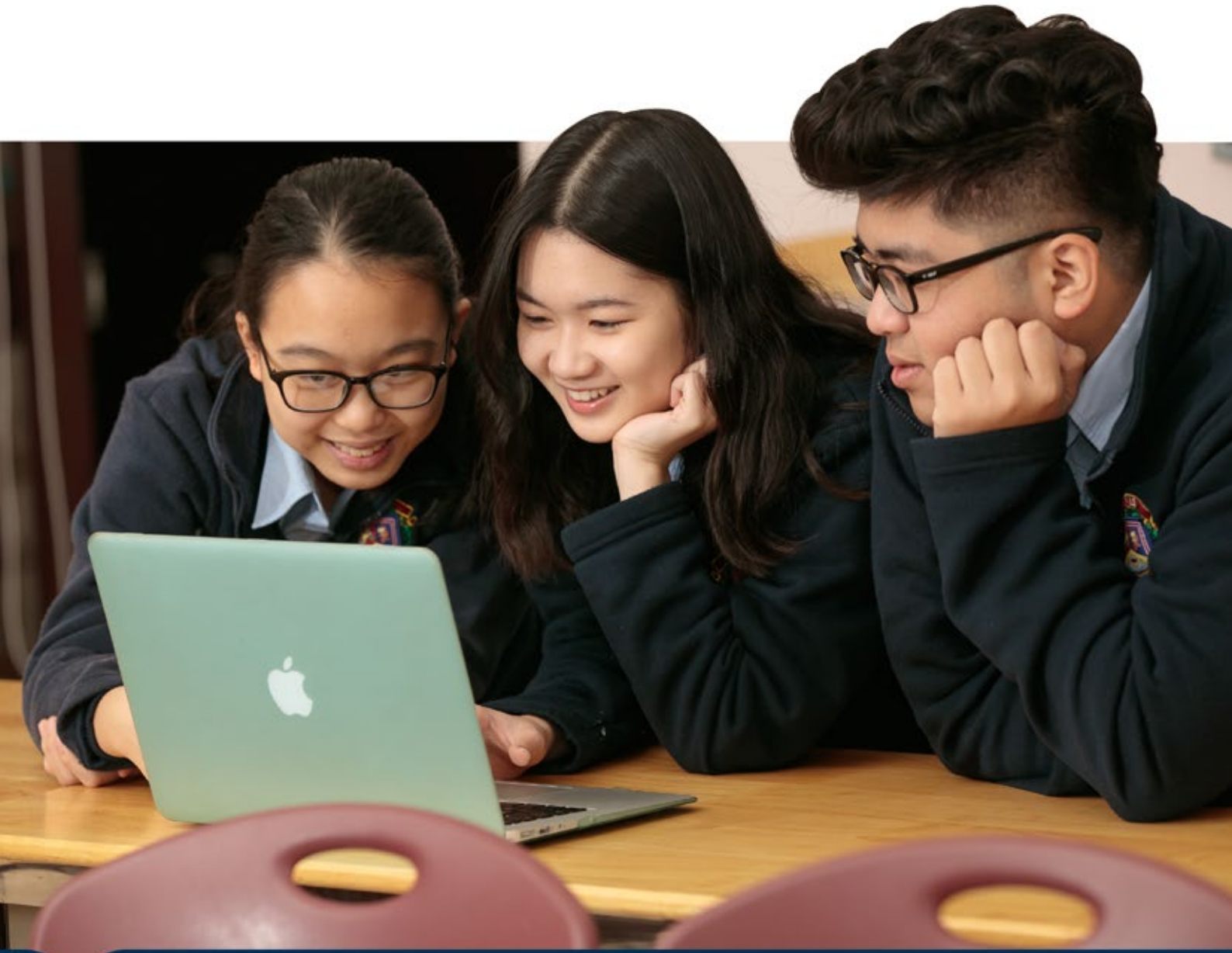
BRITISH VIETNAMESE INTERNATIONAL SCHOOL HANOI
A NORD ANGLIA EDUCATION SCHOOL

Key Stage 5
Curriculum Booklet
Year 12



Contents

Introduction

The purpose of this booklet is to give you detailed information about the subjects that your child will study in years 12 and 13. It can be used to support the teaching and learning that takes place in school. In most subjects, the teaching at BVIS follows the Programmes of Study for the Cambridge AS and A2 level courses. This ensures continuity and progression for our students from the Primary School and through Key Stages 3 and 4. These courses enable students to apply for universities anywhere in the world. The progress students make will be recorded and reported to you four times a year using AS and A level grades. This will enable you to monitor how well your child is doing from year to year.

