BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI
A NORD ANGLIA EDUCATION SCHOOL

CURRICULUM BOOKLET

YEAR 11

Contents

Introduction

The purpose of this booklet is to give you detailed information about the subjects that your child will study in years 10 and 11. It can be used to support the teaching and learning that takes place in school. In most subjects, the teaching at BVIS follows the Programmes of Study for the Cambridge IGCSE courses. This ensures continuity and progression for our students from the Primary School and through Key Stage 3, as well as on to A level. The progress students make will be recorded and reported to you four times a year using IGCSE grades. This will enable you to monitor how well your child is doing from year to year.

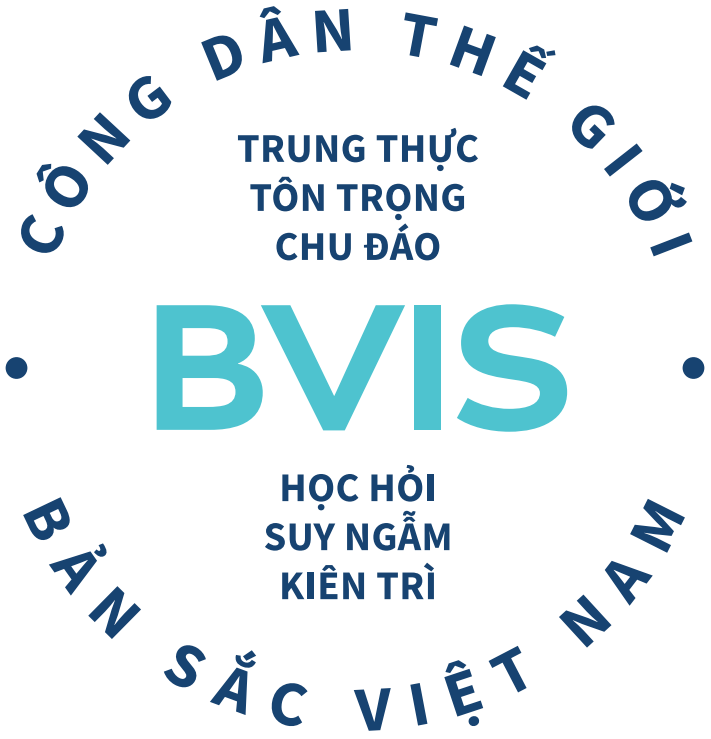
Approaches to Learning

We believe in trying to develop the attributes of integrity, respect, caring, enquiry, reflection and perseverance in all that we do both inside and outside the classroom. We aim to challenge and stretch each student and help them to be ambitious.

If you have any further questions about your child's learning and progress, please do not hesitate to contact us or your child's form tutor.

Lisa S-Brown
Head of Secondary


GLOBAL CITIZENS
INTERGRITY
RESPECT
CARING
BVIS
ENQUIRY
REFLECTION
PERSEVERANCE
VIETNAMESE PERSPECTIVE


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

ART

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 1 Broad based assignment 50%

100 marks

Begins in January of year 10 until December of year 11.

Component 2 coursework 50%

100 marks

Topic titles are released January 1st and this unit begins January of year 11. Exam takes place April of year 11.

The exam: 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.

Both units are externally assessed by Cambridge. To pass Cambridge IGCSE Art and Design candidates must meet four equally weighted Assessment Objectives:

- AO1: Record observations ideas and insights
- AO2: Explore and select appropriate resources, media, techniques and processes
- AO3: Develop ideas through investigation showing critical understanding
- AO4: Present a personal and meaningful response demonstrating a clear understanding of visual language

BUSINESS STUDIES

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

Course Content

- Operations Management
- Finance
- External Influences

Useful Resources

Cambridge IGCSE and O Level Business Studies 5th edition by Karen Borrington and any other CIE-specific Business Studies textbook.

Tutor2U Website

Quizlet – search CIE iGCSE for specific key terms

Assessment

All candidates take two components, Paper 1 and Paper 2.

Paper 1
1 hour 30 – 80 marks – 50%
Four questions requiring a mixture of short answers and structured data response

Paper 2
1 hour 30 – 80 marks – 50%
Four questions based on a case study, provided as an insert with the paper

Career Pathway

A Level Business (CIE)

Common Business career pathways include:

- Accounting
- Consulting
- Entrepreneur
- Marketing
- Finance
- Event Planning

COMPUTER SCIENCE

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 using 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.

