HARROW
INTERNATIONAL
SCHOOL
BANGKOK

SHELL
(Year 9)

Educational Excellence for Life and Leadership

Our leadership attributes are:
- Contributing positively to the community
- Applying knowledge with compassion
- Solving problems collaboratively
- Solving problems creatively
- Making just and responsible choices
- Facing challenges with determination

Code of Conduct

We the staff and students of Harrow Bangkok believe that we should:
- Treat each other with respect.
- Be polite and courteous to one another.
- Work in a quiet and positive manner and not distract others around us.
- Be punctual and properly prepared for school and lessons.
- Care for the environment around us and keep it clean.
- Move safely and quietly around the school without disturbing others.
- Dress according to the school dress code.
- Use English as the common language of our community.

Dragon Marine

THE UPPER SCHOOL

In the Upper School we take our mission of 'Educational Excellence for Life and Leadership' seriously. Our ultimate aim is to lay the foundations for our students to lead and succeed in whatever pathway they choose.

For our students to become strong future leaders, we need to make sure that they have the academic currency required to assume positions of leadership and so academic excellence is therefore a moral imperative if we wish to succeed in our mission.

Our students leave the school with the very best academic results and year after year they take their place at top universities globally.

In the Prep Phase students develop a breadth of knowledge which lays the foundations for further study. As they progress into Shell, Remove and Fifth Form, we introduce the element of choice and students begin to specialise, allowing them to develop a greater depth of knowledge. In the Sixth Form, they specialise further and are ready to apply to top universities in their chosen disciplines.

In the Prep Phase students develop a breadth of knowledge which lays the foundations for further study. As they progress into Shell, Remove and Fifth Form, we introduce the element of choice and students begin to specialise, allowing them to develop a greater depth of knowledge. In the Sixth Form, they specialise further and are ready to apply to top universities in their chosen disciplines.

A school is ultimately defined by the character and achievements of its students. We aspire for our students to be confident without arrogance, deeply knowledgeable, and committed to using their knowledge with compassion in service of their communities.

Paul Johnson
Head of Upper School

SHELL CURRICULUM AND EXPERIENCE

The Shell year is an exciting and dynamic one, a year where students get to try new subjects, make decisions and continue to develop their leadership and academic skills for the future.

Building upon the firm foundations of the Prep Phase, our Shell Challenge curriculum prepares students for the demands of the IGCSE programme in Remove and Fifth Form.

Whilst encouraging the development of literacy, mathematical and digital skills, our students are challenged and stretched academically throughout their courses, with many students being exposed to IGCSE content early. Students study English, Mathematics, Biology, Chemistry, Physics, History, Geography, Religious Studies, Art, Music, Drama, Design Technology, Computer Science, Physical Education and a range of modern foreign languages, including French, Mandarin, Japanese and Thai. In addition, those students whose English language skills are emerging will take English for Academic Success lessons to enhance their ability to access the curriculum.

Continuing from the Prep phase, students' academic and linguistic skills are tested using the CAT4 benchmark tests which are then used to assess their potential and assess value added.

The Shell year is pivotal as students are required to select the IGCSE subjects that they will study in Remove. Students also receive careers education in Shell, with the completion of the career's investigator testing which judge their interests, skills and values and matches them to potential jobs.

Through the Co-Curricular offer, SR5 students gain a critical awareness of the world around them, helping them to develop into global citizens who are equipped with leadership skills to help build a better world.

More detailed information about the Options process and IGCSE courses offered can be found in the Remove & Fifth IGCSE Options booklet.

Andy Brown
Head of SR5

THE HOUSE SYSTEM

The House System is at the heart of the students' lives at Harrow Bangkok and helps develop our students into becoming Leaders for a better world. It encourages teamwork and friendly competition within a supportive environment and instils into the students resolve, determination, cooperation, creativity, collaboration and an awareness of the importance of community.

Role of the Form Tutor

The first point of contact for a student is their Form Tutor. The Form Tutor registers students each morning and gets to know each student individually to help guide and support them. If you have a query or a minor concern you can direct this to your child's Form Tutor.

House Competitions

Students have a wide range of competitions that they can enter to represent their House, these generally take place after school or at lunchtime and include:

Badminton	Scrabble
Golf	Volleyball
Dodgeball	Sports Day (Athletics)
Boy Band or Girl Band (pop groups)	Art
	Football
Basketball	Theatre Sports
Dragonboat Racing	Table Tennis
Music	Swimming Gala
Chess	Film
Baking	Softball
Touch Rugby	Tennis
Cross Country	House Shout

Head of House

The Head of House leads the House and provides pastoral oversight of all the students in their House. They will oversee academic monitoring and deal with any larger pastoral issues that may arise. If you have a larger concern then you should direct this to your child's Head of House.

All students are allocated to a House, all with names that reflect leaders with courage and determination. These include the Old Harrovians and statesmen Winston Churchill and Pandit Nehru (India's first Prime Minister) as well as the poet Lord Byron. Thailand is honoured through its brave Queen Suriyothai and the public service of the Sonakul family. Finally, to complete the group, we have Helen Keller, who overcame physical adversity to become a renowned author and human rights campaigner. Each of these individuals displayed qualities of leadership that we hope will inspire our young Harrovians to become the leaders of their generation.

CO-CURRICULAR OFFER

At Harrow Bangkok, fostering leadership is central to our mission. All students are expected and encouraged to take part in the many co-curricular activities and clubs offered in order to develop the following key skills:

- Embracing new challenges
- Solving problems collaboratively
- Increasing social mobility
- Instilling confidence in themselves and their peers
- Contributing positively and taking pride in their community

All students take part in an expedition every year and enrol in a minimum of two activities each week with numerous opportunities for service, charitable work, creativity and teamwork. Through the co-curricular programme at Harrow, students have a wealth of opportunities to try something new, continue to develop their passions and talents, and step outside of their comfort zone. The performing arts, sports, charitable initiatives, skills and interest-based clubs and societies are all on offer in abundance.

It is also key to students finding balance to their schedules, improving their wellbeing and above all, having fun!

FACULTY OF ENGLISH

ENGLISH FIRST LANGUAGE AND LITERATURE

Course outline

Term 1	Term 2	Term 3
People and Power: The Language of the Media Students start the year with a non-fiction scheme of work focusing on the power of language used in newspaper and television reporting. An Inspector Calls Students study the classic play by J B Priestley which explores power relationships within society in the year leading up to the First World War. They learn about the context of the play, how to analyse language and debate social responsibility.	The Lord of the Flies Students explore the famous novel by William Golding. It explores what happens to a group of young boys stranded on a desert island, where the normal social rules and boundaries set by adults are removed. Or Animal Farm Students explore the classic novel by George Orwell. It explores the impact of power and corruption in society through the extended metaphor of a farmyard. The novel study includes skills relevant to IGCSE, including language analysis and descriptive writing.	War poetry Students explore a collection of poetry on the theme of war and conflict. They write their own poems and participate in a poetry recital.

Language requirements

Students studying the challenging literary texts in Year 9 will need a high level of English. They should be fluent speakers of English, be able to read with inference and write with precision and accuracy.

Assessment

Students will be assessed at the end of every term. They will have an end of year examination testing both their English language and literature skills.

Homework

Students will be set weekly homework, focused on the current topics they are studying in lessons. They should also read independently and regularly.

Recommended reading and resources

For all English courses, it is recommended that students read challenging, quality literature in English regularly. In Shell we would recommend at least 20 minutes independent reading a day. Your child's teacher and the librarian will be able to recommend suitable book choices. It is also useful to read non-fiction texts regularly, including English language newspapers and internet sites.

Parent involvement

Parents can encourage their children to read regularly and widely. Try watching television programmes in English together, or discussing what your child is reading. Research shows that a strong first language is the foundation for excellence in English, and therefore it is vital to keep developing student's first language at home, encouraging them to talk about academic areas they are studying in their home language.

