



Lanna International School Thailand

Course Options Years 10 and 11

2009/2010

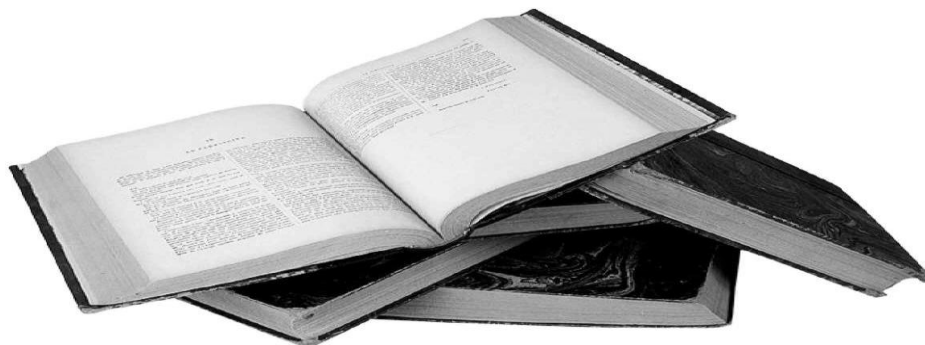


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Mission Statement

It is the goal of Lanna International School to prepare its students to be responsible world citizens who demonstrate a commitment to life-long learning and the application of that learning to the improvement of self, and local and global communities. We believe that it is vital for Lanna's students, while at school, to learn to live alongside and to respect those from other countries and cultures, thus learning to be responsible world citizens.

Philosophy

Lanna's philosophy holds two things in balance: the individual educational interests of the student and the student's life within the wider community. We start from respect for each student and for the unique qualities, interests and talents which each student brings to our school community. We are proud of our diverse student body. As our students learn to respect and value those who are different, they also learn to value and respect themselves.

Expected Schoolwide Learning Results (ESLRs)

Lanna's "Expected Schoolwide Learning Results" are cross-curricular learning objectives which are pertinent to all classes taught at Lanna. In planning lessons and activities teachers consider not only the curricular objectives of the course, but also these more global objectives. At Lanna, our students will be:

EXPLORERS & LEARNERS

- Think critically and creatively in solving problems, evaluating information and making decisions.
- Work individually and cooperatively in exploring and sharing ideas, setting priorities and reaching goals.
- Use a variety of appropriate resources, including information technology, to obtain information for academic and personal use.
- Participate in educational and extra-curricular activities within Lanna's culturally diverse school community.

COMMUNICATORS

- Communicate effectively and clearly, verbally and in writing, and be able to represent information and ideas visually.
- Become proficient users of spoken and written English for social and academic purposes and for self-expression.

GLOBAL CITIZENS

- Demonstrate awareness and sensitivity with respect to their own and others' cultures and abilities.
- Become responsible global citizens, recognizing how the actions of individuals and society have consequences.

CONFIDENT & HEALTHY INDIVIDUALS

- Demonstrate self-esteem, self-reliance and integrity grounded in knowledge and understanding of self and others.
- Value and appreciate the importance of nutrition, physical fitness, personal health and well-being.

Examination Courses Offered to Students in Years 10 and 11

We have produced this booklet to help you make informed choices about the subjects that you will study in Years 10 and 11. In it you will find details concerning the 'core' and the various additional options open to you. We believe that a curriculum should be broad in the subjects on offer, and balanced in the subjects it prescribes. In particular, by the age of sixteen you should have achieved a good grounding in the Sciences and the Humanities, as well as being literate and numerate. It is these principles that have guided our choice of core subjects and options.

In the Upper Secondary School (Years 10 to 13) we offer a range of courses that enable students to gain internationally recognised, externally assessed, qualifications. Our programme of core and elective courses in the Upper Secondary enables students to follow individual interests deeply, while maintaining a broad curriculum to meet the school's graduation requirements. All classes are taught by subject specialists and all language teachers are native speakers. Lanna offers small class sizes, ensuring personal attention and assistance for our students.

During Years 10 and 11 the curriculum that we offer is anchored by the International General Certificate of Secondary Education (IGCSE), an external examination program designed for 14 to 16 year olds (Years 10 to 11) and based upon the British National Curriculum. The IGCSE provides a very broad programme of study. In each subject there is a balance between practical and theoretical knowledge but the emphasis in almost all subjects is skills related to that subject. The curriculum is designed so that students can use examples related to their own experiences and residence. The nature of the program is such that students of different abilities can follow it. Further it is designed for students whose first language may not be English.

Students sit examinations at the end of the IGCSE course, usually Year 11. These examinations are marked by experienced examiners appointed by CIE (Cambridge International Examinations). CIE is a division of the University of Cambridge Local Examinations Syndicate which in turn is part of the University of Cambridge. IGCSE is recognised internationally and it is evidence of ability to academics and employers throughout the world. A strong performance at this stage could have a significant impact on your future. It is therefore essential that the subjects you choose are the ones that: a) are relevant to you, b) interest you, and c) give you the best chance of examination success.

The program also prepares students for further academic courses which are followed in Years 12 and 13.

Curriculum Options for Years 10 and 11

Core Subjects (all students study these):

Subjects	Number of 40 minute lessons per week	
	Y10	Y11
English	8	8
Mathematics	7	7
Coordinated Science (double award)	9	9
Physical Education	2	2
PSHE	1	1
Activities	1	1
Total Lessons Per Week:	28	28

Electives/Option Choices (choices available to students):

Subject Area	Electives Group	Number of 40 minute Lessons per Week	
		Y10	Y11
Geography, or	(1)	5	5
History, or		5	5
Drama		5	5
Thai, or	(2)	6	6
Thai, and		2	2
Modern Language (French or Chinese)		4	4
Information Technology, or	(3)	4	4
Art and Design, or		4	4
Music, or		4	4
Physical Education (examined)		4	4
Total Lessons Per Week:		15	15

Notes on Electives:

- (1) Students must choose to study either Geography, or History, or Drama.
- (2) Students study EITHER Thai six lessons per week OR Thai two lessons per week and an additional Modern Language (French or Chinese) four lessons per week.
- (3) Students must opt for one subject from: Information Technology, Art and Design, Music or Physical Education (examined, in addition to Core PE).

