



International A Level *Options Booklet*



BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI
A NORD ANGLIA EDUCATION SCHOOL



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Introduction

International A Levels are the traditional route for students wishing to progress to some of the UK and world's top universities. An A Level student will carry out in-depth study of their chosen subjects. This will prepare them for university success by teaching them how to analyse information, think independently and write critically informed and interesting essays.

This booklet is designed to give further information on the International A Level programme and guidance for both students and parents about the subject choices that need to be made.

A Levels are widely accepted by all major universities around the world. In many countries, such as the USA, it is possible to receive study credits given the rigour and depth of International A Level courses. Students with good grades may be considered to have attained College-equivalent course standards. It is important to understand that gaining good grades after the full two years of the International A Level study will allow you to choose from the full range of universities in the UK and elsewhere in the world.

It should also be noted that the BVIS Hanoi International A Level programme is not to be confused with programmes that allow entry into Foundation Courses in British universities. Once commenced, it is expected that students will complete the two-year course. Please note that many of the top universities will not accept students onto a foundation programme if they are already studying A level subjects.

One of the many additional benefits of studying at BVIS Hanoi is that, in addition to the academic experience, a student's academic knowledge is further enhanced by a comprehensive and engaging PSHE programme. Our PSHE programme provides students with exposure to a wide range of opportunities that build the skills needed in a C21st workplace. Our Year 12 and 13 facilities give students the freedom to study and relax in an environment that begins to create the atmosphere of a university.

The International A Levels, studied in Hanoi at BVIS, bridge that gap between school and university study. They open up a wealth of possibilities for the successful and motivated student, whilst keeping families together during this crucial stage of a young person's life.

Head of Secondary

This booklet contains information about the course choices available to Year 12 students at our school. All courses are studied to A Level, except Vietnamese (for Vietnamese students), core PE and PSHE.

In choosing, students should think carefully about the following points:

- What do I enjoy?
- What am I good at?
- What do I need for my career path?
- Do I have a right balance in my subject choices?

Entry requirements to study International A levels at BVIS are:

5 IGCSEs (or equivalent) at A*-C grade, including English and Maths

A minimum of a B Grade to be accepted into AS Maths, Biology, Physics and Chemistry

The Options Process

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

- October 2020 - Y11 Options Information Assembly for students
- October - November-2020 - Tutor and subject teacher options support programme
- November 20th 2020 - Options Information Evening (for parents and students)
A Level Options form released
- December 4th 2020 - Deadline for provisional A Level choices
- January 2021 - A Level subject choices confirmed

A Level course dates (For students starting Year 12 in August 2020)

- August 2020 - Start of A Level Courses
- May 2021 - End of Foundation Year internal BVIS Examinations
- August 2021 - The end of Year 12 BVIS school report will indicate the result if these internal assessments. There will be no external AS examinations run by the examination board
- May 2022 - A Level Examinations
- August 2022 - A Level Results released

Support at BVIS Hanoi

Subject Selection Support

Choosing the right subject combination is an important part of your journey to university. At BVIS Hanoi, we will guide you as to the combination that will help you on this journey.

Personal Tutor & University Application Support

During your time at BVIS Hanoi you will receive support and personal guidance from a Personal Tutor through regular contact sessions. The school will support you through the application process to the UK, US and other major destinations.

University Links

Dedicated UCAS support is complemented with regular visits to the school by university representatives.

Personalised Development Plan

Your progress & development will be monitored through a combination of regular testing and classroom assessments to help you achieve your target grades. We will devise an individual development plan that will push you to achieving beyond your predicted grade and will provide additional support through weekly subject-specific workshops.

Life in Year 12 and 13

In addition to world-class teaching and learning, Year 12 and 13 is also a time for students to further develop their independent study habits ahead of the move to university. Further support will be given to each student through one to one mentoring and EAL support for higher level English.

Students are given their own study facilities and their own 'study centre' where they can work independently. The student body, supported by tutors, is responsible for these areas. In this way, we start to create the environment that students will enjoy while at university whilst still providing the support needed as students make the transition into more independent self-motivated learners.

Personal Study Periods

When studying A Levels, students have some non-teaching periods on their timetable. This is given to them in order to do personal study such as: consolidate the work done in their subjects, complete homework tasks, do wider reading, prepare for any tests. Students are to go to the library at these times where they will be supervised. Part of being successful at A Level is determined by how well the students use these personal study times, and the study habits that they form.

The Year 12 and 13 Curriculum

The A levels exams have changed to become 'linear', with all A Level exams taking place at the end of Year 13. No marks from Year 12 examinations will contribute to the overall final grade. By not doing external exams in Year 12, this frees up more time for your classes to focus on A Level teaching, and enables you to study subjects in even greater depth. We will be asking students to undertake 3 A Level Subjects and IELTS to support their overseas university applications.

- Art & Design
- Business Studies
- Computer Science
- English Literature
- Mathematics
- Physics
- Biology
- Drama
- Chemistry
- Economics
- Geography
- Media Studies
- Music
- Psychology
- History
- IELTS

We are accredited by Cambridge International Examinations to teach and run exams at IGCSE and A Level. It should be noted that the syllabus information for the year of examination is not always finalised at the time of printing. The following specification data is taken from the Cambridge Assessment International Examinations website (www.cie.org.uk) and represents the latest data available from the examination board.

Other Subjects

All students will study the following subjects:

- Vietnamese
- EAL
- Core PE
- PSHE

University Application

University Guidance Counsellor

Ms. Colleen Usher is our university guidance counsellor. She coordinates the programme that enables our students in Year 12 and 13 to apply to whichever university in the world they would like to study at. The programme is a comprehensive one that involves parents and students.

