HARROW
INTERNATIONAL
SCHOOL
BANGKOK

THE SIXTH FORM
(Year 12 to 13)

WELCOME TO THE SIXTH FORM AT HARROW BANGKOK

All of our students will develop as leaders, realise their academic potential and succeed at the university of their choice

In recent years, this has included:

Durham University
Imperial College London
King's College London
London School of Economics
University College London
University of Bath
University of Bristol
University of Cambridge
University of Edinburgh
University of Exeter
University of Manchester
University of Oxford
University of St Andrews
University of the Arts, London
University of Warwick

Berklee College of Music
Boston University
Cornell University
New York University
Northeastern University
Stanford University
University of California, Berkeley
University of California, Los Angeles (UCLA)
University of Illinois Urbana-Champaign
University of Pennsylvania

Chulalongkorn University
Kasetsart University
Mahidol University
Thammasat University

University of British Columbia
University of Toronto
University of Melbourne
University of Sydney
Waseda University
University of Amsterdan
Hong Kong University
Ecole hoteliere de Lausanne (EHL)
National University of Singapore

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

THE UPPER SCHOOL CURRICULUM

Academic life at Harrow Bangkok is phenomenally stimulating and the Sixth Form represents the summit of that journey. The ambition of our mission statement, 'Educational Excellence for Life and Leadership', is reflected through our curriculum and beyond. We educate our students to acquire the skills and qualifications to pursue that goal for the rest of their lives.

To achieve this we offer informed personal pathways and creative opportunities. This develops resilient and reflective students who are confident in their knowledge and adaptable in their thinking. We instil in each student excitement about learning for its own sake and a love of scholarship which will serve them throughout their life.

Everyone matters at Harrow Bangkok. This means every individual is well-known, valued for who they are, and their contribution is understood and celebrated. Each of our students pursues a unique learning journey so, at Harrow Bangkok, we offer the supportive environment within which they can develop an enthusiasm and dedication to each subject they study. In this way the Shell, Remove and Fifth Form (SR5) Phase is exceptionally effective in preparing students for their choices at A Level. Students build the confidence to run their own race – embrace challenges, be grounded, resilient and flourish in whatever walk of life they may choose. We are proud of our pupils' outstanding results in their exams, but the real academic strength of Harrow Bangkok is that the focus in the classroom and the campus, as a whole, is not constrained by the examined curriculum.

There are strong vertical connections through the phases of Harrow Bangkok. SR5 will have already prepared your child for the progression into Sixth Form. This will have been achieved not simply through the learning of the key knowledge base to move forward to A Level, but also through the Transferable Learner Skills which are delivered throughout our curriculum. Additionally, the Sixth Form years will be replete with opportunities to lead in school and influence the academic experience of those who follow them.

The A Level choices available at Harrow Bangkok are wide and rich in the opportunities they offer and should be decided upon with significant circumspection and discussion. The comprehensive choice of subjects in the Sixth Form is driven by the wealth and depth of subject expertise available within the school's teaching community. At this phase, students are also encouraged to specialise in their study of three or four A Levels, with the opportunity to study in more depth through the Harrow Research Project or Extended Project Qualification (EPQ). Further super-curricular and wider learning opportunities are offered through the Sixth Form Extension Curriculum courses. This is an exciting time for your child and sees them develop their life choices - a responsibility we whole-heartedly encourgae. Students will also be aptly supported by their tutor and the Sixth Form Team in linking their A Level choices with a suitable higher education pathway and should factor this into their thoughts.

We hope that you find the information in this booklet thought-provoking. Should it prompt any queries please do contact us.

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. 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:

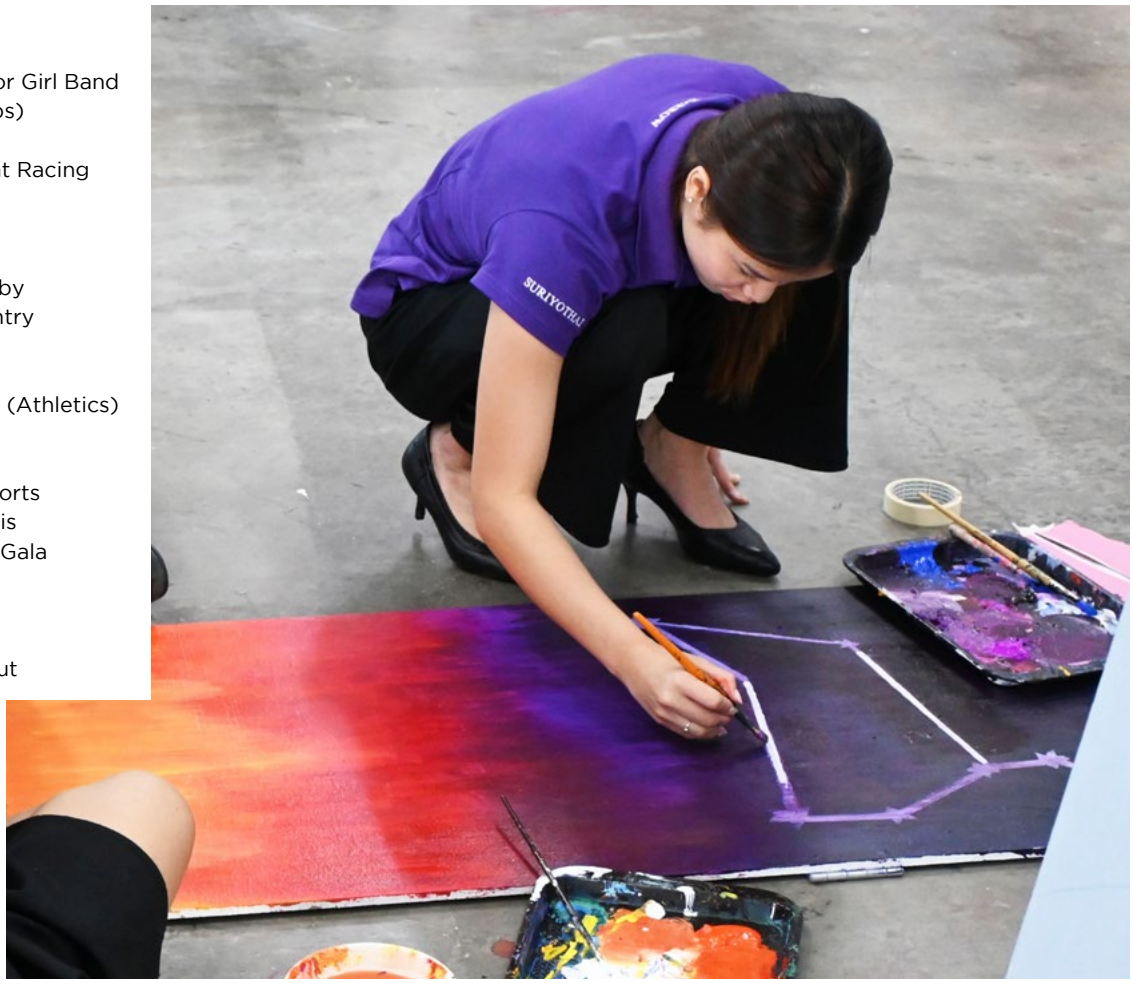
Badminton
Golf
Dodgeball
Boy Band or Girl Band (pop groups)
Basketball
Dragonboat Racing
Music
Chess
Baking
Touch Rugby
Cross Country
Scrabble
Volleyball
Sports Day (Athletics)
Art
Football
Theatre Sports
Table Tennis
Swimming Gala
Film
Softball
Tennis
House Shout

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 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.

Jake Connor
Director of Houses



Co-Curricular Offer

At Harrow Bangkok, fostering leadership is central to our mission. We have defined six leadership attributes that students will develop through following our Leadership in Action Curriculum:

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

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 our co-curricular offer, both inside and outside of the classroom, students have opportunities to move out of their comfort zones and undertake new experiences.

Whether it be building a raft and spending 24 hours on the Harrow lake, trying to earn the minimum wage by cutting sugar cane, acquiring new skills such as first aid or lifeguarding, or conquering a 40 metre Tyrolean rope climb, pupils are increasingly able to develop and demonstrate the six leadership attributes.

INTRODUCTION

Harrow Bangkok has a large Sixth Form of over 230 students and, although fully integrated into the school, it has a strong identity of its own. With educational excellence at the heart of what we offer, the Harrow Bangkok Sixth Form provides a strong, student-focused culture of learning that values collaboration, aspiration and kindness. Our students are proud to belong to our community where they develop a measure of independence and maturity, graduating Harrow Bangkok as resillient, aspirational and enterprising life-long learners.

The Sixth Form Rayleigh Learning Centre is a contemporary, open-plan learning space with designated A Level teaching rooms, the University Guidance and Careers support office and independent study areas. Students receive support and guidance from a wide range of staff including their Sixth Form Tutor, members of the Sixth Form and University Guidance teams, subject specialists and their Head of House. The focus of the Tutorial Progamme is on personal development and leadership, supporting academic progress, and on developing transferrable skills in preparation for university and beyond. Our comprehensive University Guidance Support Programme is supplemented by regular workshops with university representatives and professors, visiting outside speakers, and University Fairs.

Harrow Bangkok offers a comprehensive choice of subjects as AS and A Level (A2), including traditional academic courses, as well as popular additions such as Psychology, Media Studies and Computer Science. To satisfy the English proficiency requirements of universities in English speaking countries, we also offer courses in IELTS, Duolingo and SAT preparation.

Students are strongly encouraged to develop their interests through a wide range of activities. These might include, for example, leading House events, community service trips, involvement in student committees such as the Wellbeing or Eco Committees, Model United Nations and academic societies.

Our Sixth Form students lead the whole school as role models through their attitude, outlook and aspirations as young adults and potential leaders of the future. As such, our Year 12 students take on student leadership positions within their Houses, including as House Captains. Year 13 student leadership positions include Head Students, Prefect Monitors and Student Committee Leaders. There are many opportunities throughout the academic year for Sixth Form students to involve themselves in projects and to lead new initiatives that have a positive impact on our community. Students who demonstrate the Harrow Values of Fellowship, Courage, Humility and Honour through their actions are recognised by being awarded The Harrow Prize at graduation.

Amanda Poel
Head of Sixth Form

THE HARROW CURRICULUM IN CONTEXT

The table below shows the curriculum studied in each year group. Harrow Bangkok reserves the right to decide which level is most suitable for a child based on performance in our entrance tests, previous school reports, qualifications achieved and our professional judgment.

Year Group	Upper School Curriculum
6, 7, 8	Prep Curriculum
Shell (9)	Shell Curriculum (Transition to IGCSE)
Remove (10) Fifth Form (11)	IGCSE
Lower Sixth (12) Upper Sixth (13)	A Level
Undergraduate	University

PROGRESSION INTO THE SIXTH FORM

In order to progress into the Harrow Bangkok Sixth Form, students must achieve at least 6 grade Bs (equivalent to a grade 6 on the 9–1 scale) at IGCSE, including at least a B (or grade 6) in the subject they wish to study* or an indicative subject if the subject is not offered at IGCSE.

For Mathematics AS Level, students must achieve at least an A grade in Mathematics IGCSE. For Further Mathematics AS Level, students must achieve an A grade in Mathematics IGCSE.

These requirements are in place to ensure that students begin their Sixth Form studies with the necessary academic foundations to cope with the challenge of A Levels and to maximise their chances of success in our rigorous curriculum.

Only in exceptional circumstances will students who do not meet these minimum requirements be offered a place in the Sixth Form. Such offers will be made under conditions set by the school on a case-by-case basis.

SUBJECT OPTIONS

A Level Subjects offered at Harrow Bangkok

- Art & Design
- Biology
- Business Studies
- Chemistry
- Chinese
- Computer Science
- Design & Technology
- Economics
- English Literature
- French
- Geography
- History
- Japanese
- Mathematics & Further Mathematics
- Media Studies
- Music
- Physical Education
- Physics
- Psychology
- Travel & Tourism

Choosing your A Level Subject

In Lower Sixth (Year 12), students choose either three or four subjects at AS Level. The majority of students will go on to continue with three subjects as A2 Level in Year 13. Students may choose to complete an extra A Level in their first language. In addition, all students are required to complete an independent super-curricular project through the Extended Project Qualification or the Harrow Research Project. For students applying to international university programmes with a passport from a non English speaking country, they will be required to complete an English proficiency qualification such as IELTS or Duolingo. We offer taught courses for Sixth Form students in both these qualifications, as well as in SAT preparation for students opting to take the SAT test for university entrance purposes; Harrow Bangkok is an SAT test centre.

Students and parents are provided with guidance to support their A Level choices from the Sixth Form Team and the University Guidance Department. Entrance into AS programmes is subject to success at IGCSE or the equivalent. For those who are involved in IGCSE studies at Harrow Bangkok and for those who have decided to join us in the Sixth Form, the challenge of choosing which subjects to take is a complex task. We hope that this guide will help you with some of the questions that you have and will serve as the basis for further discussion.

In addition to the academic programme, students work closely with a Sixth Form Tutor, Head of House and members of the Sixth Form Team who monitor individual progress and support students as they prepare to make important choices about university and the professions beyond. Students meet with their tutor for individualised tutorials and also meet as a group to follow up on any issues raised by the guest speakers who are invited to address the Sixth Form.

