



BRITISH INTERNATIONAL SCHOOL  
HANOI  
A NORD ANGLIA EDUCATION SCHOOL

# IGCSE INFORMATION BOOKLET

2023-2024



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## Deputy Headteacher's Welcome

Dear Parents,

We are excited to share with you our reviewed curriculum offer for option choices to commence in 2023. At BIS we are committed to supporting students to become reflective and responsible global citizens, who possess the skills to thrive in a 21st century global context.

Our curriculum is built on the British tradition of academic excellence with a clear focus on international-mindedness and developing the whole student. Globally, we are in a period where technological development is moving forward at such a pace, that we are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented, in order to solve problems, we don't even know are problems yet.

In order to fully prepare our Key Stage 4 students and ensure they leave BIS with appropriate skills for the future, that will set them apart, we are committed to provide a Key Stage 4 curriculum, which is built to offer our students a balanced, broad subject offer. One that enables rich opportunities to learn languages, deepen knowledge of the world, experience a vibrant sporting programme, expand student creativity and provides a strong foundation on which to commence the next phase of their education. It is our belief that all students should have the chance of participating in opportunities that allow them to flourish and expand their potential, both in and out of the classroom.

Alongside our formal curriculum, we offer a rich, vibrant extra-curricular activity programme. This allows our students to explore their abilities in activities such as Model United Nations, international sporting competitions and the visual arts. Our Duke of Edinburgh International Award is delivered each year with huge success and BIS Hanoi is the only school in Vietnam to offer the gold award level.

In order to fully prepare students for academic excellence we take the preparation of formal examinations seriously. We build into our curriculum assessment opportunities that are timely, rigorous and prepare each student for their final exams at the end of Year 11 and embed skills which transfer into the International Baccalaureate Diploma Programme. With successful completion of the IBDP, the majority of our students will continue their studies in universities all over the world, including North America, the United Kingdom, continental Europe, Korea and Hong Kong.

We wish your child an excellent journey through BIS Hanoi and should you have any queries regarding the academic aspect of your son/daughter's school-life please do not hesitate to get in touch.



Stephanie Miller

**Deputy Headteacher- Secondary**

## Options Process Overview

Selecting options subjects can seem like a daunting prospect for students and one that should be well considered. We understand this and have put together a robust programme to support them with their decision making. Below is an overview of the sessions that will take place both leading up to and following the options deadline.

<b>Tuesday 27<sup>th</sup> September 2022</b>	Introduction to the options process. Advice from year 10 students.
<b>Monday 3<sup>rd</sup> October to Friday 8<sup>th</sup> October 2022</b>	'Futures Week' an opportunity for all students to reflect on their future pathway and be exposed to new ideas.
<b>Tuesday 4<sup>th</sup> October 2022</b>	Course videos, curriculum booklet and further guidance launched.
<b>Thursday 6<sup>th</sup> October 2022</b>	Options evening 5-6.45pm, Auditorium. An opportunity for parents to learn more information about the options process.
<b>Tuesday 11<sup>th</sup> October 2022</b>	Additional time for students taking place during the Wellbeing lesson to ask further questions and seek guidance.
<b>Tuesday 25<sup>th</sup> October 2022</b>	Options submitted using MS Form. This decision is final and cannot be changed.
<b>November 2022</b>	Options evaluation meetings led by Ms Miller and Mr Royters.

### Points to Consider

**Enjoyment:** Choose subjects you think you will enjoy. This means researching content closely and asking teachers and others who know you well for advice.

**Aptitude:** Choose subjects which you think you will be good at - you will be more likely to enjoy them as well. Think about why you might enjoy particular subjects and how committed you feel – e.g., IGCSE Drama: have you enjoyed performing previously? Do you like working collaboratively? Are you committed enough to rehearse for IGCSE performance work in the evenings and maybe at weekends?

**Prospects:** Think seriously about future ambitions. If you already have a university course in mind, check entry requirements for specific courses at university and work back from there.

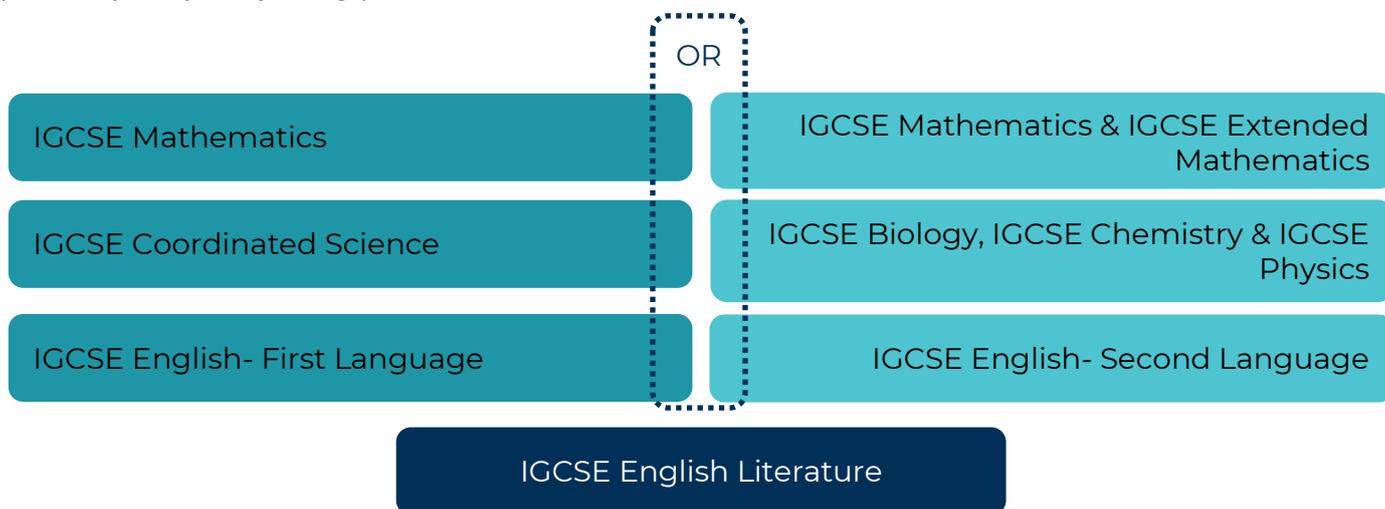
**Balance:** If you have no idea what you want to do in the future make sure that your options provide a broad and balanced programme.

**Independence:** Don't choose on the basis of what friends are doing or on the basis of favourite teachers. Make your own decisions.

## Core Subjects Overview

The core subjects provide foundational knowledge and skills that can be applied across our full Key Stage Four curriculum. The core subjects are not just indicators of academic ability, but alongside our foundation and option subjects are integral part of our daily life.

For the core courses the teachers, alongside school leadership will use baseline assessments taken both in formal assessment and through class activities to determine the right core pathway for your young person.



# IGCSE English Literature (0475)

## Introduction

The IGCSE Literature course gives you the opportunity to study and enjoy poetry, prose, and drama from around the world. It's a challenging but rewarding course that gives students lifelong skills plus the chance to read about different ideas, cultures, and issues across the globe. Students will develop their own thoughts about the texts studied and learn how to share that engaged personal response in their writing.

## Aims

The aims of the course are to develop skills in four main areas. Students will develop the ability to:

- Read, interpret and evaluate different texts of different genres, written in different times and contexts;
- Create an understanding of literal and implied meaning;
- Learn about how writers use English to create different techniques;
- Construct and write an analytical, engaged, and informed response to what they read.

## Course Overview

Year 10	Year 11
Paper 1 (poetry): Ted Hughes selected poems	Paper 3 (drama): either 'Twelfth Night' (Shakespeare) or 'Journey's End'
Introduction to skills for Paper 4 (unseen poetry)	Exam practice: Paper 1 and 3.
Paper 1 (the novel): 'The Purple Hibiscus'	Additional Paper 4 practice.

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Paper 1: Prose and Poetry	Examination	1 hour 15	50%
Paper 3: Drama (open book)	Examination	45 minutes	25%
Paper 4: Unseen	Examination	1 hour 15	25%

## Teaching & Learning Approaches

In this course students will learn how to analyse all three genres for literal and implied meanings, how to construct a thesis statement/essay and how to effectively use textual evidence in their responses. The examination texts are chosen from around the world and thus prepare students for the global focus of study at IBDP. The invaluable skills students will develop will prepare them for an IB pathway to either Language A: Language and Literature or English Language B.

Students will learn and practise for the IGCSE Literature examination but more than this, we would like to develop a love of literature and the pleasure of reading independently. By nurturing an enjoyment of reading and an interest in all genres of literature, at BIS Hanoi we would like our students, to have the opportunity to become to become lifelong readers.

## Developing Skills for the Future

By studying Literature at IGCSE level, students will be developing written and analytical essay writing skills. The ability to analyse, organise ideas, plan an essay and construct a cohesive written response will be invaluable for life at university and beyond. Studying literature prepares young people for many careers, including teaching, journalism, law and marketing.

## Useful Resources (link to Specification/books/websites)

[Link to Cambridge Syllabus](#)  
[Royal Shakespeare Company | RSC](#)  
[Globe Theatre | About us | Discover | Shakespeare's Globe \(shakespearesglobe.com\)](#)  
[The British Library - The British Library \(bl.uk\)](#)



# IGCSE English First Language (0500)

## Introduction

IGCSE First Language is designed for experienced learners of English, who have already developed a good degree of competence in the language. Students are asked to read and write a range of non-fiction texts, as well as developing their speaking and listening skills. It represents the natural progression towards the language aspect of the IBDP English A Language and Literature course.

## Aims

The aims of the course are to provide students with a broad range of English Language processing skills. Students will be able to perform a range of complex tasks using a variety of non-fiction texts. Students will also be able to create texts which adhere to the conventions of selected contexts, adjusting language for audience and purpose.

These skills include being able to:

- Read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language;
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing write accurately and effectively, using Standard English appropriately;
- Work with information and with ideas in language by developing skills of evaluation, analysis, use and inference;
- Listen to, understand, and use spoken language effectively;
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

Students will also develop both their speaking and their listening skills. This will include delivering a presentation, as well as responding to questions and engaging in conversations.

## Course Overview

Year 10	Year 11
Term 1 – Paper 2 Directed Writing. Structuring descriptive and narrative texts Skills for descriptive & narrative writing	Term 1 – Paper 1 Reading Extended Response to reading Understanding implicit and explicit details Conventions of different text types
Term 2- Paper 2 Directed Writing Writing to discuss Synthesising texts effectively Conventions of text type	Term 2 Review
Term 3 – Paper 1 Reading Summary writing skills Language analysis and interpretation	

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Paper 1	Reading	2 Hours	50%
Paper 2	Directed Writing	2 Hours	50%
Speaking & Listening	Oral Exam	10-12 minutes	Separately Endorsed

## Teaching & Learning Approaches

Students will produce and receive feedback on a range of written texts during the course, all of which feature in the IBDP English A Language & Literature syllabus. Students will refine their analytical skills through debate, Harkness lessons and character-based speaking activities. Through the production of a broad range of text types, students will refine their understanding register and nuanced language choices. They will also have the opportunity to develop and practice their skills in reading or explicit and implicit meaning. Students will also be familiar with a range of professional writing styles, and the conventions required for these different contexts.

## Developing Skills for the Future

By studying language at IGCSE level, students will be developing written and analytical essay writing skills in readiness for life beyond school. The ability to analyse, organise ideas, plan an essay and construct a cohesive written response will be invaluable for life at university and beyond. Studying language prepares students for many careers, including teaching, journalism, law, the business world, travel/hospitality and marketing.

## Useful Resources

[Link to Cambridge Syllabus](#)  
<https://www.bbc.com/news>  
<https://www.theguardian.com>

# IGCSE English Second Language (0511)

## Introduction

IGCSE English as a Second Language is designed for students in the acquisition phase of their English development. The course helps students develop skills for understanding and communicating in a range of situations in English. This includes being able to understand written and spoken texts plus select relevant information. Learners develop the linguistic skills required for progression to further studies such as IBDP English B through being able to communicate clearly in writing and speaking.

