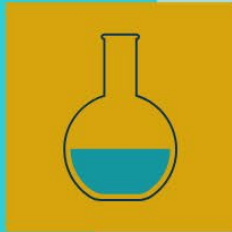




BRITISH VIETNAMESE INTERNATIONAL SCHOOL  
HANOI  
A NORD ANGLIA EDUCATION SCHOOL

# YEAR 10 CURRICULUM BOOKLET



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## ART

### Aims and Objectives

Art and Design at Key Stage 4 aims to develop and refine practical skills with which students can communicate their ideas, personal expression, and creativity. The course develops the students analytical and evaluative skills through independent and group work, and students are encouraged to continually reflect on the work they produce to develop sensitivity and conceptual thinking. The course accommodates a wide range of abilities and individual resources. Students are encouraged to work within their discipline of choice to produce individual responses and outcomes.

### Key Skills

- Gathering, recording, research and investigation
- Exploration and development of ideas
- Critical thinking; presented through organisation and relationships of visual and/or other forms
- Selection and control of materials, media and processes
- Personal vision; presented in final outcomes and coherency of the body of work

### Enrichment Opportunities

Art ECA offers students time to focus on independently led projects or extend class projects to suit individual interests. The useful links section provides details of excellent resources where students can find activities, tutorials, art games and research to help inform their understanding of the art world.

### Course Content

**Component 1:** Broad-based assignment 50% - 100 marks

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

**Component 2:** coursework 50% - 100 marks

Topic titles are released on January 1st and this unit begins in January of year 11. The exam takes place in April of year 11.

**The exam:** This is an externally set assignment, which is marked by Cambridge. There are two parts to this component:

- Preparation work completed in the weeks leading up to the 8-hour exam
- A final outcome, which is, completed in 8 hours (completed usually over 2 days) under supervised exam conditions.

## Useful Resources

- <https://www.studentartguide.com/>
- <https://www.youtube.com/watch?v=J3ne7Udaetg&feature=youtu.be>
- <http://www.metmuseum.org/toah/essays/>
- <https://art21.org/artists/https://www.youtube.com/user/art21org>
- <http://www.art2day.co.uk/>

## Assessment

Through peer and self-assessment and teacher feedback, pupils reflect on the progress they are making and the skills they are learning.

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

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

## BUSINESS STUDIES IGCSE

### 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

Section 1 – Understanding Business Activity

Section 2 – People in Business

Section 3 – Marketing

### Useful Resources

- Cambridge IGCSE and O Level Business Studies 5th edition by Karen Borrington and any other CIE-specific Business Studies textbook.
- Tutor2U Website
- Cambridge Past Papers

### Assessment

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

#### Paper 1

1 hour 30 – 80 marks – 50%

Four questions requiring a mixture of short answers and structured data response

#### Paper 2

1 hour 30 – 80 marks – 50%

Four questions based on a case study, provided as an insert with the paper

### Career Pathway

A Level Business (CAIE)

Common Business career pathways include:

- |                |                  |
|----------------|------------------|
| • Accounting   | • Marketing      |
| • Consulting   | • Finance        |
| • Entrepreneur | • 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

<b>Computer Systems:</b> <ol style="list-style-type: none"><li>1. Data representation (binary numbers)</li><li>2. Communication and Internet technologies</li><li>3. Hardware and software (incl. Architecture, logic, operating systems...)</li><li>4. AI</li><li>5. Virtual Reality</li></ol>	<b>Algorithms, programming and logic:</b> <p>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.</p> <ol style="list-style-type: none"><li>1. Algorithm design and problem solving</li><li>2. Programming (in Python)</li><li>3. Databases</li><li>4. Boolean Logic</li></ol>
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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 2** Networks and AI

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

## 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 procedures and will now begin understanding more micro-scientific concepts and how they affect the world around them. Most students will follow the Cambridge (CAIE) Coordinated Science syllabus (0654) and will be working towards the equivalent attainment of 2 IGCSEs. Some students will be placed on the Combined Science Syllabus (0653) based on their performance, this is equivalent to 1 IGCSE.