Contact

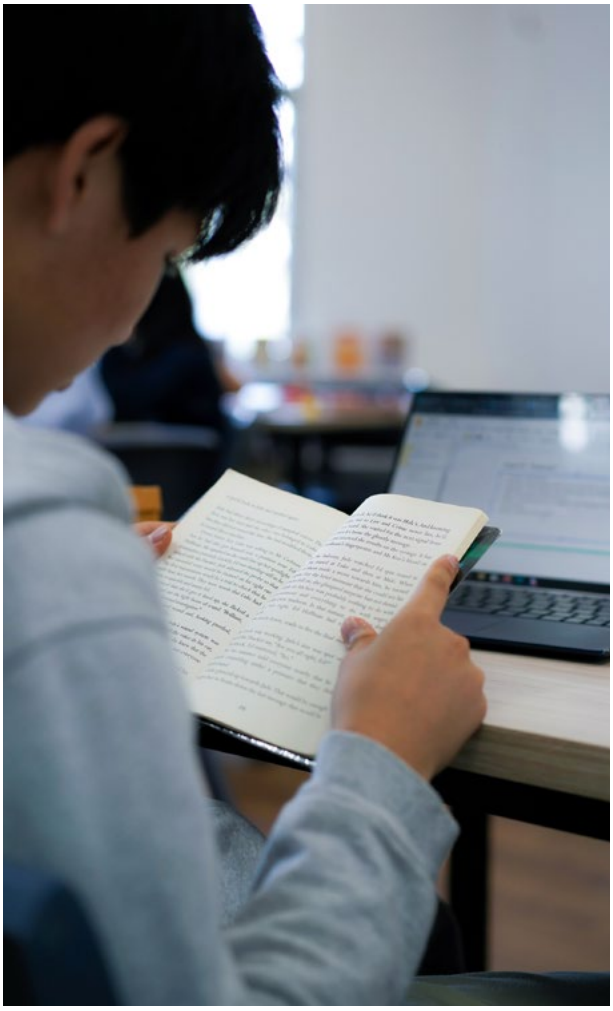
Head of Department: Danielle Payne-Davis
Email: danielle_pa@harrowschool.ac.th

LANGUAGE SUPPORT

ACADEMIC ENGLISH

Course Outline

Term 1	Term 2	Term 3
A number of themes are covered with explicit focus on the Academic English skills required to succeed within subjects across the curriculum.		
• Identify and present factual information • Identify main points, supporting ideas and relevant examples • Define and explain concepts and key information • Recognise and add descriptive detail within text • Describe visual data using comparison and contrast	• Express stance and supporting evidence • Present ideas from a range of perspectives • Structure a well-organised paragraph • Summarise information in a text • Paraphrase information • Describe a past narrative • Describe a process	• Recognise key cause and effect relationships • Describe a cause and effect relationship • Identify main arguments and supporting evidence • Recognise the structure of a well-reasoned argument • Evaluate the strengths of arguments • Develop a well-structured essay



Language requirements
Students studying this course should be English as a second language learners and possess a pre-intermediate level of English with a minimum Cambridge English Scale score of 145.

Assessment
The school common assessment schedule is followed with a focus on assessing the skills developed in class and linking these to subject-specific topics where appropriate.

Homework
At least one substantive homework task is set each week. This could be a written or reading task or involve research and the creation of a presentation to be delivered to the class. In addition, students are expected to be reading in English on a regular basis.

Recommended reading and resources
In order to facilitate language development, we recommend wide reading of both fiction and non-fiction texts.

Parent involvement
Parents can support their child by encouraging and monitoring reading in English; by checking the completion of homework to a high standard and, where possible, by encouraging the use of English at home.

Contact
Head of Department: Danielle Payne
Email: danielle_pa@harrowschool.ac.th

FACULTY OF MATHEMATICS AND COMPUTING

MATHEMATICS

Course outline

Term 1	Term 2	Term 3
Number Fractions and decimals Percentages 1 Expressions and formulae Simplifying, expanding and solving linear equations Changing the subject of the formula Angles, triangles & polygons Indices, powers & roots Straight line graphs Standard form	Pythagoras' theorem Trigonometry Percentages 2 Simultaneous equations - graphical, elimination & substitution method Quadratic expressions and factorisation	Constructions and scale drawings Handling data Stem and leaf diagrams Cumulative frequency and box plots Revision

Language requirements
Students require an intermediate level of English proficiency in speaking, listening, reading and writing to access the IGCSE Mathematics curriculum.

Assessment
Classwork, homework, topic tests, common assessment examinations and ability to understand new material in lessons are all taken into account when assessing progress and understanding of the curriculum. Students will have common assessments during the year and one during the examinations week in Term 3. Topic tests are normally set towards the end of Term 1a, 1b and Term 2b.

Homework
Students should be spending around 50 minutes per week outside lesson time studying Mathematics. They will be supported in this by their teachers with weekly structured homework.

Recommended reading and resources
Parents can encourage their children to read regularly and widely. Try watching television programmes in English together, or discussing what your child is reading. Research shows that a strong first language is the foundation for excellence in English, and therefore it is vital to keep developing student's first language at home, encouraging them to talk about academic areas they are studying in their home language.

Parent involvement
Parents are encouraged to discuss with their child what he/she is learning in Mathematics lessons. In addition to this, they should monitor that their child is putting a high level of effort into their homework and revision. Parents should ask their child to speak to his/her teacher for further guidance if he/she is finding any of the assigned work too challenging.

Contact
Head of SR5 Mathematics: Charles Bowen
Email: charles_bo@harrowschool.ac.th

FACULTY OF MATHEMATICS AND COMPUTING

COMPUTING

Course outline

Term 1	Term 2	Term 3
Introduction to Python Programming Students are introduced to the high-level language Python. Applying the concepts of assignment and selection to a number of tasks. Harrow Hunger Games: Students use spreadsheets to model multiple different scenarios.	Further Programming Students develop their programming skills further using an online course that covers assignment and selection to a higher level as well as introducing iterations. Game Development Students develop their programming skills further by learning how on-screen graphics work, and how 2D games and controls can be programmed using the Python module Pygame	Encryption Students look at the history of encryption starting with Caesar ciphers and substitution ciphers. They work towards learning about modern encryption techniques like asymmetric keys.

Language requirements
Each unit of work has specific key terminology. These can be found on the department website at codingatschool.weebly.com as well as all the resources for the lessons.

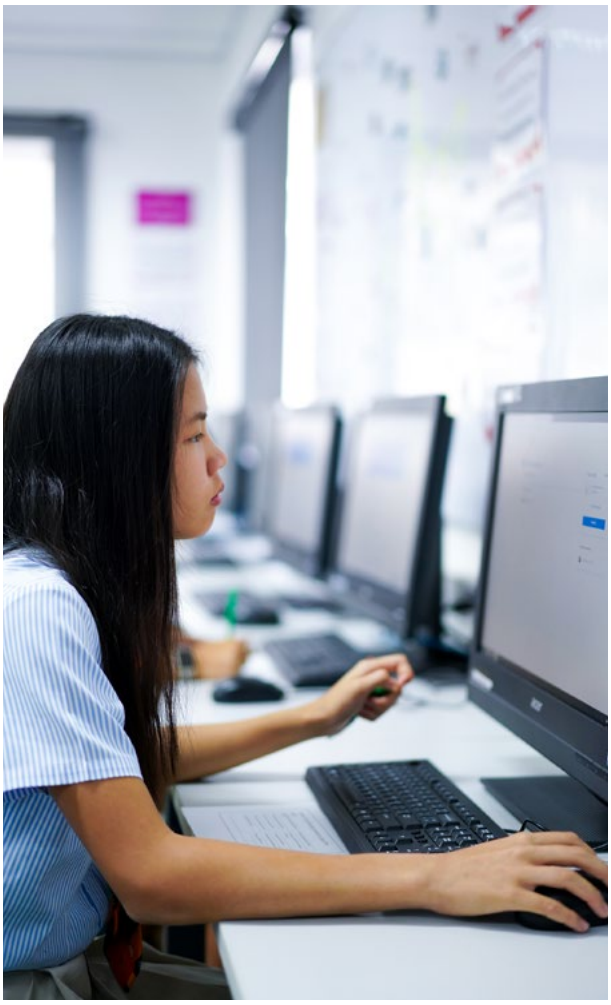
Assessment
Continuous assessment is carried out during lessons by observing the quality of the completed task and whether the student has met or tried to go beyond the standard level expected.