## Aims

The aims of the course are to:

- Develop student's ability to use English effectively for the purpose of practical communication;
- Develop student's awareness of their own language development and language-learning skills;
- Develop student's English skills to support attainment in other areas of the curriculum;
- Support student's language development and enjoyment.

The IGCSE English as a Second Language offers students the opportunity to develop practical communication skills in reading, writing, listening and speaking. Students are presented with a variety of texts that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences.

Students will explore a range of authentic spoken texts, in order to develop comprehensive listening skills. Learners will 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. Students of English as a Second Language will aim to become independent users of English.

## Course Overview

Year 10	Year 11
Reading & Writing Comprehension Summary Writing Informal email writing Listening skills Article Writing Speaking Skills	Text Type conventions Listening & speaking skills Reading for explicit and implicit meaning

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Paper 1	Reading & Writing	2 Hours	50%
Paper 2	Listening	50 Minutes	25%

Component	Assessment Type	Duration	% of Overall Grade
Paper 3	Speaking	10-15 Minutes	25%

### Teaching & Learning Approaches

Students will use a range of approaches and methods to develop the skills necessary to succeed in this course. Students will explore a wide variety of authentic text types in text, audio and video. They will have the opportunity to produce and receive feedback on a wide range of personal and professional texts.

Students will develop their speaking and listening skills through various approaches such as presentation, debate, character based speaking, as well as developing their communication skills through collaborative tasks. Students will have the opportunity to develop their reading and speaking skills through interacting with a broad range of authentic texts.

The components of this English as a Second Language course align with the components of the IBDP English B course. Becoming familiar with how to produce different text types, interact with authentic written and audio texts and speaking assessments, all provide excellent preparation for the IBDP English B course.

### Developing Skills for the Future

The English as a Second Language course is a language acquisition course designed to develop students receptive and productive English. Having completed the course, students will be able to decode more complex personal and professional texts and be able to produce coherent and accurate texts suitable for a wide range of contexts. Students will also have developed their confidence and proficiency in both conversing and presenting in English. The course will also help students to access the content in other IGCSE subjects as a result of the skills developed during the course. Students will also be prepared for further education and careers where proficiency in English is required.

### Useful Resources

[Link to Cambridge Syllabus](#)  
<https://www.esleschool.com/cambridge-igcse-esl-exam-practice/>  
<https://learnenglish.britishcouncil.org/skills>  
<https://www.flo-joe.co.uk>

# IGCSE Mathematics (0580)

## Introduction

The IGCSE Mathematics course supports students in building competency, fluency and understanding in their use of techniques and mathematical understanding. The course helps learners develop a feel for quantity, patterns, and relationships. Learners develop their reasoning, problem solving and analytical skills in a variety and real like concepts.

There are two pathways to qualification. Students on the core pathway sit papers 1 and 3 and are eligible for grades C-G. Students on the extended pathway sit papers 2 and 4 and are eligible for grades A\*-E. Regardless of pathway, students should have access to a scientific calculator for both exam papers.

The course is broadly split into four main content areas: number, algebra, shape and space, probability and statistics.

## Aims

At BIS Hanoi, our aim is to help students develop the skills and techniques necessary to allow them to tackle complex problems. Maths is a highly hierarchical subject, and by acquiring fluency in fundamentals, students will then have sufficient working memory to think more deeply about problem solving, as opposed to processes.

Alongside this aim, we want our students to develop an interest and enjoyment of the subject. Aligning with the ethos of the IBDP, we endeavour to promote and develop a curious and resilient approach to mathematics. Developing skills is the first step towards mastery but knowing how and when to apply them is a more advanced skill. Using puzzles and projects, we hope to teach our students the value in failure and the benefits of understanding why a given approach may lead to a dead end. Mistakes are the portals of discovery.

To conclude, we want to prepare our students for the present, but also the future. By nurturing an enjoyment and fascination of the beauty of mathematics, alongside a focus on key fundamentals, at BIS Hanoi we are giving our young pupils the opportunity to become lifelong learners and lead the next generation of problem solvers.

## Course Overview

Year 10	Year 11
Number skills	Perimeter, area, and volume
Pythagoras and Trigonometry	Congruence and similarity
Standard form and index laws	Functions
Equation solving	Inequalities
Angles	Further statistics
Statistics	Transformations
Probability	Further functions (graphs)
Sets	Differentiation
Ratio and proportion	Trigonometric graphs
Sequences	Vectors
Straight line graphs	
Rounding and bounds	
Circle Theorems	

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Paper 1 (Core)	Short-answer questions	1 hour	35%
Paper 2 (Extended)	Short-answer questions	1 hour 30 minutes	35%
Paper 3 (Core)	Structured questions	2 hours	65%
Paper 4 (Extended)	Structured questions	2 hours 30 minutes	65%

## Teaching & Learning Approaches

Within the department, we use a variety of teaching methods to help students reach their potential. Although a more traditional approach (independent practice, rote learning) certainly has its place and is an effective means to consolidate content, we believe that it can be less effective in developing the range of skills that students need for the IBDP. Therefore, alongside formal unit testing we also give students the opportunity to work in groups on more open-ended problems, which can be solved in a variety of ways (including the use of technology). This helps to reinforce the “ways of being/thinking/doing” approach introduced at KS3, helping to ameliorate the tendency towards passive learning that can arise from a solely didactic, directive approach.

Staff within the department also use a variety of questioning techniques to help create additional depth and challenge to differentiate within lessons. Changing parameters of the question helps to develop a deeper structural understanding of a problem, which is far more valuable than an individual solution.

Major checkpoints are in place throughout years 10 and 11. Although they have formative value (giving students explicit feedback on which areas they can improve), they also provide student and teacher with summative data about the progress of individual students and the grade towards which they are tracking.

## Developing Skills for the Future

Applying mathematical techniques to solve complex problems  
Reviewing, redrafting and refining solutions – developing a reflective mindset  
Variety in approach of task – Independent vs group work. Written vs verbal solutions

## Useful Resources

[Link to Cambridge Syllabus](https://www.drfrostmaths.com/)  
<https://www.drfrostmaths.com/>  
[Home - Kognity](#)  
NRICH - Mathematics Resources for Teachers, Parents and Students to Enrich Learning (maths.org)

# IGCSE Additional Mathematics (0606)

## Introduction

The Additional Mathematics course begins in Term 3 of Year 10. The highest achieving students in Mathematics in Year 9 are invited to join the Accelerated IGCSE Mathematics class, aiming to complete IGCSE Mathematics in one year, sitting the final examinations in either May of Year 10 or October of Year 11. After which, students begin the study of IGCSE Additional Mathematics, a course that explores certain disciplines, notably Algebra and Calculus, in much greater depth, helping to prepare students for advanced further mathematical study.

## Aims

To further develop an appreciation for and understanding of pure mathematics, and to gain insight into the development of mathematical thought. To explore new areas of mathematics and consolidate previously explored areas with a deeper understanding.

To nurture a life-long love of learning mathematical processes, and to help prepare for mathematical studies beyond Key Stage 4.

## Course Overview

Year 10	Year 11
The entire IGCSE Mathematics (Extended) curriculum (see previous pages) followed by: Functions Simultaneous equations and Quadratics Polynomials Inequalities and graphs	Permutations, combinations and the Binomial Theorem Sequences and Series Indices and surds Logarithmic and exponential functions Coordinate geometry Circular measure and Trigonometry Differentiation and Integration, including Kinematics Vectors

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Paper 1 80 marks	Examination- scientific calculators are required	2 hours	50%
Paper 2 80 marks	Examination- scientific calculators are required	2 hours	50%

## Teaching & Learning Approaches

There is a greater focus on collaborative work, especially when either exploring new concepts or revising for final exams. Many opportunities for teamwork, cooperative work, competitive work, as well as independent work can be explored. Several different teaching and learning platforms can be used, from the wall mounted whiteboards to exploration of graphs on Desmos.

## Developing Skills for the Future

IGCSE Additional Mathematics expands the number of ways in which students can explore their problem-solving abilities as well as different forms of mathematical communication. By focusing on both graphing representation of functions and vector geometry, students are exposed to the different ways similar concepts can be described or explored (which links nicely with Theory of Knowledge in the Core of the International Baccalaureate IBDP).

IGCSE Additional Mathematics is a useful (though non-essential) pathway to studying IBDP Mathematics at Higher Level, in particular, Analysis and Approaches. It allows students to explore areas such as vector geometry in further detail, or new areas such as integral calculus, which they would only otherwise encounter in the sixth form.

## Useful Resources

[Link to Cambridge Syllabus](#)

[www.desmos.com](http://www.desmos.com)

<https://www.drfrostmaths.com/>

[NRICH - Mathematics Resources for Teachers, Parents and Students to Enrich Learning \(maths.org\)](http://www.nrich.maths.org)

Textbook: Cambridge IGCSE Additional Mathematics Coursebook (second edition), Sue Pemberton, Cambridge University Press



# IGCSE Coordinated Science (0654)

## Introduction

IGCSE Coordinated Science provides students with the opportunity to study Biology, Chemistry and Physics within a cross-referenced and scientifically coherent syllabus. It is a double award qualification, earning two IGCSE grades. Most students will take IGCSE Coordinated Science and they will gain an understanding of the basic principles of each subject through a mix of theoretical and practical studies.

## Aims

The aims of the IGCSE Coordinated Science syllabus are:

- To allow students to develop the scientific skills needed for further study
- To learn how science is studied and practiced
- To understand the technological world we live in
- To take an informed interest in science and scientific developments

## Course Overview

IGCSE Coordinated Science includes topics from the three disciplines of Biology, Chemistry and Physics that are then combined to be examined together in the summative assessments in year 11.

IGCSE Coordinated Science builds on the curriculum covered in Year 9 that has provided a foundation for the qualification.

The following topics are covered in the Year 9 curriculum and will be reviewed throughout Year 10 and 11:

Motion, Work, Energy and Power  
Particulate Nature of Matter; Experimental Techniques; Atoms, Elements and Compounds  
Cells; Respiration and Gas Exchange; Biological molecules and Enzymes

Year 10	Year 11
Living organisms, Plant and animal nutrition, transport, coordination and response	Reproduction, Inheritance, Organisms and their environment, Ecosystems
Periodic table and bonds, Rates of reactions, Metals, Redox reactions, Air, Water, Sulfates, Carbonates	Organic Chemistry, Stoichiometry, Electricity
Thermal Physics, Waves, Electricity and Magnetism	Electromagnetic effects, Atomic Physics

## Summative Assessment

Component	Assessment Type	Duration	% of Overall Grade
Paper 2	A multiple-choice paper consisting of 40 items of the four-choice type.	45 minutes	30%
Paper 4	A written paper consisting of short-answer and structured questions.	2 hours	50%
Paper 6	Alternative to practical	1 hour 30 minutes	20%

## Teaching & Learning Approaches

Throughout the IGCSE Coordinated Science course students will be assessed at the end of each unit in the form of an end of unit assessment made up of past exam questions.

Students will also be assessed on their ability to inquire through practical investigations and research activities. This allows students to develop skills needed for further studies in IBDP science subjects.

Teachers will use a variety of teaching and learning techniques to ensure that students can not only acquire scientific knowledge but most importantly apply their knowledge to a variety of contexts.

## Developing Skills for the Future

Practical skills  
Inquiring and researching  
Application of knowledge to problem solving

## Useful resources

[Kognity](#)  
[Seneca Learning](#)  
[Link to Cambridge Syllabus](#)

# IGCSE Triple Science (0610, 0620, 0625)

## Introduction

The IGCSE Triple Science pathway gives students the opportunity to study Biology, Chemistry and Physics as separate IGCSE qualifications resulting in three separate IGCSE grades being awarded. Triple Science is a challenging combination of courses and science teachers will use a range of methods to decide if this pathway is appropriate for each student, alongside discussions with parents. Students will gain an understanding of the principles of each subject in depth through a mix of theoretical and practical studies.