Approaches to Learning

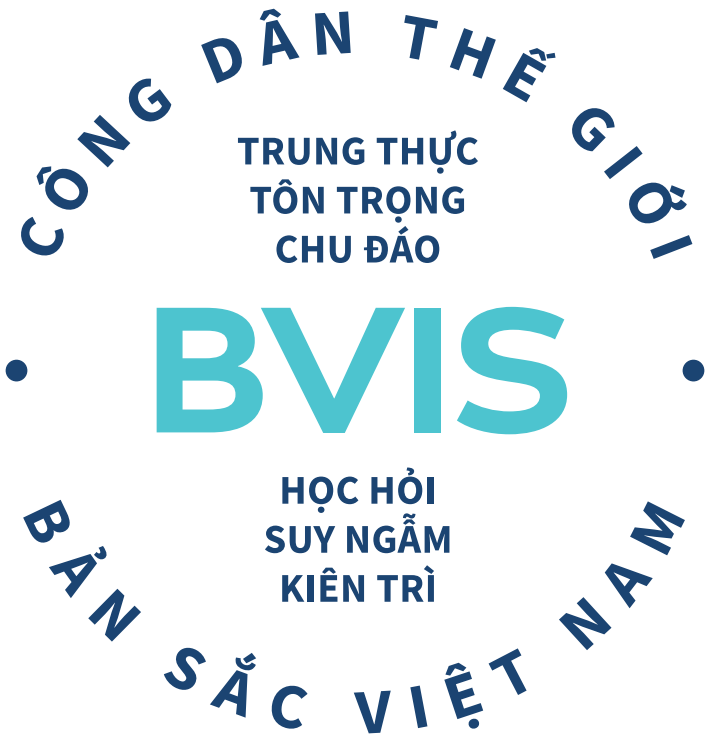
We believe in trying to develop the attributes of integrity, respect, caring, enquiry, reflection and perseverance in all that we do both inside and outside the classroom. We aim to challenge and stretch each student and help them to be ambitious.

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

Lisa Shuttleworth-Brown

Head of Secondary


GLOBAL CITIZENS
INTERGRITY
RESPECT
CARING
BVIS
ENQUIRY
REFLECTION
PERSEVERANCE
VIETNAMESE PERSPECTIVE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TRUNG THỰC
TÔN TRỌNG
CHU ĐÁO
BVIS
HỌC HỎI
SUY NGẪM
KIÊN TRÌ
BẢN SẮC VIỆT NAM

Literature in English

Aims and Objectives

Successful Literature in English learners develop a lifelong understanding and enjoyment of literary texts, and importantly, gain a range of essential skills, for university and employment.

Key Skills

- the ability to write clearly and effectively
- skills in developing arguments
- skills in researching and managing information
- the ability to analyse complex texts in different forms and styles

Enrichment Opportunities:

- Participation in NAE global Creative Writing competitions

Course Content

Cambridge International AS Level Literature in English requires candidates to answer two compulsory papers: Paper 3 Poetry and Prose, and Paper 4 Drama. Overall, at AS Level candidates are required to study four set texts. In each paper candidates answer two questions, each on a different text. Candidates are required to answer questions on a range of poems, prose and plays, with options from the canon of English Literature and modern texts in English. Close study of all the texts chosen is needed in preparation for a choice of essay and passage-based questions.

Useful Resources

Texts and revision guides are supplied by the school. Students will also be encouraged to access online resources that are specific to the texts, such as LitCharts.

Assessment

Candidates must demonstrate:

AO1: The ability to respond to texts in the three main forms (Prose, Poetry and Drama) of different types and from different cultures.

AO2: An understanding of the ways in which writers' choices of form, structure and language shape meanings.

AO3: The ability to produce informed, independent opinions and judgements on literary texts.

AO4: The ability to communicate clearly the knowledge, understanding and insight appropriate for literary study.

AO5: The ability to appreciate and discuss varying opinions of literary works (Cambridge International A Level only).


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Mở rộng
Ngữ văn
12

Mathematics

Aims and Objectives

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

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

Key Skills

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

Enrichment Opportunities

- UKMT Senior Mathematics Competition in November
- Hanoi International Mathematics Challenge in November
- Monthly Mathematics Problems
- Tutoring students and supporting with revision sessions for younger students
- Subject Ambassador for Mathematics
- Help support with Mathematics challenges and competitions

Course Content

Pure 1 (60% of AS)	**Probability and Statistics 1 (40% of AS)**
• Quadratics, • Functions • Coordinate geometry • Circular measure • Trigonometry • Vectors • Series • Calculus	• Representation of data • Permutations and combinations • Probability • Discrete random variables • The normal distribution

Useful Resources

- All students will need a scientific calculator. We recommend the Casio fx-570 VN Plus or Casio FX 500 VN Plus.
- Pure Mathematics 1 Textbook by Hugh Neill, Douglas Quadling and Julian Gilbey
- Probability and Statistics 1 Textbook by Steve Dobbs, Jane Miller and Julian Gilbey

Assessment

CIE AS Mathematics 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 Assessments*	100%	May*
Classwork	15%		Classwork	15%				
Formal Assessments*	70%	September November	Formal Assessments*	70%	January March			