Years 10 and 11 Curriculum and Weekly Lesson Allocation

Subject area	Internal ¹	IGCSE ²	Number of 40 minute lessons per week	
			10	11
1. English 'A' – First Language and Literature		■	8	8
2. English 'B' – Second Language		■	8	8
3. English 'ESL' – Second Language		■	8	8
4. Mathematics		■	7	7
5. Science – Coordinated Science (Double Award)		■	9	9
6. Geography		■	5	5
7. History		■	5	5
8. Drama		■	5	5
9. Thai 'Advanced' – (Full or Short)		■	6 or 2	6 or 2
10. Thai 'Intermediate' – (Full or Short)	■		6 or 2	6 or 2
11. Thai 'Beginner' – (Full or Short)	■		6 or 2	6 or 2
12. French		■	4	4
13. Chinese		■	4	4
14. Music		■	4	4
15. Art and Design		■	4	4
16. ICT (Information Communication Technology)		■	4	4
17. Physical Education (option choice)		■	4	4
18. Physical Education (for all)	■		2	2
19. PSHE (Personal, Social and Health Education)	■		1	1
20. Activities			1	1

Notes:

- 1.) **Internal** - Courses that are assessed within school and have no external examination.
- 2.) **IGCSE** (International General Certificate of Secondary Education) – Internationally recognised qualifications, with external examinations, based upon the British National Curriculum. Syllabus and past examination papers for all IGCSE subjects can be obtained free of charge by visiting the examination board's site (<http://www.cie.org.uk>), selecting qualifications, and then IGCSE.

Programme 1

English 'A' - Language and Literature IGCSE (Years 10 & 11)

Areas of Study:

1. Writing skills.
2. Reading comprehension.
3. Spoken language skills.
4. Higher level thinking skills.

The course is based on Cambridge International Examinations Syllabus 0500 and 0486.

Statement of Purpose:

This course continues the goal of all Language Arts programs:

- (a) to prepare students to communicate effectively in oral and written English with increasing competence and depth.
- (b) to continue to develop reading skills, appreciation, and understanding.

The course aims to prepare students for the IGCSE English First Language and IGCSE Literature examinations, in which these students will have the opportunity to demonstrate their progress in goals (a) and (b) described above.

This course in English and Literature is designed to:

- enable students to communicate accurately, appropriately and effectively in speech and writing.
- enable students to understand and respond appropriately to what they hear, read and experience.
- encourage students to enjoy and appreciate variety of language.
- complement students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences).
- promote students' personal development and an understanding of themselves and others.
- examine several pieces of literature in depth, in order to:
 - enjoy the experience of reading literature.
 - understand and respond to literary texts in different forms and from different periods and cultures.
 - communicate an informed personal response appropriately and effectively.
 - appreciate different ways in which writers achieve their effects.
 - experience literature's contribution to aesthetic, imaginative and intellectual growth.
 - explore the contribution of literature to an understanding of areas of human concern.

- prepare for IGCSE English First Language and Literature exams.

English 'A' – Years 10 and 11

During Years 10 and 11 students will:

- improve writing skills: produce pieces of writing which communicate the ideas or messages intended. Review of a fundamental writing process.
- improve reading comprehension: read and respond to explicit and implicit meanings, recognise literary terms and techniques, and analyse character, plot, symbolism, writer's techniques.
- improve language skills: show an understanding of the conventions and rules of English in written and spoken work. Review grammar, punctuation, capitalization, subject/verb agreement, plurals, prefixes, suffixes, paragraphing and sentence structures.
- use higher level thinking skills: respond to subjective questions and statements of others' opinions in logical and original comments, written and oral.
- study several pieces of literature in depth, in preparation for IGCSE Literature examinations. Read set texts and self-chosen material extensively, demonstrating both understanding and an ability to identify themes and relate to personal experience.
- Prepare for IGCSE English First Language: complete sections of past papers; review mistakes and learn examiners' expectations; draft, write, and edit Coursework essays.

Programme 2

English 'B' - Second Language IGCSE (Years 10 & 11)

Areas of Study:

1. Writing skills.
2. Reading comprehension.
3. Spoken language skills.
4. Listening

The course is based on Cambridge International Examinations Syllabus 0510.

Statement of Purpose:

The course is studied over a two year period as recommended by the examination board. The examination has two separate levels – Core and Extended – with different combinations of final examination papers. Students usually need to have studied English for a minimum of three years to be successful at Core level, and longer to be successful at Extended level..

It is presumed that most candidates for English as a Second Language will have a primarily instrumental motivation – that is they will be studying English to promote their educational or employment opportunities. The rationale for English as a Second Language is based on the widespread use of English as the medium of instruction and as the language of commerce and entertainment. The subject matter reflects this international perspective.

Candidates will be expected to understand a wider range of social styles and registers than they themselves can produce, and to communicate appropriately. Topics of study relate to the interests and needs of the candidates e.g. education, current affairs, travel etc. The settings used are ones that the candidates will be likely to encounter, e.g. in dealings with official and semi-official bodies; in studying for academic or occupational purposes etc.

Topics studied during the two year course are:

- Health
- Going out
- Staying in
- Travel 1 – A journey through Africa
- Fitness
- Friends
- Family
- Crime 1
- Crime 2
- Travel 2 - A holiday in Scotland
- Festivals in English-speaking countries
- Ideas and the future
- Work and education

Programme 3

English 'ESL' - Second Language IGCSE (Years 10 & 11)

Areas of Study:

1. Writing skills.
2. Reading comprehension.
3. Spoken language skills.

The course is based on Cambridge International Examinations Syllabus 0510.