Homework
Homework is not given regularly and is often used to make sure students do not fall behind if they have not managed to complete the task in class.

Recommended reading and resources
Online websites like Codecademy which have Python programming courses are recommended. Magazines like Wired are useful for keeping up to date with the latest technology news.

Parent involvement
Making sure students have access to a computer and a decent internet connection is important as all our materials and student work is now kept online in a paperless environment.

Contact
Head of Department: Eoin Shannon
Email: eoin_sh@harrowschool.ac.th



FACULTY OF SCIENCE

BIOLOGY (Pre-IGCSE)

Course outline

Term 1	Term 2	Term 3
Classification of living organisms. Vertebrates, invertebrates, arthropods, binomial system and use of keys Test on Classification. Cells (animal and plant) and specialisation into tissues and organs, organ systems. Specialised cells and levels of organisation eg Cells, tissues and organs/ organ systems. The processes of diffusion in Biology Examples of diffusion in Biology. Factors affecting the rate of diffusion. Experiments on rates of diffusion Test on Classification, Cells and Diffusion	Diet and Nutrition, balanced diet and energy needs. Deficiency diseases. Food test investigations - Biuret, Benedict's, iodine solution, DCPIP, ethanol. Human alimentary canal - Digestive system organs and functions to include chemical digestion and mechanical digestion, ingestion, egestion.	Mechanical digestion- teeth structure, decay, fluoridation. Absorption and large intestine- features of intestines (villi), lacteals, diarrhoea, cholera and oral rehydration therapy, Visking tubing diffusion experiment of starch and amylase. Test on Diet and Digestion.

Language requirements

Students should ideally have a good command of the English Language as there is a high level of specialist vocabulary in IGCSE Biology.

Assessment

Regular topics test (1-2 per term on average) and an end of year examination of 1 hour

Homework

Essential Biology for Cambridge IGCSE (2nd Edition)
Cambridge Complete Biology for IGCSE (2nd Edition)
Recommended reading and resources
www.cie.org.uk
http://www.bbc.co.uk/education/subjects/z9ddmp3

Recommended reading and resources

Parents can encourage their children to read regularly and widely. Try watching television programmes in English together, or discussing what your child is reading. Research shows that a strong first language is the foundation for excellence in English, and therefore it is vital to keep developing student's first language at home, encouraging them to talk about academic areas they are studying in their home language.

Parent involvement

Two parent consultations per year. Direct communication as necessary via email and Engage.

Contact

Head of Department: Austen Heeley
Email: austen_he@harrowschool.ac.th

FACULTY OF SCIENCE

CHEMISTRY

Course outline

Term 1	Term 2	Term 3
Students begin Year 9 by completing an independent studies pack designed to consolidate knowledge from Year 6-8. This includes states of matter, particle theory, diffusion and simple separation techniques. The focus of Year 9 is to develop practical skills whilst assimilating some core chemical knowledge. Students are introduced to approaches to designing investigations, carrying out experimental tasks, recording data and analysing trends. Students study advanced separation techniques with an emphasis on chromatography, filtration, crystallisation and distillation.	The fundamentals of atomic structure, deriving chemical formulae, writing equations and the principles of conservation of mass along with identifying physical and chemical changes are all covered. Students will apply these principles by investigating the reactions of metals with air, water and acid. They will consider these reactions in the context of the reactivity series and use experimental data to draw conclusions about the relative positions of metals, and to predict the outcomes of displacement reactions. Understanding of these principles builds on existing knowledge from Year 6-8 and students should already have a sound grasp of some of the concepts covered.	Students begin the Rates of Reaction topic in Term 3. They look at collision theory to explain why particles react before completing a series of investigations into the effects of temperature, concentration, surface area and catalysts on the rate of reactions. An emphasis is placed on graph drawing skills, analysis of data and being able to explain trends by linking observations to theoretical principles.

Language requirements
Students should ideally have a good command of the English Language as there is a high level of specialist vocabulary in Chemistry. Vocabulary lists are given to students in workbooks that accompany areas of study each term.

Assessment
Regular end of unit tests, approximately 2-3 per term

Homework
Approximately 40 minutes per week

Recommended reading and resources
No set textbook.
Course notes will be given in the form of worksheets and topic workbooks
A useful website is BBC Bitesize KS3 and GCSE Chemistry.

Parent involvement
Two parent consultations per year. Direct communication as necessary via email and Engage.

Contact
Head of Department: Kyley Mitchell
Email: kyley_mi@harrowschool.ac.th

FACULTY OF SCIENCE

PHYSICS

Course outline

Term 1	Term 2	Term 3
What's in Space? In this first term of the course we explore the size of the universe as well as the things within it. Experimental work focuses on developing skills learned in the prep phase and linking these to mathematics. Key skills developed are standard form and units, graphing skills as well as work linking to previous and new knowledge as well as analysing information. The final part of the unit focuses on meta-thinking and creating skills as we consider the possibility of alien life.	**How do we get to Space** In this course, we introduce the concept of Forces to students. For the first time, we include mathematics to help them make accurate predictions about the motion of objects. This is a great introduction to a topic that carries on at all levels in both Mathematics and Physics. Students will be applying their meta-cognition skills as they plan and carry out an assessed investigation at the end of the unit.	**How do we observe Space?** Building on their Prep foundations of their understanding of light we extend the students into the concepts needed for IGCSE. We focus on the application of light to optics, including telescopes and cameras. Towards the end of the unit students will be exploring how the light we observe allows us to understand the origins and age of the universe. Throughout the course we will be focusing on students becoming hardworking and agile performers by challenging them with new ideas.

Language requirements
There are a large number of technical concepts described with specialist terminology so support is often needed.

Assessment
We perform regular assessments (around 1 per term) and give regular feedback on student's performance.

Homework
Students complete weekly assessments of the material covered each week. They also have access to a wide range of revision material which can be utilised throughout the year.

Recommended reading and resources
All Reading resources for the course will be shared with students via their Google Classroom. Including extension tasks and videos.
There are many other good titles as well in our library, available on request.

Parent involvement
We encourage our students to reflect openly and honestly with their parents on how much effort they are making and how they can improve their understanding. We very much appreciate feedback from parents on any concerns they have and how we can assist the students further.

Contact
Head of Department: Chris Mitchell
Email: christopher_mi@harrowschool.ac.th

FACULTY OF PHYSICAL EDUCATION AND SPORT

PHYSICAL EDUCATION

Course outline

Physical Education in Shell is designed to give students the opportunity to develop and refine their skills relating to performance and tactics in a wide range of physical activities and in roles such as participant, official and leader. Students will have the opportunity to refine their leadership skills through the delivery of the 'Play Maker' course to students in Year 4 and 5 in the Lower School.

Students will expand their knowledge and understanding of how a healthy, active lifestyle contributes to the growth and development of body systems, the impact of physical activity and exercise has on these systems and also how lifestyle choices (such as exercise, diet, rest) affect fitness levels and the mind and body in general.

The below list outlines the range of sports that students will take part in throughout the year.

