



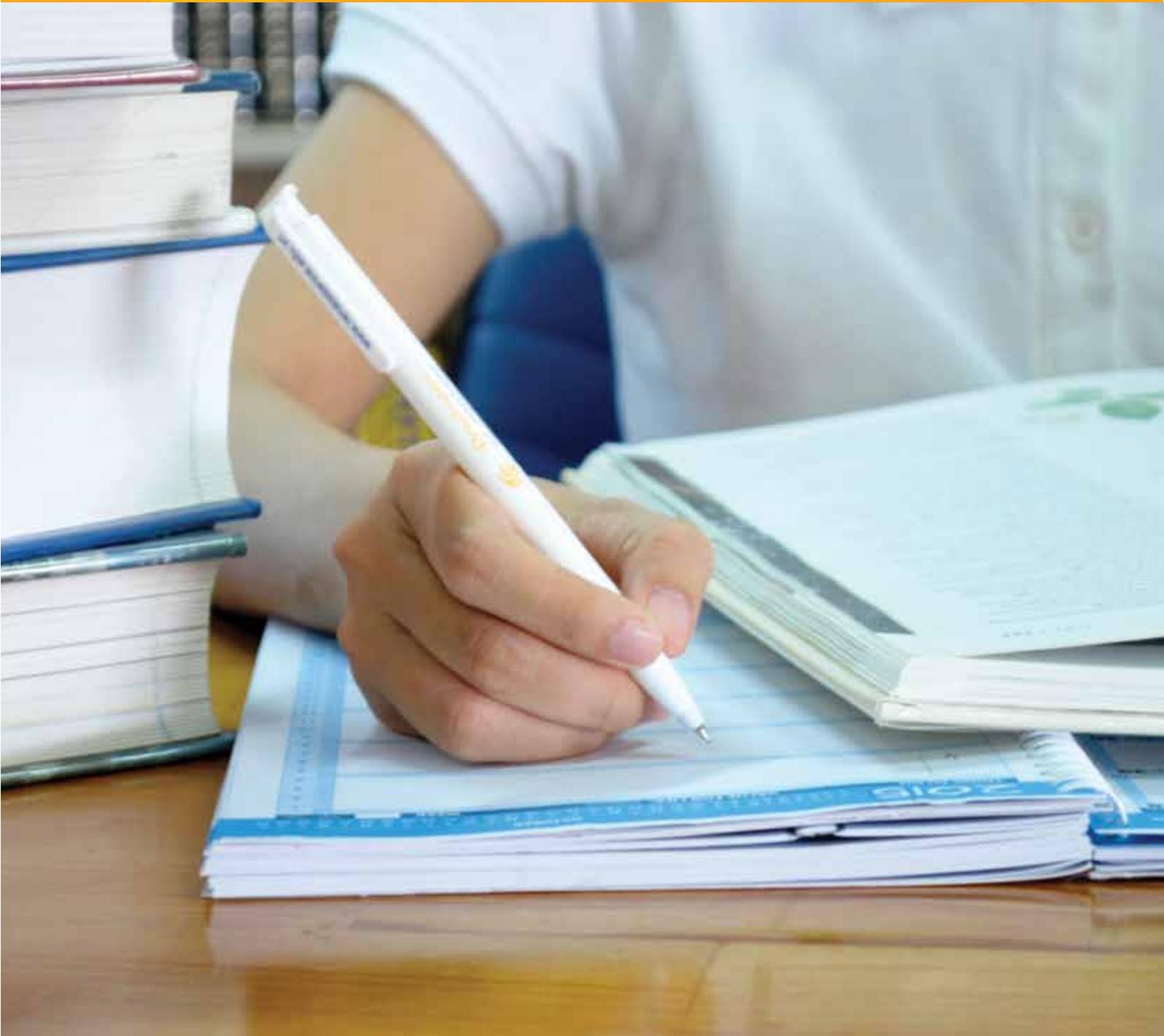
Inspire Achieve

Renaissance

INTERNATIONAL SCHOOL SAIGON

THE INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE)

Options Booklet



CAMBRIDGE
International Examinations
Cambridge International School



Mission & Vision

VISION

Inspire Achieve

MISSION STATEMENT

To inspire excellence in education as an International British school in order to achieve lifelong success, happiness and respect for all.

This will be achieved through:

A commitment to Internationalism and Interculturalism - evident in our learning, teaching and reflected in the life of our school.

The British character of the school embodied in its ethos, curriculum, teaching, and care for pupils and their achievements.

Our curriculum, which is broad, balanced and based on the National Curriculum for England. It is complemented by the EYFS, IPC, IGCSE and IBDP to meet the individual needs of our pupils.

Attaining external examination results which demonstrate excellence relative to each pupil's capability and are higher than world averages.

Effective communication and collaboration between pupils, parents, staff and the Board of Directors.

Adhering to the Round Square IDEALS of international understanding, democracy, environmental stewardship, adventure, leadership and service.

Pupils and staff actively involved in the school, local, national and international communities.

Respecting the principles enshrined in the United Nations' Convention on the Rights of the Child.

Providing a safe and secure environment which creates an inspirational space for pupils and staff.

Having proactive, successful and supportive Renaissance alumni.

