



UTS  
US Vietnam  
Talent International  
School

Oxford  
*International  
Curriculum*

# ADMISSION INFORMATION OF THE OXFORD INTERNATIONAL CURRICULUM



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#### UTS VAN LANG COMPLEX

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Gò Vấp dist., HCMC

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US Vietnam Talent International School is the first school in HCMC to implement the OIC under the supervision and scrutiny of OUP - Oxford University Press and the Van Lang Education System.

The subjects from OIC were developed by professionals from Oxford University based on the National Curriculum Framework of The United Kingdom.

In addition to the National program, students will study 6 subjects through the Oxford International Curriculum:

- English
- Global Skills Projects
- Wellbeing
- Science
- Math
- Computing

Students enrolled in the Oxford Program will receive a certificate from Oxford University Press (OUP) at the end of grade 8. After that, students are oriented towards an appropriate training route, ensuring sufficient capacity to conquer the International GCSE exams, AS and A-Level certificates that demonstrate the completion of Secondary level of Oxford International Curriculum.



In line with UTS educational philosophy of “Growing talent with care”, the Oxford International Curriculum prioritizes the approach of “The Joy of Learning.” This helps build a true educational environment where students are at the heart of everything we do, from teaching and learning, living, developing, and playing. With a coherent connection between the subjects, the design of the program follows a spiral model; the topic is kept the same, but the content is developed more intensively over the years, and the complementary nature of the Wellbeing and Global Citizen Skills Projects help reinforce this. UTS aims to build a generation of students who are not only healthy and happy, but also knowledgeable and ready for the future.

**Ms. Nguyen Minh Thuy**  
*International Program Manager*



# The JOY of LEARNING

## Our curriculum guiding principle:

To help teachers and learners to be healthier, happier and smarter

Positive  
education

Positive  
impact

Positive  
progress

**The Joy of Learning** is an approach founded on the positive education movement, derived from positive psychology.

The fundamental tenet applies: Healthier students are better students. Therefore our new international curriculum takes this underlying principle and offers a complete, coherent, academic, research-based programme.

This curriculum spans literacy, numeracy, scientific exploration, digital literacy, wellbeing and global skills teaching at Foundation Stage, Primary and Lower Secondary and is centred on “the Joy of Learning”.

It focusses on:

**Healthiness** - fostering physical and mental wellbeing, mindfulness and children's self-regulation.

**Happiness** - putting joy in learning/teaching and making curriculum implementation easy.

**Humanity** - developing global skills for life through problem-based learning that heightens what makes us human in the face of change (more higher order thinking, problem solving, creativity, collaboration and employability skills).

Our new approach to learning is founded to enhance students' academic record and equip them with essential competencies to promote their study and academic success.



Educating future generations should not simply focus on teaching knowledge. In the face of a constantly changing world around them, students need to develop the necessary cognitive skills, thereby opening up opportunities for growth, not only in academics but also in their personal lives.

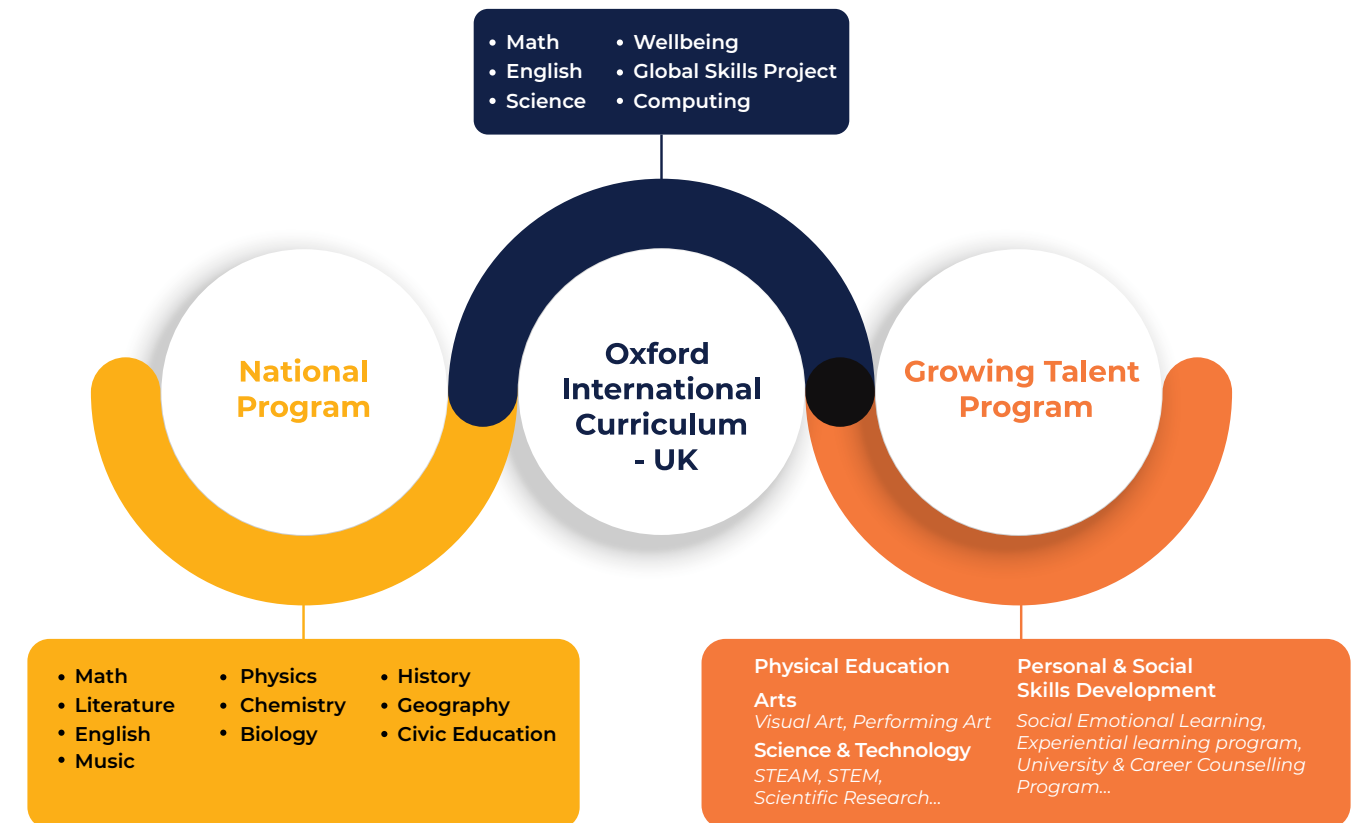
**Mr. Andrew Coombe**  
General Director of OxfordAQA