Biology

Overview/ Aims and Objectives

The Cambridge AS and A Level Biology course is designed to encourage students to explore the subject in depth. The core units are outlined in the table below. Throughout the course students will develop their knowledge and understanding by exploring scientific facts, laws, definitions, concepts and theories. Students will also have frequent opportunities to improve their scientific vocabulary and numerical competence. Students will also develop their ability to handle information and apply this to previously unfamiliar scenarios and settings. These challenges are designed to improve student's problem solving skills in a variety of contexts. Students will explore the increased need for awareness of the social, economic, environmental and technological implications and applications of biology. Through a combination of theoretical and laboratory studies, students will develop a thorough understanding of the following key concepts as well as strong practical and scientific enquiry skills in preparation for successful university study:

Key Skills

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

Enrichment Opportunities

- University visit to trial biochemical techniques
- Extracurricular trip to enhance understanding of environmental biology
- Subject ambassadorship
- Leadership opportunities for parental communication and display

Course Content

1) Cell Structure	7) Transport in plants
2) Biological molecules	8) Transport in mammals
3) Enzymes	9) Gas exchange and smoking
4) Cell membranes and transport	10) Infectious diseases
5) The mitotic cell cycle	11) Immunity
6) Nucleic acids and protein synthesis	

Useful Resources

Further reading through:

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

Assessment

Please note that assessment dates are subject to change

Term 1			**Term 2**			**Term 3**		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
End of Unit 1 assessment	7	September	**Mock 1 (January)**	25%	January	**Paper 1: Multiple Choice**	**31%**	**May/ June**
End of Unit 2 assessment	7	October	End of Unit 4 assessment	15%	January	**Paper 2: AS Structured Qs**	**46%**	**May/ June**
End of Unit 3 assessment	10	November	End of Unit 5 assessment	11%	February	**Paper 3: Practical Exam**	**23%**	**May/ June**
		December	**Mock 2 (March)**	25%	March			

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

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

Physics

Overview/ Aims and Objectives

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

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

Key Skills

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

Enrichment Opportunities

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

Course Content

- Physical quantities and units
- Measurement techniques
- Kinematics
- Dynamics
- Forces, density and pressure
- Work, energy and power
- Deformation of solids
- Waves
- Superposition
- Electric fields
- Current of electricity
- D.C. circuits
- Particle and nuclear physics

Useful Resources

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

Assessment

Please note that assessment dates are subject to change

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

Term1			**Term 2**			**Term 3**		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Kinematics & Dynamics	16%	September	**Mock 1 (January)**	10%	January	**Paper 1: Multiple Choice**	**31%**	**May/ June**
Forces, density and pressure	16%	October	Current of electricity D.C. circuits	16%	January	**Paper 2: AS Structured Qs**	**46%**	**May/ June**
Deformation of solids Waves	16%	November	Particle and nuclear physics	8%	February	**Paper 3: Practical Exam**	**23%**	**May/ June**
Superposition Electric fields	16%	December	**Mock 2 (March)**	10%	March			

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

Art and Design

Overview/ Aims and Objectives

The aims are to enable students to:

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

Key Skills

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

Enrichment Opportunities:

- Exhibit alongside other students from Hanoi international schools

Course Content

The AS Art and Design course is divided into two separate components, the first offers learners the opportunity to explore a self-directed project, where they're introduced to the art and design process. Emphases is placed on the learners' capacity to develop an idea and demonstrate how they have reached creative solutions. The other component sees the learner respond to an exam question of their choice and is carried out over 15 hours. At the core of this process is facilitating the learner to develop as a reflective and critical thinker. The direction of the art and design process is dictated by each learner, as they are encouraged to explore an area of personal interest. Freedom to explore individual topics allows the learners to focus on in-depth analysis, where research skills will be emphasised towards the learners' capacity to realise a contextual awareness of the different, social, cultural, historical, environmental, economic, technological, scientific or political factors that define their work.

Useful Resources

http://www.studentartguide.com

http://www.tate.org.uk

http://www.moma.org

http://www.vam.ac.uk

http://www.saatchigallery.com

www.art2day.co.uk

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

Assessment

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

AO1 Personal qualities

AO2 Manipulative, artistic and analytical skills

AO3 Aesthetic qualities

AO4 Knowledge and critical understanding

Media Studies

Overview/ Aims and Objectives

Cambridge International AS and A Level Media Studies is recognised by universities and employers as proof of knowledge and understanding of the media and its role in our daily lives.

Key Skills

- the ability to apply practical skills creatively
- research and evaluation skills
- information management and project management skills
- the ability to analyse text and media products critically
- the ability to reflect critically upon their own learning

Enrichment Opportunities

- Submissions and attendance at film festivals and competitions in Hanoi and SE Asia

Course Content

At AS Level, students complete Component 1 (Foundation Portfolio) and Component 2 (Key Media Concepts).

