



BRITISH INTERNATIONAL SCHOOL
HO CHI MINH CITY
A NORD ANGLIA EDUCATION SCHOOL

IGCSE OPTIONS

2023-2024



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INTRODUCTION TO IGCSE

A NOTE TO PARENTS

The style in which we have written this guide is to address everything directly to your child. This is an exciting time in their educational experience as, for the first time, they are having the opportunity to make significant decisions about what they study. This is, for most, the first of many academic decisions that will define their own distinctive path through life. Experience tells us that education works best and that students get the most from it when they are fully engaged, and we like to think that your son or daughter will make their own choices and truly embrace them. Nonetheless, the best choices come after listening to good advice; we very much hope that you will read this guide with your child

and offer them some of your wisdom and experience. We talk to students about the best possible curriculum choices for them, so that they start out on courses that they will greatly enjoy and be highly successful in. We understand that you'll want to be reassured about the choices made, and we're very happy to talk about them at any point. If you have any questions, suggestions or concerns in the options process, please don't hesitate to contact us and we'll do what we can to listen and help.

WELCOME TO IGCSE: THE GATEWAY TO YOUR FUTURE!

IGCSEs are an internationally recognised set of qualifications based around the British education system which focuses more on content than English language. The benefit of this is that you can still obtain maximum grades even though English is not your native language. It does, however, require a certain proficiency of English.



IGCSE stands for International General Certificate of Secondary Education. It builds on the English National Curriculum work covered in Years 7 – 9 (ages 11-14) and prepares students for examinations at the end of a two year course at age 16 (Year 11), as well as for the post-16 International Baccalaureate (IB) courses in the 6th Form. It is worth noting that the IGCSEs are globally transferable and enable study in American Colleges or schools offering GCE A levels. It is a course which countless independent schools in England offer, as many consider it a better preparation for the IB style of study.

The grades are awarded based on a variety of assessments and include, but are not limited to, conventional written papers. Assessments in many subjects include the option of coursework, oral or practical work which may be assessed by the students' own teachers.

Subjects available and compulsory subjects:

<p>COMPULSORY SUBJECTS</p>	<p>English (First Language)</p> <p>English Literature</p> <p>Co-ordinated Science</p> <p>Mathematics</p>	<p>Vietnamese (for Vietnamese passport holders only)</p> <p>Core PE (no IGCSE)</p> <p>Wellbeing (no IGCSE)</p>
<p>OPTIONS SUBJECTS</p>	<p>Art</p> <p>Business Studies</p> <p>Computer Science</p> <p>Design Technology</p> <p>Drama</p> <p>Economics</p> <p>Geography</p> <p>History</p>	<p>Information & Communications Technology (ICT)</p> <p>Music</p> <p>MFL: Chinese, French or Spanish</p> <p>PE IGCSE</p> <p>Separate Sciences</p> <ul style="list-style-type: none"> · <i>Biology</i> · <i>Chemistry</i> · <i>Physics</i>

NON-ENGLISH NATIVE LANGUAGE EXAMINATIONS:

Students can also sit an IGCSE examination in their native (first) language such as Mandarin Chinese, German, French and Urdu. A home tutor should normally prepare the student. Syllabus content and past examination papers will be provided by the school. Students and parents will be informed of subject availability by letter in October 2025. We encourage students to sit these examinations in Year 10.

OPTIONS ADVICE & RECOMMENDATIONS

The following information is to help you make informed decisions about the choices you make for your IGCSE subjects in Year 10, and in planning ahead for the IBDP in Year 12.

Compulsory subjects Everyone at BIS has to study the following subjects:

- **English Language** (first or second language) (decided by the Head of EAL and Academic English). For students who study the second language English Language course, additional time is allocated to support their development and progress. Should the decision be taken that a student follows the second language IGCSE, their chosen options will be reduced from 4 to 3 to support their language development through this additional time.
- **English Literature**
- **Mathematics**
- **Science**
 - Either **Coordinated Science** (where you study all three sciences – *Biology, Chemistry, and Physics*. This is worth 2 IGCSE qualifications);
 - Or **Separate Sciences** (where you study all three sciences – **Biology, Chemistry, and Physics** – at a higher level. This is worth 3 IGCSE qualifications).
- **Wellbeing** – a non-examined course.
- **Physical Education** – this is non-examined course and is NOT the same as the IGCSE PE subject (offered as an option)

Vietnamese – if you are a Vietnamese national (only holding a Vietnamese passport), you have to continue your Vietnamese studies until the end of Year 11 and therefore take IGCSE Vietnamese. Native-speakers of Vietnamese who hold a foreign passport are eligible to elect Vietnamese IGCSE as an option subject if they wish.

OPTIONS

Students can then choose up to 4 subjects from the selection available.

Languages

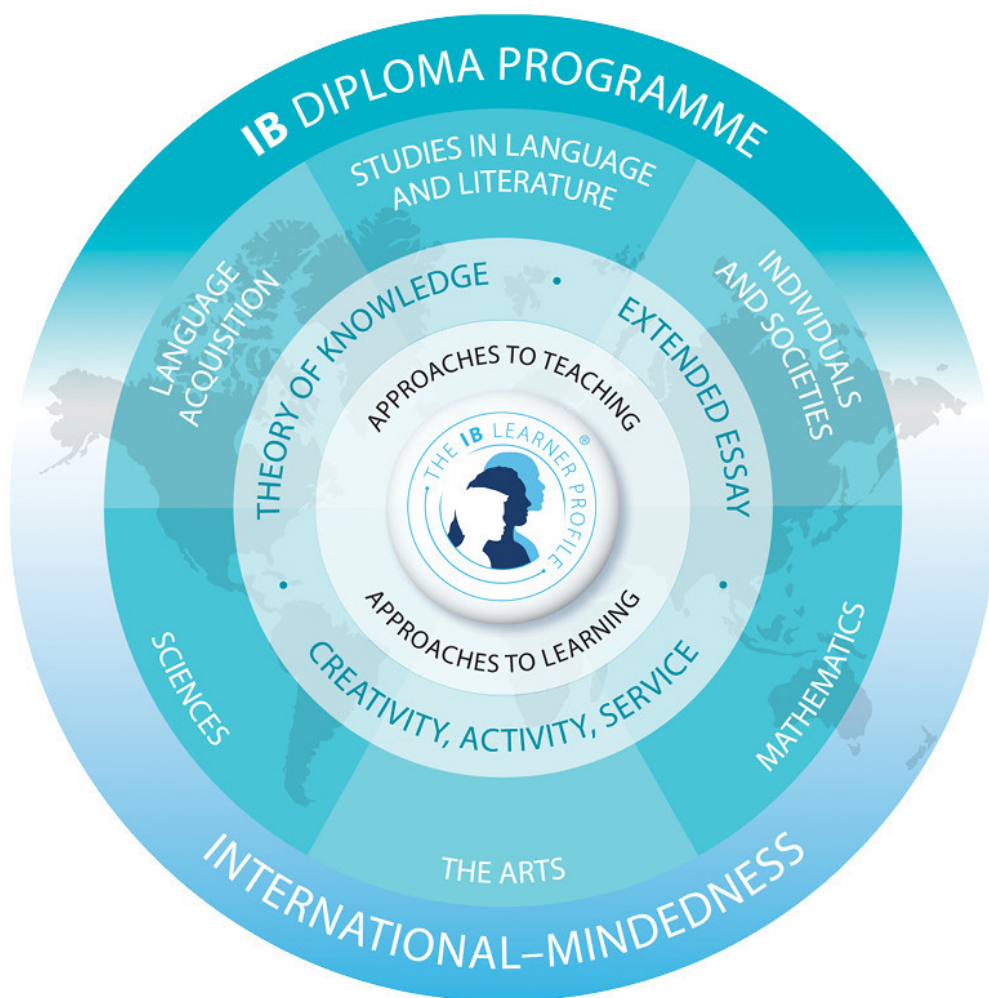
- Our language subjects are second language subjects; first language speakers of these languages cannot opt to do these subjects and should choose another language from those offered. For example, a native French speaker cannot choose French and should choose either Spanish or Chinese (Mandarin) if they have studied this prior to Year 10.
- It is highly recommended that you choose a language at IGCSE, as this widens your options pathways for the IB Diploma Programme in Years 12 and 13.

