

IGCSE

Course Options for Years 10 & 11

Two-year courses, commencing August 2023

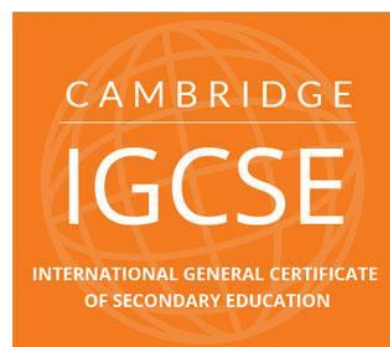


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School Vision and Mission



“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.

Overview of Courses Offered to Students in Years 10 and 11

In the Upper Secondary School (Years 10 to 13) we offer a range of courses that enable students to gain internationally recognised, externally assessed, qualifications. These courses are also designed to prepare students for higher level academic courses which are followed in Years 12 and 13, and life beyond..

Our programme of core and elective courses in the Upper Secondary enables students to follow individual interests deeply, while maintaining a broad curriculum. All classes are taught by subject specialists and all language teachers are native speakers. Lanna offers very small class sizes in the upper years, ensuring personal attention and assistance for our students.

During Years 10 and 11 the curriculum that we offer is anchored by the International General Certificate of Secondary Education (IGCSE), an external examination program designed for 14 to 16 year olds (Years 10 to 11) and based upon the British National Curriculum.

The IGCSE provides a very broad programme of study. In each subject there is a balance between practical and theoretical knowledge but the emphasis in almost all subjects is skills related to that subject. The curriculum is designed so that students can use examples related to their own experiences and residence. The nature of the program is such that students of different abilities can follow it.

Students sit examinations at the end of the IGCSE courses, in Year 11. These examinations are marked by experienced examiners appointed by CIE (Cambridge International Examinations). CIE is a division of the University of Cambridge Local Examinations Syndicate which in turn is part of the University of Cambridge.

Choose Carefully...

IGCSE is recognised internationally and it is evidence of ability to academics and employers throughout the world. A strong performance at this stage could have a significant impact on your future.

It is essential that the subjects you choose are the ones that:

- a) are relevant to you,**
- b) interest you, and**
- c) give you a good chance of success.**

IMPORTANT TO NOTE:

Should an elective/option choice be oversubscribed then students will be required to justify their reasons for choosing the course, and a follow-up interview may be required. Furthermore, should an elective/option choice be selected by an insufficient number of students then the course will not run and students will be asked to select an alternative option subject within the same block.

Curriculum Choices for Years 10 and 11

Core Subjects (all students study these)

Subjects	Number of 40 minute lessons per week	
	Y10	Y11
English	7	7
Mathematics	5	5
Coordinated Science (double award)	7	7
Physical Education	2	2
Activities & Leadership Skills Course	1	1
Total Lessons Per Week:	22	22

Electives/Option Choices (Students choose one option from each elective group)

Subject Area	Electives Group	Number of 40 minute Lessons per Week	
		Y10	Y11
Geography, or	(A)	5	5
History, or		5	5
Additional Mathematics, or		5	5
ICT		5	5
Art & Design, or	(B)	5	5
Drama, or		5	5
Global Perspectives, or		5	5
Computer Science		5	5
Enterprise, or	(C)	5	5
PE, or		5	5
Music, or		5	5
Sociology		5	5
Thai Culture (1) + Thai (5), or Thai Culture (1) + French (5), or Thai Culture (1) + Chinese (5), or Thai Culture (1) + Extra English (5)	(D)	1 + 5	1 + 5
Total Lessons Per Week:		21	21

Notes on Language Choice: All students that hold a Thai passport only are required to study a significant amount of Thai language and culture, and should therefore select "Thai" as their language choice. Alternative Thai arrangements may be available on a case by case basis. Please contact us to discuss this.

Years 10 and 11 Curriculum and Weekly Lesson Allocation

Subject area	Internal 1	IGCSE 2	Number of 40 minute lessons per week	
			10	11
1. English – Language and/or Literature		■ x 2	7	7
2. Mathematics		■	5	5
3. Science – Coordinated Science (double award)		■ x 2	7	7
4. Geography		■	5	5
5. History		■	5	5
6. Enterprise		■	5	5
7. Additional Mathematics		■	5	5
8. Drama		■	5	5
9. Music		■	5	5
10. Art and Design		■	5	5
11. Computer Science		■	5	5
12. ICT (Information Communication Technology)		■	5	5
13. PE (Physical Education)		■	5	5
14. Global Perspectives		■	5	5
15. Sociology		■	5	5
16. Thai 'Advanced' – (Full or Short)		■	6 or 1	6 or 1
17. Thai 'Early Advanced' – (Full or Short)	■		6 or 1	6 or 1
18. Thai 'Intermediate' – (Full or Short)	■		6 or 1	6 or 1
19. Thai 'Beginner' – (Full or Short)	■		6 or 1	6 or 1
20. French		■	5	5
21. Chinese		■	5	5
22. Physical Education (for all)	■		2	2
23. PSHE (Personal, Social and Health Education)	■		Blocks	Blocks
24. Activities & Leadership Skills Course			1	1

Notes:

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

English - Language and Literature IGCSEs (Years 10 & 11)

Areas of Study:

1. First Language English IGCSE
2. English Literature IGCSE
3. Second Language English IGCSE

Each of these areas of study represents a separate IGCSE, each with a separate set of examinations and a separate qualification.

English is organised so that we are able to offer different combinations of the three areas of study based on the appropriate needs of a group.

What each student studies is based on assessment and achievement in year 9 in terms of language level, need and attitude to study. We have, in the past, offered these courses both singularly and as different combinations. The decision as to which combinations of courses will be run is based on a number of assessments of student performance and their achievement throughout Key Stage 3.

This flexible approach means we can better structure our course to suit all and therefore raise the attainment of all.

On the following pages are the details of each course.

English - First Language IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge IGCSE First Language English syllabus (0500). It is designed to develop the ability to communicate clearly, accurately and effectively in both speech and writing. Students learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed.

Reading

Candidates will be assessed on their ability to:

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R3 analyse, evaluate and develop facts, ideas and opinions

R4 demonstrate understanding of how writers achieve effects

R5 select for specific purposes.

Writing

Candidates will be assessed on their ability to:

W1 articulate experience and express what is thought, felt and imagined

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

W4 use register appropriate to audience and context

W5 make accurate use of spelling, punctuation and grammar.

Statement of Purpose:

This objectives of this course are:

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

How is this course assessed?

Students are assessed externally by Cambridge Examinations in Year 11.

Paper 1: Reading (50%)	Component 3: Coursework Portfolio (50%)
<ul style="list-style-type: none">● 2 hours, 80 marks● Candidates will answer a series of structured and extended writing questions. Questions will be based on three reading texts.	<ul style="list-style-type: none">● 80 marks● Candidates will complete a coursework portfolio consisting of three extended original writing assignments.

English Literature IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge IGCSE English Literature syllabus (0475). It is designed to enable learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied.

