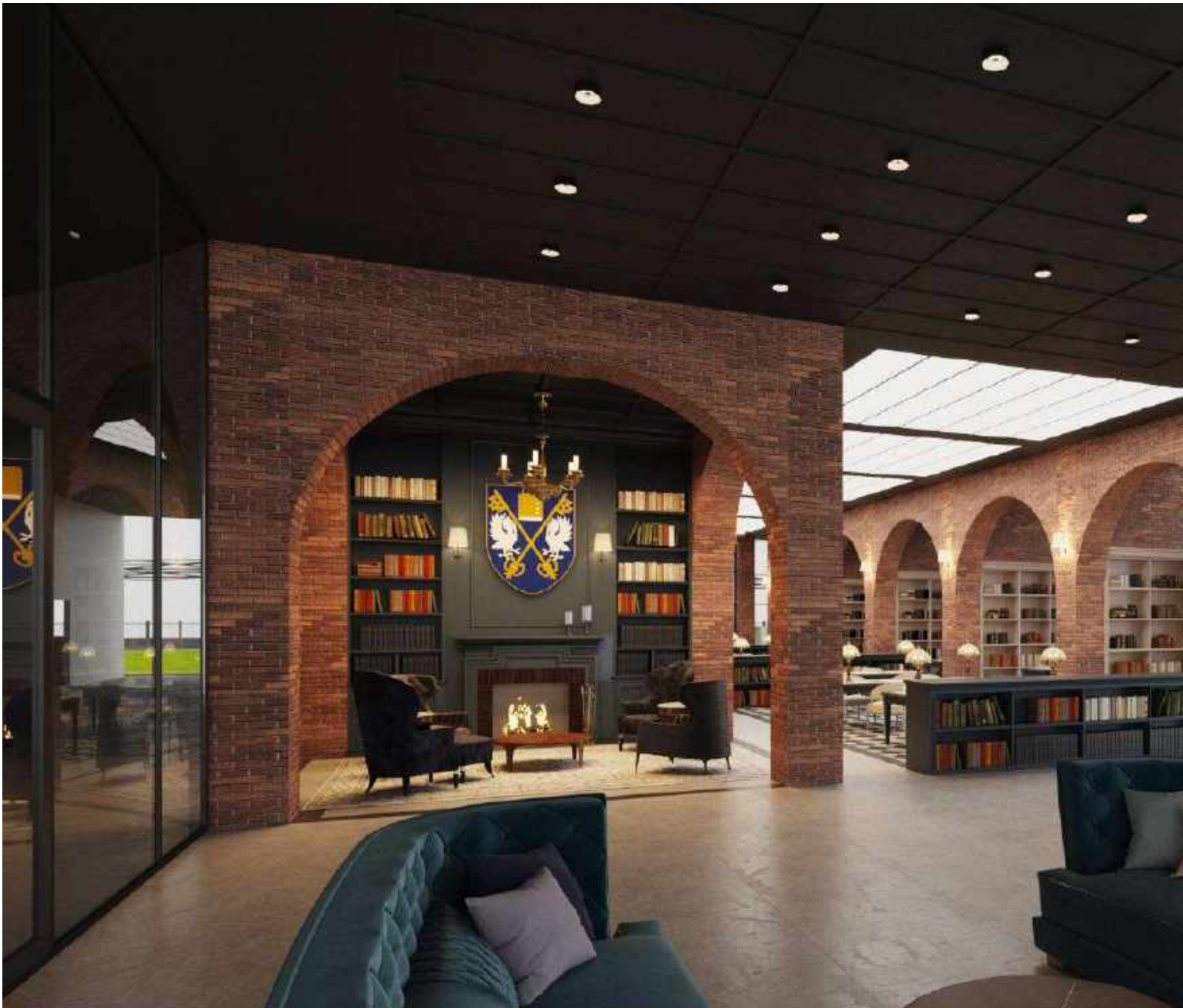




BRIGHTON COLLEGE
VIETNAM

IGCSE SUBJECT INFORMATION FOR PARENTS AND PUPILS 2023-2024





Introduction from the Head Master

Welcome to Brighton College Vietnam.

We are delighted that you will be our first group of pupils to be studying for your IGCSE examinations with us. Your teachers are some of the most highly qualified professionals working in their subjects and are determined that you will achieve to the very highest levels possible and exceed what you might have thought was possible.

Our core values are curiosity, confidence and kindness, and we want these to shine through our pupil leaders in Year 10. In choosing your IGCSEs try to reflect on your interests and your talents and be open to the opportunities on offer. Year 10 and 11 are not just about getting the best outcomes possible, but taking advantage of the multiplicity of opportunities available to you beyond the classroom. Only by taking part, trying new things and working with others, can you develop into the rounded individual we hope you want to become.

This booklet outlines the options available to you and some of the content, skills and outcomes you can expect as you consider your future path. The information that follows, gives more detail on the subjects we offer. Please talk with your parents, your tutor and friends and be open to exploring new opportunities and as well as the more familiar options explained here. The decisions you take now are important and we want to work with you and your families to ensure that they the best choices possible.

With every good wish.

Matthew Bartlett
Head Master



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Introduction to IGCSE

IGCSEs are two-year courses offered in the British curriculum and are usually taken between the ages of 14 and 16.

These courses are designed to give the pupils foundations in these subjects that will provide a platform for future study and careers. Pupils will usually take between 9 and 11 courses. The exact number of subjects is decided through conversations with the pupil, their parents and teachers/tutors. They form part of the continuous development of the pupil's academic profile and serve as the first real opportunity they have to select an academic direction for themselves.

IGCSE options are not only an opportunity for pupils to select subjects that may form part of their future, but also a chance to choose those subjects that they truly love to learn.

IGCSE examinations are internationally recognised qualifications which provide excellent preparation for the International Baccalaureate Diploma Programme offered in Years 12 and 13 at Brighton College Vietnam.

The Brighton College Vietnam Curriculum: Year 7-9

In Years 7 and 8, all pupils will have studied English, mathematics, three separate sciences of biology, chemistry and physics, art, design technology, drama, The Story of Our Land (history and geography), computer science, music and physical education.

Pupils will continue to study at least one language, either French or Mandarin, from Year 7 onwards. Core moral, social and cultural studies; Vietnamese (for all Vietnamese nationals and those who opt for it) and RSHE are also taught to all pupils.

In Year 9 BCVN introduces choice of subject, allowing pupils to focus more on areas of particular strength or interest, whilst ensuring core subjects continue and most options remain available to all pupils.

It is usually possible for pupils to recommence a subject in Year 10 if they have not opted for this subject in Year 9. From the start of Year 9, pupils discuss their options and are offered support and guidance from their tutor, teachers and the Deputy Head of Senior School.



