RUGBY SCHOOL THAILAND

IGCSE CURRICULUM

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Welcome

Dear Parents and Students,

A warm welcome to our IGCSE curriculum guide. This guide offers a comprehensive overview of our IGCSE programme, providing detailed information about the subjects available, assessment methods, and expected learning outcomes. It marks the beginning of an exciting academic journey for our F Block (Year 9) students as they prepare to explore new opportunities and deepen their learning.

At Rugby School Thailand, we are dedicated to fostering intellectual curiosity and instilling a lifelong love of learning. The IGCSE programme emphasises critical thinking, problem-solving, and independent study, key skills for success in today's world. Our expert teachers are passionate about creating a supportive and stimulating environment where every student can thrive academically and personally. By studying IGCSEs, students develop a breadth of knowledge that prepares them for the future.

The IGCSE years are a period of profound growth, both intellectual and personal. Students are encouraged to embrace challenges, explore their interests, and develop the skills and resilience that will carry them into A Level studies and beyond. This programme serves as a robust foundation, equipping students to achieve their aspirations and reach their full potential.

Education is about more than academics. We believe in a holistic approach that develops character, leadership, and a commitment to serving others. Alongside academic studies, students engage in a rich array of activities—from sports and music to the Duke of Edinburgh Award and Model United Nations. These experiences build confidence, teamwork, and belonging. Students also follow a Personal Social and Health Education (PSHE) course called The Whole Me Programme. This covers a broad range of subjects, focusing on wellbeing, and aims to help them become young adults who are prepared to make their own moral judgments.

We encourage all our students to make the most of the opportunities ahead, embracing challenges and pursuing excellence in all they do so each individual student can become the best version of themselves.



Robert Groves
Head of Senior

Making Choices

Academic Deputy Head, Dr Lilla Grindlay, answers some of the questions you may have about the IGCSE curriculum, and how to make the right choices.

What is an IGCSE?

In E and D Block (Years 10 and 11), students will study for their IGCSEs (International General Certificate of Secondary Education). IGCSEs are international versions of the compulsory school examinations in England. They are the most popular qualifications worldwide for 14-16 year olds, and are recognised around the world.

How are IGCSEs assessed?

Each IGCSE course lasts two years and is externally assessed by written examinations. Some courses include coursework which will be completed in School and internally assessed, before being externally moderated. IGCSE courses start at the beginning of E Block and the examinations are usually sat in May and June of D Block.

How are they graded?

IGCSE grades are reported either on a scale from A* to G, where grades A* to C are a good pass, or 9 (high) to 1 (low), with 4 and above considered a good pass. The IGCSE examinations are a series of free-standing qualifications rather than one diploma.

(I)GCSE Grading		A Level Grading	Grade Ranking
9	A*	A*	Exceptional (90th percentile and above)
8	A	A	
7			Outstanding (82nd - 89th percentile)
6	B	B	
5	C	C	Excellent (65th - 82nd percentile)
4			Above average percentile
3	D	D	Average / passing percentile
2	E	E	
1	F G	F G	Lower percentile
U	U	U	Unclassified

How do students make the right choice?

The RST curriculum comprises both core and elective subjects. All students must study English Language (different qualifications based on language proficiency levels), Mathematics and the Sciences, comprising courses in Biology, Chemistry and Physics. For selected students, English Literature will also be offered within the core timetable.

In addition, the curriculum requires students to select four electives, from a range of options. There are many different possible pathways, and we encourage students to play to their strengths and interests. This booklet outlines more about the range of subjects that is available to students.

Making Choices

The following subjects are offered as electives at RST:

- Art
- Business Studies
- Computer Science
- Design & Technology
- Drama
- Economics
- Geography
- History
- French
- Mandarin Chinese (First Language)
- Mandarin Chinese (Foreign Language)
- Music
- Physical Education (examined)
- Psychology
- Spanish
- Thai (First Language)
- Thai (Second Language)

Due to local Ministry of Education requirements, Thai citizens must choose Thai as one of their electives.

How are EAL and SFL learners supported?

In line with our commitment to a personalised curriculum, some students receive English as an Additional Language (EAL) support or other Support for Learning (SFL) to ensure access to the IGCSE curriculum. Where students receive timetabled EAL or SFL, this will normally take the place of one of the elective subjects.

When are the choices made?

Students will make their initial IGCSE elective selections during Term 2 of F Block. This will allow for time to create a timetable that gives as many students as possible their first choice courses. Students will be guided through these selections by tutors and subject teachers and parents are fully involved in the process. In the unlikely event that the timetable cannot be arranged to allow a student's preferred combination of courses, we will meet with the student and, if desired, parents to consider the available options.



Dr Lilla Grindlay
Deputy Head, Academic









CORE SUBJECTS

English – First Language

Overview
Studying English Language IGCSE enhances critical thinking and analytical skills, enabling students to interpret complex texts and form well-supported arguments. It also helps them develop versatile written and spoken language skills, using language to describe, explain, entertain, and argue. Additionally, English Language IGCSE exposes students to diverse perspectives and cultures, fostering empathy and global awareness. We expect most students to take this course, including those who have different home languages.

Syllabus
Pearson Edexcel IGCSE English Language A *(4EA1)*

Course Aims
The course enables learners to:

- read a wide range of texts fluently and with good understanding;
- read critically and use knowledge gained from wide reading to inform and improve their own writing;
- write effectively and coherently using Standard English appropriately;
- use grammar correctly, punctuate and spell accurately;
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language;
- listen to and understand spoken language, and use spoken Standard English effectively.

Course Content
Students will study contemporary non-fiction texts, poetry, and fiction texts from an anthology provided by the exam board. These texts provide models students can use to develop their imaginative, creative, and analytical writing. They will also be used to help students compare writers' ideas and perspectives. In addition, students will develop their technical writing skills by specific instruction in sentence structures, grammatical constructions, and building vocabulary.

Assessment Overview
Component 1: Non-fiction Texts and Transactional Writing (60% of final grade)
Section A: Reading
A mixture of short-and long-answer questions related to a non-fiction text from Part 1 of the Pearson Edexcel International GCSE English Anthology, and one previously unseen extract.
Section B: Transactional Writing
One writing task, from a choice of two involving a given audience, non-fiction form or purpose.

Component 2: Poetry and Prose Texts and Imaginative Writing (40% of final grade)
Section A: Reading
One essay question on a poetry or prose text from Part 2 of the Pearson Edexcel International GCSE English Anthology.
Section B: Imaginative Writing
One imaginative writing task from a choice of three.

Spoken Language Endorsement (endorsed separately)
Students must demonstrate their presentation skills in a formal setting, listen and respond to questions and feedback, and use spoken English effectively.

Students deliver a short, prepared talk or presentation (lasting no more than 10 minutes), and then respond to questions about their topic.

