



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

# IGCSE OPTIONS

2025-2026



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# INTRODUCTION TO IGCSE

## A NOTE TO PARENTS

This guide has been written in a style that addresses your child directly. 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. We like to think that your son or daughter will make their own choices and truly embrace them. Nevertheless, 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 will want to be reassured about the choices made, and we are very happy to talk about them at any point. If you have any questions, suggestions, or concerns in the options process, please do not hesitate to contact us and we shall 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 in 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 offered by countless independent schools in England, 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' teachers.

#### Subjects available and compulsory subjects:

<b>COMPULSORY SUBJECTS</b>	English (First Language)	Vietnamese (for Vietnamese passport holders only)
	English Literature	
	Co-ordinated Science	Core PE (no IGCSE)
	Mathematics	Wellbeing (no IGCSE)
<b>OPTIONS SUBJECTS</b>	Art	History
	Business Studies	Information & Communications Technology (ICT)
	Computer Science	
	Design Technology	MFL: Chinese, French or Spanish
	Drama	Music
	Economics	PE IGCSE
	Geography	Separate Sciences

#### 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 2026. 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 IGCSEs)
  - Or **Separate Sciences** (where you study all three sciences – Biology, Chemistry, and Physics – with additional content. This is worth 3 IGCSEs).
- **Wellbeing** – a non-examined course.
- **Physical Education** – this is non-examined course and is NOT the same as the IGCSE PE subject (which is 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.