Games	Striking and Fielding	Net Wall	Health and Fitness	Aesthetics
Basketball	Softball	Badminton	Fitness	Trampolining
Football	Rounders	Tennis	Athletics	
Rugby/Touch	Cricket	Volleyball	Military Fitness	
Ultimate Frisbee		Table Tennis	Life-Saving	

Language requirements

Each activity has subject-specific terminology that students are exposed to and encouraged to use. Students will become familiar with the key terms to use to describe the skills, rules, tactics and officiating in a range of sports and activities, as well as developing some key IGCSE terminology.

Assessment

Students will be assessed on their ability to demonstrate effective and suitable skills and tactics, in isolation and/or competitive situations, knowledge of the rules/regulations of selected physical activities, and how these relate to, and affect, participation as appropriate. The student's overall grade card will be assessed by averaging their top four activities in line with GCSE PE criteria

Homework

Along with being encouraged to take part in regular physical activity outside of Physical Education lessons, students will also receive a half termly piece of electronic homework designed to further their knowledge and understanding of leading a healthy and active lifestyle.

Recommended reading and resources

Students are encouraged to read around the rules and regulations of the sports they are studying as well as a specific articles relating to their homework.
Students are encouraged to read around the snapshot IGCSE topics that are incorporated into practical Physical Education lessons.

Parent involvement

Parents should encourage their children to take part in both recreational and competitive sport in as many activities as possible. Taking part in sports activities each season is a great way to be involved in additional activity at Harrow Bangkok.

Contact

Head of Department: Rosie Davies
Email: rosie_da@harrowschool.ac.th

FACULTY OF CREATIVE AND PERFORMING ARTS

ART AND DESIGN

Course outline

Term 1	Term 2	Term 3
Post Box Sculpture In this unit, students learn to construct a 3D form inspired by local post boxes and urban street art. Students build realistic surfaces and weathered patterns such as rust using paper, sand, and cardboard. They also introduce a digital element into their work that focuses on characters and text. Throughout the project, students refer to the work of Jasper Johns, Kurt Schwitters and Michael Craig Martin. There is also regular emphasis on formal visual elements such as composition, surface, and texture.	**Crustaceans** In this unit, students develop their knowledge of drawing, painting and sculpture whilst becoming increasingly fluent in their command of formal visual elements such as line, shape, form, tone, colour and composition. Students take inspiration from crustaceans and other sea creatures whilst creating a series of drawings and watercolour paintings. Students then move towards sculpture by making a final piece from clay.	**Cellular forms** In this unit, students explore the relationship between Art & Science by using a microscope to study interesting cellular forms. Students begin by drawing in pencil, then working through a range of media whilst developing their knowledge of textiles. Students are introduced to printmaking and felting before constructing a final piece.

Language requirements
Each scheme of work has subject-specific terminology that students are expected to recall and use during peer and group discussions. Students are given key vocabulary and literacy scaffolds, and they are also taught how to analyse works of art.

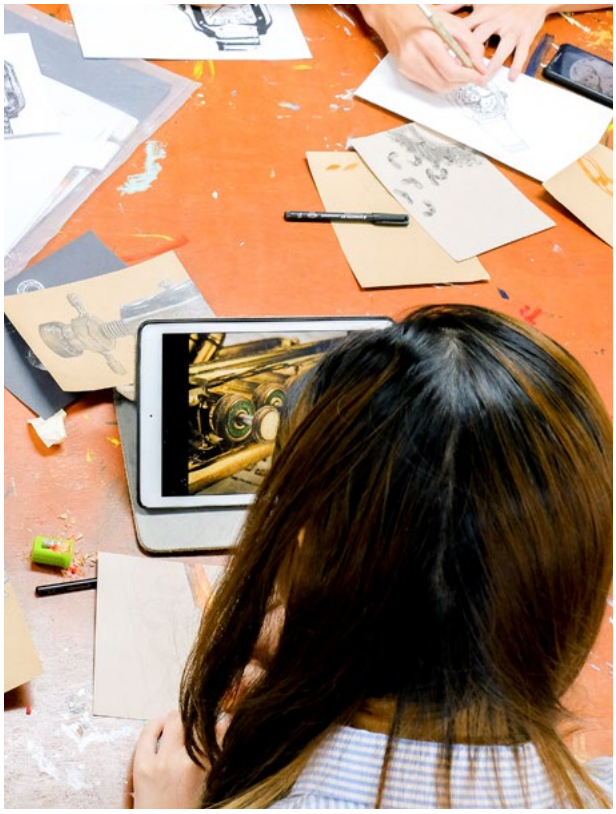
Assessment
Assessment in Art and Design is ongoing throughout the year and focuses on each student's command of the formal visual elements such as line, shape, form, colour, tone and composition. Students are also rewarded for their use of imagination and ability to think creatively. In addition to teacher assessment, there are also opportunities for self-evaluation and peer assessment.

Homework
Relevant and appropriate homework tasks are set on an occasional basis to consolidate and challenge student learning.

Recommended reading and resources
We recommend that students visit our Dashboard page for extension work and information about useful websites. We also recommend students log on to our Harrow Pinterest account for artists' work and inspiration. In addition, we have some excellent books in our school library ranging from fine art (drawing, painting, printmaking and sculpture) to other creative pathways such as fashion, film, photography, architecture and textiles.

Parent involvement
Art and Design is a wide-reaching and diverse subject. Encourage your child to draw, paint, print, collage, stitch, photograph and use Art-based apps and technology to express their thoughts, interests and ideas.

Contact
Head of Department: Mike Case
Email: michael_ca@harrwschol.ac.th



FACULTY OF CREATIVE AND PERFORMING ARTS

DESIGN TECHNOLOGY

Course outline

Project 1 – Resistant Materials	Project 2 – Ergonomics in Textiles	Project 3 - 3D Design Prototyping
Working Like an Engineer – Focused Practical Task Students will be introduced to the subject through a making exercise where they have to use an engineering drawing to produce a product. They will learn how an engineering drawing works and be encouraged to adapt the drawing to suit their chosen design. This project is based on improving student's theoretical knowledge of working practices and processes as well as developing problem-solving abilities. They learn about the source of the material and sustainability issues surrounding the materials. The students will focus on attention to detail.	Working like a Fashion Designer - Focused Practical Task Students learn about design constraints and strict tolerances in the design world. They will use accurate toiles and templates to create a product that will match their own ergonomic and anthropometric parameters like a true designer. Students will be able to work accurately and with precision, and will be introduced to the use of the CAM embroidery machine to add visuals to their work.	Block modelling Students will explore ergonomics in more depth and delve into the world of Block Modelling in Product Design. They will use a variety of methods adopted in the real design world to understand how product designers adapt and continuously develop a product's form before manufacturing.

Language requirements

Students are expected to recall subject-specific terminology and use during questioning, teacher discussions and peer/group discussions. Students are given key vocabulary, literacy scaffolds, language structure and terminology and are taught how to analyse products, materials, processes and techniques.

Assessment

Assessment begins with a baseline assessment and grading from the previous year, which is then used as an initial starting point for all students. We use progression charts throughout the year to have a clearer insight into student performance. Assessment is ongoing and focuses on ability, command of the theory, practical knowledge and the application of skills. Students are required to demonstrate creative input, improve confidence and make connections with the work of existing designers. In addition to teacher assessment, there are opportunities for self and peer assessment.

Homework

Relevant and appropriate homework tasks that consolidate and challenge the students' learning in class will be set occasionally and will always reflect the work we produce in class. We would also expect all DT students to sign up to at least one enrichment activity to practice and hone their skills, knowledge and understanding to aid them with their work.

Recommended reading and resources

We recommend that students visit the Google Classroom for extension work and visit useful web sites. In addition to this material, we have some excellent books in our dedicated DT and STEaM library.

Parent involvement

Design Technology is a wide-reaching and diverse subject, with many opportunities for cross-curricular links. Encourage your child to sketch, investigate, dismantle, build, photograph and use Design-based apps and technology to help them express their thoughts, interests and ideas. Bangkok's dynamic and exciting design scene offers valuable opportunities to explore Design Technology first hand, through visits to galleries, museums, workshops and observing the ever-changing skyline of Bangkok.