Component 1: Foundation Portfolio

This is a coursework component, internally assessed and externally moderated. The majority of this component is completed in Term 1 of Y12. Students produce a media product from a choice of two set briefs: a film opening or a magazine. They present evidence of the process of their work (research planning and production) on an online blog. Students also reflect critically on their finished media product in a creative digital format of their choice, answering a challenging series of set questions. This is a very challenging project, and students need to ensure they work continuously in Term 1 to develop their portfolio, meeting strict deadlines at every stage of the production process.

Component 2: Key Media Concepts

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

Section A: Textual analysis and representation

Students analyse a moving extract (from a US Television drama) in terms of technical codes and representation.

Section B: Institutions and audiences

Students study the film industry, and in the exam must be prepared to discuss the processes of production, distribution and marketing as they relate to contemporary media institutions, as well as the nature of audience consumption and the relationships between audiences and institutions.

Useful Resources

https://school.rocketjump.com/

http://www.artofthetitle.com/

https://www.the-numbers.com/

https://stephenfollows.com/

Assessment

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

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

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

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

AO4: Undertake and apply appropriate research.

Geography

Overview/ Aims and Objectives

We follow the AS and A Level Cambridge International syllabus. Cambridge International AS and A Levels have a proven reputation for preparing students well for university, employment and life. They help develop the in-depth subject knowledge and understanding which are so important to universities and employers. The Geography syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study. Learners widen their knowledge and understanding of the subject of Geography, while developing their investigative abilities and their evaluation and decision-making skills.

The syllabus is wide-ranging and comprises a variety of options. For example, learners can study topics such as hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering, population change and settlement dynamics. The syllabus considers a range of environments, from tropical to arid, and learners can also study subjects such as environmental management, global interdependence and economic transition.

Key Skills

Vocabulary - To increase and improve your understanding of key geographical terms and phrases used in Geography.

Data Collection - To develop the skills required to know how to collect data for use within the work you are doing in this most efficient way.

Data Processing - The ability to select the most appropriate data you have gathered for the task you have been given.

Data Interpretation and Analysis - The ability to explain and discuss the data you have gathered in a way that shows your understanding of the issues involved.

Graph Construction and Interpretation - The ability to use data to construct and understand a variety of graph types.

Extended writing - students will practise how to extend their writing to include complex theories using proper referencing

Enrichment opportunities

Regular following of both Vietnamese and World News is a must. World Scholar's Cup, Vietnamese Debate Club, Business Enterprise Club or MUN ECAs as well as Student Council are also very beneficial. Students should read widely and study the topics covered after every lesson.

Course Content

Hydrology and fluvial geomorphology - the drainage basin system, discharge relationships within drainage basins, river channel processes and landforms, the human impact

Atmosphere and weather - diurnal energy budgets, the global energy budget, weather processes and phenomena, the human impact.

Rocks and weathering - plate tectonics, weathering, slope processes and the human impact

Population - natural increase as a component of population change, demographic transition, population–resource relationships, the management of natural increase

Migration - migration as a component of population change, internal migration (within a country), international migration and the management of international migration

Settlement dynamics - changes in rural settlements, urban trends and issues of urbanisation

Settlement dynamics - the changing structure of urban settlements, the management of urban settlements

Exam Revision - for Year 12 AS Geography exams: Physical and Human Core topics and structured question practice

Useful resources

Textbook: Cambridge International As and A Level Geography (Textbook and Revision Guide), Garrett Nagle and Paul Guinness,, Wider World, David Waugh

Websites: Geography all the Way, BBC Bitesize Revision, Geography for 2019 and Beyond, Greenfield Geography Wiki, Gapminder, i-study.co.uk, cia worldfactbook, Papa Cambridge (past papers source).

Magazines: National Geographic, The Economist, Wide World Magazine

Students should regularly check the 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	Weighting	Due Date	Term 2	Weighting	Due Date	Term 3	Weighting	Due Date
Hydrology and fluvial geomorphology test	33%	Mid. November	**Population**	**30%**	January	**Settlement Dynamics**	NA	March/ April
Atmosphere and weather test	33%	November	**Migration**	**30%**	February/ March	**Revision Tasks**	NA	April
Rocks and weathering	33%	December	**Mock Exams 1 & 2**	**40%**	January/ March			

Psychology

Overview/ Aims and Objectives

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

Key Skills

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

Enrichment Opportunities

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

Course Content

12 core studies

Different studies from social, cognitive, behavioural and biological psychology are learned in detail.

Research Methods

This covers all aspects of how to conduct psychological research. This includes features of experimental design and requires students to conduct & evaluate psychological research.