### 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
- Global Campus STEM challenge
- Enrichment day opportunities



## Course Content

<b>Biology rotation 1</b>	<b>Chemistry</b>	<b>Physics</b>
B1. Characteristics of living organisms B2. Cells B3. Biological molecules B4. Enzymes B5. Plant Nutrition B6. Animal Nutrition B7. Transport	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	P1. Motion P2. Work, energy and power P3. Thermal physics P4. Properties of waves, including light and sound

Unit codes and titles are taken from the 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

Our assessment system combines a variety of methods to ensure a comprehensive and equitable evaluation of students' progress. Summative assessments provide snapshots of their knowledge and understanding at specific milestones throughout the academic year, while practical activities assess their application of theoretical knowledge. Classwork and presentations allow students to demonstrate comprehension and problem-solving abilities, while literacy tasks enhance their scientific vocabulary and communication skills. The combined average of these assessments will determine their report attainment grades. Our methods provide a well-rounded evaluation of students' progress, considering their performance across different assessment dimensions.

For the IGCSE examinations they will sit three papers:

Paper 2: Multiple Choice

Paper 4: Structured Questions

Paper 6: Alternative to practical

## 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
- Use of Digitaltheatre+ online subscription to access professional work
- Juilliard and Global Campus projects

### Course Content

- Unit 1- Students will begin to explore the structure of an essay in preparation for the written paper. They will write two essays analysing their devised performance.
- Unit 2- Students will create their own devised piece in response to a stimulus. They will also perform a group script and a solo script. Students will cover a range of genres and their strongest performances will be submitted to Cambridge for iGCSE assessment.

### Useful Resources

#### Online resources

- BBC Bitesize
- Digitaltheatre+ online subscription

## Books

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

## Assessment

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

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

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

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

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

## ENGLISH AS A SECOND LANGUAGE

### Aims and Objectives

English at Key Stage 4 is designed to ensure students are proficient in all aspects of English. 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 sit the IGCSE Second Language English exams at the end of Year 11.

### Key Skills

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

### Enrichment Opportunities

- Multilingualism Week
- World Book Week
- Creative Writing Competitions/ECA

## Course Content

<b>Year 10</b> (IGCSE English as a Second Language 0510)	<b>Term One</b> 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
	<b>Term Two</b> 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
	<b>Term Three</b> 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

## Assessment

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

English as a Second Language		
Term 1	Term 2	Term 3
Classwork and exercises from past papers	Past paper exercises and classwork	Past paper (whole) and classwork

## EAL

### Aims and Objectives

In KS4, the EAL department supports the teaching of English as a Second Language IGCSE and 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
<p>S1 communicate clearly, accurately and appropriately</p> <p>S2 convey information and express opinions effectively</p> <p>S3 employ and control a variety of grammatical structures</p> <p>S4 demonstrate knowledge of a range of appropriate vocabulary</p> <p>S5 engage in and influence the direction of the conversation</p> <p>S6 employ suitable pronunciation and stress patterns</p>	<p>L1 identify and retrieve facts and details</p> <p>L2 understand and select relevant information</p> <p>L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>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</p>	<p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p> <p>R3 recognize and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place</p>	<p>W1 communicate clearly, accurately and appropriately</p> <p>W2 convey information and express opinions effectively</p> <p>W3 employ and control a variety of grammatical structures</p> <p>W4 demonstrate knowledge and understanding of a range of appropriate vocabulary –</p> <p>W5 observe conventions of paragraphing, punctuation and spelling</p> <p>W6 employ appropriate register/style</p>

### Enrichment Opportunities

- Multilingualism Week in October
- Online challenge resources are available through the Q Skills for Success online platform

### Course Content

Year 10	Year 11
Term 1: Leisure and travel, Education and work	Term 1: The world of work, You and your community
Term 2: People and achievements, Current affairs	Term 2: Entertainment and media, The environment
Term 3: Ideas and the modern world, Sport and Fitness	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

The English IGCSE course will inspire learners to read for pleasure and become critical readers. In English Literature (0475), students will be exposed to a range of texts dealing with complex, universal issues around race, gender and identity, helping build students' empathy and their understanding of the world they live in, others and themselves. Our selected texts encompass a range of forms, contexts and cultures, including William Shakespeare's *Antony and Cleopatra* and Chinua Achebe's *Things Fall Apart*. In First Language English (0500), students will read, respond to and be inspired by a rich array of reading texts, informing their own writing for a range of purposes and audiences. By completing both IGCSEs, students will be encouraged to become appreciative and critical readers and writers.

### Key Skills

There are two available pathways for IGCSE English. Some students will study First Language English (0500) and English Literature (0475), while some students will only study First Language English (0500). Collectively, the English and EAL departments will decide which pathway presents the most opportunities for students to achieve their maximum potential.