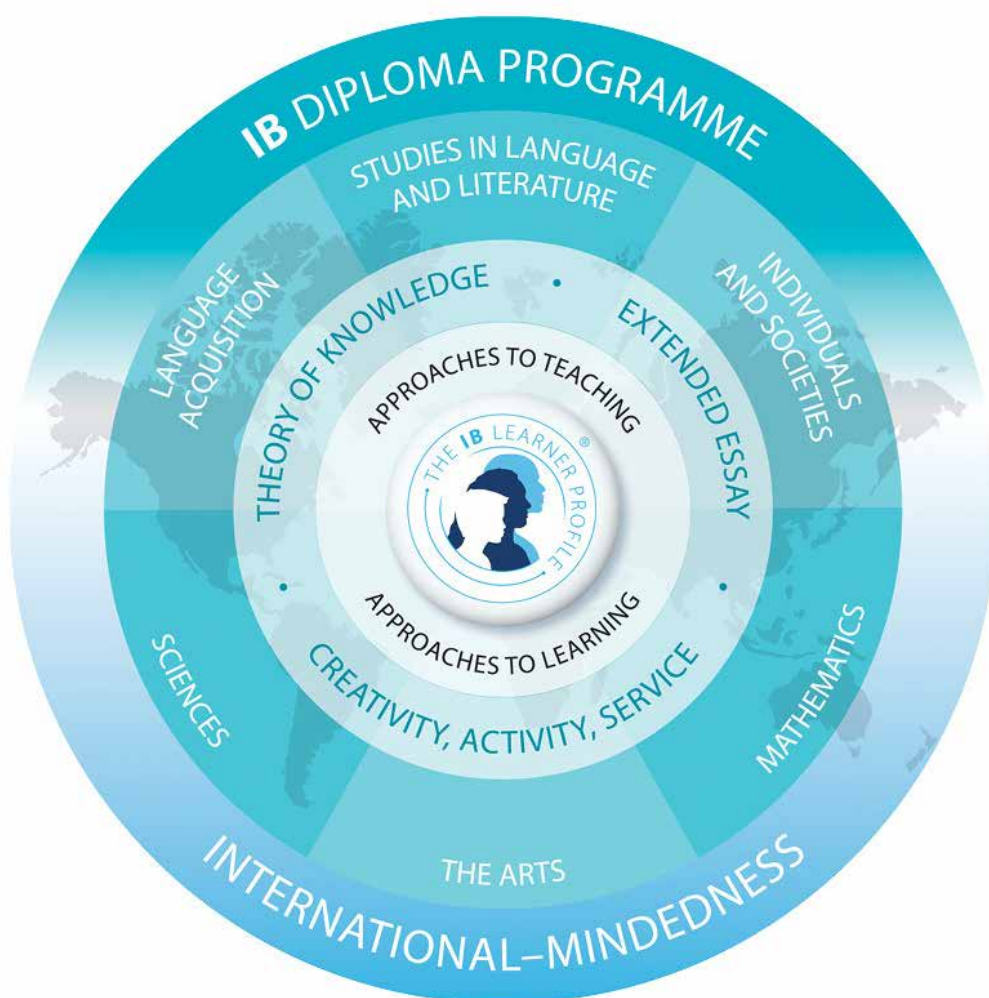
## GENERAL ADVICE

- 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, **DR HELEN ROFF** ([helen.roff@bisvietnam.com](mailto:helen.roff@bisvietnam.com)).



# YEAR 9 IGCSE OPTIONS PROCESS 2025-2026

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: TUESDAY 9<sup>TH</sup> SEPTEMBER

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 Headteacher: 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

## WEDNESDAY 17<sup>TH</sup> 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.

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## FIRST THOUGHTS FORMS AND OPTION BLOCKS FORMS

This process begins on **Monday 22<sup>nd</sup> September**; the deadline for return is **Wednesday 1<sup>st</sup> 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.

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## 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 **Monday 17<sup>th</sup> November**. In **March 2026**, students are given a final confirmation of their option choices. These should not be changed again.



## WHO TO CONTACT?

If you have any questions about the courses, please contact below:

Deputy Headteacher	Matthew Lambert	Matthew.Lambert@bisvietnam.com
Art & Design	Stephen Butchers	Stephen.Butchers@bisvietnam.com
Business Studies & Economics	Scott McGeever	Scott.McGeever@bisvietnam.com
Chinese	Miaulin Chou	Miau.Chou@bisvietnam.com
Coordinated Science & Separate Science	Sean Stockley	Sean.Stockley@bisvietnam.com
Design & Technology	Francisco Correia	Francisco.Correia@bisvietnam.com
Computer Science & ICT	David Knaggs	David.Knaggs@bisvietnam.com
Drama	Cat Molloy	Cat.Molloy@bisvietnam.com
English Language & Literature	Andrew Barry	Andrew.Barry@bisvietnam.com
English Second Language	Robert Brownrigg	Robert.Brownrigg@bisvietnam.com
French	Julie Prost	Julie.Prost@bisvietnam.com
Geography	Peter Cowen	Peter.Cowen@bisvietnam.com
History	Charlotte Giles	Charlotte.Giles@bisvietnam.com
Physical Education (IGCSE)	Alastair Thom	Alastair.Thom@bisvietnam.com
Mathematics	Owen Lewis	Owen.Lewis@bisvietnam.com
Music	Ian Alexander	Ian.Alexander@bisvietnam.com
Spanish	Nathan Pratt	Nathan.Pratt@bisvietnam.com
Vietnamese First Language	Mai Le	Mai.Le1@bisvietnam.com

# 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

100% examination. Two papers:

PAPER	DESCRIPTION
Paper 1	Reading
Paper 2	Directed Writing & Composition

## ENGLISH AS A SECOND LANGUAGE (ESL)

### Aims and Objectives

The syllabus is suitable for learners whose first language is not English, but who study through the English-medium.

The aims are to:

- Develop learners' ability to use English effectively for the purpose of practical communication
- Develop learners' awareness of the nature of language and language-learning skills
- Develop transferable skills to complement other areas of the curriculum
- Promote learners' personal development and enjoyment.

## COURSE CONTENT

Cambridge IGCSE English as a Second Language offers learners the opportunity to develop practical communication skills in reading, writing, listening and speaking.

Learners will be 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.

Learners will listen to a range of spoken material, including talks and conversations, to develop 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.

Cambridge IGCSE English as a Second Language will enable learners to become independent users of English both to support further study and to communicate effectively in a variety of practical contexts.

## ASSESSMENT

All candidates take three components. Candidates will be eligible for grades A\* to G.