## Aims

The aims of the IGCSE Triple Science pathway are:

- To allow students to study science subjects in depth and expand on syllabus areas to solve problems
- To allow students to develop the scientific skills needed for further study
- To learn how science is studied and practiced
- To understand the technological world we live in
- To take an informed interest in science and scientific developments

## Course Overview

Similarly to the IGCSE Coordinated Science syllabus, students will build upon their prior knowledge from Year 9.

The following topics are covered in the Year 9 curriculum and will be reviewed throughout Year 10 and 11:

Motion, Work, Energy and Power

Particulate Nature of Matter; Experimental Techniques; Atoms, Elements and Compounds  
Cells; Respiration and Gas Exchange; Biological molecules and Enzymes

They will then study topics in each science included in the table below. Many of the topics are similar to the topics studied in IGCSE Coordinated Science, however Triple Science will have greater depth.

IGCSE Course	Year 10	Year 11
Biology	Living organisms, Plant and animal nutrition, transport, coordination and response	Reproduction, Inheritance, Organisms and their environment, Ecosystems
Chemistry	Periodic table and bonds, Rates of reactions, Metals, Redox reactions, Air, Water, Sulfates, Carbonates	Organic Chemistry, Stoichiometry, Electricity
Physics	Thermal Physics, Waves, Electricity and Magnetism	Electromagnetic effects, Atomic Physics, Space Physics

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Paper 2 (Biology/Chemistry/Physics)	Multiple Choice	45 minutes	30%
Paper 4 (Biology/Chemistry/Physics)	Theory	1 hour 15 minutes	50%
Paper 6 (Biology/Chemistry/Physics)	Alternative to practical	1 hour	20%

## Teaching & Learning Approaches

Throughout the IGCSE Triple Science course students will be assessed at the end of each unit in the form of an end of unit assessment made up of past exam questions. Students will also be assessed on their ability to inquire, through practical investigations and research activities. This allows students to develop skills needed for further studies in IB science subjects. Teachers will use a variety of teaching and learning techniques to ensure that students can not only acquire scientific knowledge but most importantly apply their knowledge to a variety of contexts.

## Developing Skills for the Future

Practical skills  
Inquiring and researching  
Application of knowledge to problem solving

## Useful Resources

[Link to Cambridge Biology Syllabus](#)  
[Link to Cambridge Physics Syllabus](#)  
[Link to Cambridge Chemistry Syllabus](#)  
[Kognity](#)  
[Seneca Learning](#)

## Foundation Subjects Overview

The foundation subjects are likely to build on past experiences and knowledge that students have gained with regards to understanding how to look after their own health and wellbeing. In addition, it is within this group of subjects where our commitment and understanding of the importance of developing students first language. Whether this be through lessons in school delivered by our talented Vietnamese and Korean teachers, or by the school supporting individual students with connecting with an online tutor to support them with developing an alternative first language. Students who have English as their first language will have the opportunity to take IGCSE Global Perspectives during this time, which provides them with a strong foundation for the IBDP.

**BISC Physical Education- Core**

**BISC Vietnamese**

**BISC Korean**

**IGCSE Global Perspectives**

**First Language- self study**

**Wellbeing**



# BISC Physical Education

## Introduction

Physical Education develops student's competence to take part in a range of physical activities that become central to their lives both in and out of school. A high-quality P.E curriculum enables students to enjoy and succeed in a range of activities. Therefore, we have developed a concept curriculum to help our students achieve this goal during their educational journey and one that encourages a life full of learning and continued movement. A concept curriculum is an approach to curriculum design that incorporates "big ideas" that span multiple subject areas or disciplines. Our conceptual approach offers an alternative to the traditional sport and skills-based approach to PE curriculum design and delivery. The sport and physical activity therefore become the vehicle through which the concept is delivered or developed.

## Aims

By shifting the focus of the curriculum and the success criteria of each lesson, we are doing so much more than getting students active, we are delivering meaningful learning that harnesses the learning potential of physical activity and sport, whilst improving the experiences within PE for every student.

By understanding the concept curriculum, all students have the opportunity to engage in relevant and meaningful learning that can then build a stronger connection with our subject. Thus, better nurturing physical literacy and increasing the chances of lifelong participation and movement.

## Course Overview

<b>Year 10 Exploring Leadership Skills</b>	<b>Year 11 Being Active for Life</b>
<ul style="list-style-type: none"><li>- Attitudes and behaviours<ul style="list-style-type: none"><li>- Effective teams</li><li>- Self-reflection</li><li>- Fulfilling potential</li></ul></li><li>- Sports education performance for sport lifestyle and fitness</li></ul>	<ul style="list-style-type: none"><li>- Health and well-being<ul style="list-style-type: none"><li>- Remaining active</li></ul></li><li>- Engagement post 16 sports education Performance for sport lifestyle and fitness</li></ul>

# BISC Korean (모국어로서의 한국문학 수업)

## Introduction

문학은 인간의 생활과 밀접한 연관이 있습니다. 학생들은 10학년과 11학년 총 2년동안의 문학 수업을 통해 문학을 자신의 인생 속에서 어떻게 흥미하고 즐길 수 있는지를 공부합니다. BISC 모국어로서의 한국문학 수업은 문학연구에 있어서 기본이 되는 7가지의 개념을 바탕으로 (소통, 창의성, 관점, 문화, 변혁, 정체성, 반영) 깊이 있는 통찰력을 가지고 문학 작품을 분석합니다. 무엇보다 12학년부터 시작되는 2년의 IBDP 과정 속 한국문학을 준비하는 학습자가 문학을 통해 독립적 사고, 독창적 사고, 비판적 사고, 명확한 사고를 기를 수 있도록 돕는 교육과정입니다.

## Aims

In this course, students will learn about the complex about power of words to persuade and convince. Throughout the and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills by learning course, students will explore the various ways in which language choices, text types, literary forms and elements all create meaning together.

We aim

- To develop and refine skills in reading interpretation, writing, speaking, and critical thinking.
- To understand and build up a positive attitude towards the Korean language either in respect to the national culture or aesthetic appreciation.
- To develop their literary essay writing to include analytic as well as evaluative interpretations through different genres such as short stories, poetry, plays, etc.
- To develop and enrich students' analytical skills of Korean Literature, so that Korean students can look forward to learning IBDP Korean A course.

## Course Overview

Year 10	Year 11
이야기로 풀어 쓰는 시 시가 빛나는 밤에 작가 박물관 살며 편지 쓰며 소설 속 사회문화적 맥락 읽기 전통음식의 새로운 탄생	시의 본질 탐구하기 시 분석 구조 파악하기 BIS 고민 우체통 소설 속 시대와 삶 이해하기 텍스트의 의미 탐구하기 전통놀이 이야기

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Paper 1	Written (Poem Analysis)	50 min	20%
Paper 2	Written (Guided Questions)	50 min	20%
Paper 1	Written (Unseen Analysis)	50 min	30%
Individual Oral	Oral Presentation	15 min	30%

## Teaching & Learning Approaches

Students will also be assessed on their ability to inquire, through authentic analysis and research projects. This allows students to develop skills needed for further studies in IB Korean subjects.

Teachers will use a variety of teaching and learning techniques to ensure that students can not only acquire literature knowledge but most importantly apply their knowledge to a variety of contexts in a daily life.

## Developing Skills for the Future

Students in this class will be able to  
Develop intellectual curiosity  
Improve critical analysis skills  
Improve reading and writing skills  
Build communication skills

## Useful Resources

KS4 Introduction Video Link

<https://web.microsoftstream.com/video/1987c11f-d3a6-446a-876e-5773e6ad56f6>

작품 목록

[시] 정현종 <방문객> 도종환 <담쟁이> 신경림 <나무1> 외 4작품

도종환 <흔들리며 피는 꽃> 김영랑 <돌담에 속삭이는 햇발같이> 정호승 <수선화에게>

[소설] 로맹 가리 <자기 앞의 생> 현진건 <운수 좋은 날> 하근찬 <수난시대>

요시모토 바나나 <키친> 조세희 <난장이가 쏘아올린 작은 공>

히가시노 게이고 <나미야 잡화점의 기적>

[비문학] 홍성일, <세상은 어떻게 뉴스가 될까?>

참고자료 목록

<http://www.yes24.com/Product/Goods/4698501>

<http://www.yes24.com/Product/Goods/97643028>

# BISC Vietnamese

## Introduction

Môn Tiếng Việt ở KS 4 được thiết kế cho những học sinh nói thành thạo Tiếng Việt là ngôn ngữ mẹ đẻ. Chương trình dành cho những học sinh đã đạt đến mức độ phát triển năng lực ngôn ngữ. Học sinh sẽ được yêu cầu đọc và viết một loạt những loại văn bản văn học và phi văn học khác nhau cũng như phát triển các kỹ năng nghe, nói, đọc, viết. Ngoài ra, học sinh cũng sẽ được tiếp cận và giải mã, phân tích các loại văn bản đặc trưng của từng thể loại. Đây là chương trình đặt nền tảng quan trọng cho khóa học IB Văn học và Ngôn ngữ Tiếng Việt của hai năm cuối cùng bậc trung học.

## Aims

Mục tiêu của khóa học là cung cấp cho sinh viên một loạt các kỹ năng trong quá trình xử lý môn văn học và ngôn ngữ Tiếng Việt. Học sinh có thể thực hiện một loạt các nhiệm vụ phức tạp bằng cách sử dụng nhiều loại văn bản phi văn học cũng như phi hư cấu. Học sinh cũng có thể sẽ tạo lập các văn bản dựa trên các quy ước thông lệ của ngữ cảnh đã chọn, điều chỉnh ngôn ngữ phù hợp với mục đích và đối tượng hướng đến.

Những kỹ năng này bao gồm

- + Đọc thành thạo một khối lượng văn bản đa dạng với sự hiểu biết và trân trọng giá trị của ngôn ngữ
- + Đọc kỹ và sử dụng kiến thức thu được từ việc đọc để cung cấp thông tin và cải thiện khả năng viết chính xác và hiệu quả của bản thân.
- + sử dụng tiếng Việt diễn đạt một cách chuẩn mực
- + Xử lý thông tin và sắp đặt, phát triển các ý tưởng phát triển các kỹ năng đánh giá, phân tích, và suy luận
- + Tiếp thu và áp dụng vốn từ vựng phong phú, cùng với kiến thức và hiểu biết về thuật ngữ pháp và các quy ước ngôn ngữ.

Học sinh cũng sẽ phát triển cả kỹ năng nói và nghe của họ. Điều này sẽ bao gồm việc cung cấp một bài thuyết trình, cũng như trả lời các câu hỏi và tham gia vào các cuộc trò chuyện.