IGCSE Subjects 2023-2024:

Core Subjects – Compulsory for All Pupils:

- English Language and Literature (2 IGCSE subjects)
- Mathematics (including Further Pure Mathematics for most)
- Biology, Chemistry and Physics (taken as 3 separate subjects)
- Vietnamese (for Vietnamese citizens)
- *RSHE (Relationship, Social and Health Education)*
- *The Super Curriculum*
- *Practical PE*

(Subjects in italics are not examined)

Optional Subjects: Choose 4*

- Creative Arts:
 - Art and Design
 - Drama
 - Music
- Humanities/Social Sciences
 - Business
 - Geography
 - History
- Languages
 - French
 - German (optional outside the school day)
 - Mandarin
- Technology and Science
 - Computer Science
 - Design Technology
 - Physical Education

(*If Vietnamese is compulsory, choose 3 subjects)

What to consider when choosing subjects:

- Interest and enjoyment
- Ability and progress
- Sensible combinations (those which are likely to ensure a broad education)

Above all, we recommend that pupils study the subjects that they find interesting and, therefore, will achieve successful outcomes both in exam results and enjoyment. These subjects will likely form the basis of the subjects which the pupils will select to study as part of the International Baccalaureate Diploma Programme offered in Years 12 and 13.



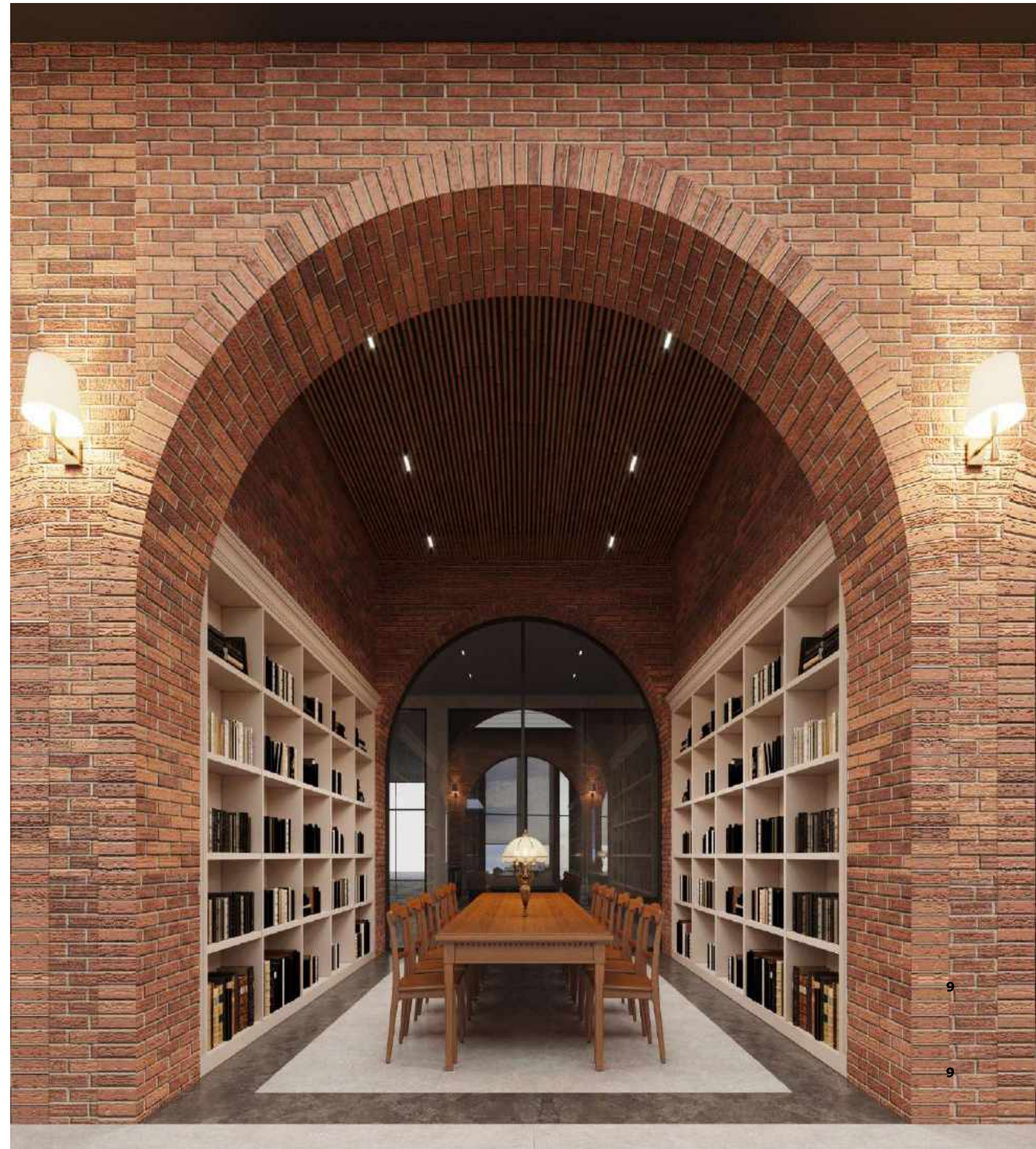
Preparing for the International Baccalaureate

It is important that pupils understand the requirements for the IBDP. When choosing courses for IGCSE, consideration of the core subjects in IBDP is essential. The following information explains the requirements for the IBDP:

- **English:** Communication skills remain crucial for both future studies and career paths. These skills will be further developed in the IBDP.
- **Mathematics:** Mathematical skills are crucial in science or commercial degrees and will come into almost any job at a later stage of life.
- **A Foreign Language:** The IB requires the further study of a foreign language and in our global society the ability to communicate and to appreciate other cultural perspectives is crucial. Brighton College Vietnam recognises the importance of both its local and global context and the importance of languages to facilitate communication and understanding.
- **A Science:** Regardless of the chosen path of study, pupils will take a science which will deepen understanding of the wider world. Pupils can choose between biology, chemistry or physics or other sciences on offer.
- **Humanities subjects,** such as history, geography or business help us to understand individuals and societies. Studying one or more of these subjects helps develop a critical appreciation of human experience and behaviour, the physical, social and economic environment, and the history of social and cultural institutions.

It is not required to study Fine Arts subjects as part of the IBDP, however these subjects are offered for both IGCSE and IBDP. We offer an individual consultation for all pupils as part of the options process to support our pupils with their choices.

- **Fine Arts:** This would include subjects such as art, drama or music.