Some universities, especially in the UK, often have preferred A Level subjects for particular courses. Students should research carefully what the universities they hope to attend require. A good starting point for the research is the following website www.informedchoices.ac.uk which gives guidance about essential and preferred A Level subjects. If in any doubt, speak to the Careers & University guidance team.

International A Levels

At Harrow Bangkok, we follow the Cambridge International Examinations (CIE), International Edexcel Examinations and OxfordAQA Examinations, with students completing International A Level qualifications. These allow students to sit AS Level examinations at the end of Lower Sixth with the marks contributing to the full A Level at the end of Upper Sixth. Students will have the opportunity to resit modules during Upper Sixth to improve their overall A Level performance if it is deemed to be in the student's best interest.

What should be considered when choosing AS Levels and A Levels?
Students should spend a considerable amount of time consulting key people before making A Level choices. A good starting point is thinking about subjects a student enjoys most and are good at. If a student is thinking about a particular career or undergraduate course at university they should research the requirements for the course and speak to the University Guidance counsellors at school.

New Subjects at A Level

There are some new subjects on offer at A Level in the Sixth Form that may not have been studied before: Psychology, Media Studies, Extended Project Qualification and Travel and Tourism. We suggest a student speaks to the Head of Department if they are interested in these subjects.

"UK universities often have preferred A Level subjects and students should check requirements for specific courses."

Careers & University Guidance

Careers and university guidance is an integral part of student development at Harrow Bangkok. The Careers and University Guidance Department strives to inspire students with a positive attitude and to raise career aspirations. We aim to prepare students for life after school and make sure they develop into independent adults who thrive in a university or work environment. This is achieved through the provision of a planned programme of careers education, information and guidance for all students in the Sixth Form. As 98% of our students progress to university, the main focus of our Careers & University Guidance Programme is on university guidance and preparing students for different career paths achieved through university education.

The Sixth Form Careers and University Guidance Programme includes a comprehensive structure over two years, exploring options and developing skills in Year 12 and moving on to focused support in Year 13. In particular, at the end of Year 12, students will participate in a 'Next Steps' programme which includes detailed information on the application processes for a variety of different destinations, along with a focus on the super-curricular to support thoughtful consideration of university course choices.

Nearly all Harrow Bangkok students move on to university with most attending their first choice universities. Our students apply to universities across the world including the UK, the USA, Canada, Thailand, Australia, Japan, Europe and many other global destinations. Our staff are experts in providing individual support and advice on all major destinations worldwide.

Support for IELTS, Duolingo, SAT preparation, the Extended Project Qualification and the Harrow Research Project is also offered to students. Students can also choose from a variety of Sixth Form Extension courses including subject focused extension classes, the Medics group, the Oxbridge & Elite university group and US essay writing skills. We support students with their admissions test practice and help them to prepare for university interviews. In addition, students have access to a range of resources through the Careers and University Guidance Library, our online Guidance Resource Hub and Unifrog, our online careers platform.

A key strength of our programme is the access to university lecturers and admissions representatives that Harrow Bangkok students have. We have many worldwide universities visit us, ensuring that our students receive the most up to date information.

The Careers and University Guidance Department, along with the Sixth Form Team, has an open door policy. All students receive a one-to-one careers interview in Year 12 to formulate their individual action plan. Drop-in clinics are offered for students to receive help on university choices, writing personal statements and personal essays. There are bespoke workshops, GRIT sessions and the Next Steps Programme at the end of Year 12. We are confident that the personalised support and advice available in our Sixth Form will prepare our students for their future career and university life.

AS and A Level Art and Design

Examination Board: Cambridge International Examinations
Course Code: 9479

As a foundation for this course, we recommend pupils who have previously completed the Cambridge IGCSE course in Art & Design, Design Technology, Media Studies or equivalent.

Assessment

Cambridge International A Level candidates take three components. AS candidates take Components 1 and 2 only.

- **Component One:** Coursework (100 marks)
  Comprising of two parts to the coursework, a portfolio and a final outcome. Candidates research, develop and realise a project or theme from one area of study. Externally assessed by Cambridge.
  A Level weighting: 25%
  AS weighting: 50%

- **Component Two:** Externally Set Assignment (100 marks). The assignment contains two parts, and candidates chose one starting point to develop into a personal response. A series of supporting studies created during the preparation period and a final outcome, produced during the 15 hours supervised test. Externally assessed by Cambridge.
  A Level weighting: 25%
  AS weighting: 50%

- **Component Three:** Personal Investigation. In the second year of the course candidates investigate a theme, idea or process that is personal to them, through an integrated submission featuring a portfolio of practical work and 1000-1500 written analysis. Externally assessed.
  A Level weighting: 50%

Each Assessment Objective is worth 25%

a) Personal Qualities Candidates are expected to show an individual, sensitive and creative response to a stimulus; ability to develop an idea, theme or subject; independence in concept and execution.

b) Manipulative, Artistic and Analytical Skills Candidates are expected to select and control materials, processes and techniques in an informed and disciplined way to meet an objective; select and record analytically from direct observation and personal experience.

c) Aesthetic Qualities Candidates are expected to use and compose formal elements (contour, shape, colour/tone, texture, structure and the relationships between form and space) as appropriate.

d) Knowledge and Critical Understanding Candidates are expected to select and communicate information relevant to an idea, subject or theme and evaluate this in a systematic way; make critical judgements and use personal ideas and images to show they are developing appreciation and cultural awareness.

Course content

Sixth Form Art and Design at Harrow Bangkok is an established course with an excellent reputation for encouraging and guiding students to be confident, independent, imaginative and reflective, and for producing ambitious, exciting and skillfully crafted work.

Whilst Art students explore a significant range of disciplines and approaches, emphasis on Fine Art remains at the core, and students continue to build on strong IGCSE foundations in drawing, painting, printmaking, sculpture, textiles, photography and digital image manipulation. These skills enable our students to control the creative process, from conception to completion, developing independent decision-making and lateral problem-solving skills throughout the course. We are also pleased to offer life drawing classes to further extend the ability and performance of our Sixth Form artists.

Where does this course lead?

The Sixth Form Art and Design Curriculum provides strong foundations for the further study of Art & Design, and associated courses in higher education - such as Architecture, Ceramic Design, Graphic Design, Fashion, Jewellery Design, Illustration, Interior Design, Photography, Games Design, Film and Television, Animation and Product Design. We assist all our pupils in the creation of a portfolio to support their application for all related courses.

AS and A Level Biology

Examination Board: Cambridge International Examinations
Course code: 9700

Assessment

Assessment for AS and A Level Biology is by external examination only.
Candidates sit three papers at AS Level including an assessed practical paper. At A Level, candidates sit two written papers to complete the assessment structure.

For the AS Level, candidates take Papers 1, 2 and 3 in Lower Sixth.

- **Paper 1**: a 1 hour 15 minute, multiple-choice examination which consists of 40 multiple choice questions, all with four options.
- **Paper 2**: a 1 hour 15 minute structured questions examination which consists of a variable number of questions, of variable mark value.
- **Paper 3**: a 2 hour, Advanced Practical Skills examination. This paper requires candidates to carry out practical work in timed conditions.

For the full A Level, candidates take Papers 4 and 5 in Upper Sixth.

- **Paper 4**: a 2 hour, structured questions examination. This paper consists of a variable number of structured questions each with a variable mark value.
- **Paper 5**: a 1 hour 15 minute, Planning, Analysis and Evaluation examination. This paper consists of a variable number of questions of variable mark value based on the practical skills of planning, analysis and evaluation.

Course content

The AS Biology course covers 11 topics: Cell structure, Biological molecules, Enzymes, Cell membranes and transport, The mitotic cell cycle, Nucleic acids and protein synthesis, Transport in plants, Transport in mammals, Gas exchange and smoking and Infectious disease and Immunity.

The A Level Biology covers 8 topics: Energy and respiration, Photosynthesis, Homeostasis, Control and co-ordination, Inherited change, Selection and evolution, Biodiversity, classification and conservation and Genetic technology.

IGCSE requirements

Typically, students will require a minimum B grade or above in IGCSE Biology to qualify for the A Level Biology course. IGCSE Chemistry is preferable but not a prerequisite.

Where does this course lead to?

In addition to undergraduate courses in Biological Sciences at universities such as Oxford, an A Level in Biology is required for many Biology-related university degrees including Biochemistry, Medicine, Biotechnology, Pharmacology, Dentistry, Biomedical Sciences to name a few. Biology A Level is also popular because it complements A Levels in Maths, Physics and Chemistry as a requirement for entry to the prestigious Natural Science courses at universities such as Cambridge.

AS and A Level Business Studies

Examination board: Pearson Edexcel International Course code: XBS11 (AS Level), YBS11 (A Level)

Assessment

Assessment for AS and A Level Business is by external examination. International AS Level Business candidates take Units 1 and 2 examinations in Year 12. For the full A Level qualification, students take Units 1 and 2 in Year 12, followed by Unit 3 and 4 in Year 13.

• Unit 1 (Marketing and people) and Unit 2 (Managing business activities) are each 2 hours in length and are divided into three sections. Sections A and B (30 marks each) consist of data response, short and extended-response questions based on different business cases studies. Section C (20 marks) consists of one 20-mark extended-response question, based on one or more business case studies.

• Unit 3 (Business decisions and strategy) and Unit 4 (Global business) are each 2 hours in length and are divided into three sections. Section A (40 marks) consists of data response, short and extended-response questions based on business case studies. Sections B and C (20 marks each) each consist of one 20-mark essay questions, based on one or more business case studies.

When answering questions, students should consider the structure, coherence, and analytical rigour of their responses.

Course content

Unit 1 (Marketing and people) introduces the marketing strategy of businesses and the importance of satisfying the needs of customers. Students learn about supply and demand and the role of the marketing mix and portfolio analysis in determining the overall marketing strategy of a business. Students investigate the roles of entrepreneurs and business leaders and the different ways in which they can effectively manage the people within their organisations using motivation theories and effective leadership styles.

Unit 2 (Managing business activities) looks at the processes involved in setting up different types of business. Students learn about the importance of business planning and the different ways in which businesses can raise start-up capital. Financial planning, resources management and external influences are also considered.

Unit 3 (Business decisions and strategy) develops the content of Unit 2 by assessing the competitiveness of businesses using financial performance indicators. Students analyse corporate objectives and strategy based on these indicators and look at how tactical and strategic decisions are made within organisations using both qualitative and quantitative decision-making techniques. Students assess the causes and effects of change in the market environment and examine how companies can manage stakeholders, risk and grow effectively.

Unit 4 (Global business) focuses on globalisation and international business. Students investigate growing economies and consider the factors contributing to globalisation. Students assess the conditions that prompt global trade and the impact of external influences on growth in the global economy on both local and multinational firms. Students examine the different factors businesses must consider when marketing and operating in a global market. They also analyse the impact of multinational corporations on the economies of both host and home countries, the ethics involved and how multinational companies are controlled.

IGCSE requirements

Higher grades in IGCSE Mathematics and English would be beneficial, as students are required to calculate, interpret, analyse and evaluate numerical data in extended written responses. Students beginning this course are not expected to have studied Business previously.

Where does this course lead to?

In addition to developing a knowledge of financial accounting, business concepts and strategies, students of A Level Business also enhance their critical and creative thinking, numeracy, analysis and written communication. A level Business provides an excellent foundation for students wishing to pursue a business-related degree course at university. It also provides students with essential knowledge and skills to prepare for the world of work.

> "Students of A Level Business also enhance their skills in areas including critical and creative thinking, numeracy, analysis and written communication."

AS and A Level Chemistry

Examination Board: Cambridge International Examinations
Course code: 9701

Assessment

Assessment for CIE AS and A Level Chemistry is by external examination only. Candidates sit Papers 1, 2, and 3 in Year 12 for the AS qualification, and Papers 4 and 5 in Year 13 to complete the full A Level.

AS Level Assessment (Year 12)

Paper	Component	Format	Duration	Marks
Paper 1	Multiple Choice	40 multiple-choice questions based on AS content	1h 15m	40
Paper 2	AS Level Structured Questions	Structured questions covering AS theory	1h 15m	60
Paper 3	**Advanced Practical Skills**	Practical laboratory exam evaluating experimental skills	2h	40

A Level Assessment (Year 13)

Paper	Component	Format	Duration	Marks
Paper 4	A Level Structured Questions	Structured questions on A Level topics (requires AS knowledge)	2h	100
Paper 5	Planning, Analysis & Evaluation	Written paper on experimental design, data analysis, and evaluation	1h 15m	30

Course content

Practical work is integrated into theory lessons to develop a thorough understanding of the physical world, reaction mechanisms, and quantitative analysis.

Year 12 (AS Level):

- **Physical Chemistry:** Atomic structure, stoichiometry, chemical bonding, states of matter, energetics, electrochemistry, equilibria, and kinetics.
- **Inorganic Chemistry:** Periodicity, Group 2, Group 17, and nitrogen & sulfur.
- **Organic Chemistry:** Introduction to organic chemistry, hydrocarbons, halogenoalkanes, alcohols, carbonyls, carboxylic acids, nitrogen compounds, polymerisation, and organic synthesis.
- **Analysis:** Infrared spectroscopy and mass spectrometry.