# OVERVIEW OF UTS LEARNING PROGRAM

The **Oxford International Curriculum** equips students with impressive English capacity by ensuring the quality of all language skills and raising social awareness in learning and practice. The curriculum addresses the development of physical and mental wellbeing as well as the global skills, arousing the interest for learning and discovering. Maths and Science have also been included to prepare students with a future full of changes.

Moreover, knowledge and practical skills in **National Program** have also been optimized to help with the discovery of talents and develop qualities in the **Growing Talent Program**.





# LEARNING PATHWAY

## A comprehensive and thorough program

The curriculum is based on the National Curriculum Framework of the UK:

- Assessment system based on Oxford Standardization
- Intellectual development and global skills through various subjects
- Development of socio-emotional control

The OIC ensures the smooth, consistent and continuous transition in every stage of education, from kindergarten to high school.



# BENEFITS OF JOINING THE OXFORD INTERNATIONAL CURRICULUM

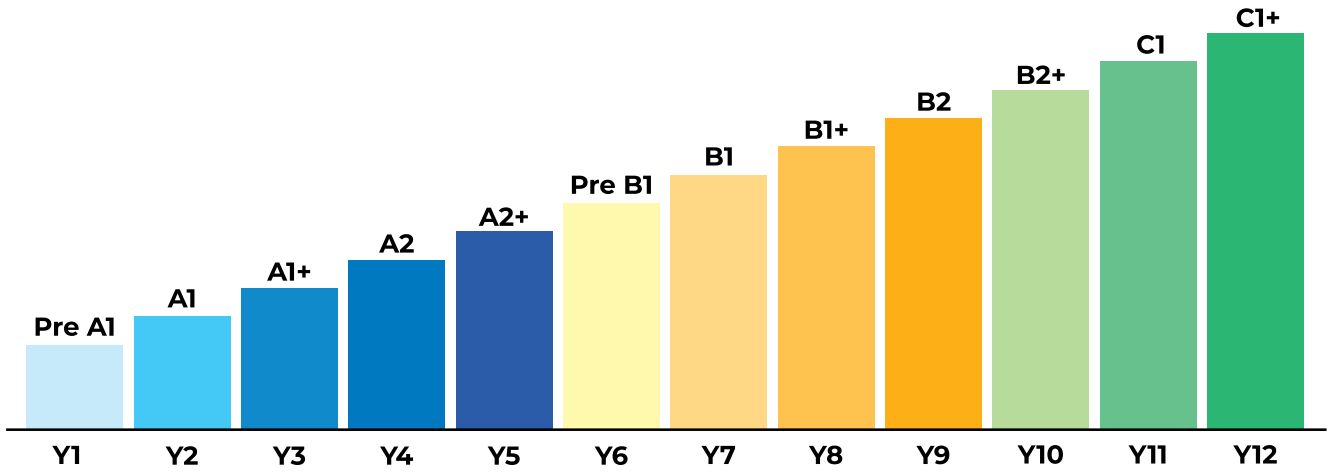
The Oxford International Curriculum is built to successfully accommodate students in high school examinations such as the iGCSE, AS and A-level, including international examination organized by OxfordAQA:

- **iGCSE** is an international examination for students from 14 to 16 years old who do not have English as their mother tongue. IGCSE is equivalent to the GCSE from the UK in terms of quality. After the examination, students are prepared for higher education, including moving to AS and A-levels.
- **AS and A-level** are the advanced high school certificates for students from 17 to 18 years old. This is the ticket for them to enter universities, professional trainings, earn world-reowned scholarships in the UK, USA, Australia, Singapore, and more.