CORE CURRICULUM

English Language and Literature

(Pearson Edexcel)

Introduction

The English department's main aim is to develop communication skills and to instill a lifelong love of literature. Most lessons are discussion-based, with pupils being encouraged to express an informed personal response to a range of fiction and non-fiction texts. Pupils will also be taught how to improve their analytical and creative writing skills, developing their arguments with accuracy, fluency, and sophistication.

Main Topics

Year 10

Language - Theme: Man & Nature

Introducing the Language Exam

Non-Fiction - Unseen & Prepared

Writing to Inform, explain, describe

Section A texts & Writing to Argue & Persuade

Imaginative Writing & Section A texts plus Coursework - Response to Section B texts

Literature

Of Mice and Men

Coursework - Text 1 (Macbeth) Section C Poems - Theme: Identity

Mini revision unit plus poetry relationships/love.

Introduction to Poetry

Unseen poems

Anthology poems - focus on culture and identity

Year 11

Language:

The Language Exam - Anthology Texts: Section A & Transactional Writing

The Language Exam - Final Anthology texts plus transactional writing

Literature:

Coursework - Modern Drama, Section C Poems - Comparing

Aims

Year 10

Term 1

Language: Pupils will be introduced to the language exam, focusing on non-fiction.

They will develop their ability to analyse how writers use linguistic and structural devices to achieve effects. In response to the selected texts, pupils will develop their ability to write descriptively.

Literature: Pupils will be introduced to the first literature set text. They will develop their ability to analyse how language, form and structure are used to create meaning and effect. They will also explore the relationship between a text and its context by exploring the writer's life, the historical setting, the social and cultural contexts in addition to the literary context of the novel.

Term 2

Language: Pupils will develop their confidence when analysing non-fiction texts through the exploration of a variety of texts with the shared theme of 'Identity and Experience'. Pupils will begin to develop their ability to make connections and links between texts and to write comparatively about two non-fiction texts. In response to the texts, pupils will develop their ability to write to persuade or argue.

Literature: Pupils will complete their first piece of literature coursework. They will explore the text critically, with a clear focus on how contextual factors affect meaning and understanding of the text.

Term 3

Language: The final term will focus on developing examination skills in preparation for the End of Year examinations. In addition, pupils will complete a short unit on imaginative writing that will lead to the production of a piece of language coursework. Towards the end of term, pupils will complete a piece of coursework in response to texts studied in Part B of the Edexcel Anthology.

Literature: The final term will focus on revising the set text, with a view to selecting, planning and writing an examination essay. Pupils will revisit unseen poetry and study additional poems from the Edexcel Anthology.

Year 11

Term 1 & 2

Language: Through the reading and analysis of the remaining anthology texts and unseen texts, pupils will develop their ability to analyse how writers use linguistic and structural devices to achieve effects. In preparation for the writing section of the exam, pupils will develop their transactional writing skills for a variety of purposes. There will be a continual focus on the need for accurate spelling, punctuation and grammar.

Literature: They will develop their ability to analyse how language, form and structure are used to create meaning and effect. They will focus on developing their own critical style and an informed, personal response to the text.

Term 3

Language and Literature: The final weeks of the course will focus on revision of key texts and honing of exam technique.

Learning Outcomes & Skills

Year 10

Pupils will compile annotations and notes on the set texts.

Pupils will complete timed responses to examination style tasks.

Language - Pupils will complete two language coursework pieces and a full Paper 1 exam under exam conditions.

Pupils will complete the unseen plus modern novel section of the Paper 1 literature examination.

Year 11

Pupils will complete timed essays for all sections of the language exam.

Pupils will complete written coursework on the text 'An Inspector Calls'.

Pupils will complete timed essays for all sections of the language exam.

Pupils will complete a timed essay for all three sections of the examination: unseen poetry, prepared comparative poetry & Of Mice and Men.

Assessment

IGCSE English Language A

Paper 1: Non-fiction Texts and Transactional Writing, 2 hour 15 minute examination, 90 marks, 60% (Externally assessed)

Paper 3: NEA (coursework) Imaginative writing and Poetry & Prose, 60 marks, 40% (Internally assessed and externally moderated)

IGCSE English Literature

Paper 1: Poetry and Modern Prose, 2-hour examination, 90 marks, 60% (Externally assessed)

Paper 3: NEA (coursework) Modern Drama and Literary Heritage Texts, 60 marks, 40% (Internally assessed and externally moderated)

Mathematics & Further Pure Mathematics

(Pearson Edexcel)

Introduction

The IGCSE Mathematics course extends the pupils' mathematical knowledge by broadening and deepening skills. Pupils will develop problem solving skills by translating problems in mathematical or non-mathematical contexts and they will develop reasoning skills through exercises such as presenting arguments and proofs, and making deductions and drawing conclusions from mathematical information. Where appropriate, pupils will also study Further Pure Mathematics IGCSE, along with IGCSE Mathematics, in order to stretch and challenge. In addition to the IGCSE syllabus, there will be a significant amount of time dedicated for working on the type of problems that one encounters on the various Mathematics Olympiads. These are invaluable in helping the pupils develop their higher-level mathematical thinking skills.

Aims

- To develop knowledge and understanding of mathematical concepts and techniques.
- To acquire a foundation of mathematical skills for further study in the subject or related areas.
- To enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems.
- To appreciate the importance of mathematics in society, employment and study.

Learning Outcomes & Skills

IGCSE Mathematics

Number

- Use numerical skills in a purely mathematical way and in real-life situations.

Algebra

- Use letters as equivalent to numbers and as variables.
- Understand the distinction between expressions, equations and formulae.
- Use algebra to set up and solve problems.
- Demonstrate manipulative skills.
- Construct and use graphs.

Geometry

- Use the properties of angles.
- Understand a range of transformations.
- Work within the metric system.
- Understand ideas of space and shape.
- Use ruler, compasses and protractor appropriately.

Statistics

- Understand the basic ideas of statistical averages.
- Use a range of statistical techniques.
- Use basic ideas of probability.

IGCSE Further Pure Mathematics

Number

- Use numerical skills in a purely mathematical way and in real-life situations.

Algebra and calculus

- Use algebra and calculus to set up and solve problems.
- Develop competence and confidence when manipulating mathematical expressions.
- Construct and use graphs in a range of situations.