## Course Overview

	Year 10	Year 11
Term 1	<p>PHẦN I - VĂN BẢN PHI VĂN HỌC</p> <p>1. Đọc khám phá đặc điểm kỹ thuật cấu trúc và ngôn ngữ các loại văn bản Thể thao, Du lịch và Giải trí, Thông tin, Giáo dục và Nghề nghiệp</p> <ul style="list-style-type: none"><li>+ Tìm hiểu nội dung chính của các loại văn bản khác nhau.</li><li>+ Rèn luyện kỹ năng tóm tắt các loại văn bản và nhận dạng sự lựa chọn ngôn ngữ của người viết để tạo ra ý nghĩa</li></ul> <p>2. Viết có hướng dẫn Nhật ký, Viết thư, Trình bày ý kiến,</p> <p>PHẦN II- VĂN BẢN VĂN HỌC</p> <p>1. Khám phá đặc điểm kỹ thuật cấu trúc và ngôn ngữ một số văn bản thơ Nguyễn Bính, Hữu Thỉnh và thơ Chiến tranh</p> <ul style="list-style-type: none"><li>+ Khám phá cấu trúc và ngôn ngữ</li><li>+ Phát triển quan điểm cá nhân</li></ul> <p>2. Viết - Nhận dạng, phân tích các đặc điểm kỹ thuật trong văn bản được cung cấp</p> <p>Bài viết đánh giá cuối chủ đề</p>	<p>PHẦN VII- VĂN BẢN PHI VĂN HỌC</p> <p>Đọc khám phá các đặc điểm kỹ thuật về cấu trúc và ngôn ngữ của các văn bản về Đời sống, Xã hội và Các mối quan hệ.</p> <p>Viết có hướng dẫn: Viết đề thuyết phục, Văn bản Nhật dụng</p> <p>PHẦN VIII- VĂN BẢN VĂN HỌC</p> <p>Khám phá văn Văn xuôi của Tô Hoài, Nam Cao và một số tiểu thuyết dịch</p> <ul style="list-style-type: none"><li>+ Đọc chuyên sâu khám phá nội dung và các đặc điểm kỹ thuật ngôn ngữ và cấu trúc</li><li>+ Phát triển kỹ năng phân tích về những lựa chọn kỹ thuật của tác giả</li></ul> <p>Bài viết đánh giá cuối chủ đề</p>

Term 2	<p><b>PHẦN I - VĂN BẢN PHI VĂN HỌC</b>          1. Khám phá đặc điểm kỹ thuật cấu trúc và ngôn ngữ các loại văn bản Thể thao, Du lịch và Giải trí, Thông tin, Giáo dục và Nghề nghiệp          + Tìm hiểu nội dung chính của các loại văn bản khác nhau. Rèn luyện kỹ năng tóm tắt các loại văn bản và nhận dạng sự lựa chọn ngôn ngữ của người viết để tạo ra ý nghĩa</p> <p>2. Viết có hướng dẫn</p> <p><b>PHẦN II- VĂN BẢN VĂN HỌC</b>          1. Khám phá đặc điểm kỹ thuật cấu trúc và ngôn ngữ một số văn bản thơ Nguyễn Bính, Hữu Thỉnh          + Khám phá cấu trúc và ngôn ngữ          + Phát triển quan điểm cá nhân</p> <p>2. Viết - Nhận dạng, phân tích các đặc điểm kỹ thuật          Bài viết đánh giá cuối chủ đề</p>	<p><b>PHẦN VIII- VĂN BẢN VĂN HỌC</b>          Đọc chuyên sâu khám phá đặc điểm ngôn ngữ và cấu trúc kịch của Lưu Quang Vũ          + Phát triển năng lực phân tích các đặc điểm kỹ thuật thể loại          + Phát triển khả năng trình bày các ý tưởng trong bài viết ( Cấu trúc/ sắp xếp các ý tưởng)</p> <p><b>PHẦN IX –VĂN BẢN PHI VĂN HỌC</b>          Đọc chuyên sâu khám phá các đặc điểm kỹ thuật thể loại văn bản hình ảnh (Tranh châm biếm, Truyện tranh và Tiểu thuyết Hình ảnh)          Kỹ năng phân tích các thể loại văn bản được cung cấp trong chủ đề          Bài viết đánh giá cuối chủ đề</p>
Term 3	<p><b>PHẦN V- KHÁM PHÁ VĂN BẢN KỊCH/ VĂN XUÔI HƯ CẤU</b>          Đọc chuyên sâu một số văn bản kịch truyền thống của Nguyễn Huy Tưởng          + Khám phá nội dung, phân tích hình thức, cấu trúc và ngôn ngữ kịch          + Phân tích cấu trúc và ngôn ngữ văn bản văn xuôi hư cấu (Nam Cao, Thạch Lam, Yoshimoto)          + Phân tích nhân vật và các đề tài</p> <p><b>PHẦN VI- VĂN BẢN PHI VĂN HỌC</b>          + Văn bản (Non- Fiction) Phóng sự và ký của Vũ Trọng Phụng và Nguyễn Tuân          + Văn bản Quảng cáo và TV commercial          Bài đánh giá cuối chủ đề</p>	<p><b>PHẦN X- VĂN BẢN VĂN HỌC</b>          Đọc chuyên sâu khám phá các đặc điểm của thể loại Truyện ngắn và Tiểu thuyết trong một số văn bản của Flaubert, Truyện ngắn của Nguyễn Huy Thiệp,          Phân tích nhân vật, bối cảnh, cấu trúc và sử dụng ngôn ngữ trong những đoạn trích văn bản được cung cấp          Bài viết đánh giá cuối chủ đề</p>

### Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Thơ	Written assessment	50 minutes	20%
Truyện & Tiểu thuyết	Exam style question	90 minutes	35%
Văn bản phi văn học	Oral	10-15 minutes	25%
Văn bản phi hư cấu/ kịch	Written assessment	50 minutes	20%

## Teaching & Learning Approaches

Học sinh sẽ viết và tiếp nhận phản hồi về một loạt các bài viết trong suốt khóa học mà tất cả những phần học đó đều có trong chương trình môn Tiếng Việt IB. Học sinh sẽ trau dồi các kỹ năng phân tích thông qua các giờ học, các buổi thảo luận và các bài nói dựa trên nguyên mẫu nhân vật. Thông qua một loạt các thể loại văn bản khác nhau, học sinh sẽ trau dồi kiến thức và sự hiểu biết về những lựa chọn ngôn ngữ được sử dụng để tạo ra những sắc thái khác biệt.

Các em cũng có cơ hội để thực hành và phát triển kỹ năng đọc hiểu để nhận biết các ý nghĩa tiềm ẩn của văn bản.

## Developing Skills for the Future

Qua chương trình học của KS4, học sinh sẽ phát triển các kỹ năng viết luận và phân tích để sẵn sàng cho cuộc sống bên ngoài trường học. Khả năng phân tích, sắp xếp các ý tưởng, lập kế hoạch cho một bài luận. Ngoài ra, việc thành thạo ngôn ngữ tiếng Việt sẽ là một lợi thế tuyệt đối khi học sinh ra trường và làm việc ở môi trường trong nước hoặc Quốc Tế. Đây là những giá trị vô giá đối với cuộc sống của một sinh viên địa học hoặc một nhân viên làm việc trong môi trường đa ngôn ngữ.

Nghiên cứu văn học giúp học sinh chuẩn bị cho nhiều nghề nghiệp, bao gồm giảng dạy, báo chí, luật và tiếp thị. Học sinh cũng sẽ làm quen với một loạt các phong cách viết chuyên nghiệp và các quy ước cần thiết cho các ngữ cảnh khác nhau này.

## Useful Resources

<https://docs.google.com/document/d/1NIX0IfE5kdwXzFgqDHzsPH4cBdgvoADeKugJjHj7lI8/edit?usp=sharing>

<https://docs.google.com/document/d/1NIX0IfE5kdwXzFgqDHzsPH4cBdgvoADeKugJjHj7lI8/edit?usp=sharing>

<https://drive.google.com/drive/folders/1d54t6HVxNZh2QF5su9Z6UJXzzqX4V0sR?usp=sharing>

# IGCSE Global Perspectives (0457)

## Introduction

Cambridge IGCSE Global Perspectives provides opportunities for enquiry into, and reflection on, key global issues from different perspectives: personal, local/national and global. Cambridge IGCSE Global Perspectives encourages awareness of global problems and offers a range of opportunities to explore solutions through cooperation and collaboration. The programme is not about getting everybody to think identically; rather it is a matter of opening minds to the complexity of the world and of human thought and encouraging empathy for the diversity of human experience and feeling. There is a huge emphasis on the acquisition of skills, namely in the art of debating, forming opinions, teamwork and reflection, all of which are fundamental for young people. Therefore, IGCSE Global Perspectives provides a strong foundation for the skills required to be successful on the IBDP, particularly within the Core courses.

## Aims

Students will be:

- Independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- Develop an analytical, evaluative grasp of global issues and their causes, consequences and possible courses of action
- Enquire into, and reflect on, issues independently and in collaboration with others from different cultural perspectives
- Work independently as well as part of a team, directing much of their own learning with the teacher as an active facilitator
- Consider important issues from personal, local and/or national and global perspectives and understand the links between these, including in the world of health, conflict, migration, the law, the family and religion
- Critically assess the information and resources available to them and support judgements with lines of reasoning
- Communicate and empathise with the needs and rights of others.

## Course Overview

Year 10	Year 11
Term 1: Acquisition of skills through the following topics: Topic 1: Disease and Health Topic 2: Family Topic 3: Conflict and Peace Topic 4: Religion	Term 1 Team project- Planning and preparation Individual report- Planning and preparation Acquisition of skills
Term 2 and 3 Team project- Planning and preparation Individual report- Planning and preparation Topic 5: Demographic Change Topic 6: Employment	Term 2 Skills-based practice Preparation for written examination

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Component 1	Written Examination	1 hour 15 minutes	35%
Component 2	Individual Report	1500-2000 words	30%
Component 3	Team Project	Team explanation 200-300 words Personal reflection 750-1,000	35%

## Teaching & Learning Approaches

You will explore stimulating topics that have global significance- these include looking at key issues within the fields of health, the natural world and society. You will learn to collaborate with others from another culture, community or country and understand how to assess information critically and explore lines of reasoning, looking at a range of sources and being able to evaluate and justify the validity of these. The course will prepare you to become a reflective individual with the ability to direct your own learning and develop an independence of thought.

## Developing Skills for the Future

IGCSE Global Perspectives emphasises the development and application of skills rather than the acquisition of knowledge, which is essential in thriving in a changeable future. You will develop transferable skills that will be useful for further study and to become an active and responsible citizen of the future.

## Useful Resources

[Link to Cambridge syllabus](#)  
<https://www.oxfam.org/en>  
<http://ww38.globalgang.org/>  
<https://www.unesco.org/en>  
<https://www.ted.com/>  
<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>  
<https://www.bbc.com/news/world>  
<https://www.theguardian.com/world>

# Wellbeing

## Introduction

The aim of the Wellbeing curriculum is to provide students with a balance of essential life skills they need to successfully navigate challenges they face now and in their future. It should also provide opportunities for students to recognize and enhance their own wellbeing by developing their self-awareness, taking responsibility for their own time management and learning to feel positive about themselves.

## Aims

- To understand what 'Life Skills and Wellbeing' means to students.
- To provide enrichment opportunities outside of the classroom
- To understand the key skills needed to be successful in school and beyond it
- To experience a broad and balanced curriculum which enables students to develop as the individual they would like to be.

## Course Overview

Year 10	Year 11
Topic 1: Celebrating Diversity and Equality Topic 2: Health and Wellbeing Topic 3: Rights, Responsibilities and Values Topic 4: Life Beyond school Topic 5: Staying Safe Online and Offline Topic 6: Relationships, Sex Education	Topic 1: Health and Wellbeing Topic 2: Life Beyond school Topic 3: Staying Safe Online and Offline Topic 4: Relationships, Sex Education
Individual report- Planning and preparation	Individual report- Planning and preparation
Team project- Planning and preparation	Team project- Planning and preparation

## Teaching & Learning Approaches

There are no formal assessments in Wellbeing lessons. Students are encouraged to demonstrate their understanding in a variety of ways. Students' effective effort will be assessed and recorded in formal reports.

There are essential life skills which students will learn as they move through the 2 year course. Whilst the core topics are similar throughout year 10 and year 11 the content and delivery will be different. Teachers and students are encouraged to be creative both in and out of the classroom. We encourage student engagement to help lead on specific topic areas where applicable.

