowledge and understanding of the theory underpinning physical performance in the modern world
- use and apply this knowledge and understanding to improve their own performance
- perform in a range of physical activities, developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas
- understand and appreciate the benefit of physical activity and sport for health, fitness and well-being

Course Content

IGCSE coursework

Students will have the opportunity to develop their skills and learn tactics in a range of sports. They must perform in 4 sports from 2 of the following areas:

- Games activities (basketball, football, volleyball, badminton, etc.)
- Swimming activities (competitive swimming, lifesaving, personal survival)
- Dance
- Gymnastic activities (trampolining)
- Athletic activities (track and field, cross country running)
- Outdoor and adventurous activities (hill walking, rock climbing)

Students who study IGCSE PE should attend after school clubs and play sport at weekends to improve their practical ability.

IGCSE Theory

Students will learn the theory that links to sport. In their theory classes students will study 4 units of work:

| Year 10 | Year 11 |
|---|---|
| <ul style="list-style-type: none">• Anatomy and physiology• Health, fitness and training | <ul style="list-style-type: none">• Skill acquisition and psychology• Social, cultural and ethical influences. |

Textbook and Useful Resources

Cambridge IGCSE Physical Education student book – Authors: Leon Fraser, Gareth Norman & Matthew Brown

www.brianmac.org

www.bbc.co.uk/bitesize

<http://www.mypeexam.org/>

Assessment

Practical:

Students will be assessed in a variety of different sports. Marks will be given out of 25 at the end of every unit. Towards the end of the course students will then be reassessed and filmed in their 4 best sports, which will be submitted to the governing examination body CAIE.

This will make up 50% of their PE grade. Students who are not already part of school sports' teams will find it difficult to score well in this aspect of the course.

Theory:

The other 50% of student's grade will be made up from a 115 minute examination, totalling 100 marks. This will test the knowledge that students have been learning in their theory lessons.



Triple Science

[Biology (0610), Chemistry (0620) and Physics (0625)]

Overview/Aims/Objectives

The Science Department aims to develop and nurture our students to plan, experiment, analyse and evaluate within a highly scientific syllabus. Students will acquire a high degree of scientific theory in this process.

We also aim to:

- provide an enjoyable science curriculum and worthwhile for all, regardless of subsequent educational choices beyond IGCSE
- enable BVIS students to be confident international citizens who are prepared for studies beyond IGCSE.
- allow students to appreciate the evidence-based nature of scientific method
- develop student's skills in problem solving, communication and risk assessment
- improve student's attitudes relating to precision, accuracy, objectivity, integrity, enquiry, initiative and inventiveness

This syllabus is aimed at candidates studying an accelerated science course over a 2-year period and caters for a very wide range of attainments, allowing them to succeed over the full range of grades from A* to G. It is aimed at students with an interest and aptitude for science.

Course Content

| Biology | Chemistry | Physics |
|---|--|---|
| 1 Characteristics and classification of living organisms 2 Organisation of the organism 3 Movement in and out of cells 4 Biological molecules 5 Enzymes 6 Plant nutrition 7 Human nutrition 8 Transport in plants 9 Transport in animals 10 Diseases and immunity 11 Gas exchange in humans 12 Respiration 13 Excretion in humans 14 Coordination and response 15 Drugs 16 Reproduction 17 Inheritance 18 Variation and selection 19 Organisms and their environment 20 Biotechnology and genetic engineering 21 Human influences on ecosystems | 1 The particulate nature of matter 2 Experimental techniques 3 Atoms, elements and compounds 4 Stoichiometry 5 Electricity and chemistry 6 Chemical energetics 7 Chemical reactions 8 Acids, bases and salts 9 The Periodic Table 10 Metals 11 Air and water 12 Sulfur 13 Carbonates 14 Organic chemistry | 1 General physics 2 Thermal physics 3 Properties of waves, including light and sound 4 Electricity and magnetism 5 Atomic physics |

Textbook and Useful Resources

Biology for Cambridge IGCSE Student book - Chemistry for Cambridge IGCSE Student book Physics for Cambridge IGCSE Student book - BBC Bitesize basic resource Animations to help conceptualise difficult ideas - Website with organised past papers

Assessment

Students will be assessed by teachers through observation of written and practical work. There will be opportunity for students to practise formal exams throughout the year whereby students will be assessed accordingly.

