SECONDARY INFORMATION BOOKLET FOR STUDENTS - PARENTS

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REIGATE GRAMMAR SCHOOL
VIETNAM

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See School Website for all Whole School & Secondary School policies

WELCOME TO RGSV's SECONDARY SCHOOL

Thank you for choosing RGSV's Secondary School for your child. We have another very exciting year ahead being an accredited International Baccalaureate World School delivering the IB Diploma Programme as well as being an accredited Cambridge Assessment International Education Centre delivering the International GCSE. This year, we are working on the Council of British International School's Patron accreditation. The Secondary School has grown remarkably over the past few years with many enthusiastic new subject specialist teachers, able to teach IGCSE, A-Level and DP, joining our growing team to consolidate the effective delivery of the curriculum and to provide essential pastoral support in their role as form tutors.

RGSV is proud to offer a unique learning environment within the Reigate Grammar School. Our numbers may be increasing, but we are happy to claim that our students benefit from smaller class sizes through each year in Secondary, allowing more individual attention and support from their teacher: an invaluable factor in the learning process. Whichever option they may elect to pursue for their future education, our goal is to develop essential skills to equip each student for success, and to instil each individual with high expectations for individual achievement in a supportive, nurturing, connecting and empowering learning environment. Our Lower Secondary, IGCSE and IBDP results are a clear reflection of this philosophy.

As a school, RGSV identifies strongly with the IBO's standards and practices as well as the skills, attitudes and attributes promoted in the IB Learner Profile and Approaches to Learning, and as such the development of these character traits form the core of our educational programme as we strive to prepare students to become responsible world citizens. In doing so, the school actively promotes mutual respect and dignity, care and concern, and the acceptance and celebration of diversity within our community.

We have three school rules:

- Everyone at RGSV has the right to be safe.
- Everyone at RGSV has the right to learn.
- Everyone at RGSV has the right to be treated with fairness and respect.

An RGSV student will:

- reach their full potential.
- be able to enter the best universities in the world.
- be internationally-minded global citizens.
- work together: with their teachers and with their peers, for an altogether better experience.
- develop a passion for discovery, an enthusiasm for investigating, and a thirst for learning.
- surprise themselves with the quality of their ideas and work.

In addition to academic studies, pastoral care is an essential component for personal development. Your child will begin each morning with their form tutor, who will work closely with the group, preparing them for learning, nurturing a sense of teamwork, organising an assembly, discussing topical issues during tutor time, possibly arranging extra-curricular activities for the class. The form tutor is available to discuss any questions or concerns that a student may have, and to provide general guidance throughout the year. With so many students from around the world, RGSV's EAL team offers invaluable targeted support for students with limited English to access the syllabus delivered in the classroom. Our school nurse is on hand to provide medical assistance when needed; naturally, she requires all medical information about each child, so do ensure to inform her (health.care@reigategrammar.edu.vn).

The following pages are designed to provide information and anticipate questions regarding your child's experience at RGSV. Intermittently, the Secondary School assembly will take place on Friday as part of our PSHE [Personal, Social, Health Education] programme to enhance our students' pastoral experience and general well-being. The School's social media accounts provide the latest news and announcements for RGSV families, including important dates for your calendar, so please watch for this each week. There are several scheduled opportunities for parents to meet teachers during the school year, but individual appointments can be made at any time to discuss your child's welfare and progress with their subject teacher, form tutor, Pastoral Leader, Programme Coordinator or the Head of Secondary School. We also have more informal events throughout the year, such as invitations to performances, the Winter Bazaar, Lunar New Year market, as well as the IGCSE & IB Diploma information evenings.

We are all looking forward to the year ahead; it promises to be very exciting. Once again, thank you for electing to be a part of the RGSV family, and welcome (back) to RGSV's Secondary School.



David MATE
Head of Secondary

REIGATE GRAMMAR SCHOOL VIETNAM AND THE INTERNATIONAL BACCALAUREATE ORGANISATION'S MISSION STATEMENTS

RGSV MISSION

At Reigate Grammar School Vietnam we value community and connection; the relationships we have with one another are central to our happiness and success at School and beyond. Our mission is to care for and support each individual's potential to become well-rounded, life-long learners with a strong sense of purpose based on their core values.

We empower and inspire our pupils by providing a challenging and diverse curriculum inside and outside the classroom that enables them to develop skills as reflective, brave, caring and principled learners.

We encourage our internationally-minded children to be inquisitive, collaborative and innovative by providing an inclusive and supportive environment.

We prepare our Reigatians to use their unique talents and abilities to make this world a better place by providing opportunities to give back to our community.

RGSV VISION

Reigate Grammar School Vietnam aspires to nurture, empower and connect students with their local and global communities, to become international citizens who are active, compassionate and life-long learners.

- Nurture
- Empower
- Connect

IBO MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

SKILLS FOR LIFE: IB Learner Profile

The International Baccalaureate identifies that IB learners develop a series of attributes. We feel that these skills are invaluable that students develop over the course of their education. There are:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

SKILLS FOR LIFE: IB Approaches to Learning

The IB's Approaches to learning (ATL) are skills designed to enable students to "learn how to learn." They are intended to apply across curriculum requirements and provide a common language for teachers and students to use when reflecting and building on the process of learning. The broader implementation sees ATLs implicitly and explicitly embedded into day-to-day learning experiences, so that students have opportunities to practise and incrementally develop a range of ATL skills.

THINKING SKILLS	Critical Thinking Creative Thinking Transfer	*Acquisition of knowledge* *Comprehension* *Application* *Analysis*	*Evaluation* *Dialectical thought* *Metacognition*
SOCIAL SKILLS	Collaboration	*Accepting responsibility* *Group decision-making* *Adopting a variety of group roles*	*Respecting others* *Cooperaring* *Resolving conflict*
COMMUNICATION SKILLS	Communication	*Listening* *Speaking* *Reading* *Writing*	*Viewing* *Presenting* *Non-verbal communication*
TIME-MANAGEMENT SKILLS	Organisation Affective skills Reflection	*Gross motor skills* *Fine motor skills* *Spatial awareness* *Organisation* *Time management*	*Safety* *Healthy Lifestyle* *Essential Agreements /* *Codes of Behaviour* *Informed choices*
RESEARCH SKILLS	Information Literacy Media Literacy	*Formulating questions* *Observing* *Planning* *Collecting data* *Recording data*	*Organising data* *Interpreting data* *Presenting research findings*

SAFEGUARDING

see ***Safeguarding*** section on School website

Safeguarding & Child Protection at Reigate Grammar School Vietnam

Our Designated Safeguarding team, consisting of both Secondary and Prep staff are contactable if you wish to report a safeguarding or child protection issue.

All members of the Safeguarding team undertake Level 3 Safeguarding & Child Protection training, in line with COBIS standards, which is kept up to date with refresher and new training on an annual basis. Staff are supported by the Safeguarding team and the Safeguarding team are supported by the Headmaster and the Lead Board Member for Safeguarding and Online Safety at RGSV.

All staff, including temporary staff, volunteers and Board members are provided with the School's Safeguarding and Child Protection policy and are informed of the School's Safeguarding and Child Protection arrangements on induction. ***Click here*** for details of the School's policy.

All staff, including temporary staff and governors at Reigate Grammar School Vietnam undertake training on safeguarding children that enables them to fulfil their responsibilities in respect of child protection effectively. The training is refreshed on a regular basis to keep staff knowledge and skills up to date.

All visitors are asked to read the Safeguarding information in our Visitors' leaflet.

All staff shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn and develop within our school setting
- Identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting
- Providing a stimulating, enriching curriculum that promotes health and wellbeing and enables children to know how to keep safe and manage risk.

Through their day-to-day contact with pupils, staff have a crucial role to play in keeping children safe. Parents, guardians and carers should be aware, therefore, that where it appears to a member of staff that a child may be at immediate risk, the School is required to report their concerns to local authorities immediately.