Geometry and trigonometry

- Understand the properties of shapes, angles and transformations.
- Use vectors and rates of change to model situations.
- Use coordinate geometry
- Use trigonometry

Assessment

IGCSE Mathematics

Paper 1H: 2 hour examination, 100 marks, 50%
(Externally assessed)

Paper 2H: 2 hour examination, 100 marks, 50%
(Externally assessed)

IGCSE Further Pure Mathematics

Paper 1: 2 hour examination, 100 marks, 50%
(Externally assessed)

Paper 2: 2 hour examination, 100 marks, 50%
(Externally assessed)

Biology (CAIE)

Introduction

IGCSE Biology develops a set of transferable skills including handling data, practical problem-solving and applying the scientific method. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

Aims

- To acquire scientific knowledge and understanding of scientific theories and practice.
- To develop a range of experimental skills, including handling variables and working safely.
- To use scientific data and evidence to solve problems and discuss the limitations of scientific methods.
- To communicate effectively and clearly, using scientific terminology, notation and conventions.
- To understand that the application of scientific knowledge can benefit people and the environment.
- To enjoy science and develop an informed interest in scientific matters which supports further study.

Learning Outcomes & Skills

Content overview

Pupils will study the following topics:

- Characteristics and classification of living organisms
- Organisation of the organism
- Movement into and out of cells
- Biological molecules
- Enzymes
- Plant nutrition
- Human nutrition
- Transport in plants
- Transport in animals
- Diseases and immunity
- Gas exchange in humans
- Respiration
- Excretion in humans
- Coordination and response
- Drugs
- Reproduction
- Inheritance
- Variation and selection
- Organisms and their environment
- Human influences on ecosystems
- Biotechnology and genetic modification

Knowledge with understanding

Pupils should be able to demonstrate knowledge and understanding of:

- scientific phenomena, facts, laws, definitions, concepts and theories
- scientific vocabulary, terminology and conventions (including symbols, quantities and units)
- scientific instruments and apparatus, including techniques of operation and aspects of safety
- scientific and technological applications with their social, economic and environmental implications.

Handling information and problem-solving

Pupils should be able, in words or using other written forms of presentation (i.e. symbolic, graphical and numerical), to:

- locate, select, organise and present information from a variety of sources
- translate information from one form to another
- manipulate numerical and other data
- use information to identify patterns, report trends and form conclusions
- present reasoned explanations for phenomena, patterns and relationships
- make predictions based on relationships and patterns
- solve problems, including some of a quantitative nature.

Experimental skills and investigations

Pupils should be able to:

- demonstrate knowledge of how to select and safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate)
- plan experiments and investigations
- make and record observations, measurements and estimates
- interpret and evaluate experimental observations and data
- evaluate methods and suggest possible improvements.

Assessment

All pupils take three papers.

At BCVN we expect all pupils to sit the examinations for the **extended syllabus content**.

Extended Assessment

Paper 2: Multiple Choice

45 minutes, 40 marks, 30%

(Externally assessed)

Paper 4: Theory (short-answer and structured questions)

75 minutes, 80 marks, 50%

(Externally assessed)

Practical Assessment

Paper 5: Practical test

75 minutes, 40 marks, 20%

(Externally assessed)

Or

Paper 6: Alternative to Practical

60 minutes, 40 marks, 20%

(Externally assessed)

Chemistry (CAIE)

Introduction

IGCSE Chemistry develops a set of transferable skills including handling data, practical problem-solving and applying the scientific method. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

Aims

- To acquire scientific knowledge and understanding of scientific theories and practice.
- To develop a range of experimental skills, including handling variables and working safely.
- To use scientific data and evidence to solve problems and discuss the limitations of scientific methods.
- To communicate effectively and clearly, using scientific terminology, notation and conventions.
- To understand that the application of scientific knowledge can benefit people and the environment.
- To enjoy science and develop an informed interest in scientific matters which support further study.

Learning Outcomes & Skills

Content overview

Pupils will study the following topics:

- States of matter
- Atoms, elements and 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

Knowledge with understanding

Pupils should be able to demonstrate knowledge and understanding of:

- scientific phenomena, facts, laws, definitions, concepts and theories
- scientific vocabulary, terminology and conventions (including symbols, quantities and units)
- scientific instruments and apparatus, including techniques of operation and aspects of safety
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Practical Assessment

Paper 5: Practical test

75 minutes, 40 marks, 20%

(Externally assessed)

Or

Paper 6: Alternative to Practical

60 minutes, 40 marks, 20%

(Externally assessed)

Physics (CAIE)

Introduction

IGCSE Physics develops a set of transferable skills including handling data, practical problem-solving and applying the scientific method. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

Aims

- To acquire scientific knowledge and understanding of scientific theories and practice.
- To develop a range of experimental skills, including handling variables and working safely.
- To use scientific data and evidence to solve problems and discuss the limitations of scientific methods.
- To communicate effectively and clearly, using scientific terminology, notation and conventions.
- To understand that the application of scientific knowledge can benefit people and the environment.
- To enjoy science and develop an informed interest in scientific matters which support further study.

Learning Outcomes & Skills

Content overview

Pupils will study the following topics:

- Motion, forces and energy
- Thermal physics
- Waves
- Electricity and magnetism
- Nuclear physics
- Space physics

Knowledge with understanding

Pupils should be able to demonstrate knowledge and understanding of:

- Scientific phenomena, facts, laws, definitions, concepts and theories
- Scientific vocabulary, terminology and conventions (including symbols, quantities and units)
- Scientific instruments and apparatus, including techniques of operation and aspects of safety
- Scientific and technological applications with their social, economic and environmental implications.

Handling information and problem-solving

Pupils should be able, in words or using other written forms of presentation (i.e. symbolic, graphical and numerical), to:

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Experimental skills and investigations

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Practical Assessment

Paper 5: Practical test

75 minutes, 40 marks, 20%

(Externally assessed)

Or

Paper 6: Alternative to Practical

60 minutes, 40 marks, 20%

(Externally assessed)

RSHE

Introduction

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

Aims

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

Learning Outcomes & Skills

- Public speaking
- Planning and organisation
- Decision making
- Problem solving
- Teamwork and leadership
- Resilience and staying positive.
- Creativity and resilience

Moral, Social and Cultural Studies

Introduction

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

Aims

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

Learning Outcomes & Skills

Pupils will:

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

Practical PE

Introduction

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

Aims

- By shifting the focus of the curriculum and the success criteria of each lesson, we are doing so much more than getting pupils active. We are delivering meaningful learning that harnesses the learning potential of physical activity and sport, whilst improving the experiences within PE for every pupil.
- By understanding the concept curriculum, all pupils have the opportunity to engage in relevant and meaningful learning that can then build a stronger connection with our subject. Thus, we are better nurturing physical literacy and increasing the chances of lifelong participation and movement.