Formal assessment occurs at the end Year 11 and includes the following exams for each discrete subject (9 exams in total):

Paper 2 (or 1 for core students): A 45-minute multiple choice paper consisting of 40 questions of the four-choice type (value to course is 30%).

Paper 4 (or 3 for core students): A 1 hour 15-minute structured question paper consisting of 80 marks (value to course is 50%).

Paper 6* (all students): A 1-hour 'alternative to practical' examination assessing student's scientific experimental skills as opposed to understanding of theory. (value to course is 20%)

*BVIS students will not sit paper 5 - this is an alternative to Paper 6 and the appropriate option to maximise students' learning and outcomes has been selected.



Computer Science [0478]

Overview/Aims/Objectives

In Computer Science at Key Stage 4, learners study the principles and practices of computing and gain confidence in computational thinking and programming. They learn to program and develop their understanding of the main principles of problem-solving using computers. They also develop a range of technical skills, as well as the ability to test effectively and to evaluate computing solutions. Understanding the principles of Computer Science provides learners with the foundational knowledge required for many other subjects in Science and engineering, and the skills learnt can also be used in everyday life. This qualification helps learners appreciate current and emerging computing technologies and the benefits of their use. Cambridge IGCSE Computer Science is an ideal foundation for further study in Computer Science.

Course Content

| Year 10 | Year 11 |
|--|---|
| <p>Theory of Computer Science</p> <p>The course begins with a good grounding in the fundamentals behind computer science, this includes:</p> <ul style="list-style-type: none">Binary systems and hexadecimal numberingCommunications and Internet technologiesLogic Gates and Logic CircuitsComputer operating systems and architecture | <p>Theory of Computer Science</p> <ul style="list-style-type: none">Computer Hardware, PeripheralsMemory and Data StorageSecurity and EthicsHigh and Low-level LanguagesPre-release Material which will form the bases to a number of questions in the subject second exam paper |
| <p>Practical problem-solving and Programming</p> <ul style="list-style-type: none">Programming ConceptsPseudocode and FlowchartsProblem-solving using PythonWeb development with HTML | <p>Practical problem-solving and Programming</p> <ul style="list-style-type: none">Other programming languagesData Structures used in programmingDatabases design and implementationMS AccessHTML PHP/MySQLClient-Server softwareObject Oriented Programming |

Textbook and Useful Resources

www.cie.org.uk

www.python.org

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

www.bbc.co.uk/bytysize

www.csunplugged.org

<http://community.computingschool.org.uk>

https://en.wikibooks.org/wiki/Subject:Computer_science

Assessment

Throughout the course there is continuous peer- and self-assessment on each topic taught. There is also informal half-term assessment to track the student against expected progress.

At the end of the course (2 years) pupils sit two examinations. Paper 1 is worth 60% of the overall grade and tests knowledge and understanding of the theoretical part of the course. CIE sends pre-release material in January of the examination year; which, pupils must work through in order to prepare themselves properly for paper 2. Paper 2 is worth 40% of the grade and examining student ability in problem-solving and programming.

Career Pathway *(A Level only)*

Our program balances a thorough knowledge and understanding of the subject and help to develop the skills learners need for their next steps in education or employment and the IT industry. The overall structure studied at IGCSE is replicated at A-Level. The major difference between the two is the level of detail which is studied and examined but the fundamental topics are the same.