The spoken language presentation may take a variety of forms, the most popular being a speech or talk by a student, followed by questions from the audience.

English – Second Language

Overview

Our Cambridge IGCSE English as a Second Language course is ideal for learners who want to focus on improving their working knowledge of the language. Our students will develop their reading, writing, speaking and listening skills, which in turn will assist with their learning across all IGCSE subjects. The IGCSE ESL course also serves as great preparation for IELTS and SATS examinations.

Syllabus

Cambridge IGCSE English as a Second Language *(0510/0511)*

Course Aims

The course aims to:

- develop students' ability to use English effectively for the purpose of practical communication;
- help students form a solid foundation for the skills required for further study using English as the medium, most notably for globally accepted English language examinations, such as IELTS, TOEFL, and Cambridge CAE;
- develop students' awareness of the nature of language and language-learning skills;
- develop students' ability to comprehend texts from a wide range of topics and genres;
- develop students' ability to write in a range of styles and registers.

Course Content

The E Block section of the course will focus on developing the core grammar and vocabulary at CEFR B1 and B2 level. Learners will also be exposed to the examination-style questions they will encounter in the examination. The course follows a topic-based syllabus, focusing on the most general topics that are covered in the IGCSE ESL examination, for example diet and exercise, the environment, technology, and tourism.

In D Block, students produce formal and semi-formal reports, magazine articles and reviews and informal emails. Summary writing skills are also developed. Students learn to comprehend text and answer three different question types about general topics. The listening component of the course teaches students to identify and retrieve facts and details and understand relevant information about a range of topics. In preparation for the speaking section, students learn to talk at length, and answer questions about a range of different topics.

Assessment

The course is assessed by two terminal examination papers and a speaking test at the end of D Block:
Paper 1: Reading and Writing
Exam content: six exercises testing a range of reading and writing skills.
Question style: three reading questions - comprehension, multiple matching and note completion; three writing questions - summary, informal writing, formal writing.
Duration: 2 hours Marks: 60

Paper 2: Listening
Exam content: candidates listen to several short extracts and longer tests, and complete a range of task types, including short-answer questions, gap filling, matching, multiple choice and note making.
Question style: Several task types, including short-answer questions, gap filling, matching, multiple choice and note making
Duration: 50 minutes Marks: 40

In addition, students following syllabus 5011 also take:
Component 5: Speaking
Content: Following a 2-3-minute warm-up conversation, candidates engage in a 6 to 9 minutes discussion with the examiner.
Exam style: A range of different questions on different topics.
Duration: Approximately 10 – 15 minutes Marks: 30

English as an Additional Language (EAL)

Overview
The subject content is organised in five broad topic areas - Everyday activities; Personal and social life; The world around us; The world of work; The international world. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where English is spoken.

Syllabus
Cambridge IGCSE English as an Additional Language *(0472)*

Course Aims
- Read and understand a variety of written and spoken texts on familiar topics.
- Demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.
- Opportunities to write in English on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Course Content
The course will focus on developing the core grammar and vocabulary at CEFR A2 and B1 level. Learners will also be exposed to the examination-style questions they will encounter in the examination. The course follows a topic-based syllabus, focusing on the most general topics that are covered in the IGCSE EAL examination, for example hobbies & pastimes, everyday activities, and the world around us.

Assessment
The course is assessed by four terminal examination papers, including a speaking test at the end of D Block:
Paper 1: Listening
Exam content: This paper consists of 37 multiple-choice and matching questions. The text types will range from announcements, phone messages or news items, and the examination will also include short monologues or dialogues.
Duration: 50 minutes Marks: 40

Paper 2: Reading
Exam content: Candidates listen to several short extracts and longer tests, and complete a range of task types, including short-answer questions, gap filling, matching, multiple choice and note making.
Question style: Several task types, including short-answer questions, gap filling, matching, and multiple choice.
Duration: 1 hour 45 minutes Marks: 45

Paper 3: Speaking
Exam content: Each speaking test lasts approximately 10 minutes, and is structured as follows:
- a warm-up section which is not assessed (approximately 30 seconds);
- one role play – candidates respond to five transactional questions to, for example, accomplish a task or obtain goods or services (approximately two minutes);
- two topic conversations – candidates respond to questions on each topic to share views, opinions and experiences (four minutes per topic conversation).

Duration: 10 minutes Marks: 40

Paper 4: Writing
Exam content: This paper consists of a form-filling task, a directed writing task and an extended writing task in response to given contexts and prompts.
Question style: Candidates will be required to:
- fill in a form with single words and simple sentences in response to a given context;
- complete a directed writing task in about 80–90 words on a familiar, everyday topic;
- choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words.

Duration: 1 hour 45 minutes Marks: 45

English Literature

Overview

Through literature we learn to see the world through others' eyes. Literature offers students a chance to explore diverse cultures, historical periods, and human experiences through captivating stories, plays and poems, enhancing their empathy and imaginative understanding of the world. Studying English Literature at IGCSE also develops critical thinking and analytical skills such as the ability to dissect complex texts and form insightful, well-argued interpretations. Studying English Literature at IGCSE enables students to become fluent, confident, independent readers with strong analytical and creative skills. It is expected that the majority of students who study English Language IGCSE will study English Literature IGCSE concurrently.

Syllabus

Pearson Edexcel IGCSE in English Literature *(4ET1)*

Course Aims

The course should enable students to:

- Enjoy the experience of reading literature;
- Understand and respond to literary texts in different forms and from different periods and cultures;
- Communicate an informed personal response appropriately and effectively;
- Appreciate the different ways in which writers achieve their effects;
- Experience literature's contribution to aesthetic, imaginative and intellectual growth;
- Explore the contribution of literature to an understanding of areas of human concern.

Course Content

In this course, students will study four literary texts: a prose fiction text, a selection of poetry, a literary heritage text, and a modern drama text. They will also study other poetry to support their ability to analyse 'unseen' poems. Students will research the social and historical context behind their studied texts, using this knowledge to develop their understanding of the text's characters, settings, themes and concerns. They will also develop close reading skills, closely analysing the way language, imagery, literary techniques and aspects of structure are manipulated by the writer to have an impact on the reader.

Chosen set texts for examination are:

- Prose fiction: *Klara and the Sun,* by Kazuo Ishiguro
- Poetry: 15 poems from Part 3 of the Pearson Edexcel International GCSE English Anthology
- Literary Heritage: *Romeo and Juliet,* by William Shakespeare
- Modern Drama: *Kindertransport,* by Diane Samuels

Assessment

Component 1: Poetry and Modern Prose (60% of final grade)

Section A (Unseen Poetry)

- One essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper.

Section B (Anthology Poetry)

- One essay question from a choice of two, comparing two poems from the poems studied.

Section C (Modern Prose)

- One essay question from a choice of two.