Year 13 (A Level):

- **Physical Chemistry:** Advanced energetics (lattice energy, Born-Haber cycles), electrochemistry (standard electrode potentials), equilibria, and reaction kinetics.
- **Inorganic Chemistry:** Transition elements and Group 2 trends.
- **Organic Chemistry:** Arenes, carboxylic acid derivatives, organic nitrogen compounds (amines, amides, amino acids), condensation polymerisation, and complex organic synthesis.
- **Analysis:** Thin-layer & gas/liquid chromatography, Carbon-13 NMR, and Proton (^{1}H) NMR spectroscopy.

Teaching structure

At Harrow Bangkok, the Chemistry curriculum is thoughtfully structured into two parallel pathways, allowing students to study Physical and Inorganic chemistry alongside Organic chemistry.

Preparation for the assessed practical work is carefully placed alongside relevant theoretical content and students are provided with regular teacher feedback on their progress. Knowledge and understanding is assessed regularly using exam board-specific style questions.

IGCSE requirements

Typically, students require a minimum B grade (or grade 6) in IGCSE Chemistry or IGCSE Double Award Science. Good performance in IGCSE Mathematics is also strongly recommended due to the mathematical demands of Physical Chemistry.

Where does this course lead to?

In addition to progressing to read a Bachelor or Master degree in Chemistry, an A Level in this subject is highly regarded and opens many doors into university courses and careers. These include Pharmacology, Biochemistry, Materials science, Medicine, Engineering, and Veterinary science. The skills developed through the study of Chemistry are highly applicable to many degree pathways.

A Level Chinese

Examination Board: Pearson Edexcel
Course code: A Level Chinese 9CN0

Assessment

The Chinese A Level consists of three papers that are externally assessed. Paper 1 examines listening, reading and translation. Paper 2 assesses translation and literature. Paper 3 is a speaking paper conducted by the teacher but assessed externally.

Students must complete their speaking examination in April/May and the other two papers in May/June.

Paper 1: Listening, reading and translation (40%)
The paper draws on vocabulary and structures across a range of topics, including social issues and trends, as well as aspects of the artistic culture of the Chinese-speaking world.

Paper 2: Written response to works and translation (30%)
The paper requires students to translate a previously unseen passage from English into Chinese. The paper also draws on the study of one discrete Chinese work: either on literary text or one film.

Paper 3: Speaking (30%)
Students will be assessed on their ability to use a range of language accurately, communicate and interact effectively, summarise and understand written sources in speech, and show knowledge and understanding about the culture and society of the Chinese-speaking world.

IGCSE requirements

Typically, students should have achieved a B grade or above at IGCSE Chinese to qualify for the Chinese AS course.

Where does the course lead to?

The aims and objectives of this qualification are to enable students to equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking.

> "Suitable for candidates intending to pursue careers or further study in languages."

AS and A Level Computer Science

Examination Board: Cambridge International Examinations
Course code: 9608

Assessment

Assessment for AS and A Level Computer Science is by external examination only. For the AS Level, candidates take Papers 1 and 2 in Lower Sixth.

- **Paper 1 - Theory Fundamentals**: One hour 30 minute examination consisting of short-answer and structured questions (75 marks) based on section 1 of the AS Level Computer Science syllabus (weighting: 50% of AS, 25% of A2)
- **Paper 2 - Fundamental Problem-solving and Programming Skills**: Two hour examination consisting of short-answer and structured questions (75 marks) based on section 2 of the AS Level Computer Science syllabus. Topics in this exam will include those given in the pre-release material (weighting: 50% of AS, 25% of A2).

For the full A Level candidates take Paper 3 and 4 in Upper Sixth.

- Paper 3 – Advanced Theory: One hour 30 minute examination consisting of short-answer and structured questions (75 marks) based on section 3 of the AS Level Computer Science syllabus (weighting: 25% of A2)
- Paper 4 – Further Problem-solving and Programming Skills: Two hour examination consisting of short-answer and structured questions (75 marks) based on section 4 of the AS Level Computer Science syllabus. Topics in this exam will include those given in the pre-release material (weighting: 25% of A2).

Course content

Computer Science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems.
This syllabus aims to encourage the development of computational thinking, that is thinking about what can be computed and how, by the use of abstraction and decomposition. It includes consideration of the data required. Learning computational thinking involves learning to program, by writing computer code, because this is the means by which computational thinking is expressed.

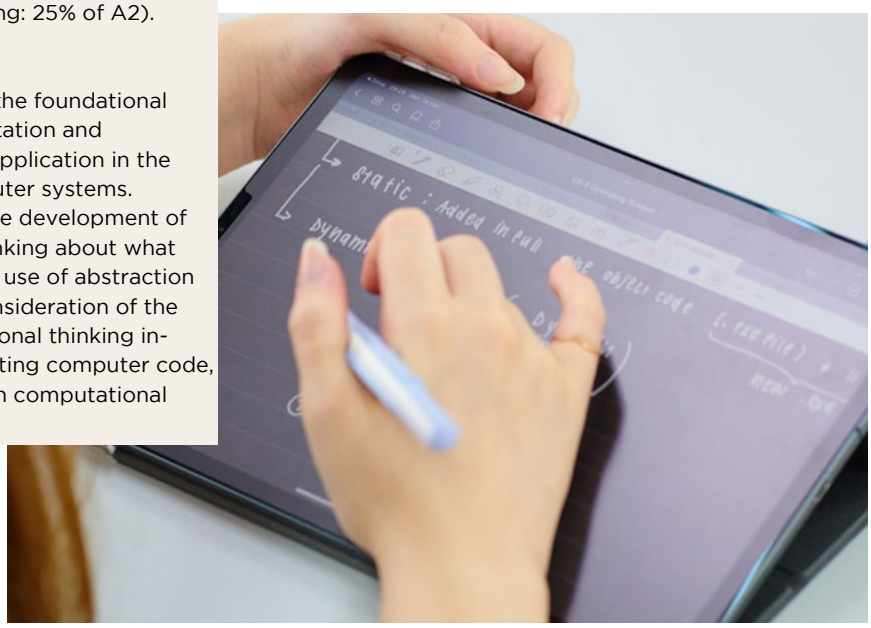
Theory Fundamentals and Advanced Theory:
This develops an understanding of the characteristics and methods of operation of component parts of computer and systems (hardware, software, communication) and their subsystems. It will also develop the ability to describe, explain and use various different methods of representing data for use in computer systems and an ability to comment critically on ethical issues arising from the use of computer solutions.
Fundamental and Further Problem-solving and Programming Skills:
This develops an ability to apply knowledge with understanding to computational problems as well as select, justify and apply appropriate techniques and principles to develop data structures and algorithms for the solutions of computational problems. Students will also gain the ability to design, implement, document and evaluate an effective solution using appropriate hardware, software and programming languages.

IGCSE requirements

Ideally a student should have achieved a B grade or above at IGCSE Mathematics and Computer Science. A grade B at IGCSE Physics can also be beneficial. Some students may not have studied Computer Science at IGCSE and may choose to study the course at AS Level.

Where does this course lead to?

AS and A Level Computer Science is highly regarded by both universities and employers. This is because students of Computer Science develop transferable lifelong skills, such as problem-solving, critical-thinking, mathematical and programming skills, which provide a solid foundation for further study. Computer Science is an in-demand skill and is useful for many career pathways including engineering.



A Level Design and Technology – Product Design

Examination board: Edexcel
Course code: 9DT0

Assessment

This is a two year linear course with two components. All candidates take Components 1 and 2 which is based on a written exam paper and an independent design and make project.

- **Component 1:** Written examination paper (120 marks) This is a written paper which tests the candidate's knowledge and understanding of the principles of design and technology. There are 12 topics that candidates have to learn that cover aspects from Materials and their Properties to the Effects of Technological Developments. Externally assessed by Edexcel

  A Level weighting: 50%

- **Component 2:** Non-examined assessment (120 marks) This is an independent design and make project which involves the candidate working closely with a selected client to identify a design problem and design context. The candidate produces an accompanying design portfolio which shows clear research, design development, modelling, testing and evaluating in order to produce a working 3D prototype. The project is internally marked then externally moderated by Edexcel.

  A Level weighting: 50%

Assessment Objectives Overview		
Students must:		% in A Level
AO1	Identify, investigate and outline design possibilities to address needs and wants	15
AO2	Design and make prototypes that are fit for purpose	25
AO3	• Analyse and evaluate: • design decisions and outcomes, including for prototypes made by themselves and others • wider issues in design technology	25
AO4	• Demonstrate and apply knowledge and understanding of: • technical principles • design and making principles	35
Total		100%

Breakdown of Assessment Objectives					
Component	Assessment Objectives				Total for all Assessment Objectives
	AO1%	AO2 %	AO3 %	AO4 %	
Component 1: Principles of Design Technology	-	-	15	35	50%
Component 2: Independent Design and Make Project	15	25	10	-	50%
Total for A Level	15%	25%	25%	35%	100%

Course content

Sixth Form Design and Technology at Harrow Bangkok is a brand new and exciting course which allows students to be confident, independent, imaginative and reflective, and produce ambitious, exciting and skillfully crafted work.

Whilst Design and Technology students explore a significant range of theoretical disciplines and approaches, there is still an emphasis on design based learning at its core. Students continue to build on the strong IGCSE foundations in sketching, rendering, computer-aided design and manufacture, measuring, marking, cutting, shaping, joining and finishing.

Mathematics and science skills, knowledge and understanding are a fundamental part of Design and Technology and underpin the theory and practice of the subject. These skills are embedded within the examination of the subject.

In addition to maths and science, this A Level embeds knowledge, techniques and practices from a wide range of subjects including art, business studies, computer science and geography.

IGCSE requirements

As a foundation for this course, we recommend pupils have previously completed the Cambridge IGCSE course in Design and Technology.

Where does this course lead to?

The Sixth Form Design and Technology curriculum provides strong foundations for the further study of all fields in design and technology including engineering, product design, architecture, manufacturing and user-specific design. We will assist all our pupils in the creation of a portfolio to support their application for all related courses.

AS and A Level Travel and Tourism

Examinations Board: Cambridge International Examinations
Course code: 9395

Assessment

At AS Level, students take two components:
Paper 1 is an externally assessed written exam testing knowledge and understanding of the travel and tourism industry and customer service.
Paper 2 is coursework: students plan, manage, and evaluate a real travel or tourism event, working in teams but producing an individual written report.

At A Level, students complete two further externally assessed papers.
Paper 3 focuses on destination marketing, requiring analysis of stimulus material and application of marketing concepts.
Paper 4 covers destination management, exploring how destinations are developed, managed, and sustained.

Overall, the qualification combines written examinations with practical coursework, balancing theoretical understanding with applied project work.

Course Content
Year 12 AS Level

In Term 1 students focus on their coursework which comprises 33% of their final AS grade. The students are provided with the opportunity to work as part of a team to plan, run and evaluate a real project in the form of a travel and tourism event. They are provided with the opportunity to demonstrate essential business and customer service skills, which are integral parts of the travel and tourism industry. The students must research and analyse the feasibility of different events, justify the final decision, construct a business plan, work as a team to prepare the event then run it. Following the event, students are required to evaluate their own performance and that of the team, making recommendations for improvements.

In Term 2 the students focus on the changing trends in tourism which is assessed by examination at the end of Year 12. They assess factors that have increased the level of tourism such as technological change, the influence of social media and improvement of transportation. They learn about a range of stakeholders who manage and advertise tourism both domestically and internationally, and in doing so they gain an holistic outlook understanding of the inner workings of the tourism industry globally.

Year 13 A Level

In Travel and Tourism this term, students complete a focused analysis on the importance of destination management and brand development in relation to each other, allowing them to explore the balance of these areas. Although both topics are separate, it gives the students the ability to look at the development of tourism in a more holistic and sustainable way. They also investigate how hospitality industries are aiming to increase sustainability while maintaining the economic investment to the country via tourism.

In Term 2, students consider the tools used by destination management companies to measure the success and influence of tourism within their country and region. This is underpinned by students having the ability to segment the tourism market into different sectors and assess which of these sectors are the most important to a country's development. They also focus on different types of tourism and how NGOs and commercial organisations work together to achieve sustainable growth via tourism within their region.

Where does this course lead to?

Travel and Tourism is one of the world's largest and fastest-growing industries, offering a wide range of exciting career opportunities. This course provides students with both theoretical knowledge and practical skills that are highly valued by employers and universities. Graduates often go on to further study in areas such as business, marketing, hospitality, events management, and international relations, or directly pursue careers in tourism, aviation, travel services, and global customer-focused industries. The blend of academic study and applied project work develops transferable skills such as teamwork, communication, and problem-solving.

AS and A Level Economics

Examination Board: Cambridge International Examinations
Course code: 9708

Assessment

Assessment for Cambridge International AS and A Level Economics is by external examination only. For the AS Level, candidates take Papers 1 and 2 in Lower Sixth.

- **Paper 1:** one-hour examination consisting of 30 multiple-choice questions
- **Paper 2:** two-hour examination divided into three sections. Section A: one data response question. Section B: one essay from a choice of two focusing mainly on microeconomics
Section C: one essay from a choice of two focusing on macroeconomics

For the full A Level candidates take Paper 3 and 4 in Upper Sixth.