Drama [0411]

Overview/Aims/Objectives

Through practical and theoretical study, the Cambridge IGCSE Drama syllabus encourages students to understand and enjoy drama by:

- developing their performance skills, both individually and in groups
- understanding the role of actor, director and designer in creating a piece of theatre
- considering ways in which ideas and feelings can be communicated to an audience
- discovering the performance possibilities of plays and other dramatic stimuli
- devising dramatic material of their own

Course Content

| Year 10 | Year 11 |
|---|--|
| <p>Practical work Devised Performance</p> <p>Students will study and practically explore a wide range of dramatic styles/genres and practitioner work to develop their Drama skills and knowledge in the first stages of the course. Pupils will be given a stimulus to in then devise a 15-minute group performance. They will perform and receive in depth teacher feedback as a mock assessment.</p> <p>Scripted Performance</p> <p>Students will explore an extract from a play given to them by the teacher. They will develop their understanding of repertoire, playwright intentions and acting skills required to perform their extract effectively. This is also a 15-minute performance which will be performed and assessed.</p> <p>Monologue Performance</p> <p>Students will workshop and perform a 3-minute monologue. This will involve both classroom exploration and independent study. Pupils will perform their monologue 3 times across the year to receive in-depth teacher feedback in preparation for final assessment in year 11.</p> <p>Theoretical Work Written exam preparation</p> <p>Students will also study a playtext from an actor, director and designers viewpoint, and develop their written skills in preparation for the requirements of the written examination in Year 11.</p> | <p>Internally assessed work Final Coursework Assessment</p> <p>Students will reattempt all coursework elements in Year 11 and apply all the feedback and experience received in year 10. For group performances, students will receive a new stimulus and scrip extract. Pupils may choose to keep the same monologue or choose a new one.</p> <p>Mock Examination: Written Paper</p> <p>Students will continue written practice on a script extract. They will complete a mock written examination in Term 1 of Year 11.</p> <p>Externally Assessed Work IGCSE Examination: Pre-release Material</p> <p>Students are issued with a script extract and a selection of three stimulus at the beginning of Term 2. This is provided by the Cambridge IGCSE exam board. They will choose 1 stimulus and create another devised piece of work. This will not be marked on performance but will write about their work in their exam.</p> <p>Students will also explore the given script extract from the viewpoint of actor, director and designer. They will also write about this in their exam.</p> <p>In the written examination, they will be asked to explain and justify their acting choice, directorial vision and design interpretation of both these pieces of work.</p> |

Textbook and Useful Resources

Cambridge IGCSE Drama Student Textbook:

<https://collins.co.uk/products/9780008124670>

GCSE Bitesize Drama:

<https://www.bbc.co.uk/bitesize/subjects/zbckjxs>

Assessment

All candidates complete to components...

1. Paper 1: A written Examination (2 Hour 30 minutes)

This is worth 40% of the overall course and is marked out of 80.

Students will study an extract from a play and a dramatic stimulus. They will study these from the perspective of actor, director and designer.

They then complete a written examination explaining their practical work.

Candidates answer all questions in Section A and choose one question from Section B and one question from Section C.

This is an externally assessed exam.

2. Component 2: Coursework

This is worth 60% of the overall course and is marked out of 120

Candidates submit:

- one individual performance based on an extract from a play
- one group performance based on an extract from a play
- one group performance based on an originally devised piece

This work is internally assessed and externally moderated.



Business Studies [0450]

Overview/Aims/Objectives

The aims are to enable students to:

- apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts
- apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts
- make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business
- distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements
- appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise
- develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities
- develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations - consumers, employees, owners and society - are regulated
- develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation
- develop an awareness of the nature and significance of innovation and change within the context of business activities
- acquire a foundation for further study of business or other subjects