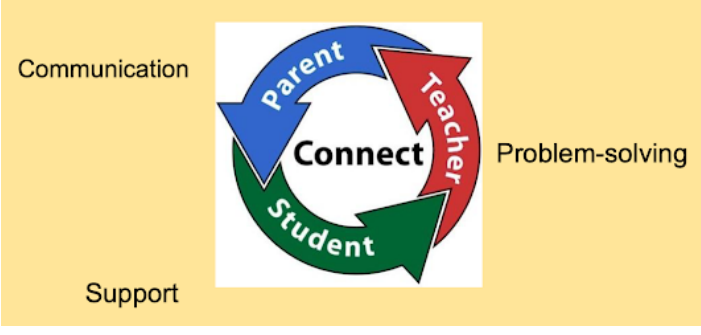
Additional information:

- For immediate child protection services, please call 111 (http://tongdai111.vn/)
- Please find ***here*** a list of counsellors in Hanoi.

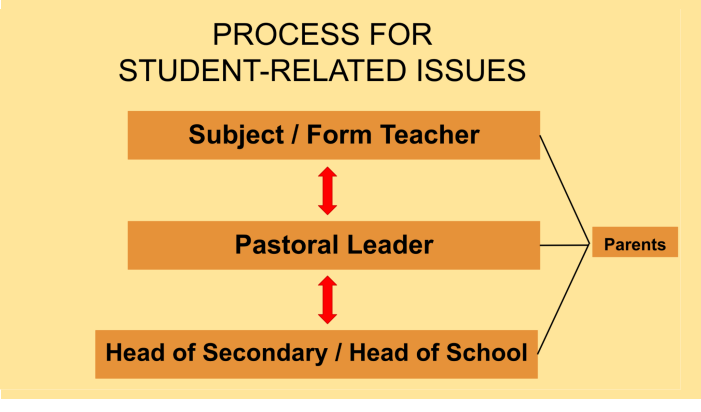
PASTORAL CARE

RGSV is synonymous with its family atmosphere: an essential factor that helps to make our school experience unique. Our goal is to maintain this tradition through the Secondary School, with a nurturing, supportive, connecting and empowering environment for all of our students. Our Form groups, of up to 24 students, aim to reflect a balance in terms of all social and emotional groupings.

We think of Home-School partnerships in the following way:



With the structure for student-related issues as follows:



At 08.20 each morning, the school day begins promptly with registration with the Form Tutor. This is valuable time for preparation for learning and administration: the register is taken, daily announcements are made, letters may be distributed, reply slips may be collected. Equally important, this is a unique opportunity for each student to organise their bags and books and to prepare for morning classes: they can wake their minds up, sort through their textbooks, find the necessary notebooks, and locate their homework, so that they arrive in their lessons well-prepared.

Time with the Form Tutor is also a forum for developing a sense of camaraderie within the tutor group. The group will have informal conversations, but there will also be discussions led by the Form Tutor about topics relevant to the school or the wider world. The group will need to elect representatives to speak on their behalf on the Student Council, where the students have a voice in devising school initiatives; they will collaborate to produce an assembly for their Secondary School peers; they may be planning a field trip together; there are musical and dramatic performances to rehearse; they may be creating a particular project for PSHE [Personal, Social and Health Education); they could be coordinating decorations for the classroom, gathering books for the Book Week, or decorating themselves for International Day.

Pastoral Teams, including the Form Tutor, are also available to listen to individual questions, suggestions or concerns. Students are encouraged to chat with their Form Tutor, and keep them up to date with their news, views and any other events taking place in their lives no matter how big or small. This helps to create a close relationship between the Form Tutor and each member of the tutor group.

In order to promote and recognise positive effort, part of the Pastoral Team's role in Lower Secondary is to prepare special certificates of merit, awarded to students who demonstrate commendable general behaviour and a conscientious approach to their studies in every subject. The Form Tutors may also flag any causes for concern expressed by subject teachers or Pastoral Leaders & Programme Coordinators; this can often be remedied by a quiet conversation with the student; sometimes it prompts a private chat with parents at the end of the school day; in some cases, an appointment may be made for parents to call into school to discuss the situation and possible solutions. (Please see the Secondary section's Wellbeing policy on the School website).

Each week, students have PSHE or the Secondary School assembly. The assembly may be led by a teacher, a class, the Pastoral Lead, Head of Secondary School, or the Head of School. Themes will vary, but this event gathers together the sections of the Secondary School. Important announcements are often made, it is also an opportunity to share a performance, to participate in a topical presentation, to enjoy a project prepared by their peers, and to reflect on the events of the past week.

ACADEMIC PHASES IN SECONDARY

LOWER SECONDARY

This is a three-year programme finishing in June of Year 9
- Year 7 [11-12 years old]
- Year 8 [12-13 years old]
- Year 9 [13-14 years old]

English A Language & Literature	*Computing*	*English Skills Development*
Mathematics	*Music*	*Personal, Social & Health Education*
Science	*Art & Design*	*Vietnamese A Language & Literature / Korean A Language & Literature / French B*
Humanities Vietnamese Studies	*Physical Education*	

IGCSE / PRE-SIXTH FORM

This is a two-year programme finishing in June of Year 11
- Year 10 [14-15 years old]
- Year 11 [15-16 years old]

International General Certificate in Secondary Education
(external, internationally-recognised qualification)

English A Language	*Vietnamese A Language & Literature*	*Information & Communication Technology*
Mathematics	*Vietnamese (First Language) - IGCSE*	*English A Literature*
Science	*Korean A Language*	*Business Studies*
Physical Education	*Art & Design*	*Computer Science*
History	*Music*	*Geography*
	French B	

A-LEVEL

This is a two-year programme finishing in June of Year 13
- Year 12 [16-17 years old]
- Year 13 [17-18 years old]

International Advanced Levels Certificates
(external, internationally-recognised qualification)

Business
Chemistry
Further Mathematics
Mathematics
Physics

IB DIPLOMA

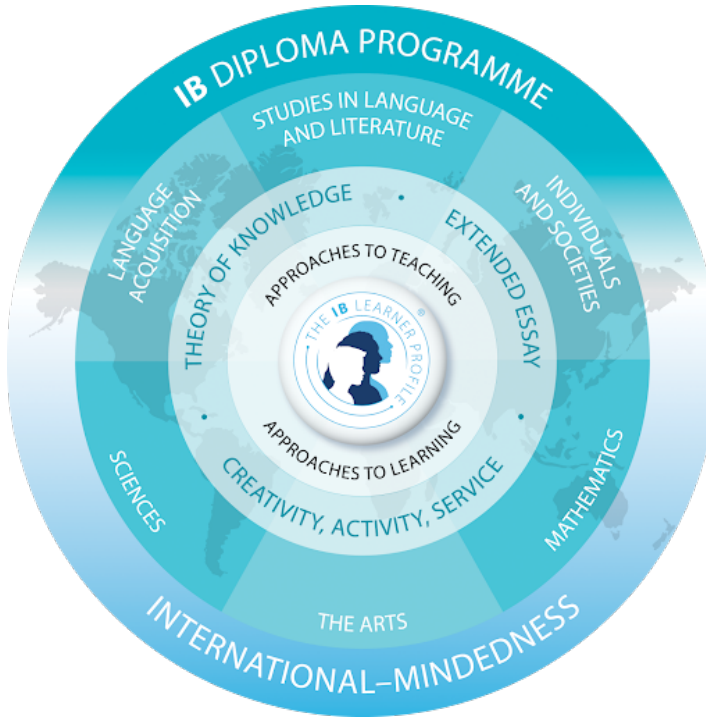
This is a two-year programme finishing in May of Year 13
- Year 12 [16-17 years old]
- Year 13 [17-18 years old]

International Baccalaureate Diploma Programme
(external, internationally-recognised pre-university qualification)

The IB Diploma curriculum has six areas of knowledge surrounding the core elements.
IB Diploma Programme students are required to study:

- 6 subjects (one from each group)
- 3 subjects (and no more than 4) at Higher Level.
  (Taught for 240 hrs over the two years)
- 3 subjects (maximum) at Standard Level.
  (Taught for 150 hrs over the two years)

THE CORE (ALL REQUIRED)		
Theory of Knowledge	*Extended Essay*	*Creativity, Activity, Service*
LANGUAGE AND LITERATURE		
English A Language & Literature	*Vietnamese A Language & Literature*	*Korean A Language & Literature*
LANGUAGE ACQUISITION		
French B	*Spanish ab initio*	
INDIVIDUALS AND SOCIETIES		
Geography	*History*	*Digital Society*
Business Management		
SCIENCES		
Biology	*Chemistry*	*Physics* *Computer Science*
MATHEMATICS		
Maths: Application & Interpretations	*Maths: Approaches & Analysis*	
THE ARTS		
Music	*Visual Arts*	*Other subjects from Individuals and Societies or Sciences*



LOWER SECONDARY ACADEMIC STRUCTURE

Transition to Secondary School: The teaching structure at RGSV Secondary School follows the preparation for the external IGCSE and DP courses. It will slowly bring in an inquiry-based approach with inspiration from the IB's Middle Years Programme framework. Having progressed through Preparatory School, Years 7 to 9 are working in Lower Secondary. This constitutes the transition from preparatory to secondary school, with higher expectations and greater responsibility for the individual student. The programme is devised to provide students with opportunities that allow and encourage progression through each year, by building on existing knowledge, acquiring new skills, and developing wider understanding, following specific requirements for each subject. By the conclusion of Year 9, our students should be ready to tackle the challenges of our Pre-Sixth Form and IGCSE (International General Certificate of Secondary Education) courses in Years 10 and 11. An overview of all subjects is available from the subject's Head of Department.