GENERAL ADVICE

- Choose subjects you enjoy;
- Choose subjects you are already doing well in;
- *If making good progress in **French, Chinese or Spanish** in Year 9, and wanting to study IBDP in Years 12 and 13, continue with your MFL option at IGCSE.*
- Don't choose subjects just because your friends are doing them;
- Don't choose subjects because you like your current teacher - whilst this helps, you may not have the same teacher next year;
- If you have an idea about the direction your future career might take, speak to the College and University Guidance Team before you make your final choices – they are based in the Sixth Form Office on the Mezzanine floor.

THINKING AHEAD TOWARDS IB

Students at BIS will study the IB Diploma Programme in Years 12 and 13. This requires them to follow a broad and balanced curriculum. To qualify for the full diploma, they must study across five areas of knowledge: Studies in Language and Literature, Language Acquisition, Individuals and Societies, Science and Mathematics. They may also study a subject from the Arts or a second elective subject from the other areas of knowledge. When students are selecting their IGCSE subject choices, they should be considering how their choices facilitate a smooth transition into their IB Diploma. If students wish to find out further information regarding the IB Diploma Programme and the subjects we offer, they should speak with our IBDP Coordinator, **MRS DANIELLE FOUNTAIN** (danielle.fountain@bisvietnam.com).



YEAR 9 IGCSE OPTIONS PROCESS 2023

1

OPTIONS ASSEMBLY

Students have an assembly to support them in understanding and completing the IGCSE Option Process.

2

YEAR 9 IGCSE OPTIONS INFORMATION EVENING: WEDNESDAY 13TH SEPTEMBER 2023 6:00 PM - 7:30 PM

This provides an overview of the options process, highlighting the subjects available and how you can help your child to make the best choices. This is combined with additional information from the Deputy Head Teacher: Curriculum & Learning. Students and parents also benefit from an open-floor session with Heads of Department, allowing all to fully understand what is involved in each subject. Students are then asked to discuss their options with their parents before submitting their first choices.

3

THURSDAY 21ST SEPTEMBER: YEAR 9 PTSC

This is purposefully scheduled after the IGCSE Options Information Evening to ensure students and parents are able to ask subject teachers informed questions about possible IGCSE pathways.

4

FIRST THOUGHTS FORMS AND OPTION BLOCKS FORMS

This process begins on Monday 25th September; the deadline for return is Monday 9th October. From these first thoughts, the Option Blocks are formed. Students are then issued with a second form which shows the subjects they have chosen in the relevant blocks.

5

FINAL SUBMISSION OF OPTION BLOCKS FORM AND OPTION CONFIRMATION

This form should be signed by the student and parents, and returned to form tutors by Friday 17th November. In March 2024, students are given a final confirmation of their option choices. These should not be changed again.



ENGLISH: FIRST LANGUAGE, SECOND LANGUAGE & LITERATURE

ENGLISH LANGUAGE

Aims and Objectives

The aims are to enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language;
- read critically, and use the 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.

COURSE CONTENT

Cambridge IGCSE First Language English offers candidates the opportunity to respond with understanding to a rich array of reading texts during the course as a whole. Candidates will use these texts to inform and inspire their own writing, and write in a range of text types for different purposes and audiences. This will inform their preparation for Paper 2.

Candidates will develop both their speaking and their listening skills, delivering presentations, and responding to questions and engaging in conversations.

Candidates are encouraged to become appreciative and critical readers, writers, speakers and listeners.

ASSESSMENT

PAPER	DESCRIPTION	WEIGHTING
Paper 1	Reading	50%
Paper 2	Directed Writing & Composition	50%

ENGLISH LITERATURE

Aims and Objectives

The aims are to develop learners who:

- enjoy the experience of reading literature;
- understand and respond to literary texts in different forms and from different periods and cultures;
- communicate an informed personal response appropriately and effectively;
- appreciate different ways in which writers achieve their effects;
- experience literature's contribution to aesthetic, imaginative and intellectual growth;
- explore the contribution of literature to an understanding of areas of human concern.

COURSE CONTENT

This course enables learners to read, interpret and evaluate texts through the study of literature in English.

Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied.

The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and of the world around them.

ASSESSMENT

PAPER	DESCRIPTION	WEIGHTING
Paper 1	Poetry & Prose (1 hour 30 minutes)	50%
Paper 3	Drama (45 minutes)	25%
Paper 4	Unseen (1 hour 15 minutes)	25%

MATHEMATICS

“Number rules the universe” – Pythagoras

Number does indeed rule the universe. The study of Mathematics is as ancient as man himself. It has been developed in all cultures at all times in history and is at the root of all technological developments.

AIMS AND OBJECTIVES

Modern society, with its emphasis on technology, demands that students should leave school equipped with a wide range of mathematical knowledge and skills. Many areas of further education, business, finance and social sciences require sophisticated mathematical skills.

The aim of the Mathematics course at Key Stage 4 is to enable students to:

- develop their mathematical knowledge and skills.
- apply mathematics in everyday situations and also to apply mathematics in other subjects, particularly science and technology.
- recognise a situation which may be presented mathematically, construct a mathematical model and solve the problem.
- develop the abilities to think logically, to classify, to generalize and to prove.
- acquire a mathematical foundation appropriate to their further studies
- be fully prepared for the Cambridge IGCSE examination (code 0580).