Component 2: Modern Drama and Literary Heritage Texts (40% of final grade)

Section A (Modern Drama)

- One essay question from a choice of two.

Section B (Literary Heritage Texts)

- One essay question from a choice of two.

Mathematics

Overview

Our mathematics course is explicitly designed to transform students from passive learners into active problem solvers by fostering a deep, adaptable mathematical capacity. Rather than relying on rote memorisation, the curriculum challenges students to master core mathematical techniques and seamlessly transfer those skills to unfamiliar, complex, and novel situations. Students learn to logically break down multi-step problems, select appropriate analytical tools, and model solutions with precision. This focus on structured reasoning and intellectual agility ensures that students not only meet rigorous assessment standards but also develop the critical thinking skills required for advanced mathematical study and scientific discipline.

Syllabus

All students sit Edexcel IGCSE Mathematics (Specification A) *(4MA1)*
Able students are offered extension through Edexcel Level 2 Extended Mathematics Certificate (7M20)
Exceptional students are offered extension through Edexcel IGCSE Further Mathematics (4PM1)

Course Aims

- Develop Fluent Knowledge: acquire mathematical knowledge, skills, and understanding, feeling confident in their use of concepts, methods, and techniques.
- Reason Mathematically: make deductions, inferences, and draw conclusions. Students learn to construct chain-of-reasoning arguments and interpret and communicate mathematical information in a variety of forms.
- Apply Skills to New Problems: develop the capability to apply mathematical skills and techniques to solve problems in unfamiliar, new, and authentic real-world situations.
- Adapt to New Situations: learn to select and apply appropriate mathematical tools when faced with novel challenges, translating real-world scenarios into mathematical models.
- Prepare for Progression: refine mathematical reasoning and algebraic proficiency to ensure a seamless transition to advanced scientific and mathematical disciplines.

Course Content: Topics covered:

- Algebra
- Number
- Geometry and measures
- Probability
- Statistics

Assessment

Both Foundation and Higher Tiers consist of two equally weighted, written papers. Calculators are permitted for both papers.

- Paper 1: 2 Hours | 100 Marks | 50% of overall grade
- Paper 2: 2 Hours | 100 Marks | 50% of overall grade

Papers feature a mix of short-answer questions, structured multi-step problems, and contextual questions designed to test how effectively a student can adapt their mathematical toolkit to novel scenarios.



Biology

Overview

Biologists are scientists who study the natural world and all the living things in it, from the largest mammals down to our very own microscopic DNA. They try to understand how animals and organisms work (including us humans), how we evolved and the things that can make us sick or improve our health.

RST's Biology course covers a wide range of topics, from the organisation of cells and DNA to the spread of and defence from infections within a population. Through creative experiments, students will sharpen their critical thinking as well as other practical skills. The course will conclude across three examinations: two theory papers and one practical exam.

Syllabus

Cambridge IGCSE Biology (*0610*)

Course Aims

The course should enable students to:

- develop knowledge and understanding of biology;
- develop and apply knowledge and understanding of the scientific process;
- develop understanding of the relationships between hypotheses, evidence, theories and explanations;
- develop and apply observational, practical, modelling, enquiry and problem-solving skills, and their understanding in laboratory, field and other learning environments;
- develop thee ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively;
- develop skills in reporting and presenting information clearly and logically in different formats;
- develop skills in communication, mathematics and the use of technology in scientific contexts.

Course Content

The course is split into the following sections:

- Characteristics and classification of living organisms
- Organisation of the organism
- Movement into and out of cells
- Biological molecules
- Enzymes
- Plant nutrition
- Human nutrition
- Transport in plants
- Transport in animals
- Diseases and immunity
- Gas exchange in humans
- Respiration
- Excretion in humans
- Coordination and response
- Drugs
- Reproduction and inheritance
- Variation and selection
- Organisms and their environment
- Human influences on ecosystems
- Biotechnology and genetic modification



Chemistry

Overview

Chemistry is a vital branch of science. It allows us to investigate and explain how matter interacts in the modern world. It is pivotal in the development of medicines, plastics, cosmetics and agriculture. Topics involving Organic Chemistry will develop problem-solving techniques, whereas areas such as Quantitative Chemistry and Chemical Analysis allow increased investigative and mathematical skills.

The Chemistry course reviews F Block content which covers fundamental principles to establish a solid foundation to their learning. During E Block students build upon the recall of key facts to explain trends and analyse data. The course provides a well-structured curriculum and practical learning approach. Students develop a thorough understanding of chemistry and encounter the theory alongside practicals. Students' practical skills will be developed in the lab in preparation of the practical exam. The course concludes across three examinations: two theory papers and one practical exam.

Syllabus

Cambridge IGCSE Chemistry *(0620)*

Course Aims

The course should enable students to:

- develop knowledge and understanding of chemistry;
- develop and apply their knowledge and understanding of the scientific processes;
- develop understanding of the relationships between hypotheses, evidence, theories and explanations;
- develop and apply observational, practical, modelling, enquiry and problem-solving skills, and their understanding in laboratory, field and other learning environments;
- develop the ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively;
- develop skills in reporting and presenting information clearly and logically in different formats;
- develop skills in communication, mathematics and the use of technology in scientific contexts.

Course Content

- States of matter
- Atoms, elements, compounds and bonding
- Stoichiometry calculations
- Electrochemistry
- Chemical energetics
- Chemical reactions – rates and redox
- Acids, bases and salts
- The periodic table
- Metals
- Chemistry of the environment
- Organic chemistry
- Experimental techniques and chemical analysis



Physics

Overview

Physics is the most fundamental branch of science, concerned with the study of matter and energy. Topics studied range from the forces keeping planets in their orbits to the make-up of the electromagnetic spectrum and the structure of the atom.
Our Physics IGCSE course aims to nurture critical, scientifically literate citizens. We explore a wide range of topics including natural forces, electromagnetic spectrum, electricity, nuclear physics and astrophysics. Our goal is to make physics as practical as possible while also giving students a thorough grounding in the subject that they can draw from in future study and in life. Course assessment comprises three examinations, including a practical examination.

Syllabus

Cambridge IGCSE Physics *(0625)*

Course Aims

The course should enable students to:

- develop knowledge and understanding of physics;
- develop and apply knowledge and understanding of the scientific process;
- develop understanding of the relationships between hypotheses, evidence, theories and explanations;
- develop and apply observational, practical, modelling, enquiry and problem-solving skills, and their understanding in laboratory, field and other learning environments;
- develop the ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively;
- develop skills in reporting and presenting information clearly and logically in different formats;
- develop skills in communication, mathematics and the use of technology in scientific context.