UK

The process for applying for university will depend upon the country you are applying to. The UK has a central application system through UCAS whereas in other countries (such as the US) you must apply directly to university for entry.

USA

Each college requires a separate application, with varying requirements and deadlines. This makes application to the USA more demanding than elsewhere. Two developments have eased this burden to some degree:

- the Common Application – as it sounds, a common application form that can be used for over 500 institutions, including many of the most selective (it should be noted that most of the colleges also require ‘supplemental’ forms of their own)
- the increasing availability and use of online applications

Canada

All high school students studying overseas apply directly to each university with the exception of Ontario where all applications must be made through the Ontario Universities Application Centre (O.U.A.C.). Applicants to Ontario ‘colleges’ apply through O.C.A.S. In virtually all cases, applications can be made online.

Useful Links

A Levels	www.cambridgeinternational.org
Career Advice	www.careers-portal.co.uk www.isco.org.uk
UK Application Information	www.ucas.com www.ukcisa.org.uk
Canadian Application Information	www.educationau-incanada.ca
USA Application Information	www.educationusa.state.gov www.collegexpress.com/american-colleges

Music (9483)

Overview/Aims/Objectives

AS/A Level Music aims to:

- develop appreciation of music, through listening, composing and performing
- develop aural appreciation of a variety of Western and non-Western music styles, genres and traditions
- encourage an informed critical response to music
- develop creative and interpretative skills through composing and performing in Western and/or non-Western traditions
- deepen understanding of music in its wider cultural context
- communicate understanding confidently, supporting judgments with evidence-based argument
- develop the skills and understanding needed for the study of music in higher education and/or lifelong learning

Course Content

Foundation Year 1	Year 2
<p>There are three sections in the Listening component of the course:</p> <p>A: Compositional Techniques and Performance Practice B: Understanding Music C: Connecting Music</p> <p>Practical Music: <i>Coursework 100 marks</i></p> <ul style="list-style-type: none">• Candidates must complete: 6–10 minute performance• Create two contrasting compositions	<p>A Level Music students choose to do two of the following:</p> <p><u>Extended Performance</u> <i>Coursework 100 marks</i> A: 15 to 20-minute performance B: 1000 to 1500-word research report <u>25% of the A Level</u></p> <p><u>Extended Composition</u> <i>Coursework 100 marks</i> A: 6 to 8-minute composition B: 1000 to 1500-word research report <u>25% of the A Level</u></p> <p><u>Investigating Music</u> <i>Coursework 100 marks</i> A: 2500 to 3000-word essay B: Up to 500-word reflective statement <u>25% of the A Level</u></p>

Textbook and Useful Resources

ABRSM Theory Workbooks (up to Grade 5)

AS Music Composition Workbook - Alan Chorlton & Alan Steadman

Writing About Music Workbook - Alistair Wightman

AS Music Literacy Workbook - Paul Terry & Rebecca Berkely

A Level Music Harmony Workbook 1 - Hugh Benham

A Level Music Harmony Workbook 2- Hugh Benham

www.musictheory.net

Assessment

A Level

Listening Exam

6-8 Minute Performance

Two Contrasting Compositions

Two of the following:

1. Extended performance
2. Extended composition
3. Investigating Music

Career Pathway (A Level only)

Further Study at University:

Some of the Music Courses Available:

BMus (Bachelor of Music)

BA (Bachelor of Arts in Music)

BA (Bachelor of Arts in the Music Business)

BA (Bachelor of Arts in Jazz)

BSc (Bachelor of Science in Music Technology)

Many people study Music with another subject such as Physics, Maths, a language or Drama.

Just some of the career options available to you:

Lawyer

Performer

Session Musician

Composer

Instrumental/Vocal Teacher

Music Administrator

Journalist

Therapist

A&R Manager

Concert Promoter

Producer

Teacher

Geography (9696)

Overview/Aims/Objectives

The Cambridge A level Geography aims to develop awareness of the relevance of geography to the understanding and the solving of contemporary environmental problems. Successful candidates gain lifelong skills and should be able to;

- understand the main elements of physical geography and human geography and the interdependence between them
- understand the processes operating at different scales within physical and human environments
- develop a sense of space, place and location
- explain the causes and effects of change over space and time on physical and human environments
- understand the importance of scale in studying geography
- develop an appreciation of the nature, value, limitations and importance of different approaches to analysis and explanation in geography
- develop a concern for accuracy and objectivity in collecting, recording, processing, presenting, analysing and interpreting geographical data
- develop the ability to interpret and evaluate different sources and types of information
- develop a logical approach in order to present a structured, coherent and evidence-based argument

Course Content

Foundation Year 1	Year 2
<p>Students must study the following three Physical topics;</p> <p>Hydrology and fluvial geomorphology</p> <ul style="list-style-type: none">• The drainage basin system and discharge relationships within drainage basins• River channel processes and landforms• The human impact and modifications to catchment flows <p>Atmosphere and weather</p> <ul style="list-style-type: none">• Diurnal and global energy budgets• Weather processes and phenomena• The enhanced greenhouse effect and global warming: the evidence, possible causes and• atmospheric impacts <p>Rocks and weathering</p> <ul style="list-style-type: none">• Plate tectonics• Weathering and slope processes• The impact of human activities on the stability of slopes: increasing stability and decreasing stability• Strategies to modify slopes to reduce mass movements: pinning, netting, grading and afforestation	<p>Students will study the following two Physical topics;</p> <p>Tropical Environments</p> <ul style="list-style-type: none">• Tropical climates• Landforms of tropical environments• Humid tropical (rainforest) ecosystems and seasonally humid tropical (savanna) ecosystems• Sustainable management of tropical environments• Case study: either the rainforest ecosystem or the savanna ecosystem <p>Hazardous Environments</p> <ul style="list-style-type: none">• Hazards resulting from tectonic processes• Hazards resulting from mass movements• Hazards resulting from atmospheric disturbances• Sustainable management in hazardous environments case study

