

Y12 and 13 at Lanna: Course Options

for study commencing August 2020

International  UNIVERSITY of CAMBRIDGE
International Examinations
A Levels

edexcel 



LANNA
Sixth form

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Introduction to our Years 12 & 13: The British Sixth Form

Welcome to Lanna Sixth Form. At Lanna the final 2 years are packed full of important study programmes and activities that not only allow students to apply to a wide range of top universities around the world but also develop skills and qualities which enable them to become happy and successful young adults.

Progression from IGCSE to A Level

There is a considerable difference between the academic level of the IGCSE courses followed in Years 10 and 11, and the A Level courses followed in Years 12 and 13. Year 13 of the British education system is often compared to the first year of undergraduate university study in America. **It is a huge leap in academic expectations.**

In order to cope with A Level study, students should ideally have:

- achieved at least 5 IGCSE's with Grades A* - C during Year 11
- achieved A*, A or B Grades at IGCSE level in subjects (or related subjects) which they wish to pursue at A Level

Students in Year 11 who wish to study 4 A Level subjects should have predicted A* and A Grades for most of their IGCSE subjects.

Once A Level courses have been decided upon and timetabled it is often very difficult to swap programmes. **It is important to get your choices right the first time around.**

Advanced Level Examinations

A levels are widely regarded as some of the most rigorous and academically challenging High School level courses in the world. All of the A Level courses that we offer require a high degree of self motivation and academic ability.

Students normally choose 3 A Level programmes from a choice of 16 that we offer. All students also sit the English General Studies Paper at AS Level, and our most academically gifted students will also study an additional fourth AS/A level. Three A Level passes at Grade A can gain access to the finest universities in the world.

All of our AS/A level courses are based on syllabuses from CIE (Cambridge International Examinations) or Edexcel. Full detailed syllabuses and past examination papers are available to you from:

CIE - <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/subjects>

Edexcel - <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels.html>

All students considering following an AS/A level course of study should download the appropriate syllabus and consider the course in some detail. Two years is a long time to follow a course if you discover you don't like the content!

Students graduate from Lanna with a full American style Transcript and GPA as well as their British exam results; offering many options for university applications worldwide.

SAT and IELTS Preparation

We guide and prepare students for SAT and IELTS examinations, according to needs and future plans.

Students can choose to follow a programme of study which prepares them for both of these important exams. Students can sit both the standard SAT exam or any SAT Subject Test.

Students who need an IELTS/ TOEFL award for college or university entrance are entered for the IELTS exam. This is a universally recognized English language test. Students in Year 13 who are studying the A Level Programme are unlikely to score less than Band 6.5 which is the average score needed for university study in all English speaking countries or international colleges. Most Lanna students achieve scores much higher than this.

Leadership and Life Skills Development

Developing teamwork and leadership skills are fundamental aspects of Lanna School. At the beginning of Year 12, students can choose between two leadership and teamwork courses. They can choose to follow a Level 3 Award (equal to an A Level qualification) in **Sports Leadership**, awarded by Sports Leaders UK, or the internationally recognized **Duke of Edinburgh International Award** (incorporating Community Service).

Both courses are designed to improve leadership and teamwork skills, as well as providing a structured framework to develop important life skills such as: independence, self discipline, motivation, problem solving, resilience, behaviour management, communication, goal setting, overcoming adversity, accurate listening, sensitivity and awareness and role modelling.

Both the Level 3 Sports Leadership course and the Duke of Edinburgh International Award are designed to be challenging and extend students skills and abilities far beyond the normal school academic curriculum.

College and Careers Programme

During Y12 and Y13 students **meet with the School Counsellor twice a week** as part of a programme which prepares them for university, onward careers and life beyond school.

Students meet in small study groups to research college and university options, as well as in large year groups for formal presentations. There is a busy programme of guest speakers, university presentations and workshop seminars. Students are regularly taken to local Education Fairs and presentations.

University and College Visits

On average 50 universities a year visit Lanna. Recently we have hosted talks from:

Pennsylvania State University, USA; Thammasat University, Thailand; Durham University, UK; Nagoya University, Japan; Ghent University, Korea; St Andrews University, Scotland; Yale College, USA; Ecole Hotelier Lausanne, Switzerland; New York University, USA, University of San Francisco, USA, among many other universities and colleges from around the world.

Guest Career Speakers

Guest speakers are invited in on a regular basis to represent a range of traditional and not so traditional professions and areas of work.

We have heard from speakers involved in: Aviation; Film Making; Medicine; Business; Hotel Management; Olympic Sports; MultiMedia Design, and many more areas.

Workshops and Seminars

Students participate in a series of rolling workshops which include:

- Budgeting and Money

- Interview Techniques

- Writing a C.V. / Resume

- How To Pass Exams Without Anxiety

- Revision Technique

- The Challenges of University and Independent Living

Mission and Vision



“We aim to provide **academic excellence** within a **caring community**”



“We follow a broad British curriculum and seek to enable our students to achieve their full potential and become creative, responsible and successful citizens.”

Schoolwide Learning Outcomes

Lanna’s “Schoolwide Learning Outcomes” are cross-curricular learning objectives which are pertinent to all classes taught at Lanna. In planning lessons and activities we consider not only the curricular objectives of the course, but also these more global objectives, to 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.

Curriculum Options for Years 12 and 13

Core Subjects (all students study these):

Subjects	Number of 40 minute lessons per week	
	Y12	Y13
English General Paper AS level	2 (unless studying for 4 A levels)	2
Thai Language	2	2
Sports Leadership or International Award	2	2
College and Careers	1 (+1 small group session*)	1 (+1 small group session*)

* with the Head of Sixth Form – monitoring progress and looking ahead to university and/or career choices

A Level Option Blocks for Year 12:

Students can choose a maximum of one subject option from each block (all subjects in a block are taught at the same time)

Block 1	Block 2	Block 3	Block 4
Chinese/Fr/Ger	Chemistry	Art	SAT/IELTS
Biology	Business	P.E.	Geography
Computer Science	Sociology	English	History
		Mathematics	Physics

AS/A level Study Paths:

Students select their optional courses, in line with the “blocks” on the previous page, to create a course of study that meets their interests and career aspirations. There are three possible paths for A level study at Lanna.

Path 1: 4 A levels

Suited only to students with at least 3.40 cumulative GPA, and who get mostly A and A* IGCSE grades in Year 11. This option leaves almost NO in-school study periods and **huge demands on out of school time**. Most students drop one of these at the end of Y12, after the AS level part is completed, following only 3 through to full A level + also studying AS level English General Paper during Y13.

1. A level 2. A level 3. A level 4. A level

Path 2: 3 A levels + AS level English General Paper

Suited to students who already have very good English and, maths skills and get mostly A*, A & B IGCSE grades in Year 11.

1. A level 2. A level 3. A level 4. AS General Paper

Path 3: 2 A levels + AS level English General Paper + SAT and IELTS Preparation

Combining the study of 2 A levels with an SAT and IELTS Preparation course is a good option for many students. It gives a better chance of doing well in the A level courses (by having fewer to focus on) with an opportunity to develop English and maths skills in preparation for future study and/or IELTS and SAT success.

1. A level 2. A level 3. SAT/IELTS Prep. 4. AS General Paper

Years 12 and 13 Curriculum and Lesson Allocation

Programmes	Other ¹	IGCSE ²	AS level ³	A level ³	Number of 40 minute lessons per week	
					Y12	Y13
1. SAT and IELTS Preparation	■				9	9
2. English General Paper AS level			■		2	2
3. English Language/English Literature A level			■	■	9	9
4. Mathematics (Pure/Mechanics/Stats) AS/A level			■	■	9	9
5. Mathematics (Pure/Stats) AS/A level			■	■	9	9
6. Biology AS/A level			■	■	9	9
7. Chemistry AS/A level			■	■	9	9
8. Physics AS/A level			■	■	9	9
9. Geography AS/A level			■	■	9	9
10. History AS/A level			■	■	9	9
11. Sociology AS/A level			■	■	9	9
12. Business AS/A level			■	■	9	9
13. French/German AS/A level			■	■	9	9
14. Chinese AS/A level			■	■	9	9
15. Art & Design AS/A level			■	■	9	9
16. Computer Science AS/A level			■	■	9	9
17. Physical Education AS/A level			■	■	9	9
18. Thai Language and Culture	■	■			2	2
19. Sports Leadership Award	■				2	2
20. The Duke of Edinburgh's International Award	■				2	2
21. College and Careers Preparation	■				2	2

- Notes:
- 1.) **Other - Courses** that are assessed within school and have no external examination, and alternative courses such as SAT and IELTS
 - 2.) **IGCSE** (International General Certificate of Secondary Education) - Internationally recognised qualifications, with external examinations, based upon the British National Curriculum.
 - 3.) **AS/A** (Advanced Subsidiary/Advanced) **levels** – Higher level internationally recognized qualifications, based upon the British system.

