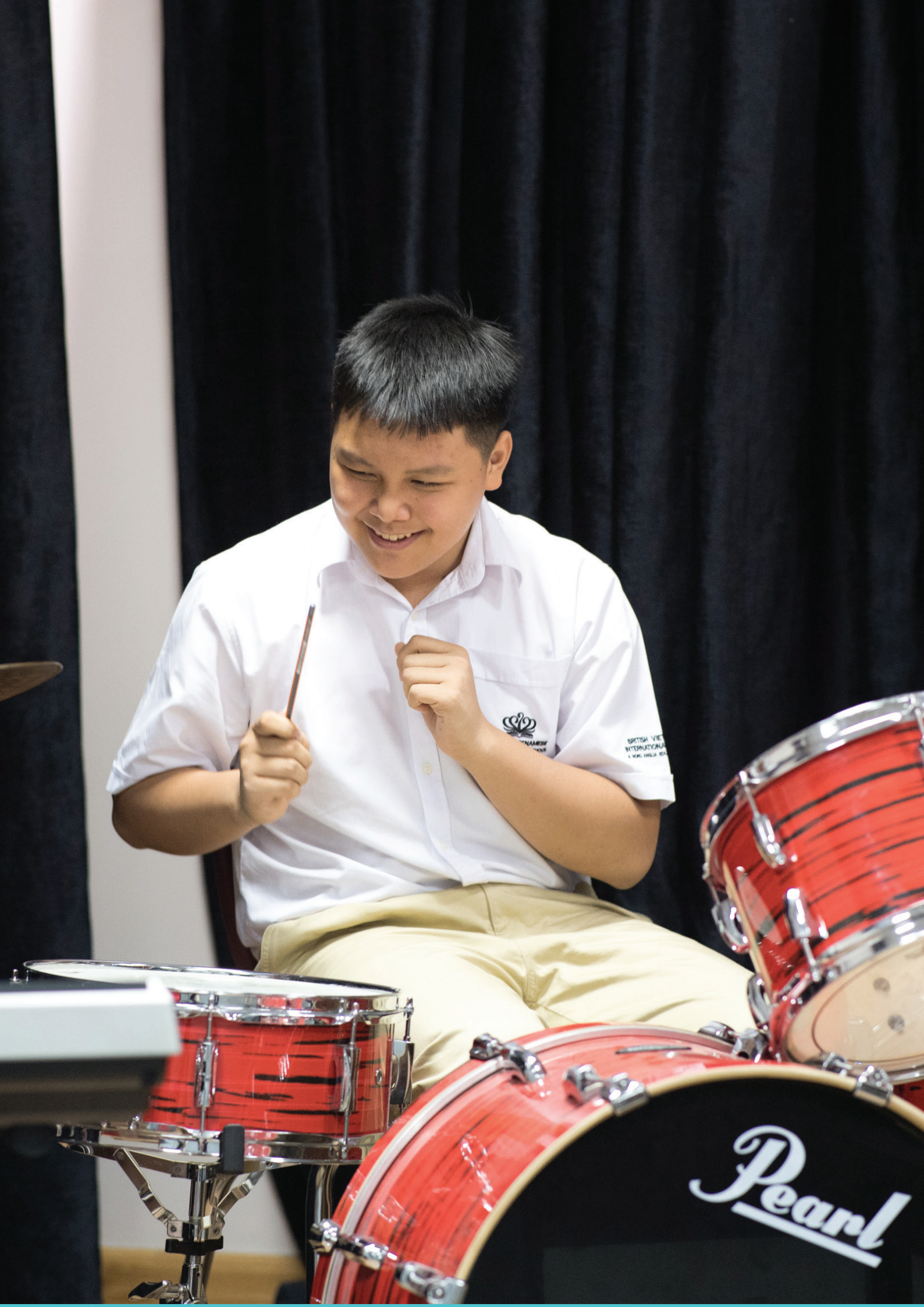
BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI
A NORD ANGLIA EDUCATION SCHOOL

Key Stage 4
Curriculum Booklet

Year 10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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 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 Stage 3, as well as on to A level. The progress students make will be recorded and reported to you four times a year using IGCSE grades. This will enable you to monitor how well your child is doing from year to year.