PAPER 1 READING & WRITING	PAPER 2 LISTENING	PAPER 3 SPEAKING
2 hours 60 marks - 50%	Approx. 50 minutes 40 marks - 25%	Approx. 10-15 minutes 40 marks - 25%
Candidates respond to six exercises: four reading and two writing.  Structured and essay style questions.  Externally assessed	Candidates listen to five exercises of short and longer texts.  Multiple-choice style questions.  Externally assessed.	Candidates take part in an interview, short talk and discussion.  Internally assessed and externally moderated.

## 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

100% Examination:

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.

The curriculum topics for Core students are:

- 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 skilled students. They complete the IGCSE Extended Mathematics in Year 10 followed by IGCSE Additional Mathematics in Year 11.

<b>NUMBER</b>	Positive and negative integers, fractions and decimal fractions, percentages, reasonable approximations, standard form, powers of 10, simple and compound interest.
<b>ALGEBRA</b>	Formulae, algebraic manipulation, equations, inequalities, functions.
<b>SHAPE &amp; SPACE</b>	Geometrical constructions, angle properties, trigonometry, transformations, mensuration.
<b>STATISTICS &amp; PROBABILITY</b>	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 Functions Quadratic functions Factors of polynomials Simultaneous equations Logarithmic and exponential functions Straight line graphs	Circular measure Trigonometry Permutations and combinations Binomial expansions Coordinate geometry of a circle Vectors in two dimensions Differentiation and integration
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### 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 already in 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 From 2025 Onwards

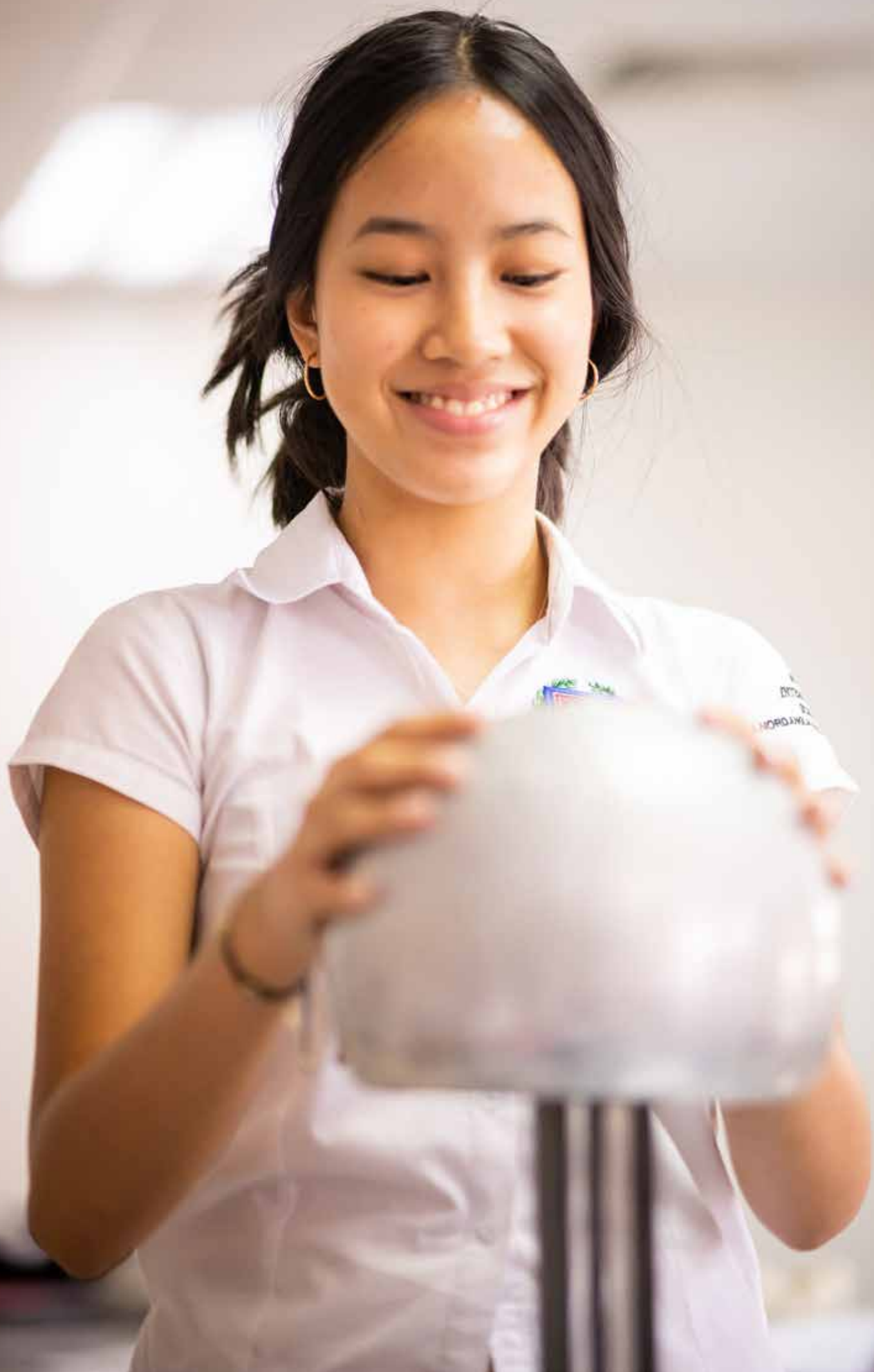
CORE CURRICULUM (GRADES C – G)	EXTENDED CURRICULUM (GRADES A* - E)	ADDITIONAL CURRICULUM (GRADES A* - E)
Paper 1 (1.5 hours) Non-calculator questions	Paper 2 (2 hours) Non-calculator questions	Paper 1 (2 hours) Non-calculator questions
Paper 3 (1.5 hours) Calculator questions	Paper 4 (2 hours) Calculator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