SAT and IELTS Preparation

Description:

The course has a focus on developing essential English and mathematics skills. It covers numeracy, reading, writing, listening and speaking, with an emphasis on developing English and mathematics skills for future academic purposes, and especially for IELTS and SAT examinations (required for entry to many universities). Some students following this course of study may also choose to prepare for retakes of IGCSE mathematics and/or English.

Course Schedule:

SAT and IELTS Preparation classes are scheduled for nine 40-minute periods per week

The course aims:

This course aims to develop critical reading, mathematical reasoning, and writing skills that students need to be successful in SAT and IELTS examinations, and later at university. Specific course aims are to:

- to develop the students' ability to use academic English effectively for the purpose of education, and to form a sound base for the skills required for further study;
- to develop an awareness of the nature of language and language-learning skills;
- equip students with the skills necessary to take the SAT and IELTS examinations to the best of their abilities;
- give students access to conditions that are as realistic as possible and improve students' confidence in their test-taking abilities;
- develop understanding in exactly how to interpret the questions asked in each section of the exams;
- develop an extended vocabulary upon which they will be able to draw during the exams in both the writing and reading sections of the test – and in their future lives;
- be able to write persuasive and competent essays in an efficient manner;
- develop a solid understanding of all of the mathematics that will be required of them in the SAT exam;
- understand the best techniques with which to answer the questions, including tactics for timing and answer choice selection.

Assessment of Learning:

In school assessments are made through written examinations along with homework and coursework assignments. External assessments will be SAT and IELTS examinations, alongside IGCSE English and/or maths examinations for some students who had not previously been awarded these qualifications.

English General Paper AS level

Description:

The course is based on Cambridge International Examinations AS (Advanced Subsidiary) level Syllabus 8021. The course develops a set of transferable skills. These include comprehension, constructing an argument, presenting views, and writing English coherently and persuasively. Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment.

Course Schedule:

AS level English General Paper classes are scheduled for two 40-minute periods per week.

Statement of Purpose:

The general aims of the English General Paper course are:

- develop understanding and use of English language in the context of contemporary topics
- encourage and appraise a broad range of topics
- develop a wider awareness and knowledge of contemporary issues through reading
- develop independent reasoning skills
- develop the skills of interpretation, analysis, evaluation and persuasion
- develop skills in writing structured and developed arguments, and present reasoned explanations
- develop the ability to present a point of view clearly, and consider and reflect upon those of others

Topic areas and question focus:

Section 1 - Economic, historical, moral, political and social

Section 2 - Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics

Section 3 - Literature, language, the arts, crafts, and the media.

Section 1: Economic, historical, moral, political and social, **such as**:

The role and value of history in modern society

Wars, conflicts and terrorism

The state and its institutions

Political systems, leadership, nationalism and forms of government

The role of international organisations

The provision and politics of aid

Justice and the justice system; prison and rehabilitation

The role of the individual in society

Family, marriage and partnerships, social pressure, class and social attitudes

Globalisation and its impacts

Wealth and equality in society

Population and migration

Education

Welfare

Sport and leisure

Work and employment

Industry and commerce

Freedom of speech, thought and action

Human rights

Animal welfare

Matters of conscience, faith and tolerance

Section 2: Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics, **such as:**

Medical and scientific advances and their ethics
Drug testing, manufacture and provision
Diet, health education and provision of healthcare
Space exploration and its associated industry
Information and communications technology
Surveillance and privacy

Environmental concerns
Natural disasters including mitigation and management
Rural and urban concerns
Food and water security
Transport, travel and tourism
The uses and applications of mathematics

Section 3: Literature, language, the arts, crafts, and the media, **such as:**

Literature
Non-fiction writing
Language
Performing arts
Visual arts
Applied arts
Arts institutions and venues

Traditional arts and crafts; heritage
Print and digital media
Advertising
Censorship and freedom of the media and the arts

It is expected that the skills developed in this subject will allow students to approach their other subjects with an improved ability to understand, analyse and resolve problems. As a curriculum subject, this offers students an excellent opportunity to express themselves in a free and open fashion. Lively debate, critical and investigative thinking are encouraged in the lessons, coupled with informed and disciplined reasoning. An additional benefit is that universities are increasingly looking for students who can demonstrate a high level of objective and rigorous thinking.

Assessment of Learning:

In school assessments are made through written examinations along with homework and coursework assignments.

The AS General Paper is awarded on the successful completion of 2 terminal examinations:

Paper 1 – Essay; 1 hour 15 minutes.

Candidates choose one question from a choice of 10, based around some of the topic areas detailed above. Candidates are advised to write an essay of 600–700 words.

Paper 2 – Comprehension; 1 hour 45 minutes

This paper has two sections. Candidates must answer all questions in each of the two sections on the paper.

English Language and Literature A level

Description:

The course is based on the Edexcel A level (Advanced) English Language and Literature Syllabus 9EL0.

The skills which this course is designed to develop are:

- develop and apply their knowledge of literary analysis and appreciation
- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other
- engage creatively and critically with a wide range of texts and relate them to their historical context
- explore the ways in which texts relate to each other and the contexts in which they are produced and received
- develop their skills as producers and interpreters of language
- undertake independent and sustained studies to develop their skills as producers and interpreters of language.

The course requires the study of six texts – at least three from the genres of prose fiction, poetry and/or drama and another three, one of which must be one non-literary. Students will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts. In addition to the texts studied for the final exams, students will also complete a coursework portfolio that will contribute towards their final grade.

Please note: There will be no examinations that contribute to the final grade at the end of Year 12. The course is assessed at the end of year 13 in the form of both external examinations and a coursework portfolio that students will work towards preparing for and completing during their study in years 12 and 13. From these a final grade will be awarded.

The two examinations taken at the end of year 13 account for 40% each while the coursework is worth 20%.

Where this course can take you:

The skills developed on this course are academically of a very high level and will help to prepare you for any higher education. You'll become competent at expressing an opinion and developing a line of argument. You'll also become competent at analysing how language is used to communicate meaning at different levels. If you want to do law or anything related to psychology, then this is the course for you. Additionally, if you are interested in a career that involves communication (marketing, media, business, NGO, politics) then this is a course which will give you invaluable skills. If you want to become a competent essay writer then this course will also help you with that. Beyond all this, is the fact that being highly literate in a world of written information is extremely useful for understanding the messages we are bombarded with on a daily basis. Lastly, develop a life-long understanding and appreciation of reading literature and linguistics.

Course Schedule:

A level English classes are scheduled for nine 40-minute periods per week

Mathematics (Pure & Mechanics/Probability and Statistics) AS/A level

Description:

The course follows the main aspects of syllabus 9709 from the University of Cambridge International Examinations.

During Year 12 students study Pure Mathematics and Mechanics in preparation for the AS level Mathematics examinations. During Year 13 students work towards the Advanced level qualification by studying further Pure Mathematics and the Probability and Statistics unit 1.

The course builds on the skills acquired at IGCSE (or equivalent) level and is only appropriate for students who performed to a high level in their previous maths studies.

Course Schedule:

AS/A level Mathematics classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

The course aims for students to:

- develop their mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment;
- develop an understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject;
- acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying;
- develop the ability to analyse problems logically, 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;
- acquire the mathematical background necessary for further study in this or related subjects.