CONTENTS

- 5 INTRODUCTION
- 6 FIRST LANGUAGE ENGLISH
- 7 FIRST LANGUAGE KOREAN
- 8 FIRST LANGUAGE CHINESE
- 9 FOREIGN LANGUAGE FRENCH
- 10 FOREIGN LANGUAGE CHINESE (MANDARIN)
- 11 ENGLISH LITERATURE
- 12 GEOGRAPHY
- 13 GLOBAL PERSPECTIVES
- 14 HISTORY
- 16 CO-ORDINATED SCIENCE
- 18 INTERNATIONAL MATHEMATICS
- 19 MATHEMATICS (ADDITIONAL)
- 20 ART & DESIGN
- 22 BUSINESS STUDIES
- 23 ECONOMICS
- 24 DESIGN TECHNOLOGY
- 25 COMPUTER SCIENCE
- 26 MUSIC
- 27 DRAMA
- 28 PHYSICAL EDUCATION

INTRODUCTION

Welcome to the Renaissance International School IGCSE Options Booklet.

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 years old. It is recognised by leading universities and employers worldwide and is an international passport to progression and success.

This document offers an overview of what is involved in the various subjects at IGCSE level including a course outline, assessment, the aims of the course and the opportunities that can exist after the course is completed.

It is important that each pupil makes an informed choice when selecting IGCSE options. At school, assistance, guidance and support will be given by Renaissance staff. We encourage pupils and parents to meet with subject teachers.

At home, parents and carers can use the following questions to help make the final decision:

- In what subject does your child do well?
- What subjects does your child enjoy or have an avid interest in?
- Does your child have a good chance of success in the option he/she is selecting?
- Are the options chosen a mix of academic and vocational subjects?
- Has your child spoken to the subject teacher?
- Is your child choosing the subject because of the teacher or because they are interested in the subject?
- Does your child have an idea about a possible career path? If so, do the selected options cater for that path?

Remember an informed choice cannot be made without thought and consultation. If further information is required then please do not hesitate to contact Form Tutors, Subject Teachers or our KS4/IGCSE Leader.

FIRST LANGUAGE ENGLISH

All Renaissance pupils in classes 10 and 11 will study Cambridge IGCSE First Language English. Preparing the pupils for their IGCSE studies, IB diploma, University and the future world of work.

“... words, so beautiful ... like music.” - James Joyce

THE COURSE WILL ALLOW PUPILS TO:

- Develop the ability to communicate clearly, accurately and effectively when speaking and writing.
- Learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation.
- Develop a personal style and an awareness of the audience being addressed.



THE PUPILS BECOME:

- **Confident** in working with information and ideas – their own and those of others
- **Responsible** for themselves, responsive to and respectful of others
- **Reflective** as learners, developing their ability to learn
- **Innovative** and equipped for new and future challenges
- **Engaged** intellectually and socially, ready to make a difference

ENGLISH LANGUAGE WILL:

- Enable candidates to understand and respond to what they hear, read and experience.
- Enable candidates to communicate accurately, appropriately, confidently and effectively.
- Encourage candidates to enjoy and appreciate a variety of language.
- Complement candidates' ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences.
- Promote candidates' personal development and an understanding of themselves and others.

WHAT DOES THE ASSESSMENT CONSIST OF?

Paper 1 : Reading	2 hours	Weighting
Candidates answer three questions on two passages		50%
Coursework Portfolio		Weighting
Candidates submit a portfolio of three assignments, each of about 500–800 words. Assignment 1: informative, analytical and/or argumentative Assignment 2: descriptive and/or narrative Assignment 3: a response to a text or texts		50%

Cambridge First Language English IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies.

FIRST LANGUAGE KOREAN

Renaissance Korean pupils in classes 10 and 11 will study Cambridge IGCSE First Language Korean. It is the only IGCSE available of its kind and developed specifically for pupils who have Korean as their mother tongue. This course helps pupils understand and respond appropriately to what they see, hear and experience, and to enjoy the full variety of their language.

“I wish to have the calm insight, rough but noble, useful and poetic, like Hangeul (The Korean alphabet).” – Alain de Botton

THE COURSE WILL ALLOW PUPILS TO:

- Develop the ability to communicate clearly, accurately and effectively when reading and writing.
- Learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation.
- Develop a personal style and an awareness of the audience being addressed.



THE PUPILS BECOME:

- **Confident** in working with information and ideas – their own and those of others.
- **Responsible** for themselves, responsive to and respectful of others.
- **Reflective** as learners, developing their ability to learn.
- **Innovative** and equipped for new and future challenges.
- **Engaged** intellectually and socially, ready to make a difference.

KOREAN LANGUAGE WILL:

- Enable pupils to understand and respond appropriately to what they read.
- Encourage pupils to enjoy and appreciate the variety of language.
- Complement the pupils’ other areas of study by developing skills of a more general application.
- Promote the pupils’ personal development and an understanding of themselves and others.

WHAT DOES THE ASSESSMENT CONSIST OF?

Paper 1 : Reading	2 hours	Weighting
Candidates answer three questions on two passages		50%
Paper 2 : Writing	2 hours	Weighting
Candidates write two compositions of 350–500 words each.		50%

Cambridge First Language Korean IGCSE provides a solid foundation for moving on to IB Language A Korean studies. Also, success in the qualification demonstrates the ability to communicate effectively in the pupil’s mother tongue.

FIRST LANGUAGE CHINESE

学而不思则罔，思而不学则殆。
-孔子

He who learns but does not think, is lost. He who thinks but does not learn is in great danger.
-Confucius

COURSE OUTLINE

The Cambridge IGCSE First Language Chinese course is designed for learners whose first language is Chinese. The course develops learners' ability to communicate clearly, accurately and effectively. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects. The course also complements other areas of study by encouraging skills of more general application.

