BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI
A NORD ANGLIA EDUCATION SCHOOL

Key Stage 5
Curriculum Booklet
Year 13

Contents

Introduction

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

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

Mathematics

Aims and Objectives

Mathematics is a creative and inter-connected subject that provides solutions to some of the world's most intriguing problems. Students in Year 13 will continue studying towards an A Level in CIE Mathematics (9709). Their final A Level grade will be the sum of the overall mark that they achieved in AS Mathematics in Year 12 with the mark that they achieve in A2 Mathematics in Year 13. By providing rich and varied opportunities, both in and outside of the classroom, we aim for all students to:

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

Key Skills

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

Enrichment Opportunities

- UKMT Senior Mathematics Competition in November
- Hanoi International Mathematics Challenge in January
- Online challenge resources available through the Maths Google Site
- 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 A2)	**Mechanics 1 (40% of A2)**
• Algebra • Logarithmic and exponential functions • Trigonometry • Further Calculus • Numerical solution of equations • Vectors • Differential equations • Complex numbers	• Forces and equilibrium • Kinematics of motion in a straight line • Newton's laws of motion • Energy, work and power • Applying Calculus in motion

Useful Resources

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

Assessment

CAIE A2 Mathematics is assessed by two terminal examinations.

**The CAIE 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 Assessments	100%	May*
Classwork	15%		Classwork	15%				
Formal Assessments*	70%	September November	Formal Assessments*	70%	January March			

Biology

Overview/ 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

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

Useful Resources

Further reading through:

- "Cambridge International As and AL Chemistry Coursebook" R Norris et al
- "Cambridge International AS and AL Chemistry" P Cann and P Hughes
- "Calculations for A-level Chemistry" EN Ransden
- "Cambridge International AS and AL Chemistry Revision" J Potter and P Cann

Assessment

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	**Mock 1 (January)**	25%	January	**Paper 4: A2 Structured Qs**	**77%**	**May/ June**
End of Unit 2 assessment	7	October	End of Unit 4 assessment	15%	January	**Paper 5: Practical Exam**	**23%**	**May/ June**
End of Unit 3 assessment	10	November	End of Unit 5 assessment	11%	February			
		December	**Mock 2 (March)**	25%	March			

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

Term 3 % weightings are in relation to the overall AS level. This will also contribute towards the overall A-level grade.

Physics

Overview/ Aims and Objectives

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

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

Key Skills

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

Enrichment Opportunities

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

Course Content

- Motion in a circle
- Gravitational fields
- Ideal gases
- Temperature
- Thermal properties of materials
- Oscillations
- Communication
- Capacitance
- Electronics
- Magnetic fields
- Electromagnetic induction
- Alternating currents
- Quantum Physics

Useful Resources

- "Cambridge International AS and A Level Physics 2nd Ed" Crundell, M, Goodwin, G and Mee, C
- "Cambridge International AS and A Level Physics: Coursebook" Sang, D, Jones, G, Woodside, R and Chadha, G
- "Cambridge International AS and A Level Physics: Revision Guide" Hutchings, R
- "Advanced Physics" Duncan, T
- "Advanced Physics" Adams, S, and Allday, J
- "AS/A-Level Physics Question and Answer Guide" Mike Crundell

Assessment:

Please note that assessment dates are subject to change

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.

Term1			**Term 2**			**Term 3**		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Motion in a circle Gravitational fields		September	**Mock 1 (January)**		January	**Paper 4: AL Structured Qs**	**77%**	**May/ June**
Ideal gases, Temperature, Thermal properties of materials		October	Electromagnetic induction Alternating currents		January	**Paper 5: Planning analysis & Evaluation,**	**23%**	**May/ June**
Oscillations Communication Capacitance		November	Quantum physics		February			
Electronics Magnetic fields		December	**Mock 2 (March)**		March			

Term 3 % weightings are in relation to the overall A2 level. These external assessment results will be added to the AS results accumulated in Year 12.