AS level Topics

Pure mathematics 1:

- | | |
|------------------------|--------------------|
| 1. Quadratics | 5. Trigonometry |
| 2. Functions | 6. Series |
| 3. Coordinate geometry | 7. Differentiation |
| 4. Circular measure | 8. Integration |

Mechanics 1:

- | | |
|--|----------------------------|
| 1. Forces and equilibrium | 4. Newton's laws of motion |
| 2. Kinematics of motion in a straight line | 5. Energy, work and power |
| 3. Momentum | |

Full A level Topics

Pure Mathematics 3:

1. Algebra
2. Logarithmic and exponential functions
3. Trigonometry
4. Differentiation
5. Integration
6. Numerical solution of equations
7. Vectors
8. Differential equations
9. Complex numbers

Probability & Statistics 1:

1. Representation of data
2. Permutations and combinations
3. Probability
4. Discrete random variables
5. The normal distribution

Assessment of Learning:

In school assessments are made through written examinations along with homework and coursework assignments.

The CIE examinations have been divided into two roughly equal halves with candidates taking two examination papers for AS Mathematics towards the end of Year 12 (Pure Mathematics 1 and Mechanics 1) and two further papers for the Advanced level qualification towards the end of Year 13 (Pure Mathematics 3 and Probability and Statistics 1).

There is no coursework element of the CIE examinations, assessment is entirely through written examinations.

Mathematics (Pure and Probability and Statistics) AS/A level

Description:

The course follows the main aspects of syllabus 9709 from the University of Cambridge International Examinations.

During Year 12 students study Pure Mathematics and Probability & Statistics in preparation for the AS level Mathematics examinations. During Year 13 students work towards the Advanced level qualification by studying further Pure Mathematics and Probability & Statistics units.

The course builds on the skills acquired at IGCSE (or equivalent) level and is only appropriate for students who performed to a high level in their previous maths studies.

Course Schedule:

AS/A level Mathematics classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

The course aims for students to:

- develop their mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment;
- develop an understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject;
- acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying;
- develop the ability to analyse problems logically, 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;
- acquire the mathematical background necessary for further study in this or related subjects.

AS level Topics

Pure mathematics 1:

- | | |
|------------------------|--------------------|
| 1. Quadratics | 5. Trigonometry |
| 2. Functions | 6. Series |
| 3. Coordinate geometry | 7. Differentiation |
| 4. Circular measure | 8. Integration |

Probability & Statistics 1:

- | | |
|----------------------------------|------------------------------|
| 1. Representation of data | 4. Discrete random variables |
| 2. Permutations and combinations | 5. The Normal Distribution |
| 3. Probability | |

Full A level Topics

Pure Mathematics 3:

1. Algebra
2. Logarithmic and exponential functions
3. Trigonometry
4. Differentiation
5. Integration
6. Numerical solution of equations
7. Vectors
8. Differential equations
9. Complex numbers

Probability & Statistics 2:

1. The Poisson Distribution
2. Linear combinations of random variables
3. Continuous random variables
4. Sampling and estimation
5. Hypothesis tests

Assessment of Learning:

In school assessments are made through written examinations along with homework and coursework assignments.

The CIE examinations have been divided into two roughly equal halves with candidates taking two examination papers for AS Mathematics towards the end of Year 12 (Pure Mathematics 1 and Probability & Statistics 1) and two further papers for the Advanced level qualification towards the end of Year 13 (Pure Mathematics 3 and Probability & Statistics 2).

There is no coursework element of the CIE examinations, assessment is entirely through written examinations.

Biology AS/A level

Description:

The course follows the main aspects of syllabus 9700 from the University of Cambridge. The course is designed to be studied over a two year period before examination, as recommended by the examination board. At the end of Year 1 the AS level papers (papers 1, 2 and 3) are normally taken, and the A2 papers (4 and 5) at the end of Year 2.

The course is structured so that students gain not only the biological knowledge and facts about the living world around them, but also how this knowledge applies to themselves, society, industry, agriculture as well as some world issues and problems. 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”. Students aim to gain an understanding of how to test a hypothesis, design suitable experiments, and draw conclusions from their data.

Course Schedule:

AS/A level Biology classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Why Study AS/A level Biology:

Biology is one of the most popular A Level subjects, attracting students studying a wide range of other subjects. Many of these students enjoy the subject so much they eventually choose a biologically related degree course. Others go on to careers in law, computing, accounting or teaching. So, whatever field you will eventually work in, you will find biology a very rewarding and challenging course which will develop many of the skills essential for a successful career.

Biology is a great choice of subject for people who want a career in health, and clinical professions, such as medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry, nursing, zoology, marine biology or forensic science – but this doesn't need to be your aim. It would be helpful to study chemistry alongside Biology for some of the courses listed above, but it is not always essential.

Course Objectives:

- to develop an appreciation of the necessary skills to recognize the usefulness of scientific method, its limitations and its applications to everyday life
- to become confident in the use of the technology involved and in matters of scientific interest
- to have a foundation for further study in biology if the student desires to continue in the study of biology
- develop skills that are useful in everyday life ; relevant to the study of biology; promote safe practice; allow the student to communicate using scientific terminology and scientific conventions
- develop the attitudes that are relevant to biological study :- accuracy; objectivity; integrity; enquiry; initiative; inventiveness.
- To develop an interest in care for local and global environments and the need for conservation of wildlife and resources.
- Stimulate a long term interest in the study of biology

- Promote awareness of scientific theories and their development through the work of individuals
- Promote awareness that biological study is subject to social, cultural, ethical and financial limitations
- Promote awareness that biological science may be both beneficial and detrimental at times to individuals, the community and the environment
- Promote an awareness of the use of IT for communication as well as a tool for experimentation and analysis/ presentation of results

Topics:

The course is extensive in scope but is divided into the following main areas of study:

AS units	A2 or A level units
1. Cell structure 2. Biological molecules 3. Enzymes 4. Cell membranes and transport 5. The mitotic cell cycle 6. Nucleic acids and protein synthesis 7. Transport in plants 8. Transport in mammals 9. Gas exchange and smoking 10. Infectious disease 11. Immunity	12. Energy and respiration 13. Photosynthesis 14. Homeostasis 15. Control and coordination 16. Inherited change 17. Selection and evolution 18. Biodiversity, classification and conservation 19. Genetic technology

Assessment of Learning:

In school assessments are made through homework and coursework assignments, written examinations, and practical skills assessments.

The examination is in two separate levels: AS which requires topic units 1-11 to be studied; A level which requires topic units 12-19 to be studied as well as the previous knowledge gained at AS level.

AS level examination involves:

Paper 1 – Multiple choice questions

Paper 2 – Structured questions based on work from the AS level syllabus

Paper 3 – An Assessed practical paper..Candidates will be expected to carry out 1 or 2 experiments, collect, record and analyse data so that they can answer questions related to the activity.

A level examination requires that papers 1-3 are taken either in a previous examination session **OR** at the same sitting as the **A level examination which involves:**

Paper 4 – Structured questions

Paper 5 – written practical examination involving planning, analysis and evaluation skills

The final grade at A level is made up of 50% from AS level and 50% from A2 exam grades.

Chemistry AS/A level

Description:

The course follows syllabus 9701 from the University of Cambridge. The two year course places great emphasis on the understanding and application of scientific concepts and principles and less emphasis on factual material whilst still giving a thorough introduction to the study of Chemistry.

The course assumes build up of knowledge and skills from Key Stage 3 Science and IGCSE Science classes with the assumption that the students have performed more than competently in the study of those materials.

Course Schedule:

AS/A level Chemistry classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

What is Chemistry?

Why do some materials explode? Can we do anything about global warming?
How and why will I be affected if we run out of oil? Is there a cure for all cancer?

Chemistry is the study of matter, of all materials which make up our world, both living and non-living. We study their properties and interactions and try to explain patterns of behaviour. Whether it's developing specific drugs to target disease, finding better ways to use the resources we have or developing new materials with enhanced properties, chemistry is everywhere. If you enjoy asking questions about the world around you, then you will like AS and A2 Chemistry because, at last, you will get some answers!

Good subject combinations

We strongly suggest that you take Mathematics to at least until AS Level if you choose A Level Chemistry. Chemistry is also often chosen alongside Biology, with Physics sometimes providing a student's fourth subject.

If you are studying a more business or economics orientated A-level programme and looking to broaden your studies, then studying Chemistry would work well particularly if you have studied the subject previously. AS and A-level Chemistry are far more highly regarded than similar qualifications in less traditional subjects.

After A-levels???

If you want to study Medicine, Dentistry, Pharmacy or Veterinary Science you will need A level Chemistry. However an understanding of chemistry is necessary to all other sciences and universities greatly value A level Chemistry as a qualification.