COURSE CONTENT

When students enter Key Stage 4 they follow one of three strands.

The Core Curriculum is for students who have a target of a 'C'.

The Extended Curriculum is for students who have a target from A* to C.

The Accelerated Curriculum is for the most mathematically gifted students. They complete the IGCSE Extended Mathematics in year 10 followed by IGCSE Additional Mathematics in year 11.

The curriculum topics for Core students are:

ALGEBRA	Positive and negative integers, fractions and decimal fractions, percentages, reasonable approximations, standard form, powers of 10, simple and compound interest
ALGEBRA	Formulae, algebraic manipulation, equations, inequalities, functions.
SHAPE & SPACE	Geometrical constructions, angle properties, loci, trigonometry, transformations, mensuration.
STATISTICS & PROBABILITY	Statistical diagrams, averages, cumulative frequency, probability of single and combined events.

In addition to the topics within the Core curriculum, students within the Extended programme will study the following topics:

NUMBER	Bounds of intervals, direct and inverse proportion, percentage change.
ALGEBRA	Simplification of algebraic fractions, algebraic manipulation, use positive, negative and fractional indices in both numerical and algebraic work, surds, use algebraic formulae and equations, graphs of algebraic functions.
SHAPE & SPACE	Scale factors to two and three dimensions and applied to calculating lengths, areas and volumes between actual values and scale models, trigonometry knowledge including non-right-angled triangles, use of vectors.
STATISTICS & PROBABILITY	Process data, discriminating between necessary and redundant information, use distance/time and speed/time graphs, use of sets.

In addition to the topics within the Extended Curriculum students within the accelerated programme will study the following topics within the IGCSE Additional course:

Set language and notation	Circular measure
Functions	Trigonometry
Quadratic functions	Permutations and combinations
Factors of polynomials	Binomial expansions
Simultaneous equations	Coordinate geometry of a circle
Logarithmic and exponential functions	Vectors in two dimensions
Straight line graphs	Differentiation and integration

SETTING IN MATHEMATICS

It is the policy of the faculty to 'set' students by ability. Setting decisions are based on each student's levels of attainment and effort whilst also considering their results in both assessments and homework. Students new to the school are tested on arrival, then allocated a set accordingly. Every student is monitored carefully to ensure they are appropriately challenged and supported in their current set. Students who are not set 1 by the start of January in Year 9 cannot be moved up into set 1 after this date, including when they are in Year 10 and 11.

Those students who have followed the Core IGCSE course are eligible for an award of grades C to G only. Students who have followed the Extended IGCSE course are eligible for an award of grades A* to E only. Students taking the IGCSE Additional Mathematics course are eligible for an award of grades A*-E.

ASSESSMENT

All students will take 2 written papers as follows:

Examinations Before 2025

CORE CURRICULUM (GRADES C – G)	EXTENDED CURRICULUM (GRADES A* - E)	ADDITIONAL CURRICULUM (GRADES A* - E)
Paper 1 (1 hour) Short answer questions	Paper 2 (1.5 hours) Short answer questions	Paper 1 (2 hours)
Paper 3 (2 hours) Longer structured questions	Paper 4 (2.5 hours) Longer structured questions	Paper 2 (2 hours)

Examinations From 2025 Onwards

CORE CURRICULUM (GRADES C – G)	EXTENDED CURRICULUM (GRADES A* - E)	ADDITIONAL CURRICULUM (GRADES A* - E)
Paper 1 (1.5 hours) Non-calculator questions	Paper 2 (2 hours) Non-calculator questions	Paper 1 (2 hours) Non-calculator questions
Paper 3 (1.5 hours) Calculator questions	Paper 4 (2 hours) Calculator questions	Paper 2 (2 hours) Calculator questions

CALCULATORS

Calculators are essential for Key Stage 4. Candidates should have an electronic calculator for all of the calculator papers. Algebraic or graphical calculators are not permitted for IGCSE papers. The model we currently recommend is the Casio fx-570VN.

Where the use of calculators is allowed in examinations, calculators used must not be able to manipulate algebra; they must be purely numerical. Calculators with any of the following facilities are prohibited:

- graphic display
- data banks
- dictionaries or language translators
- retrieval or manipulation of text or formulae
- QWERTY keyboards
- built-in symbolic algebraic manipulations
- symbolic differentiation or integration
- capability of remote communication with other machines.

RESOURCES

All students are issued with a textbook, either a hard copy or an online version. The textbooks will be supplemented by material from a variety of sources. Technology in the form of software and subscription websites will be frequently integrated into learning. Students will be given their own profile login to “mymaths.co.uk.” and Kognity.



SCIENCE

There are two different routes for students in Science: IGCSE Coordinated Science, a Dual Award Specification which combines all three Sciences into two IGCSE's; and Separate Sciences in Biology, Chemistry and Physics (resulting in 3 IGCSE's).

Many students in Year 10 and 11 will undertake the IGCSE Coordinated Science, Dual Award Specification. At the end of this two year programme students will attain two IGCSEs, which are graded on the average of the three Sciences studied: Biology, Chemistry and Physics. By taking this course, students are then able to complete any of the three Science subjects as part of their IB Diploma Programme, at Standard Level or Higher Level, dependent on achieving the required grades. For nearly all students this is an excellent route and in no way limits the option of studying Sciences in IB, or further education.

As an IGCSE option, students may also elect to take Separate Sciences. This consists of one IGCSE each in Biology, Chemistry and Physics. The students in this programme will study the sciences to a greater depth; consequently, this is a more challenging option. For those considering taking two sciences in the IB diploma programme this may be beneficial to them as it reduces the knowledge and skills gap between IGCSE and the Diploma Programme. However, students will need to be able to thrive when working at a greater pace and depth.

Those students interested in pursuing Separate Science should speak with their Science teachers for more information.

COORDINATED SCIENCE: DUAL AWARD SPECIFICATION

AIMS AND OBJECTIVES:

The Coordinated Science syllabus is split into Biology, Chemistry and Physics sections, with the students having separate Biology, Chemistry and Physics lessons with relevant specialist teachers.