Statement of Purpose:

The course has essentially the same aims as English 'B', but with greater emphasis placed on developing basic English skills that will allow the student to communicate effectively, and less emphasis placed upon the goal of success in English Second language examinations at the end of Year 11.

It is presumed that most students will have a primarily instrumental motivation – that is they will be studying English to promote their educational or employment opportunities. The rationale for English as a Second Language is based on the widespread use of English as the medium of instruction and as the language of commerce and entertainment. The subject matter reflects this international perspective.

Candidates will be expected to understand a wider range of social styles and registers than they themselves can produce, and to communicate appropriately. Topics of study relate to the interests and needs of the candidates e.g. education, current affairs, travel etc. The settings used are ones that the candidates will be likely to encounter, e.g. in dealings with official and semi-official bodies; in studying for academic or occupational purposes etc.

Topics studied during the two year course are:

- Health
- Going out
- Staying in
- Travel 1 – A journey through Africa
- Fitness
- Friends
- Family
- Crime 1
- Crime 2
- Travel 2 - A holiday in Scotland
- Festivals in English-speaking countries
- Ideas and the future
- Work and education

Programme 4

Mathematics IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0580. It is studied over a two-year period before examination, as recommended by the examination board, incorporating a wide range of mathematical skills, knowledge and understanding.

Statement of Purpose:

An essential subject for all students, IGCSE Mathematics is a fully examined course which encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study. The syllabus aims to build students' confidence by helping them develop a feel for numbers, patterns and relationships, and places a strong emphasis on solving problems and presenting and interpreting results. Students also learn how to communicate and reason using mathematical concepts.

The specific aims of the course are to enable students to:

- develop their mathematical knowledge, and oral, written and practical skills, in a way which encourages confidence and provides satisfaction and enjoyment;
- read mathematics, and write and talk about the subject in a variety of ways;
- develop a feel for number, carry out calculations and understand the significance of the results obtained;
- apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them;
- solve problems, present the solutions clearly, check and interpret the results;
- develop an understanding of mathematical principles;
- recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem;
- use mathematics as a means of communication with emphasis on the use of clear expression;
- develop an ability to apply mathematics in other subjects, particularly science and technology;
- develop the abilities to reason logically, to classify, to generalise and to prove;
- appreciate patterns and relationships in mathematics;
- produce and appreciate imaginative and creative work arising from mathematical ideas;
- develop their mathematical abilities by considering problems and conducting individual and co-operative enquiry and experiment, including extended pieces of work of a practical and investigative kind;
- appreciate the interdependence of different branches of mathematics;
- acquire a foundation appropriate to their further study of mathematics and of other disciplines.

Mathematics – Years 10 and 11

Topics covered in Year 10:

1. Shape and Space Part 1
 - a. Geometrical Terms and Relationships
 - b. Geometrical Constructions
 - c. Symmetry
 - d. Angle Properties
2. Algebra Part 1
 - a. Graphs in Practical Situations
 - b. Graphs of Functions
 - c. Straight Line Graphs
3. Numbers Part 1
 - a. Notations
 - b. Decimals, Fractions and Percentages
 - c. Ordering
 - d. The Four Rules
 - e. Measure
 - f. Time
 - g. Money
 - h. Personal and Household Finance
 - i. Mensuration
4. Handling Data Part 1
 - a. Linear Programming
5. Shape and Space Part 2
 - a. Locus
 - b. Transformations
6. Algebra Part 2
 - a. Algebraic Representation and Formulae
 - b. Algebra Manipulation
 - c. Functions
 - d. Solutions of Equations and Inequalities
7. Numbers Part 2
 - a. Estimation
 - b. Limits of Accuracy
 - c. Ration, Rate and Proportion
 - d. Percentages
 - e. Use of an Electronic Calculator

Topics covered in Year 11:

8. Probability
 - a. Statistics
9. Shape and Space Part 3
 - a. Trigonometry
10. Numbers Part 3
 - a. Squares and Square Roots
 - b. Directed Numbers
 - a. Indices
11. Using and Applying Mathematics
12. Review and Examination Preparation - At the end of Year 11, most students are expected to take the CIE examinations in order to gain the IGCSE qualification.

Programme 5

Coordinated Science IGCSE Double Award (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0654. It is studied over a two-year period before examination, as recommended by the examination board. A double award, earning two grades, IGCSE Co-ordinated Sciences gives students the opportunity to study Biology, Chemistry and Physics within a cross-referenced, scientifically coherent syllabus.

Statement of Purpose:

The course itself is designed to be taken both by students with some prior general science knowledge, and those without - both can be equally successful. The course has been designed to allow students to acquire understanding and knowledge of the concepts, principles and applications of biology, chemistry and physics and, where appropriate, other related sciences. Students learn about the basic principles of each subject through a mix of theoretical and practical studies, whilst also developing an understanding of the scientific skills essential for further study.

The practical work involved allows for the development of skills in handling and using scientific apparatus, but also the skills required to follow and appreciate the process of “scientific method”.

The objectives of the two year course include:

1. The demonstration of knowledge and understanding in relation to:
 - scientific phenomena, facts, laws, definitions, concepts and theories,
 - scientific vocabulary, terminology and conventions,
 - scientific instruments and apparatus, including techniques of operation,
 - scientific quantities and their determination,
 - scientific and technological applications with their social, economic and environmental implications.
2. The development of the ability to:
 - locate, select, organise and present information from a variety of sources,
 - translate information from one form to another,
 - manipulate numerical and other data,
 - use information to identify patterns, report trends and draw inferences,
 - present reasoned explanations for phenomena, patterns and relationships,
 - make predictions and hypotheses,
 - solve problems,
 - use techniques, apparatus and materials,
 - make and record observations, measurements and estimates,
 - interpret and evaluate experimental observations and data,
 - plan investigations and/or evaluate methods and suggest improvements.