- **Paper 3:** one-hour examination consisting of 30 multiple-choice questions
- **Paper 4:** two-hour examination divided into three sections. Section A: one data response question
Section B : one essay from a choice of two focusing mainly on microeconomics
Section C: one essay from a choice of two focusing mainly on macroeconomics

Course content

Economics is an exciting and dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. Central to the study of economics is the problem of scarcity. While the needs and wants of the world's population are unlimited, the resources needed to satisfy these needs and wants are limited in supply. Due to this problem of scarcity, choices about how best to allocate scarce resources must be made. The A Level Economics course uses economic theories to examine the ways in which these choices are made:

- by producers and consumers in individual markets (microeconomics)
- by the government and the national economy (macroeconomics)
- at an international level where countries are becoming increasingly interdependent through international trade (international economics)

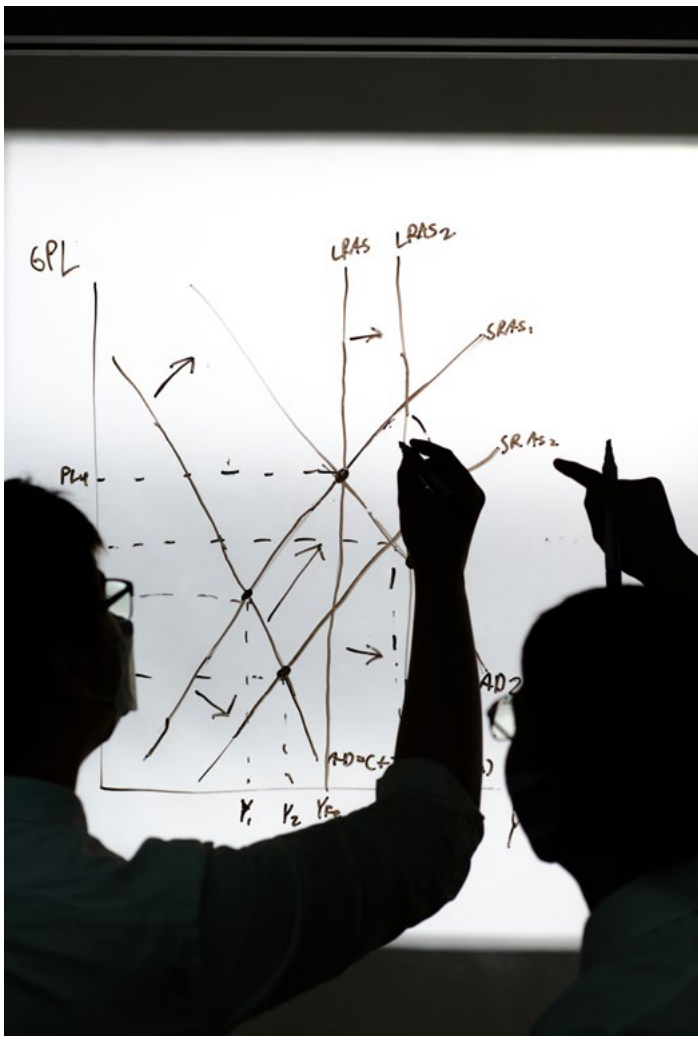
The choices made by consumers, producers and governments generate both positive and negative outcomes that impact the relative well-being of individuals and societies. The A Level Economics course allows students to explore and analyse these choices through the use of economic models and theories which are applied to a range of real-world contexts and situations.

IGCSE requirements

Strong grades in IGCSE Mathematics and English would be beneficial for students. Students are not required to have studied Economics at IGCSE to choose it at AS Level.

Where does this course lead to?

Economics develops the student's logical reasoning skills which are highly desired across a range of careers. Economics may be an ideal choice for students considering careers in management, finance, law, research, government and non-governmental organisations, international relations/development, and so on. The A Level Economics course emphasises the development of: strong written, verbal, and diagrammatic communication skills; critical and complex thinking; and ethical considerations that will assist students in preparing for the future global.



AS and A Level English Literature

Examination board: Edexcel International A Level
Course code: XET01 (AS Level), YET01 (A Level)

Assessment

Assessment for this course is 100% written external examination. There is no coursework option.

For the AS Level, candidates take Units 1 and 2 in Year 12.

- Unit 1: a two hour examination. Students answer one question from a choice of two on studied prescribed poems, and one question from a choice of two on their studied prose text.
- Unit 2: a two hour examination. Students answer one question from a choice of two on their studied pre-1900 drama text, and one question from a choice of two on their studied post-1900 drama text

For the A2 level, candidates take Units 3 and 4 in Year 13

- Unit 3: a two hour examination. Students answer one question on unprepared poetry and one comparative essay from a choice of two on their chosen studied prose texts.
- Unit 4: a two hour examination. Students answer one question from a choice of two on their chosen Shakespeare play, and one question from a choice of two on their chosen poetic movement.

Course Content

Students will study a wide range of inspiring poetry, prose and drama texts. The literature will cover pre-twentieth century and twentieth century texts.

Students will explore the social and historical contexts of these texts and theoretical approaches to them. Students will build skills which can be used across the curriculum:

- the ability to communicate complex ideas in academic spoken and written English.
- the ability to think critically and articulate independent opinions.
- a deeper understanding of the world and appreciation of different cultural and historical contexts.

There are four modules in the course:

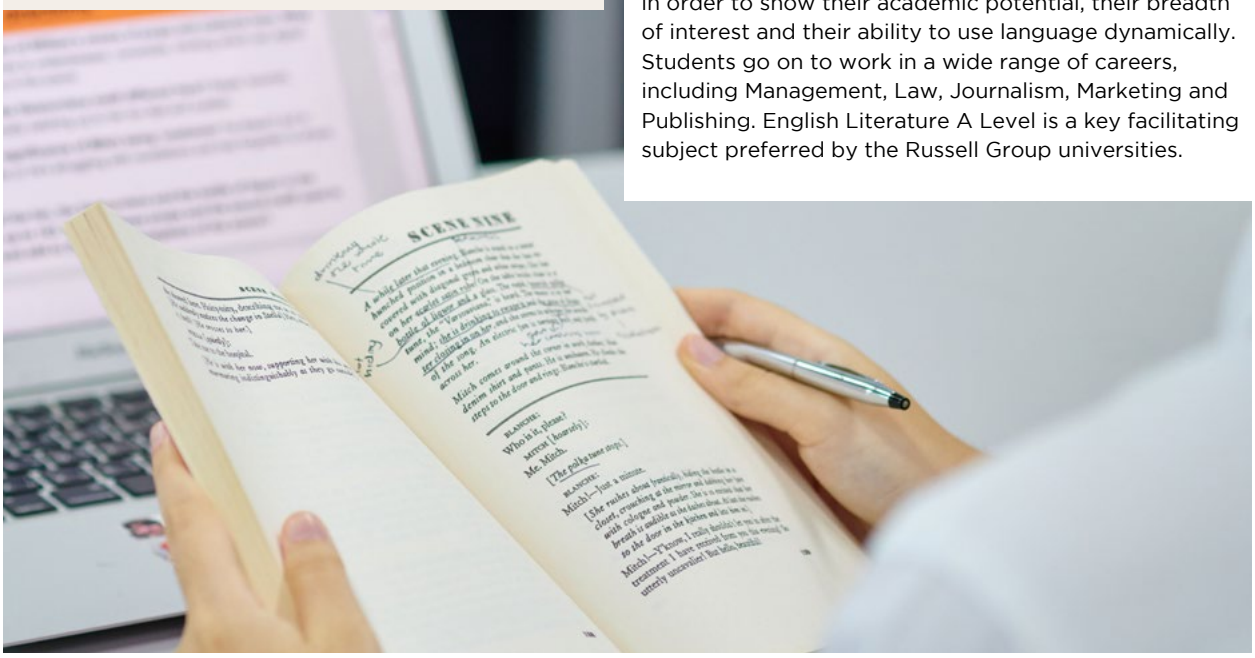
- **AS Unit 1**: Post-2000 poetry and prose (a range of contemporary poetry and choice of recent literary prose texts)
- **AS Unit 2**: Pre and post 1900 drama
- **A2 Unit 3**: Poetry and prose—post-1900 unseen poetry and thematically linked prose (growing up/ science and society/ women and society/ colonisation and after)
- **A2 Unit 4**: Shakespeare and pre-1900 poetry

IGCSE requirements

Typically, students will require a B grade or above in IGCSE English Literature to study the AS Level English Literature course.

Where does this course lead to?

English Literature is considered one of the most academic of A Level subjects and is highly regarded by both universities and employers. It fits well into any combination of A Levels and students are increasingly choosing it alongside Maths and Science based subjects in order to show their academic potential, their breadth of interest and their ability to use language dynamically. Students go on to work in a wide range of careers, including Management, Law, Journalism, Marketing and Publishing. English Literature A Level is a key facilitating subject preferred by the Russell Group universities.



AS and A Level French

Examination board: Edexcel International A Level
Course code: XFR01 (AS) YFR01 (A2)

Assessment

• **Unit 1 (Year 12 – IAS)** - Spoken Expression and Response
This unit rewards students for their ability to converse in French on a general topic area that they have chosen in advance.
• **Unit 2 (Year 12 – IAS)** - Understanding and Written Response
This unit requires students to understand and convey their understanding of French-language texts and recordings. In addition, students will need to produce an essay to demonstrate an ability to manipulate the French language in continuous writing.
• **Unit 3 (Year 13 – IA2)** - Understanding and Spoken Response
This unit requires students to demonstrate the effectiveness of their French-language skills by presenting and taking a clear stance on any issue of their choice.
• **Unit 4 (Year 13 – IA2)** - Research, Understanding and Written Response
This unit requires students to sit a 2 hour 30 minute paper in three sections:

Section A requires students to listen to a range of authentic recorded French-language material and to retrieve and convey information given in the recording by responding to a range of French-language questions.
Section B requires students to read authentic French-language printed materials and to retrieve and convey information by responding to a range of mainly French-language text types.
Section C requires students to answer one question, in French, that relates to a topic or a text chosen from a prescribed list (set topics, texts and films).

Course content

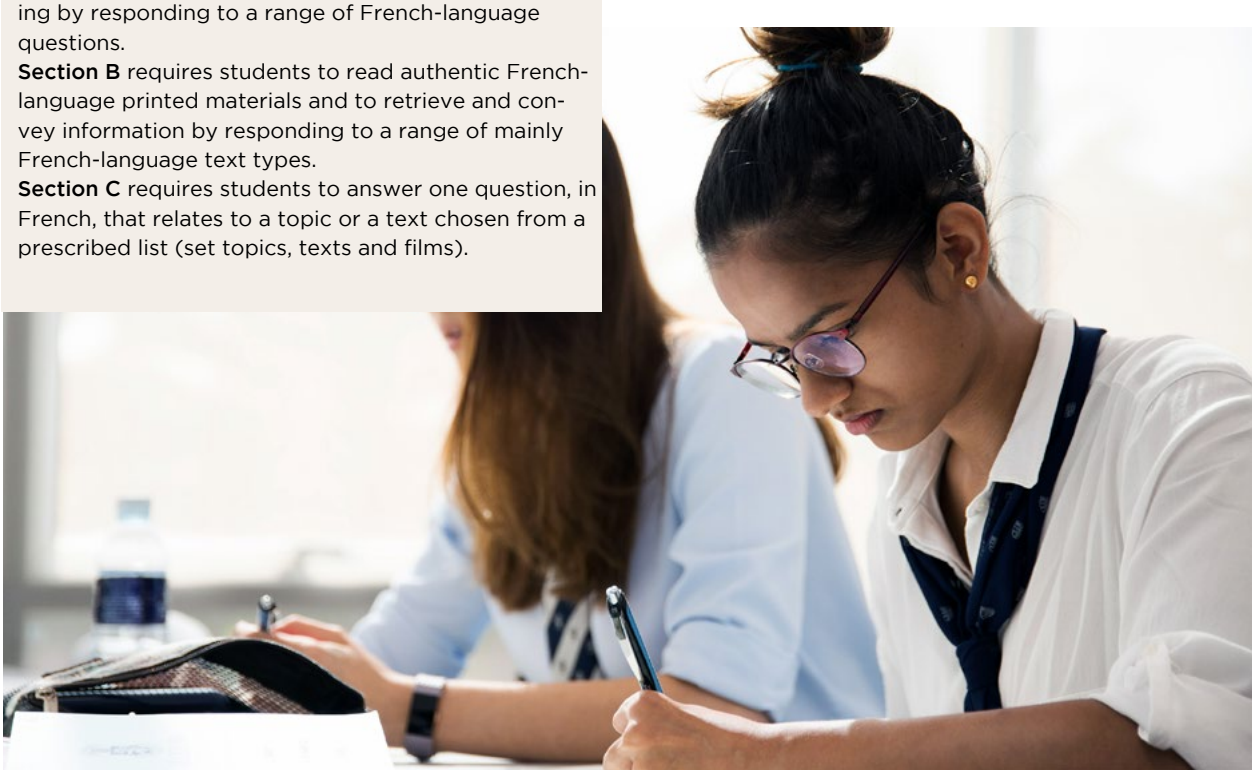
The topics covered in Year 12 are: Youth Matters, Lifestyle, Health and Fitness, Environment and Travel and Education and Employment.
The topics covered in Year 13 are: Technology, Society and Ethics in the French-speaking world.
Students will also study in detail an aspect of French culture for the essay of Unit 4 (Geography, History, Literature or Cinema).