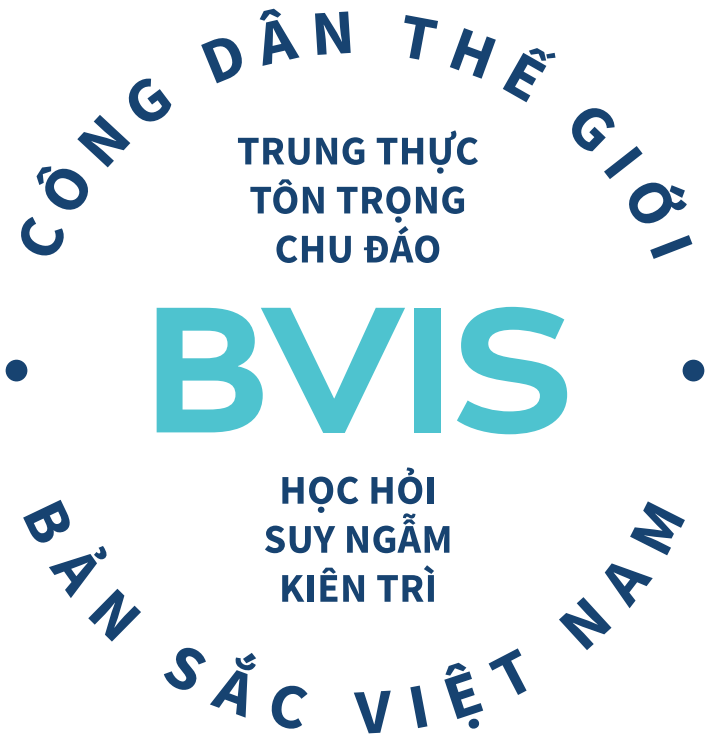
Approaches to Learning

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


GLOBAL CITIZENS
INTERGRITY
RESPECT
CARING
BVIS
ENQUIRY
REFLECTION
PERSEVERANCE
VIETNAMESE PERSPECTIVE


CÔNG DÂN THẾ GIỚI
TRUNG THỰC
TÔN TRỌNG
CHU ĐÁO
BVIS
HỌC HỎI
SUY NGẪM
KIÊN TRÌ
BẢN SẮC VIỆT NAM

English

Overview/ Aims and 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 English Language papers test students ability to read, write, speak and listen to the English language, and students will improve their ability to interpret information and present it in a variety of forms. Students will follow different pathways through English IGCSE, with all exams taken at the end of Year 11. Students in **FLit** classes sit IGCSE First Language and IGCSE Literature; students in **SLit** classes sit IGCSE Second Language English and IGCSE Literature, while students in **SLA, SLB** or **SLC** sit IGCSE Second Language English only.

Key Skills

Vocabulary - To increase and improve students ability to understand and manipulate the English language.

Inference - Develop the ability to understand texts beyond surface meaning.

Discursive writing and connectives - Structuring discursive writing and linking arguments.

Poetic Techniques - Further understand figurative techniques, sound techniques and rhyme.

Structuring writing - Learning how to structure analytical writing using P.E.AL.

PAFF - Writing for specific audiences and purposes.

Narrative Structure - How to organise a narrative to be effective.

Summary - The ability to succinctly summarise a variety of text types

Enrichment Opportunities

Bilingualism Week

Shakespeare Week

World Book Week

House Spelling Bee

Creative Writing Competitions/ECA

Debate club opportunities

Course Content

Year 10 – FLit (IGCSE Literature in English 0475 and IGCSE First Language English 0500)	**Term One - Prose and FLE coursework** Students study a classic literary novel (teacher choice) and produce their first piece of written coursework in response to a variety of questio ns. Students also develop their first draft of Assignment 3, Writing to Narrate, for First Language English coursework. Skills: Analysis, evaluation, understanding multiple perspectives and structuring a written response.
	Term Two - Drama coursework and exam Students study a classical or contemporary drama text, which is set by CIE and this year is The Crucible by Arthur Miller. Their second piece of literature coursework is also developed as part of their final IGCSE grade. Skills: Analysis, evaluation, understanding multiple perspectives and structuring a written response.
	Term Three - English First Language examination preparation Students continue to develop their written coursework assignments which are part of their final grade at IGCSE, focusing on Assignment 1, Writing in Response to a text. They also practise their analytical skills and written response skills in preparation for the exam at the end of Year 11. Skills: Inference, deduction, summary, writing structure, advanced vocabulary

Year 10 - SLit (IGCSE Literature in English 0475 and IGCSE Second Language English 0510)	**Term One - Prose coursework** Students study a classic literary novel and produce a piece of written coursework in response to a variety of questions. Skills: Analysis, evaluation, understanding multiple perspectives and structuring a written response.
	Term Two - Drama coursework and literature exam preparation Students study a classical or contemporary drama text, which is set by CIE and this year is The Crucible by Arthur Miller. Their second piece of literature coursework is also developed as part of their final IGCSE grade. Skills: Analysis, evaluation, understanding multiple perspectives and structuring a written response.
	Term Three - English as a Second Language examination preparation Students are presented with a variety of stimuli that will build up their skills in reading, writing and listening. They learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Skills: Inference, deduction, summary, writing structure, advanced vocabulary
Year 10 - SLA, SLB and SLC (IGCSE English as a Second Language 0510)	**Term One** Students are presented with a variety of stimuli that will build up their skills in reading, writing and listening. They learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Focus: travel and tourism, shopping and the consumer society Skills: Improving vocabulary, skimming and scanning, listening and structuring a written response.
	Term Two Reading and writing skills continue to be developed. Students also listen to a range of spoken material, including talks and conversations, in order to develop listening skills. They engage in conversations on a variety of topics, and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity. Focus: Science and Nature Skills: Improving vocabulary and grammar, inferring from a text
	Term Three Reading and writing skills continue to be developed. Students also listen to a range of spoken material, including talks and conversations, in order to develop listening skills. They engage in conversations on a variety of topics, and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity. Focus: Health, fitness and sport Skills: Improving vocabulary, skimming and scanning, listening and structuring a written response.

Useful resources

Cambridge IGCSE Learner and Revision Guides

Class texts

Litcharts and revision notes

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:

Literature			**First Language English**			**English as a Second Language**		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Prose – coursework text and classwork PrMockingbird	Drama – coursework essay and classwork	Past paper questions and classwork	Assignment 3 Writing to Narrate	Past paper questions and classwork	Assignment 1 Writing in response to a text	Classwork and exercises from past papers	Past paper exercises and classwork	Past paper (whole) and classwork

Core Mathematics

Aims and Objectives

By providing rich and varied opportunities we aim for all Year 10 students to:

- Acquire, select and apply mathematical techniques to solve problems
- Show confidence in applying their Mathematical skills to a range of functional situations
- Reason mathematically and draw conclusions
- Develop an appreciation for the study of Mathematics
- Comprehend, interpret and communicate mathematical information in a variety of forms. appropriate to the information and context
- Develop a growth mind-set in learning Mathematics

Key Skills

- Communicating logical thinking verbally and through written methods
- Collaborating with peers using the correct mathematical vocabulary
- Showing clear working
- Showing strong understanding of number calculations across all topics

Enrichment Opportunities

- Hanoi International Maths Challenge in January.
- UKMT Intermediate Maths Competition in February.
- Revision sessions.