<p>Students will also study the following three Human topics:</p> <p>Population</p> <ul style="list-style-type: none"> • Natural increase as a component of population change • Demographic transition • Population–resource relationships • The management of natural increase • Case study: one country’s population policy regarding natural increase, and the difficulties faced <p>Migration</p> <ul style="list-style-type: none"> • Migration as a component of population change • Internal migration (within a country) • International migration • The management of international migration - Case study: candidates must study one international migration stream: its causes, character, scale, pattern and impacts on source areas and receiving/ destination areas <p>Settlement dynamics</p> <ul style="list-style-type: none"> • Changes in rural settlements • Urban trends and issues of urbanisation • The changing structure of urban settlements • The management of urban settlements • An urban case study 	<p>Students will also study the following three Human topics:</p> <p>Global Interdependence</p> <ul style="list-style-type: none"> • Trade flows and trading patterns • International debt and international aid • The development of international tourism • The management of a tourist destination • Tourist resort/area sustainability case study <p>Economic Transition</p> <ul style="list-style-type: none"> • National development • The globalisation of economic activity • Regional development within countries • The management of regional development • Case-study: one country’s regional development policy
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Textbook and Useful Resources

Geography for 2019 and beyond:

<http://www.geographypods.com/global-interactions-70-hrs.html>

Past Paper revision:

<https://papacambridge.com/past-papers/cie/sy-qp-ms/a-as-level/geography-9696/>

Cambridge Learner Guide:

<https://www.cambridgeinternational.org/Images/164742-learner-guide-for-cambridge-international-as-a-level-geography-9696-for-examination-from-2018.pdf>

Textbooks:

Geography International AS and A Level Revision Guide - Hodder

The New Wider World - Oxford

Geography: An Integrated Approach - Oxford

Assessment

Foundation Year 1(of 2 year course):

Internal assessment:

Core Physical Geography: 1 hour 30 minutes

Core Human Geography: 1 hour 30 minutes

Year 2:

Advanced Level Physical Geography: 1 hour 30 minutes

Candidates answer questions on two of the optional topics.

Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks).

60 marks

Advanced Level Human Geography: 1 hour 30 minutes

Candidates answer questions on two of the optional topics.

Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks).

60 marks

Career Pathway (A Level only)

Examples of employers include local government, the armed forces, private companies, environmental consultancies, environmental protection agencies, utilities, charities, information systems organisations, education, commerce, industry, transport, tourism and the Civil Service.

Geography students have excellent transferable skills, which also attract employers from the business, law government and finance sectors.



Economics (9708)

Overview/Aims/Objectives

Through this course, students study how to explain and analyse economic issues and arguments, evaluate economic information, and organise, present and communicate ideas and judgments clearly. The course covers a range of basic economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Learners also study the price system, the theory of the firm, market failure, macroeconomic theory and policy, economic growth and development.

Course Content

Year 1 Foundation	Year 2
Basic economic ideas and resource allocation The price system and the microeconomy Government microeconomic interventions	The macroeconomy Government macroeconomic interventions

Textbook and Useful Resources

www.tutor2u.net,
www.studywise.co.uk
www.dineshbakshi.com

Assessment

Paper 1: Multiple Choice 1 hour 30 mins

Multiple Choice questions based on the AS Level syllabus content

Paper 2: Data Response and Essay 1 hour 30 mins

Section A: one data response question

Section B: one structured essay from a choice of three

Based on the AS Level syllabus content

Paper 3: Multiple Choice 1 hour 15 mins

Multiple Choice questions based on the A2 Level syllabus content

Paper 4: Data Response and Essay 2 hour 15 mins

Section A: one data response question

Section B: two structured essay from a choice of six

Based on the A2 Level syllabus content

Career Pathway (A Level only)

Economist, Analyst, Policy maker, Actuary

Chemistry (9701)

Overview/Aims/Objectives

Key Concepts:

Atoms and forces

Matter is built from atoms interacting and bonding through electrostatic forces. The structure of matter affects its physical and chemical properties, and influences how substances react chemically

Experiments and evidence

Chemists use evidence gained from observations and experiments to build models and theories of the structure and reactivity of materials

Patterns in chemical behaviour and reactions

By identifying patterns in chemical behaviour we can predict the properties of substances and how they can be transformed into new substances by chemical reactions. This allows us to design new materials of use to society

Chemical bonds

The understanding of how chemical bonds are made and broken by the movement of electrons allows us to predict patterns of reactivity

Energy changes

The energy changes that take place during chemical reactions can be used to predict both the extent and the rate of such reactions

Course Content

Foundation Year 1	Year 2
<p>Candidates for Cambridge Assessment International Year 1 Chemistry study the following topics:</p> <ol style="list-style-type: none">1. Atoms, molecules and stoichiometry2. Atomic structure3. Chemical bonding4. States of matter5. Chemical energetics6. Electrochemistry7. Equilibria8. Reaction kinetics9. The Periodic Table: chemical periodicity10. Group 211. Group 1712. Nitrogen and sulfur13. Hydrocarbons14. Halogen derivatives15. Carbonyl compounds16. Carboxylic acids and derivatives17. Analytical techniques	<p>Candidates for Cambridge International A Level Chemistry study the year 1 topics and the following topics:</p> <ol style="list-style-type: none">1. Atomic structure2. Chemical energetics3. Electrochemistry4. Equilibria5. Reaction kinetics6. Group 27. An introduction to transition elements chemistry8. Hydrocarbons9. Hydroxy compounds10. Carboxylic acids and derivatives11. Nitrogen compounds12. Polymerisation13. Analytical techniques14. Organic synthesis <p>All material covered within the Year 1 course can be assessed throughout this A Level year.</p>

Assessment

Assessment at AS:

Paper 1: Multiple Choice

This paper consists of 40 multiple choice questions, all with four options. All questions will be based on the AS Level syllabus content.