Resources for Lower Secondary will vary according to the class. Some subjects will rely mainly on the core textbook; another subject may require use of devices; there may be practical components in a subject; reading and listening are invaluable ways to improve language skills. Most subjects will probably include a combination of resources, which will help to stimulate the learning process. Many will use Google classroom. We expect each student to have all times on the Yr.7-9 Stationery List such as: pens, pencils, ruler, eraser for every class, a scientific calculator, mathematical equipment (compasses, protractor, etc.) for use at home and school. Other resources will be provided by the school; it is important that students learn responsibility: bringing the correct materials to each class, taking care of books, and returning resources at the proper time.

Homework: Homework can provide a valuable opportunity to reinforce classroom teaching, to gather information and formulate ideas, or to produce extended pieces of writing: a project, for example. In some subjects, homework may be given after each lesson to enable students to apply and practise skills introduced in class; in other subjects, the majority of work will be completed under the teacher's supervision; most subjects will require the completion of a project from time to time. Hence, the homework timetable is far more flexible than in the Preparatory school; students are provided with a specialised homework planner and are expected to manage their time in order to complete all homework by the deadlines assigned, whether they have been asked to study for a test, or prepare a research project. Homework tasks are posted on the ManageBac learning platform and should follow the Homework schedule.

Learning to organise time effectively is an important skill. On average, a Lower Secondary student will have approximately 60-90 minutes of homework per night. Additional reading and study is encouraged and expected. Catch-up work for students who are absent can be requested for an absence of 3 days or more, and will be given at the teacher's discretion.

Assessment: Following our established curriculum enables the teacher to make continual assessments of progress through the year. A piece of timed writing, a presentation to the class, a technology project, a test: these may all be used as the basis for assessment, along with observations from classroom activities, and semester examinations. These continual assessments will inform the teacher's comments to parents in the reports that are prepared at the end of each semester, in addition to providing a point of reference for Parent/Teacher conferences in the Autumn and Spring terms. Our objective is to provide every student with the skills, knowledge and motivation to achieve their personal best in each subject as they progress through these Lower Secondary years. Summative assessment grades should appear in the subject's gradebook on the ManageBac learning platform. We expect students to make adequate progress; and letters of excelling and underachieving are sent by the Programme Coordinator Head of Secondary after each reporting session. Underachievement may result in the withdrawal of a scholarship. Note, for students who enter within 8 weeks of the scheduled Semester examinations, then their Semester Examinations grades will not be added to the Semester Grade on their report. The Semester Exam grade will read N/A and the Semester Grade will be calculated based on other assessed pieces.

IGCSE / PRE-SIXTH FORM ACADEMIC STRUCTURE

Progression in Secondary School: Over the two year course, students prepare for the International General Certificate of School Education (IGCSE) in most subjects. This externally-set and assessed qualification is an essential requirement for all students in such a school system; the quality of grades achieved will determine the individual's options for subsequent study, and may inform students about their own potential, strengths and preferences. Our Year 10 and 11 programmes are specifically designed to prepare students for our IB Diploma Programme & Cambridge A-Level pathways in Year 12.

Attendance: Attendance must be a priority for Years 10 & 11 students throughout the two years of their Pre-Sixth Form and IGCSE courses. They are constantly involved in preparing for and completing internal controlled assessments. They are also involved in essential practical work in some subjects which cannot be recuperated if a lesson is missed, during both on Campus and online instruction.

Studying within a small class is an invaluable advantage for any student; we have also been able to offer certain options for each IGCSE group, and the number of subjects available will naturally increase as the Secondary School expands. Some of our Year 10 and 11 students may also enjoy an hour of supervised Independent Study Time, when they have an opportunity to study quietly.

Curriculum: RGSV IGCSE and Pre-Sixth Form programmes are specifically designed to prepare students for our IB Diploma Programme & Cambridge A-Level pathways in Years 12 and 13. The majority of our students will be studying for IGCSE awards, including a double award for Science. Specific details of each course vary for each subject: as new initiatives are introduced, changes arise which impact the structure of a particular syllabus. An IGCSE subject guide incorporating each subject has been provided along with this handbook, showing the combined weighting of internal controlled assessments and external examinations, along with any other relevant details regarding assessment.

Resources for IGCSE/Pre-Sixth Form: Most subjects follow a core course textbook, published by the examination board. Many will use Google classroom. In addition, students will study texts, including novels and play scripts; they will complete research assignments using the Internet; they may also be required to complete practical projects as part of their course, such as 3-dimensional models, or keeping a sketchbook for Art. We expect each student to have all items on the Yrs. 10 & 11 Stationery List such as: pens, pencils, ruler, eraser for every class, a scientific calculator, mathematical equipment (compasses, protractor, etc.) for use at home and school.

Homework: At this level, students are expected to demonstrate a mature and responsible attitude to homework. Many tasks may require several days' preparation, whether it is a research assignment or an essay, or preparation for assessed coursework (see below). Deadlines are given and must be observed. Homework tasks are posted on the ManageBac learning platform and should follow the Homework schedule. Catch-up work for students who are absent can be requested for an absence of 3 days or more, and will be given at the teacher's discretion. Although some absences are unavoidable, we strongly discourage unnecessary absenteeism, since students soon discover that participation in the lesson is an essential part of effective learning.

Assessment: Assessment is generally based on a combination of grades received for assessed coursework, in some subjects, and terminal external examination, in all subjects. Assessed coursework Assessment is the replacement for traditional coursework; the main difference is that students may produce their work in school, under direct supervision, within a specified amount of time. The examination board provides specific guidelines for setting the task, how it should be completed, resources available, and the marking criteria. Details for each subject vary, and can be found in the specific subject leaflets. Summative assessment grades should appear in the subject's gradebook on the ManageBac learning platform. Students are expected to make adequate progress; and letters of excelling and underachieving are sent by the Programme Coordinator or Head of Secondary after each reporting session. Underachievement may result in the withdrawal of a scholarship. Note, for students who enter within 8 weeks of the scheduled Semester examinations, then their Semester Examinations grades will not be added to the Semester Grade on their report. The Semester Exam grade will read N/A and the Semester Grade will be calculated based on other assessed pieces.

SIXTH FORM (A-LEVEL & IB DIPLOMA PROGRAMME) ACADEMIC STRUCTURE

Progression in Secondary School: Widely regarded as the leading school leaving qualifications and recognised by the best universities across the world, the Cambridge International A-Level and IB Diploma Programme are offered at RGSV. These qualifications are designed as an academically challenging and balanced programme of education with final examinations that prepares our students for success at university and beyond. Based on the pattern of no single country, it is a deliberate compromise between specialisation required in some national systems and the breadth preferred by others. The Cambridge International A-Level develops a deep understanding of subjects and independent thinking skills. The curriculum and pedagogy of the IB Diploma Programme courses on the global perspectives of learning and teaching, while insisting that students fully explore their home cultures and language.

Attendance: Attendance must be a priority for Years 12 & 13 students throughout the two years of their Sixth Form studies. They are involved in preparing for and completing internal assessments. They are also involved in essential practical work in some subjects which cannot be recuperated if a lesson is missed.

Studying within a small class is an invaluable advantage for any student; we have also been able to offer certain options for each subject group, and the number of subjects available will naturally increase as the Sixth Form expands. Some of our Sixth Form students may also enjoy an hour of Independent Study Time, when they have an opportunity to study quietly in the Sixth Form Study Room or School Library.