Course Content

The CIE 'Core' (0580) course will be available to students who require more support to access the curriculum. The highest grade that can be achieved in the Core course is a C.

- Number – Direct Proportion, Fractions, Decimals and Percentages, Bounds
- Algebra – Sequences, Simultaneous Equations, Linear Equations.
- Shape – Symmetry, Angles in Parallel Lines, Volume and Surface Area of Cuboids and Cylinders.
- Data – Calculations with Averages, Scatter Graphs.

Useful Resources

- Myimaths.
- Textbook: Complete Mathematics for Cambridge IGCSE® Student Book (Core Version).
- All students will need a scientific calculator. We recommend the Casio fx-570 VN Plus or Casio FX 500 VN Plus.

Assessment

Students in Core Mathematics are assessed in a variety of ways. The below information may change to ensure that the curriculum is adapted to the students' strengths and needs.

*Formal assessments for Year 10will require the use of a scientific calculator.

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Homework	15%		Homework	15%		Homework	15%	
Classwork	15%		Classwork	15%		Classwork	15%	
Formal Assessments*	70%	October November	Formal Assessments*	70%	March	Formal Assessments*	70%	June

Additional Mathematics

Aims and Objectives

By providing rich and varied opportunities we aim for Year 10 Extended 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

Key Skills

- Communicating logical thinking verbally and through written methods
- Collaborating with peers using the correct mathematical vocabulary
- Representing problems and putting together information in algebraic, geometric or graphical form
- Applying algebraic thinking across all topics

Enrichment Opportunities

- Hanoi International Maths Challenge in January
- UKMT Intermediate Maths Competition in February
- A group of students will be selected for the Year 10Enriched Pathway and will complete their IGCSE in Extended Mathematics at the end of Year 10

Course Content

The majority of students will be studying towards a CIE IGCSE in 'Extended' Mathematics (0580). For this course, the highest grade that can be achieved is an A*.

- Number – Simple Interest, Compound Interest, Bounds, Reverse Percentages
- Algebra – Solving Quadratic Equations, Simultaneous Equations, Non-Linear Graphs, Factorising Quadratics, Forming Equations
- Shape – Sectors, Segments, Right Angled Trigonometry, Surface Area and Volume of Spheres and Cones
- Data – Averages, Histograms, Cumulative Frequency Graphs

Useful Resources

- Myimaths.
- Textbook: Complete Mathematics for Cambridge IGCSE® Student Book (Extended or Core Version).
- Maths Podcasts.
- All students will need a scientific calculator. We recommend the Casio fx-570 VN Plus or Casio FX 500 VN Plus.

Assessment

Students in Mathematics are assessed in a variety of ways. The below information may change to ensure that the curriculum is adapted to the students' strengths and needs.

*Formal assessments for Year 10will require the use of a scientific calculator.

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Homework	15%		Homework	15%		Homework	15%	
Classwork	15%		Classwork	15%		Classwork	15%	
Formal Assessments*	70%	October November	Formal Assessments*	70%	January March	Formal Assessments*	70%	June

IGCSE Science - Double

Overview/ Aims and Objectives

BVIS Science department aims to further excite students in scientific phenomena by building on their KS3 skills. At this point students will be adept at experimental methods and procedure and will now begin understanding more micro-scientific concepts and how they affect the world around them. Students will follow the Cambridge (CIE) Coordinated Science syllabus (0654) and will be working towards the equivalent attainment of 2 IGCSEs.

Key Skills

- Formation of hypothesis based on scientific ideas or principles using precise terminology
- Ability to produce methodology (in relation to variables) to be followed by others
- Ability to critique methodology (see also evaluation skills below)
- Ability to construct results table for collect data
- Ability to process data prior to data presentation
- Data presentation and interpretation
- ICT graphical presentation
- Formation and writing of academic conclusions (still using the 'D-E-E-K- method) using precise and academic scientific concepts
- Skills of evaluation to improve investigations.
- Ability to precisely solve scientific problems – both numerical and qualitative
- Ability to communicate scientific definitions, concepts and understanding

Enrichment Opportunities

- STEAM opportunities (Cross curricular Science, Technology, Engineering, Art and Maths).
- Global Campus STEAM challenge.
- Enrichment day opportunities.

Course Content

Biology rotation 1	**Chemistry rotation 1**	**Physics rotation 1**
B1. Characteristics of living organisms **B2.** Cells **B3.** Enzymes **B4.** Nutrition	**C1.** The particulate nature of matter **C2.** Experimental techniques **C3.** Atoms, elements and compounds **C9.** The periodic table **C4.** Toichiometry	**P1.** Motion **P2.** Work, energy and power
Biology rotation 2	**Chemistry rotation 2**	**Physics rotation 2**
B5. Transportation **B6.** Respiration **B7.** Coordination & response	**C5.** Electricity and chemistry **C6.** Energy changes in chemical reactions **C7.** Chemical reactions **C8.** Acids, bases and salts **C10.** Metals	**P3.** Thermal physics **P4.** Properties of waves, including light and sound

Unit codes and titles are take from CIE syllabus for the Coordinated sciences course 0654

Useful Resources

Further reading through: Docbrown , BBC bitesize and teacher-run Microsoft Teams.