Through focused study of a variety of literary texts (poetry, prose and plays) students will develop the skills required to:

1. show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text
2. understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes
3. recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects
4. communicate a sensitive and informed personal response to literary texts.

The texts through which these skills are developed are decided by Cambridge and change every two to three years. Other texts may be studied, but only those prescribed by the syllabus will be assessed in the final examination.

Statement of Purpose:

This objectives of this course are:

1. To enjoy the experience of reading literature
2. To understand and respond to literary texts in different forms and from different periods and cultures
3. To communicate an informed personal response appropriately and effectively
4. To appreciate different ways in which writers achieve their effects
5. To experience literature's contribution to aesthetic, imaginative and intellectual growth
6. To explore the contribution of literature to an understanding of areas of human concern.

How is this course assessed?

Students are assessed externally by Cambridge Examinations in Year 11.

Paper 1: Poetry and Prose (50%)	Paper 3: Drama (Open Text) (25%)	Paper 4: Unseen (25%)
<ul style="list-style-type: none"> ● 1 hour 30 minutes, 50 marks ● Candidates will answer two questions on two texts: one poetry and one prose 	<ul style="list-style-type: none"> ● 45 minutes, 25 marks ● Candidates will answer one question on one text 	<ul style="list-style-type: none"> ● 1 hour 15 minutes, 25 marks ● Candidates will answer one question requiring critical commentary.

English - Second Language IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0510 and incorporates:

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

Statement of Purpose:

The course focuses on the development of essential English language skills and does not involve the in-depth study of English literature.

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

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

Topics studied during the two year course are:

- Health and Fitness
- Travel and Exploration
- Fashion
- Friends and family
- Other Cultures
- Entertainment.
- Science and the Environment.
- Sports
- Technology and the future
- Work and Education

How is this course assessed?

Students are assessed externally by Cambridge Examinations in Year 11.

Paper 1: Reading and Writing (70%)	Paper 2: Listening (30%)
<ul style="list-style-type: none"> ● 2 hours, 60 marks ● Candidates respond to six exercises: four reading and two writing. ● Structured and essay style questions. 	<ul style="list-style-type: none"> ● 50 minutes, 40 marks ● Candidates listen to five exercises of short and longer texts. ● Multiple-choice style questions.

Candidates must also take:

Paper 3: Speaking (Separately Endorsed)
<ul style="list-style-type: none"> ● 10-15 minutes, 40 marks ● Candidates take part in an interview, short talk and discussion.

Mathematics IGCSE (Years 10 & 11)

Areas of Study:

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

Candidates may follow either the Core curriculum or the Extended curriculum. Candidates aiming for grades A* to B should follow the Extended curriculum. Candidates following the Core curriculum can achieve a maximum grade of a C.

Statement of Purpose:

An essential subject for all students, IGCSE Mathematics is a fully examined course which encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study.

The aims of the syllabus are to enable students to:

- develop an understanding of mathematical principles to encourage confidence and develop a positive attitude towards mathematics.
- apply mathematics in everyday situations.
- analyse and solve problems, present solutions clearly and interpret results.
- recognise when and how a situation may be represented mathematically and select an appropriate mathematical method.
- use mathematics as a means of communication with emphasis on the use of clear expression and structured argument.
- develop an ability to apply mathematics in other subjects, particularly science and technology.
- develop the ability to reason logically, make deductions and inferences, and draw conclusions.
- appreciate patterns and relationships in mathematics and make generalisations.
- acquire a foundation for further study of mathematics or for other disciplines.

Assessment overview:

All candidates take two components.

Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Paper 1 and Paper 3. These candidates will be eligible for grades C and G.

Candidates who have studied the Extended subject content, and who are expected to achieve a grade C or above, should be entered for Paper 2 and Paper 4. These candidates will be eligible for grades A* to E.

Candidates should have a scientific calculator for Paper 3 and Paper 4. Calculators are **not** allowed for Paper 1 and Paper 2.

Core assessment

Core candidates take Paper 1 and Paper 3. The questions are based on the Core subject content only.

Paper 1: Non - calculator (Core)	Paper 3: Calculator (Core)
1 hour 30 minutes 80 marks 50% Structured and unstructured questions Use of a calculator is not allowed List of formulas provided Externally assessed	1 hour 30 minutes 80 marks 50% Structured and unstructured questions A scientific calculator is required List of formulas provided Externally assessed

Extended assessment

Extended candidates take Paper 2 and Paper 4. The questions are based on the Extended subject content only.

Paper 2: Non - calculator (Extended)	Paper 4: Calculator (Extended)
2 hours 100 marks 50% Structured and unstructured questions Use of a calculator is not allowed List of formulas is provided Externally assessed	2 hours 100 marks 50% Structured and unstructured questions A scientific calculator is required List of formulas is provided Externally assessed

Mathematics – Years 10 and 11 content

Topics covered in Year 10 and 11 Core Syllabus:

1. Number

Properties of number
Decimals, Fractions and Percentages
Arithmetic
Powers and Roots
Time, measures and units
Interest (simple and compound)
Inequalities
Proportion & ratio
Map scales and approximations
Speed, distance & time
Powers, roots and standard form

2. Algebra

Algebraic Expressions
Sequences
Equations
Graphs
Formulae

3. Shape and Space

Accurate drawings
Geometrical Terms and Relationships
Geometrical Constructions
Symmetry
Coordinate Geometry
Angle Properties
Basic Circle Theorems
Area and Volume
Scale Drawing
Transformations
Bearings
Right-angled triangles
Similar Shapes

4. Probability and Statistics

Interpreting Data
Displaying Data
Averages
Questionnaires
Probability

Topics covered in Year 10 and 11 Extended Syllabus (knowledge of all core content plus):

1. Number

Calculations with Standard Form
Set notation
Indices (fractional, negative and zero)
Calculations with upper and lower bounds
Reverse percentages
Exponential Growth and Decay

2. Algebra

Construct and transform complicated formulae and equations
Factorise linear and quadratic expressions
Manipulate algebraic fractions
Factorise and simplify rational expressions
Derive, manipulate and solve quadratic equations
Non-linear simultaneous equations
Graphical inequalities
Direct and Inverse Proportion
Function Notation
Understand and use derivatives.
Apply differentiation to determine stationary points.

3. Shape and Space

Gradient of parallel and perpendicular lines
Advanced circle theorems
Trigonometry for all triangles
Graphs of trigonometric functions
Angles in three dimensions
Vector geometry
Combined transformations

4. Probability and Statistics

Using and comparing data sets
Exclusive and independent events
Conditional Probability

Coordinated Science IGCSE Double Award (Years 10 & 11)

Areas of Study:

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

Statement of Purpose:

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

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

The objectives of the two year course include:

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

Coordinated Science – Years 10 and 11 content

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

Topics covered during Years 10 and 11:

Biology

Characteristics of living organisms
 Cells
 Biological molecules
 Enzymes
 Plant nutrition
 Animal nutrition
 Transport
 Gas exchange and respiration
 Coordination and response
 Reproduction
 Inheritance
 Organisms and their environment
 Human influences on ecosystems

Chemistry

The particulate nature of matter
 Experimental techniques
 Atoms, elements and compounds
 Stoichiometry
 Electricity and Chemistry
 Energy changes in chemical reactions
 Chemical reactions
 Acids, bases and salts
 The periodic table
 Metals
 Air and water
 Sulphur
 Carbonates
 Organic chemistry

Physics

Motion
 Matter and forces
 Energy, work and power
 Simple kinetic molecular model of matter
 Matter and thermal properties
 Transfer of thermal energy
 Waves
 Light

Electromagnetic spectrum
 Sound
 Magnetism
 Electricity
 Electric circuits
 Electromagnetic effects
 Radioactivity

Assessment overview

All candidates take three components.