Coordinated Science – Years 10 and 11

The syllabus has been designed to set the content, ideas, skills, processes and applications of science in the broadest possible contexts. It sets out to make students continuously aware of the interrelationships between the main areas of science whilst making it possible to retain the separate identities of biology, chemistry and physics. This co-ordination is the feature that distinguishes this syllabus from independent, self-supporting syllabuses in the separate sciences on the one hand and integrated science on the other.

Topics covered during Years 10 and 11:

Biology

Biological classification
Cellular organisation
Support and movement
Photosynthesis
Gaseous exchange in animals
Transport systems
Respiration
Diet and health
Digestion
Responding to the environment
Homeostasis
Reproduction
Human reproduction
Inheritance
Evolution
Organisms in their environment
Cycles and their effects

Chemistry

The elements of chemistry
Classifying elements
Petrochemicals
Chemicals from plants
Materials and structures
Oxidation and reduction
Ions and electrolysis
Solvents and solutions
Acids and alkalis
Soil, rocks and rates
Fertilisers
Dyes and drugs
Colloids
Fuels
Batteries
Metals and alloys
Atoms, bonding and the Periodic Table

Physics

The strength of solids
Particles in motion
Motion
Force and motion
Energy transfer
Transferring energy by heating
Using electricity
Energy and electricity
Light and sound
Making waves

Making use of waves
Kinetic energy and momentum
Gravity
Magnetism and electricity
Communications
Electrons
Radioactivity
Energy resources
Energy distribution
Electronics

Programme 6

Geography IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0460. It is studied over a two-year period before examination, as recommended by the examination board. The syllabus is wide in scope and incorporates elements of physical, human and environmental geography.

Statement of Purpose:

The course offers opportunities to stimulate pupils' interest in their surroundings and in the variety of human and physical conditions on the earth's surface. It helps pupils to develop an informed concern about the quality of the environment and the future of the human habitat and thereby enhance pupils' sense of responsibility for the care of the earth and its people.

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of a course in Geography for the IGCSE examination. They are not listed in order of priority.

The aims of the course are to encourage students to develop:

- a sense of place and an understanding of relative location on a local, regional and global scale;
- an awareness of the characteristics and distribution of a selection of contrasting physical and human environments;
- an understanding of some of the processes affecting the development of such environments;
- an understanding of the spatial effects of the ways in which people interact with each other and with their environments;
- an understanding of different communities and cultures throughout the world and an awareness of the contrasting opportunities and constraints presented by different environments.

Alongside the aims listed above the course seeks to develop the students' knowledge and skills in the following areas:

A: Knowledge with understanding

B: Analysis

C: Judgement and decision making

D: Investigation (enquiry skills, practical skills and presentation skills).

Geography – Years 10 and 11

During the two year course they study three themes which are collectively designed to develop an understanding of both the natural and the human environment:

1. Population and Settlement,
2. The Natural Environment,
3. Economic Development and the Use of Resources.

These themes are studied during the two years of study in the following way:

Topics Covered in Year 10:

- Plate tectonics – Earthquakes, volcanoes and fold mountains.
- Weathering and associated landforms.
- Settlements – development, function and spheres of influence.
- Land use zones in LEDCs and MEDCs.
- MEDC urban problems, causes, solutions and environmental impact.
- LEDC urban problems, causes, solutions and environmental impact.
- Tropical rainforest – climate, natural vegetation and their relationship.
- Desert – climate, natural vegetation and their relationship.
- Non-renewable and renewable energy sources. Development of power stations.
- Tourism - physical and human resources and the growth of leisure facilities.
- Meteorological data – methods for collecting and measuring.
- Using Topographical Maps

Topics Covered in Year 11:

- Population distribution and density.
- World population growth and problems of over and under population.
- Population change in different countries - birth rates, death rates and migration. Consequences of different patterns of population growth.
- Population structure and age/sex pyramids.
- Agricultural inputs and outputs.
- Large scale systems of commercial agriculture.
- Small scale subsistence farming.
- Food shortages and possible solutions.
- Primary, secondary and tertiary industries – LEDC/MEDC difference.
- Inputs, processes and outputs of industrial systems.
- Location of high technology industries. Location of craft industries.
- Environmental Impacts/benefits of agriculture, manufacturing, tourism, and energy production in relation to soil erosion, global warming and pollution.
- Sustainable development, why it's needed and what it is. Attempts to maintain, conserve, and improve the quality of the environment.
- River processes and landforms.
- Marine processes and landforms.
- Water resources use, provision, competition, and the impacts of shortages.
- Using Topographical maps

Programme 7

History IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0470. It is studied over a two-year period before examination, as recommended by the examination board. The History IGCSE syllabus looks at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth.

Statement of Purpose:

The emphasis of the course is on both historical knowledge and the skills required for historical research. Students learn about the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. IGCSE History will stimulate any student already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject.

The aims of the syllabus are the same for all students. These are set out below and describe the educational purposes of a course in History for the IGCSE examination. They are not listed in order of priority.

The aims are to:

- stimulate interest in and enthusiasm about the past;
- promote the acquisition of knowledge and understanding of human activity in the past;
- ensure that the candidates' knowledge is rooted in an understanding of the nature and use of historical evidence;
- promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference;
- provide a sound basis for further study and the pursuit of personal interest;
- encourage international understanding;
- encourage the development of linguistic and communication skills.

History – Years 10 and 11

All students study the 20th Century Core Content and four Depth Studies over the two years.

The 20th century Core content covers the following areas:

1. Were the Peace Treaties of 1919-23 fair?
2. To what extent was the League of Nations a success?
3. Why had international peace collapsed by 1939?
4. Who was to blame for the Cold War?
5. How effectively did the USA contain the spread of Communism?
6. How secure was the USSR's control over Eastern Europe, 1948-c.1989?
7. How effective has the United Nations Organisation been?