Course Content

The course is split into the following sections:

- Motion, forces and energy
- Thermal physics
- Waves
- Electricity and magnetism
- Nuclear physics
- Space physics

Assessment for IGCSE Sciences

Students will either be assessed for separate sciences, leading to three IGCSEs, one in each of Biology, Chemistry and Physics, or for Co-ordinated Science, leading to two IGCSEs for the combined study of the three sciences.

Separate Sciences

Each science is assessed separately, by three terminal examination papers at the end of D Block, leading to a total of nine examinations. Content from any part of the specification for each science may be assessed.
The three papers for each science are:
Paper 2 - Multiple choice questions - 45 minutes (30%)
Paper 4 - Short-answer and structured questions - 1 hour 15 (50%)
Paper 5 - Practical experimental skills examination - 1 hour 15 (20%)

Co-ordinated Science

The course is assessed by three terminal examination papers, with a mixture of questions on each of the three sciences in each paper.
The three papers for each science are:
Paper 2 - Multiple choice questions - 45 minutes (30%)
Paper 4 - Short-answer and structured questions - 1 hour 15 (50%)
Paper 5 - Practical experimental skills examination - 1 hour 15 (20%)









ELECTIVE SUBJECTS

Art and Design

Overview

The creative industries are the fastest growing part of the UK economy, and continue to increase in value across the world. As such, most employers today are seeking graduates who possess the ability to think creatively and innovatively. Studying art complements other subjects on the curriculum as it teaches students skills such as problem solving, concept development, organisation, time management and teamwork.

The Art and Design GCSE course encourages the students to express themselves, follow their own interests and develop their own creative ideas. Art and Design allows the students to work independently and in doing so it builds confidence and resilience.

Syllabus

Pearson Edexcel GCSE Art and Design *(1FA0)*

Course Aims

At RST, we follow the UK GCSE specification. This is a flexible course, allowing students independence to choose the media they work with, the artists they explore and the themes for their projects. The course aims to encourage the students to take risks, learn from mistakes, analyse critically and develop both ideas and skills.

Course Content

At the beginning of E Block the students are immersed in a series of workshops, designed to allow them to explore new methods, materials and processes and to develop their creative thinking skills. In the second term, they begin their Component 1 projects.

In D Block, after Christmas, they complete their Component 2 projects. Throughout the course they will select and experiment with a range of media and processes, including:

- Painting
- Drawing
- Photography/Film
- Installation
- Textiles
- Illustration
- Mixed-media
- Land art
- Printmaking
- Sculpture/3D

The course is split into two components:
Component 1: Personal Portfolio
Component 2: Externally Set Assignment.
Trips to galleries and other locations are an integral part of the course.

Assessment

One non-examined project (60% of the final mark) and a second project based upon a theme provided by the exam board, which includes a 10 hour practical exam at the end of Year 11 (40% of the final mark).

Business Studies

Overview

Business at Rugby School Thailand is about learning by doing. You will learn through activities that will exercise your leadership, organisational and team working skills as well as your business acumen.

Business is about looking at what businesses do and how they operate. We learn this through studying, visiting and taking part in businesses. This is a practical subject with an academic edge. If you ever wondered how to make money or want to know why business is about so much more than this, this is the course for you.

Syllabus

Pearson Edexcel International GCSE in Business *(4BS1)*

Course Aims

The aims are to enable students to:

- develop an interest in and enthusiasm for the study of business;
- develop an understanding of business concepts, business terminology, business objectives and the integrated nature of business activity;
- understand how the main types of business are organised, financed and operated;
- develop and apply knowledge, understanding and skills to contemporary business issues in a wide range of businesses from small enterprises to large multinationals and businesses operating in local, national and global context;
- develop critical-thinking and enquiry skills to distinguish between facts and opinion, calculating, interpreting and evaluating business data, to help build arguments and make informed judgements;
- develop an understanding of the dynamics of business activity and the related considerations of ethics and sustainability for global businesses.

Course Content

1. Business activity and influences on business
2. People in business
3. Business
4. Finance
5. Marketing
6. Business operations

Assessment

The course is assessed by two 1hr 30min examination papers at the end of D Block (Year 11).

Paper 1: Investigating small businesses
Paper 2: Investigating large businesses



Computer Science

Overview

Cambridge IGCSE Computer Science provides an ideal foundation in computer science. Learners gain confidence in computational thinking and programming, an appreciation of automated and emerging technologies and the benefits of their use. They develop an understanding of the main principles of problem-solving by creating computer-based solutions using algorithms and a high-level programming language. Learners also develop a range of technical skills including the ability to test effectively and to evaluate solutions.

Syllabus

Cambridge IGCSE Computer Science *(0478)*

Course Aims

The aims are 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.

Course Content

Students are assessed based on the content found in ten units.

- Units 1-6 are related to the theory of computer science
- Units 7-10 are more related to problem solving

The full list of unit titles is given below, along with the names of the two papers.

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

Assessment

The course is externally assessed by two 1hr 45min examination papers at the end of D Block (Year 11).

Paper 1: Computer Systems, 75 marks

- Short-answer and structured questions
- Questions will be based on Topics 1–6 of the subject content
- All questions are compulsory
- No calculators are permitted
- Externally assessed 1 hour 45 minutes, 50%

Paper 2: Algorithms, Programming and Logic 75 marks

- Short-answer and structured questions and a scenario-based question
- Questions will be based on Topics 7–10 of the subject content
- All questions are compulsory
- No calculators are permitted
- Externally assessed 1 hour 45 minutes, 50%

Design & Technology

Overview

Studing Design & Technology gives students opportunities to create, innovate, design, make and evaluate a variety of well-crafted products. Students will be taught the technical skills and craftsmanship to execute practical tasks, thereby developing confidence to increase their skills, knowledge and competence in using materials, machinery, techniques and processes.

Through practical lessons and with advanced learning resources, our E Block students will learn to express, communicate and present their ideas in 2D and 3D work, using a variety of techniques, including digital sketching, foam modelling and 3D CAD. During the D Block year the students will develop an understanding of the history of design and technological innovation and the basic concepts, as well as the responsibilities of designers.

Syllabus

Cambridge International GCSE Design & Technology *(0445)*

Course Aims

The Cambridge IGCSE in Design & Technology enables students to:

- develop creative thinking in areas relevant to design and technology;
- apply problem-solving skills to practical and technological problems;
- develop the communication skills central to design, realisation and evaluation;
- gain knowledge and understanding of design and technology;
- develop skills in research and investigation;
- design and make products, taking into consideration sustainability and the wider impact on society;
- develop the ability to make aesthetic, economic, ethical and technical value judgements.

Course Content

The course is split into the following sections:
Identify and observe need/requirement for design; health and safety; writing a design brief/specification; initiation and development of ideas; research, recording & analysing data; communication & generation of design ideas; use of technology in design and making; design & technology in society; evaluation; practical design application; implementation and realisation; environment and sustainability; control; preparation of materials including measuring, marking out, and testing; shaping, joining, assembly, and finishing of materials.