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
Practical assessment 1	5%	September	Practical assessment 3	5%	January	Practical assessment 5	5%	May
End of rotation 1 test	8%	October	End of rotation 3 test	8%	February	End of rotation 5 test	8%	May
Practical assessment 2	5%	November	Practical assessment 4	5%	March	Practical assessment 6	5%	May
End of rotation 2 test	8%	December	End of rotation 4 test	8%	April	End of rotation 6 test	8%	June
						End of Year Mock Exam	**22%**	**June**

IGCSE Science - Triple

Overview/ Aims and Objectives

Students will follow the Cambridge (CIE) Biology (0610), Chemistry (0620) and Physics (0625) syllabus to achieve three, separate iGCSEs. The courses are designed to give students the opportunity to acquire a greater depth of scientific knowledge, and to develop an understanding of the power and limitations of science. This is achieved through studying the technical and environmental applications as well as the social impact of science. Students will be encouraged to develop practical abilities through planning investigations and collecting, analysing and questioning their own data.

Key Skills

- Formation of hypothesis based on scientific ideas or principles using precise terminology
- Ability to produce methodology (in relation to variables) to be followed by others
- Ability to critique methodology (see also evaluation skills below)
- Ability to construct results table for collect data
- Ability to process data prior to data presentation
- Data presentation and interpretation
- ICT graphical presentation
- Formation and writing of academic conclusions (still using the 'D-E-E-K- method) using precise and academic scientific concepts
- Skills of evaluation to improve investigations
- Ability to precisely solve scientific problems – both numerical and qualitative
- Ability to communicate scientific definitions, concepts and understanding

Enrichment Opportunities

- STEAM opportunities (Cross curricular Science, Technology, Engineering, Art and Maths)
- Global Campus STEAM challenge
- Enrichment day opportunities

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	**1.** The particulate nature of matter **2.** Experimental techniques **3.** Atoms, elements and compounds **8.** Acids, bases and salts **9.** The Periodic Table **10.** Metals **11.** Air and water	**3.** Properties of waves, including light **(3.1,3.2,3.3)** **4.** Electricity and magnetism **5.** Atomic physics

Useful Resources

Further reading through: Docbrown, BBC bitesize and teacher-run, Microsoft Teams

Assessment

Please note that assessment dates are subject to change

Biology			Chemistry			Physics		
Name	**Weighting**	**Date**	**Name**	**Weighting**	**Date**	**Name**	**Weighting**	**Date**
Practical assessment 1	15%	September	Practical assessment 1	15%	January	Practical assessment 1	15%	November
Biology test 1	15%	October	Chemistry test 1	15%	February	Physics Test 1	15%	December
Practical assessment 2	15%	February	Practical assessment 2	15%	March	Practical assessment 2	15%	May
Biology test 2	15%	March	Chemistry test 2	15%	April	Physics Test 2	15%	May
End of Year Mock Exam	**40%**	**June**	**End of Year Mock Exam**	**40%**	**June**	**End of Year Mock Exam**	**40%**	**June**

Art and Design

Overview/ Aims and Objectives

Art and Design at Key Stage 4 aims to develop and refine practical skills with which students can communicate their ideas, personal expression, and creativity. The course develops the students analytical and evaluative skills through independent and group work, and students are encouraged to continually reflect on the work they produce to develop sensitivity and conceptual thinking. The course accommodates a wide range of abilities and individual resources. Students are encouraged to work within their discipline of choice to produce individual responses and outcomes.

Key Skills

- **Record:** Promotes- generation of ideas, research, observation, imagination, perception, designing, selection, organisation, problem solving, innovation, thinking and acting creatively
- **Explore:** Promotes- technique acquisition, skill building, control, development of ideas, expression, purpose, exploiting properties of materials, use of media, applying the formal elements of art
- **Develop:** Promotes - criticality, contextualisation, technical and aesthetic understanding, meaning making, knowledge of art and artists, judgement, cultural understanding, historic and contemporary influences, aesthetic understanding
- **Present:** Promotes - critical thinking, knowledgeable judgement, autonomy, independence, interpretation, making connections, discussion, opinion sharing, listening, understanding perspectives, aesthetic judgement, spiritual, moral, social and cultural understanding

Enrichment Opportunities

Art ECA offers students time to focus on independently led projects or extend class projects to suit individual interests. The useful links section provides details of excellent resources where students can find activities, tutorials, art games and research to help inform their understanding of the art world.

Course Content

Component 1 will begin in Year 10 and be completed in Year 11.

Component 1 Coursework 50% 100 marks

This is an internally set assignment, which is marked by Cambridge International. There are two parts to this component:

- A portfolio and
- A final outcome.

Useful Resources

https://www.studentartguide.com/

https://www.youtube.com/watch?v=J3ne7Udaetg&feature=youtu.be

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

https://art21.org/artists/

https://www.youtube.com/user/art21org

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

Assessment

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

Coursework (component 1 – 50%) is externally assessed by Cambridge. To pass Cambridge IGCSE Art and Design candidates must meet four equally weighted Assessment Objectives:

- AO1 Record
- AO2 Explore
- AO3 Develop
- AO4 Present

Drama

Overview/ Aims and Objectives

In Year 10students will deepen their knowledge of **theatre styles and acting skills.** They will then prepare **three pieces of coursework** for their IGCSE; A **monologue**, a **scripted** group piece and a **devised** group piece. They will study an IGCSE play extract from the point of view of a **designer, actor and director** to help them prepare for the **written exam**. Students will also develop the **structure, key terms and depth** of writing needed for script analysis work.