The four depth studies are selected from the following list (through consultation between teacher and students):

- Germany, 1918-45
- Russia, 1905-41
- The USA, 1919-41
- China, 1945-c.1990
- Southern Africa in the 20th century
- Israelis and Palestinians, 1945-c.1994
- The Creation of Modern Industrial Society
- The Impact of Western Imperialism in the 19th century.

Programme 8

Drama IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0411. It is studied over a two-year period before examination, as recommended by the examination board.

Statement of Purpose:

The Drama IGCSE, through practical and theoretical study, helps students to develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. Students learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Students also develop their performance skills, the demonstration of which will form part of the final assessment.

In today's world many employers are looking for mature, creative people who can communicate effectively – precisely the skills that Drama helps to develop.

The aims of the syllabus are the same for all students. These are set out below and describe the educational purposes of a course in Drama for the IGCSE examination. They are not listed in order of priority.

The aims are:

- To develop candidates' understanding of Drama through practical and theoretical study.
- To enable candidates to realise the performance possibilities of text and other stimuli such as headings, pictures and real objects.
- To encourage the use of dramatic forms and structures to communicate feelings and ideas to an audience.
- To foster the acquisition and development of practical skills in Drama, both individually and in groups.
- To develop understanding of the processes leading to performance and the elements involved in creating a performance and to develop evaluative ability across the various stages of performance work.
- To stimulate an enjoyment of drama.

Drama – Years 10 and 11

Students taking Drama at IGCSE can expect a course which is varied and stimulating as well as challenging. The syllabus tests a number of skills: besides acting ability students must demonstrate that they can research a role or topic, work well in a group, manage their time effectively, reflect upon and evaluate their own work and that of others, and analyse live productions. Because the course is so varied no two lessons are the same and homeworks will be similarly diverse – writing up practical work, researching a character, learning lines, finding props and costumes, developing ideas, and so on. Drama is not an easy IGCSE, but it is extremely rewarding and students can expect to gain much in terms of self-confidence and teamwork skills, as well as developing their dramatic ability and understanding of theatre and performance.

The course is assessed through both examination and coursework:

1. The examination covers the following aspects of drama, and others as appropriate:
 - Characterisation - actors need to have a very clear understanding of the role of the character within the play
 - Role - the function of the character within the play
 - Pacing, Contrast, and Dynamics - in preparing a piece of repertoire it is essential that each actor takes care to go beyond simply learning lines and saying them; a good mark is unlikely to be achieved just because of fluency. The meaning of what is being said must be central to the learning of the lines; the mood should be created through careful pacing, voice control, contrast and dynamics
 - Spatial Awareness - ability to use the space around the candidate effectively
 - Physicality - this refers to an approach to Drama that is distinct from English Literature. Text needs to be brought to life, rather than seen as text on paper. This also refers to the way in which actors make a role their own; a character needs to be physicalised. A character needs to be brought to life in a way that goes beyond reciting lines, for a part to live it needs to be physicalised.
 - Tension - sense of suspense, excitement etc, creating an atmosphere.

2. Coursework (Internally assessed and externally moderated). Each candidate will submit a total of three pieces of practical work: two group pieces and one individual piece.
 - One individual piece: either original devised work, or a performance of an extract from a piece of repertoire. The individual piece must last no longer than 5 minutes.
 - Two group pieces: one original devised piece, and one performance of an extract from a piece of repertoire. Each group piece must last no longer than 15 minutes and must allow each candidate broadly equal exposure. The prescribed group size is between two and six candidates.

Programme 9

Thai – Advanced IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0518. It is studied over a two-year period before examination, as recommended by the examination board.

Statement of Purpose:

The course is provided for Thai national students who are able to read and write fluently. The course incorporates Thai language and Thai Social Studies.

The aims are to:

1. enable students to communicate accurately, appropriately and effectively in writing;
2. enable students to understand and respond appropriately to what they read;
3. encourage students to enjoy and appreciate the variety of Thai language and culture
4. complement the students' other areas of study by developing skills of more general application (e.g. analysis, synthesis, drawing of inferences);
5. promote the students' personal development and an understanding of their own and others' cultures.

The materials used are Thai Text Book Mathayom 3 and 4, Thai Grammar Mathayom 3, Social Studies Mathayom 2, and Thai Writing Mathayom 4. The students will attend a field trip to a Thai temple and also be involved with Thai crafts.

Thai: Advanced – Years 10 and 11

Students follow the syllabus as published by Cambridge International Examinations. During the two year course they study the following topic areas:

Area A: Reading and Directed Writing

Students should be able to:

- understand and convey information;
- understand, order and present facts, ideas and opinions;
- evaluate information and select what is relevant to specific purposes;
- articulate experience and express what is felt and what is imagined;
- recognise implicit meaning and attitudes;
- communicate effectively and appropriately.

Area B: Continuous Writing

Students should be able to:

- order and present facts, ideas and opinions;
- articulate experience and express what is felt and what is imagined;
- communicate effectively and appropriately.

Area C: Usage

Students should be able to:

- exercise control of appropriate grammatical structures;
- understand and employ a range of appropriate vocabulary;
- demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling;
- show a sense of audience and an awareness of register and style in both formal and informal situations.

Programme 10

Thai – Intermediate (Years 10 & 11)

Areas of Study:

The course is not based on an examinations syllabus, but is assessed internally within the school. The course incorporates reading, writing, listening, speaking skills, and grammar drills, as well as Thai culture.

Statement of Purpose:

The two-year course is designed so that students will develop reading, writing, listening, speaking skills, and grammar drills. They also will be able to communicate accurately, appropriately and effectively in writing; to understand and respond appropriately. Year 10 will learn Thai text book Prathom 4 and Year 11 will learn Thai text book Prathom 5. They will also learn to appreciate aspects of Thai culture.