Candidates who have studied the **Core** subject content, or who are expected to achieve a grade DD or below, should be entered for Paper 1, Paper 3 and either Paper 5 or Paper 6. These candidates will be eligible for grades CC to GG.

Candidates who have studied the **Extended** subject content (Core and Supplement), and who are expected to achieve a grade CC or above, should be entered for Paper 2, Paper 4 and either Paper 5 or Paper 6. These candidates will be eligible for grades A*A* to GG.

Paper 1 (core) 45 mins	Paper 2 (extended)
Multiple Choice (Core) 30% 40 marks 40 four-option multiple-choice questions Questions will be based on the Core subject content. Externally assessed	Multiple Choice (Extended) 30% 40 marks 40 four-option multiple-choice questions Questions will be based on the Extended subject content (Core and Supplement). Externally assessed
and Core candidates take: Paper 3: 2 hrs	and extended candidates take: Paper 4: 2 hrs
Theory (Core) 50% 120 marks Short-answer and structured questions Questions will be based on the Core subject content. Externally assessed	Paper 4 2 hours Theory (Extended) 50% 120 marks Short-answer and structured questions Questions will be based on the Extended subject content (Core and Supplement). Externally assessed
All candidates take: Paper 6: 1hr 30mins	
Alternative to Practical 20% 60 marks Questions will be based on the experimental skills in section 4. Externally assessed	

Geography IGCSE (Years 10 & 11)

Areas of Study:

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

Statement of Purpose:

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

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

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

Alongside the aims listed above the course seeks to develop the students' knowledge and skills in the following areas: A: Knowledge with understanding / B: Analysis / C: Judgement and decision making / D: Investigation (enquiry skills, practical skills and presentation skills).

Content:

Theme 1: Population and Settlement	Theme 2: The Natural Environment	Theme 3: Economic Development and Resources
<ul style="list-style-type: none"> • Population dynamics • Migration • Population structure • Population density and distribution • Settlements and service provision • Urban settlements • Urbanisation 	<ul style="list-style-type: none"> • Earthquakes and volcanoes • Rivers • Coasts • Weather • Climate and natural vegetation 	<ul style="list-style-type: none"> • Development • Food production • Industry • Tourism • Energy • Water • Environmental risks of economic development

A range of '**Geographical Skills**' will also be taught and examined, including:

- Map skills
- Graphing and mapping numerical data
- Using illustrations
- Fieldwork skills
- Interpretation of GIS and satellite images

Assessment:

Paper 1 - Geographical Themes (45% of IGCSE)	Paper 2 - Geographical Skills (27.5% of IGCSE)	Coursework (27.5% of IGCSE)
<ul style="list-style-type: none"> - Written examination (1hr45) - 75 marks - Externally assessed 	<ul style="list-style-type: none"> - Written examination (1hr30) - 60 marks - Externally assessed 	<ul style="list-style-type: none"> - 2000 word fieldwork project write up - 60 marks - Centre-based assessment with external moderation

Fieldwork:

It is required that all students taking Geography attend the Year 10 Fieldtrip to Thaton. On this trip data will be collected which will form the basis of the coursework project. This field trip is paid for by parents as a fee separate from regular tuition.

History IGCSE (Years 10 & 11)

Areas of Study:

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

Statement of Purpose:

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

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

The aims are to:

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

History – Years 10 and 11 content

All students study all of the 20th Century Core Content and one Depth Study over the two years.

The 20th century Core content covers the following areas:

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

The depth study is selected from the following list (through consultation between teacher and students):

- Germany, 1918-45
- Russia, 1905-41 (*current option*)
- The USA, 1919-41
- China, 1945-c.1990
- Southern Africa in the 20th century

The course is examined through two externally-marked examination papers and one 2000-word coursework essay on the chosen depth study.

- Paper 1 - Written paper, 2 hours. Two questions on core content; one question on the depth study.
- Paper 2 - Written paper, 2 hours. Six questions on a range of source material from one of the core content areas. (For June 2025 this will be *To what extent was the League of Nations a success?*)
- Paper 3 - Research and Extended writing. Essay of up to 2000 words on a question from the depth study.

Enterprise IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0454. It is studied over a two-year period before examination, as recommended by the examination board. The Enterprise IGCSE is a unique course that brings the **world of business** into the classroom and gives learners a **clear insight into what it means to think like an entrepreneur**. It asks learners to adopt the thoughts and actions of entrepreneurs, developing their knowledge and understanding of the practicalities of setting up and running their own new enterprise.

Statement of Purpose:

The Cambridge IGCSE Enterprise course seeks to equip learners with a range of vital life skills for use in planning and organisation, communication and financial management. It encourages learners to develop their understanding and the practical skills associated with the work environment and the running of a small enterprise. The syllabus provides the knowledge associated with running a small enterprise and an opportunity for learners to apply this knowledge in a practical and engaging way when running their own enterprise project.

The aims are to:

- understand what it means to be enterprising, and the skills required to be enterprising
- develop the ability to work in an enterprising and independent way
- develop and apply knowledge, understanding and skills to contemporary enterprise issues in a range of local, national and global contexts
- appreciate the roles and perspectives of a range of other people and organisations involved in enterprise and the importance of ethical considerations
- investigate the world of work and entrepreneurial organisations
- develop the ability to communicate effectively, in a variety of situations, using a range of appropriate techniques
- make effective use of relevant terms, concepts and methods when discussing enterprise and enterprising behaviour.

The course is **externally assessed** through both examination and coursework:

- Component 1 - Written Paper (50%). Short-answer, structured and open-ended questions based on a pre-released case study. [100 marks]
- Component 2 - Coursework (50%). Assessment of a portfolio of evidence from tasks based on the candidate's own enterprise project. [60 marks]

Enterprise – Years 10 and 11 content

As part of the course, learners develop their enterprise skills by planning and implementing their own enterprise project. This project will give learners the opportunity to gain practical experience of using the knowledge and skills outlined below. As a “practice coursework project”, Y10 learners also take responsibility for running the **Secondary Snack Shop** so that they can gain practical experience running the different aspects of a business--and keep some of the profits!

