



BRITISH VIETNAMESE INTERNATIONAL SCHOOL  
HANOI  
A NORD ANGLIA EDUCATION SCHOOL

# CURRICULUM BOOKLET

## YEAR 12







BRITISH VIEWS  
INTERNATIONAL  
A NORD ANGLIA EDUCATION



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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

## 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

- Year 1 of the A level Art and Design course begins with skill building workshops from August to September. Then students begin working on their coursework

Component 1 Broad based assignment 25%

50 marks

Begins in September of year 12 until January of year 12

The first component allows students to explore a theme given to them by their class teacher through a series of tutored workshops. They will build their skills in working in a range of media. Then they will be allowed to continue investigating this theme in a more self-directed fashion. Emphasis is placed on the learners' capacity to develop an idea and demonstrate how they have reached creative solutions through research and practical experimentation as well as an understanding of artists, art movements and practical techniques.

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.

## 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.art2day.co.uk)

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

## Assessment

Students reflect on their work and receive formative assessment through peer, self-assessment and teacher feedback. To pass the first year of the A Level Art and Design course candidates must meet four equally weighted Assessment Objectives:

- 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

At the end of the summer term in year 12 students will have their portfolio of work assessed using these assessment objectives and awarded a pass or fail based on these criteria

# BUSINESS STUDIES

## 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

## Textbook and Useful Resources

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

Tutor2u Business

## Assessment

Assessment will be conducted in lessons on a half-termly basis. Students will sit a formal end of year mock at the end of Year 12 to determine their suitability to move onto the A2 pathway.

## Career Pathway

Common Business career pathways include:

- HR
- Entrepreneur
- Marketing
- Finance
- Operations Management



# COMPUTER SCIENCE

## Aims and Objectives

We follow the AS 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, PHP, JavaScript, Assembly)
- Transferable skills in programming
- Database and web skills (SQL, HTML, CSS)
- Critical analysis and critical thinking skills

## Enrichment Opportunities

- FOBISIA Creative Coding
- Advanced programming ECA

## Course Content

<b>Component 1: Theory fundamentals</b>	<b>Component 2: Fundamental problem solving and programming skills</b>
<ul style="list-style-type: none"><li>• Information representation (binary numbers, images, sound, compression)</li><li>• Communication and Internet technologies (networks, IP, scripting)</li><li>• Hardware (memory, logic, storage)</li><li>• Processor fundamentals (architecture, assembly language, fetch-execute)</li><li>• System software (operating systems, libraries, language translation)</li><li>• Security, privacy and data integrity</li><li>• Ethics and AI</li></ul>	<ul style="list-style-type: none"><li>• Algorithm design and problem solving</li><li>• Data representation (arrays, files)</li><li>• Programming (in Python)</li><li>• Software development (testing, lifecycle)</li><li>• Databases and data modelling</li></ul>

## 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 examinations

# DRAMA

## Aims and Objectives

Cambridge International AS & A Level Drama provides opportunities for learners to develop their skills as theatrical practitioners, engaging with performance texts in practical and creative ways. It fosters engagement with, and enjoyment of, the study of a wide range of theatrical styles and genres. Through their study, learners will develop as skilled, well-informed, reflective practitioners, able to research ideas and create and interpret meaning through drama.

- Our approach in Cambridge International AS & A Level Drama encourages learners to be: **confident**, developing practical skills to deliver dramatic performance for an audience
- **Responsible**, developing shared responsibility, working with others and understanding the power of drama to engage, influence and persuade
- **Reflective**, engaging with performance processes, and using them to inform future practice innovative, creating original dramatic work and formulating imaginative responses to existing repertoire
- **Engaged**, developing their enjoyment of drama as a means of nourishing their own continuing practical, intellectual and artistic growth.

The course will be split over 2 years and consists of 4 components. 2 of which are practical assessments and 2 of which are written assessments

## Course Content

### Component 1: Written exam (60 marks)

#### 2 hours

Candidates answer two questions: one question from Section A and one question from Section B.

Open-book exam Externally assessed 25% of the A Level.

### Component 2: Practical drama (60 marks)

#### Coursework

There are two compulsory parts: devising and performing.

Candidates work in a group to devise and perform a play based on the stimulus prescribed in the syllabus.

There are two parts to the devising coursework:

- 10–15 minute devised piece
- 3 minute self-evaluation
- Candidates work in a group to prepare and perform an extract from a published play of their own choice.
- There is one part to the performing coursework: 10–25 minute scripted performance Internally assessed and externally moderated
- 25% of the A Level

### Component 3: Theatre-making and performing Coursework (60 marks)

#### There are two compulsory parts: devising and performing

Candidates work in a group to devise and perform a play inspired by one of the theatre practitioners, traditions or styles prescribed in the syllabus.