IBDP Curriculum: RGSV's IB Diploma programme is specifically designed to prepare students for Higher Education anywhere in the world. IB Diploma Programme students must choose one subject from each of five subject groups (see table in IB Diploma section above), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Students may choose either an arts subject from group 6, or a second subject from the other subject groups. The DP subject guide details this.

They must also complete the three core elements:

The ***Extended Essay*** asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The World Studies Extended Essay option allows students to focus on a topic of global significance which they examine through the lens of at least two DP subjects.

Theory of Knowledge develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

Creativity, Activity, Service (CAS) involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Activity seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

Specific details of each course vary for each subject. An outline for each subject has been provided along with this handbook, showing the official IB combined weighting of internal assessment and external examinations.

Resources for DP: Most subjects follow a core course textbook. In addition, students will study articles and texts; they will complete research assignments using the Internet; they may also be required to complete practical projects as part of their course. We expect each student to have all items on the Yrs. 12 & 13 Stationery List such as: pens, pencils, ruler, eraser for every class, a graphing calculator, mathematical equipment (compasses, protractor, etc.) for use at home and school.

Homework: At this level, students are expected to demonstrate a mature and responsible attitude to homework. Many tasks may require several days' preparation, whether it is a research assignment or an essay, or preparation for Internal Assessment (see below). Deadlines are given and must be observed. Catch-up work for students who are absent can be requested for an absence of 3 days or more, and will be given at the teacher's discretion. Although some absences are unavoidable, we strongly discourage unnecessary absenteeism, since students soon discover that participation in the lesson is an essential part of effective learning.

Assessment: Students take written examinations at the end of their programme, which are marked by external examiners. In some subjects, students also complete internal assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

At A-Level, the marks awarded for each course range from E (lowest) to A*(highest).

At DP, the marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on Theory of Knowledge and the Extended Essay. The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme, pass Theory of Knowledge and Extended Essay and to satisfactory participation in the Creativity, Action, Service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. The range of scores that students have attained remains statistically stable, and universities value the rigour and consistency of their programme's assessment practice.

We expect students to make adequate progress; and letters of excelling and underachieving are sent by the Programme Coordinator or Head of Secondary after each reporting session. Underachievement may result in the withdrawal of a scholarship. Note, for students who enter within 8 weeks of the scheduled Semester examinations, then their Semester Examinations grades will not be added to the Semester Grade on their report. The Semester Exam grade will read N/A and the Semester Grade will be calculated based on other assessed pieces.

LIBRARY

Each student at RGSV has automatic membership of the Secondary School library, which contains a wide range of fiction, non-fiction books, magazines as well as access to online databases such as Gale Learning, JSTOR, etc. Library resources are organised and part of our online library catalogue. To ensure that they are up to date and relevant all teachers are involved in the purchasing of the library resources.

Students are encouraged to use the library as their information source and for their study time. The school librarian is a full-time specialist supporting students and teachers in their teaching-learning process.

EAL SUPPORT DEPARTMENT (Secondary School)

*Please also see the '**RGSV SECONDARY EAL overview for parents**' document*

The EAL Support Department in RGSV's Secondary School provides supplementary support & teaching for students who need additional help to reach their full potential. Support may be on an individual or group basis and take place outside the classroom. Parents are always welcome to make appointments to talk to the support staff about their child's progress, and are expected to fully participate in their child's semester review. Students who received support (EAL) in the previous year may continue depending upon the EAL team's assessment. Following CAIE & IBO requirements, students in the IGCSE or Diploma Programme might also be assessed for access arrangements for EAL that would apply to the years of learning in the programme and in completing the final examinations.

EAL TEAM

When a student's difficulties are primarily due to English being an additional language, support may be provided by the EAL (English as an Additional Language) team. With EAL support, these students will have extra opportunities to practise reading, writing, listening and speaking in English. They will be helped to improve their vocabulary, grammar and sentence structure and strategies.

ABOUT IGCSE, A-LEVEL & IB DIPLOMA EXAMINATIONS

IGCSE is a well-established qualification that is recognised and accepted anywhere in the world. Students can choose from a wide range of subjects and there is no limit to how many an individual can take. In the UK, students will typically sit IGCSE examinations in at least English, Maths, Science, Humanity and another Language. The course structure varies considerably from one subject to the next; IGCSE exams are typically taken in May/June. End of course examination results are released in mid-August, and certificates are issued a few weeks later.

IGCSE candidates are graded on a scale of A* (highest grade awarded) to G (lowest grade awarded) in each subject. Although there is no "fail" grade in GCSE, a "good passing grade" is deemed to be from A* to C. Whatever the subject choices, it is desirable to have English Language, Mathematics, a Humanity, another Language and a Science among the subjects passed for higher educational studies.

The Cambridge International A-Level Programme is widely regarded as a prestigious qualification in International education. Thousands of learners worldwide gain places at leading universities every year with Cambridge International A-Levels. The syllabuses develop a deep understanding of subjects and independent thinking skills. Some university courses stipulate specific A-level subject qualifications to embark on certain specialist degrees, particularly leading to dentistry, veterinary and medical qualifications.

The IB Diploma Programme is an international post-16 qualification which is "an academically challenging and balanced programme of education with final examinations that prepares students for success at university". It is taken by students worldwide and accepted in universities around the world. The IB Diploma Programme is a broad base two year course, requiring study in six subject areas, including a study of Literature in a (near)native language, a modern foreign language, Mathematics, Humanity and at least one of the Sciences. In addition, students participate in a Creativity, Activity, Service programme, write a 4000-word extended essay, researching a topic of their choice and follow a core critical thinking programme 'Theory of Knowledge'. Students work towards gaining the highest number of points in order to enter the University of their choosing, both in Vietnam and abroad

Students at RGSV will sit IGCSE examinations set by Cambridge Assessment International Education examination board and all papers will be marked externally, in the UK. Our IB Diploma students have papers externally-set and marked by the International Baccalaureate Organisation. Stipulations regarding examination conditions are extremely specific and stringent; dates and times are also scheduled by the examination boards, and any student absent on the day of an examination will not have the opportunity to take that paper. The school provides a schedule of relevant dates once they are confirmed, and similarly strict guidelines apply to the internal assessments/assessed coursework.

EXAMINATION PROCEDURES FOR ALL INTERNAL & EXTERNAL EXAMS (on Campus)

1. **IGCSE, A-LEVEL & IBDP EXAMINATIONS MUST FOLLOW STRINGENT PROCEDURES: STARTING TIME MUST COINCIDE WITH THE PUBLISHED EXAMINATION TIMES, AND NO STUDENT MAY BE EXCUSED BEFORE THE NOMINATED FINISH TIME.**

2. Students must be on time for all examinations. No time missed can be made up. Allowances will be made for students using school transport: in the event of a delay, these students may enter the examination room up to 30 minutes after the examination has started.

3. A student who is absent for any reason will be unable to re-sit the external or semester internal examination in that session. This will be stated on the Report.

4. Students must deposit all personal belongings in their lockers before coming to the examination room, including mobile (cellular) phones, smartwatches, electronic devices, and any equipment not required for the examination.

IF ANY FORBIDDEN OBJECTS ARE FOUND DURING THE EXAMINATION, IT WILL BE CONSIDERED A DELIBERATE INFRINGEMENT OF THE RULES, AND WILL LEAD TO DISQUALIFICATION.

5. Students must provide themselves with the necessary equipment for each examination, and carry it into the examination room in a clear plastic bag or clear pencil case if there are more than three items.

6. Students may not leave the room after the examination has started, except in an emergency and with expressed permission by the invigilator, and must be accompanied by the invigilator.

7. Students may not communicate to each other in any way while in the examination room for the full duration of the examination.

ANY VIOLATION OF THIS WILL BE CONSIDERED A DELIBERATE INFRINGEMENT OF THE RULES AND MAY LEAD TO DISQUALIFICATION.

8. If any student feels that they are being disturbed by another student, they should immediately communicate with the invigilator.

9. Students may only communicate with the invigilator by raising their hand for attention and waiting for the invigilator to come to their desk.

10. Students may not leave their desk once seated without the express permission of an invigilator.

11. Invigilators on duty reserve the right to allocate and relocate students to another seat, when deemed necessary, following IGCSE/IBDP regulations.

12. Students must wait until all papers have been collected, and until they have been formally dismissed from the room before talking or moving about. The examination is not considered to be over until all the students have left the room.