## Developing Skills for the Future

Public Speaking  
Planning and Organisation  
Decision Making  
Problem solving  
Teamwork and Leadership  
Resilience and staying positive  
Creativity and Resilience

## Useful Resources

<https://www.annafreud.org/schools-and-colleges/>  
<https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/promoting-wellbeing/>  
[https://www.amazon.com/CONTEXTUAL-WELLBEING-Creating-Positive-Schools-ebook/dp/B07JBZNQKX/ref=tmm\\_kin\\_swatch\\_0?\\_encoding=UTF8&qid=&sr=](https://www.amazon.com/CONTEXTUAL-WELLBEING-Creating-Positive-Schools-ebook/dp/B07JBZNQKX/ref=tmm_kin_swatch_0?_encoding=UTF8&qid=&sr=)  
<https://pshe-association.org.uk/>

## Option Subjects Overview

We are particularly proud to offer the breadth of curriculum that we are able to at BIS Hanoi. The range of subjects on offer, particularly through the strong balance of option subjects will keep future choices open, provide a good overview in terms of knowledge and skill development, and will help to identify individual strengths for future decisions.

Students are asked to choose three options subjects:

Spanish	Design
French	Computer Science
Physical Education	Geography
Art	History
Music	Business
Drama	Economics
Dance	EAL*

Please note:

- Students must choose one of the pink subjects (Geography, History, Business, Economics), but not more than 2 of them.
- Students cannot choose both Business and Economics.
- Students will be informed if EAL is one of your options, you cannot select it without permission.

# IGCSE Art & Design (0400)

## Introduction

Students of Art and Design will study a broad range of media and approaches. We will begin with teacher led workshops to build confidence and allow students to discover their own strengths. These will include painting and related media, print making, three-dimensional design, photography, digital media, graphic communication and textiles. Following this skill building, students will begin their coursework, and use the techniques they have acquired to explore themes and produce a personal response to an area of interest. The final exam unit is a response to an externally set exam title- again, students will explore a topic using their own chosen media and produce a final piece over 8 hours in exam conditions.

This course is almost entirely assessed on practical artwork and coursework, so is suitable for students who enjoy project-based learning and can sustain an interest in a theme or topic over a period of time. Students must have a passion for viewing and learning about Art in a range of styles and from a range of cultures.

## Aims

The aims are to enable students to develop:

- an ability to record from direct observation and personal experience
- an ability to identify and solve problems in visual and/or other forms
- creativity, visual awareness, critical and cultural understanding
- an imaginative, creative and personal response
- confidence, enthusiasm and a sense of achievement in the practice of art and design
- growing independence in the refinement and development of ideas and personal outcomes
- engagement and experimentation with a range of media, materials and techniques, including new media and technologies, where appropriate
- a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other practitioners, environments and cultures
- investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning

## Course Overview

Year 10	Year 11
Skill building unit: <i>Structures</i>	Component 1: Coursework project
Component 1: Coursework project	Component 2: Externally set assignment

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Component 1	Coursework 100 marks	Coursework and final outcome completed during lessons.	50%
Component 2	Externally Set Assignment	Coursework completed during lessons. Outcome completed in 8 hours exam.	50%

## Teaching & Learning Approaches

Students will critically analyze the work of others. They will explore work over a wide range of contexts increasing their historical, social and cultural understanding of the world around them. They learn independent decision making and problem solving. Students are assessed regularly throughout the course, using the assessment criterion for IGCSE Art and Design.

## Developing Skills for the Future

An IGCSE in Art and Design is a good foundation for IBDP Visual Arts and the IBDP in general. The course enables students to become reflective practitioners with high critical thinking ability and the confidence to take risks in their learning. Not simply for students looking to pursue a career in the creative industry, creative courses encourage students to thinking divergently and pursue a variety of perspectives which serves them well in any walk of life.

## Useful Resources

[Link to Cambridge Syllabus](#)  
[Student Art Guide- useful tips and examples of IGCSE projects](#)  
<https://www.tate.org.uk/visit/tate-modern>  
<https://frieze.com/editorial>  
<https://whitehotmagazine.com/>  
<https://www.moma.org/>



# IGCSE Business Studies

## Introduction

Cambridge Business Studies is a core part of the Cambridge programme and helps to strengthen the links across subjects. It develops an awareness of the world around us and promote critical thinking and independent learning. It develops key skills such as data skills, presenting arguments, making judgments and conducting research. It provides a good background knowledge if learners are planning to study them at university level. It can lead to a range of university courses such as marketing, banking, finance, management etc.

## Aims

The aims are to enable students to:

- Apply their business knowledge and critical understanding to current & real life issues and problems in a wide range of business contexts
- Effectively use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business
- Distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make justified judgements
- Analyse the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise
- Develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities
- Develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated
- Develop an awareness of the nature and significance of innovation and change within the context of business activities

## Course Overview

Year 10	Year 11
Unit 1: Understanding Business Activity Business activity Classification of businesses Enterprise, business growth and size Types of business organization Business objectives and stakeholder objectives	Unit 4: Operations Management 4.1 Production of goods and services 4.2 Costs, scale of production and break-even analysis 4.3 Achieving quality production 4.4 Location Decisions
Unit 2: People in Business 2.1 Motivating workers 2.2 Organisation and management 2.3 Recruitment, selection and training of workers 2.4 Internal and external communication	Unit 5: Financial Information and Financial Decisions 5.1 Business finance: needs and sources 5.2 Cash flow forecasting and working capital 5.3 Income statements 5.4 Statement of financial position 5.5 Analysis of accounts

Unit 3: Marketing 3.1 Marketing, competition and the customer 3.2 Market research 3.3 Marketing mix Product Promotion Technology and the marketing mix Price Place 3.4 Marketing strategy	Unit 6: External Influences on Business Activity 6.1 Government economic objectives and policies 6.2 Environmental and ethical issues 6.3 Business and the international economy
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### Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Paper 1	Short Answer and Data Response	1 hour 30 minutes	50%
Paper 2	Case Study	1 hour 30 minutes	50%

### Teaching & Learning Approaches

Formative teacher assessments are used every lesson to measure students' current knowledge and identify their next steps. Through observations, teachers will observe student participation and assess students' independence and ability during various activities. The use of questioning enables teachers to assess a students' real understanding of a concept and higher-order questions are used to extend learning and ensure students' progress. Written work and completion of activities each day also helps teachers to identify gaps in students' learning and find areas to extend further. The information gathered is used to adapt future learning programmes, develop IBDP skills and scaffold experiences to allow individuals to improve performance.

### Developing Skills for the Future

The combination of knowledge and skills in Cambridge IGCSE Business Studies gives students a solid foundation for further study. Students who achieve grades A\* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Business, and IBDP.

### Useful Resources

[Link to Cambridge Syllabus](http://www.tutor2u.net/)  
[www.tutor2u.net/](http://www.tutor2u.net/)  
[www.businessed.co.uk](http://www.businessed.co.uk)  
[www.dineshbakshi.com/](http://www.dineshbakshi.com/)  
[www.cia.gov/library/publications/the-world-factbook/](http://www.cia.gov/library/publications/the-world-factbook/)  
[www.bbc.com/education/subjects/zpsvr82](http://www.bbc.com/education/subjects/zpsvr82)  
<https://businesscasestudies.co.uk>

# IGCSE Computer Science (0478)

## Introduction

The Cambridge IGCSE Computer Science course provides an excellent foundation in Computer Science, in which BIS learners will develop essential skills in computational thinking and programming, an appreciation of automated and emerging technologies and gain confidence in their understanding of how computing devices and services work “under the hood”.

## Aims

Throughout KS3, learners have been exposed to coding in Python and this has provided the necessary building blocks for IGCSE students as they undertake more challenging coding activities with Python. Perhaps more importantly, learners will develop the logical thinking and analytical skills required to code in any language but which can also be applied to any job outside of Computer Science, even those which have yet to be created.

The overall aims of the course here at BIS Hanoi are for learners to develop the following:

- computational thinking skills
- an understanding of the main principles of solving problems using computer
- the skills necessary to solve computer-based problems using a high-level programming language
- an understanding of the component parts of computer systems and how they interrelate
- an understanding of the internet as a means of communication and its associated risks
- an understanding of the development and use of automated and emerging technologies.

## Course Overview

Year 10	Year 11
<b>Unit 1: Data Representation</b> Learners will develop mathematical skills in binary and hexadecimal. They will understand how text, sound and images can be stored digitally, and also how data can be compressed for storage or transmission.	<b>Unit 3: Hardware</b> Learners will be able to describe and explain the components of the CPU; they will understand the Von Neumann model and can explain the Fetch-Execute Cycle. They will also learn how various input, output, storage and network.
<b>Unit 7: Algorithm Design &amp; Problem-solving</b> Learners will understand how software is developed (SDLC) and that systems comprise of sub-systems. We will look at standard algorithms and learners will be able to identify the purpose of various algorithms. They will also develop the ability to test code, validate and verify data to ensure their algorithms achieve their objective.	<b>Unit 6: Automated and Emerging Technologies</b> Our learners gain insight into how sensors, actuators and processors combine to automate systems. We will also study Robotics and gain understanding of their application through simple activities. Learners will also be exposed to technology behind Artificial Intelligence systems and machine learning.
<b>Unit 8: Programming (Python)</b> Our students will build on the Python coding skills developed in KS3, to become more adept at creating efficient algorithms, using conditional statements, loops, arrays, file handling and making use of library routines.	<b>Unit 4: Software</b> Learners will understand how software is divided into application or system software. They will be able to explain the need for Operating Systems, as well as differentiate between high- and low-level languages.

Year 10	Year 11
<p><b>Unit 2: Data Transmission</b></p> <p>Learners will understand how data can be transmitted in a variety of manners and that it is broken down into “packets” before transmission. They will understand and apply various techniques for error checking and correction.</p>	<p><b>Unit 9: Databases</b></p> <p>Our learners will develop skills in designing single table databases and using SQL to amend and query these. In the process, they will learn about Primary and Foreign keys as well as the various data types commonly used in Databases.</p>
<p><b>Unit 10: Boolean Logic</b></p> <p>Students will initially learn the properties of common logic gates, which are used in integrated circuits (ICs). They will then use this knowledge to design and test circuit diagrams for specific purposes.</p>	<p><b>Unit 5: Internet and its uses</b></p> <p>Our learners will understand how browsers, HTML files and HTTP(S) combine to provide the WWW services we all use in day-to-day life. They will learn about the risks associated with cyber security and how to counter these. They will also develop an understanding of how cryptocurrency works, including blockchain technology.</p>

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Paper 1 Computer Systems	Short-answer and structured questions	1 hour 45 minutes	50%
Paper 2 Algorithms, Programming and Logic	Short-answer and structured questions and a scenario- based question	1 hour 45 minutes	50%

## Teaching & Learning Approaches

Each unit is taught following the sequence outlined above. Various concepts are introduced, described and explained, using modelling to reinforce this. Students are then asked to apply the concepts through differentiated practical exercises and worksheets, with support and scaffolding applied as necessary.

Students receive frequent verbal and written feedback to support the development of their skills. Comment-only marking is used to encourage students to focus on their skill development and knowledge rather than simply looking for a grade to compare against others.

Groupwork and collaboration is part and parcel of most lessons, as learners construct their through social interaction as well as from teacher-led instruction. We want to encourage learners to reach their full potential and all lessons are differentiated to support this.

## Developing Skills for the Future

Problem solving skills are essential for all students, regardless of their eventual career choice. The computational thinking skills developed through this course are applicable in all walks of life, including careers which have yet to be created. Learners will be skillful in decomposing large problems into manageable chunks, in using abstraction to focus on only necessary detail, to see patterns and create plans (or algorithms) to resolve the problem.

This course is also an ideal platform from which learners can enter the IB Computer Science course; in some respects, this course delves even more deeply into computing topics than the IB course, so learners will be well-prepared for the rigours of the IB course and in our experience, perform very well indeed.