There are two parts to the devising coursework:

- 15–20 minute group devised performance
- 800 word analysis and evaluation
- Candidates individually create a programme of thematically linked materials and perform it.
- There is one part to the performing coursework:
- 6–8 minute individual performance Internally assessed and externally moderated 25% of the A Level

#### **Component 4: Theatre in context Coursework (60 marks)**

- Candidates explore performance texts, a theatre genre, a theatre practitioner's work or a performance style.
- There is one part to the research coursework:
- – 2500–3000 word research essay
- Externally assessed 25% of the A Level.

### **Useful Resources**

#### **Online resources**

- CIE Drama glossary  
<https://www.cambridgeinternational.org/Images/554594-2021-2023-drama-glossary-of-dramatic-and-theatrical-terms.pdf>
- The Frantic Assembly book of devising theatre
- The complete Brecht Toolkit by Stephen Unwin
- Juilliard creative Classroom resources
- Digitaltheatre+ school subscription

### **Assessment**

The Cambridge A Level Drama course is split 50/50 between written and practical assessment. The practical elements components are internally assessed and externally moderated and the written components are solely externally assessed.

### **Career Pathway (A Level only)**

A Level Drama can lead to a wide range of careers options: Accountancy, business and finance; childhood studies; English; film and media; history; journalism; creative writing and PR; law; media; performing arts and theatre; project management; psychology and occupational therapy; social care; sociology; teaching; tourism and hospitality.

## 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

## 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

**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

**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.

**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

## 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 Assessments*	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

Course Content: AS Level - Economics

### Theme 1

This theme focuses on microeconomic concepts. Students will develop an understanding of:

- Nature of economics
- How markets work
- Market failure
- Government intervention.

Written examination of 1hr 30 mins (50% of final AS grade)

### Theme 2

This theme focuses on macroeconomic concepts. Students will develop an understanding of:

- Measures of economic performance
- Aggregate demand
- Aggregate supply
- National income
- Economic growth
- Macroeconomic objectives and policy

Written examination of 1hr 30 mins (50% of final AS grade)

## Useful Resources

Economics for Cambridge International AS and A Level by C Riches

Tutor2u Economics

## Assessment

Assessment will be conducted in lessons on a half-termly basis. Students will sit a formal end of year mock at the end of Year 12 to determine their suitability to move onto the A2 pathway.



## Career Pathway

Common Economic career pathways include:

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

# ENGLISH

## Aims and Objectives

Successful Literature in English learners develop a lifelong understanding and enjoyment of literary texts, and importantly, gain a range of essential skills, for university and employment.

### Key Skills

- The ability to write clearly and effectively
- Skills in developing arguments
- Skills in researching and managing information
- The ability to analyse complex texts in different forms and styles

### Enrichment Opportunities

- Participation in NAE global Creative Writing competitions
- Subject ambassador

## Course Content

Cambridge International Literature in English prepares students for 50% of their A Level, preparing for Paper 1 (Drama and Poetry) and Paper 2 (Prose and Unseen). Overall, in year 12 candidates are required to study three set texts and prepare for an unseen question on poetry, prose or drama. In each paper candidates answer two questions, each on a different text. Candidates are required to answer questions on a range of poems, prose and plays, with options from the canon of English Literature and modern texts in English. Close study of all the texts chosen is needed in preparation for a choice of essay and passage-based questions.

## Useful resources

Texts and revision guides are supplied by the school.

Students will also be encouraged to access online resources that are specific to the texts, such as LitCharts

## Assessment

### Candidates must demonstrate:

AO1: The ability to respond to texts in the three main forms (Prose, Poetry and Drama) of different types and from different cultures.

AO2: An understanding of the ways in which writers' choices of form, structure and language shape meanings.

AO3: The ability to produce informed, independent opinions and judgements on literary texts.

AO4: The ability to communicate clearly the knowledge, understanding and insight appropriate for literary study

# GEOGRAPHY

## 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 hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering, population change and settlement dynamics. The syllabus considers a range of environments, from tropical to arid, and learners can also study subjects such as environmental management, global interdependence, and economic transition.