All learners will study the following topics:

- 1 Introduction to enterprise
- 2 Setting up a new enterprise
- 3 Enterprise skills
- 4 Enterprise opportunities, risk, legal obligations and ethical considerations
- 5 Negotiation
- 6 Finance
- 7 Business planning
- 8 Markets and customers
- 9 Help and support for enterprise
- 10 Communication

All learners will complete the following tasks for their enterprise project in the **coursework**:

- Task 1: Choosing a suitable project, including a formal written report of approximately 1200 words.
- Task 2: Planning the project, including the following:
 - Task 2a Planning to manage potential problems or issues in the action plan
 - Task 2b EITHER planning for financing the project OR planning marketing communications.
- Task 3: Using enterprise skills to implement the plan
- Task 4: Evaluating the project, including a formal written report of approximately 1500 words that evaluates:
 - the planning and implementation of the project (compulsory) and one of the following:
 - the financial success of the project (optional)
 - the marketing communications used (optional)
 - the internal communications used (optional)

Additional Mathematics IGCSE (Years 10 &11)

Area of Study:

The course is based on Cambridge International Examinations Syllabus 0606. It is studied over a two-year period before examination, as recommended by the examination board, and supports learners in building competency, confidence and fluency in their use of techniques and mathematical understanding. This course helps learners to develop a feel for quantity, patterns and relationships. Learners will develop their reasoning, problem-solving and analytical skills in a variety of contexts.

Statement of Purpose:

Cambridge IGCSE Additional Mathematics provides a strong foundation of mathematical knowledge both for candidates studying mathematics at a higher level and those who will require mathematics to support skills in other subjects. It is designed to stretch ***the most able candidates*** and provides ***a smooth transition to Cambridge AS & A Level Mathematics***.

The aims are to:

- consolidate and extend their mathematical skills, and use these in the context of more advanced techniques
- further develop their knowledge of mathematical concepts and principles, and use this knowledge for problem solving
- appreciate the interconnectedness of mathematical knowledge
- acquire a suitable foundation in mathematics for further study in the subject or in mathematics-related subjects
- devise mathematical arguments and use and present them precisely and logically
- integrate information technology (IT) to enhance the mathematical experience
- develop the confidence to apply their mathematical skills and knowledge in appropriate situations
- develop creativity and perseverance in the approach to problem solving
- derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the elegance and usefulness of mathematics
- provide foundation for AS Level/Higher study

All candidates will study the following topics:

1. Functions
2. Quadratic functions
3. Equations, inequalities and graphs

4. Indices and surds
5. Factors of polynomials
6. Simultaneous equations
7. Logarithmic and exponential functions
8. Straight line graphs
9. Circular measure
10. Trigonometry
11. Permutations and combinations
12. Series
13. Vectors in two dimensions
14. Differentiation and integration

The content of Cambridge IGCSE Mathematics is assumed as prerequisite knowledge for this qualification

How is this course assessed?

All candidates take two written papers. Both papers are externally set assessments, marked by Cambridge International. Candidates are eligible for grades A* to E. Grades F and G will not be available. Candidates who do not achieve the minimum mark for grade E will be unclassified.

Assessment overview

All candidates take two components. Candidates will be eligible for grades A* to E. Candidates should have a scientific calculator for Paper 2. Calculators are not allowed for Paper 1.

All candidates take:	and
Paper 1: Non calculator paper	Paper 2: Calculator
2 hours 80 marks 50% Structured and unstructured questions Use of a calculator is not allowed List of formulas is provided Externally assessed	2 hours 80 marks 50% Structured and unstructured questions Use of a calculator is not allowed List of formulas is provided Externally assessed

Drama IGCSE (Years 10 & 11)

Areas of Study:

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

Statement of Purpose:

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

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

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

The aims are:

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

Drama – Years 10 and 11 content

Students taking Drama at IGCSE can expect a course which is varied and stimulating as well as challenging. The syllabus tests a number of skills: besides acting ability students must demonstrate that they can research a role or topic, work well in a group, manage their time effectively, reflect upon and evaluate their own work and that of others, and analyse live productions. Because the course is so varied no two lessons are the same and homeworks will be similarly diverse – writing up practical work, researching a character,

learning lines, finding props and costumes, developing ideas, and so on. Drama is not an easy IGCSE, but it is extremely rewarding and students can expect to gain much in terms of self-confidence and teamwork skills, as well as developing their dramatic ability and understanding of theatre and performance. Due to the nature of group work in this course, students are expected to attend **one weekly after-school rehearsal** on a Monday or a Wednesday until 5pm. All Drama students **must perform in the secondary school production** on stage in some capacity. Because of the amount of group work within the subject, students are required to have excellent attendance throughout the course.

The course is assessed through both examination and coursework:

1. The written examination (40%) covers the following aspects of drama, and others as appropriate:
 - Characterisation - actors need to have a very clear understanding of the role of the character within the play
 - Role - the function of the character within the play
 - Pacing, Contrast, and Dynamics - it is essential that each actor takes care to go beyond simply learning lines and saying them; a good mark is unlikely to be achieved just because of fluency. The meaning of what is being said must be central to the learning of the lines; the mood should be created through careful pacing, voice control, contrast and dynamics
 - Spatial Awareness - ability to use the space around the candidate effectively
 - Physicality - this refers to an approach to Drama that is distinct from English Literature. Text needs to be brought to life, rather than seen as text on paper. This also refers to the way in which actors make a role their own; a character needs to be physicalised. A character needs to be brought to life in a way that goes beyond reciting lines, for a part to live it needs to be physicalised.
 - Tension - sense of suspense, excitement etc., creating an atmosphere.

Students sit a 2.5 hour written exam answering short and long answer questions, which makes up 40% of their grade.

2. Coursework (60% -Internally assessed and externally moderated). Each candidate will submit a total of three pieces of practical work: two group pieces and one individual piece.
 - One individual piece: a performance of an extract from a piece of repertoire. The individual piece must last no longer than 5 minutes.
 - Two group pieces: one original devised piece, and one performance of an extract from a piece of repertoire. Each group piece must last no longer than 15 minutes and must allow each candidate broadly equal exposure. The prescribed group size is between two and six candidates.

Due to the communicative nature of the course, IGCSE Drama requires competent English language skills (both written and spoken).

Music IGCSE (Years 10 & 11)

Areas of Study:

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

Statement of Purpose:

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

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

Year 10 Topics:

- Baroque, Classical, Romantic and Twentieth Century periods of music history.
- Music theory rudiments.
- Instrumental and/or vocal effects.
- Textures of various styles of music.
- Learning to compose rhythms, melodies and chord structures.
- Solo and ensemble performance.

Year 11 Topics:

- World music: China, Africa, Latin America, India, Indonesia and Arab.
- Learning to compose rhythms, melodies and chord structures.
- Completion of 2 contrasting compositions.
- Detailed study of a large scale orchestral composition.
- Review and practice listening tasks in preparation for IGCSE exams.
- Solo and ensemble performance.

Year 11 Assessments:

- 2 compositions (30%)
- 1 solo and 1 ensemble performance (30%)
- Listening exam (40%)

Art and Design IGCSE (Years 10 & 11)

Areas of Study:

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

Statement of Purpose:

Art and Design complements literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetics. It is a form of communication and a means of expressing ideas and feelings. An Art and Design course should encourage personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes. It should lead to greater understanding of the role of the visual arts in the history of civilisations. It should widen cultural horizons and enrich the individual.