Key Skills

- Performing a monologue
- Performing a script
- Developing a piece of devised theatre from a stimulus
- Directing
- Technical design
- Essay structure
- Script analysis
- Reflection of own work

Enrichment Opportunities

- Performance of all coursework pieces to an audience
- Opportunity to take part in annual school production
- KS4 Drama ECA
- Access to live theatre to watch and evaluate

Course Content

- 10A - Stanislavski/ Naturalism/ Creating scripted performance
- 10B - Theatre styles/ Devising/ Creating a devised performance
- 10C - Preparing and performing a monologue
- 10D - Script Analysis - CIE set text

Useful Resources

BBC Bitesize resources for practice and revision: http://www.bbc.co.uk/education/subjects/zbckjxs

British Library - Internation Theatre recordings: http://www.bl.uk/subjects/sound

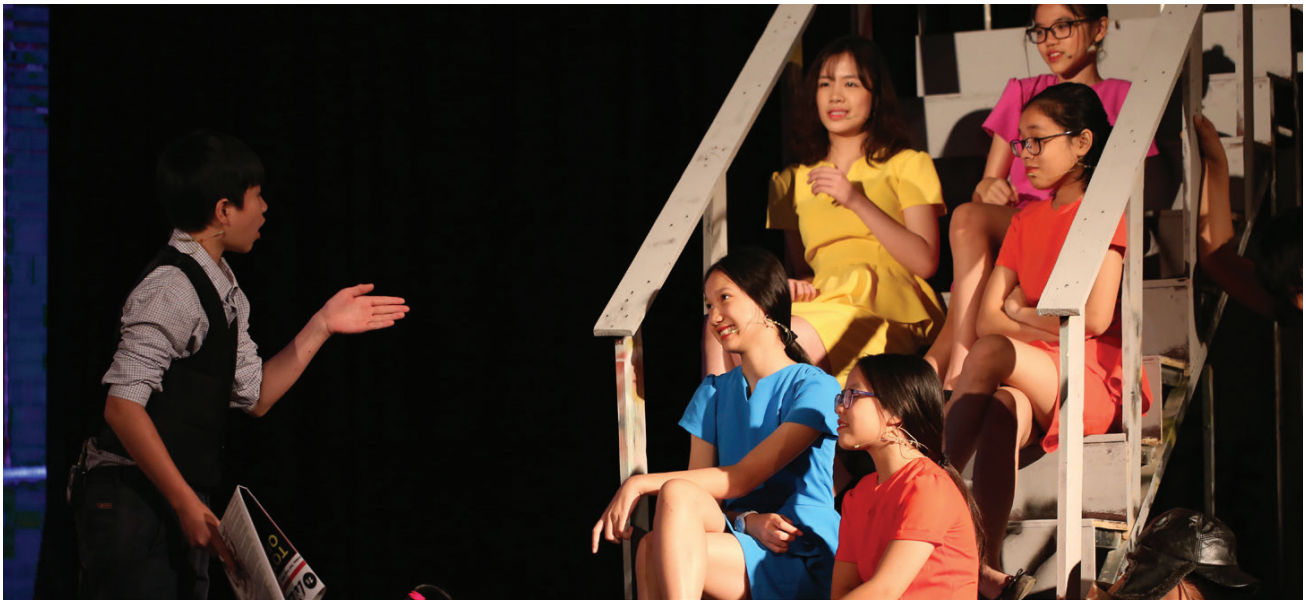
Digital Theatre Online- Performance Library: http://www.digitaltheatre.com/

