



BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI

A NORD ANGLIA EDUCATION SCHOOL

CURRICULUM BOOKLET

YEAR 10





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Introduction

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

Approaches to Learning

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

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

A handwritten signature in black ink, reading 'Lisa S-Brown'.

Lisa S-Brown

Head of Secondary



ART

Aims and Objectives

Students spend the first term in iGCSE Art completing a skills building project, in which they explore mediums and processes, and learn how to create work that shows clearly that they meet the 4 assessment 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>

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

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

- Understanding Business Activity
- Human Resources
- Marketing

Useful Resources

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

Tutor2U Website

Quizlet – search CAIE iGCSE for specific key terms

Assessment

Students will be assessed every half term in class using exam questions from previous papers that have been released for the subject. They will then sit a formal examination at the end of Year 10.

Career Pathway

A Level Business (CAIE)

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 with 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 AI. 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
- SEACSTA Computer Programming Competition
- Advanced programming ECA

Course Content

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

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

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

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

Assessment

A range of assessments are used to identify a student's progress which include both class and homework. Through peer- and self-assessment and teacher feedback, pupils reflect on the progress they are making and the skills they are learning. To develop exam strategy, minitests in the style of real exam questions are given frequently throughout the course. Key assessments at the end of each unit are also used and these all contribute to end of term and end of year

progress grades. Note that the course is assessed externally at the end of year 11:

Term 1 Algorithms and Design

Term 1/2: Hardware and Software

Term 3 Networks and AI

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

DRAMA

Aims and Objectives

In year 10 students will develop a greater understanding of drama and improve their practical skills and theoretical knowledge in preparation for their final assessments in year 11.

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

Key Skills

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

Enrichment Opportunities

- Performance of all coursework pieces to an audience
- Opportunity to take part in annual school production
- KS4 Drama ECA
- Use of Digitaltheatre+ online subscription to access professional work
- Drama Live Lunch sessions
- Juilliard and Global Campus projects

Course Content

- 10a - Stanislavski/ Naturalism/ Creating scripted performance
- 10b - Theatre styles/ Devising/ Creating a devised performance
- 10c - Preparing and performing a monologue
- 10d - Script Analysis- CAIE set text

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...

A01 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.

A02 Devising original drama: Candidates demonstrate their ability to devise and evaluate their own original pieces of drama.

A03 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 CAIE. The written examination (40%) is assessed by CAIE.

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
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 (CAIE)

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 CAIE 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 10 - SLit (IGCSE Literature in English 0475 and IGCSE First Language English 0510)	Term One - Prose and FLE coursework Students study a classic literary novel (teacher choice) and produce their first piece of written coursework in response to a variety of questions. Students also develop their first draft of Assignment 2, Writing to Describe, for First Language English coursework. Skills: Analysis, evaluation, understanding multiple perspectives and structuring a written response.
	Term Two - Drama coursework and exam Students study a classical or contemporary drama text, which is set by CIE and this year is either 'Othello' or 'Twelfth Night' by William Shakespeare. Their second piece of literature coursework is also developed as part of their final IGCSE grade. Skills: Analysis, evaluation, understanding multiple perspectives and structuring a written response.
	Term Three - English First Language examination preparation / Poetry Students continue to develop their written coursework assignments which are part of their final grade at IGCSE, focusing on Assignment 3 – writing to narrate. They also practise their analytical skills and written response skills in preparation for the exam at the end of Year 11. Students will study from a selection of poems set by CIE. Skills: Inference, deduction, summary, writing structure, advanced vocabulary

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

Useful resources

Cambridge IGCSE Learner and Revision Guides

Class texts

Litcharts and revision notes

Assessment

Each unit will be assessed either by both formative and summative assessment. The attainment level over Year 10 will be formed through:

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

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

Population (dynamics, migration, structure, density, distribution)

Settlement (rural and urban, service provision, urban settlements, urbanization)

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

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

Rivers (the main hydrological characteristics and processes, drainage basins, eroding, transporting, and depositing, landform formation, hazards and opportunities for people, flooding management)

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

Each unit will be assessed either by a practical project or a formal test. The attainment level over the year will be formed through:

Term 1			Term 1			Term 3		
Name	Weighting	Due Date	Name	Weighting	Due Date	Name	Weighting	Due Date
Population Test	50%	October	Tectonics Test	50%	February	Coasts	50%	May
Settlement Test	50%	December	Rivers Test	50%	March	End of Year Exam	50%	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

To be involved with The International Bee & Bowl academic history quiz competition.

Course Content

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

Useful Resources

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

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

Websites:

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

Assessment

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

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
USA Boom	33%	September 2021	New Deal	33%	January 2022	Collapse of Int'l Peace End of Unit Exam	30%	April/May 2022
USA Intolerance	33%	October/November 2021	Paris Peace Treaties End of Unit Exam	33%	March 2022	Cause of the Cold War End of Unit Exam	30%	June 2022
Wall St Crash	33%	December 2021	League of Nations	33%	April	End of Year Exam	40%	June
End of Unit Exam	33%	April 2022	End of Year Exam	40%	May/June 2022			

EXTENDED MATHEMATICS

Aims and Objectives

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

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences, and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
- Develop an appreciation for the study of Mathematics.