Contact

Head of Department: Dean Hackett
Email: dean_ha@harrowschool.ac.th

FACULTY OF CREATIVE AND PERFORMING ARTS

DRAMA

Course outline

Term 1 Unit 1: Introduction to Modern Theatre Styles + Devising Practitioners Unit 2: Political Theatre: Devised Work + The Works of Banksy	Term 2 Unit 3: Text Work: Naturalism Vs. Epic Theatre	Term 3 Unit 5: Design Work
Unit 1 gives students the opportunity to experience a range of practitioners and theatre companies who are major influencers in the 20th and 21st century Unit 2: Students will use the street art of Banksy as a starting point to develop their own devised piece of theatre. They will be expected to show some of the practitoners they have studied in Year 8 and the beginnning of Year 9.	Student will build on their knowledge of An Inspector Calls which they have been taugtht in English to explore the style of naturalism. They will compare these studies to an Epic play style, Tracey Lockett, in order to understand how genre affects the exploration of themes.	In Term 3, students will have the opportunity to explore the semiotics of set, costume and lighting design

Language requirements

Students are required to focus on their spoken English and how the use of voice affects how language conveys meaning. There is also a focus on how physical expression and staging. Students will be taught subject specific vocabulary which they will need to learn and which they will be expected to use both during rehearsals and when evaluating their work and that of others.

Assessment

Students are regularly assessed both formatively and summatively on a range of areas from the use of techniques and creating characters to responding to texts and group work.

Homework

Students in Shell are expected to complete one homework every week. These range from written evaluations to research projects.

Recommended reading and resources

In Shell, students are recommended to read play texts of their choice which can be found either in the school library or the department's own library. Students should also take the opportunity to visit any live theatre productions which are on offer either in Harrow Bangkok, other international schools or in the wider theatre world. Students will receive home learning activities and other reading or video examples on Google Classroom

Parent involvement

Parents can support their child by asking about homework and, if the work is practical in nature, watching and listening to what they have to perform. Other ways may include discussing what they have done in drama or even going to watch the live theatre performances which can be found in Bangkok. Finally, Harrow Bangkok have their own large-scale and class productions which parents are more than welcome to attend.

Contact

Head of Department: Severin Herbert
Email: severin_h@harrowschool.ac.th

FACULTY OF CREATIVE AND PERFORMING ARTS

MUSIC

Course outline

Term 1	Term 2	Term 3
Unit 1: Arranging the Popular Song Students will explore the exciting and familiar genre of popular music through playing in a band. They will be taught how to recognise song structure and chord progressions and they will develop their performing skills on an instrument/virtual instrument of their choice. The unit culminates in the production and recording of a cover version of their chosen song. Students will learn to use music technology to multi-track and record. **Unit 2: Sound Tracks (Film Music)** Students learn how music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. They also learn how timing is a crucial factor in the composition and performance of music for film and how to create an effective musical narrative for a film scene using appropriate musical techniques	**Unit 3: Ground Bass** This unit builds upon previous work done on understanding chords and chord progression and works towards and understanding of the relationships between chords and melody and the use of chord notes and passing notes through the popular Baroque form. **Unit 4: Samba and Tango** Students are introduced to the exciting rhythms of Latin American Music including Samba, Salsa. They will come to recognise the key characteristic rhythms and instruments and develop an understanding of the social and cultural context of these musics.	**Unit 5: Creative Arts Week** Depending on the theme chosen, students will experience a variety of creative workshops related to the theme. Following this initial exposure, in each of the Arts subjects, Students will then elect a preferred specialism for the creative arts week. The Art's curriculum is combined and all students experience an intense week in their chosen artform. Where possible we invite an artist in residence to work alongside the curriculum staff to bring new energy and expertise to the week. On the final day of the week, students collaborate across the arts in a showcase event

Language requirements

Each unit of work has specific key terminology including some Italian musical vocabulary that students are expected to use when discussing and describing the music that we play and listen to. Students are given the key language list at the beginning of the unit to be glued in their online Music booklet.

Assessment

Assessment in music is on-going and focuses on the development of performing, composing and listening and understanding skills. Typically, each topic features a listening test, a solo or ensemble performing opportunity and a creative composing task that will be assessed towards the end of the unit.

Homework

Homework tasks that consolidate and challenge the student's learning in class will be set fortnightly (approx. 30 minutes).

Recommended reading and resources

We recommend that students visit the google classroom for supporting materials and supplementary extension work. In addition to this material, we have some uptodate musical scores and books in our department as well as the school library.

Parent involvement

If your child is learning to play a musical instrument, please listen to them play and encourage their progress. Additionally, Bangkok offers a great variety of live classical and popular music concerts: one of the best ways to develop an appreciation of music is to experience this live. Harrow itself offers an extensive after school programme that features exciting musical experiences: involvement in one of our reputational extra curricular activities would certainly enhance and enrich pupils' academic achievement as well as their holistic growth.

Contact

Head of Department: Amanda Woollam
Email: amanda_wo@harrowschool.ac.th

FACULTY OF HUMANITIES

HISTORY

Course outline

Term 1	Term 2	Term 3
1. Causes of the First World War • The assassination of Archduke Franz Ferdinand • Chronology of events leading up to the outbreak of war • Other causes of the war: militarism, alliances, imperialism, and nationalism • How significant was the assassination as a cause of war? 2. Life in the Trenches • Reasons soldiers enlisted in the army (including conscription) • Propaganda and recruitment • Daily life in the trenches • The Battle of the Somme • Experiences of returning home at the end of the war.	Life in the Trenches (continued) • Including the Home Front during World War One and the role of women. 3. Impact of Dictatorship • Types of government, including democracy, dictatorship and oligarchy. • The similarities and differences between dictatorships and democracies. • Case studies of Soviet Russia and Nazi Germany. • Independent dictatorship research task (which includes route to power, nature of rule, national and international impact). • Comparing dictatorships.	4. Attaining Equality • The position of women at the start of the twentieth century. • The different methods used by campaigners to achieve votes for women (including the Suffragettes and the Suffragists). • The role of key individuals (including Emily Davidson, the Pankhursts, etc.) • Exploration of the main reasons why women were able to achieve the vote and why they were resisted • Black Civil Rights in America Revision and Internal Examinations.

Language requirements

Students are expected to have a confident level of English proficiency in all of the four skill areas (speaking, listening, reading and writing) as this is a language-rich course with some complex concepts and terminology to grasp. The internal examination is a combination of knowledge recall, source interpretation and comparison and essay writing skills.

Assessment

History is assessed through a bespoke 'Skills Ladder' aimed at providing specific, detailed feedback to students to ensure that progress is efficient and clear to all. The skills that we focus on are knowledge and understanding, writing, research, note taking, public speaking, source skills and interpretation. Students also complete 'common assessment tasks' usually towards the end of units. These are assessed formally and go a long way to informing the marks that students receive on their grade cards. In addition to these, there are many smaller tasks that are self, peer or teacher assessed, most of which will be in student books.

Homework

Students will receive regular and varied homework tasks throughout the year. Homework tasks will include research tasks, assessment preparation tasks and projects. During Term 3 homework will be preparatory for examinations.

Recommended reading and resources

The main textbook used is Technology, War and Independence by Aaron Wilkes. An extension list of additional reading is available on the History Dashboard page which identifies those books available in the school library.

Parent involvement

We encourage parents to discuss current affairs and events of historical significance with their children. We would also suggest that you provide them with opportunities to expand their understanding of the past through extra reading, visits to museums and historical sites.