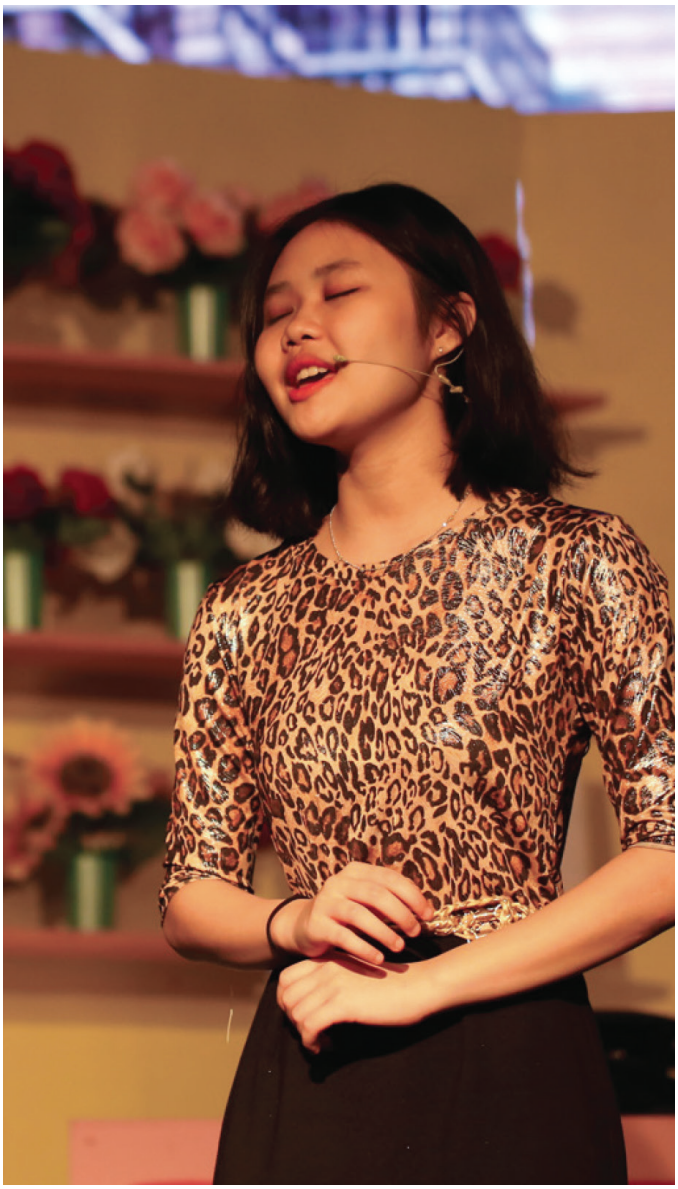
Assessment

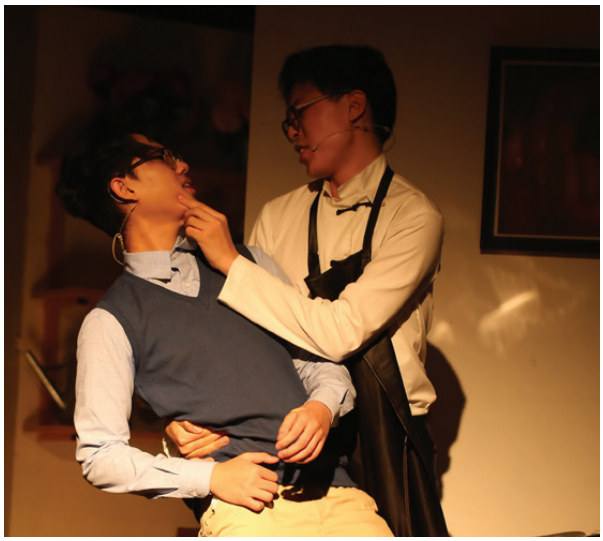
Through peer - and self-assessment and teacher feedback, pupils reflect on the progress they are making and the skills they are learning.

The practical assessment is divided into AO1 - Understanding Repertoire, A02- Devising and A03- Acting Skills.

Coursework (60%) is assessed by the BVIS accredited moderator for Drama and moderated by CIE. The written examination (40%) is assessed by CIE.







Geography

Overview/ Aims and Objectives

Through the Cambridge IGCSE Geography syllabus, BVIS students will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. The course covers three themes which are: Population and Settlement, The Natural Environment and Economic Development. Students 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. All of the topics are covered with in-depth case studies to help support student understanding. The Geography coursework option is provided at BVIS, enabling students to carry out fieldwork and demonstrate their key skills in analysis, teamwork and extended writing.

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

Map Skills - to be able to use OS maps confidently for interpretation and information

Fieldwork - To develop the skills that enables you to work independently and successfully outside the classroom

Enrichment opportunities

Regular following of both Vietnamese and World News is a must. World Scholar's Cup, Vietnamese Debate Club, Business Enterprise Club or MUN ECAs as well as Student Council are also very beneficial.Students should read widely and study the topics covered after every lesson.

Course Content

Population (over-population, underpopulation, changes in population size, population policies)

Settlement (patterns of settlement and the hierarchy of settlements and services, factors which may influence the sites, growth and functions of settlements)

Coasts (eroding, transporting and depositing, formation of coastal landforms, coral reefs and mangrove swamps, hazards and opportunities, impacts of coastal erosion)

Tectonics (features and distributions of volcanoes and earthquakes, tectonic activity causes, effects and responses, hazards and opportunities for people)

Rivers (the main hydrological characteristics and processes, drainage basins, eroding, transporting and depositing of rivers, landform formation, hazards and opportunities for people, flooding management, coursework introduction, structure, hypotheses and fieldwork, data collection and analysis)

Useful resources

Textbook: New Key Geography, Essential Mapwork Skills, Wider World, David Waugh

Websites: Geography all the Way, BBC Bitesize Revision, Geography for 2018/19 and Beyond, Greenfield Geography Wiki, Gapminder, i-study.co.uk, cia worldfactbook, Papa Cambridge (past papers source).

Magazines: National Geographic, The Economist, Wide World Magazine

Students should regularly check the department Microsoft Teams (code to be given at the start of the academic year). The Microsoft Teams 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			Term 1			Term 3		
Name	**Weighting**	**Due Date**	**Name**	**Weighting**	**Due Date**	**Name**	**Weighting**	**Due Date**
Population Test	40%	Mid. October	Tectonics Test	40%	February	Bangladesh News Report	40%	April/May
Seoul/ New York Comparison Essay	20%	November	Montserrat Decision Making Exercise	20%	March	Eco-systems case studies	30%	May/June
Settlement Test	40%	December	Rivers Test	40%	April	End of Year Exam	30%	May/June

History

Overview/ 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

- **USA 1919-194**

  - How far did the US economy boom in the 1920s?

  - How far did US society change in the 1920s?

  - What were the causes and consequences of the Wall Street Crash?

  - How successful was the New Deal?

- **The 20th century: International Relations since 1919**

  - Were the peace treaties of 1919–23 fair?

  - To what extent was the League of Nations a success?

  - Why had international peace collapsed by 1939?

  - Who was to blame for the Cold War?

  - How effectively did the USA contain the spread of Communism?

  - How secure was the USSR's control over Eastern Europe, 1948–c.1989?

  - Why did events in the Gulf matter, c.1970–2000?

Useful Resources

These textbooks are shared on the student's Microsoft Teams page:

- Modern World History, Ben Walsh
- Origins of the Cold War, Melvyn Leffler & David Painter
- The Cold War, Josh Brooman
- The Great Depression and the New Deal, Eric Rauchway
- Great Depression and the New Deal, Sharon Hanes

Websites:

- www.mrbuddhistory.com/
- http://www.johndclare.net/
- https://www.activehistory.co.uk

Assessment

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

Term 1			**Term 2**			**Term 3**		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
USA Boom	33%	September	New Deal	33%	January	Collapse of Int'l Peace End of Unit Exam	30%	April/May
USA Intolerance	33%	October/ November	Paris Peace Treaties End of Unit Exam	33%	March	Cause of the Cold War End of Unit Exam	30%	June
Wall St Crash	33%	December	League of Nations End of Unit Exam	33%	April	End of Year Exam	40%	June

Computer Science

Overview/ Aims and Objectives

Computer Science at Key Stage 4 is an excellent opportunity to develop students' logical thinking and apply these skills to solving problems through the use of computer programming. Alongside algorithm design and problem solving, the course looks at how computers and networks work, cyber security and the wider ethical effects of digital technology on the world, including privacy. Students will be using the Python programming language as the main language in the course. The course develops further the skills learnt through the KS3 BVIS computer science curriculum by covering topics in more depth and applying problem solving skills to new scenarios.