Key Skills

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

Enrichment Opportunities

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

Course Content

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

- Number – Types of Number, LCM and HCF, Calculations with Fractions and recurring decimals, FDP, Simple Interest, Compound Interest, Bounds, Reverse Percentages, Standard form, rounding to estimate, Ratio including dividing, increasing and decreasing, Calculations with compound units
- Algebra – Substituting, Simplifying, Expanding brackets and simplifying (up to 3 linear terms), Forming and solving linear equations, Simultaneous equations including one non linear, The straight line including midpoints, distances, parallel and perpendicular lines, Sketching Graphs, Solving equations graphically, DST Graphs
- Quadratics- Factorising including difference of two squares, Solving quadratics by factorising and using quadratic formula
- Shape – Angles and Bearings, Length area and volume, Pythagoras, Basic trigonometry, Area of a non-right angled triangle, arcs and sectors, rates of flow, symmetry, Similar shapes and Congruence, Circle theorems
- Data – Classify, tabulate, reading and interpreting from tables. Averages from raw data and frequency tables, Stem and Leaf diagrams, Histograms

Useful Resources

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

Assessment

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

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

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

EXTENDED MATHEMATICS YEAR 11 (EXTENSION PROGRAM)

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 CAIE '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 CAIE 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 CAIE final grade will be 100% based on these assessments.

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Homework	15%		Homework	10%		Formal Assessments*	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 10 students to:

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

Key Skills

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

Enrichment Opportunities

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

Course Content

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: Anatomy and Physiology. Students will learn about the skeletal, muscular, respiratory and circulatory systems.
- Unit 2: Health, fitness and training. Students will learn about health and well-being as well as principles and methods of training.

Useful Resources

- <https://www.brianmac.co.uk/>
- <http://www.teachpe.com/>

Assessment

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

PHYSICAL SOCIAL HEALTH AND ECONOMIC EDUCATION

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 - DOUBLE

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 (CAIE) Coordinated Science syllabus (0654) and will be working towards the equivalent attainment of 2 iGCSEs.

Key Skills

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

Enrichment Opportunities

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

Course Content

Biology rotation 1 B1. Characteristics of living organisms B2. Cells B3. Biological molecules B4. Enzymes B5. Plant Nutrition B6. Animal Nutrition B7. Transport	Chemistry C1. The particulate nature of matter C2. Experimental techniques C3. Atoms, elements and compounds C4. Stoichiometry C5. Electricity and chemistry C6. Energy changes in chemical reactions C7. Chemical reactions	Physics P1. Motion P2. Work, energy and power P3. Thermal physics P4. Properties of waves, including light and sound
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Unit codes and titles are taken from CAIE 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

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
In-class Biology Assessment	5%	End of term 1	In-class Biology Assessment	8%	End of term 2	In-class Biology Assessment	8%	End of term 3
In-class Chemistry Assessment	8%	End of term 1	In-class Chemistry Assessment	8%	End of term 2	In-class Chemistry Assessment	8%	End of term 3
In-class Physics Assessment	8%	End of term 1	In-class Physics Assessment	5%	End of term 2	In-class Physics	8%	End of term 3
						End of Year Mock Exam	25%	June

VIETNAMESE HUMANITIES

Aims and Objectives

- Review Vietnamese politics, economics, cultures and society from the 16th to the 18th Century
- Present the situation of the Nguyen Dynasty from its founding to the mid-19th century
- List the typical cultural heritage of Vietnam
- Analyse issues relating to the population and labour force of Vietnam
- Identify the geographic locations and characteristics of different regions in Vietnam.

Key Skills

- The ability to use the 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 draw and analyse graphs
- The ability to collect and evaluate information

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

- Dai Viet during the 16th -18th centuries
- Tay Son Peasant Movement
- The Nguyen Dynasty from its founding to the mid-19th century
- Vietnamese cultural heritage
- Regions in Vietnam
- Vietnamese population and labour force
- Urbanization and urbanization characteristics
- Graphicacy Skills

Useful Resources

- Year 7 and Year 10 History Textbook
- Year 7 and Year 10 History Workbook
- Vietnamese cultural development process from primitive to the 19th century
- Vietnamese History in Pictures (set of thin): Volume 41 to 53
- Year 9 Geography textbook
- Year 9 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

VIETNAMESE

Aims and Objectives

The Vietnamese course in Year 10 program includes literary works from the Middle Ages to the present, which portrayed the Vietnamese people in the feudal period, the changes of Vietnamese society during the colonial period and Vietnamese people before, during and after the wars. Accordingly, students are also enriched with extra-literary or full-text analysis skills.

Key Skills

- Ability to analyse a literary work and to comment, evaluate the content, techniques of the literary works
- Teamwork and personal skills.
- Ability to review, link and collate information
- Organizational and leadership skills
- Translanguaging skills in discussion and presentation

Enrichment Opportunities

- National Assembly
- Moon Festival Assembly
- Tet Assembly
- Enrichment day
- School events related to folklore

Course Content

- In language: improve vocabulary, review vocabulary rhetoric; Learn the concepts of conversation maxims, direct quotes, indirect quotes, explicit meanings, implication, etc.
- In literature: analyzing literary works based on elements of language, images, rhetoric, art of character building, situations, storytelling, etc.; write paragraphs and essays analyzing Vietnamese medieval and modern literary works; writing official administrative documents; writing essays, argumentative paragraphs
- In culture: learn about portraits, souls and virtues of medieval people; changes of modern social circumstances and their impact on human destiny and character.

Useful Resources

- Textbook: Vietnamese literacy 9 (1 & 2)
- Reference books in the Library

Assessment

A range of assessments are used to identify a student's progress which include both classwork and homework. Key assessments or essay tests at the end of each topic, year-end exams are also used to assess students' ability. Specifically, the contribution of each topic in each semester is shown in the table below:

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Medieval literature	30%	October	Communication Language	30%	January	Reports	30%	May
Morden poems	30%	December	Poems and prose in the beginning of 20th century	30%	April	End of year assessment	70%	June
End of Term 1	40%		End of Term 2 Assessment	40%				