EXAMINATION PROCEDURES FOR ALL INTERNAL EXAMS (online internal)

1. **IGCSE, A-LEVEL & IBDP EXAMINATIONS MUST FOLLOW STRINGENT PROCEDURES: STARTING TIME MUST COINCIDE WITH THE PUBLISHED EXAMINATION TIMES, AND NO STUDENT MAY BE EXCUSED BEFORE THE NOMINATED FINISH TIME.**

2. Students must be on time for all examinations. No time missed can be made up.

3. A student who is absent for any reason will be unable to re-sit the semester internal examination. This will be stated on the Report.

4. The student should have an appropriate workspace at a desk or table where a fully charged computer and second device (such as a smartphone or ipad) can be set up to be used throughout the exam. The area should be cleared of any additional materials (books, papers, additional electronic devices, etc.). All walls should be clear of any materials that could be considered support material for the examination. The work space will be checked by the invigilating teacher/s together with the student before the start of the exam and will require that students login early enough so that all students can complete this task so that the examination can begin on time. If the student plans to hand write the examination, all paper to be used must be checked prior to beginning the exam.

IF ANY FORBIDDEN OBJECTS ARE FOUND/SEEN DURING THE EXAMINATION, IT WILL BE CONSIDERED A DELIBERATE INFRINGEMENT OF THE RULES, AND MAY LEAD TO DISQUALIFICATION.

5. Students must provide themselves with the necessary equipment for each examination.

6. Students may not leave the virtual room after the examination has started, except in an emergency and with expressed permission by the invigilator.

7. Students may not communicate to each other in any way while in the examination room for the full duration of the examination.

ANY VIOLATION OF THIS WILL BE CONSIDERED A DELIBERATE INFRINGEMENT OF THE RULES AND MAY LEAD TO DISQUALIFICATION.

8. If there are any interruptions in the area where the student is completing the examination, they should immediately communicate with the invigilator.

9. Students may only communicate with the invigilator using the 'teacher chat' feature in *exam.net*, and should refrain from speaking during the examination using their second device.

10. Students must wait until all papers have been submitted, and until they have been formally dismissed from the *exam.net* session before logging out. The examination is not considered to be over until all the students have left the *exam.net* session.

REPORTS TO PARENTS, STUDENTS & PARENT/TEACHER CONFERENCES

Effective communication between teachers and parents is vital; we want you to feel supremely confident that you have chosen the best environment for your child with regard to both academic progress and pastoral care, which enhances each student's personal development.

Twice a year, subject teachers prepare a formal report to parents regarding the progress of each student. This will appear on the ManageBac learning platform. As an official document, the phrasing of the report is likely to be affected by external programmer's curriculum descriptors: to demonstrate that there has been an opportunity to practise a particular skill, to tackle a specified theme, to work as part of a group, or to study a particular topic. At the same time, teachers wish to communicate clearly with parents: to comment on behaviour, quality of work, timeliness of homework, participation in class and general progress in a particular subject. End of year reports may include examination results for internal testing; for IGCSE, A-Level and the IB Diploma, teachers may also include internal assessment/assessed coursework, and predicted grades, if applicable.

For **Students & Parent/Teacher Conferences** there are particular times set aside on the school calendar when parents, accompanied by their child, are invited to make a 10-minute appointment to discuss their child with all of the subject teachers. The PTC days run from 8.30am-3.30pm. These dates have been scheduled for the Autumn and Spring terms: initial feedback about settling into the semester, and an opportunity to discuss comments from the reports:

Semester 1	Semester 2
Thursday 3rd & Friday 4th October 2024	Thursday 13th & Friday 14th February 2025

PHYSICAL & HEALTH EDUCATION

For at least two periods a week, all Year 7 to 11 students take part in the Physical & Health Education programme. PHE activities are a compulsory part of our curriculum, and all children are expected to participate, irrespective of their sports activities after school.
On the designated day, PHE students should bring their RGSV PHE kit appropriate for the activity in question. We recommend that students have deodorant. Showers are available for students if they wish. **Please ensure that all items are clearly labelled with a name** to avoid any confusion over ownership; we will have a full kit check during the first few weeks. All PHE uniforms are on sale at the uniform shop.

Various sporting activities are scheduled throughout the year, and students should bring with them the appropriate necessary equipment (see below). One of our most important goals is to ensure that all students are safe, confident swimmers. Lower Secondary students have lessons with a qualified swimming instructor.

Parents of students who cannot participate in a particular PHE lesson must email the class teacher and HoD PE before the lesson begins.

PLEASE DO NOT LEAVE MESSAGES WITH THE OFFICE.

Letters of non-participation for longer than one lesson should be accompanied by a doctor's certificate. Students who cannot participate, sit and watch their group as there is no provision for them elsewhere in school.

SWIMMING

Girls: One-piece swim costume, goggles, swimming hat, towel
Boys: swim costume, goggles, swimming hat, towel

ALL ACTIVITIES

Trainers or specific-footwear for activity, RGSV PHE Uniform

Hair drying facilities are only available for students taking part in swimming.

EXTRA CURRICULAR ACTIVITIES (Reception – Year 13)

ECAS (TUESDAY & THURSDAY)

Extra Curricular Activities (ECAs) in Secondary run on Tuesday and Thursday. There are three rounds of ECAs, starting in early September, late January, and late March, giving students opportunities to change their chosen activities. These activities are wide-ranging and follow the Creative, Activity and Service requirements of the DP and generally fall into one of five categories: Visual and Performing Arts, Academic Pursuits, Technology, Sports, and Social/Cultural. The list of ECA options, with a brief English explanation, are given to students and parents at the beginning of each ECA signup. Students have the opportunity to select their ECA choices for each day with Years 7-9 students expected to do at least one active ECA a week. Years 11 to 13 will have the option of supervised self-study.

SPORTING TEAM TRAINING (MONDAY WEDNESDAY & FRIDAYS TILL 5PM)

Basketball, Volleyball and soccer teams have four main divisions in the school: Youth (Yr. 4-6), Middle school (Yr. 7- 9), Junior Varsity (Yr. 10-11) Varsity (Yr.12-13), students from Middle school and Junior Varsity groups have the opportunity to be selected for the upper divisions. Members of these teams have the opportunity to participate in the Hanoi Activities Conference (HAC). This is an international schools organisation and includes UNIS, BIS, HIS, BVIS, Concordia, etc. Team members are trained multiple times a week to improve skills and endurance during ECA time and outside school hours.

Our teams compete in games and tournaments hosted by other schools in Hanoi

The swimming team is open to Yr. 3-13 students, who compete in various swimming galas hosted by HAC schools. They are trained multiple times per week to improve water competences and techniques during ECA time and outside school hours.

SATURDAY SOCCER (SATURDAY MORNINGS)

To be confirmed

RGSV SYMPHONY (SATURDAY MORNINGS)

The RGSV Symphony Orchestra is open for experienced students from Years 4-13. Membership of the group is via audition as we expect the participants to be able to read Music and play to a minimum standard. This is not for beginners. Rehearsals take place on Saturday mornings from 9:30 until 11am. We are mainly open to students in the three main orchestral groups (Strings, Woodwind and Brass) with limited availability for Percussion. Our musical repertoire will draw from Classical, Film Music, Jazz and Musicals, and is arranged to students' current abilities with a view to becoming more challenging.