Learning Outcomes & Skills

Exploring Leadership Skills

- Attitudes and behaviours
- Effective teams
- Self-reflection
- Fulfilling potential
- Sports education performance for sport lifestyle and fitness
- Health and wellbeing

Vietnamese - First Language (CAIE)

Introduction/Giới thiệu

Cambridge IGCSE First Language Vietnamese is designed for learners whose first language is Vietnamese. This is an entirely new course which will be offered for examination for the first time in 2025 and therefore our Year 10 pupils will be the first pupils in the country to be able to gain an internationally recognised qualification in their mother tongue. The study of the language from the point of entry into the school (which effectively follows the national educational framework) will prepare all our pupils for the examination.

IGCSE Tiếng Việt Ngôn Ngữ Thứ Nhất dành cho các học sinh có ngôn ngữ mẹ đẻ là tiếng Việt. Đây là môn học hoàn toàn mới và được tổ chức thi lần đầu tiên vào năm 2025. Những học sinh năm 10 của năm học 2023-2024 sẽ là những học sinh đầu tiên của Việt Nam có thể được bằng cấp quốc tế cho ngôn ngữ mẹ đẻ của mình. Chương trình học bắt đầu từ lúc nhập học vào trường (theo khung chương trình giáo dục quốc gia) sẽ giúp học sinh có một sự chuẩn bị tốt cho kỳ thi.

Aims/Mục tiêu

- To develop the ability to communicate clearly, accurately, and effectively.
- To allow pupils to employ wide-ranging vocabulary and use correct grammar, spelling, and punctuation.
- To develop a personal style and awareness of the audience being addressed.
- To encourage wide reading, both for enjoyment and to develop an appreciation of how writers achieve their effects.
- To complement other areas of study by encouraging skills of more general application.
- *Phát triển khả năng giao tiếp rõ ràng, chính xác và hiệu quả.*
- *Giúp học sinh phát triển vốn từ vựng phong phú, cũng như khả năng sử dụng ngữ pháp, chính tả, và dấu câu một cách chính xác.*
- *Phát triển văn phong cá nhân, phù hợp với độc giả của mình.*
- *Khuyến khích học sinh đọc đa dạng, cho mục đích giải trí và trân trọng cách tác giả sử dụng những biện pháp văn học để truyền tải thông điệp của mình.*
- *Trau dồi các kỹ năng chung để hỗ trợ các môn học khác.*

Learning Outcomes/ Kết quả đầu ra

The aims are designed to encourage pupils to become:

- Confident in exploring and evaluating ideas and arguments in a structured, critical, and analytical way.
- Able to communicate and defend views and opinions and respect those of others.
- Responsible citizens through the use of language in influencing and affecting the world around them.
- Reflective in reviewing their own work and identifying ways to improve.
- Innovative in their engagement with a variety of texts and styles of writing
- Able to take inspiration from the language around them by reading critically and learning from others.

Khuyến khích học sinh trở nên:

- *Tự tin khám phá và đánh giá ý tưởng, luận điểm một cách có cấu trúc, phê bình và phân tích*
- *Có khả năng giao tiếp, bảo vệ quan điểm và ý kiến cá nhân cũng như tôn trọng quan điểm, ý kiến của người khác.*
- *Có trách nhiệm thông qua việc sử dụng ngôn ngữ để mang lại ảnh hưởng và tác động đến thế giới xung quanh.*
- *Tự suy ngẫm, nhìn nhận trong việc đánh giá tác phẩm của bản thân và xác định hướng cải thiện.*
- *Sáng tạo trong phân tích các loại văn bản và văn phong khác nhau.*
- *Có khả năng lấy cảm hứng từ ngôn ngữ xung quanh bằng cách đọc phân tích và học hỏi từ người khác.*

Assessment/Đánh giá

Paper 1 - Reading and Directed Writing
2 hours, 50 marks, 50%

Paper 2 - Writing
2 hours, 50 marks, 50%

Phần 1 – Đọc hiểu và viết dựa trên văn bản
2 giờ, 50 điểm, 50%

Phần 2 – Viết tự luận
2 giờ, 50 điểm, 50%



OPTIONAL SUBJECTS

Art and Design (Pearson Edexcel)



Introduction

- Use of formal elements and visual communication through a variety of approaches.
- Use of observational skills to record from sources and communicate ideas.
- Understanding of the characteristics of media and materials such as wet and dry, malleable, resistant and digital.
- Understanding of the properties of colour and light such as hue, tint, saturation and tone.
- Combination and manipulation of different two-dimensional and three-dimensional materials and media.
- Use of digital and/or non-digital applications.

The IGCSE Art & Design syllabus aims to encourage a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Learners gain confidence and enthusiasm as they develop technical skills in two- and three-dimensional form and composition and are able to identify and solve problems in visual and tactile forms. They also learn how to develop ideas from initial attempts to final solutions. An ideal foundation for further study, IGCSE Art & Design also develops a greater awareness of the role played by the visual arts in society and in history, broadening cultural horizons and individual experience.

Learning Outcomes & Skills

- Visual research, using primary and secondary sources, recording observations, experiences and ideas in appropriate ways.
- Develop and realise ideas and outcomes, exploring and reviewing possible solutions and modifying work appropriately.
- Use a range of materials, equipment, processes and techniques in two and/or three dimensions, using information and communication technology, where appropriate.
- Understand a range of work, from contemporary practice, past practice and different cultures, in order to demonstrate an understanding of continuity and change in art, craft and design.
- Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- Develop creative and imaginative and intuitive capabilities when exploring and making art.

Assessment

Component 1: Personal Portfolio

Coursework, 72 marks, 50%

Internally-set personal portfolio of worked based on centre-devised themes, projects or tasks.

Component 2: Externally Set Assignment

Controlled assessment, 10 hours, 72 marks, 50%

Personal response to an externally-set, broad-based thematic starting point.

Business (Edexcel)

Introduction

The IGCSE Business course will give learners a sound understanding of business and the ability to use knowledge, skills and understanding appropriately in the context of international and UK markets.

Aims

- To develop an interest in and enthusiasm for the study of business.
- To develop an understanding of business concepts, terminology, objectives and the integrated nature of business activity.
- To understand how the main types of business are organised, financed and operated.
- To develop and apply knowledge, understanding and skills to contemporary business issues in a wide range of businesses from small enterprises to large multinationals and businesses operating in local, national and global context.
- To develop critical-thinking and enquiry skills to distinguish between facts and opinion, calculating, interpreting and evaluating business data, to help build arguments and make informed judgements.
- To develop an understanding of the dynamics of business activity and the related considerations of ethics and sustainability for global businesses.