The aims and objectives are to:

- Provide insight into the Sciences through well-designed studies of experimental and practical Science. In particular, students' studies should enable them to acquire understanding and knowledge of the concepts, principles and applications of Biology, Chemistry and Physics and, where appropriate, other related Sciences so that they may:
 - *Become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific import;*
 - *Recognise the usefulness, and limitations, of the scientific method and appreciate its applicability in other disciplines and in everyday life;*
 - *Be suitably prepared to embark upon certain post-16 Science-dependent vocational courses and studies in any of the pure Sciences and applied Sciences.*

- *Develop abilities and skills that:*
- *Are relevant to the study and practice of Science;*
- *Are useful in everyday life;*
- *Encourage safe practice;*
- *Encourage effective communication;*

COURSE CONTENT

BIOLOGY	CHEMISTRY	PHYSICS
Characteristics of Living Organisms, Cells	States of matter	Motion, Force and Energy
Movement into and out of cells	Atoms, elements, compounds	Thermal Physics
Biological molecules	Stoichiometry	Waves
Enzymes	Electrochemistry	Electricity and Magnetism
Plant and Animal Nutrition	Chemical energetics	Nuclear Physics
Transport in Plants & Humans	Chemical reactions	Space Physics
Diseases and Immunity	Acids, bases and salts	
Respiration & Gas Exchange	The Periodic Table	
Coordination & Response	Metals	
Drugs, Reproduction	Chemistry of the environment	
Inheritance	Organic chemistry	
Variation and Selection	Experimental techniques and chemical analysis	
Organisms and their environment		
Human Influences on Ecosystems		

ASSESSMENT

For each of the Science areas, (Biology, Chemistry and Physics) all students will be continually assessed to help track their progress against their personal targets and to enable students to reflect upon their learning. Progress will be checked by assessing many aspects of the students work including: classwork, homework, end of unit tests, summative assessments such as mid-year examinations and end of Year examinations. Effort grades will be determined by the student's effort both in lessons and homework. Final examinations will comprise a Multiple Choice Question paper, a written exam paper and an alternative to coursework, investigation skills, exam paper. Each paper is made up of Biology, Chemistry and Physics sections combined together.

SEPARATE SCIENCES

AIMS AND OBJECTIVES

The Separate Science syllabi are split into Biology, Chemistry and Physics IGCSEs, with the students having additional lessons for each subject. The depth and breadth of study in each subject area is greater than for the Coordinated Science programme.

The aims and objectives, in addition to those of Coordinated Science Dual Award, are to:

- Develop a broader understanding of Physics, Chemistry and Biology through providing a more challenging course content and more opportunities for exploration of scientific ideas;
- Challenge and stimulate high achieving Science students who have a passion for Science.

COURSE CONTENT

BIOLOGY		CHEMISTRY	PHYSICS
Characteristics and classification of Living Organisms	Respiration	States of matter	Motion, Force and Energy
Organisation of the organism	Excretion in humans	Atoms, elements, compounds	Thermal Physics
Movement in and out of cells	Coordination and response	Stoichiometry	Waves
Biological molecules	Drugs	Electrochemistry	Electricity and Magnetism
Enzymes	Reproduction	Chemical energetics	Nuclear Physics
Nutrition in plants and animals	Inheritance	Chemical reactions	Space Physics
Transport in plants and animals	Variation and selection	Acids, bases and salts	
Disease and immunity	Organisms and their environment	The Periodic Table	
Gas exchange in humans	Biotechnology and genetic modification	Metals	
	Human Influence on the ecosystem	Chemistry of the environment	
		Organic chemistry	
		Experimental techniques and chemical analysis	

ASSESSMENT

Within each of the Science subjects (Biology, Chemistry and Physics), all students will be continually assessed to help track their progress against their personal targets and to enable students to reflect upon their learning. Progress will be checked by assessing many aspects of the students work, including: classwork, homework, end of unit tests, summative assessments such as mid-year examinations, and end of Year examinations. Final examinations will comprise a Multiple Choice Question paper, a written exam paper and an alternative to coursework, investigation skills, exam paper for each Science subject.

ART & DESIGN

Studying Art and Design at IGCSE level is an excellent foundation for any direction within the creative industries. The transferable skills you'll gain, such as critical thinking, organisation, analysis and problem solving, complement a range of other subjects and careers.

Students with a preference for a future career within ANY of the creative industries, including Architecture, should study Art and Design.

Art and Design complements literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetics. The subject encourages visual communication, independence and a high level of critical thinking

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AIMS AND OBJECTIVES

The aims of an IGCSE in Art and Design are to encourage and develop:

- An interest in, and a critical awareness of environments and cultures;
- An ability to identify and solve problems in a visual and tactile form;
- Confidence, enthusiasm and a sense of achievement;
- The technical competence and manipulative skills necessary to form, compose and communicate in two and three dimensions;
- An ability to record from direct observation and personal experience;
- Knowledge of a working vocabulary relevant to the subject;

- Experimentation and innovation through the inventive use of materials and techniques;
- The ability to organize and relate abstract ideas to practical outcomes;
- Intuitive and imaginative responses showing critical and analytical faculties.

ASSESSMENT

The assessment objectives for IGCSE inform our ARE's for KS3 and therefore there should be some familiarity with the students.

ASSESSMENT OBJECTIVES

AO1: Record Record ideas, observations and insights relevant to intentions as work progresses

AO2: Explore Explore and select appropriate resources, media, materials, techniques and processes

AO3: Develop Develop ideas through investigation, demonstrating critical understanding

AO4: Present Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language

COURSE CONTENT

Throughout Year 10, students are encouraged to work with as diverse a range of media as possible.

There is a strong focus on developing drawing skills from direct observation and working on a variety of different surfaces. They will be experimenting with a range of different drawing, painting and printmaking techniques. They will also be given the option to work

with ceramics, printing, painting, sculpture, collage, and mixed media alongside learning critical, contextual and analytical skills. In Year 11 they will be working more independently choosing their theme from a range of selected starting points.

The course is assessed through two components, each of which is worth 50% of the total marks awarded:

1. A Coursework Portfolio, which is completed by the end of Term One in Year 11

2. An External Assignment which takes place in Term Two of Year 11.

COURSEWORK

Students will learn to work thematically and conceptually using a wide variety of materials and technical skills.

- One coursework project can be submitted with supporting preparatory work which consists of up to eight A2 panels of investigation and observational studies, plus multiple final outcomes which are linked thematically.
- Coursework is worth 50% of the final grade.
- All Coursework is externally assessed.

EXTERNAL ASSIGNMENT

Candidates have a minimum of 8 weeks in Term 2 of Year 11 to investigate and develop ideas and images based on their choice of theme from an external paper. They are encouraged to interpret the theme in any way they wish. Examples of externally set themes may be 'Compression', 'Pathways', 'Merging Forms'. The external

assignment concludes with an 8 hour final piece.

- Students are given the examination question paper at least 8 weeks before the 8 hour piece is to be completed and must use that time to prepare.
- Students are expected to submit preparatory work which consists of up to four A2 panels of investigation and observational studies.
- The examination is 8 hours and runs over 2 school days with normal morning breaks and lunch.
- Students may produce 2D or 3D work for their final piece.
- The external assignment including the examined 8 hours is worth 50% of the final grade.
- All examination work and preparation is externally assessed by Cambridge International Examinations.