AIM HIGHER PROGRAMME

The Aim Higher Programme is designed to empower RGSV students as they develop and prepare for life outside RGSV. We do this via our wider curriculum:

- Extra Curricular Activities
- PSHE
- CAS
- University Counselling
  (University application support & guidance, Higher education talks and visits)

Our Aim Higher Programme instils the following in our students:

- Self-confidence
- Knowledge
- Ability to articulate and negotiate
- Life chances

DUKE OF EDINBURGH INTERNATIONAL AWARD SCHEME

More information coming soon

EXTENDED CURRICULUM OPPORTUNITIES (SCHOOL EDUCATIONAL OFFSITE VISITS/TRIPS)

Please see the
School Offiste Visits/Trips/Events - Extended Curriculum Opportunities
on the School's website

SECONDARY SCHOOL EXTENDED CURRICULUM EXPERIENCES GUIDELINES FOR STUDENTS (DAY TRIP, OFF-SITE ACTIVITIES, SCHOOL CAMPS & RESIDENTIALS)

Please see the
School Offiste Visits/Trips/Events - Extended Curriculum Opportunities
on the School's website

WHOLE SCHOOL ENTRY & EXIT PROCEDURES AND TRANSPORT ARRANGEMENTS

Please see the ***Attendance Procedures*** *on the School's website*

SECONDARY ABSENCE / LATENESS /EARLY EXIT

Please see the ***Attendance Procedures*** *on the School's website*

STUDENT STATIONERY LIST – AUGUST 2024

YEARS: 7-9

Quantity for the year	Items Required
1 piece	A4 Expanding wallet - with pockets inside (To carry homework to and from school)
10 pieces	Blue ballpen
1 piece	Pencil Case
10 pieces	Lead pencils (No. 2)
1 piece	30 cm ruler
2 packets	Coloured Pencils (Assorted Colours)
2 boxes	Markers (Assorted Colours - 1 box thin, 1 box thick)
2 pieces	Highlighters (Blue, Green, Orange, Yellow or Pink)
2 pieces	Erasers
2 pieces	Pencil Sharpeners
3 pieces	Whiteboard Markers (Red, Blue & Black)
1 piece	Watercolour set - *SUGGESTED HOME RESOURCE*
10 pieces	Glue Sticks
Optional: 1 piece	Left handed scissors (if your child is left handed)
1 piece	Set Squares (including squares, ruler, protractor, compass)
1 piece	A water-proof library bag/pocket
1 piece	Casio Scientific Calculator FX590 - 01 / Casio ClassWiz fx-991 EX
1 device	BYOD – IT device to match the school standards (tablets are NOT acceptable)
1 pair	Sport shoe for P.E. Minimum requirement: Cross trainer or Running shoe. Optional: Basketball shoes for indoor, Football Turf shoes
1 bottle	Reusable water bottle

STUDENT STATIONERY LIST – AUGUST 2024

YEARS: 10-11

Quantity for the year	Items Required
1 piece	A4 Expanding wallet - with pockets inside (To carry homework to and from school)
10 pieces	Blue ballpen
1 piece	Pencil Case
10 pieces	Lead pencils (No. 2)
1 piece	30 cm ruler
2 boxes	Markers (Assorted Colours - 1 box thin, 1 box thick)
2 pieces	Highlighters (Blue, Green, Orange, Yellow or Pink)
5 pieces	Erasers
2 pieces	Pencil Sharpeners
3 pieces	Whiteboard Markers (Red, Blue & Black)
2 pieces	Glue Sticks
Optional: 1 piece	Left handed scissors (if your child is left handed)
1 piece	Set Squares (including squares, ruler, protractor, compass)
1 piece	A water-proof library bag/pocket
1 piece	Casio Scientific Calculator FX590 - 01 / Casio ClassWiz fx-991 EX
1 pair	Sport shoe for P.E. Minimum requirement: Cross trainer or Running shoe. Optional: Basketball shoes for indoor, Football Turf shoes
1 bottle	Reusable water bottle
1 device	BYOD – IT device to match the school standards (tablets are NOT acceptable)
1 packet	Water Coloured Pencils (Assorted Colours) FOR ART ONLY
1 set	Watercolour set FOR ART ONLY

1 pack/box	Acrylic colour paints FOR ART ONLY
6 pieces	3 thin & 3 thick paint brushes FOR ART ONLY
1 piece	A2 Art folder/ carry case FOR ART ONLY
1 set	Drawing Pencils - 6B, 4B, 2B, B, HB, 2H, 4H, 6H FOR ART ONLY
1 piece	Midi Controller Keyboard (for Digital Audio Music and Sibelius Note input) 49 keys. Doesn't have to be this brand - but 3 octaves + is better. Need USB (usually A to B) cable for connecting to Laptop. FOR MUSIC ONLY - possibly can sell to the next generation of students if in good condition after the course.

STUDENT STATIONERY LIST – AUGUST 2024

YEARS: 12-13

Quantity for the year	Items Required
1 piece	A4 Expanding wallet - with pockets inside (To carry homework to and from school)
10 pieces	Blue ballpen
1 piece	Pencil Case
10 pieces	Lead pencils (No. 2)
2 boxes	Markers (Assorted Colours - 1 box thin, 1 box thick)
2 pieces	Highlighters (Blue, Green, Orange, Yellow or Pink)
5 pieces	Erasers
1 piece	30 cm ruler
2 pieces	Pencil Sharpeners
3 pieces	Whiteboard Markers (Red, Blue & Black)
2 pieces	Glue Sticks
Optional: 1 piece	Left handed scissors (if your child is left handed)
1 piece	Set Squares (including squares, ruler, protractor, compass)
1 piece	A water-proof library bag/pocket
1 piece	Casio Scientific Calculator FX590 - 01 / Casio ClassWiz fx-991 EX
1 piece	Texas Instruments Graphing Calculator TI-84 Plus (any model) OR Casio fx-9860 (any model) FOR DP MATHS ONLY
1 bottle	Reusable water bottle
1 device	BYOD – IT device to match the school standards (tablets are NOT acceptable)
2 packets	Coloured Pencils (Assorted Colours) FOR DP ART ONLY
1 set	Watercolour paints FOR DP ART ONLY
1 pack/box	Acrylic paints FOR DP ART ONLY

6 pieces	3 thin & 3 thick paint brushes FOR DP ART ONLY
1 piece	A2 Art folder/ carry case FOR DP ART ONLY
1 set	Drawing Pencils - 6B, 4B, 2B, B, HB, 2H, 4H, 6H FOR DP ART ONLY
Music (DAW) Software	Digital audio workstation software - **Logic Pro X (latest)** for Mac or **Ableton Live Standard** for PC- Contact me for more details- installed in laptop. FOR DP MUSIC ONLY
1 piece	Midi Controller Keyboard (for Digital Audio Music and Sibelius Note input) 49 keys. Doesn't have to be this brand - but 3 octaves + is better. Need USB (usually A to B) cable for connecting to Laptop. FOR DP MUSIC ONLY - possibly can sell to the next generation of students if in good condition after DP.
1 pair	Pair of good quality Headphones for Mixing FOR DP MUSIC ONLY - you may have this already.

BASIC REQUIREMENTS FOR LAPTOPS (BRING YOUR OWN DEVICE - Secondary)

Feature	Minimum Recommended	Preferred
Processor	Intel Core i5 Series 10 (Windows/Mac)	The latest series. Intel Core i5/i7/i9/Apple M1 (Windows/Mac) AMD Ryzen 5, 7, 9 series
Memory	8 GB	8 GB
Screen size	14 inches	Larger screens are acceptable, but families should consider the extra weight and size of a laptop that needs to be carried around for the whole school day.
Hard disk	SSD 256 GB	SSD 256 GB
Wireless Networking	Intel 6205 wireless cards, or equivalent with 802.11n (2.4 or 5 GHz capability)	Support 802.11 AC
Bluetooth	Not required	Yes
Video RAM	Not required	1-4 GB
Operating system	Windows 10 or Mac OS 10.14.x or higher	Windows 10 or Mac OS 10.14.x or higher
Operating system Language	English	English

Battery	Battery life of at least 4 hours	Battery life of more than 4 hours
Software	Google Chrome browser Anti-Virus Software	For some subjects (for example IGCSE ICT) teachers may recommend or require particular software. Students should discuss any requirements with subject teachers before purchasing or installing software.
Mouse (optional)	Wired mouse	Wireless mouse

REQUIREMENTS FOR CALCULATORS

All Secondary students from Yr.7 to Yr.13 are required to bring their own calculators to Maths class.

Please find some details below:

- Years 7 to 11 must have a scientific calculator. We recommend the **Casio Scientific Calculator FX590 - 01** OR **Casio ClassWiz fx-991 EX** OR **fx-580VN X**.
  (Graphing calculators are NOT allowed for the Cambridge exams.)

- All DP students must have a Graphing calculator.
  We recommend **Texas Instruments TI-84PLUS** which is available in our school shop.

- All A Level Maths and A Level Further Maths students are required to have a scientific calculator. We recommend the **Casio Scientific Calculator FX590 - 01** OR **Casio ClassWiz fx-991 EX** OR **fx-580VN X**.
  (Graphing calculators are NOT allowed for the Cambridge exams.)

- The mathematics teachers will go through calculator requirements at the start of the year to ensure students buy the right calculator.