Contact

Subject Leader: Shaun Livesey
Email: shaun_li@harrowschool.ac.th

FACULTY OF HUMANITIES

GEOGRAPHY

Course outline

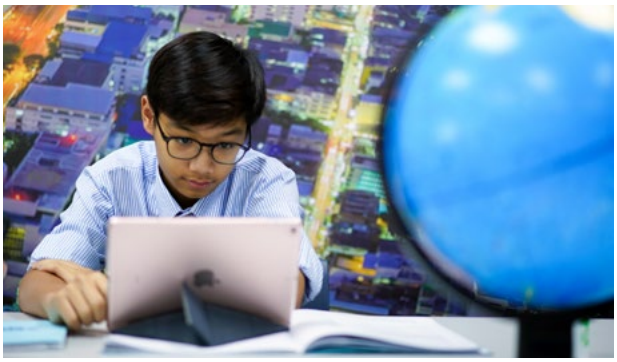
Term 1	Term 2	Term 3
Tectonic hazards • Plate boundaries and their distribution • Causes of earthquakes and volcanoes • Different types of volcanoes • Opportunities and threats of seismic events • Management of tectonic events Superpowers • How borders are created • opportunities and hazards of borders • How superpowers are created • The one global superpower • The growth of China • The BRICs • The MINTS	The difficulty of achieving sustainability • Humans and the climate crisis • Humans and the plastic crisis • Humans and the coral reef crisis • Humans - the conflict creators • Management strategies Biomes • Global distribution • reasons why they exist • Surviving the landscapes • Threats to biomes • Opportunities of biomes	Climate change and global warming • Our impact on global warming • Natural climate change • Greatest threats of climate change • Migration and climate change • Feedback loops and climate change • Mitigation and climate change • adaptation and climate change • Think global, act local

Language requirements

The subject of Geography has a high literacy demand with the language being used often being scientific in nature. This means that we focus on supporting students with their ability to structure extended writing and their ability to argue their points of view. We do this by providing writing frames (when necessary), key term glossaries and opportunities in lessons to strengthen their oral skills.

Assessment

These subjects are assessed through a bespoke 'skills ladder' aimed at providing specific, detailed feedback to students to ensure that progress is efficient and clear to all. Students also complete a series of tasks common across all classes throughout the year. These 'common assessment tasks' usually occur toward the end of units. These are assessed formally and go a long way to informing the marks that students receive on their grade cards. In addition to these, there are many smaller tasks that are self, peer or teacher assessed, most of which will be in student books. The aim of the assessments is to highlight strengths of each student and celebrate them while offering them guidance on where they can strengthen other aspects and skills needed to be successful within the subject.



Homework

Homework is set at the discretion of the class teacher and will usually consist of an approximately twenty-minute task each week. Students are given a minimum of three days to complete their work ready for submission.

Recommended reading and resources

Google classroom is used to store and share all relevant lesson resources to support the students learning. The use of the library to increase the students independent research and ability to read around the core topics is recommended as it will increase their conceptual learning. Certain applications for iPads are used on a regular basis and we suggest that all students have the following applications downloaded, Edpuzzle, Google Drive, Puffin Browser, Kahoot, Minecraft and Google Slides.

Parent involvement

We encourage parents to get involved with their children's learning. This could be in the form of taking an interest in the topic being studied, researching topics together, asking questions and watching documentaries on television.

Contact

Head of Department: Louis Bezodis
Email: louis_be@harrowschool.ac.th

FACULTY OF HUMANITIES

RELIGION, ETHICS AND PHILOSOPHY

Course outline

Term 1	Term 2	Term 3
Are religion and science in conflict? • Where did the world come from? • Should we use medical procedures to create a life? • Should humans donate their organs to others? • Is it morally acceptable to use the organs of animals for humans? • Is it morally right to modify genes? • Is it morally acceptable to clone? **What do religions teach about crime and punishment?** • What are the causes of crime? • What are the different types of crime? • What are the aims of punishment? • What are the different forms of punishment? • Is the death penalty justified?	**Is there life after death?** • Is there life after death? • What do Christians teach about the afterlife? • What do Buddhists teach about the afterlife? • What do Hindus teach about the afterlife? • What do Sikhs teach about the afterlife? • What do Muslims teach about the afterlife? • Is it pointless to believe in life after death? **How do we make moral decisions?** • Should moral decisions focus on the needs of the many? • What does it mean to be morally good? • Is it easy to develop moral virtues? • Should we make moral decisions based on rules? • Should we take a teleological or deontological approach to morality?	**How can we use money ethically today?** • Is poverty the result of a lack of social responsibility? • Should religious people be wealthy? • Do religious believers have a duty to help the poor? • Is ethical consumerism really possible today? • Does globalisation encourage or discourage ethical business? • Should businesses be motivated by money or ethics?

Language requirements

Students will be gradually introduced to a number of key terms and vocabulary to support their study of global, philosophical, ethical and religious perspectives. At the beginning of each new topic students will be provided with a glossary of key terms to support their learning which will be reviewed at the end of each topic to ensure understanding.

Assessment

A variety of assessment methods will be used in Religion, Ethics and Philosophy, in keeping with the Humanities Skills ladder. Assessed pieces will include projects, presentations, essay responses, posters and interpretation and evaluation tasks. Assessments cover a range of skills throughout the year: Knowledge and Understanding, Writing, Note taking, Research, Public Speaking, Source Skills, Empathy and Interpretation.

Homework

Students will complete varied tasks for homework. They will typically complete one piece a fortnight. This will include pre-reading, writing and research tasks, documentaries as well as a range of optional extension tasks.

Recommended reading and resources

All reading and resources will be available to students on their Google Classroom, as well as suitable extension tasks. The library also has a range of resources suited to Religion, Ethics and Philosophy which students will be guided towards for further reading and research.

Parent involvement

Religion, Ethics and Philosophy includes the exploration of a range of culturally and religiously sensitive issues and topics. We would encourage parents to promote positive discussion of these issues at home. Pupils would also benefit from being encouraged to engage in the world around them by watching the news.

Contact

Head of Department: Bryony Owen
Email: bryony_fo@harrowschool.ac.th

FACULTY OF LANGUAGES

FRENCH

Course outline

Term 1	Term 2	Term 3
French course: Studio 3 Rouge Module 1 - Ma vie sociale d'ado Students will talk about they use social media. They will give their opinions on other people's personalities. They will learn how to make plans to go out and describe a date they've been on or music event they attended. Module 2- Bien dans ma peau In this unit students will revise parts of the body, talk about fitness and healthy choices in their lives.	Module 3 - A l'horizon Students will discuss the importance of learning languages and the type of jobs they would like to do. They will explain how they used to be when they were younger compared to now and talk about their future plans. Module 4 - Spécial vacances Students will discuss different types of holidays and what they need to bring with them. They will learn to describe a trip they went on and give their opinion on a tourist attraction they visited.	Module 5 - Moi dans le monde For this unit, students will discuss what they are allowed to do by their parents and get to explain what is important for them in their lives and the world they live in. They will also get to describe what makes them happy in life. Students will also get the opportunity to revisit all modules covered throughout the year during structured revision lessons. This prepares them thoroughly for our internal end of year examination.

Language requirements

French vocabulary and language structures are introduced progressively through the year with each unit having its own focus. Students learn vocabulary in a number of ways and develop their comprehension skills through reading and listening. Listening to others and practising speaking at every opportunity in class is crucial in improving confidence and students also learn how to write in more detail and with increasing accuracy. Those who commit to learning new words and work hard to understand the grammar that underpins the language will make the most progress.

Assessment

Assessment in language learning is a continuous process, with students evaluating their knowledge and understanding through self-evaluation and peer assessment in class. Teacher assessment takes the form of regular vocabulary and grammar tests and end of unit assessments in the four key skills of listening, reading, speaking and writing.

Homework

A variety of homework tasks are set which balance the need to consolidate learning and develop independent language learning skills. Students will be issued with a textbook which may be used for classwork and homework but will also have access to online activities, specifically tailored to the course, which will allow them to receive instant feedback on their learning.