Thai: Intermediate – Years 10 and 11

During the two year course the following areas are studied:

Area A: Reading and Writing

Students will:

- learn reading and writing from Thai Text Book Prathom 4 and 5;
- carry out reading and writing comprehension;
- learn how to write a letter;
- improve writing essays and a short stories;
- study Thai Proverbs and Thai Classics;
- learn Thai songs and dance.

Area B: Thai Grammar

Students will:

- learn Thai grammar from Thai Text Book Prathom 4 and 5 Book 1;
- study Thai Proverbs and Thai Classics.

Area C: Thai Culture

Students will:

- learn about Thai Holidays and Thai Kings;
- sing and dance Thai songs;
- participate in Loy Krathong and Song Kran celebrations;
- learn about Thai crafts.

Programme 11

Thai – Beginner (Years 10 & 11)

Areas of Study:

The course is not based on an examinations syllabus, but is assessed internally within the school. The course is designed for non-Thai speakers.

Statement of Purpose:

The course is provided for non-Thai and half-Thai students. The course involves developing reading and writing skills. The materials used are Thai Text Book Prathom 3, Thai Grammar Prathom 3, and Thai Classics. Students will enjoy reading Thai Classics and Thai stories with English translation. They also will learn about Thai Holidays and Thai Kings. They will have a field trip to a Thai temple and do the Thai crafts.

The aims are to:

- communicate effectively and appropriately;
- develop reading and writing skills;
- increase reading comprehension;
- learn about Thai Holidays and Thai Kings;
- appreciate aspects of Thai culture.

During the two year course the following areas are studied:

Area A: Reading and Writing - Students will:

- understand Thai Classics;
- write an essay;
- read and analyse text;
- describe objects and environments;
- write stories from pictures;
- do reading comprehension.

Area B: Thai Grammar - Students will:

- do Thai grammar exercises;
- write in various sentences styles;
- understand 8 consonants, blend and three class consonants.

Area C: Thai Culture - Students will:

- learn about Thai holidays and Thai Kings;
- sing and dance Thai songs;
- participate in Loy Krathong and Song Kran celebrations;
- learn about Thai crafts.

Programme 12

French - Foreign Language IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0520. It is studied over a two-year period before examination, as recommended by the examination board. The course is designed for non-native speakers learning French as a foreign language. In addition to studying the French language the course also aims to offer insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

Statement of Purpose:

The main aim of the course is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as students progress through their studies. The aims of the syllabus are the same for all students. The specific aims are set out below and describe the educational purposes of following a course in a foreign language for the IGCSE examination. They are not listed in order of priority. The aims are to:

- develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all the countries where the language is spoken;
- form a sound base of the skills, language and attitudes required for further study, work and leisure;
- offer insights into the culture and civilisation of the countries where the language is spoken – this may include literature where appropriate;
- encourage fuller integration into the local community, where relevant;
- develop a fuller awareness of the nature of language and language learning;
- encourage positive attitudes toward foreign language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations;
- provide enjoyment and intellectual stimulation;
- complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, and drawing of inferences).

French – Years 10 and 11

Candidates follow the syllabus as published by Cambridge International Examinations. During the two year course they study the following topic areas:

Area A: Everyday activities

The language of the classroom
Home life and school
Food, health and fitness

Area B: Personal and social life

Self, family and personal relationships
Holidays and special occasions

Area C: The world around us

Home town and local area
Natural and made environment
People, places and customs

Area D: The world of work

Continuing education
Careers and employment
Language and communication in the work place

Area E: The international world

Tourism at home and abroad
Life in other countries and communities
World events and issues

These topics are split between the two years of study in the following way:

Topics studied during Year 10:

TOPIC AREA A: Everyday activities
TOPIC AREA B: Personal and social life
TOPIC AREA C: The world around us

Topics studied during Year 11:

TOPIC AREA D: The world of work
TOPIC AREA E: The international world

Programme 13

Chinese – Foreign Language IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0547. It is studied over a two-year period before examination, as recommended by the examination board. This is a course designed for students learning Mandarin Chinese as a foreign language. In addition to studying the Chinese language the course also aims to offer insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

Statement of Purpose:

The main aim of the course is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as students progress through their studies. . The aims of the syllabus are the same for all students. The specific aims are set out below and describe the educational purposes of following a course in a foreign language for the IGCSE examination. They are not listed in order of priority. The aims are to:

- develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all the countries where the language is spoken;
- form a sound base of the skills, language and attitudes required for further study, work and leisure;
- offer insights into the culture and civilisation of the countries where the language is spoken – this may include literature where appropriate;
- encourage fuller integration into the local community, where relevant;
- develop a fuller awareness of the nature of language and language learning;
- encourage positive attitudes toward foreign language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations;
- provide enjoyment and intellectual stimulation;
- complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, and drawing of inferences).

Chinese – Years 10 and 11

Candidates follow the syllabus as published by Cambridge International Examinations. During the two year course they study the following topic areas:

Area A: Everyday activities

The language of the classroom
Home life and school
Food, health and fitness

Area B: Personal and social life

Self, family and personal relationships
Holidays and special occasions

Area C: The world around us

Home town and local area
Natural and made environment
People, places and customs

Area D: The world of work

Continuing education
Careers and employment
Language and communication in the work place

Area E: The international world

Tourism at home and abroad
Life in other countries and communities
World events and issues

These topics are split between the two years of study in the following way:

Topics studied during Year 10:

- Minimum core vocabularies for Topic Areas A, B, C,D and E
- Required Grammar and structures
- TOPIC AREA A: Everyday activities
- TOPIC AREA B: Personal and social life

Topics studied during Year 11:

- TOPIC AREA C: The world around us
- TOPIC AREA D: The world of work
- TOPIC AREA E: The international world
- Continuous writing (for extended candidates only)
- Examination preparation and practice

Programme 14

Music IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0410. It is studied over a two-year period before examination, as recommended by the examination board. This course is a progression from the work students have done in Years 7 to 9. A significant percentage of the final examination mark is derived from coursework which includes performing and composing. It is therefore advisable that students in this course undertake private study of a musical instrument or singing.