# SCIENCE

There are two different routes for students to study IGCSE Science:

**Option 1:** Separate Sciences in Biology, Chemistry and Physics which results in three IGCSEs.

**Option 2:** Coordinated Science, a Dual Award Specification which combines all three Sciences into two IGCSEs.

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, increasing their exposure to scientific concepts and thinking. It is a more challenging option, as the greater depth of study includes some of the more advanced concepts. For those considering taking two sciences in the IB diploma programme this may be beneficial as it reduces the knowledge and skills gap between IGCSE and the Diploma Programme and helps to ensure that fundamental topics have been covered in sufficient depth to facilitate further success at IB. However, students will need to be able to thrive when working at a greater pace and depth.

Many students in Year 10 and 11 will elect to take the IGCSE Coordinated Science, Dual Award Specification instead. At the end of this two-year programme, students will attain two IGCSEs, which are graded together, without a separate Biology, Chemistry and Physics score. By taking this course, students are 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 in Science. However, due to the reduced content involved for Coordinated Science, students who go on to study IB HL sciences may find that they need to complete some additional bridging learning.

Students should ask their Science teachers for guidance and more information if they have any questions.

# COORDINATED SCIENCE

## 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 subject specialist teachers.

The overarching objective of Coordinated Science is to provide students with an insight into the natural sciences through well-designed theoretical and practical studies. Students will gain an understanding 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 rapidly evolving world, who can take or develop an informed interest in matters of scientific importance.
- Recognise the usefulness and limitations of the scientific method and appreciate its applicability across disciplines.
- Be suitably prepared to embark upon post-16 Science related vocational courses and studies in any of the pure and applied Sciences.
- Develop skills that will enable students to succeed academically both in Science and more broadly.

## COURSE CONTENT

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

## ASSESSMENT

For each of the natural sciences studied (Biology, Chemistry and Physics), all students will be continually assessed to help track their progress against 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, synoptic tests and formal summative assessments such as mid-year examinations and end of year examinations.

Attitude to Learning 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, the investigation skills exam paper. Each paper is made up of Biology, Chemistry and Physics sections.

# 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.
- Further challenge and stimulate 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

For each of the natural sciences studied (Biology, Chemistry and Physics), all students will be continually assessed to help track their progress against 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,

synoptic tests, formal summative assessments such as mid-year examinations and end of year examinations. Attitude to Learning 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, the investigation skills exam paper in each of Biology, Chemistry and Physics.