## Useful Resources

[Link to Cambridge syllabus](#)

<https://www.bbc.co.uk/bitesize/subjects/z34k7ty>

[James Waring's YouTube channel](#)

[Seneca Learning platform](#)

[Khan Academy Computer Science resources](#)

[Computer Science Guru](#)



# BISC Dance

## Introduction

Our BISC Dance course is uniquely designed for BIS Hanoi. It uses the most up to date Dance curriculum models, whilst tailoring skills to build towards IBDP study. It is a fantastic certificate for any dance enthusiast who is looking for a creative and physical supplement to their academic studies. Throughout the course you will learn and improve dance technique and performance skills. You will also learn how to successfully choreograph high quality dance work of your own. Finally, you will learn how to critically interpret and analyse a range of professional dance works in several varying styles. You do not necessarily need to have had lots of previous dance training, as you will learn everything needed to be successful throughout your studies. However, enthusiasm for dance and a willingness to perform are essential. The course is extremely suitable for students who already attend dance classes outside of school as it will enhance your experience, knowledge and understanding beyond specific styles. It is a very creative qualification which will ready students for a diverse range of future career and life prospects.

## Aims

- Perform dance, reflecting choreographic intention through physical, technical and expressive skills.
- Create dance, including movement material and aural setting, to communicate choreographic intention.
- Demonstrate knowledge and understanding of choreographic processes and performing skills.
- Critically appreciate own works and professional works, through making analytical, interpretative, and evaluative judgements.

## Course Overview

Year 10	Year 11
<p><b>Unit 1- Introduction to Dance Study</b> Students will study and explore the professional dance work 'Emancipation of Expressionism'. They will gain an understanding of basic Performance, Appreciation and Choreographic skills</p> <p><b>Unit 2- Choreographic Project 1: Motif Development</b> Students will develop creativity through choreographic exploration of motif development, stimulus and structure.</p> <p><b>Unit 3- World Dance Influences</b> Student will study and explore the professional dance works 'Artificial Things' and 'A Linha Curva'. This will foster an awareness and understanding of inclusive and global dance influences in contemporary dance theatre whilst developing comparative essay writing skills.</p>	<p><b>Performance Coursework:</b> Choose and refine a solo performance piece. Collaborate and perform in a duo/group performance piece.</p> <p><b>Choreography Coursework:</b> Select, research, and create a piece of choreography in response to a 'Global' stimulus.</p> <p><b>Appreciation Coursework:</b> Construct a comparative report on the constituent features of two contrasting professional dance works. Present a reflective summary of your dance practice throughout the BISC Dance Course.</p>

### Unit 4- Choreographic Project 2: Site Specific Dance

Student will study the professional dance work 'Within Her Eyes' and expand their choreographic and performance experience to outside of traditional studio and theatre settings. They will build skills and understanding of Dance for Camera including the filming and editing of dance work. They will also begin their exposure to BISC set dance phrases.

### Teaching & Learning Approaches

The course is heavily practical, and students will need to wear dance kit to all their lessons. Students will learn through teacher lead technique and choreography sessions, creative workshops, video footage, report reading and written analysis. Assessments of their progress will be made through regular self, peer and teacher feedback using class discussion, written evaluations and video footage. We use an integrated approach of Julliard workshops and explicit reference to the Ways of being, thinking and doing in Dance lessons.

This course is an excellent foundation for IBDP Study in a range of subjects, including Dance. Students develop the physical, expressive, creative and analytical skills required for IB, but they also become fluent in the technical language and reflective capacity which is essential for success on the IB course.

### Developing Skills for the Future

As a BISC Dance student, the following opportunities will be available to you;

- Performances on stage at school
- Performances on stage at local or national events
- Become a 'dance leader' and run your own club
- Trips to see professional dance at local and national theatres
- 'Immersive' workshop day

### Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Performance (Assessment 1)	Solo performance of a set dance phrase, choreographed by the exam board in a contemporary style.	One minute in duration	30% (40 marks)
Performance (Assessment 2)	<u>Duet/trio performance</u> , which is choreographed in collaboration with your teacher, using some set movement from the exam board.	Three to five minutes in duration	
Appreciation (Assessment 1)	Written Report Throughout the course students will study 4 professional dance works in detail and learn how write	1000 words	

	analytical and comparative essays. This will be assessed in a final written comparative report of 2 chosen works.		40% (80 marks)
Appreciation (Assessment 2)	<u>Reflective Presentation</u> Students will also learn how to reflect and analyse their own performance, choreography and studio practice and will be required to keep a reflective journal. This will be shared in a final presentation/discussion at the end of the course.	7 – 8.5 minutes	
Choreography (Assessment 1)	Solo/group choreography in response to a stimulus provided by the exam board.	Solo: 2 – 2.5 minutes Group: 3 – 3.5 minutes	30% (40 marks)

### Additional Opportunities

As a BISC Dance student, the following opportunities will be available to you:

- Performances on stage at school
- Performances on stage at local or national events
- Become a 'dance leader' and run your own club
- Trips to see professional dance at local and national theatres
- 'Immersive' workshop days

# IGCSE Design Technology - Graphic Products (0445)

## Introduction

IGCSE Design and Technology allows students to develop their ability to solve real life design problems creatively with the innovation of products, systems and environments, leading to solutions that will enhance and improve the lives of others. Design and Technology covers a wide range of skills and disciplines including Engineering, Product Design, Graphic Design, Interior Design, Illustration, Architecture, Marketing, etc. The study of Design and Technology encourages students to use skills and knowledge learnt in complementary subjects which include Science, Mathematics, Art, Business Studies/ Economics and Geography. Design and Technology supports their understanding of the world around them, and how they can make a positive impact through innovative design.

## Aims

The aims are to enable students to:

- develop creative thinking in areas relevant to design and technology
- apply problem-solving skills to practical and technological problems
- develop the communication skills central to design, realisation and evaluation
- gain knowledge and understanding of design and technology
- develop skills in research and investigation
- design and make products, taking into consideration sustainability and the wider impact on society
- develop the ability to make aesthetic, economic, ethical and technical value judgements

## Course Overview

Year 10	Year 11
<ul style="list-style-type: none"><li>-Introduction to formal drawing techniques as well as specific CAD programs.</li><li>-Material properties and selection</li><li>-Manufacturing techniques: plastics, metals, wood</li><li>-Design process/cycle, specifications and design factors</li><li>- Ergonomics, requirements of user and environment</li></ul>	<p>Component 2: Design and Make Project</p> <ul style="list-style-type: none"><li>-Identification of a need or opportunity with an analysis leading to a design brief</li><li>-Generation and exploration of design ideas</li><li>-Development of proposed solution</li><li>-Planning for production</li><li>-Product realisation</li><li>-Project Testing and evaluation</li></ul>

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Paper 1 Product Design	Questions will be based on the Common content: Product design	1 hour 15 minutes	25%
Paper 5 Graphic products	Questions will be based on the Specialist option: Graphic Products content and the Common content: Product Design	1 hour	25%
Component 2 Project	Design and Make Project	School-based assessment done in class time in Y11	50%

## Teaching & Learning Approaches

Students learn in a practical hands-on environment. Assessment is judged on safe working standards as well as creativity and innovation in response to a given problem. Students are assessed using formative and summative assessment in line with the IGCSE design and technology core specification. Assessment is used to understand gaps in student knowledge and next steps.

## Developing Skills for the Future

Students will develop a wide range of skills that are transferable into many different careers and future aspirations. Students learn fundamental problem-solving skills as well as industry level program specific skills. Future careers related design and technology can range from: structural or mechanical engineer, architect, web designer, graphic designer, interior designer, civil engineer, product designer to video game designer.

## Useful Resources

[Link to Cambridge syllabus](#)  
[Link to Autodesk CAD software](#)

# IGCSE Drama (0411)

## Introduction

Do you enjoy creating and collaborating with others?  
Do you want to build your confidence and have the courage to try something new?

IGCSE Drama provides opportunities for students to develop practical and transferable skills in performance and presenting, both as an individual and within a group. Students will learn how to express themselves in a variety of mediums and understand the artistic choices made by actors, directors, and designers in presenting performances for a live audience. They will learn the basics of technical theatre production (sound, lighting, and design) and have the opportunity to apply these skills throughout the course.

Students will also learn about theatrical styles, genres and practitioners and be given the opportunity to develop their creativity and confidence in developing their own ideas to create original drama.

## Aims

The course aims to develop:

- an interest in and enjoyment of drama and theatre
- an understanding of the dramatic process of moving from script to performance
- skills in devising original drama
- practical performance skills as individuals and within a group
- an understanding of, and engagement with, the role of actor, director and designer in creating a piece of drama
- an understanding of how performers communicate with an audience.

The course also aims to promote and nurture confident, caring, collaborative and reflective individuals. Throughout each year, students will keep a Digital Drama Process Journal to document their learning and reflect upon their practice.

## Course Overview

Year 10	Year 11
Introduction to theatrical conventions and practitioners. Preparing and performing the <b>Group Devised Performance</b> (Coursework 1) Preparing and performing the <b>Group Scripted Performance</b> (Coursework 2)	Preparing and performing the <b>Solo Performance</b> (Coursework 3) Exploring the pre-release materials and written components The written examination

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Component 1	Written examination	2 hours 30 minutes	40%
Component 2	Coursework	1x 8min video 2x 14 min videos Completed in lesson time	60%

## Teaching & Learning Approaches

This course is an excellent foundation for IB Theatre Studies, not only do students develop the acting, devising and analysis skills required for IBDP, but also they become fluent in the technical language and reflective capacity which is essential for success on the IBDP course. We use an integrated approach of Juilliard workshops and explicit reference to the Ways of Being, Thinking and Doing in Drama lessons.

## Developing Skills for the Future

This course aims to create confident young people, developing practical skills to deliver dramatic performance for an audience. Drama students become responsible, accountable collaborators. Throughout the course, they develop shared responsibility working with others and understand the power of drama to engage, influence and persuade. Our curriculum is supported by Juilliard workshops and collaboratively developed with Drama teachers across the region.

## Useful Resources

[Link to Cambridge syllabus](#)  
<https://www.digitaltheatreplus.com/>  
<https://www.rsc.org.uk/>  
<https://www.nationaltheatre.org.uk/>  
<https://www.shakespearesglobe.com/>

# IGCSE Economics (0455)

## Introduction

IGCSE Economics develops an awareness of the world around us and promote critical thinking and independent learning. It develops key skills such as data interpretation and analysis, using economic information and data to recognise patterns and to deduce relationships, applying economic analysis to written, numerical, diagrammatic and graphical data, evaluate economic information and data, and distinguish between economic analysis and unreasoned statements.

The combination of knowledge and skills in Cambridge IGCSE Economics gives learners a solid foundation for further study. Cambridge Economics is a core part of the Cambridge programme and helps to strengthen the links across subjects. It can lead to a range of university courses such as marketing, banking, finance, management etc.