Chemistry is central to careers in physics, materials, engineering, medicine, earth science and life sciences. Chemists often work in sectors such as the chemical industry (research

and development, analytical chemistry, technical sales and marketing), public services (forensic science, health services, environmental protection and water companies), academia and teaching, publishing, technical writing and patent law. Studying the chemical sciences at university level helps you develop many skills such as problem solving, effective communication, creativity and teamwork; for this reason chemical scientists are much sought after and can pursue careers in many exciting and varied fields of work.

Will this subject suit me?

Chemistry requires an interest in the subject and an enthusiasm and commitment to work hard. You will need to develop your abilities to work independently and take responsibility for your own progress. Chemistry also involves significant mathematical content so good numeracy skills are essential.

Personal Study Time

A level students are expected to devote as much time outside the classroom to their studies as in lessons. Homework is set on at least a weekly basis and it is expected that students will work independently of set work in order to broaden their knowledge.

Topics

Aspects of the following topics are studied during the AS level course with additional aspects being studied to complete the full A level course.

Physical Chemistry:

1. Atoms, Molecules and Stoichiometry
2. Atomic Structure
3. Chemical Bonding
4. States of Matter
5. Chemical Energetics
6. Electrochemistry
7. Equilibria
8. Reaction Kinetics
9. Entropy and Free Energy

Inorganic Chemistry:

1. The Periodic Table
2. Group 2
3. Group 17
4. Transition Metals
5. Nitrogen, Sulfur and the environment

Organic Chemistry:

1. Naming Compounds and Isomerism
2. Hydrocarbons
3. Halogen Derivatives
4. Hydroxy Compounds
5. Carbonyl Compounds
6. Carboxylic Acids and Derivatives
7. Nitrogen Compounds

8. Polymerisation
9. Analytical Techniques
10. Organic Synthesis and drug design

Candidates should expect to spend at least 20% of their time doing practical work individually or in small groups as part of this course.

See syllabus for further detail of curriculum content.

Assessment of Learning:

In school assessments are made through homework and coursework assignments, written examinations, and practical skills assessments.

At the completion of the Advanced Subsidiary (AS) course candidates enter for three examination papers:

Paper 1 – 40 multiple choice questions based on the AS syllabus.

Paper 2 – AS Structured Questions: This paper consists of structured questions based on the AS syllabus.

Paper 3 – A practical paper consisting of two or three experiments drawn from different areas of chemistry. Candidates will be expected to collect, record and analyse data so that they can answer questions related to the activity.

At the completion of the full Advanced (A) level course candidates enter for two further examination papers:

Paper 4 – Structured Questions, covering both AS and A2 content.

Paper 5 – Planning, Analysis & Evaluation: This paper will consist of questions based on the practical skills of planning, analysis and evaluation. The examiners will not be restricted by the subject content.

Physics AS/A level

Description:

The course follows the main aspects of the syllabus 9702 from the University of Cambridge. The two year course is designed to give flexibility both to teachers and to candidates and to place greater emphasis on the understanding and application of scientific concepts and principles and less emphasis on factual material whilst still giving a thorough introduction to the study of Physics.

Course Schedule:

AS/A level Physics classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

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 Advanced level Physics. They are not listed in order of priority.

The syllabus aims are to:

1. provide, through well-designed studies of experimental and practical science, a worthwhile educational experience for all students, whether or not they go on to study science beyond this level and, in particular, to enable them to acquire sufficient understanding and knowledge to
 - 1.1 become confident citizens in a technological world and able to take or develop an informed interest in matters of scientific import;
 - 1.2 recognise the usefulness, and limitations, of scientific method and to appreciate its applicability in other disciplines and in everyday life;
 - 1.3 be suitably prepared for studies beyond A level in Physics, in Engineering or in Physics-dependent vocational courses.
2. develop abilities and skills that
 - 2.1 are relevant to the study and practice of science;
 - 2.2 are useful in everyday life;
 - 2.3 encourage efficient and safe practice;
 - 2.4 encourage effective communication.
3. develop attitudes relevant to science such as concern for accuracy and precision; objectivity; integrity; the skills of enquiry; initiative; inventiveness.
4. stimulate interest in, and care for, the environment in relation to the environmental impact of Physics and its applications.
5. promote an awareness
 - 5.1 that the study and practice of Physics are co-operative and cumulative activities, and are subject to social, economic, technological, ethical and cultural influences and limitations;
 - 5.2 that the implications of Physics may be both beneficial and detrimental to the individual, the community and the environment;

5.3 of the importance of the use of IT for communication, as an aid to experiments and as a tool for the interpretation of experimental and theoretical results.

Course Content:

The Subject Content of the syllabus is divided into an AS and A2 Core (made up of the first six sections) and Applications of Physics (Section VII). This structure is shown in the table below, in which the core sections are indicated by a lighter shade of grey. The table also shows which parts of the syllabus contain AS material and which parts contain A2 material.

Topic	AS Level	A Level
1 Physical quantities and units	✓	✓
2 Measurement techniques	✓	✓
3 Kinematics	✓	
4 Dynamics	✓	
5 Forces, density and pressure	✓	
6 Work, energy and power	✓	
7 Motion in a circle		✓
8 Gravitational fields		✓
9 Deformation of solids	✓	
10 Ideal gases		✓
11 Temperature		✓
12 Thermal properties of materials		✓
13 Oscillations		✓
14 Waves	✓	✓
15 Superposition	✓	
16 Communication		✓
17 Electric fields	✓	✓
18 Capacitance		✓
19 Current of electricity	✓	✓
20 D.C. circuits	✓	✓
21 Electronics		✓
22 Magnetic fields		✓
23 Electromagnetic induction		✓
24 Alternating currents		✓
25 Quantum physics		✓
26 Particle and nuclear physics	✓	✓

Assessment of Learning:

In school assessments are made through homework and coursework assignments, written examinations, and practical skills assessments.

At the completion of the Advanced Subsidiary (AS) course candidates enter for three examination papers:

Paper 1 – 40 multiple choice questions based on the AS syllabus.

Paper 2 – AS Structured Questions: This paper consists of structured questions based on the AS syllabus.

Paper 31 or Paper 32 – A practical paper consisting of two experiments drawn from different areas of Physics. The examiners will not be restricted by the subject content.

At the completion of the full Advanced (A) level course candidates enter for two further examination papers:

Paper 4 – A2 Structured Questions: This paper consists of two sections. Section A will consist of questions based on the A2 core syllabus but may include material first encountered in the AS syllabus. Section B will consist of questions based on the section “Applications of Physics” but may include material first encountered in the core (AS and A2) syllabus. Both sections will consist of a variable number of structured questions.

Paper 5 – Planning, Analysis & Evaluation: This paper will consist of questions based on the practical skills of planning, analysis and evaluation. The examiners will not be restricted by the subject content.

Geography AS/A level

Description:

The course follows the main aspects of the syllabus from Edexcel. It is intended to be a contemporary and relevant Geography course and so consists of a range of topical issues.

The course assumes some build-up of knowledge and skills from Key Stage 3 Geography and IGCSE Geography classes with the assumption that the students have performed more than competently in the study of those materials; although it is possible to follow this course without having previously studied IGCSE Geography.

Course Schedule:

AS/A Level Geography classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

This course will enable students to be inspired by their geographical understanding, to engage critically with real-world issues and places, and to apply their geographical knowledge, theory and skills to the world around them. Students will grow as independent thinkers and as informed and engaged citizens, who understand the role and importance of geography as one of the key disciplines relevant to understanding the world's changing peoples, places and environments. Fieldwork is an important element of the course with an expectation of 2 full days which will be assessed in the examination.

Skills and attitudes:

Geography develops an extremely broad range of skills welcomed by employers and educational institutions. The course is designed to:

- Develop your knowledge of locations, places, processes and environments, at all geographical scales from local to global.
- Recognise and be able to analyse the complexity of people-environment interactions at all scales, and appreciate how they underpin understanding of some of the key issues facing the world today.
- Become confident and competent in selecting and using a variety of quantitative and qualitative skills and approaches.
- Understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations.
- Develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced arguments in a range of situations.

What will I study?

The course is broken down into units - 2 completed during the AS level (Year 12) and 2 during the A level year (Year 13).