Assessment

The course is assessed by a non-examined assessment project (50% of the final mark) and two terminal examination papers at the end of D Block (Year 11). Each paper carries equal weighting.

Paper 1: 1 Hour
The question paper contains a variable number of structured questions testing candidates' product design skills. A range of question types are used. Some questions may ask candidates to respond using sketches and notes and to apply the knowledge and understanding they have acquired to a particular product, scenario or context. Candidates may be asked to redesign a product for a particular user or need.

Paper 3: 1 Hour
Questions test candidates' knowledge and understanding of the content and skills in the Materials option. Candidates are expected to have knowledge and understanding of all the materials areas specified in the subject content.
Section A: contains a variable number of structured questions (25 marks).
Section B: contains one structured question focused on a product, scenario or context (25 marks).






SENIOR LUNCHTIME CONCERT
Tuesday, 12th May 2026

Drama

Overview

Effective communication is an imperative skill in both our social and professional lives. It is valuable in a business meeting, promotional setting or any context where persuasion and clear explanation are important. An education in drama results in the development of both theatre and life skills: the building of confidence, creativity, leadership and working collaboratively.

The Cambridge IGCSE in Drama aims to help students understand the theatre and its theoretical framework, while also developing their performance skills. The course content includes the study of one full play, an examination on this and their devising work, as well as individual and a group performances.

Syllabus

Cambridge IGCSE Drama *(0411)*

Course Aims

The Edexcel GCSE in Drama aims to develop students' understanding of theatre through both practical and theoretical study, focusing on the roles of actor, director, and designer.

Course Content

Example Texts studied at IGSCE

Life of Pi, Lolita Chakrabarti
Pygmalion, George Bernard Shaw
The 39 Steps, Patrick Barlow
The Resistible Rise of Arturo Ui, Bertolt Brecht,
Trouble in Mind, Alice Childress

Assessment

The course consists of three main components:

Component 1: Devising (40% of the qualification – 60 marks)
Students work collaboratively to create and develop an original performance from a stimulus. Assessment consists of a written review (10 marks), and a final performance (30 marks), both of which are internally assessed and externally moderated.

Component 2: Performance from Text (20% of the qualification – 50 marks)
Candidates perform two key extracts from a performance text chosen by the centre consisting of a solo (20 marks) and a group performance (30 marks). This component is externally assessed via recording, where students demonstrate their ability to interpret the script as a performer.

Component 3: Theatre Makers in Practice (40% of the qualification – 60 marks)
This two-hour open-book written examination assesses practical knowledge of theatre-making. Section A and B involve answering questions on a set text studied during the course.

Economics

Overview

Economics is about how individuals, businesses and governments make choices when resources are limited. Students will explore key issues such as supply and demand, inflation, unemployment, economic growth and global trade, and apply these ideas to current events and real-world situations. This is a subject with strong academic depth and practical relevance that helps develop critical thinking, problem-solving and decision-making skills. If you are curious about how economies function, why prices change, or how governments manage economic challenges, this is the course for you.

Syllabus

Pearson Edexcel International GCSE in Economics *(4EC1)*

Course Aims

The aims are to enable students to:

- develop an understanding of economic concepts and apply these concepts to real-life situations;
- calculate, interpret and evaluate economic data in order to make reasoned arguments and informed judgements;
- develop an awareness of economic change and its impact on developing and developed economies;
- understand economic issues, problems and possible solutions that affect mixed economies;
- participate effectively in society as citizens, producers and consumers.

Course Content

The topic areas are:

- The market system
- Business Economics
- Government & the economy
- The global economy

Assessment

The course is assessed by two 1hr 30min examination papers at the end of D Block (Year 11).

Paper 1: Microeconomics and Business Economics

Paper 2: Macroeconomics and the Global Economy



French

Overview

Students studying French will develop language competency and learn many additional aspects of Francophone culture from music to film, history to geography, current affairs to literature. Our Cambridge IGCSE French course is designed for students who are learning French as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

Syllabus

Cambridge IGCSE French Foreign Language *(0520)*

Course Aims

The course aims are to:

- develop the ability to communicate effectively using the target language;
- offer insights into the culture and society of countries where the language is spoken;
- develop awareness of the nature of language and language learning;
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations;
- provide enjoyment and intellectual stimulation;
- develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum;
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

Course Content

The topic areas are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

Assessment

The course is assessed by terminal examination at the end of D Block (Year 11). Each paper carries equal weighting:

Paper 1: Listening
45 minutes | 45 marks
Candidates listen to a number of recordings and answer multiple-choice and matching questions.

Paper 2: Reading
1 hour | 45 marks
Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.

Paper 3: Speaking
Approximately 10 minutes | 40 marks
Candidates complete one role play and conversations on two topics.

Paper 4: Writing
1 hour | 45 marks
Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.

Geography

Overview

Geography is a discovery subject. It provides a clear structure to think about the changing world: describing it, investigating it, understanding and explaining it. Global events show us its importance: issues such as conflict, migration, climate change, natural disasters and world trade are all included in our curriculum.

Students use all kinds of media, data and fieldwork to gain a deeper understanding. The range of skills from mapwork, graph work, photograph interpretation, to research, fieldwork and extended writing, means geography is a future-proof subject. Geography opens the door to a wide range of career paths, it is the ultimate option for future generations to prepare for the exciting challenges they face.

Syllabus

Pearson Edexcel International GCSE in Geography *(4GE1) (9-1)*

Course Aims

The course aims to enable students to:

- apply and build geographical knowledge;
- engage students in the process of geographical enquiry, to develop independent learners, and as critical thinkers;
- acquire practical geographical enquiry skills;
- appreciate the relevance of geographical concepts to our changing world;
- appreciate the importance of the location of places and environments at a range of scales;
- appreciate that people have different views of the world, its environments and its issues;
- develop and apply students' learning to the real world through fieldwork;
- develop students' awareness of global issues and recognise the challenges of moving towards a sustainable future.

Course Content & Assessment

Paper 1: Physical Geography & Fieldwork (70 marks 40% 70 minutes)

- River environments
- Coastal environments & Fieldwork

Paper 2: Human Geography & Fieldwork & Global issues (105 marks 60% 105 minutes)

- Economic activity and energy
- Urban environments & Fieldwork

Global issues

- Fragile environments and climate change,
- Globalisation and migration,
- Development and human welfare



History

Overview

The study of History at GCSE level provides students with the ability to express their views and opinions (both oral and written) in a clear manner, to put forward well-researched ideas and arguments concisely, to investigate and assess a variety of materials and to organise such material in a logical and coherent way. Furthermore, the programme of study allows students to gain a greater understanding of international issues and inter-relationships between nations, people and events and they will learn how to present clear, logical, reasoned and supported arguments.