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
- SEACSTA Coding Challenges

Course Content

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

Useful Resources

http://codecademy.com/ - This resource is useful for learning the basics in programming.

http://csunplugged.org/ - A great range of resources explaining CS concepts without a computer

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

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. 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

DRAMA

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
- Use of Digitaltheare+ online subscription to access professional work
- Drama Live Lunch sessions
- Juilliard and Global Campus projects

Course Content

IGCSE coursework

Students will complete all final performance assessments in Year 11. This will be in the form of a scripted scene, an original devised piece and a monologue.

IGCSE Written Examination

Written paper, 2 hours 30 minutes, 80 marks. In the written examination they will be asked to explain and justify their acting choice, directorial vision and design interpretation for the following...

- Pre-release script extract
- Pre-release Devised performance

Useful Resources

Online resources

- BBC Bitesize
- Digitaltheatre+ online subscription

Books

- The Frantic Assembly Book of Devising Theatre
  by Scott Graham | 29 Jul 2014
- The Complete Stanislavsky Toolkit (new edition)
  by Bella Merlin | 19 Jun 2014
- Collins Cambridge IGCSE™ - Cambridge IGCSE™ Drama Student's Book
- Bertolt Brecht (Routledge Performance Practitioners)
  by Meg Mumford | 6 Feb 2018

Assessment

Practical coursework will be marked against the following assessment objectives...

AO1 Knowledge and understanding of repertoire: Candidates demonstrate their knowledge and understanding of the process of moving from script to performance, and can justify artistic choices as actor, director or designer.

AO2 Devising original drama: Candidates demonstrate their ability to devise and evaluate their own original pieces of drama.

AO3 Performance skills: Candidates demonstrate their performance skills and their ability to communicate effectively with an audience.

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

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EAL

Aims and Objectives

In KS4, the EAL department supports the teaching of English as a Second Language IGCSE alongside the English department. EAL teachers facilitate the development of all key skills required for this qualification: speaking, listening, reading and writing. We seek to support students to achieve the following objectives across the four key skills:

Key Skills

Speaking	Listening	Reading	Writing
- S1 communicate clearly, accurately and appropriately - S2 convey information and express opinions effectively - S3 employ and control a variety of grammatical structures - S4 demonstrate knowledge of a range of appropriate vocabulary - S5 engage in and influence the direction of conversation - S6 employ suitable pronunciation and stress patterns	- L1 identify and retrieve facts and details - L2 understand and select relevant information - L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas - L4 understand what is implied but not actually stated, e.g. gist, relationships between speakers, speaker's purpose/intention, speaker's feelings, situation or place	- R1 identify and retrieve facts and details - R2 understand and select relevant information - R3 recognize and understand ideas, opinions and attitudes and the connections between related ideas - R4 understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place	- W1 communicate clearly, accurately and appropriately - W2 convey information and express opinions effectively - W3 employ and control a variety of grammatical structures - W4 demonstrate knowledge and understanding of a range of appropriate vocabulary - W5 observe conventions of paragraphing, punctuation and spelling - W6 employ appropriate register/style

Enrichment Opportunities

- Bilingualism week in October
- Online challenge resources available through the Q Skills for success online platform.

Course Content

Year 10	Year 11
Term 1: Leisure and travel, Education and work Term 2: People and achievements, Current affairs Term 3: Ideas and the modern world, Sport and fitness	Term 1: The world of work, You and your community Term 2: Entertainment and media, The environment Term 3: Exam skills and preparation for IGCSE's

Useful Resources

- Core text: English as a Second Language Coursebook Fourth edition by Peter Lucantoni.
- Microsoft Teams
- Q skills online platform
- British Council
- Language Development Diary

- Seneca online

Assessment

EAL is assessed using Cambridge exams (Preliminary English test and First Certificate in English)

Summative assessment is conducted at the end of every term by using a range of authentic and modified past paper questions from Cambridge IGCSE English as a Second Language exam material.

ECONOMICS

Aims and Objectives

The aims are to enable students to: know and understand economic terminology, concepts and theories, use basic economic numeracy and interpret economic data, use the tools of economic analysis, express economic ideas logically and clearly in a written form, apply economic understanding to current economic issues.

This will create a clear pathway from iGCSE to A Level.

Course Content

- The basic economic problem
- The allocation of resources
- Microeconomic decision makers

Useful Resources

Cambridge IGCSE® and O Level Economics Coursebook by S Grant

Tutor2u Economics

Assessment

Students will be assessed every half term in class via the use of exam questions from past papers. They will sit a formal assessment at the end of Year 10.