### English Literature – 0475

Candidates will be assessed on their ability to:

- **AO1:** Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text.
- **AO2:** Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.
- **AO3:** Recognise and appreciate ways in which writers use language, structure and form to create and shape, meanings and effects.
- **AO4:** Communicate a sensitive and informed personal response to literary texts.

### First Language English – 0500

**AO1 Reading** – Candidates will be assessed on their ability to:

- **R1** demonstrate an understanding of explicit meanings
- **R2** demonstrate an understanding of implicit meanings and attitudes

- **R3** analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- **R4** demonstrate an understanding of how writers achieve effects and influence readers
- **R5** select and use the information for specific purposes.

**AO2 Writing** – Candidates will be assessed on their ability to:

- **W1** articulate experience and express what is thought, felt and imagined
- **W2** organise and structure ideas and opinions for deliberate effect
- **W3** use a range of vocabulary and sentence structures appropriate to context
- **W4** use a register appropriate to context
- **W5** make accurate use of spelling, punctuation and grammar

### Enrichment Opportunities

- World Book Week/Day
- NAE Writing Competitions
- FOBISIA Writing Competitions
- Reading and Creative Writing ECAs
- Library Competitions

### Course Content

Students will study the following components across a two-year period. The percentages reflect the overall weighting of each component in the final IGCSE.

<b>First Language English (0500)</b>	<b>Paper 1 (50%): Reading</b>	<b>Paper 2 (50%): Directed Writing and Composition</b>
	<p>Question 1: Comprehension and summary</p> <p>Question 2: Short answer questions and language</p> <p>Question 3: Extended response to reading</p>	<p>Section A: Directed Writing and Composition</p> <p>Section B: Composition</p>

	<b>Paper 1 (50%): Poetry and Prose</b>	<b>Paper 3 (25%): Drama</b>	<b>Paper 4 (25%): Unseen</b>
<b>English Literature (0475)</b>	Chinua Achebe: <i>Things Fall Apart</i> Kayo Chingonyi: Selected poems from <i>Kumukanda</i>	William Shakespeare: <i>Antony and Cleopatra</i>	Unseen prose  Unseen poetry

### Useful Resources

- Sora - Students will have access to Sora, an online library, which includes thousands of eBooks and audiobooks in almost 100 different categories.
- Library Access - Students will have access to all 3 of our physical libraries in school and will be able to seek the support of our expert librarians.
- Digital Theatre - Students will have access to Digital Theatre allowing them to access full-length plays and engaging resources to help develop their understanding of dramatic performances.
- Carousel - students will have access to Carousel Learning - an online platform that helps them to embed knowledge in their long-term memory - when they are engaging with revision and homework.
- Massolit - Students will have the opportunity to engage with Massolit - an online platform with over 3000 lectures and high-quality resources from world-leading academics - to support their subject knowledge in lessons.
- Texts - Students will be provided all texts studied by their class teacher at the beginning of the unit of work.

### Assessment

In English, students will be assessed in English Literature (0475) and First Language English (0500). These syllabuses are not interchangeable, and while there is crossover some students may be stronger in one syllabus than another. The teacher will use their expert judgement, along with a range of formative and summative assessment, to measure and report students' academic performance throughout the year.

## EXTENDED MATHEMATICS (ACCELERATED PROGRAM)

### Aims and Objectives

By providing rich and varied opportunities we aim for all Year 10 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

- UKMT Intermediate Maths Challenge (dates permitting).

### Course Content

Students on the accelerated program will sit their iGCSE in Mathematics at the end of year 10. 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, Dr Frost, UKMT.
- Textbook: Complete Mathematics for Cambridge IGCSE® Student Book (Extended).
- Equipment – Students will need a scientific calculator and geometry kit.

## Assessment

Students in mathematics are assessed in a variety of ways. Assessment is the process of gathering data to better understand the strengths and weaknesses of student learning.

Formative assessment is used on a day-to-day basis to help determine how well students understand the maths being taught. The aim is to provide meaningful feedback to students to enable them to move forward in their learning.

Summative assessment will be used regularly in order to measure a student's understanding of the maths they have been taught. This form of assessment will take place at the end of each learning process in the form of end of unit assessments.

At the end of year 10 the students on the advanced pathway will sit their iGCSE mathematics examinations.

The Extended CAIE IGCSE (0580) is assessed by two terminal examinations.