STUDENT TEXTBOOK LIST – AUGUST 2024

YEAR 7

Subject	Book title
Maths	STP Mathematics 3rd Edition (7)
Humanities	MYP Societies and Individuals 1
Vietnamese	Sách Ngữ văn 6: Kết nối tri thức với cuộc sống, tập 1 + 2
French	Allez 1

YEAR 8

Subject	Book title
Maths	STP Mathematics 3rd Edition (8)
Humanities	MYP Societies and Individuals 2
Vietnamese	Sách Ngữ văn 7: Kết nối tri thức với cuộc sống, tập 1 + 2
French	Allez 1

YEAR 9

Subject	Book title
Maths	STP Mathematics 3rd Edition (9)
Humanities	MYP Societies and Individuals 3
Vietnamese	Sách Ngữ văn 8: Kết nối tri thức với cuộc sống, tập 1 + 2
French	Allez 2

YEAR 10

Subject	Book title
Maths	Cambridge IGCSE Mathematics Core and Extended Third Edition
Co-ordinated Sciences	NEW Cambridge IGCSE™ Combined and Co-ordinated Sciences Digital Coursebook (2 Years)
Vietnamese	Sách Ngữ văn 9: Kết nối tri thức với cuộc sống, tập 1 + 2
English Literature	I'm the King of the Castle by Susan Hill
English Literature	A Streetcar Named Desire by Tennessee Williams
French	Cambridge IGCSE™ French Student Book Third Edition
Business	Cambridge IGCSE and O Level Business Studies 5th edition
History	Cambridge IGCSE and O Level History 3rd Edition: Option B: The 20th century 3rd Edition
Geography	Cambridge IGCSE Geography (3rd Edition)
ICT	Cambridge IGCSE ICT (3rd Edition)
Computer Science	Cambridge IGCSE® Computer Science Coursebook
Music	New GCSE Music OCR Complete Revision & Practice GCSE Music OCR Complete Revision & Practice (with Audio CD) for the Grade 9-1 Course (CGP GCSE Music 9-1 Revision)
Art & Design	Cambridge IGCSE Art & Design Student's Book

YEAR 11 IGCSE

Subject	Book title
Maths	Cambridge IGCSE Mathematics Core and Extended Coursebook Third Edition
Additional Maths	Cambridge Additional Mathematics
Co-ordinated Sciences	NEW Cambridge IGCSE™ Combined and Co-ordinated Sciences Digital Coursebook (2 Years)
Vietnamese	Sách Ngữ văn 10: Kết nối tri thức với cuộc sống, tập 1 + 2
English Literature	Rebecca by Daphne Du Maurier
English Literature	A Midsummer Night's Dream by William Shakespare
French	Cambridge IGCSE™ French Student Book Third Edition
Business	Cambridge IGCSE and O Level Business Studies 5th edition
History	Cambridge IGCSE and O Level History 3rd Edition: Option B: The 20th century 3rd Edition
Geography	Cambridge IGCSE Geography (3rd Edition)
ICT	Cambridge IGCSE ICT (3rd Edition)
Computer Science	Cambridge IGCSE® Computer Science Coursebook
Music	New GCSE Music OCR Complete Revision & Practice GCSE Music OCR Complete Revision & Practice (with Audio CD) for the Grade 9-1 Course (CGP GCSE Music 9-1 Revision)

YEAR 11 PRE-SIXTH

Subject	Book title
Maths	Cambridge IGCSE Mathematics Core and Extended Coursebook Second Edition
Additional Maths	Cambridge Additional Mathematics
Vietnamese	Sách Ngữ văn 10: Kết nối tri thức với cuộc sống, tập 1 + 2
French	Cambridge IGCSE™ French Student Book Third Edition
Business	Cambridge IGCSE and O Level Business Studies 5th edition
Computing	Cambridge IGCSE® Computer Science Coursebook
Computing	Cambridge IGCSE ICT
Music	New GCSE Music OCR Complete Revision & Practice GCSE Music OCR Complete Revision & Practice (with Audio CD) for the Grade 9-1 Course (CGP GCSE Music 9-1 Revision)
Visual Art	Visual Arts Course Book (DP)

YEAR 12 A-LEVEL

Subject	Book title
Chemistry	Cambridge International AS+A Level Chemistry Coursebook with digital access
Physics	Cambridge International AS+A Level Physics Coursebook with digital access
Maths	Cambridge International AS & A Level Mathematics: Pure Mathematics 1 Coursebook
Maths	Cambridge International AS & A Level Mathematics: Pure Mathematics 2 & 3 Coursebook
Maths	Cambridge International AS & A Level Mathematics: Mechanics Coursebook
Maths	Cambridge International AS & A Level Mathematics: Probability & Statistics 1 Coursebook
Further Maths	Cambridge International AS & A Level Further Mathematics Coursebook
Business Studies	Cambridge International AS+A Level Business Studies Coursebook with digital access

YEAR 12 DP

Subject	Book title
English A	The Outsider by Albert Camus
English A (HL only)	Macbeth by William Shakespeare or The Handmaid's Tale by Margaret Atwood
English A	Persepolis by Marjane Satrapi
English A	A View From the Bridge by Arthur Miller
English A	Antigone by Sophocles Elizabeth Wyckoff translation
French B	French B Course Companion (2nd Edition)
French B	Le monde en français Coursebook: French B for the IB Diploma (French Edition)
French B	Le monde en français Workbook: French B for the IB Diploma (French Edition)
Spanish ab initio	Panorama Hispanohablante 1
Vietnamese A L&L	A collection of short stories by A. Chekhov, Nam Cao, Nguyen Ngoc Tu
Vietnamese A L&L	Kitchen by B. Yoshimoto or Tắt đèn by Ngo Tat To
Vietnamese A L&L	Drama: A Doll's house by H. Ibsen (HL), Hồn Trương Ba da hàng thịt by Luu Quang Vu (SL)
Vietnamese A L&L	The unwomanly face of war by S. Alexievich or The sorrow of war by Bao Ninh
Vietnamese A L&L	A collection poems of Xuan Quynh
Business Management	Business Management for the IBDP
Digital Society	IBDP Digital Society Student Book
History SL/HL	(SL) Rights and Protest
History SL/HL	(SL) Authoritarian States (Hodder)

History SL/HL	(SL) History for the IB Diploma: Evolution and Development of Democratic States (1848-2000) (Cambridge)
History HL	(HL) History of the Americas 1880-1981
Geography	Geography: Course Companion
Biology	Kognity Biology (online) SL/HL FE2025 (Classroom set subscription for 25 students with two Teacher's access student access is $25 per student)
Chemistry	Chemistry for the IB Diploma Coursebook with Digital Access (2 Years)
Physics	Physics for the IB Diploma Coursebook with Digital Access (2 Years)
Computer Science	IBDP Core Computer Science Course Book
Computer Science	IBDP Advanced (HL) Computer Science Course Book
Maths (DP)	IB Mathematics: analysis and approaches, Standard Level (Hodder Workbook)
Maths (DP)	IB Mathematics: analysis and approaches, Higher Level (Hodder Workbook)
Maths (DP)	IB Mathematics: applications and interpretation, Standard Level (Hodder Workbook)
Maths (DP)	IB Mathematics: applications and interpretation, Higher Level (Hodder Workbook)
Art	Visual Arts Course Book
Music	Music; An appreciation (Roger Kamien)

YEAR 13 A-LEVEL

Subject	Book title
Chemistry	Cambridge International AS+AA Level Chemistry Coursebook with digital access
Physics	Cambridge International AS+A Level Physics Coursebook with digital access
Maths	Cambridge International AS & A Level Mathematics: Pure Mathematics 1 Coursebook
Maths	Cambridge International AS & A Level Mathematics: Pure Mathematics 2 & 3 Coursebook
Maths	Cambridge International AS & A Level Mathematics: Mechanics Coursebook
Maths	Cambridge International AS & A Level Mathematics: Probability & Statistics 1 Coursebook
Further Maths	Cambridge International AS & A Level Further Mathematics Coursebook
Business Studies	Cambridge International AS+A Level Business Studies Coursebook with digital access