The very essence of art is centred around being creative, exploring new things based on studies of past creative endeavours and, more importantly, one's own. Although there are "techniques" which can be learned, the study of art is essentially not a study of facts to be retained, and is one which allows and needs considerable freedom of individual expression.

The course seeks to stimulate, encourage and develop:

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

Art - Years 10 and 11 content

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

Students will be reminded to continue to explore foundational drawing and the use of imagination and to make the creative process an adventure of learning by trying different art media to express their ideas. Students will be asked to keep sketchbooks and personal art active and alive week by week. Students will be encouraged to use digital media as a design tool for project work, and to use the internet as a visual resource for research which is relevant to their projects.

There will be a major emphasis on working according to IGCSE examination requirements regarding the process of creating “preparatory studies” before creating a final outcome for both components. The management of time when working, and diversifying existing skills by taking risks, will be key components of the course.

For final examination candidates are required to meet 4 Assessment Objectives and submit work for 2 Components.

1. Component 1: Coursework 50%

Candidates are required to produce a portfolio of personal and original interpretations of one or more themes. Work submitted should cover each Assessment Objective which includes a final outcome. This is externally assessed.

2. Component 2: Exam 50%

Candidates are required to produce a preparatory portfolio of one theme from the range provided by Cambridge. Work submitted should cover each Assessment Objective which includes creating a final outcome within an eight hour timed assessment period. This is externally assessed.

Computer Science IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0478. It is studied over a two-year period before examination, as recommended by the examination board. The course develops students computational thinking skills and an understanding of the principles of problem-solving using computers. Students will solve problems algorithmically and code those solutions using Python.

Statement of Purpose:

The course seeks to help learners appreciate current and emerging computing technologies, the benefits of their use and potential risks. The course is an ideal foundation for those students who wish to take Computer Science at AS & A Level.

The aims are to enable students to develop:

- computational thinking skills
- an understanding of the main principles of solving problems using computers
- the skills necessary to solve computer-based problems using a high-level programming language
- an understanding of the component parts of computer systems and how they interrelate
- an understanding of the internet as a means of communication and its associated risks
- an understanding of the development and use of automated and emerging technologies.

Computer Science – Content

Computer systems

- 1 Data representation
- 2 Data transmission
- 3 Hardware
- 4 Software
- 5 The internet and its uses
- 6 Automated and emerging technologies

Algorithms, programming and logic

- 7 Algorithm design and problem-solving
- 8 Programming
- 9 Databases
- 10 Boolean logic

Computer Science – Assessment

Paper 1	Paper 2
1 hour 45 minutes	1 hours 45 minutes
Computer Systems 50%	Algorithms, Programming & Logic 50%
75 marks	75 marks
Short-answer and structured questions	Short-answer and structured questions and a scenario-based question
based on Topics 1–6	based on Topics 7–10 of the subject content

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

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0417. It is studied over a two-year period before examination, as recommended by the examination board. The course develops a wide range of practical skills and also knowledge and understanding related to Information Technology hardware, software and systems.

Statement of Purpose:

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

Practical Skills:

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

Knowledge and Understanding:

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

ICT – Years 10 and 11 content

Topics covered in Year 10:

<u>Practical:</u>	<u>Theory:</u>
<ul style="list-style-type: none"> ● Data Manipulation ● Presentations ● Data Analysis ● Website Authoring 	<ul style="list-style-type: none"> ● Components of a Computer System ● Input and Output Devices ● Storage Devices and Media ● Computer Networks ● Audiences and Communication

Topics covered in Year 11:

Practical:	Theory:
<ul style="list-style-type: none"> ● Layout and Styles ● Document Production ● Graphs and Charts ● File Management and Images 	<ul style="list-style-type: none"> ● The Effects of Using IT ● ICT Applications ● Systems Life Cycle

Assessment overview:

All candidates take three papers. Candidates will be eligible for grades A* to G.

All candidates take: Paper 1: 1 hour 30 mins	and: Paper 2: 2 hours 15 minutes
<ul style="list-style-type: none"> ● Theory (40%) ● 80 marks ● Questions will be based on sections 1–21 of the subject content ● All questions are compulsory ● Externally assessed 	<ul style="list-style-type: none"> ● Document Production, Databases and Presentations (30%) ● 70 marks ● This test assesses the practical skills needed to use the applications covered in sections 17, 18 and 19 of the subject content ● Candidates must demonstrate the practical skills relevant to sections 11–16 ● All tasks are compulsory ● Externally assessed
and:	
Paper 3: 2 hours 15 minutes	
<ul style="list-style-type: none"> ● Spreadsheets and Website authoring (30%) ● 70 marks ● This test assesses the practical skills needed to use the applications covered in sections 20 and 21 of the subject content ● Candidates must demonstrate the practical skills relevant to sections 11–16 ● All tasks are compulsory ● Externally assessed 	

Physical Education IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0413. It is studied over a two-year period before examination. During the course students tackle complex and demanding theory topics in classroom-based lessons, and develop their knowledge and understanding of how to ensure effective sporting performance in practical lessons. They have the opportunity to pursue a range of physical activities that focus on competing or performing, or developing personal fitness.

Statement of Purpose:

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

Students develop knowledge and understanding of physical education theory:

Unit 1: Anatomy & Physiology

- Skeletal & Muscular System
- Respiratory System
- Circulatory System
- The Effects of Exercise on the Body
- Simple Biomechanics

Unit 2: Health, Safety and Training:

- Health & Wellbeing
- Diet
- Components of Fitness
- Fitness Testing
- Principles of Training
- Methods of Training

Unit 3: Skill Acquisition & Psychology:

- Skill & Ability
- Information Processing
- Stages of Learning
- Feedback & Guidance
- Goal Setting
- Motivation & Arousal
- Anxiety & Relaxation Techniques
- Personality Types

Unit 4: Social, Cultural & Ethical Influences:

- Leisure & Recreation
- Sponsorship & Media
- Global Events
- Technology
- Performance-Enhancing Drugs
- Injuries

The coursework component assesses candidates' performance in four physical activities from at least two of the seven categories listed below. **We strongly recommend that students be regularly practicing and/or competing in the activities they choose to be assessed in throughout the two year course.**

Categories	Physical Activities	
Games	<ul style="list-style-type: none"> • Association Football* • Badminton* • Baseball, Rounders or Softball* • Basketball* • Cricket • Golf • Handball • Hockey 	<ul style="list-style-type: none"> • Lacrosse • Netball* • Rugby • Squash • Table Tennis* • Tennis* • Volleyball*
Gymnastic activities	<ul style="list-style-type: none"> • Artistic Gymnastics (Floor and Vault) or Rhythmic Gymnastics 	<ul style="list-style-type: none"> • Individual Figure Skating • Trampolining
Dance Activities	<ul style="list-style-type: none"> • Dance 	
Athletic Activities	<ul style="list-style-type: none"> • Cross-Country Running* • Cycling • Rowing and Sculling 	<ul style="list-style-type: none"> • Track and Field Athletics* • Weight Training for Fitness*
Outdoor and Adventurous Activities	<ul style="list-style-type: none"> • Canoeing • Hill Walking or Orienteering • Horse Riding • Mountain Biking 	<ul style="list-style-type: none"> • Rock Climbing • Sailing • Skiing or Snowboarding • Windsurfing
Swimming	<ul style="list-style-type: none"> • Competitive Swimming* • Life Saving or Personal Survival* 	<ul style="list-style-type: none"> • Water Polo
Combat Activities	<ul style="list-style-type: none"> • Judo or Taekwondo 	