Framework from Oxford



Equivalents table

GRADE	1*	2*	3	4	5	6	7	8	9	10	11	12
CEFR	Pre A1	A1	A1+	A2	A2+	B1	B1	B1+	B2	B2+	C1	C1+
IELTS**						4.5	5	5.5	6	6.5	7	7.5
Cambridge	YLE Starters	YLE Movers	YLE Movers	YLE Flyers	Flyers	PET	PET	FCE	FCE	FCE	CAE	CAE
The TOEFL Primary	2 stars (101-103)	3 stars (104) 2 badges (104)	3 stars (105-106) 2 badges (105-106)	4 stars (107-109) 3 badges (107 - 109)	4 badges (110 - 112)	5 badges (113-115)						
The TOEFL Junior						Expanding level (730-780)	Completing level (785-840)	Completing level (785-840)	Outstanding level (845-900)			
The TOEFL iBT										79-93	102-109	110-114

\* For students in Grade 1 and 2, UTS doesn't encourage them to take exams yet, as they need space to develop linguistics and intellectual skills rather than focusing on exams.

\*\* The IELTS is suitable for students 16 years old and above. The scoring above is used as reference only.



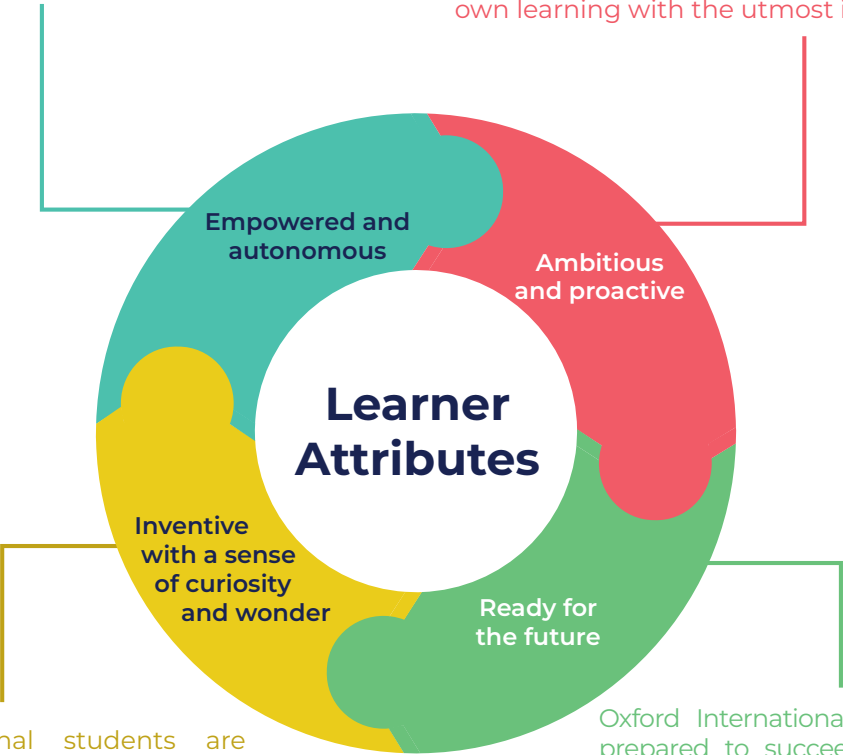


# STUDENT PORTRAIT

The Oxford International Curriculum aims to deliver the wellbeing and global skills that will be needed in future to the learners of today, provide them with a firm foundation for future employment and participation in society.

Oxford International students are independent, critical thinkers who are adaptable and look to develop strategies to be lifelong learners.

Oxford International students are ambitious and want to strive for success in every aspect of their lives. They are confident leading on projects but also work well in a collaborative environment. They are proactive, approaching every task with an eagerness to learn and take ownership of their own learning with the utmost integrity.



Oxford International students are inventive, resourceful and creative. They question the world around them with a sense of curiosity and aspire to shape a better future for themselves and their community.

Oxford International students are more prepared to succeed in the world that lies ahead and have the knowledge, skills and the drive to achieve any objective they may set themselves. They are ready for challenges in acquiring new skills and seeking new adventures.

# 6 SUBJECTS 1 APPROACH

The Oxford International Curriculum consists of 6 subjects with the same approach allowing students to become:

- Ambitious and proactive
- Ready for the future
- Intensive with a sense of curiosity
- Empowered and autonomous

At UTS, students joining the Oxford International Curriculum will study Wellbeing, English, Maths, Science, Computing and Global Skills Projects, along with the subjects from the National Program and Growing Talent Program.

**English** developing the spoken and written communication skills that underpin all learning so that students can share ideas and express themselves creatively.