Paper 2: AS Level Structured Questions

This paper consists of a variable number of questions, of variable mark value. All questions will be based on the AS Level syllabus content.

Paper 3: Advanced Practical Skills

This paper requires candidates to carry out practical work in timed conditions. This paper will consist of two or three experiments drawn from different areas of the AS Level syllabus.

Assessment at A Level:

Paper 4: A Level Structured Questions

This paper consists of a variable number of structured questions each with a variable mark value (Section A) and a choice of one free response style question worth 15 marks (Section B)

All questions will be based on the A Level syllabus but may require knowledge of material first encountered in the Year 1 syllabus.

Paper 5: Planning, Analysis and Evaluation

This paper consists of a variable number of questions of variable mark value based on the practical skills of planning, analysis and evaluation.

Career Pathway (A Level only)

Chemistry A Level is seen as a good background for entry to a number of subjects at university, whether as a direct specialisation, such as chemical engineering, or a more general subject, such as Medicine.

Computer Science (9608)

Overview/Aims/Objectives

The A-Level syllabus is designed to give greater flexibility both to teachers and to learners. It is envisaged that learners will use the skills and knowledge acquired through this Computer Science course in one of three ways:

- To provide a general understanding and perspective of the development of computer technology and systems, which will inform their decisions and support their participation in an increasingly technologically dependent society
- To provide the necessary skills and knowledge to seek employment in areas that use Computer Science
- To develop their knowledge and understanding of computer science through entry to higher education, where this qualification will provide a useful foundation for further study of computer science or more specialist aspects of Computer Science

Course Content

Foundation Year 1	Exam Year 2
<p>Year 12 seeks to provide learners with knowledge and understanding of the core aspects of computer systems:</p> <ul style="list-style-type: none">• Information representation• Communication and internet technologies and Hardware• Processor fundamentals and System software• Security, privacy and data integrity• Ethics and ownership• Database and data modeling.• Algorithm design• Data representation• Programming• Software development	<p>Year 13 seeks to extend learners' knowledge and understanding of the core aspects of computer systems:</p> <ul style="list-style-type: none">• Data representation• Communication and internet technologies• Hardware• System software• Security• Monitoring and control systems• Computational thinking and problem-solving• Algorithm design methods• Further programming• Software development

Textbook and Useful Resources

Cambridge International AS and A level Computer Science (ISBN 978-1-107-54673)

www.cie.org.uk/

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

http://en.wikibooks.org/wiki/A-level_Computing/

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

<https://www.w3schools.com/python/>

<https://pastpapers.co/cie/?dir=A-Level%2FComputer-Science-9608>

Assessment

Throughout the course, there is continuous peer- and self-assessment on each topic taught; this is usually every 2-3 weeks. These assessments are designed to cover all possible exam-style questions in any given topic. There are also informal term assessments to track the student against expected progress.

At the end of foundation year, pupils will sit two internal examinations:

Test 1 will test knowledge and understanding of the theoretical part of the course

Test 2 will test student abilities in problem-solving and programming. Material (a programming scenario) will be made available at the start of term 3, the pupils will then work through this in order to prepare themselves properly for paper 2

At the end of the second year of the course, pupils will sit four external examinations:

Paper 1 will test students' knowledge and understanding of 'Theory Fundamentals' and is worth 25% of the overall A Level grade

Paper 2 will test students' abilities in 'Fundament problem-solving and programming skills' and is worth 25% of the A Level grade

Paper 3 will test students' knowledge and understand of 'Advanced theory' and is worth 25% of the overall A Level grade

Paper 4 will test students' abilities in 'Further problem-solving and programming skills' and is worth 25% of the A Level grade

Career Pathway (A Level only)

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment in the IT industry.



Business Studies (9609)

Overview/Aims/Objectives

Students will gain:

- 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
- development of knowledge that relates to strategic planning and decision-making to ensure business survival, change, and sustainable success
- a solid foundation for further study

Course Content

Foundation Year 1	Year 2
<p>1. Business and its environment Enterprise - Business structure - Size of business - Business objectives - Stakeholders in a business</p> <p>2. People in organisations Management and leadership - Motivation - Human resource management</p> <p>3. Marketing What is marketing? - Market research - The marketing mix</p> <p>4. Operations and project management The nature of operations - Operations planning - Inventory management</p> <p>5. Finance and accounting The need for business finance - Sources of finance - Costs - Accounting fundamentals - Forecasting cash flows and managing working capital</p>	<p>1. Business and its environment Business structure - Size of business - External influences on business activity</p> <p>2. People in organisations Human resource management - Organisational structure - Business communication</p> <p>3. Marketing Marketing planning - Globalisation and international marketing</p> <p>4. Operations and project management Operations planning - Capacity utilisation - Lean production and quality management - Project management</p> <p>5. Finance and accounting Costs - Budgets - Contents of published accounts - Analysis of published accounts - Investment appraisal</p> <p>6. Strategic management What is strategic management? - Strategic analysis - Strategic choice - Strategic implementation</p>

Textbook and Useful Resources

www.tutor2u.net - <https://www.dineshbakshi.com/as-a-level-business-studies/>

Business for Cambridge International: Oxford University Press

Students without Business IGCSE should sign up for the CAIE Seneca IGCSE Business course on

www.senecalearning.com and complete this before August.