**Activities denoted with an asterisk are those that can be undertaken as part of the Lanna Physical Education curriculum. Students may choose to be assessed in other activities on the list only if they ALREADY take part in these outside of school (for example, in the past students have chosen to offer activities such as Dance, Rock Climbing, Tae Kwondo, and we have visited their offsite training facility to carry out the assessment).*

Course Assessment

For the Cambridge IGCSE in Physical Education all candidates take:

Component 1 - Theory (written examination; 50% of total marks)

Candidates sit a 1hr45min written exam in which they must answer both short and longer structured questions on each of the four units: Anatomy & physiology; Health, fitness and training; Skill acquisition & psychology; Social, cultural and ethical influences.

Component 2 - Coursework (practical assessment; 50% of total marks)

Candidates undertake and will have their practical performance assessed in four practical activities from at least two of the seven categories listed. Candidates must demonstrate the ability to analyse and improve practical performance in one of their four chosen practical activities.

Global Perspectives IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0457. It is studied over a two-year period before examination, as recommended by the examination board. Cambridge IGCSE Global Perspectives provides opportunities for enquiry into, and reflection on, key global issues from a personal, local/national and global perspective.

Statement of Purpose:

Young people globally face unprecedented challenges in an interconnected and information-heavy world, not least in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices. This course aims to better prepare young people to meet these challenges.

Students will have opportunities to acquire and apply a range of skills, including:

- gathering, synthesising and communicating information
- collaborating with others to achieve a common outcome
- analysing and evaluating planning, processes and outcomes
- developing and justifying a line of reasoning

Students will explore stimulating topics that have global significance. They will assess information critically and explore lines of reasoning. They will learn to collaborate with others from another culture, community or country, directing much of their own learning and developing an independence of thought. The syllabus emphasises the development and application of skills rather than the acquisition of knowledge. Students will develop transferable skills that will be useful for further study and for young people as active citizens of the future.

Cambridge IGCSE Global Perspectives encourages awareness of global problems and offers opportunities to explore possible solutions through cooperation and collaboration. The course is not about getting everybody to think identically; rather it is a matter of opening minds to the great complexity of the world and of human thought, and opening hearts to the diversity of human experience and feeling.

Cambridge IGCSE Global Perspectives aims to develop learners who:

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

Topics Studied:

- Demographic change
- Education for all
- Employment
- Fuel and energy
- Globalisation
- Law and criminality
- Migration
- Transport systems
- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Digital world
- Family
- Humans and other species
- Sustainable living
- Trade and aid
- Conflict and peace
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Sport and recreation
- Tradition, culture and identity
- Water, food and agriculture

Course Assessment:

For the Cambridge IGCSE in global perspectives, candidates take three compulsory components: Individual Research, a Group Project and a Written Paper.

1. **Written Examination** (1 hour 15 minutes; 35% of total marks): The Written Exam consists of compulsory questions based on a range of sources provided with the paper. Sources will present global issues from a range of perspectives.

Candidates should be able to analyse and evaluate use of evidence and language; Candidates will use their understanding of the following: fact, opinion, prediction, value judgement, bias and vested interest.

Component 1 is marked externally.

2. **Individual Research Report** (30% of total marks): Candidates carry out research based on topic area and submit an Individual Research Report of 2000 words.

Candidates decide on their own global research question for this component. The report is externally assessed by Cambridge.

All materials for Component 2 must be submitted electronically and are marked externally.

3. **Team Project** (35% of total marks): The Team Project comprises two elements:

Group Element - Candidates collaborate to produce a plan and carry out a group project based on research into one topic area. The topic area must be different from the topics studied for the Individual Research Report.

Individual Element - Candidates evaluate the plan, process and outcome of the group project as well as their individual contributions to the project. Candidates report on what they have learnt from cross-cultural collaborations.

All materials for Component 3 must be submitted electronically. They are marked internally (by the teacher) and those marks are moderated externally (by Cambridge).

Sociology IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge IGCSE Sociology syllabus (0495). It is designed for students to gain lifelong skills including:

- a better understanding of how we become who we are.
- the ability to analyse human behaviour within their own society, between different cultures and across different periods of time.
- an appreciation of the effects that choice of methodology can have on social science investigations.
- the ability to use sociological evidence and ideas to challenge their own beliefs and the beliefs of other people about issues such as equality, education, the family and crime.

Statement of Purpose:

This objectives of this course are:

- To promote candidates' awareness, knowledge and understanding of human societies.
- To develop candidates' understanding of sociological methods, including the collection, analysis and interpretation of data.
- To provide an introduction to sociological concepts, theories and research findings.
- To stimulate awareness of the range and limitations of sociological theory and research.
- To promote candidates' understanding of continuity and change in social life.
- To encourage a critical awareness of social, economic and political processes, and their effects.
- To develop the capacity for critical evaluation of different forms of information and evidence.
- To promote an appreciation and understanding of individual, social and cultural diversity.
- To enhance candidates' ability to apply sociological knowledge and understanding to their own lives and their participation within society.

Sociology – Years 10 and 11 content

The content is organised into seven study units, which explore the nature of social relationships, processes and structures.

Paper 1	
Unit 1: Theory and methods	How do different sociologists interpret society? How do sociologists study society? What types of information and data do sociologists use?
Unit 2: Culture, identity and socialisation	What is the relationship between the individual and society? How do we learn to be human?
Unit 3: Social inequality	What is social stratification? What are the main features of social inequality and how are these created?
Paper 2	
Unit 4: Family	What are the different types of family? How are family roles changing? What are the changes affecting the family?
Unit 5: Education	What is the function of education? What factors help to explain differences in educational achievement?
Unit 6: Crime, deviance and social control	What are crime, deviance and social control? What are the patterns of crime? What are the explanations of crime?
Unit 7: Media	Who controls the media? What is the influence of the media?

How is this course assessed?

Students are assessed externally by Cambridge Examinations in Year 11.

Paper 1 (54%)	Paper 2 (46%)
<ul style="list-style-type: none"> ● 2 hours (including 15 minutes reading time), 80 marks ● Candidates answer one compulsory data response question and one optional structured question from a choice of two. This paper test content from Units 1, 2 and 3 	<ul style="list-style-type: none"> ● 1 hour 45 minutes (including 15 minutes reading time), 70 marks ● Candidates answer two optional structured questions from a choice of four. This paper tests content from Units 4, 5, 6 and 7.

Thai Language and Culture

Thai language and culture is available for all students to study throughout Years 10 and 11. It is available in two ways:

1. as a "short course" (studying Thai for just 1 period per week), alongside the study of French or Chinese (for 5 periods per week)
2. as a "Full course", studying Thai for 6 periods per week and therefore not studying French or Chinese at all.