## Aims

The aims are to enable students to:

- Know and understand economic terminology, concepts and theories
- Use 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 and real-life economic issues/scenarios

## Course Overview

Year 10	Year 11
<b>Unit 1: The basic economic problem</b> The nature of the economic problem The factors of production Opportunity cost 1.4 Production possibility curve diagrams (PPC)	<b>Unit 4: Government and the macroeconomy</b> 4.1 The role of government 4.2 The macroeconomic aims of government 4.3 Fiscal policy 4.4 Monetary policy 4.5 Supply-side policy 4.5 Supply-side policy continuation.... 4.6 Economic growth 4.7 Employment and unemployment 4.8 Inflation and deflation
<b>Unit 2: The allocation of resources</b> 2.1 Microeconomics and macroeconomics 2.2 The role of markets in allocating resources 2.3 Demand 2.3 Demand continuation.... 2.4 Supply 2.5 Price determination 2.6 Price changes 2.7 Price elasticity of demand (PED) 2.8 Price elasticity of supply (PES) 2.9 Market economic system 2.10 Market failure 2.11 Mixed economic system	<b>Unit 5: Economic development</b> 5.1 Living standards 5.2 Poverty 5.3 Population 5.4 Differences in economic development between countries

Year 10	Year 11
<b>Unit 3: Microeconomic decision makers</b> 3.1 Money and banking 3.2 Households 3.3 Workers 3.4 Trade unions 3.5 Firms 3.6 Firms and production 3.6 Firms and production continuation... 3.7 Firms' costs, revenue and objectives 3.8 Market structure	<b>Unit 6: International trade and globalisation</b> 6.1 International specialisation 6.2 Globalisation, free trade and protection 6.3 Foreign exchange rates 6.4 Current account of balance of payments

### Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Paper 1	Multiple Choice	45 minutes	30%
Paper 2	Structured question	2 hours 15 minutes	70%

### Teaching & Learning Approaches

Formative teacher assessments are used every lesson to measure students' current knowledge and identify their next steps. Through observations, teachers will observe student participation and assess students' independence and ability during various activities. The use of questioning enables teachers to assess a students' real understanding of a concept and higher-order questions are used to extend learning and ensure students' progress. Written work and completion of activities each day also helps teachers to identify gaps in students' learning and find areas to extend further. The information gathered is used to adapt future learning programmes, develop IBDP skills and scaffold experiences to allow individuals to improve performance.

### Developing Skills for the Future

The combination of knowledge and skills in Cambridge IGCSE Economics gives students a solid foundation for further study. Students who achieve grades A\* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Economics, and IBDP.

### Useful Resources

[Link to Cambridge Syllabus](#)  
[www.bankofengland.co.uk](http://www.bankofengland.co.uk)  
[www.bbc.co.uk](http://www.bbc.co.uk)  
[www.cia.gov/the-world-factbook/](http://www.cia.gov/the-world-factbook/)  
[www.focus-economics.com/countries](http://www.focus-economics.com/countries)  
[www.imf.org](http://www.imf.org)  
[www.s-cool.co.uk/a-level/economics](http://www.s-cool.co.uk/a-level/economics)  
[www.tutor2u.net](http://www.tutor2u.net)  
[www.twinside.org.sg](http://www.twinside.org.sg)  
[www.undp.org/content/undp/en/home/sustainabledevelopment-goals.html](http://www.undp.org/content/undp/en/home/sustainabledevelopment-goals.html)  
[www.worldbank.org](http://www.worldbank.org)  
[www.wto.org/](http://www.wto.org/)



# IGCSE French (0520)

## Introduction

IGCSE French is designed for students who are learning French as a second language, focusing on practical, everyday situations whilst also integrating the culture of the French speaking world. The course is assessed on the four skills of reading, writing, speaking and listening.

It is recommended that you have studied French before studying IGCSE, but if you haven't studied it before and are now interested, please speak to the Head of MFL.

## Aims

At BIS Hanoi, we support our students with all four of the skills needed to succeed, ensuring that learning French is an enjoyable and rewarding experience, with communication at the heart of our teaching.

The main aims of the course are:

- For students to be able to communicate effectively in French (Level A2/ B1)
- To offer insights into the culture and society of countries and communities where French is spoken
- To develop awareness of the nature of language and language learning
- To encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- For students to enjoy learning another language, which has been proven to aid memory and provide enjoyment and intellectual stimulation
- To form an excellent base for future study, travels or experiences of the French language.

## Course Overview

Year 10	Year 11
Self, family and friends In the home Colours, clothes and accessories Leisure time Daily Life Healthy Living Holidays and Transport Where we live	Education Work People and places Technology Global Issues Environment Customs and Traditions

Throughout these topics, you will study a wide range of grammatical structures, cultural events and practice all four skills.

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Paper 1 – Listening	Candidates listen to a number of recordings and answer multiple-choice and matching questions.	50 minutes	25% 40 marks
Paper 2 – Reading	Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.	1 hour	25% 45 marks
Paper 3 – Speaking	Candidates complete one role play and conversations on two topics with your class teacher.	10 minutes	25% 40 marks
Paper 4 – Writing	Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.	1 hour	25% 45 marks

## Teaching & Learning Approaches

You will explore stimulating topics and cultural aspects from a range of French speaking countries and communities, which is a key aspect of the IB French B course. You will access authentic materials, videos and texts in French, developing skills to be able to study French B IBDP. You will communicate and collaborate with your classmates, developing key communication skills in another language. You will be formatively assessed on all of the required skills in a low-stakes environment, preparing you for both your IGCSE French exam and for future study of the language.

## Developing Skills for the Future

Learning a second language paves the way for you to learn many more languages. You will develop many different skills that will support every aspect of your studies – languages allow you to focus on your communication and thinking skills, as well as developing your ability to work both independently and in a group. Businesses and universities favour applicants who have experience of learning different languages, not just for the ability to communicate in French, but for the wealth of other interpersonal skills that language learners have.

## Useful Resources

[Link to Cambridge syllabus](#)

Sentence Builders - [www.sentencebuilders.com](http://www.sentencebuilders.com)

Vocabulary – [www.quizlet.com](http://www.quizlet.com)

QR Code – link to BIS Hanoi French Padlet – lots of films, books, music, websites to enhance your French learning in your spare time.



## Further Opportunities in French

- Trips – visit to a French restaurant in Hanoi.
- External speakers from a wide range of backgrounds.
- Cinema nights in French.
- Opportunities to cook and try typical French food and play typical French games.
- External competitions.
- Opportunities to attend and/or run CCAs to support younger French learners.

# IGCSE Geography (0460)

## Introduction

Geography is the most up to date subject there is! By studying IGCSE Geography, you will develop a wide breadth of knowledge and understanding about the world around you as well as developing a range of transferable skills that will support your other IGCSE options as well as laying the foundation for IBDP Geography.

Studying Geography at IGCSE will allow you to deepen your knowledge of a range of topics, drawing from physical, human and environmental aspects of the discipline. Some topics will build upon your KS3 knowledge and skills which will be familiar, whilst also introducing topics and themes that will be new to you. -The course will give you the chance to explore some of the big questions and decisions facing our world today and in the future.

## Aims

- To demonstrate a wide range of knowledge and understanding of geographical themes and processes
- To select, interpret and analyse a range of geographical data
- To use and apply geographical knowledge and understanding to a range of maps, graphs, diagrams and photographs.
- To apply your knowledge and understanding to make reasoned judgements and decisions on a range of geographical topics and themes

## Course Overview

Year 10	Year 11
<b>Paper 1: Section A</b> Population and Migration Urban Settlements and Service Provision Urbanisation	<b>Paper 1: Section B</b> Earthquakes and Volcanoes Rivers
<b>Paper 1: Section B</b> Coasts Weather Climate and Natural Vegetation	<b>Paper 1: Section C</b> Development Environmental Risks of Economic Development
<b>Paper 1: Section C</b> Tourism Food Production and Industry Water and Energy	<b>Paper 4: Alternative to Coursework</b> Preparation

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Paper 1	Geographical Themes	1 hour 45 minutes	45%
Paper 2	Geographical Skills	1 hour 30 minutes	27.5%
Paper 4	Alternative to Coursework	1 hour 30 minutes	27.5%

## Teaching & Learning Approaches

Geography is a very practical subject and you will be given opportunities to develop this both inside and outside of the classroom to put your learnt theory and knowledge into practice.

You will practice a range of skills including map skills, interpreting photographs, fieldwork skills, presentations, decision making exercises, report writing and classroom debates as well as practicing IGCSE style questions regularly in lessons which will help you prepare for practice formative and summative assessments. As well as your written skills, you will also practice your numeracy and geographical skills which will be tested explicitly in Paper 2 but integrated throughout each unit of work as you complete the IGCSE course.

## Developing Skills for the Future

Geography connects the natural and the human, the local and the global and in doing so, enables us plan sustainably for the future. Whether your future career lies in the environmental sector, business, education, the natural or social sciences, the media, in geospatial industries or in travel, the skills you will learn in Geography will open up a range of choices for your future work and career.

## Useful Resources

[Link to Cambridge syllabus](#)  
[Seneca Learning – IGCSE Geography Revision](#)  
[BBC Bitesize – Geography Revision](#)

# IGCSE History (0470)

## Introduction

History is the knowledge of and study of the past. History is the story of who we are, where we come from, and can potentially reveal where we are headed. By studying IGCSE History you will gain a very clear picture of how the various aspects of society — such as technology, governmental systems, and even society as a whole — worked in the past so we understand how it came to work the way it is now.

You will also be developing transferable skills that are useful in so many other subjects, throughout IBDP, and your future career. Some topics will build upon your KS3 knowledge and skills which will be familiar, whilst also introducing topics and skills that are new to you. The subject of history can help you develop your skills and transform you to be a better version of yourself as a citizen, a student, and person overall.

## Aims

- Knowledge and understanding of individuals, people and societies in the past
- Knowledge that is rooted in an understanding of the nature and use of historical evidence
- An understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference
- An understanding of international issues in history
- -Historical skills, including investigation, analysis, evaluation and communication skills
- A sound basis for further study and the pursuit of personal interest

## Course Overview

Year 10	Year 11
<b>Paper 1: Section A</b> Was the Treaty of Versailles fair? To what extent was the League of Nations a success? How far was Hitler's foreign policy to blame for the outbreak of war in Europe 1939?	<b>Paper 1: Section A</b> Who was to blame for the Cold War? How effectively did the United States contain the spread of communism? How secure was the USSR's control over Eastern Europe, 1948-c.1989?
<b>Paper 1: Section B</b> Germany, 1918- 45  <b>Paper 4: Alternative to coursework preparation</b> Germany 1918-45	<b>Paper 2: Document Questions preparation</b>

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Paper 1	Written paper	2 hours	40%
Paper 2	Written paper	1 hour 45 minutes	30%
Paper 4	Alternative to Coursework- Written paper	1 hour	30%

## Teaching & Learning Approaches

You will practice a range of skills including source analysis, presentations, decision making exercises, essay writing and classroom debates as well as practicing IGCSE style questions regularly in lessons which will help you prepare for practice formative and summative assessments.

You can also refine your writing skills through learning to not just repeat what someone else said, but to analyze information from multiple sources and come up with your own conclusions. This will help to ensure you can write analytically and evaluatively, skills that will be very important in IB History.

In the study of History you will need to conduct research. This gives you the opportunity to look at two kinds of sources — primary (written at the time) and secondary sources (written about a time period, after the fact). This practice can teach you how to decipher between reliable and unreliable sources. Having this understanding will support you further in becoming a confident 21<sup>st</sup> century thinker.

## Developing Skills for the Future

History is important to study because it is essential for all of us in understanding ourselves and the world around us. There is a history of every field and topic, from medicine, to music, to art. The skills that are acquired through learning about History, such as critical thinking, research, assessing information to name just a few, are all useful skills that are actively sought by employers. Many employers see these skills as being an asset to their employees and will hire those with History degrees in various roles and industries.

## Useful Resources

[Link to Cambridge syllabus](#)  
[History IGCSE Revision | Seneca \(senecalearning.com\)](#)  
[Revise IGCSE History | Brainscape](#)

# IGCSE Music (0410)

## Introduction

All music is a reaction to what has come before. It is therefore the best subject to prepare and inform the leaders and creative minds of the future to act with purpose and intellect in the face of the challenges and situations that await them in their lives ahead.

Make no mistake: music is an academic subject! However the conventions that define our academic knowledge and approach to the subject are just the tip of the iceberg. Developing the skills of critical thinking, analysis, organisation, communication, team work and independence, the study of music is a highly respected gateway to further education and the professional world beyond. As performers you will learn how to prepare for moments of pressure and as composers you will learn to look at puzzles and challenges in different and creative ways. You will also develop your IT skills through the experience of composition, recording and Music Technology, learning to work with cutting edge software and a range of hardware to gain real-life hands-on experiences of music production in the 21<sup>st</sup> Century.