Useful Resources

Further reading through:

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

Assessment

Please note that assessment dates are subject to change

Term 1			Term 2			Term 3		
Assessment Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Research Methods 1	8%	September	**Mock 1 (January)**	**26%**	January	**Paper 1: Approaches, Issues & Debates**	**50%**	**May/ June**
Research Methods 2	8%	October	Cognitive Studies	8%	January	**Paper 2: AS Research Methods**	**50%**	**May/ June**
Social Studies	8%	November	Behavioural Studies	8%	February			
Biological Studies	8%	December	**Mock 2 (March)**	**26%**	March			

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

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

Computer Science

Overview/ Aims and Objectives

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

Key Skills

- Logical thinking, problem solving and programming (Python, PHP, JavaScript, Assembly)
- Transferable skills in programming
- Database and web skills (SQL, HTML, CSS)
- Critical analysis and critical thinking skills

Enrichment Opportunities

- FOBISIA Creative Coding
- Advanced programming ECA

Course Content

Component 1: Theory fundamentals	**Component 2: Fundamental problem solving and programming skills**
• Information representation (binary numbers, images, sound, compression) • Communication and Internet technologies (networks, IP, scripting) • Hardware (memory, logic, storage) • Processor fundamentals (architecture, assembly language, fetch-execute) • System software (operating systems, libraries, language translation) • Security, privacy and data integrity • Ethics and ownership • Databases and data modelling	• Algorithm design and problem solving • Data representation (arrays, files) • Programming (in Python) • Software development (testing, lifecycle)

Useful Resources

https://compsci.bvisrc.com/ - the class wiki of information

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

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

https://www.edx.org/course/introduction-computer-science-harvardx-cs50x - A useful resource for further reading

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

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

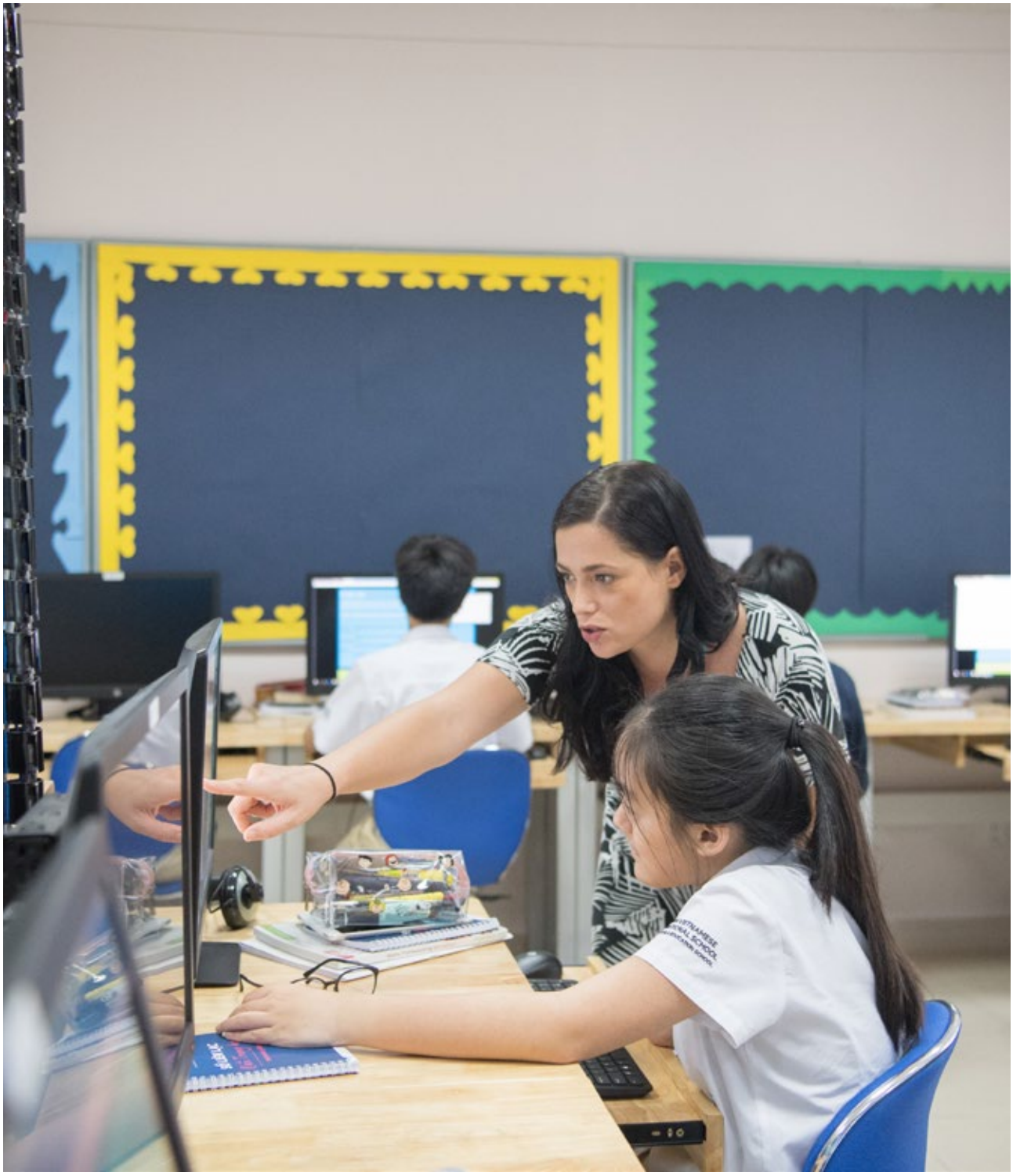
Assessment

A range of assessments are used to identify a student's progress which include both class and homework. Through peer- and self-assessment and teacher feedback, pupils reflect on the progress they are making and the skills they are learning. To develop exam strategy, minitests in the style of real exam questions are given weekly throughout the course.