YEAR 13 DP

Subject	Book title
English A L&L (HL only)	Macbeth by William Shakespeare or The Handmaid's Tale by Margaret Atwood
English A L&L	A View From the Bridge by Arthur Miller
English A L&L	Antigone by Sophocles Elizabeth Wyckoff translation
English A L&L	Persepolis by Marjane Satrapi
English A L&L	The Outsider by Albert Camus
French B	French B Course Companion (2nd Edition)
French B	Le monde en français Coursebook: French B for the IB Diploma (French Edition)
French B	Le monde en français Workbook: French B for the IB Diploma (French Edition)
Spanish	Panorama Hispanohablante 2
Vietnamese A L&L	Collection of short stories by A. Chekhov, Nam Cao, Nguyen Ngoc Tu
Vietnamese A L&L	The sorrow of war by Bao Ninh
Vietnamese A L&L	Drama: A Doll's house by H. Ibsen (HL), Hồn Trương Ba da hàng thịt by Luu Quang Vu (SL)
Vietnamese A L&L	The unwomanly face of war by S. Alexievich or The sorrow of war by Bao Ninh
Vietnamese A L&L	Kitchen by B. Yoshimoto
Business	Business Management for the IBDP (IBAN 9781398350977)
Digital Society	IBDP Digital Society Student Book
Geography	Geography: Course Companion
History SL	(SL) The Move To Global War

History SL	History for the IB Diploma: Evolution and Development of Democratic States (1848-2000) (Cambridge)
History SL	(SL) Authoritarian States (Hodder)
History HL	(HL) History of the Americas 1880-1981
Biology	Kognity Biology (online) SL/HL FE2025 (Classroom set subscription for 25 students with two teachers' access student access is $25 per student)
Chemistry	Chemistry for the IB Diploma Coursebook with Digital Access (2 Years)
Physics	Physics for the IB Diploma Coursebook with Digital Access (2 Years)
Computer Science	IBDP Core Computer Science Course Book
Computer Science	IBDP Advanced (HL) Computer Science Course Book
Maths (DP)	IB Mathematics: analysis and approaches, Standard Level (Hodder Workbooks)
Maths (DP)	IB Mathematics: analysis and approaches, Higher Level (Hodder Workbooks)
Maths (DP)	IB Mathematics: applications and interpretation, Standard Level (Hodder Workbooks)
Maths (DP)	IB Mathematics: applications and interpretation, Higher Level (Hodder Workbooks)
Visual Art (DP)	Visual Arts Course Book
Music	Music; An appreciation (Roger Kamien)

LEARNING VIA RGSV VIRTUAL SECONDARY SCHOOL

The following document details the expectations and support for students, parents and teachers during any period of learning via online whilst the RGSV campus is closed.

Expectations of students:

- Students are to follow their regular timetable, including morning registration, and complete tasks and submit work on time to the teachers as indicated on the Managebac tasks for each class.
- Students are to plan accordingly to manage their workload over the week.
- Students are to plan wellbeing breaks throughout the day. This includes moving from their seat every hour and taking screen breaks.
- For live lessons, students are to adhere to the following rules:

    - Be on time: *wake up early, log on a few minutes before class*
    - Be in a quiet place: *find a quiet place, check surroundings*
    - Be prepared: *computer is charged, camera is on, microphone is working, use headphones if you have them*
    - Be presentable: *wear appropriate clothing, sit up straight, be in camera view*
    - Mute yourself: *mute yourself when the teacher or another student is talking*
    - Participate: *be focused, be attentive, be an active participant*
    - Chat responsibility: *raise your hand to speak, type your question in the chat box*
    - Communicate: *speak clearly, look up when speaking, stay on topic*
    - Be respectful: *be kind, be considerate*

- Students share their issues (work as well as technical) problems and challenges with transparency to teachers as via email at the start of the school day or earlier via email. In an emergency, at the first possible moment. They need to CC their Form Teacher and Secondary Office into the email. If there is no Internet, then please telephone the Secondary Office.
- Students respond promptly and appropriately to emails from teachers, within 24 hours.
  Check spam folder.
- Students are to follow the school's Use of Technological Devices policy and as well as remember to adhere to the following guidelines in being a good digital citizen:

    - Respect yourself and others
    - Balance time online and work to your weekly timetable
    - Protect yours and other people' private information
    - Communicate responsibly and be kind to others
    - Stay safe & positive
    - Stand up to cyberbullying
    - Give proper credit to others' work
    - Respect copyright and intellectual rights

Expectations of parents

- Ensure students have woken up and are ready for learning and follow their weekly timetable
- Parents check Managebac and help students to prioritise their learning
- Parents are to support the teachers and follow up on any requests from teachers. If they require translation of any information, then the parent should contact the Secondary office.
- Ensure students have the correct equipment (including a working laptop, camera, microphone, speaker, charger)
- When, required, sign a completed student planner at each end of the week.

Expectations of teachers

- Secondary staff will be available in their scheduled lesson time for students.
- Teachers will be sticking to the school timetable and the Homework IN/OUT days for their subject
- Teachers will set the lesson tasks on Managebac where they can set the time a task takes so students and parents can better organise the time.
- Teachers will host virtual lessons at their scheduled lesson times with all tasks, including homework listed at the start of the lesson as a Managebac TASK on the class page. This includes the link if the work is on another platform. Not every lesson has to be a 'live' lesson though once a week some sort of 'live check-in' lesson (i.e. Google Meet, Zoom, etc.). Live lessons (lasting no more than 45 minutes) must be posted on ManageBac via a ManageBac TASK or the Online Lesson button with the necessary information.
- All Tasks, Live lessons, must be posted on Managebac as a Task or Online Lesson so it shows on the student calendar (with the box ticked to inform students and parents of the task) by **8am**.
- Teachers will ensure the task is set with the correct due date and time.
- Subject teachers will chase up students who do not complete work and copy in parents, Form Teachers & HoDs to any emails about such matters.
- Teachers will reflect the students' engagement with online l earning in their semester reports.

Support for students & parents

- Teachers & students are following with the Secondary timetable [this includes the established HW timetable, in Yrs.7-11 there will be no Saturday or Sunday deadlines]
- Teachers are setting tasks to cover their weekly allotted lesson and homework time via Managebac tasks
- Teachers are conducting at least one live lesson per week, and often being available for individual and small group consultations inside their scheduled lesson slots.
- Form teachers are supporting their tutees too, with a weekly Tutortime session, daily Form Group touchbase, and supporting subject teachers and struggling students.

ADVICE FOR STUDENTS AND PARENTS ON WELLBEING DURING ONLINE LEARNING/TEACHING

We are proud of the efforts students and teachers make to successfully cover the RGSV Secondary curriculum via learning online. We appreciate this brings its own challenges and we want to share some tips and further information.

Tips:

- Every 45 minutes, stand up from the computer, stretch, close your eyes for 30 seconds, and drink some water (you can set an alarm to help!).
- Create a checklist for the day - cross tasks off as you go so that you can see your achievements.
- Sit an arm's length away from your computer to prevent eye strain. If your monitor is 20 inches or larger, you will have to sit further back.
- Apps and technology:

    - Smiling Mind (free mindfulness app)

Things to contemplate

- The impact of sleep on learning:

    - 8 hours a night, less WILL impact on your ability to learn.
    - going to bed and waking up at the same time every day is incredibly important for good sleep hygiene.
    - no screens in the final hour before sleep helps a better sleep.
    - sleep improves your mood, boosts your immune system and aids weight loss amongst many other learning benefits.
- Matthew Walker's 11 Tips for Improving Sleep Quality - 2021 (this is great for students and adults - some points are more for adults!).
- Students may not be in an English-speaking environment at home and may find working in English a little more challenging than normal. Do reach out to subject teachers if there are any issues regarding access to lessons/resources in English.
- Lack of social contact and being able to 'talk to others'. Some students don't interact in any form with anyone else outside of their family outside of the online classes, so do try to engage with family members or call some friends.
- Family stressors outside of learning will impact on student response. Do speak to Form teachers and subject teachers. We have a list of external services available in Hanoi.
- We can appreciate students' own anxieties to "having people in their space" i.e videos on/off, so do speak to Form teachers and subject teachers if you ever feel uncomfortable.

    - We can appreciate students' own anxieties to "having people in their space" i.e videos on/off, so do speak to Form teachers and subject teachers if you ever feel uncomfortable.

Websites

- Anxiety and Depression in Children
- Bach Mai Hospital Mental Health Department: http://nimh.gov.vn/ (website in Vietnamese only)