AIMS OF THE COURSE

The aims of the course are the same for all candidates. The aims are set out below and describe the educational purposes of a course in a First Language for the Cambridge IGCSE examination. The aims are to:

- Enable candidates to communicate accurately, appropriately and effectively in writing.
- Enable candidates to understand and respond appropriately to what they read.
- Encourage candidates to enjoy and appreciate the variety of language.
- Complement the candidates' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences).
- Promote the candidates' personal development and an understanding of themselves and others.

ASSESSMENT OUTLINE

Paper 1 : Reading	2 hours	Weighting
Candidates answer two questions: Question 1 – 25 marks Candidates answer a series of comprehension questions based on Passage 1. Question 2 – 25 marks Candidates write a summary based on Passages 1 and 2.		60%
Paper 2 : Writing	1 hours 15 minutes	Weighting
Candidates write one composition of 400–600 characters.		40%

WHERE TO NEXT

IB Chinese Literature SL/HL
IB Chinese Language and Literature SL/HL

FOREIGN LANGUAGE FRENCH

Il faut faire aujourd'hui ce que tout le monde fera demain. -Jean Cocteau
Do today what everyone else will do tomorrow. -Jean Cocteau

COURSE OUTLINE

This course is designed to prepare pupils for the IGCSE French exam. The course is based on the linked language skills of listening, reading, speaking and writing. It also aims to offer insights into the culture and civilisation of countries where French is spoken.

The course content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of

grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities. The Topic areas are:

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

AIMS OF THE COURSE

The aims of the course outline the educational purposes of a course in a foreign language for the Cambridge IGCSE examination.

This course aims to:

- Develop the ability to communicate effectively using the target language.
- Offer insights into the culture and society of countries where the language is spoken.
- Develop awareness of the nature of language and language learning.

- Encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations.
- Provide enjoyment and intellectual stimulation.
- Develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum.
- Form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

ASSESSMENT OUTLINE

Grades available: A*, A, b, C, D, E, F, G		
Paper 1 : Listening approximately	35 minutes	Weighting
Candidates listen to a number of recordings and answer questions testing comprehension. 30 marks / Externally assessed		25%
Paper 2 : Reading	1 hours 15 minutes	Weighting
Candidates read a number of texts and answer questions testing comprehension. 36 marks / Externally assessed		25%
Paper 3 : Speaking	approximately 15 minutes	Weighting
Candidates complete two role plays, a topic presentation/ conversation and a general conversation. 100 marks / Internally assessed/externally moderated		25%
Paper 2 : Writing	1 hours 15 minutes	Weighting
Candidates respond in the target language to three tasks. 45 marks / Externally assessed		25%

FOREIGN LANGUAGE CHINESE (MANDARIN)

知之者，不如好之者，好之者，不如乐之者。
-孔子

“They who know the truth are not equal to those who love it, and they who love it are not equal to those who delight in it.”
-Confucius

COURSE OUTLINE

This course is designed to prepare pupils for the IGCSE Chinese exam. The course is based on the linked language skills of listening, reading, speaking and writing. It also aims to offer insights into the culture and civilisation of countries where Chinese is spoken. Topics include everyday activities, personal and social life, the world around us, the world of work and the international world.

AIMS OF THE COURSE

- Develop the ability to communicate effectively
- Offer insights into the culture and society of countries where the language is spoken
- Encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations.
- Develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum

ASSESSMENT OUTLINE

Grades available: A*, A, B, C, D, E, F, G		
Paper 1 : Listening approximately	35 minutes	Weighting
Candidates listen to a number of recordings and answer questions testing comprehension. 30 marks / Externally assessed		25%
Paper 2 : Reading	1 hours 15 minutes	Weighting
Candidates read a number of texts and answer questions testing comprehension. 36 marks / Externally assessed		25%
Paper 3 : Speaking	approximately 15 minutes	Weighting
Candidates complete two role plays, a topic presentation/ conversation and a general conversation. 100 marks / Internally assessed/externally moderated		25%
Paper 2 : Writing	1 hours 15 minutes	Weighting
Candidates respond in the target language to three tasks. 45 marks / Externally assessed		25%

ENGLISH LITERATURE

All Renaissance pupils in classes 10 and 11 will study Cambridge IGCSE English Literature reinforcing their use, appreciation and fluency in English language while preparing them for the rigours of the IB Diploma Program and University studies.

“The books transported her into new worlds and ... amazing people who lived exciting lives. She went on olden-day sailing ships with Joseph Conrad ... to Africa with Ernest Hemingway ... to India with Rudyard Kipling. She travelled all over the world while sitting in her little room.”
Roald Dahl

LITERATURE IN ENGLISH OFFERS:

Learners have the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry enabling learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. It stimulates pupils to read for pleasure, to explore wider and universal issues, promoting a better understanding of themselves and the world.

ENGLISH LITERATURE DEVELOPS 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.

WHAT DOES THE ASSESSMENT CONSIST OF?

Examinations:		
Component 1 Poetry and Prose	1 hour 30 minutes	Weighting
Candidates answer two questions on two texts: one poetry and one prose. There is a choice of two questions (one passage based and one essay) on each text.		50%
Component 3 Drama (Open Text)	45 minutes	Weighting
Candidates answer one question on one text. There is a choice of two questions (one passage based and one essay).		25%
Component 5 Coursework Portfolio		Weighting
Candidates submit a portfolio of two assignments each on a different text.		25%

Cambridge IGCSE Literature (English) is accepted by universities and employers as proof of knowledge and understanding of literature in English.