# 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.

## 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.

- 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.

## 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.

# BUSINESS STUDIES

## WHY STUDY IGCSE BUSINESS STUDIES?

The Business Studies course is designed to develop an understanding of how businesses operate in the local, national and international context. It introduces students to key business concepts and decision-making processes across areas such as marketing, operations, finance and human resources. Business provides students with a practical and analytical challenge, helping them explore questions such as:

- What makes a business successful?
- How do entrepreneurs turn ideas into profitable enterprises?
- What strategies can businesses use to compete in global markets?
- How should a business respond to economic or technological change?

Through real-world examples, students learn to understand the dynamic nature of business and how it affects our daily lives. The subject encourages critical thinking and problem-solving, helping students make informed decisions as future consumers, employees or entrepreneurs.

## WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?

- Students who are curious about how businesses work and the factors that influence their success or failure.
- Those who enjoy exploring real-world issues, working with case studies and applying theoretical knowledge to practical scenarios.
- Students who have an interest in enterprise, leadership, or planning a future career in business or management.

## IMPORTANT CONSIDERATION

To ensure students undertake a broad and balanced range of subjects at IGCSE level, students should not select both Business Studies and Economics.

## WHAT WILL YOU LEARN?

### UNDERSTANDING BUSINESS ACTIVITY

This topic introduces key business concepts, including the nature of business activity and economic sectors. Enterprise and entrepreneurship, measuring business size, and why some businesses grow while others remain small, are also important issues. Types of business organisation, business objectives and stakeholder objectives, and the role of stakeholder groups are also considered.

### PEOPLE IN BUSINESS

This topic focuses on human resource management and includes recruiting and selecting employees, employment contracts and legal controls, and training. How businesses are organised, managed and leadership styles are considered as well as the reasons why reducing a workforce may be necessary. Also included are methods of communication and examples of communication barriers in business. Finally, this topic covers the importance of having a well-motivated workforce and methods of motivation.

<b>MARKETING</b>	This topic covers marketing and the market, including niche markets and mass markets, why markets change and the use of market segmentation. Market research and the marketing mix, including the four Ps, are covered as is marketing strategy, including entering new markets in other countries. Examples of ecommerce and its advantages and disadvantages are considered as is the purpose of legal controls related to marketing.
<b>OPERATIONS MANAGEMENT</b>	This topic focuses on the production of goods and services and includes the main methods of production, the role of technology and the importance of sustainable production. Costs, the scale of production, as well as break-even analysis are included alongside economies of scale and quality production. This topic concludes with the main factors which influence location decisions.
<b>FINANCIAL INFORMATION AND DECISIONS</b>	This topic considers the need for, and sources of, business finance, the importance of working capital and the use of cash flow forecasts. The main features of a statement of profit or loss are covered as well as statements of financial position. Finally, this topic includes analysis of accounts, profitability and liquidity, and different users of accounts.
<b>EXTERNAL INFLUENCES ON BUSINESS ACTIVITY</b>	This topic focuses on the business cycle and on the effects of changes in government policy, including taxes, interest rates and exchange rates. The importance of globalisation is recognised as well as the advantages and disadvantages of multinational companies (MNCs). Environmental issues and ethical issues are considered along with the role of pressure groups.

## ASSESSMENT

The course culminates in two exams, each worth 50% of the final grade. Both exams are 1 hour and 30 minutes.

# 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 will take place through practical activities: 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.)

## IMPORTANT CONSIDERATION

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

## AIMS AND OBJECTIVES

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.

## 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 learn to use a range of different drawing techniques and styles using 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 to a real-life design problem.

## 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.

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 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.

## IMPORTANT CONSIDERATION

To ensure students undertake a broad and balanced range of subjects at IGCSE level, students should not select both Business Studies and Economics.

## WHAT WILL YOU LEARN?

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:** 1 hour multiple choice paper worth 30%.