Key Skills

- Logical thinking, problem solving and programming skills (using Python)
- Web development using HTML and CSS
- Critical analysis and critical thinking skills

Enrichment Opportunities

- FOBISIA Creative Coding
- AppJamming competition
- Advanced programming ECA

Course Content

Theory of Computer Science:	**Problem-solving and Programming:**
Data representation (binary numbers) Communication and Internet technologies Hardware and software (incl. Architecture, logic, operating systems…)	This area has a greater focus in the first year of the course in order to develop confidence in the skills needed to succeed. Lessons and independent study will be delivered in parallel, and once skills are developed, in relation to, the theory topics as detailed above. Algorithm design and problem solving Programming (in Python)

Useful Resources

https://compsci.bvisrc.com - the class wiki of information

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.python.org/ - this is a high- level programming language used to teach programming

https://www.jetbrains.com/pycharm-edu/ - this is the IDE we use in Year 10

http://flippybitandtheattackofthehexadecimalsfrombase16.com – perfect for number systems practice

http://cambridgegcsecomputing.org/ - MOOC with a lot of resources to help students

http://vietjack.com/python - Python resources in Vietnamese (careful, Python 2.x)

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. To develop exam strategy, minitests in the style of real exam questions are given frequently throughout the course. Key assessments at the end of each unit are also used and these all contribute to end of term and end of year progress grades. Note that the course is assessed externally at the end of year 11:

Term 1 Algorithms: The ticket machine

Term 1/2: Hardware: Storage presentation

Term 3 Networks: The malware site

Term 3 End of year assessment: a paper based test covering all content from the year

Business Studies

Overview/ Aims and Objectives

The study of business is about how individuals and groups of people organise, plan, and act to create and develop goods and services to satisfy customers. Business is influenced by and impacts on the cultural, ethical, environmental, political and economic conditions of the day.

Successful Cambridge IGCSE Business Studies learners will be able to:

- Understand different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance
- Appreciate the role of people in business success

Key Skills

- The ability to calculate and interpret business data;
- Communication skills needed to support arguments with reasons;
- The ability to analyse business situations and reach decisions or judgements

Enrichment Opportunities

- Working alongside subject ambassadors
- Mentoring students in Business
- Accessing real life Business literature and opportunities.
- Young Enterprise

Course Content

Topics studied include:

- Unit 1: Understanding business activity
- Unit 2: People in business
- Unit 3: Marketing

Useful Resources

Assigned class textbook

Google Classroom

Tutor2U

BeeBusinessBee

Example candidate responses

Assessment

A range of assessments are used to identify a student's progress which include both class and homework.

Key assessments are also used and these all contribute to end of term and end of year progress grades – as can be seen by the table below.

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Homework	10%	Ongoing	Homework	10%	Ongoing	Formal Assessment	100%	May*
Classwork	20%	Bi Weekly	Classwork	20%	Bi Weekly			
Formal Assessment	70%	September November	Formal Assessment	70%	January March			

Physical Education

Overview/ Aims and Objectives

Students will learn about the anatomy and physiology of the human body and its response to exercise. They will learn about nutrition, health and exercise training amongst other things. The aim of GCSE PE is for students to understand the links between theory and practice and be able to apply the theory when training and performing. Through practical lessons students will develop the discrete skills required to perform in a range of activities, as well as the tactics involved, which will be learnt through conditioned games/performances.

Key Skills

Practical:

- Isolated sport skills: to develop the underlying skills needed in a variety of sports. For example: dribbling in basketball or setting in volleyball
- Tactics and knowledge of sport: to broaden their knowledge in a range of sports and learn and be able to apply the tactics to game situations

Theory:

- Vocabulary: to increase and improve your understanding of key terms link to each sport
- Linking theory to practice: to be able to apply knowledge to practical situations
- Literacy skills: develop literacy skills through reading, writing, speaking and listening

Enrichment Opportunities

Out of lessons, at home and in the community, students could be encouraged to:

- practise skills at breaks and lunchtimes and at home
- take part in school sport, either competitively or socially
- take part in house competitions
- join clubs in the community and/or use local facilities
- watch live and recorded matches to appreciate high-quality performance

Course Content

Practical (50%):

Students will learn and be assessed in 4 different sports. This will make up 50% of their final grade. Students will take part in sports from various categories including games activities, gymnastics activities, dance activities, athletic activities, outdoor adventurous activities, swimming and combat sports.

Theory (50%):

Unit 1: Anatomy and Physiology. Students will learn about the skeletal, muscular, respiratory and circulatory systems.

Unit 2: Health, fitness and training. Students will learn about health and well-being as well as principles and methods of training.

Unit 3: Skill acquisition and psychology. Students will learn about motivation and arousal, types of skills and information processing.

Unit 4: Social, cultural and ethical influences. Students will learn about sport and the media, sponsorship and global events.