GEOGRAPHY

“The earth has its music for those who will listen” - R.V. Holmes

“Our planet is a lonely speck in the great enveloping cosmic dark. In our obscurity, in all this vastness, there is no hint that help will come from elsewhere to save us from ourselves.”

Carl Sagan. Pale Blue Dot.

COURSE OUTLINE

The course is structured to feature a compulsory fieldtrip from which 27.5% of assessment derives its content. From this planned excursion pupils gain experience with the inquiry process and learn how to take accurate measurements in the field.

The main / core course content is classified into 3 areas:

Human populations and their settlements – This includes the study of the world population “explosion” and the associated issues in the management of places experiencing overpopulation.

The natural environment - Natural hazards allow some overlap between physical geography and the geography of human responses to disasters. This section also features the study of major landscapes and landforms and develops diagrammatic skills.

Economic development and the use of resources - The growing interdependence of nations and the rise of globalised societies compliment the course within this section.

From these 3 areas pupils gain confidence in expressing an understanding of human and physical processes. The course is the ideal preparation for IB Geography.

AIMS OF THE COURSE

Geography within the Cambridge 0460 course is designed to equip pupils with the skills needed to measure processes and to build conclusions that are verifiable through tested routes of inquiry. Geography degrees are found in the Arts and Sciences and so the subject has content suitable for pupils with either preference, it is naturally therefore also, an option for those pupils who might describe themselves as “all-rounders”.

ASSESSMENT OUTLINE

Paper 1	Weighting
Assessing understanding of the 3 core components.	45%
Paper 2	Weighting
Map skills and data interpretation.	27.5%
Fieldwork	Weighting
Fieldwork report of up to 2000 words	27.5%

GLOBAL PERSPECTIVES

“One child, one teacher, one book, one pen can change the world.”— Malala Yousafzai

COURSE OUTLINE

Cambridge IGCSE Global Perspectives is a groundbreaking and stimulating course that stretches across traditional subject boundaries and develops transferable skills. It is both cross-curricular and skills-based and taps into the way learners of today enjoy learning, including team work, presentations, projects, and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view.

AIMS OF THE COURSE

Cambridge IGCSE Global Perspectives aims to develop learners who:

- Are independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- Have an analytical, evaluative grasp of global issues and their causes, effects and possible solutions
- Enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries
- Can communicate sensitively with people from a variety of backgrounds
- Work independently as well as part of a team, directing much of their own learning with the teacher as facilitator
- Consider important issues from personal, local/national and global perspectives and understand the links between them
- Critically assess the information available to them and make judgements
- Can support judgements with lines of reasoning
- Have a sense of their own, active place in the world
- Can empathise with the needs and rights of others

ASSESSMENT OUTLINE

Components	Weighting
Individual Research based on two topic areas and submit an Individual Research report on each topic.	40%
Group Project	30%
Written Paper 1 hour 15 minutes	30%

WHERE TO NEXT

IGCSE Global Perspectives gives an excellent grounding for success in Theory of Knowledge, Extended Essay and skills for successfully completing Internal Assessments for all IBDP subjects.

HISTORY

“History is important. If you don't know history it is as if you were born yesterday. And if you were born yesterday, anybody up there in a position of power can tell you anything, and you have no way of checking up on it.” - Howard Zinn

COURSE OUTLINE

A. Core Content: The 20th century: International Relations since 1919

1. Were the peace treaties of 1919–23 fair?
2. To what extent was the League of Nations a success?
3. Why had international peace collapsed by 1939?
4. Who was to blame for the Cold War?
5. How effectively did the USA contain the spread of Communism?
6. How secure was the USSR's control over Eastern Europe, 1948–c.1989?
7. Why did events in the Gulf matter, c.1970–2000?

B. Depth Study: Germany, 1918–45

1. Was the Weimar Republic doomed from the start?
2. Why was Hitler able to dominate Germany by 1934?
3. The Nazi regime
 - (a) How effectively did the Nazis control Germany, 1933–45?
 - (b) What was it like to live in Nazi Germany?

AIMS OF THE COURSE

The aims of Cambridge IGCSE History are to:

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



ASSESSMENT OUTLINE

Paper 1	2 hours	Weighting
Candidates answer two questions from Section A (Core Content) and one question from Section B (Depth Study). All questions are in the form of structured essays, split into three parts: (a), (b) and (c). Externally marked – 60 marks		40%
Paper 2	2 hours	Weighting
Candidates answer six questions on one prescribed topic taken from the Core Content. There is a range of source material relating to each topic. Externally marked – 50 marks		33%
Paper 4	1 hour	Weighting
Candidates answer one question on a Depth Study. Externally marked – 40 marks		27%

WHERE TO NEXT

IGCSE History is an excellent preparation course for pupils interested in studying IB History, which also focuses on the 20th century. The course content provides an excellent background context for many IB History topics, and the skills introduced at the IGCSE level (e.g. source analysis) will be developed and honed in IB History.

CO-ORDINATED SCIENCES (DOUBLE AWARD)

“Science is a way of thinking much more than it is a body of knowledge.” - Carl Sagan

COURSE OUTLINE

Cambridge IGCSE Co-ordinated Sciences gives learners the opportunity to study Biology, Chemistry and Physics within a cross-referenced, scientifically coherent syllabus. It is a double award, earning two grades. Learners gain an understanding of the basic principles of each subject through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study.

