



BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI

A NORD ANGLIA EDUCATION SCHOOL

Key Stage 4

Curriculum Booklet

Year 11





BRITISH VIETNAMESE
INTERNATIONAL
SCHOOL
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Introduction

The purpose of this booklet is to give you detailed information about the subjects that your child will study in 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



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 11 - FLit (IGCSE First Lan- guage En- glish 0500 and IGCSE Literature in English 0475)	Term One – Prose Students study a classic literary novel in preparation for the written exam at the end of the year. This text is set by Cambridge International Examinations and this year is <i>Cry, the Beloved Country</i> by Alan Paton. Students also develop their first draft of Assignment 2, Writing to Describe, for their First Language English coursework portfolio. Skills: Analysis, evaluation, understanding multiple perspectives and structuring a written response.
	Term Two – Poetry Students study a selection of poetry from classical and/or contemporary poets in preparation for the written exam at the end of the year. This text is set by Cambridge International Examinations and this year the poetry of the former Poet Laureate for Great Britain, Carol Ann Duffy, has been selected. Skills: Exploring themes and character, incorporating evidence, writing in an analytical style. English First Language examination preparation and redrafting of coursework portfolio. Skills: Inference, deduction, summary, writing structure, advanced vocabulary
	Term Three Revision of all texts and skills ahead of the IGCSE examinations in May and June.

Year 11 – SLit (IGCSE Literature in English 0475 and IGCSE Second Language English 0510)	<p>Term One – Prose Students study a classic literary novel in preparation for the written exam at the end of the year. This text is set by Cambridge International Examinations and this year is <i>Cry, the Beloved Country</i> by Alan Paton. Students also continue to develop their reading and writing skills for Second Language English. Skills: Analysis, evaluation, understanding multiple perspectives and structuring a written response.</p>
	<p>Term Two – Poetry Students study a selection of poetry from classical and/or contemporary poets in preparation for the written exam at the end of the year. This text is set by Cambridge International Examinations and this year the poetry of the former Poet Laureate for Great Britain, Carol Ann Duffy, has been selected. Students continue to prepare for the Second Language English exam, and also sit the Speaking Endorsement part of the IGCSE. Skills: Exploring themes and character, incorporating evidence, writing in an analytical style. English First Language examination preparation and redrafting of coursework portfolio. Skills: Inference, deduction, summary, writing structure, advanced vocabulary</p>
	<p>Term Three Revision of all texts and skills ahead of the IGCSE examinations in May and June.</p>
Year 11 SLA, SLB and SLC (IGCSE English as a Second Language 0510)	<p>Term One Students continue to explore a variety of stimuli that will build up their skills in reading, writing and listening. They advance their learning in selecting relevant details, understanding the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Focus: Family and lifestyles, Media and films. Skills: Improving vocabulary, skimming and scanning, listening and structuring a written response.</p>
	<p>Term Two Reading and writing skills continue to be developed ahead of the final exam. 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. Important preparation time for the Speaking Endorsement exam. Focus: Technology and environmental issues. Skills: Improving vocabulary and grammar, inferring from a text</p>
	<p>Term Three Revision of all skills and material ahead of the IGCSE exam in May and June.</p>

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			Second Language English		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Classwork and novel extract assessment	Classwork and poetry analysis assessment	IGCSE	Coursework portfolio and past paper practise	Coursework portfolio and past paper practise	IGCSE	Classwork and past paper practise	Past Paper practise and Speaking Endorsement	IGCSE

Core Mathematics

Aims and Objectives

By providing rich and varied opportunities we aim for all Year 11 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 to learning Mathematics

Key Skills

- Communicating logical thinking verbally and through written methods
- Collaborating with peers using the correct mathematical vocabulary
- Showing clear working
- Reflecting and learning from mistakes

Enrichment Opportunities

- Hanoi International Maths Challenge in November
- 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, Reading from tables
- Data – Probability, Pie Charts
- Shape – Similar Shapes, Right Angled Trigonometry
- Algebra – Straight Line Graphs, Linear Equations, Factorising and Expanding Brackets

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

Assessment: The CIE Core IGCSE (0580) is assessed by two terminal examinations. 'Paper 1' consists of short questions, and 'Paper 3' consists of much longer questions which often link topics across the course.