Students will work independently with teacher support as needed.

BUSINESS STUDIES

WHY STUDY BUSINESS STUDIES?

The Business Studies course involves applying business management theory to real world business scenarios. Students are given basic data about a situation or problem and are expected to respond in the same way as a manager would in a business. Students should have a strong interest in business studies and want to learn about business organisation, operation, planning and decision making.

COURSE DESCRIPTION

Below is a selection of the areas studied and what is covered:

- **Understanding Business Activity:** Introduces students to the different types of businesses and their objectives.
- **People in Business:** Looks at people in organisations with a focus on their roles, relationships and management in business.
- **Financial Information and Decisions:** Focuses on the use of accounting and financial information as an aid to decision-making.
- **Marketing:** Looks at identifying and satisfying customer needs in a changing and competitive environment.
- **Operations Management:** Considers the way organisations use and manage resources to produce goods and services.
- **External Influences on Business Activity:** Examines how the external environment such as government and environmental issues influence a business.

At the end of the two year course two exams will be undertaken. Each exam is worth 50% of the total mark and is of 1 hour 30 minutes duration.

WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?

This course will appeal to those students who:

- Have an interest in how a business operates
- Enjoy studying a subject that is relevant to their own lives and experiences
- Would like to do a subject that offers opportunities for a career in business
- Would like to learn how to make business decisions and solve business problems
- Want to keep their options open – Business Studies can be a useful choice for a wide range of careers and can be combined with a wide range of subjects.

COMPUTER SCIENCE

WHY STUDY COMPUTER SCIENCE?

Learners following the Computer Science syllabus develop their understanding of the main principles of problem solving using computers. They can apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. Learners also develop a range of technical skills, as well as being able to effectively test and evaluate computing solutions. Studying Computer Science will help learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks. During the course, students will be encouraged to develop computational thinking; that is, thinking about what can be computed and how, and includes consideration of the data required.

COURSE CONTENT

Paper 1: Computer Systems

- Topic 1: Data representation
- Number systems
- Text, sound and images
- Data storage and compression
- Topic 2: Data Transmission
- Types and methods of data transmission
- Methods of error detection
- Encryption
- Topic 3: Hardware
- Computer architecture
- Input and output devices
- Data storage
- Network hardware
- Topic 4: Software
- Types of software and interrupts
- Types of programming language, translators and integrated development environments (IDEs)
- Topic 5: The Internet and its uses
- The internet and the world wide web

- Digital currency
- Cyber security
- Topic 6: Automated and emerging technologies
- Automated systems
- Robotics
- Artificial intelligence

Paper 2: Algorithms, programming and logic

- Topic 7: Algorithm design and problem-solving
- Topic 8: Programming
- Topic 9: Databases
- Topic 10: Boolean logic

ASSESSMENT

The assessment is by written papers, but the learning should be done in a mainly practical way: problem solving and programming. Questions will require the candidate to think, use knowledge with understanding and demonstrate understanding gained through practising practical skills. Questions will not revolve around pure recall.

Paper 1: Computer Systems - 1 hour 45 minutes (50%)

This written paper contains short-answer and structured questions from topics 1 to 6. There is no choice of questions. No calculators are permitted in this paper. (75 marks.)

Paper 2: Algorithms, Programming and Logic- 1 hour 45 minutes (50%)

This written paper contains short-answer and structured questions and a scenario based question based on topics 7 to 10. There is no choice of questions. No calculators are permitted in this paper. (75 marks.)

ADMINISTRATIVE INFORMATION

To ensure students undertake a broad and balanced range of subjects at IGCSE level, students should not select both Computer Science and ICT.



DESIGN & TECHNOLOGY

WHY STUDY DESIGN AND TECHNOLOGY?

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.

COURSE DESCRIPTION

Students use high order thinking skills and through analysis, synthesis and evaluation they learn to investigate opportunities for design and development. Throughout the course students develop their design capability through detailed research, drawing and modelling. They learn how to manufacture products with skill and accuracy using a wide range of techniques including Computer Aided Design and Computer Aided Manufacture (CAD/CAM).

Students learn how different manufacturing techniques are used in industrial situations including printing techniques, plastic forming and automation. They consider the social, moral and environmental issues associated with design and technological activity and consider how to minimize its negative impact.

They learn to use a range of different drawing techniques that include geometry, orthographic and isometric projection, perspective, annotated freehand sketching and colour rendering. They use industry standard software including Adobe Photoshop and Illustrator.

Students are given the opportunity to demonstrate their skills in a self-directed coursework project. With teacher guidance they choose their own area of study and develop a design brief that encourages creativity, innovation and the solution of a real life design problem. They learn to overcome technical problems in the pursuit of design excellence.

ASSESSMENT

The assessment for Design and Technology also includes two examinations. Paper 1 – Product Design, tests the students design capability and understanding of materials and processes. Paper 5 – Graphic Products, focuses on technical drawing and knowledge of industrial processes.

ASSESSMENT WEIGHTINGS

PAPER	DESCRIPTION	WEIGHTING
Coursework (approx 45 hours)	Design and Make Project	50%
Paper 1 (1 hour 15 minutes)	Product Design	25%
Paper 5 (1 hour)	Graphic Products	25%



DRAMA

WHY STUDY DRAMA?

Drama at IGCSE builds on the skills and experiences of KS3 Drama and is accessible to all. Studying Drama will develop your communication as well as acting skills; it will make you more aware of body language and vocal tones. Studying Drama is not just about becoming a star actor; it is about developing the way that you present yourself to an audience and understanding how theatre and presentation can have a huge impact on an audience. (Although we will try and make you stars too)

A Drama IGCSE can demonstrate to universities and future employers that you are able to adapt, be creative, work with others and present yourself confidently whether that is in a meeting, consultation, presentation or negotiation. Drama skills are truly transferable and widely demanded in the world today.

COURSE DESCRIPTION

The IGCSE Drama course aims to develop students' knowledge of theatrical techniques and styles, whilst also developing their physical and vocal skills. It provides students with the tools to reflect on and evaluate both their own work and that of others allowing them to develop their understanding and proficiency further.

ASSESSMENT

The IGCSE Drama course is assessed in two components:

Component 1: Written examination (40%)

This is a 2 hour and 30 minute exam at the end of the course. Questions will be based on the pre-released material that the students will have been studying

throughout year 11, and their devised piece of coursework. The pre-released material is extracts from two different published plays.

In the exam students answer both short and long questions on these materials focusing on areas such as characterisation, design, use of props, and delivery.