Career Pathway

A Level Economics (CIE)

Common Economic career pathways include:

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

ENGLISH

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

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

World Book Week

Creative Writing Competitions/ECA

Course Content

Year 11 - Flit (IGCSE First Language English 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 'Purple Hibiscus' by Chimamanda Ngozi Adichie. Students also develop their first draft of Assignment 1, Writing in response to a text, for their First Language English coursework portfolio. Skills: Analysis, evaluation, understanding multiple perspectives and structuring a written response.
	Term Two Students will finalise all drafts of the 5 pieces of coursework – two for English literature and 3 for First Language. 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)	**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 'Purple Hibiscus' by Chimamanda Ngozi Adichie. Skills: Analysis, evaluation, understanding multiple perspectives and structuring a written response.
	Term Two Students will finalise all drafts of the 2 pieces of coursework. Skills: Inference, deduction, summary, writing structure, advanced vocabulary.
	Term Three - English as a Second Language examination preparation / Poetry Revision of all texts and skills ahead of the IGCSE examinations in May and June.

Year 11 SLA, SLB and SLC (IGCSE English as a Second Language 0510)	**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.
	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, they will complete a mock examination of this. Focus: Technology and environmental issues. Skills: Improving vocabulary and grammar, inferring from a text
	Term Three Revision of all skills and material ahead of the IGCSE exam in May and June. Completion of the speaking exam in April.

Useful resources

Cambridge IGCSE Learner and Revision Guides

Class texts

Litcharts and revision notes

Assessment

Each unit will be assessed through both formative and summative assessment. The attainment level over the year will be formed through:

Literature			**First Language English**			**English as a Second Language**		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Paper 1	Coursework portfolio	IGCSE	Paper 1	Coursework portfolio	IGCSE	Paper 1 or 2, Paper 3 or 4	Paper 1 or 2, Paper 3 or 4 Speaking mock	IGCSE

GEOGRAPHY

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 affect 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. There are geography-related events happening throughout the year, which students are encouraged to take part in. Students should read widely and study the topics covered after every lesson.

Course Content

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)

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 2021 and Beyond, CIA world factbook, Papa Cambridge (past papers source).

Magazines: National Geographic, The Economist, Wide World Magazine

Students should regularly check the Microsoft Teams (code to be given at the start of the academic year). This 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	30%	October	Economic Development	30%	February	Geographical Skills	NA	April
Mock Exam 1	70%	November/ December	Mock Exams 2	70%	March/April	GCSE Geography Exams	100%	May/June

HISTORY

Aims and Objectives

- Stimulate an interest in and enthusiasm for learning about the past
- Promote the acquisition of knowledge and understanding of individuals, people and societies in the past
- Ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence
- Encourage the development of historical skills, including investigation, analysis, evaluation and communication skills.

Key Skills

- Recall, select, organise and deploy knowledge
- Understand change and continuity, cause and consequence, as well as similarities and differences
- Show and understand the motives, emotions, intentions, and beliefs of people in the past
- Critically analyse sources of evidence in their historical context

Enrichment Opportunities

There is an abundance of history around us in Hanoi and I encourage all students to visit the following museums to find out more about their history:

- Hoa Lo Prison
- Vietnamese Women's Museum
- Vietnam Museum of Ethnology
- Ho Chi Minh Museum
- Vietnam Military History Museum

Course Content

- **USA 1919-194**
  - Was the Weimar Republic doomed from the start?
  - How far did the US economy boom in the 1920s?
  - How far did US society change in the 1920s?
  - What were the causes and consequences of the Wall Street Crash?
  - How successful was the New Deal?
- **The 20th century: International Relations since 1919**
  - Were the peace treaties of 1919–23 fair?
  - To what extent was the League of Nations a success?
  - Why had international peace collapsed by 1939?
  - Who was to blame for the Cold War?
  - How effectively did the USA contain the spread of Communism?
  - How secure was the USSR's control over Eastern Europe, 1948–c.1989?
  - Why did events in the Gulf matter, c.1970–2000? (depending on Paper 2 topic)

Useful Resources

These textbooks are shared on the student's Microsoft teamspage:

- 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
Cuban Missile Crisis End of Unit Exam	33%	September 2021	January Mock Paper 1 And Paper 2	50%	January 2022	Collapse of Int'l Peace End of Unit Exam	N/A	May 2021
Korean War Paper Two Exam	33%	October/ November 2021	USSR's collapse End of Unit Exam	25%	February/ March 2022	Paper 2 Exam Practice	N/A	May 2021
Vietnam War End of Unit Exam	33%	December 2021	Paper 4 Past Paper	25%	April 2022	Paper 4 Exam Practice	N/A	May 2021

ADDITIONAL MATHEMATICS

Aims and Objectives

Students who have completed the 10 Enriched Pathway will now:

- Develop very strong reasoning skills.
- Acquire, select and apply mathematical techniques to solve challenging problems.
- Reason mathematically and demonstrate proving mathematical statements.
- 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.
- 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.
- Leading revision sessions for younger students.