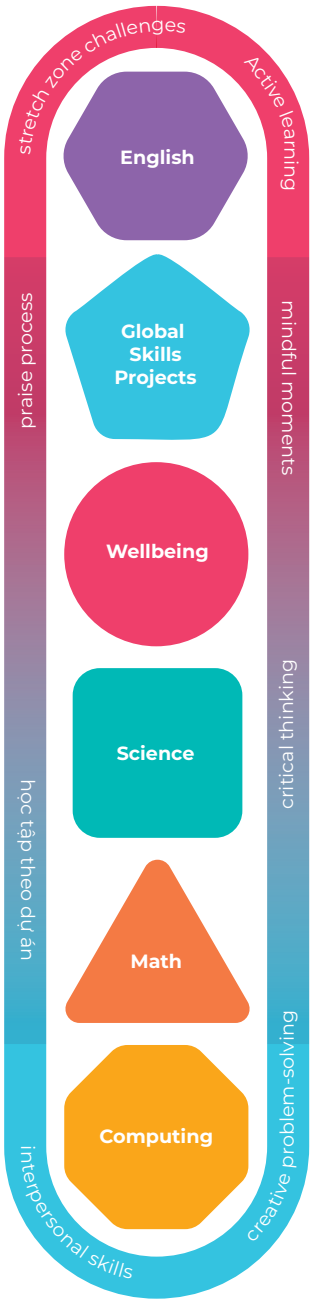
**Global Skill Project** project-based, interdisciplinary learning to develop thoughtful, innovative change makers.

**Wellbeing** supporting the practice of healthy habits of body and mind to enhance the lives of teachers and learners.

**Science** encouraging students to question the world around them with a sense of excitement and curiosity.

**Math** interconnected and overlapping learning that deepens understanding and develops problem-solving skills, with elements of mastery throughout.

**Computing** equipping all learners with digital skills and knowledge so that they can engage actively with digital world.





# SUBJECT OVERVIEW

## ENGLISH

ESL Program - English as a second language helps lay foundational and critical skills (Listening - Speaking - Reading - Writing) for the students. Aside from equipping students with necessary linguistic skills, the program also focuses on improving the academic capabilities and essential skills as a global citizen through the learning contents and diverse activities:

### CRITICAL THINKING

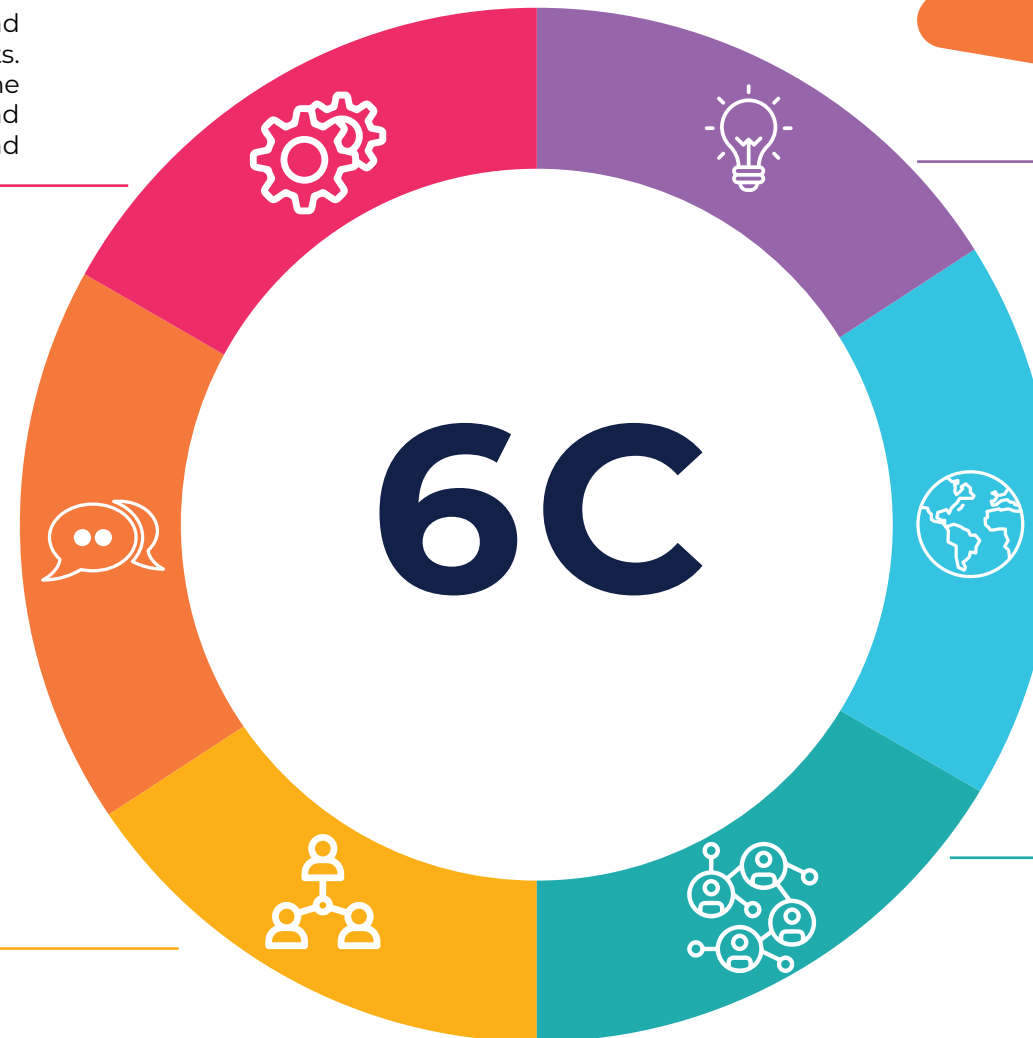
Students are encouraged to practice deep thinking and take comprehensive information assessments. With each lesson, students are able to form personal experiences and perspectives and then share them with their classmates.