*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%		Homework	15%	
Classwork	15%		Classwork	15%		Classwork	15%	
Formal Assessments*	70%	October November	Formal Assessments*	70%	January March	Formal Assessments*	70%	June

Additional Mathematics

Aims and Objectives

By providing rich and varied opportunities we aim for all Year 11 students to:

- Develop very strong reasoning skills
- Acquire, select and apply mathematical techniques to solve challenging problems
- Reason mathematically and demonstrate proving mathematical statements
- Comprehend, interpret and communicate mathematical information in a variety of forms
- Develop a rich understanding of Mathematics
- Appreciate the role of calculus and vectors in functional situations

Key Skills

- Communicating logical thinking verbally and through written methods
- Collaborating with peers using the correct mathematical vocabulary
- Strong problem solving skills
- Applying algebraic thinking across topics

Enrichment Opportunities

- Hanoi International Maths Challenge in January
- UKMT Intermediate Maths Competition in February
- UKMT Senior Maths Competition in November
- Monthly Maths Problems
- Tutoring students
- Leading revision sessions for younger students

Course Content

- Factor and Remainder Theorem
- Integration and Differentiation
- Functional Vectors
- Solving Trigonometric Functions
- Venn Diagrams and Set Notation
- Using Matrices to solve Simultaneous Equations

Useful Resources

- Myimaths
- Textbook: Complete Additional Mathematics for Cambridge IGCSE® & O Level
- All students will need a scientific calculator. We recommend the Casio fx-570 VN Plus or Casio FX 500 VN Plus

Assessment

The CIE Additional Maths IGCSE (0606) is assessed by two terminal examinations.

**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	10%		Formal Assessments	100%	June*
Classwork	15%		Classwork	10%				
Formal Assessments	70%	September November	Formal Assessments*	80%	January March			

Extended Mathematics

Aims and Objectives

By providing rich and varied opportunities we aim for all Year 11 students to:

- Develop confidence with 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 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 topics

Enrichment Opportunities

- Hanoi International Maths Challenge in November
- UKMT Intermediate Maths Competition in February
- Monthly Maths Problems

Course Content

The majority of students will be continuing to study towards their CIE 'Extended' course in Mathematics (0580). The highest grade a student can achieve on this course is an A*

- Algebra – Completing the Square, Matrices, Rearranging, Variation
- Shape – Vectors, Transformations
- Data – Probability – Tree Diagrams, Venn Diagrams, Set Notation, Loci and Constructions
- Number – Recurring Decimals

Useful Resources

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

Assessment

The Extended CIE IGCSE (0580) is assessed by two terminal examinations. 'Paper 2' consists of short questions and Paper 4 involves much longer questions which often link topics across the course.

**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	10%		Formal Assessments	100%	May*
Classwork	15%		Classwork	10%				
Formal Assessments	70%	September November	Formal Assessments*	80%	January March			



IGCSE Science - Double

Overview/ Aims and Objectives

BVIS Science department aims to further excite students in scientific phenomena by building on their KS3 and year 10 science skills. Students are following the 2nd year of the Cambridge (CIE) Coordinated Science syllabus (0654) and are working towards the equivalent attainment of 2 iGCSEs. BVIS Science Department aims for students to be excellent communicators of scientific concepts and phenomena as well as investigation skills.

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
B8. Reproduction	C11. Air and water	P5 Electricity and magnetism
B9. Inheritance	C12. Sulfur	P6 Electric circuits
B10. Energy flow in ecosystems	C13. Carbonates	P7 Electromagnetic effects
B11. Human influences on the ecosystem	C14. Organic chemistry	P8 Atomic physics
	C8(.4) Tests for anions, cations and gases	

Unit codes and titles are take from CAIE 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 7	10%	September	Mock 1 (January)	20%	January	Multiple Choice Theory (F/H)	30%	May/ June
End of rotation 7 test	10%	October	Practical assessment 9	10%	January	Structured Theory (F/H)	50%	May/ June
Practical assessment 8	10%	November	End of rotation 9 test	10%	February	Alternative to Practical	20%	May/ June
End of rotation 8 test	10%	December	Mock 2 (March)	20%	March			

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

Term 3 % weightings are in relation to the overall IGCSE.