During the AS level (Year 12) we will look at:

Unit 1: Global Challenges

This module will address the following enquiry questions:

What are global hazards and what causes them?

Which areas are affected by geophysical and hydro-meteorological hazards and disasters? What are the global trends in hazard occurrence and disaster impacts?

How and why has climate changed in the past and how significant is recent global warming? How significant are the current and future impacts of global warming in contrasting locations?

How can the risks from global warming be managed locally and globally?

Why are global economic connections increasing? Which organisations are involved in globalisation and what are their roles?

How far does globalisation produce winners and losers, and switched-on and switched-off places?

What are the impacts of global and regional population trends on resources and wellbeing? Why are numbers of internal and international migrants rising?

What are the consequences of an increasingly urban world?

Unit 2: Geographical Investigations

This unit will focus on 2 topics - coasts and cities. The following enquiry questions will be addressed:

What is the coastal zone and how is it influenced by geology and marine processes?

How do physical processes produce coastal landforms and landscapes?

How do coastal ecosystems develop, what is their value and how are they threatened?

How can coastlines be managed in a sustainable way?

What are the environmental and social problems facing cities in the developed and developing world?

Why has transport become a key issue in many cities and how can it be managed?

How significant is the “housing crisis” in developing and developed world cities and how can it be reduced?

How can the social, economic and environmental aspects of urban areas be improved by regeneration?

During the A level year (Year 13) we will look at:

Unit 3: Contested Planet

What are weather and climate and how are they influenced by the global climate system?

What causes extreme weather events?

How are the risks of extreme weather managed by different players and technologies?

What is the nature and value of biodiversity? What factors and processes threaten biodiversity?

How can ecosystems and biodiversity be managed successfully?

The second part of this unit is then a choice between Energy Security or Water Conflicts and Superpower Geographies or Bridging the Development Gap.

Unit 4: Researching Geography

For this unit we will study one area in depth. The choices include:

Tectonic Activity and Hazards

Feeding the World's People

Cultural Diversity: People and Landscapes

Human Health and Disease

Assessment of Learning:

In school assessments are made through homework, assignments, written examinations, and classroom presentations.

At the completion of the Advanced Subsidiary (AS level) course candidates enter for the following examination papers:

Unit 1: Global Challenges - 1 hour 45 minute exam paper in 2 sections:

Section A – data response and short answer questions

Section B – Choice of world at risk or going global longer answer / guided essay questions

Unit 2: Geographical Investigations - 1 hour 30 minute exam paper in 3 sections:

Section A – data response and short answer questions on crowded coasts and urban problems

Section B – compulsory short answer questions on research and fieldwork investigation

Section C – choice of one fieldwork question on either crowded coasts or urban problems

At the completion of the full Advanced (A level) course candidates enter for two further examination papers:

Unit 3: Contested Planet - 2 hour exam paper in 3 sections:

Section A – longer / guided essay questions and one synoptic question

Section B – choice of one data response / essay question from Energy Security or Water Conflicts

Section C – choice of one data response / essay question from Superpower Geographies or Bridging the Development Gap

Unit 4: Researching Geography - 1 hour 30 minute exam paper:

One question based on the research area chosen.

History AS/A level

Description:

The course follows the main aspects of syllabus 9489 from the University of Cambridge. It is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE (although it is not essential to have followed this course) and develops lifelong skills including understanding issues and themes within a historical period.

The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies.

Course Schedule:

AS/A Level History classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

The aims of the course are to develop:

- an interest in the past and an appreciation of human endeavour
- a greater knowledge and understanding of historical periods or themes
- a greater awareness of historical concepts such as cause and effect, similarity and difference, and change and continuity
- an appreciation of the nature and diversity of historical sources available, and the methods used by historians
- an exploration of a variety of approaches to different aspects of history and different interpretations of particular historical issues
- the ability to think independently and make informed judgements on issues
- an empathy with people living in different places and at different times
- a firm foundation for further study of History.

Curriculum Content

Year 12 - Advanced Subsidiary (AS) History

Component 1: The history of the USA, 1820–1941

The origins of the Civil War, 1820–61

Component 2: The history of the USA, 1820–1941

- Civil War and Reconstruction, 1861–77
- The Gilded Age and Progressive Era, 1870s to 1920
- The Great Crash, The Great Depression and the New Deal policies, 1920–41

Year 13 - Advanced (A) History

Component 3: The origins and development of the Cold War

Developments in the evolution of the Cold War in Europe, 1941–50

Component 4: Depth study 3: International history, 1945–92

- Theme 1: US–Soviet relations during the Cold War, 1950–91
- Theme 2: The spread of communism in East and Southeast Asia, 1945–91
- Theme 3: Decolonisation, the Cold War and the UN in Sub-Saharan Africa, 1950–92
- Theme 4: Conflict in the Middle East, 1948–91

Assessment of Learning:

In school assessments are made through homework and classwork assignments with an emphasis on essay writing, classroom participation, tests, mock examinations and enquiry-based projects.

At the completion of the Y12 course Advanced Subsidiary (AS) level candidates enter for written examinations based on:

- component 1 (source based document question), and
- component 2 (outline study).

At the completion of the Y13 course Advanced (A) level candidates enter for written examinations based on:

- component 3 (source based interpretations question), and
- component 4 (depth study).

Sociology AS/A level

Description:

The course is based on Cambridge International Examinations Syllabus 9699. It is studied over a two-year period before examination, as recommended by the examination board. Cambridge International AS and A Level Sociology offers students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past.

Course Schedule:

AS/A Level Sociology classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

The study of Sociology should stimulate awareness of contemporary social, cultural and political issues, and focus attention on the importance of examining these issues in a rigorous, reasoned and analytical way.

The two year course is designed to provide a solid grounding in the central ideas and approaches in Sociology. Cambridge International A Level students can choose to explore a variety of important areas of sociological enquiry including education, family, religion, and the media.

The aims of the syllabus are set out below (not listed in order of priority). The aims are to develop:

- knowledge and understanding of sociological terms, theories, methods and research findings.
- an awareness of the range and limitations of sociological theory and the ability to compare and contrast different theoretical perspectives.
- an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life.
- an understanding of sociological research methods, including issues concerned with the planning, implementation and evaluation of research enquiry and the collection, analysis and interpretation of data.
- improved skills of communication, interpretation, analysis and evaluation skills for further study.

Curriculum Content

Year 12 - Advanced Subsidiary (AS) Sociology

This AS level course requires candidates to study two syllabus units:

Paper 1 – Socialisation, identity and methods of research

Socialisation and the creation of social identity:

- The process of learning and socialisation
- Social control, conformity and resistance
- Social identity and change

Methods of research:

- Types of data, methods and research design
- Approaches to sociological research
- Research issues

Paper 2 – The Family

Theories of the family and social change:

- Perspectives on the role of the family
- Diversity and social change

Family roles and changing relationships:

- Gender equality and experiences of family life
- Age and family life

Year 12 Assessment of Learning

In school assessments are made through homework and coursework assignments with an emphasis on argumentative essay writing, classroom participation, tests, mock examinations and projects.

The AS Sociology course is assessed 100% through summative exam. Students take two written exams: Paper 1 (1.30 hour) and Paper 2 (1.30hr).

Year 13 – Advanced (A) level Sociology

Following successful completion of AS level studies Sociology students may study for the full A level in Y13. This A level course requires candidates to study two syllabus units:

Paper 3 – Education

Education and society:

- Theories about the role of education
- Education and social mobility
- Influences on the curriculum

Education and inequality:

- Intelligence and educational attainment
- Social class and educational attainment
- Ethnicity and educational attainment
- Gender and educational attainment

Paper 4 – Globalisation, Media and Religion

Globalisation:

- Perspectives on globalisation
- Globalisation and identity
- Globalisation, power and politics

Contemporary issues:

- Globalisation, poverty and inequalities
- Globalisation and migration
- Globalisation and crime

Media

Ownership and control of the media:

- Traditional media and the new media
- Theories of the media and influences on media content
- The impact of the new media

Media representation and effects:

- Media representations of class, gender, ethnicity, and age groups
- Different models of media effects
- The impact of the media on behaviour

Religion

Religion and social order:

- Religion and society
- Religion and social order
- Religion as a source of social change

The influence of religion:

- The secularisation debate
- Gender, feminism and religion
- Religion and post-modernity

Year 13 Assessment of Learning

In school assessments are made through homework and coursework assignments with an emphasis on argumentative essay writing, classroom participation, tests, mock examinations and projects.