### COMMUNICATION

Students are given opportunities to practice communicating in 4 skills Listening - Speaking - Reading and Writing, going from formula-based to creative skills. The phonetics program is constructed to lay a strong foundation of pronunciation and rhyming skills for the students. Writing skill are scaffolded with an increasing level of difficulty as the students move from year to year.

### COLLABORATION

From each lesson, UTS students will collaborate in different projects and in different situations helping students to share their personal stances, listen to others' opinions as well as connect a lot of ideas to solve the problem.



### CREATIVITY

Students are encouraged to unleash their creativity by expressing their ideas freely. They also have the chance to take part in diverse learning projects to apply creativity, evaluate information, and make decisions.

### CULTURE

Students grasp a better understanding of different cultures around the world. Hence, they learn how to respect the differences and make connections with other cultures. In the meantime, students also learn how to preserve and introduce their unique customs to others.

### CONNECTIVITY

Students know how to connect themselves with the world around them, which lays the foundation to become a responsible, dedicated and valuable global citizen.



## ENGLISH

### DEVELOP LINGUISTIC INTELLIGENCE THROUGH EXPERIENCE

In English classes, group activities are regularly organized for students to exchange ideas, role play and cooperate to complete assigned tasks. Using 3 major skill sets, students are able to build and practice the essential skill sets for learning.

- **Inquiry-based learning** encourages collaboration and teamwork, promotes critical thinking and creativity, and cultivates habits and active learning skills.
- **21st century skills** such as critical thinking, global communication, collaboration, and creativity.
- **Language and literacy support:** A diverse, complete set of learning materials; encourages students to read in the direction of critical thinking and diverse text genres; training the foundation for academic writing skills.

“

The goal of the English Language Program (ESL) is to equip students with language proficiency and the confidence to use English effectively in their studies and future lives. Focusing on developing 4 skills: Listening, Speaking, Reading and Writing through familiar topics in life, students can easily adapt English in daily life. I am happy to see the students eagerly waiting before each English lesson, their curiosity and innocent questions are what make the class comes alive.

**Ms. Nguyen Phuong Nhi**  
English teacher

### LEARNING FROM BOOKS TO REAL LIFE

With rich resources from Oxford University Press, students expand their vocabulary, as well as their reading and comprehension skills through interesting books. At the same time, students will be asked to practice and teachers will correct pronunciation and intonation to help students improve their English speaking skills.

The project “Mummy Craft” was developed from the book “Where is my mummy?”. The students were accompanied by their little friend “Little Baby Mummy” on his journey to find his mother. Students are transformed into “little archaeologists” to learn information about mummies as well as the typical culture of ancient Egypt and learn related vocabulary together.

The project is more fascinating when the “little archaeologists” are transformed into characters and get to retell the theme story and create the “mummies” by themselves according to their own imaginations. These activities help to build confidence and ability to communicate through storytelling.



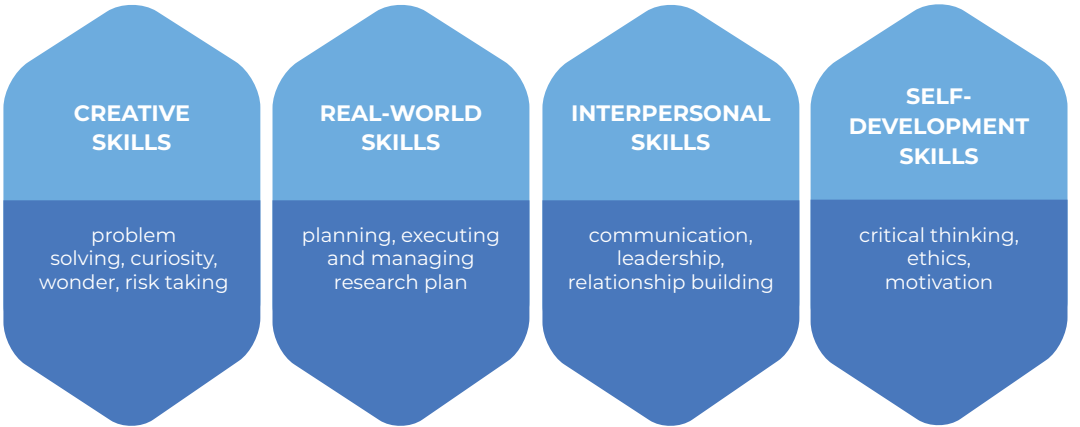




# GLOBAL SKILLS PROJECT

Global Skills Project enables students to unleash their potential by approaching the problem in a creative way, sharing different perspectives and collaborating for effective teamwork. The program was developed based on the Project-Based Learning method and the belief that all students are able to acquire knowledge, grow and be motivated to become fearless creators, who dare to try and show themselves honestly and seriously.