Course Content

- Function and Quadratic Functions
- Equations, inequalities and graphs
- Indices and surds
- Factors of Polynomials
- Simultaneous equations
- Logarithmic and exponential functions
- Straight line graphs
- Circular measure
- Trigonometry
- Permutation and combinations
- Series
- Vectors in Two dimensions
- Differentiation and integration

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	15%		Formal Assessment	100%	June*
Classwork	15%		Classwork	15%				
Formal Assessments*	70%	September November	Formal Assessments*	70%	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 – Indices, Expanding Brackets, Algebraic Fractions, Variation, Inequalities, Differentiation
- Shape – Sine and Cosine rule, Trigonometric graphs, Vectors, Transformations
- Classify, tabulate, reading and interpreting from tables. Averages from raw data and frequency tables, Stem and Leaf diagrams, Histograms
- Probability – Tree Diagrams, Mutually Exclusive events, Conditional probability
- Sets, Vectors and Functions - Set Notation, Venn Diagrams, Adding vector and position vectors, Column Vectors. Function notation, inverse functions and composite functions

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

MUSIC

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

Performance

- Solo performance - on chosen instrument or voice
- 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.

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

- Composition 1 - written in the Western tonal style.
- Composition 2 - written in any style (students' choice).

Exam Paper

- Students will be asked a series of 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 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%

PHYSICAL EDUCATION

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 and 2 complete in year 10.
- 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 examin a variety of assessments, with the main being an end of topic exam.

PSHE

Aims and Objectives

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges that they will face throughout school and beyond. At BVIS the programme is split into four main strands. Staying Happy and Healthy, Digital Citizenship, Living in the Wider World and Relationships.

Key Skills

- Increase self-esteem and confidence
- Develop the ability to make responsible decisions
- Know where to access help and advice
- Stand up for your rights and know your responsibility to yourself and others
- Build resilience
- Create positive relationships
- Understand Healthy lifestyles for a healthy body and mind
- Develop Global understanding and Citizenship
- Positive use of technology
- Identifying and developing strengths

Course Content

Staying Happy and Healthy

- Safeguarding
- Physical activity and nutrition
- Mental Health
- Substances

Digital Citizenship

- Positive use of Technology
- Staying safe online
- Creating an online profile
- Digital Footprint

Living in the Wider World

- Career
- Life skills
- Global Citizenship

Relationships

- Sexual Relationship Education (SRE)
- Friendships
- Body image and self esteem
- Rights and Responsibilities

Useful Resources

- PSHE Association
- TES
- LifeSkills

Assessment

PSHE does not have any official summative assessment.

The students' progress is assessed through summative and formative assessment from their class work and other completed projects and assignments such as posters, group presentations and quizzes.

IGCSE SCIENCE - COMBINED

Aims and Objectives

BVIS Science department aims to further excite students in scientific phenomena by building on their KS3 skills. At this point students will be adept at experimental methods and procedure and will now begin understanding more micro-scientific concepts and how they affect the world around them. Students will follow the Cambridge (CIE) Combined Science syllabus (0653) and will be working towards the equivalent attainment of 1 iGCSE qualification. Students will be entered on to this pathway either:

- As an A-level foundation year programme if joining BVIS in year 11
- As an alternative pathway upon completion of year 10 coordinated science studies, should the Head of Department have evidence that the student would stand a greater chance of achieving a better grade by sitting 0653 instead of 0654 exams

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 STEM challenge.
- Enrichment day opportunities.

Course Content

Term 1	Term 2	Term 3
Intro to Science (4) B1 Characteristics of living organisms (2) B2: Cells (6) C1: The particulate nature of matter(4) C2: Experimental techniques (4) P1 Motion (6) C4: Stoichiometry (4) B3 Biological Molecules (6) B4: Enzymes (6) C3: Atoms elements and compounds (6) C4: Stoichiometry (6) P2 Work, energy and power(6) B5: Plant Nutrition (6) B6: Animal Nutrition (6) C5: Electricity and chemistry (6)	P3: Thermal physics (6) B7: Transport (8) C6 & 7: Chemical Reactions (7) B8: Gas exchange and respiration (8) P4: Properties of waves including light and sound (6) B10: Reproduction (8) C8: Acid bases and salts (8) C9 &10: The Periodic Table and metals (8) P5 &6: Electrical Quantities and electric circuits (8) B11 &B12:. Organisms in their environment and human influences (4) C11. Air and Water (4) C12.Organic Chemistry (8)	Course complete - revision