**Paper 2:** 2 hour 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.

## COURSE CONTENT

PHYSICAL GEOGRAPHY	HUMAN GEOGRAPHY
<ol style="list-style-type: none"> <li>1. Changing River Environments</li> <li>2. Changing Coastal Environments</li> <li>3. Changing Ecosystems</li> <li>4. Tectonic Hazards</li> <li>5. Climate Change</li> </ol>	<ol style="list-style-type: none"> <li>6. Changing Populations</li> <li>7. Changing Towns and Cities</li> <li>8. Development</li> <li>9. Changing Economies</li> <li>10. Resource Provision</li> </ol>
<b>GEOGRAPHICAL SKILLS</b> These are integrated throughout the course and allow students opportunities to develop application, interpretation and analysis through graphical and mathematical skills..	
<b>FIELDWORK</b> All students will attend a series of expeditions (around HCMC and a weekend in Mui Ne) over the course to explore the geographical enquiry process through hypothesis development, testing, methodologies and data collection, data presentation and analysis of data in the field.	

## ASSESSMENT

Geography assessment is 100% external examinations. All students will take three papers:

PAPER 1: PHYSICAL GEOGRAPHY	PAPER 2: HUMAN GEOGRAPHY	PAPER 4: ALTERNATIVE TO COURSEWORK
1 hour 45 minutes 36% of overall grade	1 hour 45 minutes 36% of overall grade	1 hour 30 minutes 28% 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 one written 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 lessons.

- How fair was the Treaty of Versailles?
- 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?

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

**Paper 2:** This paper is 1 hour 45 minutes and is worth 30%. You will answer 5 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 2026, the topic is “How fair was the Treaty of Versailles?”.

For examinations in June 2027, How secure was the USSR's control over Eastern Europe, 1948–c.1989?

## 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 30% 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 complete the coursework 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 10.

At the end of the two years, students will be entered for two exam papers.

# 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

## 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 examination 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 examination assesses the practical skills needed to 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.

## IMPORTANT CONSIDERATION

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

# MODERN FOREIGN LANGUAGES: CHINESE (MANDARIN), FRENCH AND SPANISH

## WHY STUDY MFL AT IGCSE?

Studying a language will open the doors to a world of possibilities. Through languages, the students will build desirable skills both in professional and personal life. **If they are studying Chinese, French, or Spanish at KS3, they are strongly advised to continue with that same language at IGCSE in order to maintain their options open when entering the IBDP.**

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 students to complete a second language course and a good grade at IGCSE will prepare students to continue their studies in the Chinese, French, or Spanish B courses. Being able to communicate in a variety of languages will enhance the pupil's career and mobility prospects, whether they want a career in business, engineering, teaching, law, tourism, fashion or sport. Moreover, the social value of being able to communicate in other languages is enormous and opens up many opportunities.

## 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 whilst allowing 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

## ASSESSMENT:

The students are assessed both internally and externally.

The external component represents 75% and is composed of three individual papers which are taken at the end of the course: listening, reading and writing. Each one of them is worth 25% of the final grade.

The speaking component represents the further 25% and is an individual oral examination taken with classroom teachers in Term 2 of Year 11.

# IGCSE CHINESE AS A SECOND LANGUAGE

## OUR MISSION STATEMENT

To help students develop fluency, confidence, and appreciation for the Chinese language and culture through the IGCSE Second Language course. We aim to shape learners who are ready to connect with the world.

## WHY TAKE IGCSE CHINESE AS A SECOND LANGUAGE?

IGCSE Chinese as a Second Language (CIE - 0523) is more than just a language course – it is a gateway to future academic and career success. This internationally recognised qualification is designed for students who already have a working knowledge of Chinese and want to consolidate and strengthen their skills to communicate appropriately in a range of different situations.

## KEY BENEFITS OF IGCSE CHINESE AS A SECOND LANGUAGE

### Global Communication

With over a billion speakers worldwide, Chinese is one of the most important global languages. By studying IGCSE Chinese as a Second Language, students gain the ability to communicate in real-world contexts – from travel to online communication to cultural exchange.

### University Advantage

Many universities, especially those offering international programmes in Asia, Europe, and North America, view IGCSE Chinese as a Second Language as strong evidence of global readiness. The course lays a solid foundation for further study at more advanced levels, such as the IBDP Chinese B Higher Level course, which values prior experience and confidence in the language.