## 4 basic skills of the program



With the Oxford International Curriculum, students can enhance their intellect, morale, and behavior in society. Students share about their favorite activities with others. Besides, the two skills of planning and implementation are also the most crucial aims of the Global Skills Project program. The projects-based program revolves around 3 themes: Nature & Environment, Society & Community, Health & Personal Development.





## GLOBAL SKILLS PROJECT

### THE JOURNEY OF BECOMING AN ELITE GLOBAL CITIZEN

Generating plans and executing skills in students' project-based curriculum is one of the fundamental objectives of the program. Depending on the theme and project's tasks, the teachers meticulously integrate activities to help students develop multi-skills and strengthen logical thinking skills.

The themes of the projects are designed based on real-life problems that are pertinent for the students. As a result, students can engage in lessons with enthusiasm and curiosity.

“

The Global Skills Project focuses primarily on how the students interact with each other, rather than simply focusing on the end product. Each project is an interesting adventure between me and the students, the joy and excitement of them when learning new lessons is surely what makes the Oxford program special. The program helps the students understand how to do research, how to make new and interesting questions that are not only relevant, but also fun to tackle problems. The projects are scaled over the course of the semester and year, so students have time to practice and develop crucial skills such as critical thinking and teamwork skills – important skills of 21st century.

**Mr. William Arthur Klepacki Jr**  
Global Skills Projects teacher  
International Program Assistant

### LEARNING BEYOND CLASSROOM

The “Rainforest” project was built based on themes that have opened the journey for “little adventurers” to explore the tropical forest. With the teacher’s companionship, the group of “explorers” went through each biological layer of the forest, where the students learned about the habitats of different animals.

The class became even more vivid when the students were transformed into animal friends such as parrots, sloths, chameleons, and leopards to introduce their own living environments. By the end of the project, students understood how to call on everyone to join hands to protect the environment.

The project enriched the students' skills in:

- 1 Information synthesis
- 2 Analysis
- 3 Collaboration
- 4 Performance



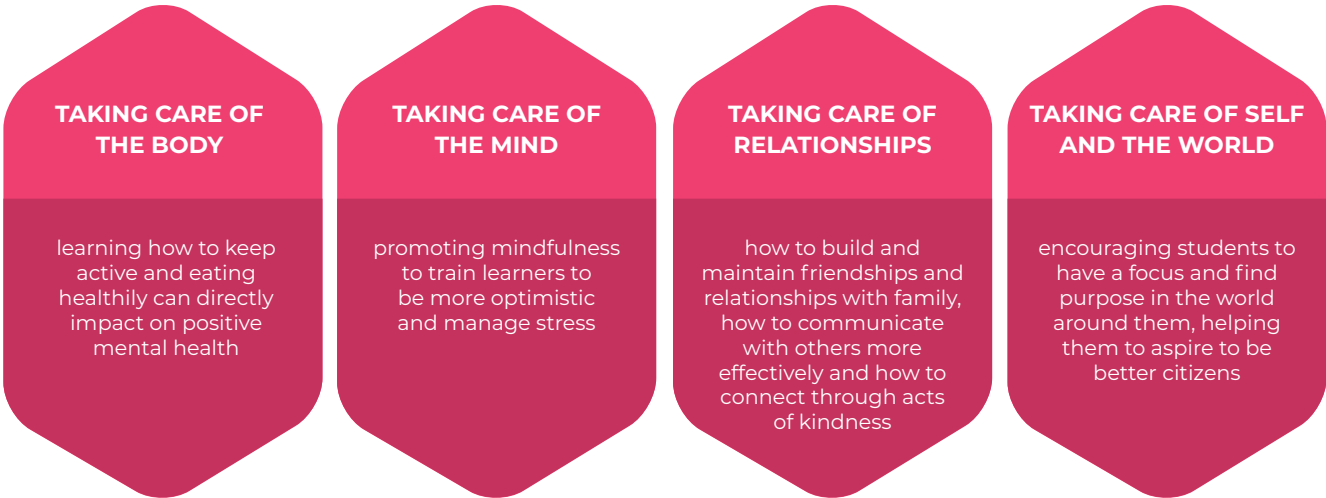
# WELLBEING

## DEVELOP HEALTH AND EMOTIONAL MANAGEMENT CAPACITY

According to the Oxford Dictionary, Wellbeing is defined as “General health and happiness”. Therefore, the Wellbeing subject synthesizes physical health, mental health, and life satisfaction into one coherent subject. People who focus on their own Wellbeing live purposeful lives, stay healthy, connected to society, and are able to balance their social emotions as well as stressful events in life.