At the end of the course pupils sit two examinations. CIE send materials in January of the examination year, which pupils must work through in order to prepare themselves adequately for the Paper 2 examination.

Theory of Computer Science: 105 mins, paper-based external exam, 50% of AS final grade

Problem-solving and Programming: 105 mins, paper-based external exam, 50% of AS final grade



Business Studies

Overview/ Aims and Objectives

The study of Cambridge International AS and A Level Business allows learners to take the first step towards a career in private or public organisations or progress with confidence to a degree in business and management related subjects.

The key concepts of the course will enable students to develop:

- The capacity to analyse characteristics and activities of business organisations and how they respond to the changing demands of their environments
- An understanding of how effective managers and leaders develop successful organisations in terms of customer focus and the products/services they offer
- The opportunity to reflect on how successful business organisations engage in financial and accounting practices to maximise value for stakeholders value
- Knowledge that relates to strategic planning and decision-making to ensure business survival, change, and sustainable success

Key Skills

Students will:

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

Enrichment Opportunities

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

Course Content

Topics studied include:

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

Useful Resources

Assigned class textbook

Google Classroom

Tutor2U

Example candidate responses

Assessment

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

Term 1			**Term 2**			**Term 3**		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Homework	10%	Ongoing	Homework	10%	Ongoing	Formal Assessment	100%	May*
Classwork	20%	Weekly	Classwork	20%	Weekly			
Formal Assessment	70%	September November	Formal Assessment	70%	January March			

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

Paper 1 (1 hour 15 minutes) - 40%	**Paper 2 (1 hour 30 minutes) - 60%**
Section A: Four short answer questions (20 marks)	Two data response questions (60 marks)
Section B: One essay from a choice of three questions (20 marks)	

Economics

Overview/ Aims and Objectives

The aims of the CAIE A-level Economics course are to:

- Give the students an understanding of the workings of the national and global economy
- Encourage students to apply their economic knowledge to interpret real world events
- Equip students to think logically and critically about economic and political ideas that are presented to them

Key Skills

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

Enrichment Opportunities

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

Course Content

Theme 1	Theme 2
This theme focuses on microeconomic concepts. Students will develop an understanding of: • nature of economics • how markets work • market failure • Government intervention. Written examination of 1hr 30 mins (50% of final AS grade)	This theme focuses on macroeconomic concepts. Students will develop an understanding of: • measures of economic performance • aggregate demand • aggregate supply • national income • economic growth • macroeconomic objectives and policy Written examination of 1hr 30 mins (50% of final AS grade)

Useful Resources

Various textbooks, google classroom, many online resources.

Assessment

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

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

Term 1			**Term 2**			**Term 3**		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Homework	15%		Homework	15%		Formal Assessment	100%	May*
Classwork	15%		Classwork	15%				
Formal Assessment	70%	September November	Formal Assessment	70%	January March			

History

Overview/ Aims and Objectives

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

Key Skills

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

Enrichment Opportunities:

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

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

Course Content

- **Liberalism and Nationalism in Italy and Germany, 1815–1871 (taught by Mr Gannon)**
  - What were the main problems of nationalists in Germany and Italy?
  - Why did Prussia and Piedmont lead the development of unification in Germany?
  - How did Bismarck achieve the unification of Germany?
  - How did Italian leaders achieve the unification of Italy?
- **France, 1789–1814 (taught by Mr Lincoln)**
  - What were the aims and domestic problems of French politicians from 1789 to 1795?
  - Why were French governments unstable from 1789 to 1795?
  - Why did Napoleon Bonaparte rise to power by 1799?
  - What were Napoleon Bonaparte's domestic aims from 1799 to 1814?
- **The Origins of World War I, 1900–1914 (taught by Mr Gannon)**
  - Why did the Alliance System develop?
  - What was the importance of militarism and the Naval Race?
  - Why were the Balkans unstable?
  - Why did war break out in 1914?

- **The Russian Revolution, c.1894–1917 (taught by Mr Lincoln)**

  - What were the causes and immediate outcomes of the 1905 Revolution?

  - What were the strengths and weaknesses of Romanov rule from 1906 to 1914?

  - What were the causes of the February Revolution in 1917?

  - Why did the Bolsheviks gain power in October 1917?