Component 2: Performing (60%)

Students will prepare three practical performances during the course, two of these will be created in groups of between 2 and 6 and the third will be a monologue from a published play. Students are marked not only on their performance skills but also in their understanding of the characters and scenes that they are portraying as well as their use of technique in both performance and rehearsal.

ENTRY REQUIREMENTS

There are no formal entry requirements to take IGCSE Drama at BIS.

We would encourage involvement in at least one of our extensive extra-curricular activities in order to allow scope for further development outside of the classroom environment if you decide to take this course.

ECONOMICS

WHY STUDY ECONOMICS?

The Economics course is designed to develop an understanding of economic principles in relation to the world in which we live. Economics provides students with an analytical challenge since it seeks answers to difficult questions such as:

- What can we do about poverty?
- What is the best way to allocate resources in society?
- Should governments tax businesses that pollute?
- Is the free market the best way to produce goods and services?

The subject will help students to participate more fully in decision-making processes, as consumers and producers and as citizens of the local, national and international community. Students will also develop an understanding of the economies of developed and developing nations and of the relationships between them.

WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?

Students, who have an interest in why and how economies exist and how they can be managed and developed.

Those students, who have an interest in economic numeracy and literacy and have the ability to handle simple data including graphs and diagrams.

CONTENT OVERVIEW

THE BASIC ECONOMIC PROBLEM	The first section of the syllabus introduces the fundamental ideas and concepts that underpin the study of economics including the basic economic problem, factors of production, opportunity cost and production possibility curves.
THE ALLOCATION OF RESOURCES	The fundamental principles of resource allocation are considered through the price mechanism in a market economy. The market forces of demand and supply, market equilibrium and disequilibrium, and elasticity form the core of this section
MICROECONOMIC DECISION MAKERS	The microeconomy is an important area of study, and the approach to learning taken here is through the role of the major decision makers: banks, households, workers, trade unions and firms.
GOVERNMENT AND THE MACRO ECONOMY	Governments have different macroeconomic aims, and conflicts often arise between the choice of measures used to achieve them. Variables must be measured to consider the causes and consequences of change, and appropriate policies applied.
ECONOMIC DEVELOPMENT	As an economy develops there will be changes in population, living standards, poverty and income redistribution. Therefore, the effects of changes in the size and structure of population and of other influences on development in a variety of countries are explored.
INTERNATIONAL TRADE AND GLOBALISATION	The importance of trade between countries and the growth of globalisation is explored. Principles such as specialisation, the role of free trade, the role of multinational companies, foreign exchange rates and balance of payments stability are considered.

ASSESSMENT

Assessment at the end of the course students will be required to take two external examination papers:

Paper 1: 45 minute multiple choice paper worth 30%.

Paper 2: 2 hour 15 minute paper with structured written questions worth 70%.

GEOGRAPHY

“Simply put, Geography is our future. When we look at any issue with the balance and scrutiny that geographical study offers, we move beyond the media hype or political spin. Geography allows us to see the world more clearly.” – Tom Biebrach

WHY STUDY GEOGRAPHY?

IGCSE Geography involves the study of both natural and human environments and the interactions between them. Students will study the key geographical patterns, processes and ideas which are fundamental to the future of the planet and its inhabitants. As globalization brings us all closer together, it is more important than ever to understand the dynamic world we are all a part of.

Although IGCSE Geography can be split into human and physical topics; it is the interactions between these which are crucial to the contemporary study of Geography.

THEME 1: POPULATION & SETTLEMENT	THEME 2: THE NATURAL ENVIRONMENT	THEME 3: ECONOMIC DEVELOPMENT
<ul style="list-style-type: none"> Population processes of change Population management possibilities Settlement and service provision Urban environments and urban change 	<ul style="list-style-type: none"> Tectonic hazards River processes, impacts and management Coastal processes, impacts and management Weather, climate and natural vegetation 	<ul style="list-style-type: none"> Development processes Tourism Industry and food production Energy and water Environmental risks and management of economic development
<p>GEOGRAPHICAL SKILLS</p> <p>These are integrated throughout the course and allow students opportunities to develop application, interpretation and analysis through graphical and mathematical skills.</p>		
<p>FIELDWORK</p> <p>All students will attend a series of expeditions over the course to explore the geographical enquiry process through hypotheses development, testing, methodologies and data collection, data presentation and analysis of data in the field.</p>		

ASSESSMENT

Geography is assessed 100% through externally assessed examinations. All students will take three papers:

PAPER 1: GEOGRAPHICAL THEMES	PAPER 2: GEOGRAPHICAL SKILLS	PAPER 4: ALTERNATIVE TO COURSEWORK
1 hour 45 minutes 45% of overall grade	1 hour 30 minutes 27.5% of overall grade	1 hour 30 minutes 27.5% of overall grade

HISTORY

“Those who cannot remember the past are condemned to repeat it”

WHY STUDY HISTORY?

Everyone has their own perspective on why events happen and if they are dealt with effectively by their government or the global community. To understand political, social and economic issues in the present day it is essential to understand and learn about History. If you have an inquisitive mind and want to understand the world around you more, then History is an excellent option to choose. Not only will the course help you to make sense of significant social and political events, but it will also give you the opportunity to discuss what happened and why it happened, whilst encouraging you to argue a point of view.

IGCSE History will also help you to develop many new and valuable skills that will benefit you in whatever you do in life. It will help you to write and argue more coherently, organise your work so that your ideas are clearly explained and evaluate source material more critically. The transferable nature of these skills means it is highly regarded in universities in Europe and the USA and is a great choice for a wide range of careers such as; journalism, law, politics, business, the public sector, broadcasting, NGO's, archaeology and anthropology.

WHAT SKILLS DO YOU NEED TO STUDY HISTORY?

History is not just about memorising facts. At IGCSE, candidates will have to apply their knowledge to a variety of different questions and describe, explain and evaluate certain topics. Source analysis also makes up an important part of the course. Students will have to answer questions analysing a number of sources of historical evidence, from newspapers, photographs, speeches and political cartoons, and draw conclusions as to their usefulness and reliability. The ability to make balanced judgments, on the evidence available, is a skill required in every walk of life, not just History.

COURSE DESCRIPTION - THE TWENTIETH CENTURY: INTERNATIONAL RELATIONS SINCE 1919

There are 2 exam papers and a piece of coursework.

Paper 1: This paper is 2 hours long and is worth 40%. In the paper, you will be given choices from the core content topics below. You must answer 2 of these choices. You will study them all in class.

- Were the Peace Treaties of 1919-23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?

- How effectively did the USA contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948-c.1989?

You will also answer 1 question on the Germany Depth Study (see below for content description).