Recommended reading and resources

Studio 3 textbook - ActiveLearn interactive tasks - Linguascope and Quizlet applications. Teachers will also suggest ways in which students can supplement their learning out of class and develop a greater cultural appreciation of the language and countries where it is spoken.

Parent involvement

If your child is learning vocabulary or preparing for a speaking test, parental support can be greatly beneficial, even if you have no knowledge of French yourself. Ask them to 'teach you' every week. Encouraging children to adopt a 'little and often' approach makes learning more efficient and more fun.

Contact

Head of Department: Shivaani Mahenthrarajah
Email: Shivaani_ma@harrowschool.ac.th

FACULTY OF LANGUAGES

MANDARIN AS A FOREIGN LANGUAGE

Course outline

Term 1	Term 2	Term 3
Unit 5 – House, Furniture, Neighbourhood This is the last unit of Textbook 2. In this unit, students will learn to describe rooms and furniture in their houses, including home appliances. This unit also includes the Neighbourhood topic and students will learn to read and write Chinese characters on public places and directions.	Unit 1 – Relatives, Appearance, Seeing a Doctor After completing Textbook 2, students in Year 9 will start learning vocabulary on the extended family tree, including uncles, aunties and grandparents on both parents' sides. They will then further extend to describing relatives' appearance. In connection with the previous topic in Year 8 on Sickness, students will explore further details about seeing a doctor for medical prescriptions.	Unit 2 – Seasons, Occupations, Hobbies In the last term, the topics of seasons, weather, occupations and hobbies will be reinforced in further detail, including suitable clothing for the weather, occupation, leisure activities in different weather conditions, and shopping for seasonal clothing items. This is a unit for reinforcement, revision and further extension in vocabulary and sentence structures for the preparation of the IGCSE course.

Language requirements

Chinese characters and sentence structures are introduced progressively through the year with each unit having its own focus. Students learn vocabulary using a range of methods and develop their comprehension skills through reading and listening activities. Listening to others and practising speaking at every opportunity in class is crucial in improving confidence and students also learn how to write in Chinese characters and with increasing accuracy. Students who commit to learning new Chinese characters and practise their writing regularly will make the most progress.

Assessment

Assessment in language learning is a continuous process, with students evaluating their knowledge and understanding through self-evaluation and peer assessment in class. Teacher assessment takes the form of regular vocabulary and grammar tests and end-of-unit assessments in the four key skills of listening, reading, speaking and writing.

Homework

A variety of homework tasks are set once a week, with a guidance time of 30 minutes. The tasks balance the need for consolidation of learning, challenging students to stretch themselves and developing a cultural appreciation of the Chinese speaking world. They will be issued with a textbook, which may be used for classwork and homework but will also have access to online resources which will allow them to receive instant feedback on their learning.

Recommended reading and resources

Easy Steps to Chinese Textbook & Workbook 1 and 2, Quizlet and other materials. Teachers will also suggest ways in which students can supplement their learning out of class and develop a greater cultural appreciation of the language and the countries where Mandarin is spoken.

Parent involvement

If your child is learning vocabulary or preparing for a speaking test, parental support can be greatly beneficial, even if you have no knowledge of Chinese yourself. Ask them to 'teach you' every week. Encouraging children to adopt a 'little and often' approach makes learning more efficient and more fun.

Contact

Head of Department: Xi Nie
Email: xi_ni@harrowschool.ac.th

FACULTY OF LANGUAGES

JAPANESE

Course outline

Term 1	Term 2	Term 3
Prologue: Katakana. Pupils will be introduced to a wide range of Katakana in four distinct phases: Foods, Sports, Countries and Fairgrounds. Module 1 My Past. Ii tomo 3.1 Asking and talking about past events. Saying when you did something for the first time. How old you were when you did it for the first time. Oitachi - my past record. Module 2 Explaining positions and describing a holiday destination. This module focuses on the standard prepositions, and how to put together ga arimasu and ni arimasu sentences to explain positions. We also look at the plain form, verb groups and how to use koto to explain hobbies/skills and what you like/are able to do.	Module 3: Nanigo wo hanashimasuka? Students will cover languages and nationalities. They will be able to say where they were born and grew up. Pupils will learn the te form as well as reprising a large range of subject vocabulary. Module 4: Is fast food healthy? The students will talk about whether they are healthy, discuss their favourite fast food and compare fast food in Japan and in other countries. Pupils will also prepare for the exchange event with Traill International School.	Module 6: Doko de kaimono wo shimasuka? Students will discover department stores in Japan. They will learn how to ask and say where they shop, how much something costs, on which floor of a department store something is etc. Module 7: Minna de wai wai Students will explain what they do in their free time. They will also practice making, accepting and declining invitations. They will also suggest an alternative and arrange an outing. They will practice using the plain form of verbs.

Language requirements

Japanese vocabulary and language structures are introduced progressively through the year with each unit having its own focus. Students learn vocabulary in a number of ways and develop their comprehension skills through reading and listening. Listening to others and practising speaking at every opportunity in class is crucial in improving confidence and students also learn how to write in more detail and with increasing accuracy. Those who commit to learning new words and work hard to understand the grammar that underpins the language will make the most progress.

Assessment

Assessment in language learning is a continuous process, with students evaluating their knowledge and understanding through self-evaluation and peer assessment in class. Teacher assessment takes the form of regular vocabulary and grammar tests and end of unit assessments in two of the key skills.

Homework

A variety of homework tasks are set which balance the need for consolidation of learning, challenging students to stretch themselves and developing a cultural appreciation. They will be issued with a textbook which may be used for classwork and homework.

Recommended reading and resources

It is highly recommended to read Japanese stories and watch films with subtitles on DVD or the internet. The textbook we are using is “ii tomo”. Pupils have their own version of the textbook.

Parent involvement

Parents should encourage students to watch Japanese TV and films, to attend Japanese cultural events and read any Japanese bilingual books. Parent consultation, Daybook and emails if necessary to support the students.

Contact

Head of Department: Xi Nie
Email: xi_ni@harrowschool.ac.th

FACULTY OF LANGUAGES

THAI HOME LANGUAGE

Course outline

Term 1	Term 2	Term 3
นักเรียนจะได้เรียนรู้เกี่ยวกับความสำคัญของจดหมายประเภทต่างๆ การใช้คำขึ้นต้นและคำลงท้าย การใช้สำนวนภาษาในการเขียนจดหมายแต่ละประเภทอย่างเหมาะสม รวมถึงการสรุปความตามประเด็นที่กำหนดเพื่อนำไปใช้ประกอบในการเขียนจดหมาย นอกจากนี้นักเรียนจะได้เรียนรู้เกี่ยวกับคำประเภทต่างๆ ได้แก่ คำซ้ำ คำซ้อน คำอุทานและคำอุทานเสริมบท รวมทั้งได้ฝึกพูดแสดงความคิดเห็นและโต้วาที สำหรับทักษะการอ่าน นักเรียนจะได้ศึกษาวรรณคดีที่มีชื่อเสียงของไทยเรื่อง "พระอภัยมณี" ตอนพระอภัยมณีหนีนางผีเสื้อสมุทร	นักเรียนจะได้อ่าน "เรื่องสั้น" เรื่องต่างๆ และฝึกตอบคำถามจากเรื่อง วิเคราะห์องค์ประกอบของเรื่องสั้น เช่น ตัวละคร ฉาก แนวคิด ปมปัญหา จุดสุดยอดของเรื่องและเทคนิคในการเขียนเรื่องสั้น เพื่อเป็นพื้นฐานของการเขียนเล่าเรื่องให้น่าสนใจ นอกจากนี้นักเรียนจะได้ฝึกการเขียนเล่าเรื่องจากประสบการณ์ของตนเอง	นักเรียนจะได้เรียนรู้หลักและวิธีการเขียนบทสัมภาษณ์และการใช้ถ้อยคำในการเขียนที่เหมาะสม นักเรียนจะได้ศึกษาตัวอย่างและชมวีดิทัศน์ของการสัมภาษณ์ที่ดี รวมทั้งได้ทำโครงการสัมภาษณ์บุคคลที่น่าสนใจเพิ่มเติม เพื่อฝึกการเขียนบทสัมภาษณ์และการทำงานอย่างเป็นระบบ นอกจากนี้นักเรียนจะได้เรียนรู้เกี่ยวกับประเพณีสำคัญของไทยและประวัติศาสตร์ไทยสมัยกรุงรัตนโกสินทร์ตอนต้นอีกด้วย