Course Content

| Year 10 | Year 11 |
|--|---|
| <p style="text-align: center;">Understanding business activity</p> <p>Business activity Classification of businesses Enterprise, business growth and size Types of business organisation Business objectives and stakeholder objectives</p> <p style="text-align: center;">People in business</p> <p>Motivating workers Organisation and management Recruitment, selection and training of workers Internal and external communication</p> <p style="text-align: center;">Marketing</p> <p>Marketing, competition and the customer Market research Marketing mix Marketing strategy</p> | <p style="text-align: center;">Operations management</p> <p>Production of goods and services Costs, scale of production and break-even analysis Achieving quality production Location decisions</p> <p style="text-align: center;">Financial information and decision-making</p> <p>Business finance: needs and sources Cash-flow forecasting and working capital Income statements Balance sheets Analysis of accounts</p> <p style="text-align: center;">External influences on business activity</p> <p>Government economic objectives and policies Environmental and ethical issues Business and the international economy</p> |

Textbook and Useful Resources

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

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

<http://www.dineshbakshi.com/igcse-business-studies>

Seneca Learning

Assessment

Paper 1

1 hour 30 minutes. 50% Written examination, consisting of four questions requiring a mixture of short answers and structured data responses. Candidates answer all questions. 80 marks. Externally assessed.

Paper 2

1 hour 30 minutes. 50% Written examination consisting of four questions based on a case study, provided as an Insert with the paper. Candidates answer all questions. 80 marks. Externally assessed.



History [0470]

Overview/Aims/Objectives

History offers the opportunity to study both the processes of change as well as the economic, political and social roles behind events in History. Pupils will be taught through a wide range of activities designed to deliver both the knowledge and understanding required to succeed at IGCSE History. By studying History, BVIS students will develop their historical skills of source evaluation and analysis of events and develop higher-order thinking skills, able to debate and to fully investigate events.

Course Content

| Year 10 | Year 11 |
|---|--|
| <p>An In-Depth Study of teacher's choice.</p> <ul style="list-style-type: none">- USA 1919-1941- Germany 1918-1939 <p>Were the peace treaties of 1919–23 fair?</p> <p>The aims of different countries at the Paris Peace talks, the roles of individuals such as Wilson, Clemenceau and Lloyd George in the peace-making process, the impact of the treaties on the defeated countries, contemporary opinions about the treaties.</p> <p>To what extent was the League of Nations a success?</p> <p>Strengths and weaknesses in its structure and organisation: work of the League's agencies/ humanitarian work, successes and failures in peacekeeping during the 1920s, the impact of the World Depression on the work of the League after 1929, the failures of the League in the 1930s, including Manchuria and Abyssinia.</p> <p>Why had international peace collapsed by 1939?</p> <p>The collapse of international order in the 1930s, the increasing militarism of Germany, Italy and Japan, and Hitler's foreign policy to 1939.</p> <p>Who was to blame for the Cold War?</p> <p>The origins of the Cold War: the 1945 summit conferences and the breakdown of the USA–USSR alliance in 1945–1946; Soviet expansion into Eastern Europe to 1948, and American reactions to it; the occupation of Germany and the Berlin Blockade & NATO and the Warsaw Pact.</p> | <p>How effectively did the USA contain the spread of Communism? Case studies: American reactions to the Cuban revolution, including the missile crisis and its aftermath; American involvement in the Vietnam War, e.g. reasons for involvement, tactics/strategy, reasons for withdrawal; American reactions to North Korea's invasion of South Korea, involvement of the UN, course of the war to 1953.</p> <p>How secure was the USSR's control over Eastern Europe 1948–c.1989? Soviet power in Eastern Europe: resistance to Soviet power in Hungary (1956) and Czechoslovakia (1968); the Berlin Wall; 'Solidarity' in Poland; Gorbachev and the collapse of Soviet control over Eastern Europe.</p> <p>Why did events in the Gulf matter c.1970–2000?</p> <p>The rise to power of Saddam Hussein in Iraq; The rule of Saddam Hussein up to 2000, and the consequences of his rule for different groups in Iraq; The nature of the Shah's rule in Iran and the Iranian Revolution of 1979; The causes and consequences of the Iran-Iraq War, 1980–1988; Western involvement in the war; The causes, course and consequences of the Gulf War, 1990-1991.</p> <p>Revision and Paper 2 Preparation</p> <p>Further analysis of sources and how to interpret and answer each type in preparation for Paper 2 exam which is all source based. Revision techniques taught for content of Paper 1 exam</p> |