### Career Edge

IGCSE Chinese as a Second Language gives students a competitive edge in careers such as business, diplomacy, tourism, education, and international relations. As China continues to grow as a global power, the demand for bilingual professionals increases—and this course is a fantastic starting point.

### Cultural Competence

Through IGCSE Chinese as a Second Language, students explore themes such as personal life, education, work, the environment, and global issues—all within the cultural context of Chinese-speaking communities. This builds cultural understanding and respect, which are essential in today's diverse world.

## Skill Development

The course is designed to improve practical language skills: interpreting texts, writing clearly, listening for detail, and speaking effectively. These skills help students not just in exams, but in everyday life and future international environments.

## TOPICS COVERED IN THE IGCSE CHINESE 0523 SYLLABUS

The course content is structured around four broad topic areas. These allow pupils to gain and develop vocabulary and grammar in a range of authentic contexts for communication:

### Area A: Young people and education

School and education, Future career plans, Friendship, Peer pressure/conflict

### Area B: Society

Generation gap, Young people, Healthy eating, Sports and exercise, Films and the media, Hobbies, News means of communication, Social networking, Learning technology

### Area C: The world

Urban and rural life, Travel, Home town and surrounding areas, Pollution, Recycling, Global warming

### Area D: Cultural diversity

Festival and celebration, Customs and traditions, Culinary diversity

These themes allow students to practise a wide range of language structures and vocabulary while also understanding Chinese in different social and global contexts.

## ASSESSMENT:

The students are assessed both internally and externally.

The external components represent 80% of the final grade and include 2 individual papers which are taken at the end of the course: Paper 1 is a reading and writing exam worth 60% of the final grade, and Paper 2 is a listening exam worth 20%. The speaking component represents the further 20% and is an individual oral examination taken with classroom teachers in Term 2 of Year 11.

# 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 any 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 as an academic subject provides a unique set of skills which are acknowledged to be excellent preparation for a range of careers and vocations. Music enhances creativity, communication, and self-expression, and as a result, the learners have a deeper appreciation for Music in a global context. Music combines Arts, Maths, Science, Humanities, Languages and Sociology, which creates a well-rounded education admired by universities and employers.

## COURSE DESCRIPTION

The Cambridge IGCSE Music is accepted by universities and employers worldwide as proof of musical skills, knowledge, and understanding. This syllabus offers students the opportunity to develop their practical musical skills through performing and composing. They further develop their listening skills by studying music from a diverse range of world cultures, spanning historical periods to the present day. The emphasis of the syllabus is on enabling students to participate in an active musical life, whether as a performer, composer, or listener.

The IGCSE Music course encourages learners to be:

- Confident in performing music, both individually and with other musicians
- Responsible for developing effective time management skills through coursework and a sense of shared responsibility when working collaboratively with others.
- Reflective, in evaluating their compositions and performances and in understanding music from diverse traditions, time and places.
- Innovative in creating original music in a style of their own choice.
- Engaged by participating in a variety of musical activities.

## ASSESSMENT OVERVIEW

All students complete the following components:

### Component 1: Listening (examination)

1 hour 15 minutes listening exam organised into seven areas of study: Western Classical Music; Vocal Music; Music for Dance; World Music for Ensembles; and Music for Stage and Screen. (40% of the IGCSE)

### Component 2: Performing (coursework)

Two prepared performances, one individual and one performed with others. (30% of the IGCSE)

### Component 3: Composing (coursework)

Two contrasting compositions, one in traditional notation and one to a design brief. (30% of the IGCSE)

## WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?

All students are welcome to apply for IGCSE Music as long as they can play at least one instrument to a good standard (equivalent to ABRSM Grade 2 and above) or are a competent and confident singer. Students should have a passion and interest in the subject and should have enjoyed studying Music at Key Stage 3.

Cambridge IGCSE Music can prepare you for further Music study, as well as developing transferable skills such as self-confidence, teamwork, problem solving, and creative thinking.