IGCSE Science - Triple

Overview/ Aims and Objectives

Students will continue their studies of the Cambridge (CIE) Biology (0610), Chemistry (0620) and Physics (0625) syllabus to achieve three iGCSEs. In year 11 the BVIS Science Department supports students to develop their communication of scientific concepts as well as practice their investigative skills through analysing and evaluating data they collect. Students should build on prior learning to acquire a well-rounded and systematic understanding of content in each subject.

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
11/12 Gas exchange and Respiration	4 Stoichiometry	1 General physics
13 Excretion in humans	5 Electricity and chemistry	(Including 1.2 Motion, 1.5 Forces, 1.7 Energy, Work and Power)
14 Coordination and response	6 Chemical energetics	2 Thermal physics
15 Drugs	7 Chemical reactions	3 Properties of waves, including sound
16 Reproduction	12 Sulfur	(3.4)
17/18 Inheritance and Variation	13 Carbonates	
19 Organisms and their environment	14 Organic chemistry	
20 Biotechnology and genetic engineering		
21 Human influences on ecosystems		

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 3	20%	September	Practical assessment 3	20%	November	Physics Mock 1	30%	January
Biology test 3	20%	October	Chemistry test 3	20%	December	Physics Test 3	20%	February
Biology Mock 1	30%	January	Chemistry Mock 1	30%	January	Practical assessment	20%	February
Biology Mock 2	30%	March	Chemistry Mock 2	30%	March	Physics Mock 2	30%	March
Multiple Choice	30%	June	Multiple Choice	30%	June	Multiple Choice	30%	June
Structured Theory	50%	June	Structured Theory	50%	June	Structured Theory	50%	June
Alternative to Practical	20%	June	Alternative to Practical	20%	June	Alternative to Practical	20%	June

September - March weightings are in relation to BVIS Report gradings.

June weightings are in relation to the overall iGCSE.

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

- Gathering, recording, research and investigation
- Exploration and development of ideas
- Critical thinking; presented through organisation and relationships of visual and/or other forms
- Selection and control of materials, media and processes
- Personal vision; presented in final outcomes and coherency of the body of work

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 4 coursework 50% 100 marks is completed in the first term of Year 11.

Component 1 Broad based assignment 50% 100 marks begins in January of Year 11.

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

- Preparation work completed in the weeks leading up to the 8 hour exam
- A final outcome, which is, completed in 8 hours (completed usually over 2 days) under supervised exam conditions.

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.

Broad based assignment (component 1 50% 100 marks) is externally assessed by Cambridge. To pass Cambridge IGCSE Art and Design candidates must meet five equally weighted Assessment Objectives:

- **AO1:** Gathering, recording, research and investigation
- **AO2:** Exploration and development of ideas
- **AO3:** Organisation and relationships of visual and/or other forms
- **AO4:** Selection and control of materials, media and processes
- **AO5:** Personal vision and presentation



Drama

Overview/ Aims and Objectives

Drama in year 11 encourages students to think as **actors, directors and technical designers** to explore a range of high level texts and stimuli. Students will develop knowledge of **key theatrical practitioners** and their associated styles in order to link these skills into their own practice and artistic vision. The skills developed through the drama course also provide students with key life skills enabling students to:

- Develop strong **confidence in spoken English** and presentational skills to be fully prepared for life as an **international citizen** beyond GCSE
- Improve students **leadership, problem solving and group work skills** using creativity

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

IGCSE coursework

Students will reattempt all coursework elements in Year 11, allowing each candidate to have a choice of 2 for each section at submission time. This will be in the form of a scripted scene, an original devised piece and a monologue.

Mock Examination

Students will continue written practice on a script extract. They will complete a mock written examination in Term 1 of Year 11.

IGCSE Examination

Students are issued with a script extract and a selection of three stimulus at the beginning of Term 2. They will choose 1 stimulus and create another devised piece of work. This will not be marked on performance. They will explore the script extract from the viewpoint of actor, director and designer. This will also not be marked on performance.