## 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

**Hydrology and fluvial geomorphology** - the drainage basin system, discharge relationships within drainage basins, river channel processes and landforms, the human impact

**Atmosphere and weather** - diurnal energy budgets, the global energy budget, weather processes and phenomena, the human impact

**Rocks and weathering** - plate tectonics, weathering, slope processes and the human impact

**Population** - natural increase as a component of population change, demographic transition, population–resource relationships, the management of natural increase

**Migration** - migration as a component of population change, internal migration (within a country), international migration and the management of international migration

**Settlement dynamics** - changes in rural settlements, urban trends and issues of urbanization, the changing structure of urban settlements, the management of urban settlements

**Exam Revision** - for Year 12 AS Geography exams: Physical and Human Core topics and structured question practice

## 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
Hydrology and fluvial geomorphology	50%	November	Atmosphere and weather test	50%	March	Rocks and weathering	50%	June
Population	50%	November	Migration	50%	March	Settlement Dynamics	50%	June
						Mock Exams	N/A	June



# 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

## Course Content

- **Paper 1- The Russian Revolution, c.1894–1917**
  - What were the causes and immediate outcomes of the 1905 Revolution?
  - What were the strengths and weaknesses of Romanov rule from 1906 to 1914?
  - What were the causes of the February Revolution in 1917?
  - Why did the Bolsheviks gain power in October 1917?
  - How were the Bolsheviks able to consolidate their power up to 1921?
- **Paper 2- France, 1789–1814**
  - What were the aims and domestic problems of French politicians from 1789 to 1795?
  - Why were French governments unstable from 1789 to 1795?
  - Why did Napoleon Bonaparte rise to power by 1799?
  - What were Napoleon Bonaparte's domestic aims from 1799 to 1814?
- **Paper 2- The Industrial Revolution in Britain, 1750–1850**
  - What were the causes of the Industrial Revolution?
  - Why was there a rapid growth of industrialisation after 1780?

- Why, and with what consequences, did urbanisation result from industrialisation?
- Why, and with what consequences, did industrialisation result in popular protest and political change
- **Paper 2- Liberalism and Nationalism in Germany, 1815–1871**
  - What were the causes of the Revolutions in 1848–49?
  - What were the consequences of the 1848–49 Revolutions?
  - What were Bismarck’s intentions for Prussia and Germany from 1862 to 1866?
  - How and why was the unification of Germany achieved by 1871?

## 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

Websites:

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

## Assessment

- 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.

Examinations: Students will sit mock Paper 1 and Paper 2 mocks at the end of year 12

Term 1	Topic	Term 3
Paper 1 Document question (source based)	The Russian Revolution, 1894–1921	1 hour 15 minutes
Paper 2 Outline study (knowledge based)	Modern Europe, 1789–1917 <ul style="list-style-type: none"> <li>• France, 1774–1814</li> <li>• The Industrial Revolution in Britain, 1750–1850</li> <li>• Liberalism and nationalism in Germany, 1815–71</li> </ul>	1 hour 45 minutes

# AS MATHEMATICS

## Aims and Objectives

Mathematics is a creative and inter-connected subject that provides solutions to some of the world's most intriguing problems. In Year 12 students will study towards an AS in CIE Mathematics or towards an A2 in CIE Mathematics (9709). By providing rich and varied opportunities, both in and outside of the classroom, we aim for all 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.
- 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.
- Strong problem solving skills.
- 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 1 - 60% of AS or 30% of A2

- Quadratics,
- Functions
- Coordinate geometry
- Circular measure
- Trigonometry
- Vectors
- Series
- Calculus

### Probability and Statistics 1 -40% of AS or 20% or A2

- Representation of data
- Permutations and combinations
- Probability

### Mechanics 1 – 40% of AS or 20% of A2

- Forces and equilibrium.
- Kinematics of motion in a straight line.
- Newton's laws of motion

## Useful Resources

- All students will need a scientific calculator. We recommend the Casio fx-570 VN Plus or Casio FX 500 VN Plus.
- Pure Mathematics 1 Textbook by Hugh Neill, Douglas Quadling and Julian Gilbey
- Probability and Statistics 1 Textbook by Steve Dobbs, Jane Miller and Julian Gilbey

## Assessment

CIE AS Mathematics is assessed by two terminal examinations at the end of year 13. A2 Mathematics is assessed by four terminal assessments at the end of year 13.

\*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 AS

## 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 1 (Foundation Portfolio) and Component 2 (Key Media Concepts).

### Component 1: Foundation Portfolio

This is a coursework component, internally assessed and externally moderated. The majority of this component is completed in Term 1 of Y12. Students produce a media product from a choice of two set briefs: a film opening or a magazine. They present evidence of the process of their work (research planning and production) on an online blog. Students also reflect critically on their finished media product in a creative digital format of their choice, answering a challenging series of set questions. This is a very challenging project, and students need to ensure they work continuously in Term 1 to develop their portfolio, meeting strict deadlines at every stage of the production process

### Component 2: Key Media Concepts

This is an externally assessed written component. Students will sit a 2 hour exam at the end of year 13. They will answer questions on 2 areas.