Learning Outcomes & Skills

Business activity and influences on business

- Objectives of a business
- Changing business environments
- Judging success

People in business

- Roles, relationships and management

Business finance

- Use of accounting and financial information to aid decision making

Marketing

- Identifying customer needs
- Satisfying customer needs

Business operations

- Using and managing resources

Assessment

Paper 1: Investigating small businesses
90 minutes, 80 marks, 50%

Paper 2: Investigating large businesses
90 minutes, 80 marks, 50%

Computer Science (Edexcel)

Introduction

A fundamental understanding of computing enables pupils to be not just educated users of technology, but innovators capable of designing new computers and programmes to improve the quality of life for everyone. It is not an exaggeration to say that our lives depend upon computer systems and the people who maintain them are vital to our economic welfare and well-being. Without an understanding of computing we are but users, dependent on those who can develop the new technology.

Aims

- To understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation.
- To analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programmes.
- To think creatively, innovatively, analytically, logically and critically.
- To understand the components that make up digital systems, and how they communicate with one another and with other systems.
- To understand the impacts of digital technology to the individual and to wider society.
- To apply mathematical skills relevant to computer science.

Learning Outcomes & Skills

Problem solving

- To develop a set of computational thinking skills to understand how computer systems work, and design, implement and analyse algorithms for solving problems.

Programming

- To become competent at designing, reading, writing and debugging programmes.
- To apply programming skills to solve real problems.

Data

- To understand how different types of data are represented in a computer.

Computers

- To know the hardware and software components that make up a computer system.

Communications and the internet

- To understand the key principles behind the organisation of computer networks.
- To understand current IT security threats and protection methods.

The bigger picture

- To understand the influence of computing technology.

Assessment

Paper 1 - Principles of Computer Science
120 minutes, 80 marks, 50%

Paper 2 - Application of Computational Thinking
180 minutes practical examination, 80 marks, 50%

Design Technology (CAIE)

Introduction

Pupils who enjoy thinking creatively, problem solving, designing products, making models, manufacturing products or testing ideas, will enjoy and flourish in IGCSE DT. The course is based around learning and developing the skills required to design and make products manufactured in woods, metals and plastics. Pupils use a wide range of creative industrial processes to shape and form materials into functioning products.

Aims

The aims are to enable pupils to:

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



Learning Outcomes & Skills

Knowledge and understanding

Recall, select and communicate knowledge and demonstrate understanding in design & technology, including its wider effects.

Application

Apply knowledge, understanding and skills in a variety of contexts and in designing and making products.

Analysis and evaluation

Analyse and evaluate products, including their design and production.

Assessment

Compulsory components:

Paper 1 - Product Design 25% 1hour 15 minutes

Questions will be based on the Common content:
Product Design (Written/drawing paper)
(Externally assessed)

Paper 2 - Project 50%

School-based assessment
(Internally assessed and externally moderated)

Paper 3 - Resistant Materials 25% 1 hour

Questions will be based on the Specialist option:
Resistant Materials content and the Common content: Product Design
Section A: answer all questions
Section B: answer one question
(Externally assessed)

Drama (CAIE)

Introduction

The drama department at Brighton College Vietnam is committed to preparing, training, and advancing drama as a subject, an art form and as a skill set, in an environment that encourages exploration in every theatrical discipline, pursues excellence, promotes wonder, empathy and understanding in the world.

Drama as an Art Form "Drama is about storytelling"

To nurture imagination and court inspiration through mastery of skills and techniques, to create fluent, authentic, original storytelling that illuminates the complexity of the human spirit and can question accepted wisdom.

Drama as Collaboration "Drama is about teamwork"

To focus and attend both to process results, hearing the voices of classmates and striving for a collective vision of our goals; we prize the contributions and accomplishments of the individual and of the team.

Drama as Discovery "Drama is about exploring and taking risks"

To foster curiosity, invention, bravery, and humour: we take risks and learn from failure and vulnerability in order to build lifelong habits of innovation and revelation.

Inclusion in Drama "Drama is for all"

We are committed to fair and ongoing practices that enhance our relationships with theatre makers, audiences, and society, finding strength in our diversity, and lowering barriers to participation in the classroom and on the stage.

Aims

The aims are to enable pupils to develop:

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

Learning Outcomes & Skills

Pupils will be able to:

- understand the elements of practical drama
- work with extracts from published plays as an actor, director and designer
- devise, develop and structure dramatic material from stimuli such as short titles, poems, pictures, songs, historical events and stories
- evaluate their contribution to the devising process and the success of the final piece
- use staging and design as part of a dramatic performance
- demonstrate individual and group performance skills, applying them to create character and communicate meaning to an audience.

Assessment

Component 1: 2 hours 30 minutes - Written examination 40% - 80 marks

Component 2: Coursework 60% - 120 marks

Pupils submit three pieces of practical work:

- individual performance based on an extract from a play
- group performance based on an extract from a play
- group performance based on an original devised piece.

French (CAIE)

Introduction

The ability to understand and to communicate in French is a huge asset to our pupils. French is an official language in 28 countries, and it is the only language other than English spoken on five continents. The French department offers challenging and enjoyable activities and a stimulating environment in which pupils can fully develop their language and communication skills. We firmly believe that all pupils should feel a sense of enjoyment, achievement and progress in their language learning. Furthermore, the new IGCSE offers an insight into international cultures and a positive attitude towards foreign traditions and customs.

Aims

- To develop the language proficiency required to communicate effectively in French at level A2 (CEFR), with elements of level B1.
- To offer insights into the culture and society of countries and communities where French is spoken.
- To develop awareness of the nature of language and language learning.
- To encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures.
- To provide enjoyment and intellectual stimulation.
- To develop transferrable skills to complement other areas of the curriculum.
- To form a sound base of the skills, language and attitudes required for progression to work or further study, either in French or another subject area.

Learning Outcomes & Skills

Contexts

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

Skills

- The acquisition of vocabulary and the study of grammar and structures.
- Reading/listening to and understanding a variety of written and spoken texts on familiar topic, demonstrating an understanding of ideas, opinions and attitudes.
- Selecting topics and extracting relevant details.
- Deducing the meaning of unknown words from context.
- Writing in French on familiar everyday topics.
- Speaking in French, taking part in everyday conversations.

Assessment

Paper 1 - Listening

50 minutes, 40 marks, 25%

Paper 2 - Reading

60 minutes, 45 marks, 25%

Paper 3 - Speaking

15 minutes, 40 marks, 25%

Paper 4 - Writing

60 minutes, 45 marks, 25%

German (CAIE)

(taken off timetable as an additional subject)

Introduction

The ability to understand and to communicate in German is a huge asset to our pupils. In Europe, German is the second most widely spoken mother tongue, and the second biggest language in terms of overall speakers. In addition, with Germany the fourth largest economy in the world, German is often seen as the 'smart choice' for those seeking to maximise their employment prospects.