Paper 2: This is a source analysis paper, which is worth 33% and lasts for 2 hours. You will answer six source questions on one of the nominated topics above. Each year students are made aware of which topic has been selected by the examiner. For examinations in June 2022, the source paper will be on KQ6: How secure was the USSR's control over Eastern Europe, 1948–c.1989? For examinations in June 2023, the source paper will be on KQ3: Why had international peace collapsed by 1939? For examinations in the summer of 2024, the source paper will be on KQ5: How effectively did the USA contain the spread of Communism?

THE DEPTH STUDY: GERMANY, 1918-45

Students will also examine the History of Germany in greater depth for Paper 1 and the coursework. The Depth Study is divided into the four main themes below:

- Was the Weimar Republic doomed from the start?
- Why was Hitler able to dominate Germany by 1934?
- The Nazi regime – how effectively did the Nazis control Germany 1933-45?
- What was it like to live in Nazi Germany?

COMPONENT 3 – COURSEWORK

Candidates produce one piece of extended writing, of 2,000 words in length, based on content taken from the Germany Depth Study. It is worth 27% of the final mark. The coursework is a single question, focused on the issue of significance. The coursework component is internally assessed and externally moderated. We will do this part of the course in class, with teacher guidance.

ASSESSMENT

Candidates will be assessed using a mixture of coursework and exams. The coursework will normally be completed in Year 11, with some focus on building the necessary research skills in Year 10. At the end of the two years, they will be entered for two exam papers. As the papers are not tiered according to ability, all students will be assessed using the same criteria.

INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)

WHY STUDY ICT?

ICT is everywhere! The increasing use of technology in all aspects of society makes confident, creative and productive use of ICT an essential skill for life. ICT capability encompasses not only the mastery of technical skills and techniques, but also the understanding to apply these skills purposefully, safely and responsibly in learning, everyday life and employment. ICT capability is fundamental to participation and engagement in modern society. ICT can be used to find, develop, analyse and present information, as well as to model situations and solve problems.

During this course students will learn how organisations use information communications technology to help them achieve their objectives and, in doing so, students develop skills in using a range of software as tools for solving problems. Students will explore the transformational effect of technology on people and communities and find out about components of technology systems – what they do and how they work.

COURSE DESCRIPTION

The course provides students with the opportunity to develop a range of life long skills, including:

- knowledge of ICT including new and emerging technologies;
- autonomous and discerning use of ICT;
- skills to enhance work produced in a range of contexts;
- skills to analyse, design, implement, test and evaluate ICT systems;
- skills to consider the impact of current and new technologies on methods of working in the outside world and on social, economic, ethical and moral issues;
- ICT-based solutions to solve problems;
- the ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.

Lessons will involve a combination of theory and practical work. Students need to be able to follow instructions precisely for the practical exams; class activities will encourage students to broaden their skills and be able to justify and explain their use of hardware and software. As ICT is a subject that is constantly developing, marks will be awarded for relevant answers which relate to new or emerging technology that has not been specified in the syllabus.

COURSE CONTENT

- Types and components of computer systems
- Input and output devices
- Storage devices and media
- Networks and the effects of using them
- The effects of using IT
- ICT applications
- The systems life cycle
- Safety and security
- Audience
- Communication

- File management
- Images
- Layout
- Styles
- Proofing
- Graphs and charts
- Document production
- Data manipulation
- Presentations
- Data analysis
- Website authoring

use the applications covered in sections 20 and 21 of the syllabus content. All tasks are compulsory.

Papers 2 and 3 may also assess some core knowledge and understanding from the theory section of the syllabus.

ADMINISTRATIVE INFORMATION

To ensure students undertake a broad and balanced range of subjects at IGCSE level, students should not select both ICT and Computer Science.

ASSESSMENT

Paper 1: Theory (40%). This written paper tests sections 1–21 of the syllabus content. All questions are compulsory, mostly multiple choice or short answer questions, but also some require longer answers.

Paper 2: Document Production, Data Manipulation and Presentations (30%). This practical test assesses the practical skills needed to use the applications covered in sections 17, 18 and 19 of the syllabus content. All tasks are compulsory.

Paper 3: Data Analysis and Website Authoring (30%). This practical test assesses the practical skills needed to

MODERN FOREIGN LANGUAGE: FRENCH/ SPANISH/CHINESE

OUR MISSION STATEMENT

To foster a love of learning languages, be curious about other cultures, become a confident communicator and develop an international mindset.

WHY STUDY MFL AT IGCSE?

Studying a language will open the doors to a world of possibilities. Through languages, you will build desirable skills both in professional and personal life such as self esteem, strong sense of identity, deeper understanding of cultural diversity and appreciation of the world.

For many universities a foreign language qualification is either required for entry or highly recommended. This applies to universities in Europe, America and Asia, especially for international programmes. The IB Diploma programme also requires a second foreign language – a good grade at IGCSE will prepare students to continue their studies in the Chinese, French, or Spanish B course. Being able to communicate in a variety of languages will enhance your career and mobility prospects, whether you want a career in business, engineering, teaching, law, tourism, fashion or sport. Moreover, the social value of being able to communicate in more than one language is enormous, as it opens up many opportunities throughout the world.

If you are studying Chinese, French, or Spanish at KS3, you are strongly advised to continue with that same language at IGCSE, in order to study this language at IBDP.

COURSE DESCRIPTION - MANDARIN FOREIGN LANGUAGE (0547), FRENCH FOREIGN LANGUAGE (0520) AND SPANISH FOREIGN LANGUAGE (0530):

The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture of countries where the target language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of other languages.

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where the target language is spoken.

- A. Everyday activities
- B. Personal and social life
- C. The world around us
- D. The world of work
- E. The international world



BRITISH
INTERNATIONAL SCHOOL
HO CHI MINH CITY
A NORD ANGLIA EDUCATION SCHOOL

MUSIC

WHY STUDY MUSIC?

Music at IGCSE is a direct extension of the work covered in Key Stage 3 at BIS. Any student who plays an instrument in or out of school, or who has studied music on the BIS band, choral or string programme can opt for IGCSE music confidently and achieve a high grade. Music IGCSE is not just for superstar violinists and pianists! Music is an academically rigorous course that is very highly regarded by University courses and viewed as a fantastic complement to applications for Medicine, Law and other competitive university programmes. Universities and employers increasingly report that new students and employees lack communicative, creative and team-working skills, all of which are developed in Music. Students who already have strong proficiency in a musical instrument are very likely to excel in the course.

COURSE DESCRIPTION

The IGCSE music course aims to enable students to develop their knowledge and understanding of various styles of music through activities in listening, composing and performing. It helps pupils to recognize and understand the music from the main Western historical periods and styles, and music from around the World, forming an appreciation of cultural similarities and differences. The course also provides a foundation for further study in music.