Regardless of whether a student follows the Thai "short course" or the "full course" option, Thai is available to students at all four levels to meet their needs: beginner, intermediate, early advanced, and advanced levels.

Note that it is only students in the "advanced" level class that will be preparing for the Thai First Language IGCSE examination. This is a very challenging course aimed at people who are working at native Thai language level (regardless of their actual nationality!). For other students (in beginner, intermediate, and early advanced classes) the aim is not to work towards an IGCSE examination (there is no Foreign Language IGCSE examination available from any examination board, hence we do not offer this), but to continue to work on developing their communicative Thai language skills - reading, writing, speaking, and listening.

Advanced Thai IGCSE (Years 10 & 11)

Areas of Study:

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

Statement of Purpose:

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

The aims are to:

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

The materials used are selected from a variety of Thai textbooks, news, magazines and journal articles, literature, and contemporary literature. The students will attend a field trip and also be involved with Thai crafts.

Assessment objectives

The assessment objectives (AOs) are:

A01 Reading

Candidates will be assessed on their ability to:

R1 identifies and interprets explicit and implicit information and attitudes.

R2 demonstrates understanding of how writers use language and structure to achieve effects and influence readers.

R3 analyse, evaluate and develop facts, ideas and opinions.

R4 selects and synthesises information for specific purposes.

A02 Writing

Candidates will be assessed on their ability to:

W1 communicate clearly, effectively and imaginatively

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

W4 use tone, style and register appropriate to audience and context

W5 make accurate use of spelling, punctuation and grammar

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Reading	40
AO2 Writing	60
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Reading	80	0
AO2 Writing	20	100
Total	100	100

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

Area A: Reading and Directed Writing

Students should be able to:

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

Area B: Continuous Writing

Students should be able to:

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

Area C: Usage

Students should be able to:

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

How is this course assessed?

Students are assessed externally by Cambridge Examinations in Year 11.

Paper 1: Reading and Directed Writing (50%)	Paper 2 : Directed Writing (50%)
<ul style="list-style-type: none"> • 2 hours, 50 marks • Section 1 Comprehension and Use of Language (25 marks) This section tests the following reading assessment objectives R1 and R2 • Section 2 Directed Writing (25 marks) This section tests the following writing assessment objectives W1-W5 and this question also tests the following reading assessment objectives R3 and R4 	<ul style="list-style-type: none"> • 2 hours 50 marks • Section 1 Argumentative/Discursive (25 marks) • Section 2 Descriptive/Narrative Writing (25 marks)

Thai – Early Advanced (Years 10 & 11)

Areas of Study:

The Early Advanced level course is assessed internally within the school (it does not lead to an IGCSE in Thai). The course incorporates reading, writing, listening, speaking skills, and grammar drills, as well as Thai culture.

Statement of Purpose:

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

The aims are to:

- 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 their own and others' cultures.

The materials used are selected from a variety of Thai textbooks, news, magazines and journal articles, literature, and contemporary literature. The students will attend a field trip and also be involved with Thai crafts.

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

Thai Core Class

Area A: Reading and Directed Writing

Students should be able to:

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

Area B: Continuous Writing

Students should be able to:

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

Area C: Usage

Students should be able to:

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

Thai Culture Class

Students will develop:

Communitive Skills:

- Respond to questions, express a variety of conversational topics.
- Understand stories, comprehend the audio materials and show positive value of listening.

Basic Knowledge of Thai Culture:

- Show a positive attitude, experiences toward Thai Culture, gain knowledge of Thai culture and apply to their daily lives inside and outside of the classroom effectively.

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
- Learn Thai cooking
- Learn about Thai kings
- Learn about Thai dances
- Learn about Thai folk games
- Learn about Thai movie

Thai – Intermediate (Years 10 & 11)

Areas of Study:

The Intermediate level course is assessed internally within the school (it does not lead to an IGCSE in Thai). 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.

Thai: Intermediate – Years 10 and 11

During the two year course the following areas are studied:

Thai Core Class**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.

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.

Thai Culture

Students will:

- Study Thai history and culture.
- Study Thai cooking.
- Study Thai royal family.
- Study Thai celebration and Holidays.

- Study and practice art and crafts.

Thai Culture Class

Students will develop:

Communitive Skills:

- Respond to questions, express a variety of conversational topics.
- Understand stories, comprehend the audio materials and show positive value of listening.

Basic Knowledge of Thai Culture:

- Show a positive attitude, experiences toward Thai Culture, gain knowledge of Thai culture and apply to their daily lives inside and outside of the classroom effectively.

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
- Learn Thai cooking
- Learn about Thai kings
- Learn about Thai dances
- Learn about Thai folk games
- Learn about Thai movie

Thai – Beginner (Years 10 & 11)

Areas of Study:

The beginner level course is assessed internally within the school (it does not lead to an IGCSE in Thai). The course incorporates reading, writing, listening, speaking skills, and grammar drills, as well as Thai culture.

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. They also learn Thai culture in several aspects.

Statement of Purpose:

The course is provided for non-Thai students. The course involves developing all language skills; speaking, listening, reading, writing and culture. 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:

Thai Core Class**Students will develop:**

Listening skills:

- Follow the instructions given.
- Comprehend the various audio materials used.
- Show positive values of listening.

Speaking skills:

- Respond to questions and take part in extended conversations.
- Express their needs and feelings.
- Describe the information in various situation.

Reading skills:

- Recognise the Thai alphabet, vowels and tones.
- Read from spelling.
- Recognise simple words.

Writing skills:

- Trace and write Thai alphabet characters, vowels and tones.
- Write easy simple words, phrases and sentences.

Basic Knowledge of Thai Culture:

- Show a positive attitude toward Thai Culture.
- Gain knowledge of Thai culture and apply it to their daily lives inside and outside of the classroom.

Area A: Thai Language Skill - Students will:

- Learn, practice and describe about themselves, career in community, exploring Chiang Mai, and children story
- Apply and present the lessons learned in class to outside classroom or school

- Read and write the simple words, phrases and sentences.
- Do reading comprehension

Area B: Thai Grammar - Students will:

- Learn communicative sentence structures (Question and answer forms)
- Learn Thai reading grammar
- Practice and develop their writing

Thai Culture Class

Students will develop:

Communitive Skills:

- Respond to questions, express a variety of conversational topics.
- Understand stories, comprehend the audio materials and show positive value of listening.

Basic Knowledge of Thai Culture:

- Show a positive attitude, experiences toward Thai Culture, gain knowledge of Thai culture and apply to their daily lives inside and outside of the classroom effectively.

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
- Learn Thai cooking
- Learn about Thai kings
- Learn about Thai dances
- Learn about Thai folk games
- Learn about Thai movie

French - Foreign Language IGCSE (Years 10 & 11)

Note: For students with higher levels of French language ability, First Language French (0501). All IGCSE French students study in the same class with the same teacher, but they will have differentiated assignments and assessments depending on their respective syllabus.