Statement of Purpose:

The course is designed to encourage students to become informed performers, skilled composers, and understanding listeners.

Students will:

- acquire and consolidate a range of basic musical skills, knowledge and understanding through the activities of listening, performing and composing;
- develop a perceptive, sensitive and critical response to the main historical periods and styles of Western music;
- recognize and understand the music of various non-western traditions, and will form an appreciation of cultural similarities and differences;
- develop an informed and lasting love and appreciation of music;
- gain a foundation for further study in music at a higher level.

Music – Years 10 and 11

Year 10 Topics:

- Baroque, Classical, and Romantic periods of music history.
- Music theory rudiments.
- Instrumental and/or vocal effects.
- Structures used in music compositions.
- Textures of various styles of music.
- Genre used by composers of the Baroque, Classical and Romantic periods.
- Compositional devices used in composing.
- World music: India, Indonesia, Japan.

Year 11 Topics:

- Completion of 3 contrasting compositions.
- Twentieth century music including: impressionism, neo-classicism, serialism and jazz.
- Genre used by composers during the twentieth century.
- World music: China, Africa and Latin America.
- Review and practice listening tasks in preparation for IGCSE exams.

Programme 15

Art and Design IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0400. It is studied over a two-year period before examination, as recommended by the examination board. The course combines a breadth and depth of study so that it can accommodate a wide range of abilities.

Statement of Purpose:

Art and Design complements literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetics. It is a form of communication and a means of expressing ideas and feelings. An Art and Design course should encourage personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes. It should lead to greater understanding of the role of the visual arts in the history of civilisations. It should widen cultural horizons and enrich the individual. The very essence of art is centred around being creative, exploring new things based on studies of past creative endeavours and, more importantly, one's own. Although there are "techniques" which can be learned, the study of art is essentially not a study of facts to be retained, and is one which allows and needs considerable freedom of individual expression.

The course seeks to stimulate, encourage and develop:

- confidence, enthusiasm and a sense of achievement in the practice of Art and Design;
- an ability to identify and solve problems in visual and tactile form;
- an ability to record from direct observation and personal experience;
- the technical competence and manipulative skills necessary to form, compose and
- communicate in two and three dimensions;
- knowledge of a working vocabulary relevant to the subject;
- the ability to organise and relate abstract ideas to practical outcomes;
- experimentation and innovation through the inventive use of materials and techniques;
- intuitive and imaginative responses showing critical and analytical faculties;
- an interest in, and a critical awareness of, environments and cultures.

Art - Years 10 and 11

The main objective is to prepare students both practically and mentally for the IGCSE examination. Non-examination students will be encouraged to “run with it” and explore how best to respond imaginatively to the examination preparatory study challenges, and to treat the discipline of this as a powerful and helpful learning process. Room has been given for individual creative direction and personal self-motivated artwork. Individual strengths will be highlighted and encouraged, and students will focus on what they do well to consolidate skills.

Students will be reminded to continue to explore foundational drawing and the use of imagination and to make the creative process an adventure of learning by trying different art media to express their ideas. Students will be asked to keep sketchbooks and personal art active and alive week by week. Students will be encouraged to use the Adobe Photoshop program software in the art room computer (and others in the library and computer room) as a design tool for project work in class time, and to use the internet as a visual resource for research which is relevant to personal painting.

There will be a major emphasis on working according to IGCSE obligatory examination requirements regarding the process of creating “preliminary studies” before starting a main painting. The management of time when working, and diversifying existing skills by taking risks, will be key components of the course.

For final examination candidates are required to enter two papers. At Lanna we have chosen:

1. Paper 2: Interpretative Study

Questions will be set to test the candidate's ability to organise a pictorial composition. Candidates are required to produce a personal and original interpretation of one theme.

2. Paper 5, Coursework (School-based assessment)

Candidates should have completed a course of at least one-year in the study of one of the areas of study, listed in the syllabus. During the course they should produce a supporting portfolio of work that relates to the chosen area. This supporting portfolio will be submitted for assessment along with one main piece of finished work completed during the year.

Programme 16

ICT - Information Communication Technology IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0418. It is studied over a two-year period before examination, as recommended by the examination board. The course develops a wide range of practical skills and also knowledge and understanding related to Information Technology hardware, software and systems.

Statement of Purpose:

The course seeks to develop both a theoretical understanding of information technology and the practical skills necessary to make effective use of it.

Practical Skills:

- use e-mail and the Internet to gather and communicate information;
- use word processing facilities to prepare documents;
- use database facilities to manipulate data to solve problems and represent data graphically;
- integrate data from different sources into a single document or report;
- produce output in a specified format;
- use a spreadsheet to create and test a data model, extracting and summarising data;
- create a structured website with style sheets, tables and hyperlinks;
- create and control an interactive presentation.

Knowledge and Understanding:

- the functions of the main hardware and software components of computer systems;
- the networking of information-processing systems;
- the ways in which information technology is used and the effects of its use;
- the stages and methods of system analysis and design;
- computing terminology.

ICT – Years 10 and 11

Topics covered in Year 10:

Practical:

- Data Manipulation
- Output Data
- Data Analysis
- Presentation Authoring

Theory:

- Components of a Computer System
- Input and Output Devices
- Storage Devices and Media
- Computer Networks
- Data Types

Topics covered in Year 11:

Practical:

- Communication
- Document Production
- Integration
- Website Authoring

Theory:

- The Effects of Using IT
- The ways in which IT is used
- Systems Analysis and Design

Programme 17

Physical Education IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0518. It is studied over a two-year period before examination, as recommended by the examination board. During the course students tackle complex and demanding activities applying their knowledge of skills, techniques and effective performance. They decide whether to get involved in physical activity that is mainly focused on competing or performing, promoting health and wellbeing, or developing personal fitness. They also decide on roles that suit them best including performer, coach, choreographer, leader and official.