IGCSE requirements

Typically, students will require a B grade or above at French IGCSE Level to qualify for the International A Level French course.

Where does this course lead to?

The qualification provides a thorough foundation for those who wish to travel abroad or to study French at university. High-level language qualifications are a sought-after commodity around the world and simply speaking English is just not enough in this competitive market. Banking, law, international business, diplomatic work, accountancy and management are just some of the sectors that list language qualifications at the top of their desired assets in potential recruits. Many other sectors are also complemented by studying a language to A level, with many non-language degrees offering the option of a year studying abroad to those with appropriate language qualifications.



AS and A Level Geography

Examination Board: Cambridge International Examinations
Course code: 9696

Assessment

Assessment for AS and A Level Geography is by external examination only. For the AS Level, candidates take Papers 1 and 2 in Lower Sixth.

- Paper 1: one hour 30 minute examination on Core Physical Geography consisting of three data response questions and one structured question from a choice of three. Questions require interpretation of a geographical resource opportunities for extended writing. This paper contributes to 50% of AS Level (25% of A Level).
- Paper 2: one hour 30 minute examination on Core Human Geography consisting of three data response questions and one structured question from a choice of three. Questions require interpretation of a geographical resource opportunities for extended writing. Contributes to 50% of AS Level (25% of A Level).

For the full A Level candidates take Paper 3 and 4 in Upper Sixth.

- Paper 3: one hour 30 minute examination on Advanced Physical Options. Two option topics are studied and examined by one structured question and a choice of essay questions. This paper contributes 25% of A Level.
- Paper 4: one hour 30 minute examination on Advanced Human Options. Two option topics are studied and examined by one structured question and a choice of essay questions. This paper contributes 25% of A Level.

Course Content

In Lower Sixth, students study a balance between physical and human geography and explore the topics of:
Hydrology and fluvial geomorphology: the hydrological system, drainage basins, river processes and management of drainage basins.
Atmosphere and weather: local and global energy budgets, weather processes and phenomena and the greenhouse effect and global warming.
Rocks and weathering: plate tectonics, weathering, slope development and the human impact of weathering and slopes.
Population: component of population change, demographic transition, 3 population–resource relationships and managing population change.
Migration: population change, internal and international migration movements.
Settlement dynamics: changes in rural settlements, urban trends and issues of urbanisation, changing structure of urban settlements and the management of urban settlements.

We recognise fieldwork as an essential element of a geographical education and the department places a clear focus on fieldwork enquiry. There will be a residential field course at a field centre in Chang Rai to support the geography topics.
During Upper Sixth, students continue to study a balance between physical and human geography and topics.
Physical options studied may include: tropical environments, coastal environments, hazardous environments and arid and semi-arid environments.
Human options studied may include: production, location and change, environmental management, global interdependence and economic transition.

IGCSE requirements

Geography supports and is suitable for all, but is particularly well matched to those who are looking to engage actively with, think critically about and independently reflect on the taught material. Ideally a student should have achieved a B grade or above at IGCSE Geography which gives a strong foundation to the units studied at AS and A Level. Strong grades in IGCSE English and a good level of mathematical ability would be beneficial for students. Some students may not have studied Geography at IGCSE and may choose to study the course at AS Level.

Where does this course lead to?

Students will acquire and develop a range of transferable skills, such as numeracy, data interpretation, research skills, critical analysis, report writing and ICT. Geography graduates have one of the highest rates of graduate employment. The development of a comprehensive academic skill set is fundamental to this. Business, law and the financial sector also value the broad subject knowledge that Geography graduates are equipped with. For example, a geographer working as a financial risk analyst in a bank would benefit from having an understanding of borders, peace and security issues, distribution of resources, and factors affecting economic growth in various parts of the world. Geographers enter a very wide range of career areas from law, accounting, government policy and planning and environmental management.

AS and A Level History

Examination Board: Cambridge International Examinations
Course Code: 9489

Assessment

Students complete Paper 1 and Paper 2 at the end of Lower Sixth and Paper 3 and Paper 4 at the end of Upper Sixth.

- **Paper 1:** A source-based document question worth 20% of the total A Level (40% of the AS Level). Candidates answer a two-part question from a choice of options and must answer both parts of the question.
- **Paper 2:** An outline study worth 30% of the total A Level (60% of the AS Level). Candidate have a choice of three two-part questions and must answer both parts of any two questions.
- **Paper 3:** An interpretations question (source-based) which is worth 20% of the A Level.
- **Paper 4:** A depth study worth 30% of the A Level. Candidates must answer 2 questions.

Course Content

- **Paper 1 and Paper 2:** The new specification for 2021 focuses on Modern History and students will sit a sources paper and an outline paper on one of three topic choices. Optional topics include: Modern Europe from 1750-1921 which includes Revolutionary France, the Industrial Revolution in Britain, Liberalism and Nationalism in Germany in the 19th century, and the Russian Revolution; The history of the USA, 1820-1941 which includes the origins and course of the Civil War from 1820-61, the outcomes and era of Reconstruction, The Gilded Age and Progressive Era, and the Great Crash, Depression and New Deal, or alternatively; International History 1870-1945 which includes imperialism and the emergence of world powers from 1870-1919, the League of Nations, and China and Japan in the early twentieth century.
- **Paper 3:** Focuses on considering different historical and contemporary interpretations of one of three optional key questions: Who was to blame for the First World War? Why did the Holocaust occur? Or, Who was the blame for the Cold War? In the examination candidates are required to respond to an interpretation from an extract, showing knowledge and understanding of the events, developments and attitudes.
- **Paper 4:** Focuses in depth on three themes within one of three options: European History in the interwar years, 1919-41, The USA from 1944-92, or, International History from 1945-92, particularly exploring the Cold War. In the examination candidates are required to answer two questions on the topic studied.

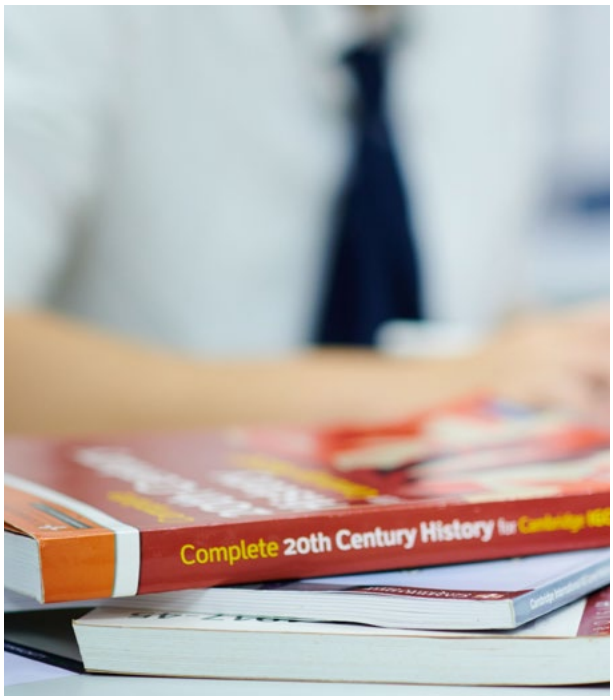
As this is a new specification topics will be chosen from the options above during Term 1 and students should speak to a member of the History Department for more information.

IGCSE requirements

Ideally a student should have achieved a B grade or above at IGCSE History. Strong grades in IGCSE English would be beneficial for students. Some students may not have studied History at IGCSE and may choose to study the course at AS Level.

Where does this course lead to?

History is one of the most highly regarded and widely recognised qualifications around the world and as such is both challenging and rewarding to students. It enables them to assess different interpretations of an argument, formulate their own ideas which they can then present in a logical and clear manner, evaluate both primary and secondary historical evidence and develop a keen understanding of concepts such as cause and effect, similarity and difference, and continuity and change. As a facilitating subject which supports acquisition of skills and knowledge applicable to most university courses and career paths, the academic rigour of the course makes it an appealing choice. AS and A Level History is a good choice for students intending to study Law, English Literature and Humanities-based subjects at undergraduate Level.



AS and A Level Japanese

A Level Japanese
Examination Board: Edexcel Course Code: 9JA0
Course Structure: Linear – all exams are set at the end of Year 13

Assessment

Paper 1: Translation into English, reading comprehension and writing (research question).
• **Section A:** Translation into English (20 marks) - An unseen passage to be translated from Japanese to English.
• **Section B:** Reading (20 marks) - A reading assessment based on a variety of text types and genres. Students must respond to a series of comprehension questions.
• **Section C:** Writing (research question) (40 marks) - A reading and writing question based on an aspect of the student's chosen research subject. Students read a text and then answer a question, incorporating information and ideas from both the text and their research findings.
Paper 2: Translation into Japanese and written response to works
• **Section A:** Translation into Japanese (20 marks) - Students translate an unseen passage from English into Japanese.
• **Section B:** Written response to works (literary texts) (45 marks) - Students must write an extended response on either one or two of the literary texts listed in the prescribed literary texts and films. Students select one question from a choice of two for each of their chosen literary text(s). If a student answers questions on two literary texts then they do not complete Section C.
• **Section C:** Written response to works (films) (45 marks) - Students who answer only one question from a literary text in Section B must write an extend- ed response on one of the films listed in the pre- scribed literary works and films. Students select one question from a choice of two for their chosen film.
Paper 3: Listening, reading and writing
• **Section A:** Listening comprehension (30 marks) - A listening assessment based on a recording that features male and female Japanese speakers. Students will respond to comprehension questions based on a variety of contexts and sources.
• **Section B:** Listening, reading and writing question (30 marks) - Students summarise a listening source and a text that are based on the same sub-theme. Students then evaluate the points of view in both sources, stating which views they agree with and why.

IGCSE requirements

Typically students will require a B grade or above at Japanese GCSE/IGCSE level to qualify for the A Level-Japanese course.

Course content

Papers 1, 2 and 3 will be based on content from the following four themes. They are set in the context of Japan only. Students are required to select only one research subject for Paper 1.
• **Theme 1** is Education and the physical and mental well-being of young people.
Research Topic: Relationships in the home. Traditional and modern family structures.
• **Theme 2** is The changes in popular culture and the influence of technology.
Research Topic: The changing nature of events, including traditional festivals. What has been the influence of tourism growth on these events?
• **Theme 3** is Changing lifestyles and changes in work habits. The influence of the long recession in Japan.
Research Topic: The aging society in Japan. Support from wider society and support from the family.
• **Theme 4** is The East Japan Earthquake of 1911 and its aftermath including moves towards recovery.
Research Topic: Reduced energy consumption lifestyles following the Fukushima Nuclear Disaster. The use of 'wisdom from the past' versus new technology in decreasing energy consumption.

Where does this course lead to?

Japanese can lead to a variety of career options. Scientists, engineers and computer Science graduates who have also achieved advanced Japanese language abilities have been able to take advantage of research and em- ployment opportunities in Japan and /or worked on Jap- anese-related projects. Students who intend to continue their undergraduate studies at Japanese universities are encouraged to study A Level Japanese.

AS and A Level Mathematics & Further Mathematics

AS and A Level Mathematics & Further Mathematics
Examination Board: Pearson Edexcel International A Level (IAL)
Course code: A Level Mathematics (YMA01)
A Level Further Mathematics (YFM01)

Assessment

Mathematics: In Lower Sixth students complete Pure Mathematics 1 (P1). Pure Mathematics 2 (P2) and Statistics 1 (S1). In Upper Sixth students complete Pure Mathematics 3 (P3), Pure Mathematics 4 (P4) and either Mechanics 1 (M1), Decision Mathematics (D1), or Statistics 2 (S2).

Further Mathematics: This two-year course, made up of twelve units, is designed for very capable mathematicians. Students complete the AS Mathematics and AS Further Mathematics course during Lower Sixth, which consist of Pure 1, Pure 2 and Statistics 1 for AS Mathematics and Further Pure 1, Decision 1 and Mechanics 1 for AS Further Maths. They then compelte the A Level Mathematics and A Level Further Mathematics course during Upper Sixth, which consist of Pure 3, Pure 4 and Statistics 2 for A Level Mathematics and Mechanics 2, a choice of Further Pure 2 or Further Pure 3, and a choice of Statistics 3 or Mechanics 3 for A Level Further Mathematics.