Language requirements

ในระดับชั้นนี้นักเรียนจะได้อ่านบทสัมภาษณ์ วรรณกรรมที่น่าสนใจ บทความที่หลากหลายและเรื่องสั้น
นักเรียนควรเรียนรู้ความหมายของถ้อยคำและสำนวนที่ปรากฏในเรื่อง รวมทั้งสังเกตและจดจำลักษณะสำนวนภาษาที่สละสลวยเพื่อนำไปใช้ในการเขียน นอกจากนี้ควรหาความหมายของคำศัพท์ที่ไม่ทราบความหมายจากพจนานุกรม

Assessment

ครูจะประเมินผลการเรียนจากพฤติกรรมการเรียน งานที่ทำในห้องเรียนและการบ้าน เมื่อจบบทเรียนแต่ละหัวข้อจะมีการทดสอบ เพื่อวัดและประเมินผลว่านักเรียนมีความรู้ความเข้าใจในเนื้อหาที่เรียนมากน้อยเพียงใด ครูจะนำผลการประเมินมาใช้ในการปรับปรุงและพัฒนาความรู้ความเข้าใจของนักเรียนต่อไป นอกจากการประเมินผลจากครูแล้ว นักเรียนจะมีโอกาสได้ประเมินผลงานของตนเองและของเพื่อนอีกด้วย

Homework

นักเรียนจะได้รับการบ้านสัปดาห์ละ ๑ ครั้ง ใช้เวลาทำประมาณ ๔๐-๕๐ นาที นักเรียนควรทำการบ้านให้เสร็จสมบูรณ์และนำมาส่งครูในสัปดาห์ถัดไป นอกจากนี้ นักเรียนยังมีการบ้านอ่านหนังสือภาษาไทยอย่างน้อยสัปดาห์ละ ๑๕ นาที

Recommended reading and resources

นักเรียนควรเข้าไปดูรายชื่อหนังสืออ่าน เว็บไซต์ หรือแอพพลิเคชั่นต่างๆ ที่ครูแนะนำใน Google Classroom ซึ่งนักเรียนสามารถที่จะฝึกฝนและพัฒนาการอ่านภาษาไทยเพิ่มเติมได้ นอกเหนือจากนี้ ห้องสมุดของโรงเรียนก็ยังมีหนังสือภาษาไทยที่น่าสนใจและมีประโยชน์จำนวนมากให้นักเรียนได้เลือกอ่าน

Parent involvement

ผู้ปกครองควรดูแลให้นักเรียนทำการบ้านให้เสร็จสมบูรณ์ตามกำหนดและนำเอกสารประกอบการเรียนมาทุกครั้ง นอกเหนือจากนี้ควรส่งเสริมให้นักเรียนได้ใช้ภาษาไทยที่บ้านและอ่านหนังสือภาษาไทยอื่นๆ เพิ่มเติม เพื่อที่จะได้ฝึกฝนและพัฒนาทักษะการใช้ภาษาไทยได้อย่างต่อเนื่อง

Contact

Head of Department: Kru Nang Sirikorn
Email: nang_c@harrowschool.ac.th

FACULTY OF LANGUAGES

THAI FOREIGN LANGUAGE

Course outline

Term 1	Term 2	Term 3
Unit 1: Tourism - Students in Year 9 will start learning how to talk about things they like to do in Thailand as a tourist. They will discuss the tourist attractions and Thai geography. They will also describe a past holiday combining different tenses.	Unit 2: Work - In this unit, the students will discuss the different jobs and occupations that they might be interested in, and they will learn how to write their Thai CV. They will also discuss what their parents do for a living, and what they would like to do when they are older.	Unit 3: Special occasions – The purpose of this unit is to give students the opportunity to use their previously learnt language and to create a party invitation. Students will be required to plan and make arrangements for the party. Students will also revisit all modules covered throughout the year during structured revision lessons. These will thoroughly prepare them for our internal end of year examination.

Language requirements

Thai vocabulary and language structures are introduced progressively through the year with each unit having its own focus. Students learn vocabulary in a number of ways and develop their comprehension skills through reading and listening. Practising speaking and listening at every opportunity in class, is crucial in improving confidence. Students also learn how to write in more detail and with increasing accuracy. The most progress is often made by those who commit to learning new words and work hard to understand the grammar that underpins the language.

Assessment

Assessment in language learning is a continuous process, with students evaluating their knowledge and understanding through self-evaluation and peer assessment in class. Teacher assessment takes the form of regular vocabulary and grammar tests and end of unit assessments in the four key skills of listening, reading, speaking and writing.

Homework

A variety of homework tasks are set which balance the need for consolidation of learning, challenging students to stretch themselves and developing a cultural appreciation of Thailand. They will be issued with a textbook which may be used for classwork and homework but will also have access to online activities, specifically tailored to the course, which will allow them to receive instant feedback on their learning.

Recommended reading and resources

Thai Language and Culture Textbook & Workbook 2, Active Learn interactive tasks, Quizlet, Teachers will also suggest ways in which students can supplement their learning out of class and develop a greater cultural appreciation of the language and countries where it is spoken.

Parent involvement

If your child is learning vocabulary or preparing for a speaking test, parental support can be greatly beneficial, even if you have no knowledge of Thai yourself. Ask them to teach you every week. Encouraging children to adopt a little and often approach makes learning more efficient and more fun.

Contact

Head of Department: Kru Nang Sirikorn
Email: nang_c@harrowschool.ac.th

KEY CONTACTS

Name	Position	Email
Jake Connor	Director of Houses	jake_co@harrowschool.ac.th
Emma Roe	Head of Boarding	emma_ro@harrowschool.ac.th
Andy Brown	Head of Shell, Remove and Fifth (SR5)	andy_br@harrowschool.ac.th
Amanda Poel	Head of Sixth Form	amanda_po@harrowschool.ac.th
Pia Babcock	Head of Careers	pia_ba@harrowschool.ac.th
Khun Na Rubkwon	Head of Examinations	na_ru@harrowschool.ac.th
Paul Johnson	Head of Upper School	paul_jo@harrowschool.ac.th

version 01.10.2026

The Harrow International Schools, Harrow Hong Kong Children School, Harrow LiDe Schools and Harrow Little Lions (Early Years Centres) use Harrow School's Name and Badge under a sub-licence granted by Harrow International Schools Limited (HISL), a trading subsidiary of the charity registered in England and Wales with charity number 310033 which owns Harrow School and its trademark, in return for a fee. The educational, administrative, financial and other operational responsibilities of the Harrow International Schools, Harrow Hong Kong Children School, Harrow LiDe Schools and Harrow Little Lions (Early Years Centres) are separate from those of Harrow School and rest with their owners and operators. The schools' fees are paid to their owners and operators and not to Harrow School or HISL. Under the sub-licence, these schools are required to reflect Harrow School's educational purpose, practice, strategy and philosophy and each is regularly evaluated by representatives of HISL. The schools' Governing Boards include two representatives of HISL.

Educational Excellence *for* Life and Leadership

HARROW INTERNATIONAL SCHOOL BANGKOK
45 Soi Kosumruamchai 14, Kosumruamchai Road
Don Mueang Subdistrict, Don Mueang District
Bangkok 10210 Thailand

+66 (0) 2 503 7222
harrowschool.ac.th
harrowbangkok