The A-level Sociology course is assessed 100% through summative exam. Students take two written exams: Paper 3 (1.15 hour) and Paper 4 (1.45hr).

Business AS/A level

Description:

The course follows the main aspects of the syllabus of the University of Cambridge Advanced level and Advanced Subsidiary level qualifications (syllabus 9609). It is studied over a two-year period.

The Business syllabus enables students to understand and appreciate the nature and scope of business, and the role it plays in society. The syllabus covers economic, environmental, ethical, governmental, legal, social and technological issues, and encourages a critical understanding of organisations, the markets they serve and the process of adding value. Students examine the management of organisations and, in particular, the process of decision-making in a dynamic external environment.

Course Schedule:

AS/A Level Business classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

The two-year course is designed so that students gain an understanding of the main aspects of the workings of business and the role of business in society.

The course assumes no previous study of the subject. (However, students who have studied IGCSE Enterprise will have studied many aspects of a significant portion of the A-level Business content.)

Students will:

- understand and appreciate the nature and scope of business, and its role in society;
- develop critical understanding of organizations, the markets they serve and the process of adding value. This involves consideration of the process of decision making in a dynamic external environment;
- be aware that business behaviour can be studied from a range of stakeholders including customer, manager, creditor, owner/shareholder and employee;
- be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity;
- develop skills in:
 - decision-making and problem solving in the light of evaluation;
 - the qualification and management of information, where appropriate;
 - effective communication.

Topics Covered:

Business and the environment: The nature of business activity , the role of the entrepreneur, social enterprise, economic sectors, legal structures, local, national and multinational businesses, internal and external growth business objectives in public and private enterprises, privatisation/nationalisation, stakeholders in a business, external influences on business activity.

People in organisations: Management and leadership, choice of leadership style, Emotional Intelligence, measures of employee performance, motivation as a tool of management and leadership, motivation theories, motivation methods in practice, the role of HRM in meeting organisation objectives, role of trades unions in HRM, recruitment, selection, training, induction, advice, guidance, workforce planning, organisation structure, business communication.

Marketing: What is marketing, role of marketing and its relationship with other business activities, features of markets, niche versus mass marketing, market research, segmentation methods, the marketing mix, product development, supply and demand, elasticity, marketing planning, globalisation and international marketing.

Operations and Project Management: The nature of operations, effectiveness, efficiency and productivity, capital versus labour intensity operations planning, flexibility and innovation, operations methods, business location, inventory management, enterprise resource planning, capacity utilisation, lean production and quality management, project management, critical path analysis.

Finance and Accounting: The need for business finance, legal structure and sources of finance, forecasting cash flows and managing working capital, costs, break-even analysis, accounting fundamentals, budgets, variance analysis, contents of published accounts, analysis of published accounts, practical use of ratio analysis, depreciation, investment appraisal.

Strategic Management (A2 only): The need for strategic management, SWOT analysis, PEST or external environment analysis, evaluation of the role of business vision/mission statements and objectives in strategic analysis, Boston matrix, Porter's 5 forces analysis, core competencies, Ansoff's matrix, force field analysis, decision trees, business plans, corporate culture, strategic change, contingency planning and crisis management.

Assessment of Learning:

In school assessments are made through written examinations along with homework and coursework assignments.

At the completion of the Advanced Subsidiary (AS) course candidates enter for two examination papers:

1. Short answer and essay
2. Data Response

At the completion of the Advanced level (A) course candidates enter for an additional examination paper:

3. Case Study

French/German AS/A level

Description:

The French and German courses follow the main aspects of the syllabus provided by the University of Cambridge. The AS and A level French (syllabus 8682 and 9716) and German (syllabus 8683 and 9717) courses are designed to enable learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, and improve their communication skills. Students also learn how to improve their use of French in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing.

The full A Level French/German builds on the language skills gained at AS Level, and is the ideal foundation for university-level study, or to improve career prospects. Students learn how to better use the language in a variety of situations.

Course Schedule:

AS/A Level French/German classes are scheduled for nine 40-minute periods per week; considerable independent study and practice is also required of students.

Course Objectives:

The aims and objectives of this qualification are to enable students to gain lifelong skills including:

- the ability to communicate confidently and clearly in the target language
- a sound understanding of the nature of language and language study, and of the skills and abilities required for further study, work and leisure
- insight into the culture and contemporary society of countries where the language is spoken
- better integration into communities where the language is spoken
- positive attitudes towards language learning, towards the speakers of other languages, and towards other cultures and societies
- skills which can be used in other areas of learning, such as analysis and memory skills.
- the studying of literary texts where appropriate (at full A Level only)

Assessment of Learning:

In school assessments are made through homework and coursework assignments, written examinations, and classroom presentations.

The external (CIE) examinations taken at the culmination of AS and A Level courses in French and German are detailed on the next page.

AS Level: At the completion of the Advanced Subsidiary (AS) course candidates enter for three externally assessed examinations:

- Component 1 – Speaking Test (29%)
- Component 2 – Reading and Writing (50%)
- Component 3 – Essay (21%)

A Level: At the completion of the full Advanced (A) level course candidates enter for four externally assessed higher level examinations:

- Component 1 – Speaking Test (20%)
- Component 2 – Reading and Writing (35%)
- Component 3 – Essay (15%)
- Component 4 – Texts (30%)

The examinations are designed to assess candidates' linguistic competence and their knowledge of contemporary society. In the exams, candidates will be expected to:

- understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing
- manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures
- select information and present it in the target language
- organise arguments and ideas logically

Chinese AS/A level

Description:

This course follows the main aspects of the syllabus provided by Edexcel.

Developed in consultation with teachers, the AS and A Level Chinese syllabus rewards advanced level Chinese-language skills and knowledge through student-focused assessment. With appealing content and opportunities to gain greater understanding of other cultures, it can prepare students to become well-informed and effective communicators.

The AS Level Chinese syllabus enables students to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, thereby also improving their communication skills. Students learn how to improve their use of Chinese in a variety of situations, understanding how to read texts, and how to extract information, initiate conversations and respond to questions both orally and in writing.

The full A Level Chinese builds on the language skills gained at AS Level, and is the ideal foundation for university-level study, or to improve career prospects. Students learn how to better use the language in a variety of situations.

With minimal prescription and maximum choice, this specification aims to engage students so that they enjoy advanced level Chinese language learning and achieve their full potential.

Course Schedule:

AS/A Level Chinese classes are scheduled for nine 40-minute periods per week; considerable independent study and practice is also required of students.

Course Objectives:

The aims and objectives of this qualification are to encourage students to:

- develop an interest in, and enthusiasm for, language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- derive enjoyment and benefit from language learning
- acquire knowledge, skills and understanding for practical use, further study and/or employment
- take their place in a multilingual global society.

Course Content:

AS Level, Unit 1: Spoken Expression and Response in Chinese

This unit requires students to demonstrate an ability to speak Chinese for 5–6 minutes in response to a short English-language stimulus. Students will be expected to refer to a series of questions printed on the stimulus so that they can communicate effectively in Chinese about the stimulus topic. Students will need to express opinions as well as provide relevant and appropriate information.

Each stimulus will link to one of the following general topic areas: Food, diet and health; Transport, travel and tourism; Education and employment; Leisure, youth interests and Chinese festivals.

AS Level, Unit 2: Understanding and Written Response in Chinese

This unit rewards students for their understanding of spoken and written Chinese, their ability to transfer meaning from Chinese into English and to produce continuous writing in Chinese. The latter would be an essay linked to a short Chinese-language stimulus.

The unit draws on the same general topic areas as Unit 1.

A Level, Unit 3: Understanding, Written Response and Research in Chinese

This unit rewards students for their ability to understand and respond in writing to written Chinese. It also enables them to demonstrate their ability to write in Chinese and promotes knowledge and understanding of Chinese culture and/or society through focused research.

The assessments link to the following general topic areas: Food, diet and health; Transport, travel and tourism; Education and employment; Leisure, youth interests and Chinese festivals; Environment (energy, pollution and environmental campaigns).

Assessment of Learning:

In school assessments are made through homework and coursework assignments, written examinations, and classroom presentations.