The Oxford Wellbeing program aims to help students achieve the holistic development of their physical and mental health. The program is designed to help students realize the importance of taking care of their physical and mental health. As a result, students know how to build healthy habits and take gentle care for body and mind, nurture positive emotions and a peaceful mind.

### Four key themes of the curriculum



## A HEALTHY OUTSIDE STARTS FROM THE INSIDE

A core concept of wellbeing that is implemented throughout the Oxford International Curriculums at UTS is the **Growth Mindset**, which helps students become aware of their various intelligences and what their abilities can be if there is proper orientation and training. This approach focuses on assessing progress and creating challenges for students to push their limits.

For example, the project “Make a lunch box” was the result of the process of learning about healthy nutrition. In class, students learn about the nutrition pyramid, which they use to analyze and give opinions about healthy foods. Students apply their knowledge through hands-on activities to make their own nutritious lunch boxes using pictures, cutting and pasting, and then introducing their lunch boxes to their classmates and teachers.

“

The Wellbeing course teaches students many important life skills that are not often covered in traditional curriculums. In well-being, students are taught to understand their bodies, minds, and emotions. They learn about mental health in a safe and comprehensible way. Students are given tools to regulate their emotions enabling them to be responsible global citizens.

**Mr. Tayler Nancy Frost**  
*Wellbeing teacher*





# SCIENCE

## NURTURING SKILLS IN LOGIC AND OBSERVATION

Science program lays the foundation for major intensive research, preparing students to become future scientists and vital skills to be successful in the future.

The four strands:

- **Biology Science:** Students learn about biological science by investigating and linking this to everyday experiences and phenomena. Students build a foundational knowledge about food chains and interdependence and introduce biological science related to genes, animals and photosynthesis.
- **Chemical science:** Explore and recognize the application of the physical properties of materials in their everyday lives, and consider the industries dependent on the study of materials and their properties; develop and practise investigative skills, including techniques for separation.
- **Physical science:** Physical science: Topics such as light, forces and electricity are explored through investigative study at the primary level, laying a solid foundation for more in-depth theoretical and practical investigation in the lower secondary years.
- **Investigative science:** These skills are intertwined throughout the learning of the three scientific disciplines, and enable students to develop a sense of curiosity and inquisitiveness about the subject; support their ability to question and find their answers to the world around them, assess risk, and become confident scientific practitioners.



The Oxford International Science program is the Joy of learning for me and my students. From learning to classify animals to sorting materials and properties, my students have opportunities to engage with practical topics of interest to them. The thing that I appreciate most about the program is its cross-curricular nature. I enjoy facilitating my students as they make connections between science and other subjects, like maths and global skills.

**Mr. Braden Skyler Johnson**  
*Science teacher*

## START WITH WHY?

Another impressive project of the OIC Science program at UTS is the project “Inherited traits”. Starting with the question: “Why do I have big eyes like dad? And curly hair like mom?”, students had the chance to investigate more traits that they inherited from family members.

Using clay, students reproduced different versions of offsprings from “monster” parents by identifying and recognizing specialized traits passed on from generation to generation. From there, they formed a “family tree” with personalized variations and shared them with their teachers and friends.

Through this project, students practiced the IDEAS learning model:

<b>I</b> nvestigate	observe and collect information about “monster” specimens including physical features such as body shape, facial structure...
<b>D</b> efine, develop	Define the model to create - design ideas
<b>E</b> xperiment	Experiment with hand-crafting designs
<b>A</b> ct	Apply
<b>S</b> hare	Share the results

Throughout lessons, the students started to pay attention to and investigate the traits that they inherited from their parents. In addition to their knowledge about inheritance, students also learned new English words related to the project and how to use them in daily communication.







# MATH

## EXPLORE THE MAGIC OF MATHS

The program is built up from the 6 core values that are closely related to each other, creating a comprehensive program with increasing difficulty level. These values are to equip students with necessary knowledge in both learning and life.

### The six strands:

- **Numbers:** Have foundation of how to read, order and position numbers; build deeper understanding about and catch any misconceptions.
- **Calculating:** The four operations are introduced by using objects and amounts; use apparatuses, use drawings and methods to develop a deep understanding of each of the operations and to become fluent with calculating mentally.
- **Measure, ratio and proportion:** Able to use algebraic formulas to calculate measures, such as surface area and volume, and making comparisons in terms of ratio and proportion.
- **Geometry:** Learn about position, direction and movement in space; communicate about position, movement and direction, progressing towards representing shapes and transformations on cartesian coordinate grids.
- **Algebra:** Begin pattern spotting work to build a strong foundation for learning to express mathematical relationships algebraically.
- **Statistical thinking:** Sort objects by categories, progressing to collecting data and setting questions to find the answers to, and working with increasingly complex data sets.