Useful Resources

These textbooks are found in each of their teacher's classrooms:

- Access to History: France in Revolution, Dylan Rees
- Access to History: Unification of Germany and the challenge of Nationalism, Alan Farmer
- Access to History: Russia 1894-1941, Michael T. Lynch
- Oxford AQA History for A-level: France in Revolution, Sally Waller
- Access to History In Depth: The First World War 1914-18, Vyvyen Brendon

Websites:

- https://www.khanacademy.org/
- https://www.activehistory.co.uk/
- https://alphahistory.com/

Assessment

Candidates are assessed on their ability to:

AO1: demonstrate knowledge and understanding

1(a) recall, select and use historical knowledge appropriately and communicate knowledge and understanding of History in a clear and effective manner

1(b) demonstrate an understanding of the past through explanation, analysis and arriving at a substantiated judgement of: key concepts such as causation, consequence, continuity, change and significance within an historical context, the relationships between key features and characteristics of the periods studied

AO2: analyse, evaluate and apply

2(a) as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination

2(b) analyse and evaluate, in relation to historical context, how aspects of the past have been interpreted and represented in different ways

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.

Examminations:

	Topic	Duration	Weighting
Paper 1 Document question (source based)	Liberalism and Nationalism in Italy and Germany, 1815–1871	1 hour	40%
Paper 2 Outline study (knowledge based)	Modern Europe, 1789–1917	1 hour 30 minutes	60%

Music

Overview/ Aims and Objectives

Cambridge International AS & A Level Music provides opportunities for learners to develop and improve their musical skills in a wide range of music styles and traditions. It allows learners to explore and build on their interests. The syllabus encourages independent expression and the development of a critical, reflective practice.

The aims are to enable students to:

- Develop appreciation of music, through listening, composing and performing
- Develop aural appreciation of a variety of Western and non-Western music styles, genres and traditions
- Encourage an informed critical response to music
- Develop creative and interpretative skills through composing and performing in Western and/or non-Western traditions
- Deepen understanding of music in its wider cultural context
- Communicate understanding confidently, supporting judgements with evidence-based argument
- Develop the skills and understanding needed for the study of music in higher education and/or lifelong learning.
- Identify and analyse musical features via in depth study of the score (sheet music)
- Develop essay writing skills

Key Skill

Students will study the following elements/concepts via composing/performing/study of history/study of musical scores and through both visual and aural analysis:

- **Rhythm:** Rhythm is the organisation of time in music. This may be free, flexible or more measured or metrical.
- **Melody:** Melody is the horizontal shape in music. It is important to understand the way melody/line works in contour, phrase structure and motivic analysis. An awareness of melody/line also helps in appreciating largescale thematic relationships.
- **Harmony:** Harmony is the vertical relationship in music. Harmony is an essential tool. It shapes and directs the music. Harmonic relationships may include consonance and dissonance, key relationships, and the idea of tonality in music.
- **Form:** Form is the formal architecture of music, both small- and large-scale. An appreciation of form leads to understanding the shape of musical structures and the musician's use of materials over a larger span of time. It is a navigational tool – form provides signposts for musical events.
- **Texture and timbre:** Texture – how different lines or parts relate to one another, and timbre – how instruments/ voices combine at times in special or characteristic ways, provide significant and meaningful ways to understand music. Texture and timbre relate to elements of instrumentation, ensemble, thickness or clarity, orchestration and sound colour.
- **Tension and resolution:** Tension and resolution provide direction (the 'pull' of the music), whether through melodic intensity, harmonic function, intensity of dynamics or formal shape. Musical enjoyment or value arises in relation to musical tension and resolution.
- **Continuity and change:** Continuity and change is central to music. Nearly every aspect of music has been subject to change over time, sometimes gradual and sometimes abrupt. Sensitivity to this feature provides an essential means to understand and interpret a work (piece of music).

Enrichment Opportunities

- Regular performances in lessons
- 'Live Lunch' Performances
- Music ECAs (Choir/School Show/String Group)

- Music Trips (possible FOBISIA and Nord Anglia trips)
- Attend performances given by Juilliard Alumni
- Music Competition
- Battle of the Bands

Course Content

Topics studied include:

Music History: Renaissance/Baroque/Classical/Romantic and 20th Century Western Classical Music

Music Theory : Advanced Intervals/Chords/Composing Techniques/Instrumental Techniques/Devices/key Signatures/

World Music/Folk Music/Pop Music/Blues/Jazz/Musical Theatre: Students will study a variety of 'world music' in preparation for the exam.

Analysis: Students will do a detailed analysisof set works using and applying their knowledge of music history and theory.