Syllabus

Pearson Edexcel International GCSE *(4HI1)*

Course Aims

The International GCSE in History should enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience;
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers;
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context;
- develop an awareness that different people, events and developments have been accorded;
- historical significance and how and why different interpretations have been constructed about them;
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Course Content

The course covers four topics and periods of history:

- Germany: Development of Dictatorship, 1918-45
- A World Divided: Superpower Relations, 1943-72
- The Vietnam Conflict, 1945-75
- Changes in Medicine, c1848-c1948

Assessment

There are two assessed units. Both are examined at the end of D Block.

Paper 1 (depth studies – topics 1 and 2)
Content: Students answer two questions, one on each of the depth studies they have studied.
Marks: 60
Duration: 1 hour 30 minutes

Paper 2 (investigation and breadth studies – topics 3 and 4)
Content: Students answer two questions, one question on their historical investigation and one question on their breadth study in change.
Marks: 60
Duration: 1 hour 30 minutes

Chinese - First Language

Overview

Cambridge IGCSE First Language Chinese develops learners' reading, writing, and critical thinking skills through the study of a wide range of contemporary and classical Chinese texts. Students learn to analyse and respond to different genres, including fiction, non-fiction, essays, reviews, and articles, while developing the ability to communicate effectively for a variety of audiences and purposes. The course also deepens learners' understanding of Chinese language and culture, encouraging them to become confident, thoughtful, and independent readers and writers.

Syllabus

Cambridge IGCSE Chinese as a First Language *(0509)*

Course Aims

The course should enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language;
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using appropriate standard language;
- work with information and with ideas in Chinese by developing skills of critical evaluation, analysis, synthesis and inference;
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions;
- deepen understanding and appreciation of Chinese culture and classical texts.

Course Content

- Explore a variety of contemporary and classical Chinese texts.
- Develop reading comprehension and analytical skills.
- Examine how writers use language, structure, and style to create meaning and engage readers.
- Evaluate different viewpoints, perspectives, and ideas presented in texts.
- Build effective written communication skills for a range of purposes and audiences.
- Learn to express ideas clearly, accurately, and creatively.
- Develop argumentative, discursive, descriptive, and narrative writing techniques.
- Strengthen critical thinking, interpretation, and independent learning skills.

Assessment

The course is assessed by four examinations at the end of D Block (Year 11). Each component carries an equal weighting of 50%.

Paper 1 Reading, Directed writing and classical Chinese – 60 marks – 2 hours 15 minutes

- Reading: Answer comprehension and language analysis questions based on a fiction text, demonstrating understanding of explicit and implicit meanings and the writer's use of language and structure.
- Directed Writing: Use information from two non-fiction texts to write a 250–350 character argumentative or discursive response, showing understanding and evaluation of ideas from the passages.
- Classical Chinese: Answer reading comprehension questions on an unseen Classical Chinese passage from the Ming dynasty, assessing understanding and interpretation skills. No Classical Chinese writing is required.

Paper 2 Writing – Candidates answer two questions, one from each section. Candidates write all their answers in the spaces provided on the question paper. 50 marks – 2 hours

Section 1

- Argumentative: Write to educate and persuade the reader on a particular point of view. It may target an audience that is more resistant to its viewpoint or message.
- Discursive: A balanced and objective examination of a subject.

Section 2

- Descriptive: A descriptive piece of writing describes a person, place or situation, painting a picture with words.
- Narrative: A narrative piece of writing tells a story containing a sequence of connected events which may be real or imaginary.

Mandarin Chinese - Foreign Language

Overview

Cambridge IGCSE Mandarin Chinese as Foreign Language course helps students master the language for practical communication. Students will learn about the cultures and civilisations of countries where Mandarin Chinese is spoken, as well as develop positive attitudes towards different languages, people and cultures. The course includes tests for the four language skills: listening, reading, writing and speaking.

Syllabus

Cambridge IGCSE Mandarin Chinese - Foreign Language *(0547)*

Course Aims

The course should enable students to:

- develop the ability to communicate effectively in Mandarin Chinese at level A2 (CEFR Basic User);
- offer insights into the culture and society of countries where the language is spoken;
- develop awareness of the nature of language and language learning;
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations;
- provide enjoyment and intellectual stimulation;
- develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum;
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

Course Content

The Topic areas are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

Assessment

The course is assessed by four examinations at the end of D Block (Year 11). Each component carries an equal weighting of 25%.

Paper 1: Listening – 30 marks, 40 minutes
Candidates listen to a number of recordings and answer multiple-choice and matching questions.

Paper 2: Reading – 40 marks, 75 minutes
Candidates read texts and answer multiple-choice and matching questions as well as questions requiring short answers.

Paper 3: Speaking – 40 marks, 10 minutes
Candidates complete one role-play and conversations on two topics.

Paper 4: Writing – 45 marks, 75 minutes
Candidates complete one form-filling task, one directed writing and one task in the format of an e-mail/letter or article/blog.

Music

Overview

The Music IGCSE course aims to develop students as musicians in all three areas of listening, performing and composing. Students will explore music from diverse genres, including Classical, Pop, Jazz and World Music. They will perform in ensembles and as a soloist, either singing or playing an instrument, in any style. They will learn how to compose and will prepare two pieces, in any style: the use of digital composition on Digital Audio Workstations is also an option for one of the pieces. **The course is practically based, and students should know that they will be required to sing or play an instrument.** Knowledge of music theory is not necessarily a requirement to begin the course, as everything will be taught along the way. A love of music and a willingness to learn more are all that's needed to start this course, although past experience is always useful.

Syllabus

Cambridge IGCSE Music *(0410)*

Course Aims

The aims are to enable students to:

- acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing;
- develop an understanding of a variety of musical traditions;
- develop a perceptive and critical response to music;
- develop creative and interpretative skills through composing and performing;
- develop an enthusiasm for exploring diverse musical styles and genres through listening, performing and composing;
- develop a secure basis for further study in music.

Course Content

Candidates develop and understanding of music through the 3 skills of composing, and 7 Areas of Study:

- Baroque music
- Classical music
- Romantic music
- Music and words
- Music for dance
- Music for small ensemble
- Music for stage and screen

Assessment

All candidates take all 3 components.

Component 1 (c.1 hour15 minutes)
Listening 40% (70 marks)
A written examination based on listening tracks supplied by the exam board
Externally assessed

Component 2
Coursework - Performing 30% (50 marks)
Performance in 2 parts: solo performing and performing with others
Internally assessed and externally moderated

Component 3
Coursework - Composing 30% (50 marks)
Two contrasting compositions
Internally assessed and externally moderated

Physical Education

Overview

The Edexcel GCSE Physical Education (PE) qualification offers a balanced blend of practical and theoretical learning, ideal for students passionate about science, physical activity, health and fitness. It equips students with the knowledge, skills, and understanding of the human body, fitness, and performance. It also provides opportunities to enhance problem-solving, teamwork, and critical thinking skills to improve their own performance, engage in lifelong physical activity, and explore the wider impacts of sport on society.