Assessment

Year 1: Internal Examination based on Year 1 content

Paper 1: Short answer and essay 1 hour 15 minutes

Section A: Four short answer questions (20 marks)

Section B: One essay from a choice of three questions (20 marks)

Paper 2: Data response 1 hour 30 minutes

Two data response questions 60 marks

Year 2: External Examination based on Year 1 and Year 2 content

Paper 1: Short answer and essay 1 hour 15 minutes

Section A: Four short answer questions (20 marks)

Section B: One essay from a choice of three questions (20 marks)

Paper 2: Data response 1 hour 30 minutes

Two data response questions 60 marks

Paper 3: Case study 3 hours

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

Career Pathway (A Level only)

All business-related fields

Law

Teaching



History (9389)

Overview/Aims/Objectives

History at A Level is designed to both engage and stretch pupils in terms of their historical knowledge and understanding alongside gaining lifelong skills including:

- assessing different interpretations of an argument
- formulating their own ideas about a subject
- presenting clear and logical arguments
- evaluating historical evidence
- developing an understanding of historical concepts such as cause and effect, similarity and difference and continuity and change

Course Content

Foundation Year 1	Year 2
<p>Component 1: Liberalism and Nationalism in Italy and Germany, 1815–1871</p> <p>Component 2: Modern Europe, 1789–1917 France 1789–1815 Russian Revolution c.1894–1917 Origins of the First World War 1900–1914</p>	<p>Component 3: c.1850–1939 The Holocaust or The Causes and Impact of British Imperialism, c.1850–1939</p> <p>Component 4: The History of the USA, 1945–1990 or Europe of the Dictators, 1918–1941</p>

Textbook and Useful Resources

Textbooks:

Williams, R, Cambridge International AS Level European History 1789–1917
Townson, D and Rees, D, Access to History: France in Revolution 1774–1815
Farmer, A, Access to History: Anti-Semitism and the Holocaust
Pearce, R and Stiles, A, Access to History: The Unification of Italy 1789–1896
Pearce, R and Farmer, A, Access to History: The Unification of Germany 1815–1919
Pennington, D, Modern America: The USA 1865 to the Present
Farmer, A, An Introduction to American History, 1860–1990

Websites:

www.spartacus-educational.com/
www.mrallsophistory.com/revision/

Assessment

Paper	Type of Paper	Duration	Weighting	
			AS Level	A Level
1	<p>There will be two parts to each question.</p> <p>Part (a) Candidates will be expected to consider two sources on one aspect of the material.</p> <p>Part (b) Candidates will be expected to use all the sources and their knowledge of the period to address how far the sources support a given statement.</p>	1 hour	40%	20%
2	<p>There will be two parts to each question.</p> <p>Part (a) requires a causal explanation.</p> <p>Part (b) requires consideration of significance and weighing the relative importance of factors.</p>	1 hour 30 minutes	60%	30%
3	<p>Candidates will be given an extract from an historian's writing. There will be a single question, asking candidates what they can learn from the extract about the interpretation and approach of the historian who wrote it.</p>	1 hour	NA	20%
4	<p>Candidates will select two questions on their chosen depth study. This will assess their ability to recall, select and use historical knowledge appropriately to explain, analyse and form a substantiated judgement.</p>	1 hour 30 minutes	NA	30%

Career Pathway (A Level only)

History A Level is regarded as a strong qualification by both universities and employers. Besides deepening knowledge and understanding, its study develops analytical skills that can be applied in a wide range of settings. Pupils achieving history A-level study many different subjects at university, ranging from history itself to other literary subjects, social sciences and even medicine. With regard to future careers, the analytical training is prized by employers; for example, it is good training for the legal profession.

Art & Design (9479)

Overview/Aims/Objectives

The aims are to enable students to:

- develop an inquisitive, creative approach to research and problem-solving
- develop the ability to record from first-hand observation, personal experience and other sources
- effectively communicate their personal response by improving technical skills in a range of processes and media
- develop independent expression by analysing, evaluating and applying concepts and techniques
- articulate ideas and responses to their work and the work of others using a relevant vocabulary
- develop a clear contextual framework that aids critical reflection of their work
- develop a critical understanding of important concepts and formal elements of art and design
- develop the skills needed to study art and design at higher education

Course Content

Foundation Year 1	Year 2
<p>Coursework</p> <p>100 marks</p> <p>Candidates research, develop and realise a project from one area of study in the syllabus content. There are two parts to the coursework:</p> <ul style="list-style-type: none">• a portfolio and• a final outcome. <p>Externally assessed.</p> <p>25% of the A Level</p> <p>Externally Set Assignment</p> <p>100 marks</p> <p>Candidates choose one starting point to develop into a personal response. There are two parts to the assignment: supporting studies, created during the preparation period and a final outcome, produced during a supervised test of 15 hours' total duration.</p> <p>Externally assessed. 25% of the A Level.</p> <p><i>Component 1 and 2 must be passed in order to progress to year 2. This is based on an internal assessment of both components in June.</i></p>	<p>Personal Investigation</p> <p>100 marks (weighted to 200 marks)</p> <p>Building on their investigations in the foundation year candidates choose a theme, idea, concept or process that is personal to them and complete an independent research project. This will comprise of a portfolio of focused artwork and an accompanying essay (1000–1500 words).</p> <p>Externally assessed</p> <p>50% of the A Level</p>

Textbook and Useful Resources

www.studentartguide.com - www.youtube.com/watch?v=J3ne7Udaetg&feature=youtu.be

www.metmuseum.org/toah/essays - www.art21.org/artists

www.youtube.com/user/art21org - www.art2day.co.uk

If students wish to create digital media for their portfolio they are recommended to purchase the Adobe Media Suite.