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

## 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

- UKMT Intermediate Maths Challenge (dates permitting).
- Students selected for the Year 10 Accelerated Pathway 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 numbers, 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 the difference of two squares, solving quadratics by factorising and using the 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, read and interpret from tables. Averages from raw data and frequency tables, Stem and Leaf diagrams, Histograms.

### Useful Resources

- Myimaths, Dr Frost, UKMT.
- Textbook: Cambridge iGCSE MATHEMATICS Core and Extended Coursebook.
- Equipment – Students will need a scientific calculator and geometry kit.

### Assessment

Students in mathematics are assessed in a variety of ways. Assessment is the process of gathering data to better understand the strengths and weaknesses of student learning.

Formative assessment is used on a day-to-day basis to help determine how well students understand the maths being taught. The aim is to provide meaningful feedback to students to enable them to move forward in their learning.

Summative assessment will be used regularly in order to measure a student's understanding of the maths they have been taught. This form of assessment will take place at the end of each learning process in the form of end of unit assessments.

In addition, in term 3, all students will take an end of year assessment covering the content from year 10. There are two papers, one non-calculator and one calculator.



## 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

Topic 1 – Changing Ecosystems

Topic 2 – Resource Provision

Topic 3 – River Environments

Topic 4 – Changing Populations

Topic 5 – Coastal Environments

Topic 6 – Changing Towns and Cities

**Geographical skills** (map skills, graphical skills, analysis of different sources)

## Useful resources

Textbook: New Key Geography, Essential Mapwork Skills, Wider World, David Waugh

Websites: Geography all the Way, BBC Bitesize Revision, Geography for 2022 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 an end of unit test. Students will also sit an end of year exam in Term 3 that will contain questions from all the topics studied during the year.

## HISTORY

### Aims and Objectives

- Stimulate 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?

### Useful Resources

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

- 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.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. Students will practice all exam papers, and the variety of different styles used in written academic historical answers.

## MUSIC

### Aims and Objectives

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

- Acquire and consolidate a range 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 analytical skills in relation to Western music
- Identifying and commenting on a range of music from cultures in different countries
- Technical competence on one or more instruments
- Interpretative understanding of the music performed
- Notation, using staff notation and, if appropriate, other suitable systems

### Enrichment Opportunities

- The School Production (for those that audition)
- 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. 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 using standard Western notation
- 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.
- Throughout KS4, students will learn different topics known as “Area of Study” where they will be expected to describe and analyse music in relation to these topics:
  - Area of study 1 – Baroque Music
  - Area of study 2 – Classical Music
  - Area of study 3 – Romantic Music
  - Area of Study 4 – Music and Words
  - Area of study 5 – Music for Dance
  - Area of Study 6 – Music for Small Ensemble
  - Area of Study 7 – Music for Stage and Screen

### **Useful Resources**

- [www.musictheory.net](http://www.musictheory.net)
- Musescore / Flat.io / Noteflight

### **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 of the KS4 Curriculum

At BVIS, the Physical Education curriculum for Key Stage 4 is designed to promote lifelong engagement in physical activity by offering a diverse, inclusive, and student-led programme. The overarching aim is to establish confidence, knowledge and understanding by fostering personal responsibility and independence.

The curriculum encourages students to develop positive habits and a confident, informed approach to health and fitness. Upon graduation, students will be equipped with the knowledge, skills, and mindset needed to lead healthy, active lifestyles beyond their school years.

Student voice becomes a large part of the PE programme in Key stage 4, they are empowered to take ownership of their lessons and incorporate their voice and choice on the activities they choose. This is with a view to positively engaging students in physical activity as they work towards the busiest part of their school lives.

The curriculum aims to encourage full participation and enjoyment whilst striving to build on the skills and values developed in key stage 3, promote further physical literacy skills and developing a new understanding on the benefits of activity and exercise to their mental and physical wellbeing, academic progress and long-term health.

PE continues to provide multiple competitive pathways and opportunities for students who wish to pursue sporting excellence whilst listening to those that prefer a more socially engaging form of activity.

Fun and engagement are still at the core of what students should experience.

### Key skills:

The key skills developed during this stage of their PE journey vary depending on the options selected, with student voice and choice playing a central role in shaping their experience.

A key feature of the curriculum is the emphasis on student voice, ensuring learners feel heard, valued, and motivated. By offering selected options, students are encouraged to engage in activities that align with their interests, goals, and wellbeing needs. This approach increases not only participation but also personal investment in health and fitness, leading to stronger outcomes both academically and socially.