Course Content

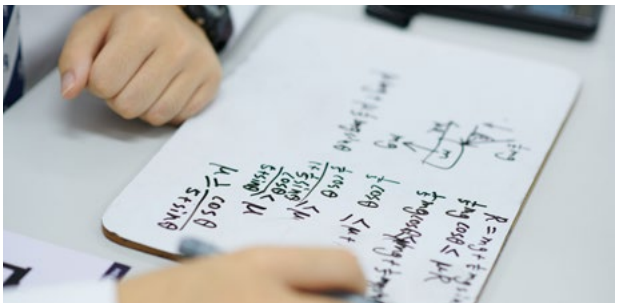
- **Pure Mathematics P1** – Algebra and functions; coordinate geometry in the (x, y) plane; trigonometry; differentiation; integration.
- **Pure Mathematics P2** – Proof; algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration.
- **Pure Mathematics P3** – Algebra and functions; trigonometry; exponentials and logarithms; differentiation; integration; numerical methods.
- **Pure Mathematics P4** – Proof; algebra and functions; coordinate geometry in the (x, y) plane; binomial expansion; differentiation; integration; vectors.
- **Statistics S1** – mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution.
- **Mechanics M1** – mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.
- **Decision D1** – algorithms; algorithms on graphs; the route inspection problem; critical path analysis; linear programming; matchings.
- **Further Pure Mathematics FP1** – complex numbers; roots of quadratic equations; numerical solution of equations; coordinate systems; matrix algebra; transformations using matrices; series; proof.
- **Further Pure Mathematics FP2** – inequalities; series; further complex numbers; first order differential equations; second order differential equations; Maclaurin and Taylor series; Polar coordinates.
  Further Pure Mathematics 3 - Hyperbolic Functions, Further Matrix Algebra, Further Coordinate Systems, Differentiation, Integration, Vectors.
- **Mechanics M2** – kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.
- **Mechanics M3** – further kinematics; elastic strings and springs; further dynamics; motion in a circle; statics of rigid bodies.
- **Statistics S2** – the Binomial and Poisson distributions; continuous random variables; continuous samples; hypothesis tests.
- **Statistics S3** – combinations of random variables; sampling; estimation, confidence intervals and tests; goodness of fit and contingency tables; regression and
- correlation.

IGCSE requirements

- Grade A in IGCSE Mathematics is required to study AS Level Mathematics
- Grade A* in IGCSE Mathematics is required to study AS Level Further Mathematics. It is a considerable advantage to have also achieved an A grade in IGCSE Additional Mathematics or Level 2 Further Mathematics. The mathematical content at this level is very challenging and, therefore, a genuine aptitude for, and interest in studying the subject is essential.

Where does this course lead to?

This course will be particularly valuable to students considering a course at university such as Mathematics, Engineering or Economics. Mathematics is highly regarded by almost all higher education establishments and employers, and supports a wide range of university undergraduate courses leading to careers in such areas as Computing, Accountancy, Business, Banking, Engineering and Science. For those students with no specific career in mind, studying A Level Mathematics will keep their options open, and help create a broad base for further study.



"Media Studies equips students with the capability for critical thinking."

AS and A Level Media Studies

Examination Board: Cambridge International Examinations
Course code: 9607

Assessment

Assessment for AS and A Level Media Studies consists of both externally moderated coursework and external examinations. For AS Level Media Studies qualification, candidates complete Components 1 and 2 in Lower Sixth.

• **Component 1** (Foundation Portfolio) is coursework project in which students produce a media product, digital evidence of the process of their work, and a creative critical reflection. Component 1 makes up 50% of students' overall mark at AS Level and 25% at A Level.

• **Component 2** (Key Media Concepts) is a 2-hour written examination which is divided into two sections.
Section A (Textual analysis and representation) requires students to answer one question based on an unseen moving image extract.
Section B (Institutions and audiences) requires students to answer one question from a choice of two.
Component 2 makes up 50% of students' overall mark at AS Level and 25% at A Level.
Students take Components 1 and 2 in Lower Sixth followed by Components 3 and 4 in Upper Sixth.

• **Component 3** (Advanced Portfolio) is a coursework project in which candidates produce a package of media products, digital evidence of the process of their work, and a critical reflection.
Component 3 makes up 25% of students' overall mark for the course.

• **Component 4** (Critical Perspectives) is a 2-hour written examination which is divided into two sections.
Section A (Media debates) requires students to answer two questions from a choice of three topics: Media regulation, Postmodern media and Power and the media.
Section B (Media ecology) requires students to answer one question.
Component 4 makes up 25% of students' overall mark for the course.

Course Content

AS and A Level Media Studies offers students the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables students to take a hands-on approach to the subject. Through the coursework components, students create their own media products from research and planning through to execution. Students also analyse examples from existing media, examining production processes and the effects they achieve.

Coursework Component 1 requires students to create either the titles and opening of a new fiction film (to last two minutes) or the front page, contents and feature article of a new magazine. The work must show an understanding of the conventions of the chosen genre and be supported by extensive research, planning and a digital, creative evaluation.

Component 2 is a written examination which requires students to analyse how TV drama constructs meaning through camerawork, editing, sound and mise-en-scene. This is close textual analysis that tests students' creative and critical thinking skills. For this exam, students will also study the stages of production, distribution and marketing in the film industry to understand how media companies function in terms of targeting audiences and generating income for their products.

Coursework Component 3 requires students to create a promotional package for a new music artist to include a music video, digipak and social media page. The work must show an understanding of the conventions of the chosen genre and be supported by extensive research, planning and an evaluation.

Component 4 is a written examination that looks at global media issues such media regulation, postmodernity and the impact of the internet on society. In order to construct effective responses, students must apply media concepts and theory to contemporary examples in areas such as social media, news, film/TV and videogames.

IGCSE requirements

Typically, students will require a B grade or above in IGCSE English Language to study the AS Level Media Studies course.

Where does this course lead to?

A Level Media Studies can lead to academic media and cultural studies, or to a practical media production course such as cinematography, directing, graphic design or visual effects. Media Studies equips students with the capability for critical thinking and the ability to deconstruct and understand complex subject matter and theory, skills which would be valuable in any other Humanities course. Th media coursework projects require use of multimedia software and various online tools, allowing students to develop an array of creative digital skills that are desirable to numerous employers.

AS and A Level Music

Examination Board: Cambridge International Examinations
Course Code: 9703

Assessment

For AS Level Music qualification, students complete Components 1 and 2 in Lower Sixth.

- **Component 1: Listening - 2 hour examination.** Students answer questions on a prescribed topic. Questions require wider knowledge of the historical, social and cultural background to the topic, and understanding of other relevant contextual and interpretative issues.
- **Component 2: Practical Musicianship-Teacher-assessed Coursework**
  For the A Level Music qualification, students complete Components 3, 4 and 5 in Upper Sixth.
- **Component 3 - Performing**: Students will be required to perform music that reflects a single focus from any tradition.
- **Component 4 - Composing**: This involves a single composition (or a group of shorter related pieces conceived as a whole) for any instrument, voice or combination.
- **Component 5 - Investigation** and Report: The topic for investigation must have a clearly discernible link with Component 3 or Component 4.

Course Content

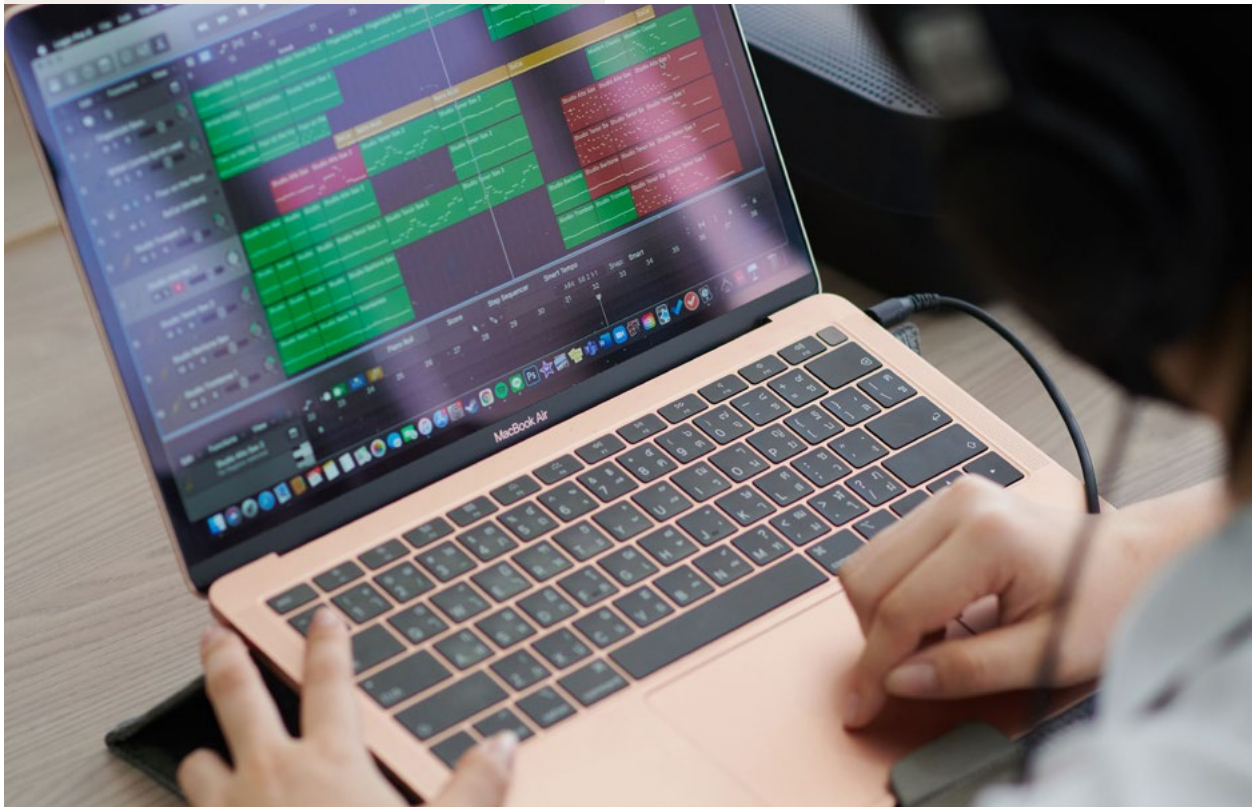
AS and A Level Music candidates develop an appreciation of, and an informed critical response to, music of the Western tradition, from at least two genres and periods. Candidates learn how to listen attentively and responsively in order to fully understand the musical processes at work. They also learn how to communicate this understanding, supporting their judgments by evidence-based argument.
As part of the course, candidates are encouraged to develop their own creative and interpretative skills through the disciplines of composing and performing in Western and/or non-Western traditions.

IGCSE requirements

Students who are beginning this course should have previously completed an IGCSE (or equivalent) course in Music and be able to play a musical instrument or sing.

Where does this course lead to?

A Level Music often leads to students undertaking an undergraduate course in Music.



"Students are encouraged to develop their own creative and interpretative skills."

AS and A Level Physical Education

Examination Board: AQA
Course code: 7582

Assessment

The AQA Physical Education syllabus is both practical and theoretical. The qualification is linear meaning students will sit all their exams and submit their non-exam assessment at the end of the two year course. The theoretical assessment consists of two written papers that are made up of a combination of multiple choice, short answer and extended writing questions. Both papers are 2 hours in length and are split into three sections; Section A, B and C (35 marks per section). Paper 1 titled 'Factors affecting participation in physical activity and sport' is worth 35% of the A-Level. Paper 2 explores the 'Factors affecting optimal performance in physical activity and sport' and is worth a further 35% of the A-Level.

The practical assessment requires students to be assessed as a performer or coach in one physical activity, supported by an analysis of performance. This is an internal assessment and is worth 30% of the A-Level.

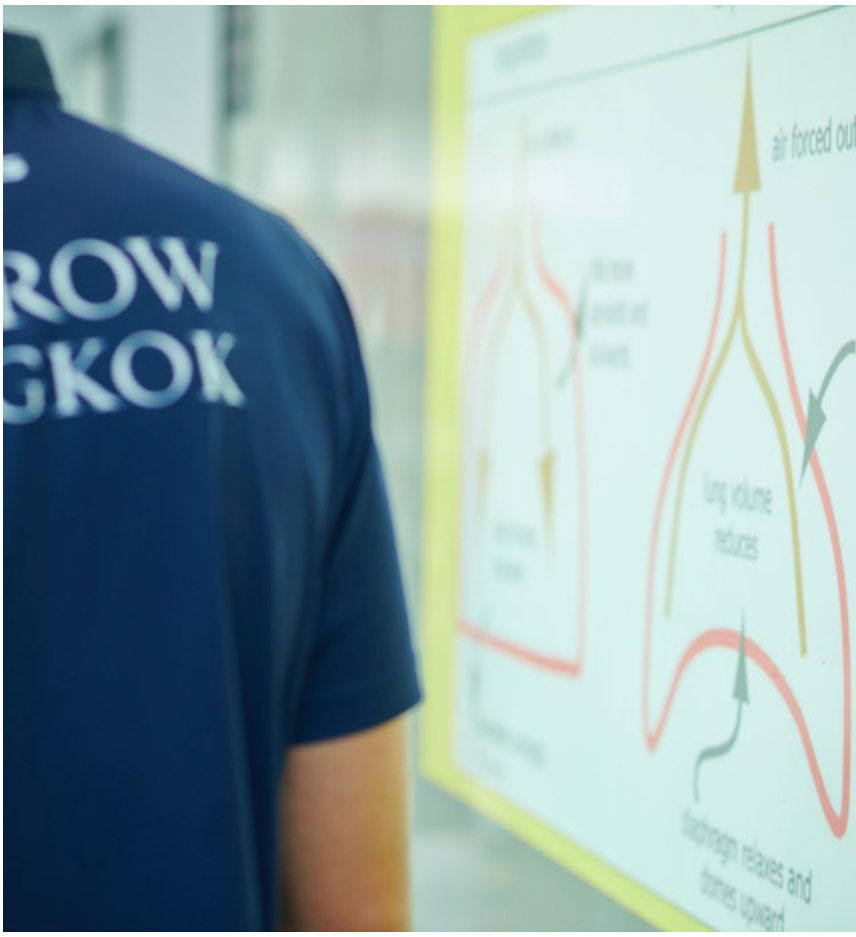
Course content

Paper 1 covers three sections:
Applied anatomy and physiology – Cardiovascular system,respiratory system, neuromuscular system, the musculo-skeletal system and analysis of movement in physical activities
Skill acquisition – Skill, skill continuums and transfer of skills, principles and theories of learning and performance, use of guidance and feedback, memory models
Sport and society - Emergence of globalisation of sport in the 21st century and sociological theory applied to equal opportunities

Paper 2 covers a further three sections:
Exercise physiology – Diet and nutrition, injury prevention and rehabilitation, biomechanical movement
Sport psychology – Psychological factors that can influence an individual such as aspects of personality, arousal, anxiety and goal setting
Sport and society and the role of technology in physical activity and sport – Concepts of physical activity, elite performance, ethics, violence and drugs in sport and the impact of commercialisation on physical activity and sport

IGCSE requirements

Typically, students will require a minimum B grade or above in IGCSE Physical Education to qualify for the A Level PE course. IGCSE/A Level Biology is preferable but not a prerequisite.