Assessment

The assessment objectives (AOs) are:

AO1 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

AO3 Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding

AO4 Present a personal and coherent response that realises intentions and, where appropriate, makes connections between visual and other elements

Career Pathway

Fine Art

Product Design

Graphic Communication

Three-dimensional Design

Television and Film Design

Theatre Design

Textiles and Fashion

Architecture

Marketing

Visual Merchandising

Curation



Media Studies (9607)

Overview/Aims/Objectives

The aims are to enable students to:

- develop critical understanding of international media through engagement with media products and concepts
- develop critical understanding of international media through engagement with the creative application of practical skills
- explore production processes, technologies and contexts
- develop independence in research skills and their application
- enjoy and appreciate the media and its role in their daily lives
- appreciate and engage with a variety of global and local media texts
- explore the impact of the media within a variety of cultures and how this influences social values

Course Content

Foundation Year 1	Year 2
<p>Component 1: Foundation Portfolio Coursework in which students work individually, or as a group, to produce a media product, digital evidence of the process of their work and a creative critical reflection.</p> <p>Students produce a media product from a choice of two set briefs: A film opening or a magazine</p> <p>Component 2: Media Texts and Contexts</p> <p>Section A: Media Texts Students focus on how the four technical areas construct meaning.</p> <p>Section B: Media Contexts Students examine the production process and business of film, from the production process to distribution.</p>	<p>Component 3: Advanced Portfolio Coursework in which students produce a media campaign through a combination of three media (video, print and website).</p> <p>Students choose one of the following briefs: Music Promotion Film Promotion Documentary Short Film</p> <p>Component 4: Critical Perspectives</p> <p>Section A: Media Debates Students consider issues of morality and decency, accuracy of content and media ownership.</p> <p>Section B: Media Ecology Students examine the complex environments within which media texts, producers, distributors, technologies and audiences exist.</p>

Textbook and Useful Resources

www.artofthetitle.com/, www.bbc.co.uk/

www.filmeducation.org

Media Students' Handbook

Students are recommended to purchase the Adobe Media Suite to support their coursework.

Media Students also need to have a laptop with these specifications:

- Intel® Core™2 Duo or AMD Phenom® II processor; 64-bit support required.
- Microsoft® Windows® 7 with Service Pack 1 and Windows® 8. ...
- 4 GB of RAM (8 GB recommended)
- 3 GB of available hard-disk space; additional free space required during installation (cannot install on removable flash storage devices)

Assessment

Students will be regularly assessed through internal end of unit tests and mock exams.

50% of the assessment is based on coursework with the remaining 50% based on examinations

This course is examined by Cambridge Assessment International Examinations and students will sit exams on Component 2 (Key Media Concepts) and Component 4 (Critical Perspectives), at the end of the second year of the course.

Component 1 (Foundation Portfolio), is completed in Foundation Year 1; Component 3 (Advanced Portfolio), is completed in Year 2.

Career Pathway (A Level only)

Media Studies graduates typically enter careers in the media, cultural and creative industries. Areas of work include television and radio, film and video, digital media, computer games, journalism, writing and publishing, PR and media practice. Employers include: communications agencies.



Biology (9700)

Overview/Aims/Objectives

Key concepts

Cells as the units of life

A cell is the basic unit of life and all organisms are composed of one or more cells. There are two fundamental types of cell: prokaryotic and eukaryotic.

Biochemical processes

Cells are dynamic: biochemistry and molecular biology help to explain how and why cells function as they do

DNA, the molecule of heredity

Cells contain the molecule of heredity, DNA. Heredity is based on the inheritance of genes.

Natural selection

Natural selection is the major mechanism to explain the theory of evolution.

Organisms in their environment

All organisms interact with their biotic and abiotic environment.

Observation and experiment: The different fields of Biology are intertwined and cannot be studied in isolation:

Observation and enquiry, experimentation and fieldwork are fundamental to Biology.

Course Content

Year 1 Foundation	Year 2
<p>Candidates for Cambridge International AS Level Biology study the following topics:</p> <ol style="list-style-type: none">1. Cell structure2. Biological molecules3. Enzymes4. Cell membranes and transport5. The mitotic cell cycle6. Nucleic acids and protein synthesis7. Transport in plants8. Transport in mammals9. Gas exchange and smoking10. Infectious disease11. Immunity	<p>Candidates for Cambridge International A Level Biology study the AS topics and the following topics:</p> <ol style="list-style-type: none">1. Energy and respiration2. Photosynthesis3. Homeostasis4. Control and coordination5. Inherited change6. Selection and evolution7. Biodiversity, classification and conservation8. Genetic technology <p>All material covered within the AS Level course can be assessed throughout this A Level year.</p>

Textbook and Useful Resources

Cambridge International AS and A level Biology - C J Clegg

Cambridge International AS and A level Biology Coursebook - M Jones, R Fosbery, J Gregory and D Taylor.

Cambridge International AS and A level Biology revision Guide - J Adds and P Bradfield

Assessment

Paper 1: Multiple Choice

This paper consists of 40 multiple choice questions, all with four options. All questions will be based on the AS Level syllabus content.

Paper 2: AS Level Structured Questions

This paper consists of a variable number of questions, of variable mark value. All questions will be based on the AS Level syllabus content.

Paper 3: Advanced Practical Skills

This paper requires candidates to carry out practical work in timed conditions. This paper will consist of two or three experiments drawn from different areas of the year 1 syllabus content.

Paper 4: A Level Structured Questions

This paper consists of a variable number of structured questions each with a variable mark value (Section A) and a choice of one free response style question worth.

15 marks (Section B).

All questions will be based on the year 2 syllabus but may require knowledge of material first encountered in the year 1 syllabus.

Paper 5: Planning, Analysis and Evaluation

This paper consists of a variable number of questions of variable mark value based on the practical skills of planning, analysis and evaluation.