Textbook and Useful Resources

Complete 20th Century History for Cambridge IGCSE, John Cantrell

<https://www.mrallsophistory.com/revision/>

<https://www.bbc.com/bitesize/subjects/zj26n39>

Assessment

The IGCSE assessment has been split into three separate papers.

| Paper | Type of Paper | Duration | Weighting |
|-------|--|----------|-----------|
| 1 | Candidates answer two questions from Section A (Core Content) and one question from Section B (Depth Study). | 2 hours | 40% |
| 2 | Candidates answer six questions on one prescribed topic taken from the Core Content. | 2 hours | 33% |
| 3 | Candidates answer one question on an In-Depth Study. | 1 hours | 27% |



Art and Design [0400]

Overview/Aims/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
- experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions
- a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other practitioners, environments and cultures
- investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning

Course Content

| Year 10 | Year 11 |
|--|--|
| <p>Component 1</p> <p>Coursework 50% 100 marks</p> <p>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.</p> <p>Externally assessed</p> | <p>Component 2</p> <p>8 hours Externally Set Assignment 50% 100 marks</p> <p>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.</p> <p>Externally assessed</p> |

Textbook and Useful Resources

Cambridge IGCSE® Art and Design Student Book (Cambridge International Examinations) by Collins UK

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

<http://www.metmuseum.org/toah/essays/>

<https://art21.org/artists/>

<http://www.art2day.co.uk/>

Assessment

The assessment objectives (AOs) are:

AO1 Record ideas, observations and insights relevant to intentions as work progresses.

AO2 Explore and select appropriate resources, media, materials, techniques and processes.

AO3 Develop ideas through investigation, demonstrating critical understanding.

AO4 Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language.



English

[First Language(0500) - Literature(0486) - English as a Second Language(0510)]

Overview/Aims/Objectives

English at Key Stage 4 is designed to ensure students are proficient in all aspects of English. Those students studying CIE IGCSE Literature will gain an in-depth appreciation of a series of authors and poets. They will be able to comment with increasing depth on the ways in which authors construct meaning through use of techniques, structure and language. All students will also study for the CIE English Language IGCSE with some students completing the first language exam and others completing the English as a second language paper. Both English Language papers test students' ability to read, write, speak and listen to the English language.

- Year 10/11 'FLit' take IGCSE First Language and IGCSE Literature in Year 11
- Year 10/11 'SLit' sit IGCSE Second Language English and IGCSE Literature at the end of Year 11
- 10/11 SLA, B and C will sit IGCSE Second Language English at the end of Year 11

Course Content

| Set 1 | | |
|--------------------|---|---|
| | Year 10 | Year 11 |
| Term 1 | Students study a novel (chosen by the teacher) and use it as a basis to write one piece of English Literature (prose) coursework and one piece of English Language (Writing to Narrate) coursework | Students study a whole novel in preparation for their English Literature Prose Exam |
| Term 2 | Students study 'The Crucible' and use it as a basis to complete English Literature (Play) coursework and English Language (Writing to Describe) coursework | Preparation for the English First Language exam |
| Term 3 | Students study the poetry of Carol Ann Duffy in preparation for the English Literature exam and to complete English Language (Writing to Discuss, Argue or Persuade) coursework | Revision for all exams |
| Set 2 - SLit Class | | |
| | Year 10 | Year 11 |
| Term 1 | Students study a novel (teacher's choice) and use it as a basis to write one piece of English Literature (prose) coursework and practice English skills in preparation for the English Second Language Exam | Students study a whole novel in preparation for their English Literature Prose Exam |
| Term 2 | Students study 'The Crucible' and use it as a basis to complete English Literature (Play) coursework and practice English skills in preparation for the English Second Language Exam | Preparation for the English Second Language exam |
| Term 3 | Students study the poetry of Carol Ann Duffy in preparation for the English Literature exam and practice English skills in preparation for the English Second Language Exam | Revision for all exams. |

SLA, B and C classes

Students cover a range of subjects including travel, consumerism and environmental concerns in preparation for the English Second Language exam.