### Enrichment opportunities:

- Joining HAC Teams
- Practicing skills at break and lunch times
- Take part in house competitions
- Join clubs in the community and/or use local facilities
- Regularly participate in any form of activity that they enjoy with others
- Positively promote the school values at all times

### Course content

To meet our aims, the KS4 PE curriculum offers variety, flexibility, and depth, providing students with opportunities to:

- Engage in competitive sports lessons designed for students who wish to develop their skills and participate in a variety of sports within a structured, competitive environment.
- Choose to join HAC Team Development Squads, aimed at students with specific sporting interests or performance goals, or aspiration to make the school HAC Teams (Volleyball, Basketball and Football).
- Engage in recreational and social sports, creating space for enjoyment, inclusion, and relaxation through active engagement. Here we focus on a range of activities such as Badminton, Tchoukball, Water-based games, Pickleball, Rounders or Basketball, to name a few.
- Choose personal development activities such as Yoga, Pilates, and mindfulness to support mental and emotional wellbeing.
- Explore gym-based fitness to understand resistance training, cardiovascular conditioning, and how to design a personal fitness programme.
- Experience Zone 2 development training through initiatives like “Walk and Talk”, focusing on aerobic base building while also supporting mental health through peer interaction.
- Learn about a variety of training methods, including circuit training, HIIT, flexibility, and functional movement, ensuring a well-rounded understanding of fitness.

### Assessment

While students in KS4 and KS5 PE are not formally assessed through academic grades, they do receive a Learning Attitude grade that recognises their engagement, effort, and overall approach to physical activity. This approach supports the broader aims of the PE curriculum at BVIS, which seeks to nurture students who not only value physical activity but also understand its importance in maintaining both mental and physical wellbeing.



## 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
- University Guidance and preparation

**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.

## 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
- Formation and development process of the Dai Viet civilization
- Identify the geographical position and characteristics of the natural regions of Vietnam
- Analyze the problems of the population and labour force 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 and ECA clubs which include folk games

### Course Content

- Dai Viet in the 16th - 18th centuries
- Tay Son Movement
- The Nguyen Dynasty from its establishment to the mid-nineteenth century
- The foundation and development process of Dai Viet civilization
- Natural regions of Vietnam
- Vietnamese population and labour resources
- Urbanisation and its characteristics
- Employment and quality of life

### Useful Resources

- Year 7 and Year 10 History Textbook – Canh Dieu
- Year 7 and Year 10 History Workbook – Canh Dieu
- Year 10 History Textbook – Canh Dieu
- 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
- Year 10 Geography Textbook – Canh Dieu

### Assessment

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Home work	20%		Home work	15%		Home work	15%	
Course work	30%		Course work	30%		Course work	30%	
End of Term 1 Exam	50%	Dec	End of Term 2 Exam	55%	Mar	End of Term 3 Exam	55%	Jun

## VIETNAMESE

### Aims and Objectives

The Year 10 Vietnamese includes literary works from the medieval period to the modern period. Those literary works have partly shown the changes in Vietnamese society, especially portraying the portraits and fate of Vietnamese people in the feudal period along with the periods before, during, and after the war. In addition, students are trained in the skills of analyzing poetry, extracting excerpts from a story or a text, and practicing composing stories.

### Key Skills

- Analysis and evaluation skills – analyzing the content and art of a literary work
- Skills to search, link and compare information
- Organizational and leadership skills
- Individual working skills
- Debate and persuasion skills
- Translanguaging skills in discussions and presentations

### Enrichment Opportunities

- National Assembly
- Moon Festival Assembly
- Tet Assembly
- ECA Clubs involving folk games
- School events related to folklore

### Course Content

- About language: improve vocabulary, review rhetorical vocabulary; Learn the concepts of conversational maxims, explicit meaning, implication, etc.
- About literature: analyze literary works based on elements of language, images, rhetoric, art of character building, situations, storytelling...; Write an essay analyzing stories and poems of medieval and modern Vietnamese literature.
- About culture: learn about the portrait, soul and qualities of people in the Middle Ages; human fate in war; changes in the modern social context and their impact on human destiny and character.

### Useful Resources (including textbook)

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

## Assessment

A range of assessments are used to identify a student's progress. 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
Home-work	30%		Home-work	30%		Home-work	30%	
End of Term 1 Assessment	70%	Nov	End of Term 2 Assessment	70%	Mar	End of year Assessment	70%	May



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