The Co-ordinated Science course allows pupils to learn how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. As well as focusing on the individual sciences, the syllabus enables candidates to better understand the technological world they live in, and take an informed interest in science and scientific developments.

This is a “double award” subject which means that it is intended to cover a scope of material, knowledge and skills, equivalent to two regular IGCSE subjects. Pupils are awarded two grades at the end of the course, based on their performance in the examinations take in Year 11.

AIMS OF THE COURSE

By following the course pupils will:

- Better understand the technological world, with an informed interest in scientific matters
- Learn to recognise the usefulness (and limitations) of the scientific method and how to apply this to other disciplines in everyday life
- Develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- Gain further interest and stewardship of the environment
- Better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- Develop an understanding of the scientific skills essential for both further study at IB Diploma level and everyday life.

Content

- Content taken from all three sciences: Biology, Chemistry and Physics
- Practical and investigational skills assessed throughout the two year programme of study
- The equivalent of two IGCSEs – a double award subject.



ASSESSMENT OUTLINE

Paper 1	45 minutes	Weighting
Multiple choice question paper.		30%
Paper 2	2 hours	Weighting
Examination.		50%
Paper 3	1 hour	Weighting
Practical examination (written paper)		20%

WHERE TO NEXT

For more details including the full syllabus, go here:

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-sciences-co-ordinated-double-0654/>

INTERNATIONAL MATHEMATICS

“But in my opinion, all things in nature occur mathematically.” - René Descartes

COURSE OUTLINE

Mathematics teachers in international schools have worked with Cambridge to create Cambridge International Mathematics (IGCSE) – a new curriculum and qualification to prepare pupils to use the power of mathematics in an increasingly technological world. The syllabus fits teaching maths in an international school, leading to a qualification with widespread university recognition.

Cambridge IGCSE International Mathematics has been developed for schools offering an international curriculum. It complements the IB curriculum, offering an assessment and certification at the end of the Middle Years Programme. Cambridge International Mathematics reflects the way today’s learners like to learn: they will acquire a solid foundation of mathematical skills and learn how to develop strategies for solving open-ended problems.

The course also allows learners to develop and sharpen their investigation and modelling skills, and introduces them to the use of graphical calculators - a necessary part of the IB Diploma.

AIMS OF THE COURSE

- Acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics;
- Develop a foundation of mathematical skills and apply them to other subjects and to the real world;
- Develop methods of problem solving;
- Interpret mathematical results and understand their significance;
- Develop patience and persistence in solving problems;
- Develop a positive attitude towards mathematics which encourages enjoyment, fosters confidence and promotes enquiry and further learning;
- Appreciate the beauty and power of mathematics;
- Appreciate the interdependence of different branches of mathematics and the links with other disciplines;
- Appreciate the international aspect of mathematics, its cultural and historical significance and its role in the real world;

ASSESSMENT OUTLINE

Paper 1	45 minute	Weighting
Paper		20%
Paper 2	2 hour 15 minutes	Weighting
Examination		60%
Paper 3	1 hour	Weighting
Investigation and modelling examination		20%

WHERE TO NEXT

For more details including the full syllabus, go here:
<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-international-mathematics-0607/>

MATHEMATICS (ADDITIONAL)

“Math is the only place where truth and beauty mean the same thing.” - Danica McKellar

COURSE OUTLINE

The Additional Mathematics syllabus is intended for high ability candidates who have achieved, or are likely to achieve, Grade A*, A or B in the Cambridge IGCSE Mathematics examination.

Successful Cambridge IGCSE Additional Mathematics candidates gain lifelong skills, including:

- The further development of mathematical concepts and principles
- The extension of mathematical skills and their use in more advanced techniques
- An ability to solve problems, present solutions logically and interpret results
- A solid foundation for further study.

The syllabus has a Pure Mathematics only content which enables learners to acquire a suitable foundation in mathematics for further study in the subject. Knowledge of the content of the Cambridge IGCSE Mathematics syllabus (or an equivalent syllabus) is assumed.

AIMS OF THE COURSE

The aims are to enable candidates to:

- Consolidate and extend their elementary mathematical skills, and use these in the context of more Advanced techniques.
- Further develop their knowledge of mathematical concepts and principles, and use this knowledge for problem solving.
- Appreciate the interconnectedness of mathematical knowledge.
- Devise mathematical arguments and use and present them precisely and logically.
- Integrate information technology (IT) to enhance the mathematical experience.
- Develop the confidence to apply their mathematical skills and knowledge in appropriate situations.
- Develop creativity and perseverance in the approach to problem solving.
- Derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the beauty, power and usefulness of mathematics.

ASSESSMENT OUTLINE

Paper 1	2 hour	Weighting
Examination		50%
Paper 2	2 hour	Weighting
Examination		50%

WHERE TO NEXT

For more details including the full syllabus, go here:

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-mathematics-additional-0606/>

ART AND DESIGN

“The Artist sees what only others catch a glimpse” - Leonardo DaVinci

COURSE OUTLINE

IGCSE Art and Design has been designed to offer a broad choice of media and approaches so that candidates can produce a personal response.

The broad areas of study are:

- Painting and related media
- Printmaking
- Three-dimensional studies
- Photography, digital and lens-based media
- Graphic communication
- Textile design.

Candidates can respond to any component using any of the media above.