Textbook and Useful Resources

Study Guides for Literature Texts

Shmoop, Litcharts and other support websites.

You Tube revision

Assessment

CIE 0500 First Language Exam - Paper One

CIE 0486 Literature - Papers 1 and 3

CIE 0510 English Second Language - Papers 1 and 3.



Mathematics [0580]

Overview/Aims/Objectives

Mathematics is a creative and inter-connected subject that provides solutions to some of the world's most intriguing problems. By providing rich and varied opportunities both in and outside of the classroom, we aim for all Key Stage 4 students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context
- develop an appreciation for the study of Mathematics

Course Content

| Year 10 | Year 11 |
|--|---|
| Core and Problem-solving Skills | Algebra 3 e.g., <i>Algebraic Fractions</i> |
| Ratio, Proportion and Rates of Change | Geometry and Measures 4 e.g., <i>Trigonometry Sets, Vectors and Functions</i> |
| Algebra 1 e.g., <i>Solving Equations, Factorising</i> | Algebra 4 e.g., <i>Sketching Quadratics Matrices and Transformations</i> |
| Geometry and Measures 1 e.g., <i>Area and Volume Graphs</i> | Probability |
| Geometry and Measures 2 e.g., <i>Angles, Circle Theorems</i> | Calculus 1 e.g., <i>differentiating simple expressions.</i> |
| Algebra 2 e.g., <i>Quadratic Sequences</i> | Revision. |
| Data Handling | |
| Geometry and Measures 3 e.g., <i>Constructions</i> | |

Mathematics Enriched Pathway

At BVIS Hanoi, we aim to both challenge and enrich all students' mathematical skills and understanding. For students who show outstanding potential in Year 9, we have developed the 'Enriched Pathway'. In the February of Year 9, a group of students are selected to commence their studies towards the CAIE Mathematics IGCSE with them performing their final exams at the end of Year 10. If a student achieves an A* or A in their final exams, they will be provided in Year 11 with the opportunity to study for an IGCSE in Additional Mathematics (CIE 0606) which will further support their skills and understanding to excel in International A Level Mathematics.

Equipment Required

All students need to attend lessons with the following equipment: protractor, compass, pencil, ruler, pen, rubber and a calculator.

Textbook and Useful Resources

- Microsoft Teams for Mathematics
- Textbook: Complete Mathematics for Cambridge IGCSE Student Book (Extended or Core Version) by Rayner
- Maths Podcasts
- All students will need a scientific calculator. We recommend the Casio fx-570 VN Plus or Casio FX 500 VN
- Myimaths: All students have access to this excellent resource which provides online tutorials and exam style questions for all topics taught at Key Stage 4 (www.myimaths.com)
- www.nrich.maths.org For students who love a challenge, this website offers rich problem-solving style which helps students to develop reasoning skills and secure understanding of content.
- www.brilliant.org Learn from wiki pages and problems written by a community of mathematicians and scientists

Assessment

The CIE IGCSE (0580) is a challenging and rewarding course which prepares students thoroughly for future studies. We aim for all students to sit the 'Extended' option, which is assessed by two terminal examinations (called Paper 2 and Paper 4).

Paper 2 consists of short questions, whereas Paper 4 consists of much longer questions which often link topics across the course. In both examinations, students can use a calculator.

Career Pathway *(A Level only)*

Students will need to achieve a 'C' Grade or above in IGCSE Extended Mathematics to be accepted into the International A Level Mathematics at BVIS, Hanoi.

Students who complete the IGCSE Core Mathematics course will not be able to take International A Level Mathematics at BVIS.