Aims

- To develop the language proficiency required to communicate effectively in German at level A2 (CEFR), with elements of level B1.
- To offer insights into the culture and society of countries and communities where German is spoken.
- To develop awareness of the nature of language and language learning.
- To encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures.
- To provide enjoyment and intellectual stimulation.
- To develop transferrable skills to complement other areas of the curriculum.
- To form a sound base of the skills, language and attitudes required for progression to work or further study, either in German or in another subject area.

Learning Outcomes & Skills

Contexts

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

Skills

- The acquisition of vocabulary and the study of grammar and structures.
- Reading/listening to and understanding a variety of written and spoken texts on familiar topic, demonstrating an understanding of ideas, opinions and attitudes.
- Selecting and extracting relevant details.
- Deducing the meaning of unknown words from context.
- Writing in German on familiar everyday topics.
- Speaking in German, taking part in everyday conversations.

Assessment

Paper 1 - Listening
50 minutes, 40 marks, 25%

Paper 2 - Reading
60 minutes, 45 marks, 25%

Paper 3 - Speaking
15 minutes, 40 marks, 25%

Paper 4 - Writing
60 minutes, 45 marks, 25%



Geography (CAIE)

Introduction

Geography is a subject for the naturally inquisitive. At IGCSE, it is a mix of social and physical sciences, combining study of the planet's physical properties with a focus on societies and how they interact. Michael Palin, in an interview with the UK newspaper - the Guardian, argues it is, "a vital subject in the modern world, broadening minds and encouraging an understanding of different countries and cultures." We aim to equip pupils with the knowledge and skills to make sense of their surroundings. At a time of unprecedented global change, such insight is more important than ever.

Geographers understand their position in relation to other people, and to the natural world, on local, national and global scales; they appreciate the complex web of interactions that ties our fate to that of the 7 billion other humans on this planet, and to the fate of Earth's physical systems.

Aims

The course aims to develop:

- an understanding of location on a local, regional and global scale.
- an awareness of the characteristics, distribution and processes affecting contrasting physical and human environments.
- an understanding of the ways in which people interact with each other and with their environment.
- an awareness of the contrasting opportunities and constraints presented by different environments.
- an appreciation of and concern for the environment.
- an appreciation of the earth including its people, places, landscapes, natural processes and phenomena.

Learning Outcomes & Skills

Knowledge with understanding

Pupils should be able to demonstrate knowledge and understanding of:

- the wide range of processes, including human actions, contributing to the development of
 - (a) physical, economic and social environments and their effects on the landscape
 - (b) spatial patterns and interactions which are important within these environments
- the relationships between human activity and the environment
- the importance of scale (whether local, regional or global)
- the changes which occur through time in places, landscapes and spatial distribution.

Skills and analysis

Pupils should be able to:

- interpret and analyse geographical data
- use and apply geographical knowledge and understanding to maps and in numerical, diagrammatic, pictorial, photographic and graphical form
- use geographical data to recognise patterns in such data and to deduce relationships
- select and show understanding of techniques for observing and collecting data
- select and use techniques for organising and presenting data.

Judgement and decision-making

Through their geographical training, Pupils should be able to:

- reason and make judgements and decisions, including evaluation and conclusions, which demonstrate, where appropriate
 - (a) an appreciation of the attitudes, values and beliefs of others in issues which have a geographical dimension
 - (b) an awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions
 - (c) a willingness to review their own attitudes in the light of the views of others and new knowledge acquired
- make judgements and decisions and recognise how these are made within a geographical context as affected and constrained by
 - (a) the physical and human contexts in which decisions are made
 - (b) the values and perceptions of differing groups or individuals
 - (c) the choices available to decision-makers
 - (d) the increasing level of global interdependence and the need for sustainable development.

Assessment

Paper 1: Geographical Themes 45% 1 hour 45 minutes

Pupils answer three questions, each worth 25 marks. Pupils must answer one question from each section.

(Externally assessed)

Paper 2: Geographical Skills 27.5% 1 hour 30 minutes

Pupils answer all the questions.

(Externally assessed)

and

Paper 3: Coursework 27.5%

Teachers set one centre-based assignment of up to 2000 words.

(Centre-based assessment)

or

Paper 4: Alternative to Coursework 27.5% 1 hour 30 minutes

Pupils answer two compulsory questions, completing a series of written tasks.

(Externally assessed)

History (CAIE)

Introduction

Why is the world as it is today? For pupils who want to learn more about 'Brexit' or Russia's relationship with the West, or the causes of tension in the Middle East, a thorough knowledge of historical context is vital. Studying history at IGCSE will provide an in-depth understanding of some of the powerful forces and ideas that have shaped and continue to shape our world. History is a subject that stirs the imagination and encourages the ability to debate interpretations and evaluate evidence.

Aims

The aims are to enable pupils to develop:

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



Period cover, outcomes and skills

- An ability to recall, select, organise and deploy knowledge of the syllabus content.
- An ability to construct historical explanations using an understanding of: cause and consequence, change and continuity, similarity and difference.
- the motives, emotions, intentions and beliefs of people in the past.
- An ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.
- Pupils will study either *The nineteenth century: the development of modern nation states, 1848-1914* or *The twentieth century: international relations since 1919* as core content.
- Pupils will study at least one depth study from: *The First World War, Germany 1918-45, Russia 1905-41, The United States 1919-41, and The Second World War in Europe and the Asia-Pacific.*

Assessment

Paper 1: Written paper 40% 1 hour 45 minutes

Pupils answer two questions from Section A (Core Content) and one question from Section B (Depth Studies)

All questions are in the form of structured essays, split into three parts: (a), (b) and (c)
(Externally assessed)

Paper 2: Written paper 33% 1 hour 30 minutes

Pupils answer six questions on one prescribed topic taken from the Core Content. There is a range of source material relating to each prescribed topic.

The prescribed topic changes in each examination session – see section 4.
(Externally assessed)

and

Paper 3: Coursework 27%

Pupils produce one piece of extended writing based on a Depth Study from the syllabus or a Depth Study devised by the Centre.

(Internally assessed/externally moderated)

or

Paper 4: Alternative to Coursework 27% 1 hour 30 minutes

Pupils answer two compulsory questions, completing a series of written tasks.
(Externally assessed)

Music (CAIE)

Introduction

At Brighton College Vietnam, the Music Department provides a bespoke curriculum for each pupil through KS2, KS3 and KS4, enabling all pupils of all abilities to develop the three key requirements of the National Curriculum for Music:

- Composing using technology
- Performing on an instrument of the pupil's choice (including voice)
- Listening and appraising involving a broad range of musical styles

IGCSE Music is accepted by universities and employers worldwide as providing proof of musical skills, knowledge and understanding, and of a commitment to a broad and balanced personal outlook. This syllabus offers pupils the opportunity to develop their own practical musical skills through performing and composing. Pupils also develop their listening skills in accordance with four areas of study, including not only Western Art music but also vocal music (including pop music), music for stage and screen, and world fusions. The emphasis of the syllabus is as much on developing lifelong musical skills as on acquiring knowledge.