In the written examination they will be asked to explain and justify their acting choice, directorial vision and design interpretation of both these pieces of work.

Useful Resources

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

British Library International 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.

Coursework (60%) is assessed by the BVIS accredited moderator for Drama and moderated by CIE. The written examination (40%) is assessed by CIE. The practical assessment is divided into A01- Understanding Repertoire, A02- Devising and A03- Acting Skills.

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

Weather, Climate and Vegetation (weather data collection and instruments, graph interpretation of weather data, the characteristics of tropical rainforest and hot desert ecosystems)

Agriculture and Industry (main features of agricultural and industrial systems: inputs, processes and outputs, food shortage causes, effects and solutions, factors influencing the distribution and location of factories and industrial zones)

Energy and Water Resources (non-renewable fossil fuels, renewable energy supplies, nuclear power and fuelwood; benefits and disadvantages of nuclear power and renewable energy sources, water supply methods, proportions of water used for agriculture, domestic and industrial purposes in countries at different levels of economic development, water shortages and resource management)

Tourism and Development (growth of tourism in relation to the main attractions of the physical and human landscape, the benefits and disadvantages of tourism, sustainable tourism, environmental effects of development, resource conservation). Coursework writing will be a major part of this unit and equates to 27.5% of their final grade.

Geographical Skills and Exam Revision (skills of application, interpretation and analysis of geographical information, topographical maps, diagrams, graphs, tables of data, written material, photographs and pictorial material, application of graphical techniques)

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 Google Classroom (code to be given at the start of the academic year). The Google Classroom will have home learning tasks as well as lesson resources shared which is an excellent revision aid.

Assessment

Most units will be assessed by a formal test which will be composed of past paper questions. 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
Ecosystems test	20%	Mid. November	Mock Exams 1	40%	February	Energy and Water Resources	NA	April
Coursework	80%	December/January	Agriculture and Industry	20%	March			
			Mock Exams 2	40%	March/April			

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

- **Germany 1918-1945**
 - Was the Weimar Republic doomed from the start?
 - Why was Hitler able to dominate Germany by 1934?
 - How effectively did the Nazi's control Germany 1933-1945?
 - What was it like to live in Nazi Germany?
- **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 google classroom page:

- Modern World History, *Ben Walsh*
- Origins of the Cold War, *Melvyn Leffler & David Painter*
- The Cold War, *Josh Brooman*

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
Iron Curtain Assessment Paper 2	33%	September	January Mock Paper 1 and Paper 2	50%	January	Paper 1 Exam Practice	40%	May
How did the USA react to Soviet Expansion Paper 2	33%	October/November	USSR's collapse End of Unit Exam	25%	February/March	Paper 2 Exam Practice	33%	May
Who was to blame for the Cold War? Paper 2	33%	December	Paper 4 Revision	25%	April	Paper 4 Exam Practice	27%	May

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
- Advanced programming ECA

Course Content

Theory of Computer Science:	Problem-solving and Programming:
Hardware and software (incl. Architecture, logic, processor, operating systems...)	Skills are kept up to date and regularly practiced, especially as a means to consolidate understanding on theoretical topics covered. Students are also introduced to database development.
Security	Algorithm design and problem solving
Ethics	Programming (in Python)
	Databases

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 11

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

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

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

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.

At the end of the course pupils sit two examinations. Paper 1 is worth 60% of the overall grade and tests knowledge and understanding of the theoretical parts of the course, and Paper 2, worth 40% of the grade, examines ability in problem solving and programming. CIE send materials in January of the examination year, which pupils must work through in order to prepare themselves adequately for the Paper 2 examination.

Theory of Computer Science: 105 mins, paper-based external exam, 60% of final grade.

Problem-solving and Programming: 105 mins, paper-based external exam, 40% of final grade.



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 4: Operations Management
- Unit 5: Financial Information and Decisions
- Unit 6: External Influences on Business Activity

Useful Resources

Assigned class textbook

Microsoft Teams

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%		Homework	10%		Formal Assessment	100%	May*
Classwork	20%		Classwork	20%				
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 11 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