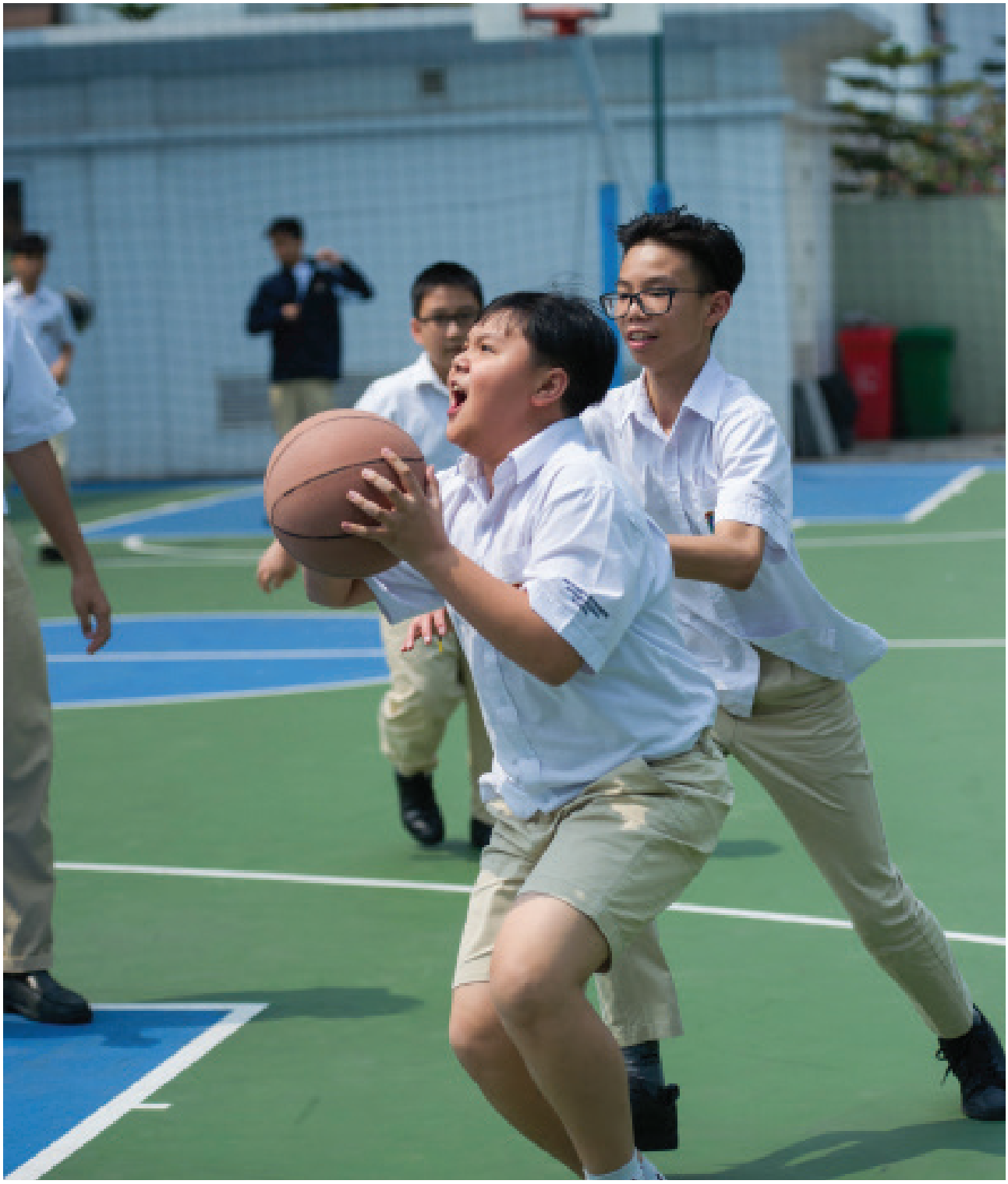
Useful Resources

https://www.brianmac.co.uk/

http://www.teachpe.com/

Assessment

A range of assessments are used to identify a student's progress which include both class and homework. Students will be assessed at the end of every practical sport and be given a predicted grade. For theory, students will take part in a variety of assessments, with the main being an end of topic exam.



Music

Overview/ Aims and Objectives

By providing rich and varied opportunities we aim for all Year 10 students to:

- Acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing
- Develop a perceptive and critical response to the main historical periods and styles of Western music
- Recognise and understand the music of selected non-Western traditions, and thus to form an appreciation of cultural similarities and differences
- Build a foundation for the development of an informed appreciation of music
- Create/build a foundation for further study in music at a higher level

Key Skills

- Aural awareness, perception and discrimination in relation to Western music
- Identifying and commenting on a range of music from cultures in different countries
- Knowledge and understanding of one World Focus from a non-Western culture and one Western Set Work
- Technical competence on one or more instruments
- Interpretative understanding of the music performed
- Discrimination and imagination in free composition
- Notation, using staff notation and, if appropriate, other suitable systems

Enrichment Opportunities

- The School Production (for those that audition)
- Singing Club (Choir)
- Study/Theory Sessions
- Live Lunch
- Music Competition

Course Content

1) Performance

a) Solo performance - on chosen instrument or voice

b) Ensemble (group performance) - on chosen instrument or voice (no doubling of parts). This can be the same instrument (or voice) as used for the solo performance

2) Composition (two compositions written for different instruments and/or voices)

a) Composition 1 - written in the western tonal style

b) Composition 2 - written in any style (students' choice)

3) Exam Paper

Students will be asked a series of questions based upon may be asked questions relating to rudiments, melody

and rhythm, harmony (including recognition of chords, keys and cadences), ensembles, instruments and instrumental effects, structure, compositional devices, texture, style or genre, as appropriate to the music.

Furthermore, students will focus have a 'set work' to study in preparation and a 'world focus'.

Useful Resources

- www.musictheory.org
- GCSE Bitesize
- Clements Theory
- Sibelius

Assessment

There will be ongoing reflection in class for performances, compositions and listening tests.

The final IGCSE Music assessment structure is as follows:

Performing 30%

Composing 30%

Listening Exam 40%

Be Ambitious