Aims

The aims are to:

- enable pupils to acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing.
- help pupils develop a perceptive and critical response to the main historical periods and styles of Western music.
- help Pupils to recognise and understand the music of selected non-Western traditions, and thup to form an appreciation of cultural similarities and differences.
- provide a foundation for the development of an informed appreciation of music.
- provide a foundation for further study in music at a higher level.

Learning Outcomes & Skills

When studying the Cambridge IGCSE Music syllabus, learners listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances lifelong musical enjoyment.

Learners study music of all styles; each style is placed in its historical and cultural context, and learners are encouraged to be perceptive, sensitive and critical when listening. Although the majority of the syllabus examines Western European music, the music of other cultures is always represented.

Pupils will learn to perform with technical control, expression and interpretation, compose and develop musical ideas with technical control and coherence, demonstrate and apply musical knowledge and use appraising skills to make evaluative and critical judgements about music.

Assessment

Component 1: Listening

75 minutes, 70 marks, 40%

Written examination based on audio recordings.

Externally assessed.

Component 2: Performing

Coursework, 50 marks, 30%

Two prepared performances, one individual and one ensemble.

Internally marked and externally moderated

Component 3: Composing

Coursework, 50 marks, 30%

Two contrasting compositions.

Internally marked and externally moderated



Mandarin (CAIE)

Introduction

The IGCSE Chinese (Mandarin) as a Foreign Language course is designed to enable pupils with an elementary knowledge of Chinese to improve their language skills and become more proficient in reading, writing, listening and speaking. By the end of the course, pupils will be able to understand and discuss simple written and recorded texts in Mandarin and have a stronger grasp of the formal written language. They will be able to write in Chinese about a variety of topics and verbally express their opinions fluently and accurately. The IGCSE aims to enable pupils to deal with issues that are both immediately relevant to themselves as young people, but also increase their awareness of issues which span different cultures, countries and lifestyles. Traditional Chinese culture is also a considerable part of the course alongside language. **Chinese – First Language is also available for first language speakers where appropriate.**

Aims

- To develop the language proficiency required to communicate effectively in Mandarin Chinese at level A2 (CEFR).
- To offer insights into the culture and society of countries and communities where Chinese is spoken.
- To develop awareness of the nature of language and language learning.
- To encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures.
- To provide enjoyment and intellectual stimulation.
- To develop transferrable skills to complement other areas of the curriculum.
- To form a sound base of the skills, language and attitudes required for progression to work or further study, either in Mandarin Chinese or another subject area.

Learning Outcomes & Skills

Contexts

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

Skills

- The acquisition of vocabulary and the study of grammar and structures.
- Reading/listening to and understanding a variety of written and spoken texts on familiar topic, demonstrating an understanding of ideas, opinions and attitudes.
- Selecting and extracting relevant details.
- Deducing the meaning of unknown words from context.
- Writing in Chinese on familiar, everyday topics.
- Speaking in Mandarin Chinese, taking part in everyday conversations.

Assessment

Paper 1 - Listening
40 minutes, 30 marks, 25%

Paper 2 - Reading
75 minutes, 40 marks, 25%

Paper 3 - Speaking
15 minutes, 40 marks, 25%

Paper 4 - Writing
75 minutes, 45 marks, 25%

Physical Education (CAIE)

Introduction

IGCSE PE allows pupils to delve deeper in to the world of Sports Science and gain a greater understanding of how they can enhance performance in their chosen sports, whether it be an individual sport such as athletics or a team pursuit such as netball or rugby. A passion for sport and being an able practical performer in both team and individual sports is advantageous.

Aims

The aims are to enable pupils to:

- develop their knowledge and understanding of the theory underpinning physical performance in a modern world.
- use and apply this knowledge and understanding to improve their performance.
- perform in a range of physical activities, developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas.
- understand and appreciate safe practice in physical activity and sport.
- understand and appreciate the benefit of physical activity and sport for health, fitness and well-being.
- gain a sound basis for further study in the field of Physical Education.

Learning Outcomes & Skills

Theory Content

- Anatomy and physiology
- Health, fitness and training
- Skill acquisition and psychology
- Social, cultural and ethical influences

Skills

- Development in skills in four different physical activities from at least two of the following seven categories:
 - Games
 - Gymnastic activities
 - Dance activities
 - Athletic activities
 - Outdoor and adventurous activities
 - Swimming
 - Combat activities

Assessment

Paper 1 – Theory

105 minutes, 100 marks, 50%
Short and structured questions
Externally assessed.

Component 2 – Coursework

100 marks, 50%
Pupils undertake four physical activities from at least two different categories.
Internally assessed and externally moderated



Older pupils can expect co-curricular activities to be wide-ranging and are expected to take the role of leader within the school by working with younger pupils to help them develop skills and passions of their own. There will be significant time to develop areas in which pupils have emerging talent as well as considering new challenges.

Brighton College Vietnam's CCAs range from specialist to general and will usually include activities such as:

- Basketball
- Golf
- Football
- Swimming
- Badminton
- Tennis
- Rowing
- Kayaking
- Drama (including whole and Senior School productions)
- Drama club
- Etiquette
- Film Club
- Medical Society for KS4 pupils considering the study of medicine at university.
- Debating and public speaking
- Entrepreneurship with Dragons Den style competition for budding entrepreneurs
- Chess
- Maths Challenge and Science Olympiads
- Film Analysis
- Prototyping
- Coding
- Triwizard Club for able Mathematicians and participation in UKMT Intermediate Maths Challenge

Co-Curricular Activities (CCAs)

Introduction

The co-curricular programme is designed to enhance and complement our curriculum. CCAs are offered at the end of every school day by a variety of teachers. We offer creative, active and service activities. Other activities will be introduced through pupils' suggestions and interests. Pupils will have more opportunities to experience different activities throughout the year.

Aims

The programme aims to add challenge and offer further opportunity for pupils to own their achievements.

Why it is important?

CCAs are important to fuel pupil learning and to build important skills, such as social and leadership skills to enrich and balance a pupil's academic experience. Pupils who engage in different CCAs practise and develop their self-management skills.

Pupils develop a positive outlook towards school and future study through an increase in a sense of community at school.

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