AS Level: At the completion of the Advanced Subsidiary (AS) course candidates enter for two examination papers:

Paper 1 – Spoken expression and response in Chinese (oral exam)

Paper 2 – Three section examination: listening, reading and essay writing

A Level: At the completion of the full Advanced (A) level course candidates enter for the higher level examination paper:

Paper 3 – Four section examination: reading, translation, essay writing, research-based essay

Art and Design AS/A level

Description:

This course follows the main aspects of the University of Cambridge Advanced level and Advanced Subsidiary level qualifications, code 9479.

The Art and Design syllabus considers expression and communication. Students learn about visual perception and aesthetic experience, and the ways in which art and design creates a language of its own. Most of the work for this syllabus is practical or studio based, so that students can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

Course Schedule:

AS/A Level Art and Design classes are scheduled for nine 40-minute periods per week; considerable independent work is also required of the students.

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.

Areas of Study Components 1 and 2 (coursework and exam components)

Painting and Related Media
Sculpture
Printmaking

Textiles
Graphic Design
Film and Video

Ceramics
Fashion Design
Photography

Candidates must specialise in one of the above areas of study. This list is not exhaustive and other areas of study - e.g. jewellery, puppetry, are quite acceptable.

Assessment of Learning:

In school assessments are made on an on-going basis through assessment of coursework.

To gain AS/A level qualifications students have to undertake various externally marked assessments, as detailed below.

Advanced Subsidiary (AS) comprises the following two components:

Component 1:

Coursework

There are two parts to this component, a portfolio and a final outcome. Candidates explore and develop coursework based on a theme, producing a portfolio of work leading to a final outcome. Themes may be set by the teacher or candidates may choose one in consultation with their teacher. Component 1 is marked against four assessment criteria externally.

Component 2:

Externally Set Assignment

There are two parts to this component, supporting studies created during the preparation period and a final outcome produced during a supervised test of 15 hours total duration. Candidates select one starting point to work on from their question paper. Candidates produce their supporting studies during the preparation period, after receipt of the paper and before the supervised test. The examination paper will provide candidates with the opportunity to respond in a variety of ways. This component is concerned with developing the candidate's response to visual stimuli and encourages the process of direct observation from primary sources, recording, analysis and two and/or three-dimensional development.

The supporting studies must be taken into the supervised test to inform the candidates as they work on their final outcome. They should show how the candidates have worked through artistic processes towards the assessment objectives. The final outcome may be a single response or a series of related outcomes. This component is externally assessed.

To complete the full Advanced (A) level there is one additional component:

Component 3:

Personal Investigation

The Personal Investigation should be an in-depth study that demonstrates the candidate's ability to carry out independent research from a starting point of their choice through to a fully realised and coherent conclusion. Candidates identify a theme informed by an aspect of art and design, photography or craft for the investigation then, in consultation with their

teacher, set themselves a specific brief which clarifies the content, direction and research material to be explored.

During their investigation, candidates produce practical work supported by written analysis containing detailed research. First-hand studies from primary sources such as visits to local galleries, studios or buildings, or contact with local artists, designers or craftspeople must form at least part of the research.

The topic may or may not be from the same area of study as work submitted for Component 1 and Component 2. The intention of this component is to allow candidates to pursue a field of study in research, development and realisation in depth. There are two parts to this component, both practical work and a written analysis of between 1000-1500 words. This component is also externally assessed.

Computer Science AS/A level

Areas of Study:

This is a two year course based on Cambridge International Examinations AS/A level Syllabus 9608. This syllabus is designed to give flexibility both to teachers and to learners. It is envisaged that learners will use the skills and knowledge of computer science acquired through this course in one of three ways:

- to provide a general understanding and perspective of the development of computer technology and systems, which will inform their decisions and support their participation in an increasingly technologically dependent society
- to provide the necessary skills and knowledge to seek employment in areas that use computer science
- to develop their knowledge and understanding of computer science through entry to higher education, where this qualification will provide a useful foundation for further study of computer science or more specialist aspects of computer science.

Course Schedule:

AS/A Level Computer Science classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

The aims of this Cambridge International Computer Science course, whether leading to an AS or A Level qualification are:

- to develop computational thinking
- to develop an understanding of the main principles of solving problems using computers
- to develop an understanding that every computer system is made up of subsystems, which in turn consist of further subsystems
- to develop an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- to acquire the skills necessary to apply this understanding to develop computer-based solutions to problems.

Topics Studied:

At AS Level:

Section 1: Theory Fundamentals

- 1.1 Information representation
- 1.2 Communication and Internet technologies
- 1.3 Hardware
- 1.4 Processor fundamentals
- 1.5 System software
- 1.6 Security, privacy and data integrity
- 1.7 Ethics and ownership
- 1.8 Database and data modelling

Section 2: Fundamental Problem-solving and Programming

- 2.1 Algorithm design and problem-solving
- 2.2 Data representation
- 2.3 Programming
- 2.4 Software development

Additional topics studied at A Level:

Section 3: Advanced Theory

- 3.1 Data representation
- 3.2 Communication and Internet technologies
- 3.3 Hardware
- 3.4 System software
- 3.5 Security
- 3.6 Monitoring and control systems

Section 4: Further Problem-solving and Programming Skills

- 4.1 Computational thinking and problem-solving
- 4.2 Algorithm design methods
- 4.3 Further programming
- 4.4 Software development

Assessment of Learning:

In school assessments are made through written examinations, homework and coursework assignments, and assessments of practical skills.

External assessment, by CIE, is as detailed below:

AS level assessment:

Paper 1 - Theory Fundamentals

This written paper contains short-answer and structured questions. (1h 30)

Paper 2 - Fundamental Problem-solving and Programming Skills

This written paper contains short-answer and structured questions. (2h)

A level assessment (in addition to having sat papers 1 and 2):

Paper 3 - Advanced Theory

This written paper contains short-answer and structured questions. (1h 30)

Paper 4 Further Problem-solving and Programming Skills

This written paper contains short-answer and structured questions. (2h)

Physical Education AS/A Level

Description:

This course leads to the Edexcel Advanced Subsidiary (AS) Level and Advanced (A) Level qualifications. Edexcel's Advanced Level course in Physical Education seeks to develop the student's knowledge, understanding, skills and application of physical education and sport science.

Stimulating content is at the heart of this engaging qualification. Students will receive a well-rounded and full introduction to the world of PE and sport science through a combination of physical performance and academic challenges.

Course Schedule:

AS/A Level Physical Education classes are scheduled for nine 40-minute periods per week; considerable independent work is also required of the students.

Statement of Purpose:

The aims of the AS/A level in Physical Education are to enable students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport
- refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

Course Structure:

AS and A Level Components

Component 1: Scientific Principles of Physical Education (written examination, 40% of overall grade)

Component 2: Psychological and Social Principles of Physical Education (written examination, 30% of overall grade)

Component 3: Practical Performance (15% of overall grade)

Component 4: Performance Analysis & Performance Development Programme (written coursework, 15% of overall grade)

The components and topic areas studied at A Level are the same as those studied at AS Level, but with additional content within each area for the full A Level, and with examinations of longer duration. Components are outlined below.

Component 1: Scientific Principles of Physical Education

Topic areas studied:

Topic 1: Applied anatomy and physiology

Topic 2: Exercise physiology and applied movement analysis

Biomechanics is embedded within the content of Topics 1 and 2

Component 2: Psychological and Social Principles of Physical Education

Topic areas studied:

Topic 3: Skill acquisition

Topic 4: Sport psychology

Topic 5: Sport and society

Component 3: Practical Performance

Skills to be demonstrated:

Skills performed in one physical activity as a player/performer,

or,

Skills performed in one physical activity as a coach

Component 4: Performance Analysis

Content:

In the role of player/performer or coach analyse two components of a physical activity (one physiological component and either a tactical or technical component).

In the role of player/performer or coach analyse, implement and evaluate a Performance Development Programme (for full A Level only).

Thai Language and Culture

Thai - Advanced Level; Post IGCSE

Areas of Study:

The course is not based on an examination syllabus, but is assessed internally within the school. The course incorporates Thai language Thai Culture and Thai Social Studies.