#### 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

## Useful Resources

- <https://school.rocketjump.com/>
- <http://www.artofthetitle.com/>
- <https://www.the-numbers.com/>
- <https://stephenfollows.com>

## 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.

In order to complete year 12 and progress to year 13 students must pass their Component 1 coursework, and pass an internally assessed paper 2 exam taken at the end of year 12.

# MUSIC

## 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

Topics studied 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/

### World Music/Folk Music/Pop Music/Blues/Jazz/Musical Theatre

Students will study a variety of 'world music' in preparation for the exam.

### Analysis

Students will do a detailed analysis of set works 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

The outline of assessment for Year 12 Music is as follows:

### Mock Paper 1

Listening Exam 2 hours 100 marks

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

6-10 minute Performance

2 contrasting compositions



## 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 aims to develop the skills and the necessary conceptual knowledge to engage with current psychological research and debate. Whilst the emphasis is on the development of psychological skills as well as learning psychological knowledge, the course develops fundamental high-level learning abilities that are transferable to any discipline. These include improved academic writing, analytical and evaluative skills, as well as learning how to apply empirical knowledge to practical situations. All of these skills are highly sought after by any university and are fundamental for the workplace.

### 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

12 core studies

Different studies from social, cognitive, behavioural and biological psychology are learned in detail.

Research Methods

This covers all aspects of how to conduct psychological research. This includes features of experimental design and requires students to conduct and evaluate psychological research

### 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
Research Methods 1	8%	September	<b>Mock 1 (January)</b>	<b>26%</b>	January	<b>Y12 Mock Exams</b>	<b>0%</b>	<b>TBC</b>
Research Methods 2	8%	October	Cognitive Studies	8%	January	<b>Y12 Mock Exams</b>	<b>0%</b>	<b>TBC</b>
Social Studies	8%	November	Behavioural Studies	8%	February			
Biological Studies	8%	December	<b>Mock 2 (March)</b>	<b>26%</b>	Mar			

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

## AS-LEVEL BIOLOGY

### Aims and Objectives

The Cambridge AS and A Level Biology course is designed to encourage students to explore the subject in depth. The core units are outlined in the table below. 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

- University visit to trial biochemical techniques.
- Extracurricular trip to enhance understanding of environmental biology.
- Subject ambassadorship.
- Leadership opportunities for parental communication and display.

### Course Content

- |  |                             |
|--|-----------------------------|
| 1) Cell Structure                      | 7) Transport in plants      |
| 2) Biological molecules                | 8) Transport in mammals     |
| 3) Enzymes                             | 9) Gas exchange and smoking |
| 4) Cell membranes and transport        | 10) Infectious diseases     |
| 5) The mitotic cell cycle              | 11) Immunity                |
| 6) Nucleic acids and protein synthesis |                             |

### Useful Resources

- “Cambridge International AS and AL Complete Biology 3rd Edition” S Fowler et al. (2020)  
“Cambridge International AS and AL Biology Revision Guide” John Addis and Phil Bradfield

## Assessment

Please note that assessment dates are subject to change

Term 1			Term 2		
Name	Weighting	Date	Name	Weighting	Date
Cell Structure	16%	August/September	Mock Paper 1 MCQs	31%	May/June
Biological Molecules	16%	October/November	Mock Paper 2 AS Structured Qs	46%	
Membranes and the Mitotic Cell Cycle	16%	December/January	Mock paper 3 Practical Exam	23%	
Gene Expression	16%	February/March			
Transport	16%	March/April			
Immunity	16%	April/May			

Terms 1 and 2 % weightings are in relation to BVIS Report gradings. all AS exams will be sat at the end of the complete course (Year 13). In Year 12 students will sit a full range of mock assessments in Term 3 which will be used as a strong indicator of the overall A-level performance.

## AS 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

- Physical quantities and units
- Measurement techniques
- Kinematics
- Dynamics
- Forces, density and pressure
- Work, energy and power
- Deformation of solids
- Waves
- Superposition
- Current of electricity
- D.C. circuits
- Particle and nuclear physics



## Useful Resources (including textbook)

“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 in-class assessments 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. All assessment includes preparation for the practical exam as completed alongside course content.