“

The Math program provides students with wide range vocabulary and formulas from basic to advanced mathematical concepts, new theories that are highly visual and focused on helping the students understand problems in a visual and kinesthetic way. It covers a number of complex topics that help deepen the students' problem-solving skills. I look forward to seeing how my students continue to grow and learn to love math with this new and innovative methodology!

**Ms. Elise Maria D. Larmuseau**  
Math teacher





# COMPUTING

## PATHWAY TO A DIGITAL WORD

The Computer Science program is a brand new subject at UTS for the 2023 - 2024 academic year with the goal of giving students the skills they need for success in the technological 4.0 era. Through each session, students use a step-by-step guide and approach programming languages and algorithms to solve problems. In addition, the program also focuses on fostering computational thinking and creativity for students so they might be able to build their own individual technology projects.

This program improves students' abilities in:

**Programming and Mathematical Thinking:** Students will understand basic programming principles and experiment with programming ideas. They will learn math skills, logical analysis and develop creativity to turn complex ideas become simple.

**Productivity and creativity:** Students will learn to use software to analyze data and to create text and multimedia content. Students will not be tied to particular applications or types of software but will learn to use available and up-to-date technologies to fulfil tasks and meet the needs of particular audiences.

**The nature of technology:** Students will learn how technology works, the different types of technology that are available and the concepts that underpin future developments, including robotics and control systems. They will understand the advantages and limitations of technology and how it is used both in and out of work.

**Digital literacy:** Students will be prepared for participation in the online world. They will be able to interact respectfully and safely with other users and make use of a range of technologies that make up our online world.





# MATERIALS USED

The materials used in The Oxford International Curriculum are distinguished in quality from Oxford University Press which is used for teaching and learning

Textbooks, teaching materials and assesment frameworks have been mapped and examined by the professionals from Oxford University. The program allows students to build an internationally standardized academic foundation while upgrade life skills, global thiking and managing emotions.

In the meantime, the online learning resources are diverse enough for students and parents to absorb information and actively put it into practice to adapt to the ever-changing learning and teaching.

Materials




Oxford International Maths



Oxford International Science



Oxford International Computing



Oxford International Wellbeing




Oxford Discover



Online Library




Oxford Discover Futures



Oxford Phonics World


Resources



Oxford Read and Imagine




Dolphin Readers




Oxford Reading Tree



Oxford Read and Discover



Oxford International English



Floppy's Phonics



Oxford Reading Tree



MyiMaths



numicon

# EXTRA CURRICULAR ACTIVITIES

Building a classroom culture that incentivizes learning capacity and life-long happiness.

With a goal of building good habits for students, the program also adds in extra activities besides the in-class ones. Students can join a variety of experiential learning activities integrated into the main learning program to both naturally and sustainably fortify the acquired knowledge, improve the skills and create joy while learning.

- The series of Global Skills project with 3 projects/year
- Activities to develop emotional control skills in the Wellbeing subject.
- Activities to develop language skills and form learning habits: I Speak, Bookworm, Journal Writing, Language Arts...
- Experiencing cultural, social events: International Week, Creator Week to expand the knowledge about the society and the world.
- Nurture the love of reading with the Oxford Big Read - annual competition held by Oxford University Press with the goal of developing English skills as well as unlocking the magical world in books by designing posters.



## Oxford International AQA Examinations

The Oxford International Curriculum at UTS focuses on developing the knowledge and skills needed to enable students to be qualified to take the GCSE, AS, A-Level and including international examinations organized by OxfordAQA - a combination of two leading educational organizations in the world: Oxford University Press - OUP and AQA - the UK's largest educational accreditation organization.

With the principle of “Fair Assessment”, OxfordAQA believes that every student deserves an equal opportunity to demonstrate what they have learned and maximize their full potential. That is also the “Growing Talent With Care” journey at UTS, we hope that students can develop their talents in accordance with the international standards.

The international OxfordAQA qualifications are equivalent to the national certificates in the UK and are recognized by all Universities around the world.

### Oxford University Press

- Part of the University of Oxford.
- The world's largest university press, founded in 1478.
- Global provider of high-quality educational resources & services.
- 7000 employees worldwide.
- Department of the university ranked #1 by Times Higher Education and the 2018 top UK university by QS (world #5)

### AQA

- Largest provider of GCSEs and A-levels in the UK.
- Marks around ten million GCSE and A-level papers every year.
- Almost 3 times bigger than Cambridge Assessment in England.
- In 2019 AQA had 55.2% of the UK market at GCSE and 42.3% at A Level.



## OxfordAQA: Vision and mission

We aim to bring out the best in students so they can achieve their potential and fulfil their dreams. We do this by providing high quality, fair assessments that let all students show what they can do.

- Our international qualifications are benchmarked to the UK equivalents, and designed specifically for students who live outside the UK and don't speak English as their first language.
- Our specifications are relevant for tomorrow's global citizens and will equip them with the knowledge and skills they need to successfully progress to the next stage of their education or employment.
- Fair assessment - Our International GCSE, AS and A-level exams test subject ability only, not literacy or cultural knowledge, so all students can achieve their full potential.