AIMS OF THE COURSE

IGCSE Art and Design encourages personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes. Learners will have opportunities to gain a greater understanding of the role of the visual arts in the history of civilisations, and so widen and enrich their cultural horizons. The syllabus has been designed to combine a breadth and depth of study, to accommodate a wide range of abilities and individual resources, and to provide opportunities for learners to explore both practical and critical/contextual work.



ASSESSMENT OUTLINE

There are two parts to this component: coursework supporting studies and a final piece. And an eight-hour test plus supporting studies.

Cambridge will assess both parts together and award a single holistic mark out of 100.

IGCSE Art and Design has five assessment objectives, which apply to all components.

AO1 Gathering, recording, research and investigation	Weighting
Investigate and research a variety of appropriate sources. Record and analyse information from direct observation and/or other sources and personal experience.	20%
AO2 Exploration and development of ideas	Weighting
Explore a range of visual and/or other ideas by manipulating images. Show a development of ideas through appropriate processes.	20%
AO3 Organisation and relationships of visual and/or other forms	Weighting
Organise and use visual and/or other forms effectively to express ideas. Make informed aesthetic judgements by recognising the effect of relationships between visual and/or other forms.	20%
AO4 Selection and control of materials, media and processes	Weighting
Show exploration and experimentation with appropriate materials Select and control appropriate media and processes, demonstrating practical, technical and expressive skills and intentions..	20%
AO5 Personal vision and presentation	Weighting
Show personal vision and commitment through an interpretative and creative response. Present an informed response through personal evaluation, reflection and critical thinking.	20%

WHERE TO NEXT

IB Visual Arts



BUSINESS STUDIES

“The ones who are crazy enough to think they can change the world are the ones that do.”
Steve Jobs

COURSE OUTLINE

The Cambridge IGCSE Business Studies syllabus develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organisation are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence.

AIMS OF THE COURSE

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

ASSESSMENT OUTLINE

Paper 1	1 hour 30 minutes	Weighting
Written examination consisting of four questions requiring a mixture of short answers and structured data responses. Candidates answer all questions. 80 marks. Externally assessed.		50%
Paper 2	1 hour 30 minutes	Weighting
Written examination consisting of four questions based on a case study, provided as an Insert with the paper. Candidates answer all questions. 80 marks. Externally assessed.		50%

WHERE TO NEXT

Learners not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry. The syllabus provides both a foundation for further study through the IB Business Management Course and an ideal preparation for the world of work.

ECONOMICS

“But this long run is a misleading guide to current affairs. In the long run we are all dead”.
John Maynard Keynes

COURSE OUTLINE

The eight major topics in the course outline are “Basic Economic Problem: choice and the allocation of resources”, “The Allocation of resources: how the market works; market failure”, “The individual as producer, consumer and borrower”, “The private firm as producer and employer”, “Role of government in economy”, “Economic indicators”, “Developed and developing economies: trends in production, population and living standards” and finally “International aspects”.

AIMS OF THE COURSE

The aims are to:

- Develop candidates’ knowledge and understanding of economic terminology, principles and theories
- Develop candidates’ basic economic numeracy and literacy and their ability to handle simple data including graphs and diagrams
- Develop candidates’ ability to use the tools of economic analysis in particular situations
- Show candidates how to identify and discriminate between differing sources of information and how to distinguish between facts and value judgements in economic issues
- Develop candidates’ ability to use economic skills (with reference to individuals, groups and organisations) to understand better the world in which they live
- Develop candidates’ understanding of the economies of developed and developing nations and of the relationships between them; and to develop their appreciation of these relationships from the perspective of both developed and developing nations.

ASSESSMENT OUTLINE

Paper 1: Multiple Choice	Weighting
30 questions	30%
Paper 2: Structured questions	Weighting
One compulsory question, which requires pupil to interpret and analyse previously unseen data relevant to a real economic situation, and three optional questions from a choice of six questions.	70%

DESIGN TECHNOLOGY

“The true sign of intelligence is not knowledge but Imagination” - Albert Einstein

COURSE OUTLINE

The Cambridge IGCSE Design & Technology syllabus enables pupils to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools.

Candidates gain technical and design awareness as a result, and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to design making and evaluation.

The course provides an ideal basis for further study and prepares pupils for their future within a rapidly changing technological society.

AIMS OF THE COURSE

- Develop creative thinking areas relevant to design technology.
- Apply problem solving skills to practical and technological problems
- Develop communication skills central to design, making and evaluation
- Apply knowledge and understanding to the design and making of products, taking into consideration sustainability and impact on society
- Encourage candidates to apply learning to areas of personal interest
- Develop the ability to make aesthetic, economic, moral and technical value judgements.

ASSESSMENT OUTLINE

Paper 1: Product Design	1 hour 15 minutes	Weighting
Written paper. Candidates answer one of three open-ended questions which assess design abilities. 50 marks. Externally marked		25%
Paper 3: Resistant materials	1 hour	Weighting
Candidates answer one of three questions designed to assess their knowledge of Resistant Materials and processes. 50 marks. Externally assessed.		25%
Paper 5: Project		Weighting
School based Coursework assessment. Pupils will undertake an individual project leading to the development and making of a 3D product. 100 marks. Internally marked / Externally Moderated		50%

WHERE TO NEXT

Packaging Designer, Architect, Product Designer, Fashion Designer, Graphic Designer, Games Designer, Craftsman, Inventor, Aerospace Design Engineer.

<http://www.careers4u.tv/?s=design+and+technology>.

COMPUTER SCIENCE

“A computer would deserve to be called intelligent if it could deceive a human into believing that it was human” - Alan Turing

COURSE OUTLINE

Computer science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems. Learning computational thinking involves learning to program, that is to write computer code, because this is the means by which computational thinking is expressed.