ASSESSMENT

The IGCSE exam is made up of 3 components:

Component 1: Listening (40%)

This is a 1 hour and 15 minutes exam at the end of the course. You will listen to recorded music and answer questions on unprepared pieces of music from Western

Classical music and from around the world. The questions will test students' understanding and perception of the music. Students will also be expected to follow a skeleton score.

During this written exam, students will also be assessed on TWO areas of study previously studied.

- Section A: Music from around the World. Students will study in detail the music from a specific region of the world. In the 2025 examinations the focus is Chinese Music. They will be expected to identify the instruments used and describe some of the main musical features.
- Section B: Set Works. Students will prepare in detail the set work, which will be part of Beethoven Symphony No. 5 in C minor (Movements 3 and 4) in 2024. Students will hear one or two extracts and a skeleton score of the extract will be provided in the question paper and will answer questions on aspects of the music.

Apart from specialist musical terms, the paper is not linguistically demanding, and may be confidently attempted by EAL learners.

Component 2: Performing (30%)

Students will prepare two pieces of music for performance in the final exam. One performance will be a solo piece on any instrument (with piano accompaniment if required), and the other as part as an ensemble with at least two other performers. Students will be marked on:

- The range of technical and musical skills

demonstrated.

- The accuracy of playing the notes and rhythm or the quality of improvisation.
- The choice and control of tempo and ensemble co-ordination
- Sensitivity to phrasing and expression
- Technical control of the instrument.

Component 3: Composing (30%)

Students submit two compositions in different styles. One of these pieces must be written in a Western tonal style and show a familiarity with basic traditional harmonic language; this composition should be fully notated using music software (such as Sibelius). The other composition can be of the students own choice. Students will be marked on:

- Musical ideas
- Structure of the compositions
- Use of the chosen medium (the instruments and how they are used).
- Compositional techniques
- Presentation and notation of their score.

Both components 2 and 3 of the Music IGCSE course are internally assessed and completed by April of Year 11: 60% of your IGCSE Music exam is complete before your Easter break. Component 1, worth 40%, is then completed during the exam period in May/June.

ENTRY REQUIREMENTS

There are no formal entry requirements to take IGCSE music at BIS. However, the following notes may be useful:

- Students must be prepared to take up an instrument as part of the BIS Instrumental Programme. (Details of this are available from the Music Department).
- Students should expect to act as ambassadors for the department and be proud to perform and contribute.
- Involvement in at least ONE of our extensive extra-curricular activities is compulsory. This equips IGCSE musicians with valuable ensemble and musical experience outside of the classroom environment.

PHYSICAL EDUCATION

COURSE DESCRIPTION

Students follow a syllabus which gives them the opportunity to study both practical sports and theoretical aspects of the human body and sports participation.

There are two components to the examination:

Component 1 is a written paper comprising two sections. Section A consists of short answer questions and Section B has longer structured questions, covering the four topic areas of; Anatomy and physiology; Health, fitness and training; Skill acquisition and psychology; Social, cultural and ethical influences in sport.

Component 2 gives students the opportunity to take part in a variety of physical activities, including individual or team games, outdoor and adventurous activities, gymnastics, dance, athletics and swimming. Students choose four sports in which they are assessed. They learn to analyse their own performance in their chosen activities and plan for improvement throughout the course.

COURSE CONTENT

Component 1: Sports Science Theory

SECTION A - ANATOMY AND PHYSIOLOGY		SECTION B - HEALTH, FITNESS AND TRAINING	
<ul style="list-style-type: none"> The Skeletal System The Muscular System The Cardiovascular System 	<ul style="list-style-type: none"> Energy Systems Simple Biomechanics 	<ul style="list-style-type: none"> Health and Wellbeing Components of fitness Fitness Testing 	<ul style="list-style-type: none"> Methods of Training Principles of Training
SECTION C - SKILL ACQUISITION AND PSYCHOLOGY		SECTION D - SOCIAL, CULTURAL AND ETHICAL	
<ul style="list-style-type: none"> Skill v Ability Skill classification Information Processing 	<ul style="list-style-type: none"> Stages of learning Anxiety, Motivation, Personality 	<ul style="list-style-type: none"> Leisure and Recreation Sports Development Sponsorship and Media 	<ul style="list-style-type: none"> Global Events Technology and Drugs

ASSESSMENT

At the end of the two year course students will be assessed in their four practical activities, as well as one written theory exam paper.

PAPER	DESCRIPTION	WEIGHTING
Component 1 (1hr 45 mins)	Structured questions in the four topic areas	50%
Component 2	Practical assessment of four chosen main sports (video moderation)	50%

VIETNAMESE: FIRST LANGUAGE

WHY STUDY VIETNAMESE?

Cambridge IGCSE First language Vietnamese encourages Vietnamese native-speakers to read a variety of texts and improve their use and style of language in a range of contexts. The Vietnamese learners develop the ability to understand and respond to what they read and to communicate effectively in writing. These skills equip them for progression to further IB study in Vietnamese. Please note that Vietnamese is a compulsory subject that is required by the Department of Education & Training of HCMC for all Vietnamese passport holders.

The course will develop students' ability to:

- Explore and evaluate ideas and arguments in a structured, critical and analytical way.
- Understand how to use the Vietnamese language in different contexts for different purposes to influence and affect the world around them.
- Review and reflect on their own work and identify ways to improve.
- Innovate and apply their knowledge and understanding to engage with a range of texts and styles of writing. Students are able to adapt their skills in order to respond to tasks in different contexts.
- Take inspiration from and be interested in, the variety of languages around them.
- Read critically, learn from others and understand how their learning fits within the wider contexts.

ASSESSMENT OVERVIEW

All candidates take two components.

Paper 1: Reading and Directing writing

- Duration: 2 hours. The candidates answer all the questions in two compulsory sections.

- Weighting: 50 % (50 marks)
 - **Section A:** *Comprehension and use of language (25 marks)*
 - *Question 1: Comprehension task (16 marks)*
 - *Question 2: use of language task (9 marks)*
 - **Section B:** *Direct writing (25 marks)*
 - *Question 3: Directed writing task*
- Externally assessed

Paper 2: Writing

- Duration: 2 hours. The candidates answer two questions, one from each section. Candidates use the title to develop and write a response. Candidates write about 350-450 words.
- Weighting: 50 % (50 marks)
 - **Section A:** *Discursive/ Argumentative writing (25 marks): Candidates answer one question from a choice of two titles: one discursive and one argumentative.*
 - **Section B:** *Descriptive / Narrative writing (25 marks) : Candidates answer one question from a choice of two titles: one descriptive and one narrative.*

Studying First Language Vietnamese will enhance students' ability to use Vietnamese with accuracy and sensitivity. The course is challenging but immensely satisfying and enjoyable.

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