Art and Design

Overview/ Aims and Objectives

To develop a self-directed investigation with capacity to explore personal themes.

The art work must demonstrate a confidence to manipulate materials and technical ability to successfully communicate their intentions. Creative solutions must evidence a sensitivity to produce and present an artwork that demonstrates a contextual awareness of the possible, social, cultural, historical, environmental, technological, scientific, economic or political factors.

Key Skills

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

Enrichment Opportunities:

- Exhibit alongside students from other international schools in Hanoi

Course Content

The A level Art and Design course offers learners the opportunity to engage in a self-directed project. Where they're 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 or political factors that define their work. Fundamentally, the Learners' theoretical ideas provide the area and nature of primary research. Firsthand observational study must inform the starting point of the art and design process. As a result, the approaches, techniques, medium and discipline studied are open to interpretation and allow for innovation and individuality. The course in year 13 consists of one component in which learners are asked to present an appraisal of an area of interest, that they believe will provide them with the theoretical knowledge to develop their individual arts practice. They must use their evaluations as a conceptual framework to develop a new body of work to fulfil the Assesment objectives.

Useful Resources

http://www.studentartguide.com

http://www.tate.org.uk

http://www.moma.org

http://www.vam.ac.uk

http://www.saatchigallery.com

www.art2day.co.uk

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

Assessment

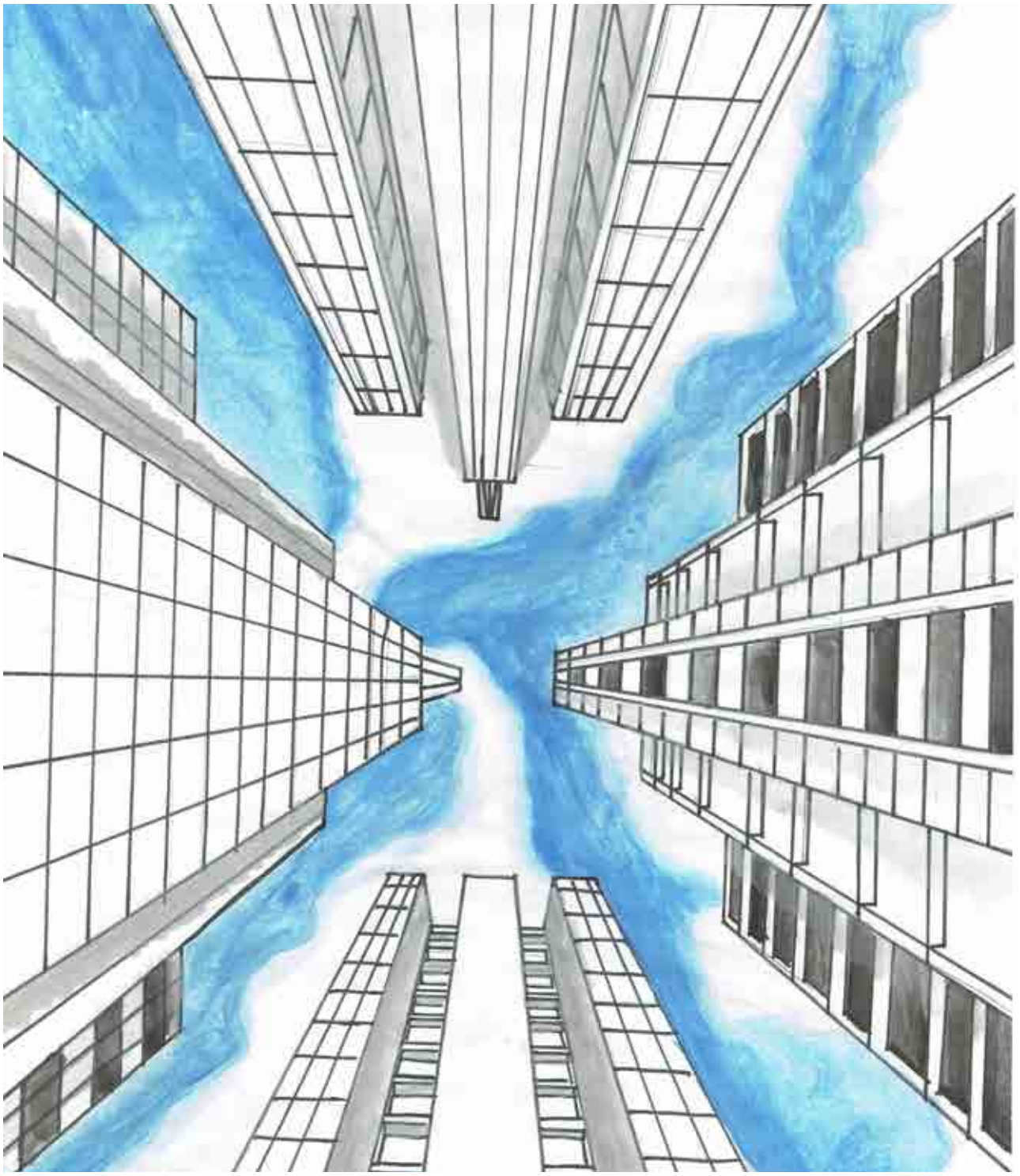
Students reflect on their work and receive formative assessment through peer, self-assessment and teacher feedback. To pass Cambridge International AS and A Level Art and Design candidates must meet four equally weighted Assessment Objectives:

AO1 Personal qualities

AO2 Manipulative, artistic and analytical skills

AO3 Aesthetic qualities

AO4 Knowledge and critical understanding



Media Studies

Overview/ 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 A2 Level, students complete Component 3 (Advanced Portfolio) and Component 4 (Critical Perspectives).

Component 3: Advanced Portfolio

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

Component 4: Critical Perspectives

This is an externally assessed written component (two hour exam) which covers two areas:

Section A: Evaluation of production skills development

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

Section B: Contemporary Media Issues

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

Useful Resources

https://school.rocketjump.com/

http://www.artofthetitle.com/

https://www.youtube.com/user/nofilmschool?disable_polymer=true

http://www.bbfc.co.uk/;

https://www.globalratings.com/about.aspx ;

https://pegi.info/

Assessment

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

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

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

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

AO4: Undertake and apply appropriate research.

Geography

Overview/ 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 the 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 practise 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. 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

Hazardous environments - hazards resulting from tectonic processes

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

Tropical Environments - Global distribution and climatic characteristics. Investigating rainforest and desert ecosystems.

Global Interdependence - Visible and invisible imports and exports. Global patterns of, and inequalities in, trade flows.

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

Exam Revision - structured revision for Paper 1 (Core Geography), Paper 2 (Advanced Physical Options) and Paper 3 (Advanced Human Options).

Useful resources

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 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

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	Weight-ing	Due Date
Hazards	50%	Mid. November	**Environmental Management**	30%	February		NA	March/ April
Global Interdependence	50%	December	**Tropical Environments**	30%	March	**Revision Tasks**	NA	April
			Mock Exams 1 & 2	40%	April			

Psychology

Overview/ Aims and Objectives

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

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

Key Skills

- Knowledge and understanding - Demonstrate their knowledge and understanding
- Applying knowledge and understanding - Apply their knowledge to familiar and unfamiliar situations and real life and theoretical contexts
- Analysis and evaluation - Analyse, interpret and evaluate psychological information, ideas and evidence

Enrichment Opportunities

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

Course Content

Abnormality:

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

Psychology & Organisations:

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

Useful Resources

Further reading through:

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

Assessment:

Please note that assessment dates are subject to change

Term1			Term 2			Term 3		
Assessment Name	Weighting	Date	Name	Weighting	Date	Name	Weight-ing	Date
Schizophrenia	5%	September	**Mock 1 (January)**	**25%**	January	Paper 3: Specialist options: Theory	25%	May/ June
Bipolar	5%	October	Motivation	5%	January	Paper 4: Specialist options: Application	25%	May/ June
Addiction	5%	October	**Leadership**	5%	February			
Phobias	5%	November	**Group Behaviour**	**5%**	February			
OCD		December	**Work conditions**	**5%**	March			
			Mock 2 (March)	**25%**	March			
			Satisfaction	**5%**	April			

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

Term 3 % weightings are in relation to the overall A level. The remaining 50% is taken from previous AS-level grades.

Computer Science

Overview/ Aims and Objectives

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

Key Skills

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

Enrichment Opportunities

- FOBISIA Creative Coding
- Advanced programming ECA

Course Content

Component 3: Advanced Theory	**Component 4: Further problem solving and programming skills**
• Data representation (floating points) • Communication and Internet technologies (circuit switching/packet switching) • Hardware (circuit design, Boolean algebra, Karnaugh maps, flip-flops) • System software (virtual machine) • Security (encryption, malware, signatures) • Monitoring and control systems (bit manipulation to control devices)	• Computational thinking and problem solving (abstraction, algorithms, recursion) • Algorithm design methods (decision tables, JSP, state transition diagrams) • Further programming (object oriented, declarative, low level, exceptions) • Software development (testing, project management)

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.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

Algorithms Unlocked – this library book, amongst others available for the subject, provide an excellent source of further reading around topics studied in the course.

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 weekly throughout the course.

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

Advanced Theory of Computer Science: 105 mins, paper-based external exam, 25% of final grade.

Further Problem-solving & Programming: 105 mins, paper-based external exam,25% of final grade.

Results in Paper 3 & 4 are combined with results from Paper 1 & 2 (AS) to award an A Level grade.

Business Studies

Overview/ 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

Key Skills

Students will:

- Understand and appreciate the nature and scope of business, and the role of business in society, internationally and within each candidate's own country
- Develop critical understanding of organisations, the markets they serve and the process of adding value
- Evaluate business behaviour from the perspective of a range of stakeholders including owner/ shareholder, manager, employee, customer, supplier, lender and government
- Develop an awareness of the political, economic, social, technological, legal, environmental and ethical issues associated with business activity
- Develop quantitative, problem-solving, decision-making and communication skills

Enrichment Opportunities

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

Course Content

Topics studied include:

- Unit 1: Understanding business activity
- Unit 2: People in business
- Unit 3: Marketing
- Unit 4: Operations
- Unit 5: Finance
- Unit 6: External Influences

Useful Resources

Assigned class textbook

Google Classroom

Tutor2U

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%	Weekly	Classwork	10%	Weekly			
Formal Assessment	70%	September November	Formal Assessment	80%	January March			

The outline of the formal assessment for AS Business is as follows:

Paper 3 (3 hours) - 50%

Five questions and one essay (from a choice of two) based on a case study (100 marks)

Economics

Overview/ 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

Key Skills

- Understanding of complex concepts
- Applying theory to practical situations
- Expressing complex ideas clearly
- Understanding knock-on effects of actions within the economy long term and short term
- Economics also requires some ability in interpreting statistical data, graphs and diagrams, with more subtle interpretation needed at A-Level

Enrichment Opportunities

- Work experience
- The Economist, The Financial Times
- Subject Ambassadors
- Debating

Course Content

Theme 3	Theme 4
This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of: • international economics • poverty and inequality • emerging and developing economies • the financial sector • role of the state in the macro-economy	This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of: • business growth • business objectives • revenues, costs and profits • market structures • labour market • Government intervention

Useful Resources

Various textbooks, Microsoft Teams, many online resources.

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.

The CAIE 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 Assessment	70%	September November	Formal Assessment	70%	January March			

Be Ambitious