IGCSE Computer Science enables pupils to develop an interest in computing and to gain confidence in computational thinking and programming. They develop their understanding of the main principles of problem-solving using computers.

AIMS OF THE COURSE

- Computational thinking that is thinking about what can be computed and how, and includes consideration of the data required
- Understanding of the main principles of solving problems by using computers
- Understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems
- Understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- Skills necessary to apply understanding to solve computer-based problems using a high-level programming language.

ASSESSMENT OUTLINE

Paper 1: Theory	1 hour 45 minutes	Weighting
This written paper contains short-answer and structured questions. All questions are compulsory. No calculators are permitted in this paper. 75 marks. Externally assessed.		60%
Paper 2: Problem-solving and Programming	1 hour 45 minutes	Weighting
This written paper contains short-answer and structured questions. All questions are compulsory. 20 of the marks for this paper are from questions set on the pre-release material.1 No calculators are permitted in this paper. 50 marks. Externally assessed.		40%

MUSIC

“Music is my religion”. Jimi Hendrix.

AIMS OF THE COURSE

Learners studying Cambridge IGCSE Music are given the opportunity to:

- Listen to and learn about music from a wide range of historical periods and major world cultures
- Develop their skills in performing music, both individually and in a group with other musicians
- Develop their skills in composing music in a style of their own choice.

ASSESSMENT OUTLINE

Listening	1 hour 15 minutes	Weighting
Written examination based on CD recordings supplied by Cambridge 70 marks. Externally marked		40%
Performing	Coursework	Weighting
Two prepared performances, one individual and one ensemble 50 marks. Internally marked/externally moderated		30%
Composing	Coursework	Weighting
Two contrasting compositions. 100 marks scaled to 50 marks. Internally marked/externally moderated		30%

WHERE TO NEXT

Employment opportunities where your skills will be particularly valued: Arranger, producer, orchestrator, composer, film scorer/composer, jingle writer, songwriter, transcriber, copyist, conductor, MIDI technician, programmer, performing synthesist, music sequencer, sound designer, Film composer, music editor, music supervisor/director, film arranger/adaptor, film conductor, film music orchestrator, synthesis specialist, theme specialist, Jazz composer, jingle writer, film scorer/composer, arranger (adaptor), songwriter, orchestrator, conductor, copyist, educator/teacher, transcriber, editor (print music publishing), Advertising executive, booking agent, business manager, field merchandiser, music publisher, personal manager, professional manager, Choir director, college/conservatory/university music educator, elementary school music teacher, music supervisor, private instructor, secondary school music teacher, Music therapist, creative arts therapist, health care delivery professional (potential settings include hospitals, hospice facilities, substance abuse programs, oncology treatment centres, pain/stress management clinics, correctional facilities, and special education settings), Vocal/instrumental soloist, session musician, general business musician, performing artist, orchestra/group member, background vocalist, floor show band, etc.

DRAMA

“Creativity is seeing what everyone else has seen, and thinking what no one else has thought” -
Albert Einstein

COURSE OUTLINE

The IGCSE Drama Theatre Arts program is a two-year course which will focus on the practical, theoretical and performance aspects of Drama. It is designed to foster creativity and expression through a range of dramatic stimuli.

The knowledge gained from this course should enable pupils to develop a thorough understanding of the components of Drama and Performance.

AIM OF COURSE

- Develop candidates' understanding of drama through practical and theoretical study
- Enable candidates to understand the role of actor, director and designer in creating a piece of theatre
- Develop candidates' acting skills, both individually and in groups
- Enable candidates to develop their skills in devising original drama
- Help candidates communicate feelings and ideas to an audience
- Foster understanding of the performance process and enable candidates to evaluate the various stages of that process
- Encourage enjoyment of drama.

ASSESSMENT OUTLINE

The assessment of the course is divided into three components, a written examination that will be assessed externally with three performance based examinations that will be assessed both internally and externally. Final Grading A* to G are available at the end of the course.

Nature of the Examination		Weighting
Written Examination	2 hour 30 minutes	40%
Individual piece	3-5 minutes	30%
Two group pieces	15 minutes each	30%

WHERE TO NEXT

Pupils who successfully complete this course will have a good understanding for further studies in Drama and Performing Arts at an IB level.

PHYSICAL EDUCATION

“I can accept Failure, everyone fails at something- But I can't accept not trying”
MICHAEL JORDAN – The greatest Basketball player of all time, winner of 6 NBA Championships

AIMS OF THE COURSE

Candidates should, through the knowledge they gain, develop an understanding of effective and safe physical performance.

Candidates should be encouraged to improve:

- Their ability to plan, perform, analyse and improve, and evaluate physical activities;
- Their knowledge, skills and understanding of a range of relevant physical activities.

ASSESSMENT OUTLINE

Component 1: Paper 1

1 hour 45 minutes, 80 marks

The examination assesses candidate's knowledge and understanding in relation to the syllabus content.

Candidates are required to demonstrate skills of description, interpretation and evaluation. The question paper has a weighting of 40% of the total marks and is divided into two sections.