Career Pathway (A Level only)

As well as careers in the life science, Biology is considered a very useful qualification for entry to a number of university courses.

English Literature (9695)

Overview/Aims/Objectives

Students will study a variety of texts and forms from the English canon and more modern offerings. They will expand their ability to analyse effectively at word, sentence and text level and incorporate contextual knowledge into their work.

Course Content

Foundation Year 1	Year 2
<p>Paper 1 – Drama and Poetry</p> <p>Students study two set texts. For Section A (Drama), texts are chosen from the work of Arthur Miller, William Shakespeare, Thomas Middleton and William Rowley, or Wole Soyinka. Section B (Poetry) includes poets such as Robert Browning, Owen Sheers and Gillian Clarke.</p> <p>Paper 2 – Prose and Unseen</p> <p>Students will study two drama pieces in Year 12. They will analyse and evaluate one pre- and one post-C20th drama. Previously, texts have ranged from the works of Irish playwright, Brian Friel, to Shakespearean tragedies.</p>	<p>Paper 3 - Shakespeare and Drama</p> <p>Students will study two set texts. In Section A (Shakespeare), this will be either <i>The Winter's Tale</i> or <i>King Lear</i>. For Section B (Drama) choices include plays by Athol Fugard, Tennessee Williams and Tom Stoppard.</p> <p>Paper 4 – Pre- and Post-1900 Poetry and Prose</p> <p>Students study one poetry and one prose text. Choices for the 2022 exam include Geoffrey Chaucer, Emily Dickinson, John Milton, Virginia Woolf, Margaret Atwood, Stephen Spender and Charles Dickens.</p>

Textbook and Useful Resources

York Notes of texts
Variety of support websites
Books of critical analysis

Assessment

Four papers each lasting two hours at the end of the second year of study.

Career Pathway (A Level only)

Anything involving being analytical - consultancy, publishing, media.

Psychology (9990)

Overview/Aims/Objectives

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

Course Content

Foundation Year (Year 12)	Year 2 A Level
<p>12 core studies</p> <p>Different studies from social, cognitive, behavioural and biological psychology are learned in detail</p> <p>Research Methods</p> <p>This covers all aspects of how to conduct psychological research. This includes features of experimental design and requires students to conduct & evaluate psychological research</p>	<p>Abnormality</p> <p>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</p> <p>Psychology & Organisations</p> <p>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</p>

Textbook and Useful Resources

“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

- Paper 1: Approaches, Issues & Debates - 25%
- Paper 2: AS Research Methods - 25%
- Paper 3: Specialist options: Theory - 25%
- Paper 4: Specialist options: Application - 25%

Career Pathway (A Level only)

Research / Business / Psychology / Marketing / Organisational Development

Mathematics (CIE 9709)

Overview/Aims/Objectives

Mathematics is a creative and inter-connected subject that provides solutions to some of the world's most intriguing problems. In Years 12 and 13, students will study towards an A Level in CIE Mathematics (9709). By providing rich and varied opportunities, both in and outside of the classroom, we aim for all students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences, and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms.
- Develop a solid foundation for further study at university.

Textbook and Useful Resources

- All students will need a scientific calculator. We recommend the Casio fx-570 VN Plus or Casio FX 500 VN Plus
- You will be provided access to a Google Classroom and the Maths Google Site
- You will be provided a copy of 'Pure Mathematics 1 Textbook' by Hugh Neill, Douglas Quadling and Julian Gilbey and a copy of 'Probability and Statistics 1 Textbook' by Steve Dobbs, Jane Miller and Julian Gilbey
- www.myimaths.com All students have access to this excellent resource which provides online tutorials and exam style questions for all topics taught at Key Stage 5
- www.nrich.maths.org For students who love a challenge, this website offers rich problem-solving style which helps students to develop reasoning skills and secure understanding of content
- www.brilliant.org Learn from wiki pages and problems written by a community of mathematicians and scientists

Extra-Curricular Activities

All students have the opportunity to develop rich mathematical thinking skills in a range of extra-curricular activities including:

- Senior UKMT Mathematics Challenges
- House competitions
- Problem-solving ECAs, such as 'Escape the Classroom'
- Weekly Maths challenges
- Participate and compete in Maths competitions against other international schools
- Act as a Maths mentor to younger students.

Assessment

Throughout the 2 years, candidates will develop strong problem-solving skills and study about Pure and Applied Mathematics. In their final assessments in Year 13, students will:

- Complete 2 Pure Mathematics Exams. Each exam is 1 hour 50 minutes. These exams usually have about 10 shorter and longer questions. Each exam is worth 75 marks with both papers combined being worth 60% of the A level.
- Complete 2 Applied Mathematics Exams. Each exam is 1 hour 15 minutes. These exams usually each involve 7 short questions. Each exam is worth 50 marks, with both papers combined being worth 40% of the A Level.

Further Mathematics

In August 2020, we will be offering the Pearson Edexcel International AS in Further Mathematics (XFM01). This course will only be available to students who have studied IGCSE Additional Mathematics or have been selected by their Mathematics teacher. The course is very challenging and is only suitable for students who have a passion and proven aptitude for Mathematics.

Career Pathway (A Level only)

A Mathematics A Level is often required for such careers as Engineering and Architecture and recommended for others including Medicine, Accountancy, Telecomms, Computing and the Environment. However, a good grade is an excellent indication of the skills and aptitudes required for university to study any course.



Physics (9702)

Overview/Aims/Objectives

This course builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of physics, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination.

The emphasis throughout is on the understanding of concepts and the application of physics ideas in novel contexts as well as on the acquisition of knowledge. Cambridge Assessment International AS and A Level Physics is ideal for learners who want to study physics or a wide variety of related subjects at university or to follow a career in Science.