Areas of Study:

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

Statement of Purpose:

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

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

French – Years 10 and 11 content

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

Area A: Everyday activities

The language of the classroom

Home life and school

Food, health and fitness

Area B: Personal and social life

Self, family and personal relationships
Holidays and special occasions

Area C: The world around us

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

Area D: The world of work

Continuing education
Careers and employment
Language and communication in the workplace

Area E: The international world

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

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

Topics studied during Year 10:

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

Topics studied during Year 11:

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

Course title	Course code	Assessment
IGCSE French (foreign language)	0520	<ul style="list-style-type: none"> ● Paper 1: Listening - Approximately 50 minutes, including 6 minutes' transfer time, 40 marks ● Paper 2: Reading - Written paper, 1 hour, 45 marks ● Paper 3: Speaking - Approximately 10 minutes (plus 10 minutes of preparation time), 40 marks ● Paper 4: Writing - Written paper, 1 hour, 45 marks
IGCSE French (first language)	0501	<ul style="list-style-type: none"> ● Paper 1: Reading and Directed Writing - Written paper, 2 hours, 50 marks ● Paper 2: Writing - Written paper, 2 hours, 50 marks

Chinese – Foreign Language IGCSE (Years 10 & 11)

Note: For students with higher levels of Chinese language ability, other syllabuses are also available: Chinese as a Second Language (0523) and First Language Chinese (0509). All IGCSE Chinese students study in the same class with the same teacher, but they will have differentiated assignments and assessments depending on their respective syllabus.

Areas of Study:

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

Statement of Purpose:

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

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

Chinese – Years 10 and 11 content

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

Area A: Everyday activities

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

Area B: Personal and social life

Self, family and personal relationships
Holidays and special occasions

Area C: The world around us

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

Area D: The world of work

Continuing education
Careers and employment
Language and communication in the workplace

Area E: The international world

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

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

Topics studied during Year 10:

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

Topics studied during Year 11:

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

Chinese IGCSE Y10-11 Course assessment

Course title	Course code	Assessment
Foreign language Chinese	IGCSE 0547	<ul style="list-style-type: none"> ● 0547/11 Listening (35') 30 Marks ● 0547/21 Reading (1:15') 36 Marks ● 0547/31 Speaking (15') 100 Marks ● 0547/41 Writing (1:15') 45 Marks
Chinese as a second language	IGCSE 0523	<ul style="list-style-type: none"> ● 0523/01 Reading and Writing 2:00 60 Marks (60%) ● 0523/02 Listening 35-45' 30 Marks (20%) ● 0523/03 Speaking 10-13' 60 Marks (20%)
First language Chinese	IGCSE 0509	<ul style="list-style-type: none"> ● 0509/01 Paper 1 Reading, Directed Writing and Classical Chinese 2:15' 60 Marks (50%) ● 0509/02 Paper 2 Writing 2:00 50 Marks (50%)

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

Areas of Study:

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

Statement of Purpose:

To encourage students to develop the 'individual' and discover the 'self' through physical activities; to develop knowledge and understanding of physical activities.

Students will:

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

Course components

Students will:

- take part in invasion games such as: capture the flag, football, futsal, netball, basketball – demonstrating strategies and tactics;
- participate in health and fitness unit looking at diet, how to get fit and how to get fit safely using the new school gym;
- demonstrate correct knowledge of swimming and water survival skills;
- demonstrate knowledge of the rules of sport games and even become an official in a variety of sports;
- participate in a physical fitness test according to British Curriculum Standards;
- participate in over the net games such as Volleyball, Badminton and Table Tennis;
- take part in a Sports Leaders Course where they develop their leadership skills and progress onto become coaches for the school sports teams as well as giving them the skills and tools to become a good leader after they have left Lanna.

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

Areas of Study:

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

Statement of Purpose:

The course is designed so that students will:

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

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

The course content is detailed on the following page

PSHE – Years 10 and 11 content

Topics covered in Year 10:

Personal

Changing Awareness (part 2):

changing role within the family

coping with grown up emotions e.g. anxiety and depression

ensuring adequate rest and sleep

Social

Relationships:

Romance

Safety

Peer Pressure

Dating

Self-esteem & Peer Pressure

How Others Live:

others within Thailand

how privileged am I – comparison with others' lives

Social Responsibility:

how can I change the world?

Health/Safety

Sexual Health:

Contraception

STDs

Help & Advice

Talking about sex

Drug & Alcohol Awareness:

Possible effects (health, mental, self-esteem, relationships)

Internet Safety

controlling your on-line presence

Education

IGCSE Years:

the two year plan
the importance of English-speaking coursework?

GPA – how is it calculated?

the importance of attendance

Drugs & Alcohol and the Law

Topics covered in Year 11:

Personal

Feelings & Emotions:

Jealousy, anger, hate, love and lust

Anxiety and pressure

How to manage reactions

Social

Changing Relationships:

Relationships with friends and parents

Romantic relationships

Healthy Scepticism:

do you believe everything you see?

how do you separate fact from fiction?

Health/Safety

Road Safety:

awareness on the roads, defensive techniques

Motorcycle/cycle craft

Why do People Take Risks?

risks people take in Chiang Mai

Drugs, Society, and You

is the prohibition of drugs in Thailand, and the wider world, effective?

how do drug abusers impact those around them, and themselves?

Education

Option Choices:

A Level/other choices; implications for college and careers

Study & Revision:

study skills; exam preparation; self-discipline and motivation

Independent Living:

financial planning, inc. banking, saving

prioritising: work/social balance, health, diet, exercise

Looking Ahead:

How do I see myself & how do others see me; Goals & ambitions

Enrichment Activities

Secondary activities sessions are scheduled for enrichment activities once per week. The scheduled activities change five times each year, meaning that students get lots of opportunities to try out a wide variety of activities during their time at Lanna. Students have the option to change activities for each new activities block, or, of course, continue with an activity that they wish to take further.

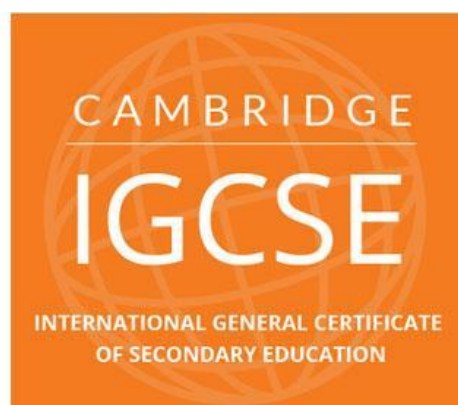
Statement of Purpose:

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

Range of Enrichment Activities:

Activities currently on offer vary, but have included:

- various sports (swimming, football, badminton, volleyball, basketball and table tennis);
- computer skills development (including programming);
- arts and crafts;
- board games (chess and many others);
- film/movie club;
- song writing;
- musical performance – choir and various bands;
- assisting with publication of the school magazine;
- SAT preparation;
- news broadcasting;
- Model United Nations;
- language and culture classes;
- drama and performance;
- academic assistance opportunities;
- and many different things, as part of an ever changing programme.



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