Section A	Section B
Short answer questions on: <ul style="list-style-type: none">• Unit 1: Factors affecting performance• Unit 2: Health, safety and training• Unit 3: Reasons and opportunities for participation in physical activity	Three structured questions and differentiated questions, one on each unit: <ul style="list-style-type: none">• Unit 1: Factors affecting performance• Unit 2: Health, safety and training• Unit 3: Reasons and opportunities for participation in physical activity

Component 2: Coursework

The Coursework component requires candidates to offer a minimum of four practical activities from two of the seven categories. Each activity is marked out of 50 marks and the Analysing and Improvising out of 10 marks. The practical activities are:

Games	<ul style="list-style-type: none">• Association Football• Badminton• Basketball• Cricket• Goalball• Golf• Hockey• Netball	<ul style="list-style-type: none">• Rounders• Rugby Union• Softball• Squash• Table Tennis• Tennis• Volleyball
-------	--	---

Gymnastic Activities	<ul style="list-style-type: none"> • Artistic Gymnastics (floor and vaulting) • Figure Skating (Individual) 	<ul style="list-style-type: none"> • Rhythmic Gymnastics • Trampoline
Dance (max 2 dance styles)	<ul style="list-style-type: none"> • Folk Dance • Historical Dance 	<ul style="list-style-type: none"> • Social Dance • Theatrical Dance
Athletic Activities	<ul style="list-style-type: none"> • Cross Country Running • Cycling 	<ul style="list-style-type: none"> • Track and Field Athletics • Weight Training for fitness
Outdoor and Adventurous Activities	<ul style="list-style-type: none"> • Canoeing • Hill Walking and Campcraft or Hostelling • Horse Riding • Orienteering • Rock Climbing 	<ul style="list-style-type: none"> • Rowing • Sailing • Skiing • Snowboarding • Wind Surfing
Swimming	<ul style="list-style-type: none"> • Competitive Swimming • Life Saving 	<ul style="list-style-type: none"> • Personal Survival
Combat Activities	<ul style="list-style-type: none"> • Judo 	<ul style="list-style-type: none"> • Karate

Coursework assesses candidates' physical performance, including an ability to interrelate planning, performing and evaluating whilst undertaking activity in four practical activities worth 50% of the syllabus total.

In addition candidates are assessed on their ability to analyse and improve their own or another's performance in one of their chosen practical activities, worth 10% of the syllabus total.

Therefore, in assessing practical activities, the following assessment objectives must be met (60% total weighting):

- Planning, Performing and Evaluating to account for 50%;
- Analysing and Improving to account for 10%.

WHERE TO NEXT

Employment opportunities where your skills will be particularly valued include the sport and leisure industry, health care, travel and tourism and teaching.



ASDAN

ASDAN International Advocacy Memorandum of Understanding October 2010

Memorandum of understanding between the following parties:
ASDAN
Wainbrook House
Huddis Vale Rd
Bristol BS5 7HY
Renaissance International School Saigon
Renaissance International School Saigon
ASDAN would provide promotional materials and resources and best practice to the school.



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Renaissance International School
Saigon

Jeffrey Beard
Jeffrey Beard
Director General - Genève - Directeur général - Ginevra

30 April 2009

Certificate of Authorization - Certificat d'autorisation - Certificado de Autorización

Diploma Programme

Programme du Baccalauréat International

Programa del Diploma del Bachillerato Internacional



Round Square
Swan House
Madeira Walk
Windsor
Berkshire
SL41EU
United Kingdom

www.roundsquare.org

25th April 2016

Renaissance International,
74 Nguyễn Thị Thập,
Bình Thuận,
Quận 7,
Hồ Chí Minh,
Vietnam

Dear David Cole,

On behalf of the President of Round Square, His Majesty King Constantine, I am writing to formally welcome you to the Round Square International Network of Schools.

I am delighted that your School has made this decision to fully engage with Round Square and offer my congratulations, and those of His Majesty, on achieving Global Member Status.

In approving your application, the Round Square Board envisages and values the contribution that your school will bring to our flourishing network, and fully expects that in turn you will gain immensely from your involvement with our wide variety of Schools across the globe.

From the collective experiences throughout our Membership and Alumni networks I can assure you that as a result of this decision, School life will be enriched, your students will thrive and their achievements will be greater as a consequence.

Looking forward to meeting you, your colleagues and Students at one of the upcoming Round Square International Conferences in October this year.

Should you or that, if there is anything that I can do to assist your introduction to the network, please don't hesitate to contact me.

With best wishes

Sincerely

D Fraser AM
Member, Round Square Board of Trustees

0179 017
dfraser@roundsquare.org



This is to certify that
**RENAISSANCE INTERNATIONAL SCHOOL
SAIGON**

has met all the standards
required to be a

Cambridge International Centre

Ann Puntis

Ann Puntis, Chief Executive
University of Cambridge International Examinations

REGISTERED CENTRE VN117
ISSUED ON 12 MARCH 2008



This is to certify that
Renaissance International School
Saigon, Vietnam
is licensed to operate
The International Award for Young People

- ◆ Cambridge International Exam Centre since 12th March, 2008
- ◆ International Baccalaureate World School since 30th April, 2009
- ◆ International Award Operator since 3rd June, 2009
- ◆ ASDAN Centre since October 2010
- ◆ Round Square Global member since 25th April, 2016.



Inspire Achieve

Renaissance

INTERNATIONAL SCHOOL SAIGON



EARLY YEARS

PRIMARY

SECONDARY

 74 Nguyen Thi Thap, District 7, HCMC

 (08) 3773 3171 - ext: 120/121/122

 admissions@renaissance.edu.vn

 www.renaissance.edu.vn

 facebook.com/RenaissanceInternationalSchoolSaigon

 youtube.com/RenaissanceVietnam