Where does this course lead to?

In addition to undergraduate Sports Science courses at universities such as Loughborough, Bath and Edinburgh, an A Level in Physical Education complements study in Biology. The understanding of the human body is applied to practical situations and enables a greater understanding of the link between Science and the body. Alumni students who have chosen a Sports Science route at University have developed interests in Clinical Exercise which involves the prescription of exercise for rehabilitation of injuries and illnesses as well as Strength and Conditioning coaching for professional athletes. This course will give students a broad understanding of the human body as well as the mind and the psychological approaches to performances which can be transferred to a range of undergraduate degrees and job areas.

AS and A Level Physics

Examination Board: Cambridge International Examinations
Course Code: 9702

Assessment

Assessment for AS and A Level Physics is by external examination only. For the AS Level, students take Papers 1, 2 and 3 in Lower Sixth.

- **Paper 1**: a 1 hour 15 minute, multiple-choice examination. This paper consists of 40 multiple choice questions, all with four options based on the AS Level syllabus content.
- **Paper 2:** a 1 hour 15 minute, structured questions examination. This paper consists of a variable number of questions of variable mark value.
- **Paper 3:** a 2 hour Advanced Practical Skills examination. This paper requires candidates to carry out practical work in timed conditions. The paper will consist of two experiments drawn from different areas of physics.

For the full A Level, students take Papers 4 and 5 in Upper Sixth.

- **Paper 4:** a 2 hour A Level structured questions examination. This paper consists of a variable number of questions of variable mark value.
- **Paper 5:** a 1 hour 15 minute, Planning, Analysis and Evaluation examination. This paper consists of two questions of equal mark value based on the practical skills of planning, analysis and evaluation.

Course content

During Lower Sixth, students sit the AS Physics course which covers: Newtonian mechanics, Electricity, Waves and Matter.
Upper Sixth students study a comprehensive range of undergraduate courses: Quantum, Nuclear, Periodic Motion, Gravitational and Electrical Fields, Electromagnetism, Thermal Physics and Applied Physics (Medical and Astro Physics)

IGCSE requirements

Successful students must achieve at least a B grade at IGCSE Physics. Ideally students should study A Level Mathematics to access the content of the Physics curriculum

Where does this course lead to?

Physics is the ultimate expression of using Mathematics to predict the behaviour of the world around us. It is little wonder that it is the basis of all Engineering disciplines as it allows us to calculate exact causes and precisely measured effects to all aspects of our society and beyond. The A Level Physics course will develop your problem solving and mathematical skills to undergraduate level and forms an outstanding preparatory course for those who wish to study a Physics-based course at the top universities.
“Follow the evidence wherever it leads, and question everything. Accept these terms, and the cosmos is yours.” - Neil deGrasse Tyson

AS and A Level Psychology

Examination Board: Cambridge International Examinations
Course Code: 9990

Assessment

Students are assessed through four examination papers that focus on specific topics in the qualification. For the AS Level Psychology qualification, students take Papers 1 and 2 in Lower Sixth.

Paper 1: a 1 hour 30 minute examination which assesses content from social psychology, memory and psychopathology. It makes up 50% of students' overall grade at AS Level and 20% of the A Level qualification.

Paper 2: a 1 hour 30 minute examination which assesses content from biopsychology, development and research methods 1. It also makes up 50% of students' overall grade at AS Level and 20% of the A Level qualification.

For the full A Level Psychology qualification, students take Papers 1 and 2 in Lower Sixth followed by Papers 3 and 4 in Upper Sixth.

Paper 3: a 1 hour 30 minute examination which assesses content from the psychology of sleep, schizophrenia and research methods 2. Paper 3 makes up 30% of the A Level qualification.

Paper 4: a 1 hour 30 minute examination which assesses content from scientific approaches in psychology, issues and debates in psychology and applied psychology: work and the individual. Paper 4 also makes up 30% of the A Level qualification.

Course content

The course consists of four units: Unit 1 Introductory topics in psychology: Unit 2 Biopsychology, development and research methods 1: Unit 3 Advanced topics and research methods 2, Unit 4 Approaches and application.

Psychology is the study of human behaviour. The AS Psychology course allows students to explore how the behaviour of individuals is affected by others, in terms of obedience and conformity, and students investigate memory, learning how to use it more effectively and questioning its accuracy. In psychopathology the causes and treatments of phobias and depression psychology are studied from a learnt behaviour perspective while biopsychology takes the opposite approach in looking at the influence of brain structure, neurotransmitters and hormones on behaviour. Finally, students explore cognitive development in childhood and the range of research methods utilised by psychologists.

At A2 Level, students study new material on the psychology of sleep, theories and treatments of schizophrenia, and add to their understanding of research methods. The final unit looks at the world of work including workplace stressors, group dynamics, theories of motivation and effective communication. It also brings together competing approaches in psychology (learning, cognitive and biological) and overarching issues and debates such as the extent of free will, whether nature or nurture is the key determinant of human behaviour and if psychology can be considered a science.

Throughout the course students learn about competing psychological theories and develop their ability to analyse and evaluate the overall worth of research. Students also apply this knowledge to a range of novel situations, enhancing their understanding of the world around them. Finally, as psychology is rooted in actual research evidence, students develop their practical skills through collaborating in the design, implementation, analysis, evaluation and reporting of their own investigations through a range of methods including questionnaires, experiments, correlational analysis and observation.

IGCSE requirements

Strong grades in IGCSE English and IGCSE Biology would be beneficial to students studying Psychology. Students are not required to have studies Psychology at IGCSE to choose it as AS Level.

Where does the course lead to?

Psychology is relevant to many future careers. Students develop advanced research skills through planning, implementing, analysing, evaluating and reporting on their own practical investigations. They also learn about a wide range of established psychological theory which they are encouraged to apply to everyday contexts. A Level Psychology provides a solid foundation for further study in the subject with the possibility of specialising in one of a wealth of fields from clinical Psychology (diagnosis of disorders), to education, health, sport, forensics (supporting the police force), counselling and occupational psychology (analysing behaviour in workplaces). The possibilities are numerous and it is difficult to think of career choices that Psychology would not be useful for.

The Harrow Bangkok Sixth Form aims to:

- Provide an inspiring, structured and balanced curriculum through which all Sixth Form students can develop their knowledge, skills and intellectual curiosity
- Provide the highest level of pastoral care, supporting the well-being of every student
- Support the personal development of students as members of the school and the local community, and to foster attributes of leadership and global citizenship
- Provide excellent guidance and support in preparing students for their chosen route following graduation, whether that be higher education, employment or a 'gap year'

Sixth Form experience

The Sixth Form phase is a key point of transition for students, both in the step up from IGCSE study, and in taking the next step into higher education, training or employment. The Harrow Bangkok Sixth Form takes very seriously its responsibility to provide Harrow Bangkok graduates with the foundations to succeed in and influence their chosen pathways, and become strong global leaders.

With education excellence at the heart of what we offer, the Harrow Bangkok Sixth Form provides a strong, student-focused culture of learning that values collaboration, aspiration and kindness. The pastoral care and well-being of our students is vital to your long-term success and we ensure that a holistic approach is taken

in supporting you through your Sixth Form journey. We hope that during your time in the Sixth Form you will feel valued, included and supported.

The ability and confidence to ask 'why?', to critically question and analyse, and to explore, lie at the root of both a British education and the High Performance Learning educational philosophy embraced by Harrow Bangkok. In addition to a student's academic achievement, teachers will also track and report on a student's progress in terms of Skills for Learning. The Harrow Bangkok Sixth Form experience encourages a growth towards autonomy through an independent, yet supportive learning environment and structure. Throughout your time in the Sixth Form, you will mature into young adults. In many respects, this maturity cannot be measured, but is demonstrated through increased confidence, and an awareness and understanding of the wider world and issues that transcend the narrow experience of many students in schools.

The academic rigour, high expectations and opportunities to explore your academic interests offered by the A Level model of education offer outstanding preparation for higher education, equipping students to meet the demands and independence required by undergraduate students at university.

What makes the Sixth Form experience distinct?

- The provision of high quality learning experiences and opportunities to maximize the potential of every learner
- An emphasis on personal autonomy in preparation for higher education
- Encouragement in developing the process of self-evaluation, for example in considering future options

- The Rayleigh Learning Centre, offering a bespoke centre of learning for Sixth Form students
- Increased exposure to the world beyond the school experience, for example, through co-curricular opportunities, House initiatives, community service opportunities and external speakers
- Opportunities to develop leadership skills and experience through things such as student committees, the Prefect team and House leadership
- A tutorial system that focuses on one-to-one support in order to provide academic and pastoral counselling
- Opportunities to develop wider learning through the Sixth Form Core, Enrichment and Extension programmes

Most importantly, the Harrow Bangkok Sixth Form contains a happy, productive and positive group of young adults who support each other within their learning community. To be part of it is to reach the pinnacle of pre-university achievement.

THE HARROW BANGKOK SIXTH FORM CURRICULUM

Academic wellbeing as at the centre of our ethos in the Harrow Bangkok Sixth Form.

A student's well-being and academic excellence are intertwined; wellbeing can boost students' intrinsic motivation, academic performance, and school commitment.

Academic wellbeing encompasses challenge and the ability to take risks, strengthened by security, confidence and emotional resilience. Wellbeing is essential for learners, enabling them to achieve their potential. Academic wellbeing can be seen when students:

- understand how learning activities are significant and meaningful for them
- possess a sense of control over their learning
- feel regarded, cherished, and pushed to achieve success
- experience a sense of belonging in their learning community
- play a role in building positive connections within their learning environments

Academic Wellbeing

Sixth Form Core Curriculum

3/4 AS/A Level courses	English Language Provision*	EPQ or Harrow Research Pathway HRP Research HRP STEM HRP Portfolio HRP Enterprise HRP Medics

Sixth Form Extension Curriculum
Optional timetabled cross phase extension courses

Elite University/Oxbridge Subject Extension courses
Elite University/Oxbridge Core Programme
Medics Programmes
Sports Leaders Programmes
US Essay Writing Skills
SAT English / SAT Maths Support
Uni Support: Thai / UK / USA / Europe / Other Asia

Study Support Programme

Independent Study Periods: Timetabled independent study periods in our dedicated Sixth Form Learning Centre, supported by the Sixth Form Leadership Team.

For all students in Term 2: Lunchtime and after school optional Study Support Sessions to support revision and exam preparation

For all students in Term 3: Study Support Programme replaces the more traditional 'Study Leave'

University Guidance Programme

Pastoral Curriculum and Support

The Harrow Prize

Academic Success

The Harrow Bangkok Sixth Form Core Curriculum

Students at Harrow Bangkok will all follow the core curriculum requirements of A Level courses and an independent super-curricular pathway (EPQ or HRP pathway). In addition, students who hold a passport from a non-native English language speaking country, will be required to complete an English Language proficiency test. We offer courses to support IELTS and Duolingo.

Extended Project Qualification (EQP) and Harrow Research Project (HRP) Pathways

To succeed academically, it is important for a student to have two things:

- A passion for their subject
- A capacity for self-driven learning.

Through the exploration of the super-curricular, students can be more confident in decisions they are making about their future, and be better prepared for further study.

Exploration of the super-curricular helps students to:

- demonstrate enthusiasm and curiosity for their subject
- increase their capacity to be an autonomous learner
- be more purposeful in their future pathway decision making
- enhance their university applications
- expand their knowledge and understanding of, and love for, their academic areas of interest

As part of their Sixth Form Core Curriculum, every Year 12 student will complete an independent academic project through following the EPQ (Extended Project Qualification) or one of the Harrow Research Project (HRP) Pathways. These curriculums promote super curricular opportunities, intellectual curiosity and academic skills development, better readying our students for higher education and to face challenges of the 21st century.

The Sixth Form Core Curriculum requires all Year 12 students to embark on a super-curricular pathway of their choosing.