# PHYSICAL EDUCATION

## COURSE DESCRIPTION

This course provides students with a comprehensive syllabus that encompasses both practical sports experiences and theoretical insights into the human body and sports participation.

The examination consists of two components:

**Component 1:** A written paper with short and long answer questions on the following topics;

- Anatomy and Physiology
- Health, Fitness, and Training

- Skill Acquisition and Psychology
- Social, Cultural, and Ethical Influences in Sport

**Component 2:** This component allows students to engage in a variety of physical activities, including individual and team sports, outdoor and adventurous pursuits, gymnastics, dance, athletics, and swimming. Students will select four sports for assessment and will learn to analyse their performance in these activities while developing a 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"> <li>• The Skeletal System</li> <li>• The Muscular System</li> <li>• The Cardiovascular System</li> <li>• Energy Systems</li> <li>• Simple Biomechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Wellbeing.</li> <li>• Components of fitness</li> <li>• Fitness Testing</li> <li>• Methods of Training</li> <li>• Principles of Training</li> </ul>
SECTION C - SKILL ACQUISITION AND PSYCHOLOGY	SECTION D - SOCIAL, CULTURAL AND ETHICAL
<ul style="list-style-type: none"> <li>• Skill v Ability</li> <li>• Skill classification</li> <li>• Information Processing</li> <li>• Stages of learning</li> <li>• Anxiety, Motivation, Personality</li> </ul>	<ul style="list-style-type: none"> <li>• Leisure and Recreation</li> <li>• Sports Development</li> <li>• Sponsorship and Media</li> <li>• Global Events</li> <li>• Technology and Drugs</li> </ul>

## 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 (1 hour 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. Learners develop the ability to understand and respond to what they read, as well as 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 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 can 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.
- Expand their understanding of Vietnamese history, geography, and culture through Vietnamese reading passages in textbooks published in Vietnam.

## ASSESSMENT OVERVIEW

All candidates take two components. Candidates will be eligible for grades A\* to G.

All candidates take:

### Paper 1: 2 hours

Reading and Directed Writing 50%

Structured and extended writing questions. Questions are based on three reading texts, externally assessed

### Paper 2: 2 hours

Writing 50%

Composition tasks

Externally assessed

## DETAILS OF THE ASSESSMENT

### Paper 1 – Reading and Directed Writing

Written paper, 2 hours, 50 marks

Candidates answer all the questions in two compulsory sections.

Dictionaries may not be used.

- **Section A:** Comprehension and Use of Language (25 marks)
  - Question 1: Comprehension task
  - Question 2: Use of Language task
- **Section B:** Direct writing (25 marks)
  - Question 3: Directed writing task

### Paper 2: Writing

Written paper, 2 hours, 50 marks

Candidates answer two questions, one from each section. Dictionaries may not be used.

- **Section A Discursive/Argumentative Writing (25 marks)**

Candidates answer one question from a choice of two titles: one discursive and one argumentative. Candidates use the title to develop and write a response.
- **Section B Descriptive/Narrative Writing (25 marks)**

Candidates answer one question from a choice of two titles: one descriptive and one narrative. Candidates use the title to develop and write a response.

## CONTENT OVERVIEW

Cambridge IGCSE First Language Vietnamese offers candidates the opportunity to respond knowledgeably to a range of reading texts during the course as a whole. Candidates will use some of these texts to inform and inspire their writing and write in a range of text types for different purposes and audiences.

The reading texts cover a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as letters, essays, reviews, speeches and articles.

Candidates are encouraged to become appreciative and critical readers and writers of Vietnamese.

### Resources:

Ngữ văn lớp 9,10 - Chân Trời Sáng tạo

Đọc hiểu lớp 9,10 - Cánh Diều

Lịch sử và Địa Lý lớp 9,10 - Chân Trời sáng tạo

Bài tập ngữ văn lớp 9,10 - Chân trời sáng tạo

IGCSE - past exam papers

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Vietnam  
Tel: +84 (0) 28 3744 4551

**SECONDARY CAMPUS**

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An Khanh Ward, Ho Chi Minh City,  
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Tel: +84 (0) 28 3744 2335

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