Useful Resources

There is no textbook for this course – the following resources are useful

Websites:

https://www.naxos.com/education/glossary.asp

https://bvishanoi.musicfirst.co.uk (students are given login details for this)

https://www.mymusictheory.com/

http://www.informusic.org/

Books

Heinemann Advanced Music: Student Book (Heinemann Advanced Music)

Music Worldwide (Cambridge Assignments in Music)

Grade 5 Music Theory Workbook ABRSM

The AB Guide to Music Theory, Part 1 (Pt. 1) ABRSM

Assessment

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

Paper 1	Component 2
Listening Exam 2 hours 100 marks There are three sections in the Listening paper: A: Compositional Techniques and Performance Practice B: Understanding Music C: Connecting Music 60% of the AS Level,30% of A Level	Coursework 100 marks 6-10 minute Performance 2 contrasting compositions 40% of the AS Level, 20% of A Level

EAL

Overview/ Aims and Objectives

In KS5, students will be given an overview of the Academic English Examinations format. They will focus on the key skills and exam techniques they need in order to achieve the maximum band score for their level.

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

Key Skills

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

Enrichment Opportunities

- Bilingualism week in October

Course Content

Leisure and entertainment

Travel, tourism and transport

Language and communication

The environment

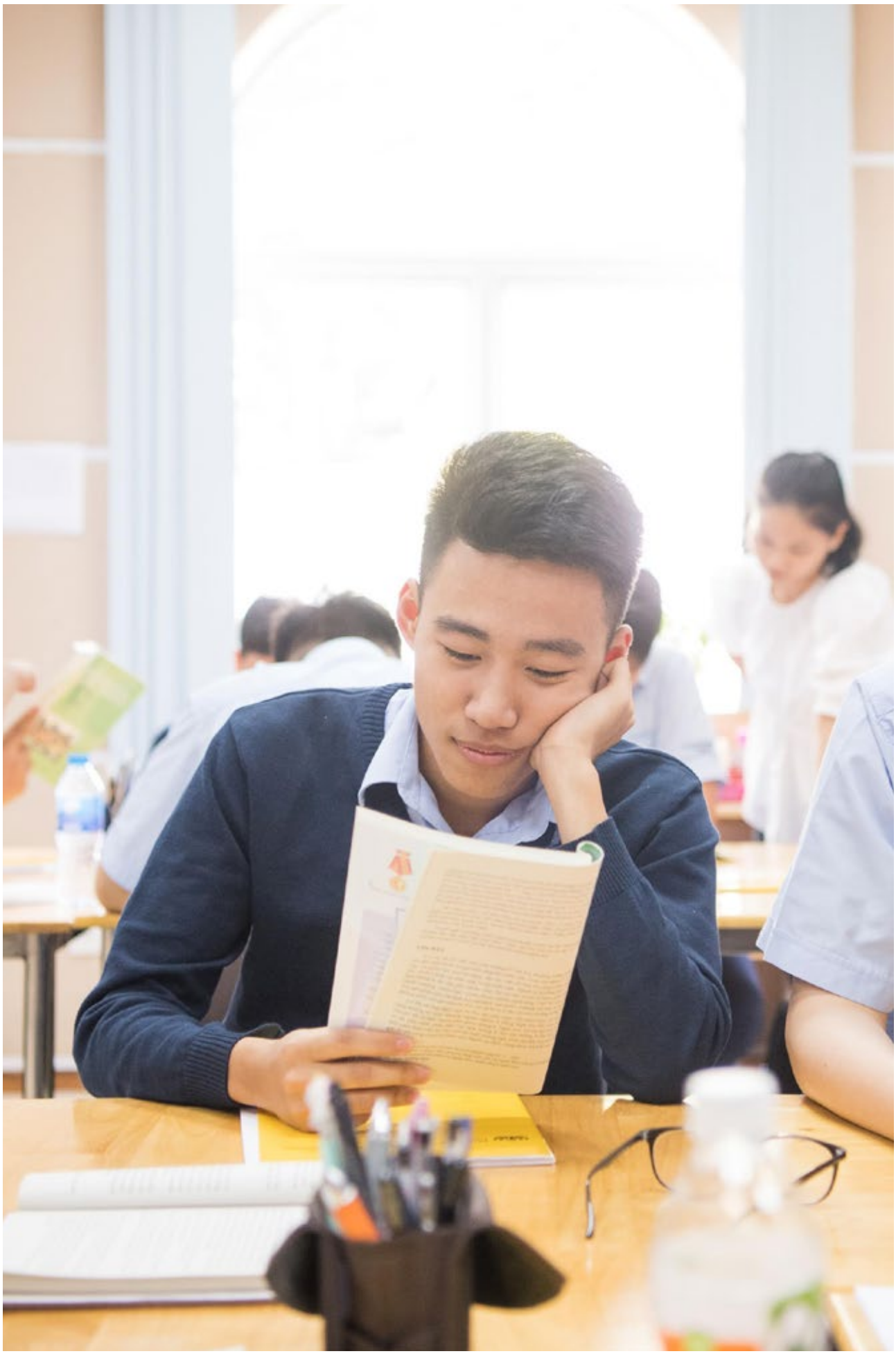
Health and fitness

Useful Resources

- Microsoft Teams
- British Council
- Language Development Diary
- IELTS Textbook

Assessment

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



Be Ambitious