Syllabus

Pearson Edexcel IGCSE Physical Education *(1PE0)*

Course Aims

The syllabus encourages learners to:

- develop their knowledge and understanding of the applied scientific and sociocultural theory underpinning physical performance;
- use and apply this knowledge and understanding to improve their own performance;
- perform in a range of physical activities, developing skills and techniques, selecting and using tactics, strategies and/or compositional ideas;
- understand and appreciate the benefit of physical activity and sport for health, fitness and wellbeing;
- view physical activity and performance from multiple contexts of the performer and the coach;
- gain a sound basis for further study in the field of Physical Education.

Course Content

- Applied anatomy and physiology: Understanding how the body works during physical activity.
- Movement analysis: Exploring how biomechanical principles apply to performance.
- Physical training: Examining methods of fitness improvement and training principles.
- Health, fitness, and well-being: Investigating the benefits of a healthy, active lifestyle.
- Sport psychology: Understanding how mental factors influence performance.
- Socio-cultural influences: Exploring the role of sport in society and its impact.

Assessment

Examination of Theoretical Content (60% of the qualification):

Component 1: Fitness and body systems examination paper, 1hr 30mins
Component 2: Health and performance examination paper, 1hr 15mins

Practical Performance (40% of the qualification):

Component 3: Assessment across three physical activities: one team activity, one individual activity, and one free choice (team or individual).

Component 4: A Personal Exercise Programme (PEP): Students analyse, plan, and evaluate their own fitness improvement plan.



Psychology

Overview

Psychology is the scientific study of behaviour and mental processes, combining theory, research and real-world application. The specification covers cognition, social behaviour, brain function and psychological problems, alongside core research methods and ethical considerations. Designed for international students, it uses global examples and provides strong preparation for International A Level Psychology and related subjects.

Syllabus

Oxford AQA International GCSE Psychology *(9218)*

Course Aims

GCSE Psychology enables students to:

- understand human behaviour through scientific investigation;
- apply psychological knowledge to real-life situations in a global context;
- study key psychological research;
- evaluate theories and research methods;
- develop critical thinking, scientific, analytical and written communication skills.

Course Content

The course is taught through two exam papers, covering how people think, behave and are influenced by others.

Paper 1: Cognition and Behaviour

Memory – how memory works, why forgetting occurs, and how memory can be improved.
Perception – how we interpret sensory information and why illusions occur.
Development – how children develop thinking and behaviour, including the influence of nature and nurture.
Research methods – how psychologists design studies, collect data, consider ethics and analyse results.

Paper 2: Social Context and Behaviour

Social influence – conformity, obedience and the impact of group behaviour.
Language, thought and communication – how language develops and influences thinking.
Brain and neuropsychology – how brain structure and damage affect behaviour.
Psychological problems – explanations and treatments of mental health conditions.

Assessment

Two written exams at the end of D Block (Year 11), each worth 50% of the qualification. The course is linear, with no coursework. Students are assessed on knowledge, application, analysis and evaluation.




THAILAND




NON
UNIFORM
DAY



Spanish

Overview

Cambridge Spanish as a Foreign Language course is based on the linked language skills of listening, reading, speaking and writing, built on as learners progress through their studies. The syllabus also aims to offer insights into the culture of countries where Spanish is spoken, thus encouraging positive attitudes towards language learning and towards speakers of other languages.

Syllabus

Cambridge IGCSE Spanish Foreign Language *(0530)*

Course Aims

The course should enable students to:

- develop the ability to communicate effectively in Spanish at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User);
- offer insights into the culture and society of countries where the language is spoken;
- develop awareness of the nature of language and language learning;
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations;
- provide enjoyment and intellectual stimulation;
- develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum;
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

Course Content

The course is organised around five broad topic areas:

- Everyday activities (home life and school, food, health and fitness).
- Personal and social life (self, family and personal relationships).
- The world around us (home town and local area, natural and made environment, people places and customs).
- The world of work (continuing education, careers and employment).
- The international world (tourism at home and abroad, life in other countries).

Assessment

The course is assessed by terminal examination at the end of D Block (Year 11). Each paper carries equal weighting:

Paper 1: Listening - 45 minutes, 45 marks
Candidates listen to recordings and answer multiple-choice and matching questions.

Paper 2: Reading - 1 hour, 45 marks
Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.

Paper 3: Speaking - Approximately 10 minutes, 40 marks
Candidates complete one role play and conversations on two topics.

Paper 4: Writing - 1 hour, 45 marks
Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.

Thai – First Language

Overview

Cambridge IGCSE First Language Thai is designed for Thai speakers to enhance clear and effective writing, expand vocabulary, and improve spelling, punctuation, and grammar. The course fosters a personal style, audience awareness, and encourages extensive reading for pleasure and language understanding.
It also hones general analytical and communication skills, including synthesis, inference, and the effective presentation of opinions.

Overview

Cambridge IGCSE Thai First Language *(0518)*

Course Aims

The course should enable learners to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language;
- read critically, and use knowledge gained from wide reading to inform and improve their own writing;
- write accurately and effectively, using appropriate, standard language;
- work with information and ideas in language by developing skills of critical evaluation, analysis, comparison, synthesis and inference;
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

Course Content

Students will engage with a range of genres and types of texts, including fiction and non-fiction, essays, reviews and articles. This study will include focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Students will study how influence may include facts, ideas, perspectives, opinions and bias.

As developing writers themselves, students will be introduced to a range of skills, including the ability to compare, summarise and change perspective. They will develop the skills of summarising within the context of the following text types: letter, report, newspaper report, magazine article, journal, words of a speech. They will also learn to create a discursive/argumentative letter or article and a descriptive or narrative composition.

Assessment

The course is assessed by terminal examination, comprising two components at the end of D Block (Year 11).

Paper 1: Reading and Directed Writing - 2 hours, 50 marks
Section 1 Comprehension and Use of Language
Candidates answer a series of questions on a fiction text.
Section 2 Directed Writing
Candidates answer one question on two non-fiction passages with a linked theme. The passages will be taken from newspapers, magazines, online materials or other publications.

Paper 2: Composition - 2 hours, 50 marks
Section 1 Argumentative/Discursive Writing
Candidates answer one question from a choice of four.
Section 2 Descriptive/Narrative Writing
Candidates answer one question from a choice of four.

Thai - Second Language

Overview

The Thai as a Second Language Programme is designed to enhance students' proficiency in Thai language skills: speaking, listening, reading, and writing. Emphasis is placed on comprehension, critical thinking, and analytical abilities, enabling students to communicate effectively and interpret information in Thai.