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Kinematics & Dynamics	16%	September	Superposition Electric fields	16%	January	Particle and nuclear physics	8%	May
Forces, density and pressure Work, energy and power	16%	October/ November	Current of electricity D.C. circuits	16%	January	<b>Mock Paper 1: Multiple Choice</b>  <b>Mock Paper 2: AS Structured Qs</b>  <b>Mock Paper 3: Practical Exam</b>	31%  46%  23%	<b>May/ June</b>
Deformation of solids Waves	16%	December						

Note that all AS exams will be sat at the end of the complete course (Year 13). In Year 12 students will sit a full range of mock assessments in Term 3 which will be used as a strong indicator of the overall A-level performance.

## 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 be ready for year 13 Chemistry studies and have the skillset to be 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	AS weighting (%)
1	Particles	Atomic structure, calculating masses & titrations	14
2	Structural Chemistry	Molecular shape, structure, bonding & Ideal gases	14
3	Controlling Reactions	Energetics, Kinetics and equilibria	20
4	Organic Chemistry	Nomenclature, Alkanes, alkenes, alcohols, carbonyls, halogenoalkanes, reactions & isomerism	30
5	Chemical Trends	Periodicity, Group 2 trends, Group 7 trends	22

### Useful Resources (including textbook)

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

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 1 assessment	7	September	End of Unit 4 assessment	15%	Jan	Mock Paper 1: Multiple Choice	31%	May/ June
End of Unit 2 assessment	7	October	End of Unit 5 assessment	11%	Feb	Mock Paper 2: AS Structured Qs	46%	May/ June
End of Unit 3 assessment	10	November				Mock Paper 3: Practical Exam	23%	May/ June
		December						

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

Note that all AS exams will be sat at the end of the complete course (Year 13). In Year 12 students will sit a full range of mock assessments in Term 3.

# VIETNAMESE HUMANITIES

## Aims and Objectives

- Be able to narrate the establishment of the Communist Party of Vietnam and the Party's revolutionary leadership from 1930 to 1945
- Understand the preparation for the August Revolution in 1945 and its significance for Vietnam
- Narrate the main stages in the revolts against French invaders during 1946 – 1954
- Narrate and analyse key campaigns and events in the revolts against French invaders (1946 - 1954)
- Identify the geographic location and analyse natural conditions and economic development in 7 regions in Vietnam.

## Key Skills

- The ability to use the narrative schema for historical events
- The ability to describe historical characters
- The ability to compare and evaluate historical characters and events
- The ability to observe and exploit the geographic maps
- The ability to collect and evaluate information
- The ability to analyse data, maps, and charts
- The ability to draw and analyse graphs

## 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

- Vietnamese History in 1930 – 1945
- The revolts against French invaders during 1946 – 1954
- Economic zones

## Useful Resources

- Year 12 History Textbook
- Year 12 History Workbook
- The History of Vietnamese book
- Year 12 Geography Textbook
- Year 12 Atlas of Geography
- Atlas of Geography

## Assessment

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Homework	30%		Homework	25%		Homework	25%	
End of Term 1 Exam	70%	December	End of Term 2 Exam	75%	March	End of Term 3 Exam	75%	June

# VIETNAMESE

## Aims and Objectives

This course is designed to help students understand Vietnamese literacy development from the 15th century to the revolution in August 1945, emphasizing on literature movements in those periods and the most thriving process of Vietnamese language and literature. By getting to know, analysing and researching, discussing the literacy works, students are able to perceive all beauty and meaning of Vietnamese language, understand the souls of Vietnamese people, and enrich all necessary skills when reading texts.

## Key Skills

- Ability to analyse a literary works and to comment, evaluate the content, techniques of the works
- Ability to compare Vietnamese literary works of the same period and Vietnamese works to 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
- Enrichment day
- School events related to folklore

## Course Content

- In language: learning the characteristics of Vietnamese language, the meaning of sentences; recognising and applying the commentary and press language styles; and understanding the development of the Vietnamese language (Nom and Quoc ngu - national language)
- In literature: understanding Nom poetry and the development of Vietnamese poetry in the Middle Ages; characteristic of speaking- like singing and oration; overview of Vietnamese literature from the beginning of the 20th century to 1945; comparison of characters in romantic and realistic literature (in the period 1930 - 1945); the typical authors and works of the New poetry and poetry before the 1945 revolution.
- In culture: acknowledging Ca Tru - Intangible cultural heritage of Vietnam; patriotic spirit in late 18th to early 19th centuries; the changes of the era and the cultural trends before 1945 in Vietnam

## 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			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Class work	15%		Class work	15%		Class work	15%	
Homework	15%		Homework	15%		Homework	15%	
End of term writing	70%	December	End of term writing	70%	April	End of term writing	70%	May