Course Content

Foundation Year 1	Year 2
<ol style="list-style-type: none">Physical quantities and unitsMeasurement techniquesKinematicsDynamicsForces, density and pressureWork, energy and powerDeformation of solidsWavesSuperpositionElectric fieldsCurrent of electricityD.C. circuitsParticle and nuclear physics	<p>Candidates for Cambridge International A Level</p> <p>Physics study the year 1 topics and the following topics:</p> <ol style="list-style-type: none">Motion in a circleGravitational fieldsIdeal gasesTemperatureThermal properties of materialsOscillationsCommunicationCapacitanceElectronicsMagnetic fieldsElectromagnetic inductionAlternating currentsQuantum Physics

Textbook and Useful Resources

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-international-as-and-a-level-physics-9702/>

<http://www.s-cool.co.uk/a-level/physics>

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

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

Assessment

Paper 1: Multiple Choice

This paper consists of 40 multiple choice questions, all with four options. All questions will be based on the Year 1 syllabus content.

Paper 2: Year 1 Structured Questions

This paper consists of a variable number of questions, of variable mark value. All questions will be based on the Year 1 syllabus content.

Paper 3: Advanced Practical Skills

This paper requires candidates to carry out practical work in timed conditions. This paper will consist of two or three experiments drawn from different areas of the Year 1 syllabus.

Paper 4: A Level Structured Questions

This paper consists of a variable number of structured questions each with a variable mark value (Section A) and a choice of one free response style question worth 15 marks (Section B).

All questions will be based on the year 2 syllabus but may require knowledge of material first encountered in the Year 1 syllabus.

Paper 5: Planning, Analysis and Evaluation

This paper consists of a variable number of questions of variable mark value based on the practical skills of planning, analysis and evaluation.

Career Pathway (A Level only)

Physics graduates have skills that are in high demand in diverse sectors. These include skills relating to numeracy, problem-solving, data analysis and the communication of complex ideas, as well as a wider understanding of how the world works, on a scientific and human level.



Drama (9482)

Overview/Aims/Objectives

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

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

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

Course Content

Foundation Year 1	Year 2
<p>Practical drama (60 marks) Coursework</p> <p>There are two compulsory parts: devising and performing.</p> <p>Candidates work in a group to devise and perform a play based on the stimulus prescribed in the syllabus.</p> <ul style="list-style-type: none">• There are two parts to the devising coursework:• 10 to 15-minute devised piece• 3-minute self-evaluation• Candidates work in a group to prepare and perform an extract from a published play of their own choice.• There is one part to the performing coursework: 10 to 25-minute scripted performance Internally assessed and externally moderated <p><u>25% of the overall A Level</u></p>	<p>Theatre-making and Performing Coursework (60 marks)</p> <p>There are two compulsory parts: devising and performing</p> <p>Candidates work in a group to devise and perform a play inspired by one of the theatre practitioners, traditions or styles prescribed in the syllabus.</p> <p>There are two parts to the devising coursework:</p> <ul style="list-style-type: none">• 15 to 20-minute group devised performance• 800-word analysis and evaluation• Candidates individually create a programme of thematically linked materials and perform it. <p>There is one part to the performing coursework:</p> <ul style="list-style-type: none">• 6 to 8-minute individual performance Internally assessed and externally moderated <p><u>25% of the overall A Level</u></p>

Textbook and Useful Resources

Microsoft Teams

CAIE Drama glossary <https://www.cambridgeinternational.org/Images/554594-2021-2023-drama-glossary-of-dramatic-and-theatrical-terms.pdf>

The 'Frantic Assembly' book of devising theatre

The Complete Brecht Toolkit by Stephen Unwin

Juilliard Creative Classroom resources

Assessment

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

Career Pathway (A Level only)

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



IELTS (International English Language Testing System)

Academic English needed for University Entrance Exams

Overview/Aims/Objectives

In Key Stage 5, students will be given an overview of the Academic English Examinations format. They will focus on the key skills and exam techniques they need in order to achieve the maximum band score for their level.

They will also have the opportunity to expand their vocabulary in key areas commonly covered in academic exams. Students will learn language competencies needed to succeed in the exams. In addition, students will be shown how to develop self-study techniques to improve these skills and further expand their lexical range.

Key Skills

- Learn about the strategic approaches to develop specialisation in paragraphing into essay
- Analyse patterns of an academic writing exam
- Enhance comprehension of techniques adopted to overcome deterrents to reach to the higher writing band
- Boost specific-field vocabulary acquisition related to topics frequently used in academic exams
- Familiarise themselves with the varieties of topics typically used in the writing tests
- Understand and familiarise the graphical information as well as how to interpret factual information accurately
- Comparing and grouping information
- Practice how to use expressions involving comparisons
- Understand how to categorise or group information from the task

Course Content

Foundation Year 1	Year 2
Leisure and Entertainment Travel, Tourism and Transport Language and Communication The Environment Health and Fitness	<u>Art and Culture</u> <u>Work and Business</u> <u>Society and Social Issues</u> <u>Education</u> <u>The Developing World</u>

Textbook and Useful Resources

- Microsoft Teams
- British Council
- Language Development Diary
- IELTS Textbooks
- www.IELTSadvantage.com

Assessment

Summative assessment is conducted at the end of every term by using a range of authentic and modified past paper questions from an IELTS exam.

When the EAL Department are satisfied that a student is ready to achieve a good IELTS score, BVIS will support the student to register for the IELTS test at a testing centre here in Hanoi.

Career Pathway (A Level only)

An IELTS certificate is recognised as evidence of proficiency in English by more than 10,000 education and training providers worldwide. Some universities in non-English speaking countries require an IELTS score, where courses are taught in English.