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

Useful Resources

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

A course-specific textbook is uploaded to the class Teams pages

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
In-class Chemistry Assessment	13%	Ongoing in term 1	In-class Chemistry Assessment	12%	Ongoing in term 2	Course complete in term 3, students to be assessed using exam practice in class where appropriate		
In-class Physics Assessment	13%	Ongoing in term 1	In-class Physics Assessment	12%	Ongoing in term 2			
In-class Biology Assessment	13%	Ongoing in term 1	In-class Biology Assessment	12%	Ongoing in term 2			
			Mock Exam	**25%**	**Term 2**			

IGCSE SCIENCE - DOUBLE

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 STEM challenge.
- Enrichment day opportunities.

Course Content

Biology	**Chemistry**	**Physics**
B8 Gas exchange and respiration	C8 Acids, bases and salts	P5 Electricity and magnetism
B9 Coordination and response	C9 The Periodic Table	P6 Electric circuits
B10 Reproduction	C10 Metals	P7 Electromagnetic effects
B11 Inheritance	C11 Air and water	P8 Atomic physics
B12 Organisms and their environment	C12 Sulfur	
B13 Human influences on ecosystems	C13 Carbonates	
	C14 Organic Chemistry	

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

Useful Resources

Further reading through: Docbrown , BBC bitesize and teacher-run Microsoft Teams.
The course specific textbook is uploaded as an electronic copy on each Teams page.

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
Biology end of topic assessments	16%	Term 1	Mock 1	20%	Jan	Multiple Choice Theory (F/H)	30%	May/ June
Chemistry end of topic assessments	16%	Term 1	End of topic assessments	10%	Jan-April	Structured Theory (F/H)	50%	May/ June
Physics end of topic assessments	16%	Term 1	Mock 2	20%	March	Alternative to Practical	20%	May/ June

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

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 STEM challenge.
- Enrichment day opportunities.

Course Content

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

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

Useful Resources

Further reading through: Docbrown , BBC bitesize and teacher-run Microsoft Teams.
We use the Oxford University Press 'Complete Biology/Chemistry/Physics for Cambridge IGCSE' textbooks

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%	Sep	Practical assessment 3	20%	Nov	Physics Mock 1	30%	Jan
Biology test 3	20%	Oct	Chemistry test 3	20%	Dec	Physics test 3	20%	Feb
Biology Mock 1	30%	Jan	Chemistry Mock 1	30%	Jan	Practical assessment	20%	Feb
Biology Mock 2	30%	Mar	Chemistry Mock 2	30%	Mar	Physics Mock 2	30%	Mar
Multiple Choice	30%	Jun	Multiple Choice	30%	Jun	Multiple Choice	30%	Jun
Structured Theory	50%	Jun	Structured Theory	50%	Jun	Structured Theory	50%	Jun
Alternative to Practical	20%	Jun	Alternative to Practical	20%	Jun	Alternative to Practical	20%	Jun

Sep - Mar weightings are in relation to BVIS Report gradings.
Jun weightings are in relation to the overall iGCSE.

VIETNAMESE HUMANITIES

Aims and Objectives

- Narrate the French invasion and the Vietnamese revolts against the French (1858 – 1884), the responsibility of the Nguyen dynasty in the failure to protect Vietnam in the late 19th century
- Review the Vietnamese economy, society, culture and people under the French Colonial Period
- List and compare the revolts against the French from the end of 19th century to the beginning of 20th century
- Present the process of economic restructuring in Vietnam
- Draw and analyse the graphs illustrating the process of economic restructuring.

Key Skills

- The ability to use narrative schema for historical events
- The ability to narrate historical stories
- The ability to analyse historical characters and events
- The ability to observe and exploit the geographic maps
- The ability to collect and evaluate information
- The ability to draw and analyse graphs
- The ability to work in teams

Enrichment Opportunities

- Vietnamese National Day Assembly
- Tet Assembly
- Mid-Autumn Festival Assembly
- School events which include folk games
- Folk Games Club (in ECA programme)

Course Content

- French invasion of Vietnam (1858 – 1884)
- Vietnam under the French colonial period
- The national democratic campaigns during the late 19th century – the beginning of 20th century
- Nguyen Ai Quoc – President Ho Chi Minh
- Economic industries in Vietnam
- Practice drawing and commenting on graphs

Useful Resources

- Year 11 History Textbook
- Year 11 History Workbook
- Vietnamese society under the French colonial period (historical characters and events)
- Vietnamese society in foreign people's notes
- Year 12 Geography textbook
- Year 12 Atlas

Assessment

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