Learning Outcomes

By the end of the course, students should be able to:

- speak Thai with clear pronunciation and appropriate tone usage;
- understand spoken Thai in various contexts;
- read and comprehend Thai texts, ranging from basic signs to short paragraphs;
- write structured sentences and paragraphs using correct grammar;
- analyse and interpret meanings from spoken and written Thai, including cultural nuances.

Course Structure

Module 1: Foundations of Thai Language and Communication

Speaking & Listening:

- Includes mastering Thai tones and phonetics, engaging in and listening to simple conversations.

Reading & Writing:

- Includes learning the Thai alphabet, vowels, and basic tone rules, writing simple words and phrases.

Comprehension & Analysis:

- Identifying key information from basic dialogues and texts; analyzing polite versus informal speech.

Module 2: Building Everyday Communication Skills

Speaking & Listening:

- Includes developing fluency through role-plays, listening to recorded stories or real-life conversations.

Reading & Writing:

- Includes reading basic paragraphs, writing structured sentences, expanding vocabulary.

Comprehension & Analysis:

- Summarising the main ideas of spoken and written content; identifying specific details.

Module 3: Intermediate Communication and Critical Thinking

Speaking & Listening:

- Engaging in longer conversations, including expressing opinions, giving advice, and narrating events.
- Practising intonation and conveying emotion in spoken Thai.

Reading & Writing:

- Reading short stories, folk tales, or cultural descriptions.
- Writing short paragraphs: describing daily routines, opinions, and events.

Comprehension & Analysis:

- Interpreting deeper meanings and cultural references in texts or dialogues.
- Comparing and contrasting information in Thai materials.
- Answering critical thinking questions based on reading and listening exercises.

Assessment Methods

- Speaking: role-plays, conversational activities, and oral presentations.
- Listening: comprehension tests using audio clips and videos.
- Reading: vocabulary quizzes and comprehension questions based on short passages.
- Writing: sentence construction, short paragraphs, and reflective exercises.
- Analysis: discussions on cultural nuances, implied meanings, and main ideas in texts.

EAL Support

Overview

The EAL Department provides English language support for students for whom English is a second or additional language. The programme in years 10 and 11 seeks to help students develop both their general and academic English in the four skill areas of reading, writing, listening and speaking. Development of these skills will ensure students are able to fully access the RST curriculum. The department also recognises that a student's culture and language background have an effect on their learning and we will help students to adapt to learning the British curriculum. In addition, a learner-centred environment is promoted to ensure that all learners make optimum progress.

Course Aims

The main focus of EAL lessons is to:

- develop students' ability to comprehend more challenging general and academic texts;
- develop students' ability to use more advanced reading skills, such as deducing the inferred meaning in a text;
- develop students' ability to modify their writing to suit a particular genre, for example writing to persuade or describe in English and developing extended answers in subjects such as geography, history and the sciences;
- develop students' ability to communicate more effectively so that they can make meaningful oral contributions in mainstream lessons;
- develop students' ability to accurately use a greater range of general and subject-specific vocabulary, most notably collocations and chunks of language;
- equip students with a range of skills to help them to become independent language learners.






Fusion





Supra-curricular Activities

Supra-curricular activities are learning pursuits that take a student's knowledge, understanding, and engagement above and beyond what is expected to succeed at IGCSEs.

Unlike extra-curricular activities, which focus on non-academic pursuits like sports or music, supra-curricular activities dig deeper into the subjects being studied in the classroom. They foster academic curiosity and independent learning.

Supra-curricular activities matter! In today's competitive world, they are becoming increasingly important ways to help students succeed academically. Highly-competitive universities are very interested in them, and it is never too soon to start.

Examples of supra-curricular activities might include:

- Reading books and articles;
- Listening to podcasts;
- Attending lectures, webinars, or workshops;
- Taking an online course, such as a MOOC;
- Entering relevant competitions;
- Undertaking work experience or an internship or starting a project.

Our school library offers curated, subject-specific reading lists, and teachers are experts in their fields who are able to offer help and guidance. It is important to choose pursuits that genuinely spark curiosity - learning beyond the classroom should be an enjoyable adventure.



UNIVERSITY DESTINATIONS



UNITED KINGDOM

AA School of Architecture
Anglia Ruskin University
Bath Spa University
Brunel University London
City University of London
Cardiff University
Glasgow School of Art
Imperial College London
Istituto Marangoni (London)
King's College London
Kingston University
London Film Academy
London School of Economics
Loughborough University
Nottingham Trent University
Newcastle University
Queen's University Belfast
Royal Veterinary College
Swansea University
University College London
University of Bath
University of Birmingham
University of Brighton
University of Bristol
University of Cambridge
University of Chichester
University of Durham
University of Edinburgh
University of Exeter
University of Glasgow
University of Huddersfield
University of Leeds
University of Leicester
University of Liverpool
University of Manchester
University of Nottingham
University of Reading
University of Sheffield
University of St Andrews
University of Sussex
University of the Arts London
University of Warwick
University of Westminster
University of Worcester
University of York
UWE Bristol
York St John University

AUSTRALIA & NEW ZEALAND

Australian National University
Deakin University
Griffith University
Monash University
Otago University
Queensland University of Technology
RMIT University
The University of Auckland
University of Melbourne
University of New South Wales
University of Technology, Sydney
University of Western Australia
University of Sydney

FRANCE

Le Cordon Bleu
Paris Business School
University of Strasbourg

UNITED STATES & CANADA

Brown University
Emerson College
George Mason University
McGill University
Mount Royal
Norwich University
Rutgers, The State University of New Jersey
Saskatchewan University
UC Santa Barbara
University of British Columbia
University of California Riverside
University of Illinois Urbana-Champaign
University of Massachusetts - Amherst
University of Massachusetts Boston
University of Minnesota
University of Pittsburgh
University of Southern California
University of Toronto
University of Wisconsin–Madison
Virginia Tech

ITALY

Istituto Marangoni Milano

GERMANY

Constructor University
EU Business School

SPAIN

EU Business School

UAE

Heriot-Watt University

NETHERLANDS

Eindhoven University of Technology
Erasmus University Rotterdam
Rotterdam School of Management
University of Amsterdam
University of Groningen

CHINA

Chinese University of HK - Shenzhen Campus
ZheJiang University

HONG KONG

Hong Kong Polytechnic University
Hong Kong University of Science & Technology
The Chinese University of Hong Kong
The University of Hong Kong

JAPAN

Sophia University

KOREA

Seoul National University

THAILAND

Chulalongkorn University
Gem & Jewelry Institute of Thailand
King Mongkut's Institute of Technology Ladkrabang
Mahidol International Dental School
Mahidol Siriraj
Mahidol University
Mahidol University International College
Mahanakorn University of Technology
Thammasat University
Silpakorn University



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