Statement of Purpose:

The course aims for students to learn the skills necessary to perform successfully in a variety of lifetime physical activities, become physically fit, know the implications of and benefits from involvement in physical activities, know the rules, strategies and safety aspects of a variety of physical activities, value physical activity and its contribution to a healthy lifestyle, learn to be part of a team or group, and develop an appreciation and respect for varying physical capabilities. Students are encouraged to improve their ability to plan, analyse and improve, and evaluate physical activities. They also increase their knowledge, skills and understanding of a range of relevant physical activities.

PE – Years 10 and 11

Students take part in physical activities selected from:

- Games
- Gymnastic activities
- Dance
- Athletic activities
- Outdoor and adventurous activities
- Swimming

Students develop knowledge and understanding of physical education theory:

Unit 1: Factors affecting Performance:

- skill
- Motivation and Mental Preparation
- Skeleton and joints
- Muscles and tendons
- Circulatory and respiratory systems
- Fitness
- Physique
- Drugs

Unit 2: Health, Safety and Training:

- Health
- Diet
- Games: Safe Practice
- Injuries
- Exercise and Training

Unit 3: Reasons and opportunities for participation in physical activity:

- Leisure and Recreation
- Facilities, Participation, Excellence
- History of Amateur/Professional Status
- Media
- Access to Sport

Programme 18

Physical Education: non-examined (Years 10 & 11)

Areas of Study:

The course is not based on an examinations syllabus, but is assessed internally within the school. Students take part in a wide range of physical activities, which include both individual and team sports.

Statement of Purpose:

The course encourages students to develop the 'individual' and discover the 'self' through physical activities; to develop knowledge and understanding of physical activities.

Students will:

- develop an appreciation and fundamental understanding of the value of Physical Education and its relationship to a healthy active lifestyle;
- develop an awareness of movement as a creative medium in the development of communication, expression, aesthetic appreciation as reflected in dance and gymnastics;
- develop the motor skills necessary to enable students to participate successfully in variety of physical activities success being measured in relation to the individuals' personal development;
- acquire skills and techniques readily applicable in more complex patterns;
- demonstrate good knowledge of correct procedure and rules appropriate to the activity;
- focus on developing, implementing and refining team and individual game plans. Teams will be expected to plan strategies and implement them in different situations.

Course components

Students will:

- take part in team sports such as: capture the flag, volleyball, football, futsal, basketball, and kickball – demonstrating strategies and tactics;
- participate in running, walking, and swimming activities such as: track and field events, mile run, swim meet events;
- demonstrate correct knowledge of water survival skills: able to rescue someone in one of the two ways taught, tread water, etc.
- demonstrate knowledge of the rules of sport games.
- participate in a physical fitness test according to British Curriculum Standards

Programme 19

PSHE – Personal, Social and Health Education (Years 10 & 11)

Areas of Study:

The course is not based on an examinations syllabus, but is designed so that students, at appropriate stages in their own personal development, can explore issues related to personal relationships, personal management, health and safety, social awareness, and study skills/techniques.

Statement of Purpose:

The course is designed so that students will:

- Develop mutual respect and support
- Think about issues and make informed opinions
- Be aware of and care for others and for the environment
- Talk about feelings and be sensitive to the feelings of others
- Be constructively critical and questioning
- Be responsible for their behaviour and learning
- Think about, assess and develop their potential

The principal texts used for this course are the series of books entitled '*Personal and Social Education, An Integrated Programme*' by Mary Gurney. These books are supplemented with newspaper articles, magazines, Internet resources, and information from guest speakers.

PSHE – Years 10 and 11

Topics covered in Year 10:

<u>Personal</u>	<u>Social</u>	<u>Health/Safety</u>	<u>Education</u>
<ul style="list-style-type: none">• Awareness and prejudice• Developing potential and good attitudes• Death and Bereavement	<ul style="list-style-type: none">• Class relationships• Local Environment• Disability sensitivity• Crime/Law• Avoiding criminal involvement	<ul style="list-style-type: none">• Loving relationships• Sexual responsibility• STDs	<ul style="list-style-type: none">• Study skills (note taking, research papers, test taking, copying)• English-speaking games• Importance of attendance

Topics covered in Year 11:

<u>Personal</u>	<u>Social</u>	<u>Health/Safety</u>	<u>Education</u>
<ul style="list-style-type: none">• Love and relationships• Compatibility in relationships	<ul style="list-style-type: none">• Values, ambitions, and developing potential• Women and men in a changing society• Attitudes toward driving	<ul style="list-style-type: none">• Attitudes to health• Drug abuse and addictions• STD and HIV• Staying healthy in the future• Contraception methods	<ul style="list-style-type: none">• Planning the year ahead• Scheduling time• Evaluating study habits and setting goals

Programme 20

Enrichment Activities

Statement of Purpose:

LIST aims to provide a truly rounded education and to that end we offer a rich variety of enrichment activities for students in Years 1 to 13. These activities provide students with the opportunity to interact with teachers and students from other year groups in the school, and contribute to building a strong Lanna community. They also enable students to try out new things and develop new skills and interests.

Range of Activities:

Activities currently on offer include academic assistance (Maths, Science and English), various sports (swimming, badminton and table tennis), computer skills development, arts and crafts, board games, cooking, film club, music, student newspaper, karate, SAT preparation, Model United Nations, language and culture classes, and a yearbook group, amongst others.

Scheduling:

Secondary activities take place once per week, with the entire Secondary school being engaged in activities at the same time. The scheduled activities change four times each year, meaning that students get lots of opportunities to try out a wide variety of activities during their time at Lanna. Students have the option to change activities each quarter or, of course, continue with an activity that they wish to take further. On occasion some students may be directed to specific academic assistance activities, if it is felt that they are in need of the additional help at this time. This is done through discussion with the students concerned.



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