Statement of Purpose:

The course is provided for the Thai students who are able to read and write fluently and efficiently. The materials are selected from a variety of Thai textbooks, newspapers, magazines and journal articles, literature and contemporary literature. We are proud that these students perform Thai celebrations and festivals (Teacher appreciation day (Wan wai kru), Loy krathong and Songkran)

The aims are to:

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

During the two year course students study the following topic areas:

Area A: Reading and Directed Writing – Students will:

- reading and analysis contemporary literature
- 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: Thai Social and History- Students will:

- learn about importance of Thai Socialrtant people
- learn about Thai royal family
- learn about the politics of Thailand
- articulate experience and express what is felt and what is imagined
- communicate effectively and appropriately.

Area C: Thai Culture - Students will:

- learn and participate in Thai celebrations and festivals (Teacher appreciation day (Wan wai kru), Loy krathong and Songkran)
- learn about Thai arts and crafts, Thai cooking, and Thai games
- learn about musical instruments of each region in Thailand
- learn about Thai and international folk tales

Thai - Early Advanced Level**Areas of Study:**

The course is not based on an examinations syllabus, but is assessed internally within the school. The course incorporates Thai language and Thai Social Studies.

Statement of Purpose:

This course is designed for Thai students who can read and write to a certain extent by choosing teaching materials from Thai textbooks, news, magazines, and articles that students can use in daily life. In addition, students also learn about traditions. Thai culture and important dates.

The aims are to:

- enable students to communicate accurately, and write correctly.
- enable students to understand and respond appropriately to what they read.
- encourage students to enjoy and appreciate the variety of Thai language and culture
- complement the students' other areas of study by developing skills of more general application (e.g. analysis, synthesis, drawing of inferences)
- promote the students' personal development and an understanding of themselves and others.

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 to a certain extent.

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.

Thai – Intermediate Level

Areas of Study:

The course is not based on an examination 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. They will also learn to appreciate aspects of Thai culture.

During the two year course the following areas are studied:

Area A: Speaking and Listening - Students will:

- Speak Thai basic conversation in daily life.
- Listen and repeat.
- Listen to audio materials and respond appropriately.

Reading and Writing - Students will:

- Recognise the Thai alphabet, tones and read aloud correctly.
- Comprehend authentic materials such as charts and pictures.
- Read, comprehend, and respond.
- Write easy words and make short sentences from Thai short stories.

Area B: Thai Grammar - Students will:

- Study Thai grammar rules and use those rules to construct grammatically correct sentences in Speaking ,Listening ,Reading ,and Writing skills.
- Practice using the language in the right situation and correct sentences.

Area C: Thai Culture - Students will:

- Study Thai history and culture.
- Study provinces in Thailand.
- Study Thai cooking.
- Study Thai royal family.
- Study Thai celebration and Holidays.
- Study and practice art and crafts.

Thai – Beginner Level

Areas of Study:

The course is not based on an examination syllabus, but is assessed internally within the school. The emphasis is placed on the acquisition of basic language skills; listening, speaking and the vocabulary development. Students learn to follow and respond to instructions. They ask Y/N questions, answer with phrases, short statements and negative statements using polite ending particles. They use polite expressions for making requests, asking pardon, and thanking people. They use appropriate pronouns and vocabulary that is appropriate for adults and peers at school. The students are encouraged to use the target language through a variety of language activities. For reading and writing, they learn to write letters of their own names, some Thai numbers and basic simple words. They also read and recognize common public signs. They understand and participate in cultural activities in school and outside. They learn part of speech, such as, pronouns, verbs, adjectives, simple classifiers, prepositions and conjunctions including and / but. They use polite gestures and ending particles. They learn to recognize two different tones.

Statement of Purpose:

The course is provided for non-Thai students. The course involves developing all language skills; speaking, listening, reading and writing. They will be able to communicate and express themselves accurately, appropriately and effectively and be able to read and write some basic simple words accurately. In addition, they will be able to understand and learn about Thai culture and history in different aspects through the lessons learned in class, school events and outside school in the form of the field trip.

During the two year course the following areas are studied:

Area A: Thai Language Skill - Students will:

- learn, practice and describe about themselves, school and market,
- apply and present the lessons learned in class to outside classroom or school

- read and write the simple words
- do reading comprehension

Area B: Thai Grammar - Students will:

- learn communicative sentence structures (Question and answer forms)
- practice and develop their writing.

Area C: Thai Culture - Students will:

- learn and participate in Thai celebrations and festivals
(Teacher appreciation day (Wan wai kru), Loy krathong and Songkran)
- learn and practice Thai arts and crafts
- Thai cooking
- learn about Thai kings
- learn about musical instruments of each region in Thailand
- learn about Thai and international folk tales

Sports Leadership Award

This is a specialist course which leads to a Level 3 award which is equal to an A Level Pass. It can be used directly as a university entrance exam and in the UK and is awarded UCAS Points which determine the university entrance threshold.

Course Schedule:

Classes are scheduled for two 40 minute periods per week, but additional activities and classes may happen outside of this time to accommodate the sports programme. Central to the course is the requirement for students to demonstrate a minimum of 30 hours of leadership activities.

Statement of Purpose:

This course builds directly on the Level 2 Leadership Skills course which is undertaken in Year 11. The course develops the skills and behaviours learnt in Level 2 and extends key leadership skills, including:

- Communication
- Motivation
- Behaviour Management Strategies
- Differentiation and adaptation

Students are then able to put their learning into practice by devising and leading a series of sports/ physical activities with different groups of people including young children (between 4 and 11 years), community groups, disabled people and older people. Students will analyse their own performance as leaders and work on developing areas for improvement.

Skills Development:

Students will develop a range of related skills such as:

- Risk Assessment, Risk Management and Dynamic Risk Assessment
- Use of specialist equipment
- Evaluation methods
- Health and safety
- Duty of Care and Safeguarding
- Understanding Health and safety policies and procedures
- Dealing with potential hazards
- How sports and physical activity impacts social, emotional, physical, educational and psychological development.

The Duke of Edinburgh's International Award and Community Service Projects

The Duke of Edinburgh International Award is an internationally recognized award that aims to extend young peoples skills and abilities outside of the classroom. It is highly thought of by universities and employers alike. Achieving the Gold Award takes considerable commitment and is often completed by students at university level and beyond.

The award is split into three levels; Bronze, Silver and Gold. Each level requires increasing commitment from students in 4 separate areas:

1. Development of a Personal Skill
2. Development of a Sport/ Physical Activity
3. Completion of a Community Service Project
4. To plan, train for and undertake an Adventurous Journey (trekking/ canoeing/ rafting)

For the Gold Award participants must also undertake a residential project.

Course Schedule:

Classes are scheduled for two 40 minute periods per week, but considerable independent work is also required outside of this time.

Statement of Purpose:

Following this course students will:

- Develop team working and leadership skills
- Develop independence and resilience
- Develop real life problem solving skills
- Develop self discipline and motivation
- Develop goal setting and self evaluation skills
- Develop practical skills related to outdoor pursuits

Activities:

These will vary from week to week but will involve planning and training for an adventurous journey or working on self-managed activities. Each Duke of Edinburgh level becomes more challenging and requires increasing commitment. Find out more about the award at: www.intaward.org/about-the-award

As part of their work within this course students will also be involved in Community service activities.

College and Careers Preparation

Description:

The College and Careers class is designed to be taken over a two year period for students in years 12 and 13. The course concentrates on teaching skills necessary for exploring careers and further education options, and exposing students to a variety of options available to them after they graduate from school. It is a very practical course with input from outside experts and with some collaboration with the other international schools in Chiang Mai.

Course Schedule:

The time set aside for this course is 2 x 40 minute periods per week in both years 12 and 13 (one session in a larger group, and one small group session with the school counsellor - monitoring progress and looking ahead to university and/or career choices). There is also a compulsory 4 day teamwork and leadership course, which is held every other year.

Course Objectives:

- To expose students to a variety of college and university courses available within Thailand and internationally.
- To help students explore their areas of strength and consider what future careers might be appropriate for them.
- To help students to set realistic, attainable goals for their immediate future.
- To give students the skills needed for job and college applications.
- To help students understand the importance of teamwork and to learn how to be a team player.
- To help develop leadership skills, where appropriate.

Topics

- How to write a C.V.
- How to write a personal statement
- How to fill in a university application form
- Simulation interviews for jobs and colleges
- Online Personality and Careers tests
- What to look for on a university website
- Visiting speakers from local and international universities
- Annual visits to college fairs in October and February



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