## Aims

The aims of the syllabus are to:

- Enable candidates to acquire and consolidate a range of musical skills, knowledge and understanding, through the activities of performing, listening, and composing
- Guide candidates to develop a perceptive, sensitive and critical response to the main historical periods and styles of Western music alongside recognising and understanding the music of various non-Western traditions, and thus to form an appreciation of cultural similarities and differences
- Provide a foundation for the development of an informed appreciation of music
- Provide a foundation for further study in music at IB and beyond

## Course Overview

Year 10	Year 11
<b>The basics, blues and Jazz: Paper 1: Listening</b> Students start their musical journey familiarising themselves with the core knowledge of musical theory, musical elements, listening skills and	<b>World Music and Composition 2</b> As students begin their free-choice 'Composition 2' they explore music from around the world, along with a deep-dive into one specifically chosen 'World Focus' culture that varies each year.
<b>Western Art Music Part 1 - Composition 1</b> Students become familiar with the earliest musical periods explored at IGCSE: the Baroque and Classical Periods, encountering household names such as Bach, Vivaldi, Mozart and Beethoven and learning to compose in the style of these periods.	<b>Ensemble Performance and Western Art music Part 2</b> As the Gala Showcase performance nears, students finish preparing their ensemble (group) performances and result their exploration of Western Art Music with the Romantic and Contemporary periods.
<b>Set work and Solo Performance</b> Students pause their musical journey through time to focus on a 'set work' a piece of music that is studied in detail, allowing students to develop their academic approach to music. This is contrasted by lessons in Performing as a soloist.	It all comes together! Recording, Composing and Listening skills culminate in the completion of four pieces of coursework and the final preparations for the listening exam at the end of Year 11.

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Component 1	Listening	1 hour 15 minutes	40%
Component 2	Performing – solo and ensemble	Coursework – 5-10 minutes	30%
Component 3	Composing – two short pieces	Coursework – 5-10 minutes	30%

## Teaching & Learning Approaches

This course is excellent preparation for the creative and practical aspects of IB, and also ensures students begin their studies at IB with a full knowledge and understanding of core musical concepts, approaches and conventions.

(Almost) All of your senses will be engaged as we learn through tasting musical texture, announcing music expression, seeing harmony and tonality in colour, shaping melody through movement and using our ears to make lasting connections between music from cultures and communities around the world and across our recent history.

Students will continuously be held accountable for their progress and this will be evaluated continuously through regular performances, coursework check-ins and feedback sessions, as well listening appraisals, as well as interactive and engaging challenges

## Developing Skills for the Future

21<sup>st</sup> Century Skills are developed in-depth and are intrinsic to success in music. The subject is looked upon favourably by universities as students who have studied music have the highly valuable skills and qualities that they look for above all in prospective candidates: commitment, self-motivation, adaptability, technology literacy, confidence and academic maturity.

## Useful Resources

[Link to Cambridge syllabus](https://www.musictheory.net/)  
<https://www.musictheory.net/>  
<https://www.musicca.com/>  
[Music in a nutshell – Helsinki Philharmonic](#)  
[Musical Instruments – the Philharmonia](#)

# IGCSE Physical Education (0413)

## Introduction

The syllabus provides students with an opportunity to study both the practical and the theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity and movement. The knowledge gained will enable candidates to develop an understanding of effective and safe physical performance.

Students will study all of the following topics:

- anatomy and physiology
- health, fitness and training
- skill acquisition and psychology
- social, cultural and ethical influences.

Students will also undertake four different physical activities chosen from at least two of the seven categories. Physical activities make a significant contribution to syllabus aims and objectives, serving as a source of material to facilitate learning.

## Aims

The Cambridge IGCSE Physical Education course encourages learners to develop:

- Knowledge, skills and understanding of a range of relevant physical activities.
- An ability to plan, perform and evaluate physical activities.
- An understanding of effective and safe performance.
- An understanding of the role of sport and physical activity in society and in the wider world.
- An enjoyment of physical activity

## Course Overview

Year 10	Year 11
Skeletal and muscular system Respiratory system Circulatory system Energy supply and effects of exercise on the body	Simple biomechanics Health, fitness and wellbeing Skill acquisition and psychology Social, cultural and ethical influences

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Paper 1 Theory	External exam	1 hour 45 minutes	50%
Practical Coursework	Four chosen sports from two of the seven categories	Over the two years	50%

## Teaching & Learning Approaches

Students' knowledge, skills and understanding come from studying both practical and theoretical aspects of Physical Education. Successful IGCSE Physical Education students gain lifelong skills, including: an ability to plan, perform, analyse and improve, and evaluate physical activities, knowledge, skills and understanding of a range of relevant physical activities, an understanding of effective and safe performance, an understanding of the role of sport and physical activity in society and in the wider world, an excellent foundation for advanced study and an enjoyment of physical activity and movement.

The course is delivered through a variety of teaching and learning approaches both in the classroom and in the practical lessons. The knowledge and understanding covered in class is always linked and applied to the practical activities. You will practice a range of skills throughout your time in IGCSE PE including decision making, data analysis, observational assessments, discussions and practicing IGCSE style questions regularly which will help you prepare for practice formative and summative assessments.

## Developing Skills for the Future

You'll gain many valuable skills from studying Physical Education that will help you in other IGCSE subjects as well as your future career. Some of the skills that you will develop include: communication, social skills, leadership skills, analysis and evaluation, physical fitness and creative thinking. These skills will put you in good stead for careers in sport, physical education and the health and fitness industry. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in PE?

Some careers that you could consider doing with PE include: Sports science, PE teacher, Physiotherapist, Sports coach/consultant, Sports development at local and national level, Diet and fitness instructor, Personal trainer to name a few.

## Useful Resources

[Link to Cambridge syllabus](#)  
[BBC Bitesize for GCSE PE](#)  
[Cambridge IGCSE PE Past papers](#)

# IGCSE Spanish (0530)

## Introduction

IGCSE Spanish is designed for students who are learning Spanish as a second language, focusing on practical, everyday situations whilst also integrating the culture of the Spanish speaking world. The course is assessed on the four skills of reading, writing, speaking and listening.

It is recommended that you have studied Spanish before studying IGCSE, but if you haven't studied it before and are now interested, please speak to the Head of MFL.

## Aims

At BIS Hanoi, we support our students with all four of the skills needed to succeed, ensuring that learning Spanish is an enjoyable and rewarding experience, with communication at the heart of our teaching.

The main aims of the course are:

- For students to be able to communicate effectively in Spanish (Level A2/ B1)
- To offer insights into the culture and society of countries and communities where Spanish is spoken
- To develop awareness of the nature of language and language learning
- To encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- For students to enjoy learning another language, which has been proven to aid memory and provide enjoyment and intellectual stimulation
- To form an excellent base for future study, travels or experiences of the Spanish language.

## Course Overview

Year 10	Year 11
Self, family and friends In the home Colours, clothes and accessories Leisure time Daily Life Healthy Living Holidays and Transport Where we live	Education Work People and places Technology Global Issues Environment Customs and Traditions

Throughout these topics, you will study a wide range of grammatical structures, cultural events and practise all four skills.

## Summative Assessments

Component	Assessment Type	Duration	% of Overall Grade
Paper 1 – Listening	Candidates listen to a number of recordings and answer multiple-choice and matching questions.	50 minutes	25% 40 marks
Paper 2 – Reading	Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.	1 hour	25% 45 marks
Paper 3 – Speaking	Candidates complete one role play and conversations on two topics with your class teacher.	10 minutes	25% 40 marks
Paper 4 – Writing	Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.	1 hour	25% 45 marks

## Teaching & Learning Approaches

You will explore stimulating topics and cultural aspects from a range of Spanish speaking countries and communities, which is a key aspect of the IB Spanish B course. You will access authentic materials, videos and texts in Spanish, developing skills to be able to study Spanish B at IBDP. You will communicate and collaborate with your classmates, developing key communication skills in another language. You will be formatively assessed on all of the required skills in a low-stakes environment, preparing you for both your IGCSE Spanish exam and for future study of the language.

## Developing Skills for the Future

Learning a second language paves the way for you to learn many more languages. You will develop many different skills that will support every aspect of your studies – languages allow you to focus on your communication and thinking skills, as well as developing your ability to work both independently and in a group. Businesses and universities favour applicants who have experience of learning different languages, not just for the ability to communicate in Spanish, but for the wealth of other interpersonal skills that language learners have.

## Useful Resources

[Link to Cambridge syllabus](#)

Sentence Builders - [www.sentencebuilders.com](http://www.sentencebuilders.com)

Vocabulary – [www.quizlet.com](http://www.quizlet.com)

QR Code – link to BIS Hanoi Spanish Padlet – lots of films, books, music, websites to enhance your Spanish learning in your spare time.



## Further Opportunities in Spanish

Trips – visit to a Spanish restaurant in Hanoi.  
External speakers from a wide range of backgrounds.  
Cinema nights in Spanish.  
Opportunities to cook and try typical Spanish food and learn typical Spanish dances.  
External competitions.  
Opportunities to attend and/or run CCAs to support younger Spanish learners.

# Co Curricular Activities (CCAs)

## Introduction/Philosophy

The Co-curricular programme is designed to enhance and complement our curriculum. We are aiming to stream our CCA programme within 3 streams to ensure that students can participate in more varied activities throughout the year. Our 3 streams we are focusing on are Creative, Active and Service Activities. Students will have more opportunities to experience different activities throughout the year. The quality of activities will be higher and more consistent.

## Aims

The programme aims to add challenge for students to own their achievements. The programme will also assist in developing stronger partner links within the Hanoi Activities Conference, Nord Anglia group and FOBISIA schools.

## Why engaging in CCAs is important?

CCAs are important to fuel student learning and to build important skills, such as social and leadership skills to enrich and balance a student's academic experience. Students who engage in different CCAs practice and develop their self-management skills. Students develop a positive outlook towards school and future study through an increase in a sense of community at school.

By selecting varied activities, students improve their confidence and self-esteem through developing proficiency in different areas. Through leadership and independence, CCAs can help prepare students for their future as they discover more about themselves and their path in life.

## Student Endorsements

*'Personally, I've been part of many CCAs and the ones that stood out to me were Gardening, Community Arts, and Debate Club. I have found many different hobbies and even now I want to go back to the gardening club because it was so fun to see what I planted, grow! Then I got to taste the vegetables that I planted myself! When I was having many struggles with friendships and fitting in to a new school environment, CCAs helped me to gain my passion for art again. When I was in my old school people didn't really acknowledge my art as much and I thought I was a bad artist, but at BIS the art teacher gave me a chance in the Community Arts CCA to paint the walls in the library since she liked my designs (even though it was just a drawing of a cat and the hat). After that, I found my favorite subject and a lot more friends by hanging around the art room and spending break times painting the walls.'*

**Daniel Mubin Jung 12H**

*'I love that CCAs are filled with many people who have different backgrounds, so I can understand a wider perspective. They have built camaraderie, confidence and humbled me. Furthermore, they have also allowed me to become more skillful because when I first joined BIS I was a shy, awkward little kid with few skills, and that kid turned out to become someone who participated in sports competitions internationally (and won some sweet gold medals), performed in 3 different productions (2 of them as major characters) and entered many local volleyball and swimming competitions. These experiences showed me the importance of respect, courage, perseverance, and sportsmanship. These traits still carry on, and will strengthen, as the years go by. You would never know who you truly are if you had not tried to face your deepest fears or overcome the greatest of challenges. I think in life, we are all on a journey of discovering and learning but the most important step is always the first one out of your*

comfort zone'.

**Bac Dung Mai Y12**

*'My highlight from MUN has to be the conferences that I have attended. They allow you to really showcase the skills that you have honed while participating in the CCA, and you get the opportunity to meet a lot of new people. I have definitely become a more confident person and better speaker through MUN and it also allows me to learn more about different global issues. This year, I look forward to helping lead the CCA and attending more conferences.'*

**Min Seo (Heidy) Cho Y13**



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