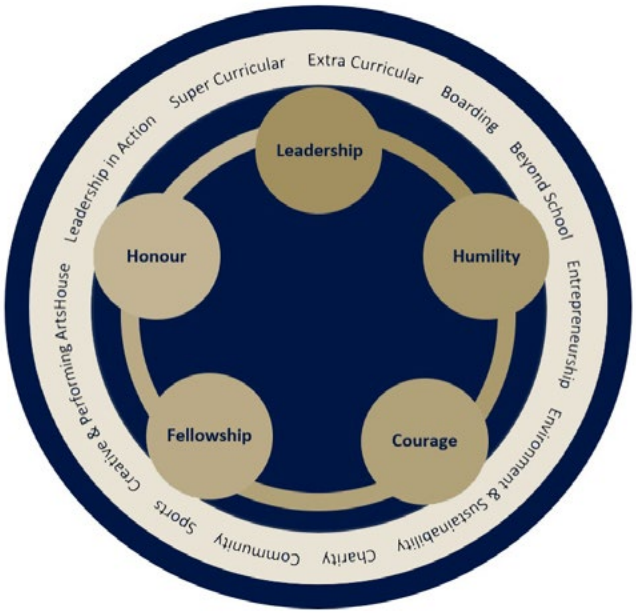
EPQ	HRP Research	HRP STEM	HRP Portfolio	HRP Enterprise	HRP Medics
Level 3 qualification 30 hours Taught Element Independent project 5000 essay / artefact + 1000 words Production Log (structured research journal) Formal presentation Academic supervisor Completed over 4 terms	Research & academic writing skills Independent research 1000 word analytical essay Presentation Reflective vlogs Completed in 2 terms	Project based Focused on STEM super-curricular Opportunity to specialize in Biochemistry, Design Engineering or Applied Maths Portfolio of projects Presentation Completed in 2 terms	Research skills Portfolio development skills Independent portfolio development Exploration of designers and artistic influences Presentation Reflective vlogs Completed in 2 terms	Applied business skills Development of a business proposal Bring a product to market Critical Thinking and analytical skills Presentation Completed in 2 terms	Research & academic writing skills Focus on medical ethics and medical research Debates and critical discussions 1000 word analytical essay Presentation Reflective vlogs Completed in 2 terms

The Harrow Bangkok Sixth Form Extension Curriculum

In order to support the aspirations of our Sixth Form students, and to develop particular academic pursuits tailored to individual students, we offer Sixth Form Extension Curriculum options in addition to the Sixth Form Core curriculum.

These take the form of weekly lessons and include:

- Oxbridge & Elite Universities Core Programme
- Oxbridge Subject Extension (covering different subject areas)
- Medics Programmes
- Sports Leaders Programmes
- US Essay Writing Skills
- SAT English / SAT Maths Support
- Uni Support: Thai / UK / USA / Europe / Other Asia



The Harrow Prize

The Harrow Prize is a Sixth Form award that promotes Harrow Values and Leadership Attributes whilst encouraging students to broaden their experiences and embrace the opportunities open to them. It celebrates the impact Harrow Bangkok Sixth Formers have on their self-development, others around them, and their wider communities.

The Harrow Prize enables students to drive the focus of their experiences and contributions, allowing for either depth or breadth from each student. It values quality over quantity, inviting students to reflect on the impact they have had.

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The Harrow Prize will be awarded at Pass, Merit or Distinction level. Students must identify distinct experiences/contributions/aspects of a role to demonstrate each value. In Term 2b of Y13, students can nominate themselves for consideration of the Distinction Level by submitting an additional statement reflecting on the impact they have had during their time in the Sixth Form, whether that be on themselves, others or the community. Teacher commendations in Year 13 will supplement their award.

University Guidance provision at Harrow Bangkok

Careers and university guidance is an integral part of student development at Harrow Bangkok. The Careers and University Guidance Department strives to inspire students with a positive attitude and to raise career aspirations. We aim to prepare students for life after school and make sure they develop into independent adults who thrive in a university or work environment. This is achieved through the provision of a planned programme of careers education, information and guidance for all students in the Sixth Form. As 98% of our students progress to university, the main focus of our Careers & University Guidance Programme is on university guidance and preparing students for different career paths achieved through university education.

The Sixth Form Careers and University Guidance Programme includes a comprehensive structure over two years, exploring options and developing skills in Year 12 and moving on to focused support in Year 13. In particular, at the end of Year 12, students will participate in a 'Next Steps' programme which includes detailed information on the application processes for a variety of different destinations, along with a focus on the super-curricular to support thoughtful consideration of university course choices.

Year 9
What are my interests?

Finding out about interests
- How interests and preferences link to career themes
- IGCSE Options Support

Year 10
Who am I?
What can I do?

Finding out about skills, personality styles and career options
- Careers Programme taught through the Futures curriculum (focus is on careers exploration and CVs)
- Unifrog careers platform: personality styles, skills, interests and work environment preferences

Year 11
What can I study?

Finding out about university subjects and options
- Careers Programme taught through the Futures curriculum (focus is on university and subject exploration)
- First Steps Programme (introduction to University destinations)
- Unifrog careers platform
- A Level Options Support
- Work Experience

Year 12 & 13
Where shall I go?
How do I get there?

Comprehensive programme focusing on exploring university options and equipping students with the tools and information needed to make successful applications:
- Unifrog careers platform
- Workshops & Uni support lessons
- Medics and Oxbridge Programmes
- IELTS and SAT support classes
- 1-1 Guidance Meetings
- Next Steps Programme
- Application support
- Mock Interviews

Career events, Alumni visits, University visits, University fairs and panels
Super-curricular exploration
Parent Coffee Mornings and Workshops

Nearly all Harrow Bangkok students move on to university with most attending their first choice universities. Our students apply to universities across the world including the UK, the USA, Canada, Thailand, Australia, Japan, Europe and many other global destinations. Our staff are experts in providing individual support and advice on all major destinations worldwide.

Students have access to a range of resources through the Careers and University Guidance Library, our online Guidance Resource Hub and Unifrog, our online careers platform. A key strength of our programme is the access to university lecturers and admissions representatives that Harrow Bangkok students have. We have many worldwide universities visit us, ensuring that our students receive the most up to date information.

The Careers and University Guidance Department, along with the Sixth Form Team, has an open door policy. All students receive a one-to-one careers interview in Year 12 to formulate their individual action plan. Drop-in clinics are offered for students to receive help on university choices, writing personal statements and personal essays. There are bespoke workshops, PSHE sessions and the Next Steps Programme at the end of Year 12. We are confident that the personalised support and advice available in our Sixth Form will prepare our students for their future career and university life.

International Old Harrovians Bangkok

Music Chinkulkitniwat-Class of 2008

- Studied at Harrow Bangkok for 5 years
- Read Bachelor of Laws at Warwick, UK
- Now working as a lawyer at an international law firm in Thailand

'Harrow Bangkok was and still is a home for me. Ten years on and the then school motto is still very true; Harrow Bangkok is the place that teaches and trains you 'to be the best that you can be'.'

Alex Emms-Class of 2011

- Studied at Harrow Bangkok for 4 years
- Read Computer Science at University College London
- Co-founded (with another Harrow Bangkok alumni) and working as Chief Technology Officer for a medical industry blockchain technology project and a not-for-profit blockchain event company.

'The Harrow Bangkok years made me the person I am today - the support I had from the teachers as well as friends, the way we were treated as young adults to help us prepare for the next stages of life but most importantly the friends I made. We had fun both in and out of school.'

Sabrina Liang-Class of 2015

- Studied at Harrow Bangkok for 6 years
- Read Statistics, Economics and Finance at University College London
- Working as a Treasury analyst at Barclays Bank, London

'Harrow Bangkok was like a second home to me; the people, the sports field, the boarding house. I liked how students develop very close relationships with all teachers. I have met many people who went to Harrow (Bangkok, UK, Beijing and Hong Kong) at university and work and one girl from Harrow Beijing has become one of my best friends - I feel there is a sense of connection between Harrovians.'

Poon Peetathawatchai-Class of 2018

- Studied at Harrow Bangkok for 15 years
- Reading Mathematics and Computer Science, Cornell University, USA.

'I really grew up alongside Harrow Bangkok, and saw how it evolved over the years. Harrow Bangkok shaped the person I am today and was the perfect balance between the academic and the extracurricular; between developing discipline and having the freedom to take the initiative.'

Uno Samranyoo-Class of 2017

- Studied at Harrow Bangkok for 13 Years
- Read Economics at the London School of Economics and Political Science (LSE), UK

'Harrow Bangkok was a great time to explore anything and everything. It was a time I discovered myself and prepared myself before encountering the real world.'

Belle Suwanpotipra-Class of 2012

- Studied at Harrow Bangkok for 2 years
- Read a Bachelor of Music in Piano Performance at University of North Texas, USA, Master's in Piano at University of Southern California, USA and currently taking a doctoral degree in Music (Piano) at the University of Maryland, USA. Also working as the music school's class piano coordinator and teacher and performing recitals and concerts in the US and Thailand.

'I have Harrow Bangkok to thank for all the opportunities that came after I graduated. As a Harrow Bangkok music scholar, I was immersed in various musical activities that made me a better-rounded musician, I made great lifelong friends and still keep in contact with the teachers and staff at Harrow Bangkok.'

Numtip Techalapanarasme-Class of 2016

- Studied at Harrow Bangkok for 11 Years.
- Read Economics at the University of Cambridge, UK.

'Harrow Bangkok offered so many opportunities and memories for me both inside and outside the classroom. The activities organised by the Leadership in Action team in particular really pushed me outside of my comfort zone.'

Janry Yuktanand-Class of 2013

- Studied at Harrow Bangkok for 10 years
- Read at London College of Fashion, UK then Bunka College of Fashion, Tokyo, Japan
- Now working as an active wear designer in Tokyo.

'Harrow Bangkok is the place that created who I am today. I learned many different aspects of life via the trips and expeditions that took me out of my comfort zone. The time spent with friends was unforgettable and irreplaceable. The international community has always been the basis of my global vision and most of all, enhanced my career opportunities. It's the best time of your life, the place that will get the most out of you.'

Frequently Asked Questions

Why study A Levels?
A Levels are academically rigorous and challenging and give you an opportunity to focus in greater depth subjects you are passionate about in preparation for undergraduate studies after Year 13. Students are free to choose their A Level courses. A Levels are the gold standard of a British education and are globally recognised for direct admission to highly competitive universities in the UK and anywhere else in the world.

What is the difference between 'linear' and 'modular' A Levels?
Modular A Levels allow students to sit examinations for small chunks of their course at various points over the two-year A Level course. Students sit AS Levels (half an A Level) at the end of Year 12 and this counts towards the final grade in Year 13. The modular system allows resits, with the best score counting towards the final grade.

Linear assessments occur when a student sits all their examinations at the end of two-year course, with no opportunity for resits.

At Harrow Bangkok, most of our subjects follow a modular A Level model which allows our students to complete AS Levels at the end of Year 12 and resit some modules during Year 13 to improve their performance where needed.

A Level reform in the UK in recent years has meant all UK schools must now follow a linear model of A Levels. Only international schools are allowed to choose between linear and modular models. Linear and modular A Level are treated equally by universities globally. We follow Cambridge International Examination Board (CIE), Pearson Edexcel International Examination Board and Oxford International AQA Examination Board.

Should I study three or four A Levels? Is it better to have higher grades in three A Levels than slightly lower grades in four?
Universities in the UK only ever require three subjects in one sitting and conditional offers are normally three-grade offers, although those taking four A Levels may receive a four-grade offer, especially if they are studying Mathematics and Further Mathematics and have taken one of their subjects a year early. There is no requirement for students to take four A Levels, but some students who have performed well at AS Level may wish

to continue to study four A Levels to benefit from the greater academic enrichment, variety and to challenge themselves academically in preparation for the demands of vigorous undergraduate study. Some students may be unsure of their future destination and therefore may wish to continue with four subjects to keep their options open.

The majority of students in Year 13 prefer to study 3 A Levels and focus their time on maximising their performance and aiming for top grades in three subjects.

We individually advise all student to find a suitable programme of study to meet their academic interests and requirements.

What facilities does the school have for Sixth Form students?
Harrow Bangkok has a superb purpose-built Sixth Form centre, called the Rayleigh Learning Centre where students can relax and study during the school day. Many specialist A Level lessons, such as Media Studies, Geography, Psychology and Economics take place in the Rayleigh Learning Centre classrooms. Students have full access to high-quality specialist Science laboratories, library, Creative Arts facilities and Sports facilities. Sixth Form students are encouraged through our learning environments to develop the skills needed for more independent study as they prepare for university and beyond.

What links do you have with other schools?
Harrow School London has, since 1572, provided a prestigious education for pupils from Year 9 to Year 13. We have close ties with Harrow London and with our sister schools in Asia: Hong Kong, Shanghai and Beijing. We host cross-school events during the school year ranging from the London based Fifth Form Conference held annually in June, to scholar's conferences in Bangkok. We are members of FOBISIA, BISAC and SEASAC and this provides many opportunities for inter-school sports events and activities such as Model United Nations conferences.

What leadership and co-curricular activities do you offer in the Sixth Form?
Sixth Form students have a wide choice of opportunities on offer, including sports, charity and volunteering, Model United Nations, art, music, expeditions, Sports Leaders Award scheme, Duke of Edinburgh's International Award scheme and academic societies. Many students in the Sixth Form take on leadership roles within our House system and are members of our many Student Committees. During Year 12, students can apply to become Senior Student Leaders in their final year at Harrow Bangkok. Our leadership programme provides a breadth of opportunities supporting the importance we place on holistic education and to prepare our students with the transferable skills needed for life beyond Harrow Bangkok.

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version 05.10.2026

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Educational Excellence *for* Life and Leadership

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