

**SHREWSBURY**  
INTERNATIONAL  
SCHOOL

BANGKOK • RIVERSIDE

YEARS

**10-11**

IGCSE

# Key Stage 4 (IGCSE)

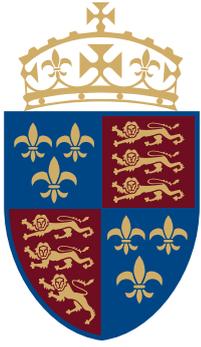
**CURRICULUM GUIDE  
2020-22**

Exceptional People

Outstanding Opportunities

Academic Excellence





# SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK • RIVERSIDE

## Mission Statement

*Intus si recte ne labora – if the heart is right, all will be well*

Shrewsbury International School offers an inspirational English language education for carefully selected students, caring for them in an organisation committed to continuous improvement, and providing outstanding opportunities both in and out of the classroom. We recruit the finest teachers and staff, providing them with the resources to nurture outstanding students and exemplify the pioneering spirit and traditions of Shrewsbury School. From our Junior School students, enthusiastically developing their interests and passion for learning, to our exemplary Sixth Form leaders graduating to embark on careers at the world's leading universities, Shrewsbury International School is established around its innovative, ambitious, dynamic international community.



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# Welcome from the Head of Senior

In Years 7 to 9 all students follow the same curriculum, designed to provide an introduction to a range of subjects and areas of knowledge. In Year 10 a degree of choice is introduced to allow students to develop their individual interests and talents in greater depth. Even then the curriculum is designed to provide a broad and balanced range of courses and allow students access to a wide variety of learning and teaching styles. The curriculum is adapted by staff to ensure that it is relevant, stimulating and truly international.

These adaptations ensure that our students are suitably well qualified to enter universities around the world after completing their education at Shrewsbury International School at the end of Year 13.



## Making the right choices

Few 14 year olds know exactly what they want to do when they leave school, and the career aspirations that they now have may well change over the next few years. According to research the average person should expect to change their career 3 or more times and their employer or job many more times. It is important that students make choices now that will keep open as many career paths as possible. For this reason students are strongly advised to take a broad and balanced selection of IGCSE subjects. We would encourage students to take a MFL, humanities and a creative subject, for instance. Choosing five options will allow students to study 10 or 11 IGCSE subjects, which is more than sufficient to meet the demands of universities anywhere in the world. Support is available from a number of staff to help students and their parents to make the right choices.

## Independence and initiative

The British Curriculum places increasing emphasis on students becoming independent learners able to use their own initiative. There is less emphasis on what students know – after all, with modern technology it is possible to find the answer to most questions using a mobile phone – than on the higher level skills of communicating knowledge and understanding and analysing and evaluating evidence and the sources of this evidence.

There is a temptation for students to want to know the ‘right’ answer and to rely upon tutors to drill this into them, but education is more than tutoring. All IGCSE subjects are taught by highly qualified members of staff who will guide their students throughout the course. They are adept at teaching the skills and attitudes required for successful independent learning beyond school and throughout life. Should a student find a particular aspect of a course difficult then their teachers will be able to help and advise students and their parents. I strongly encourage students to build up a dialogue with teachers and to ask for help as soon as an issue arises – knowing when to ask for help, not being afraid to admit that advice is required, is a sign of strength and an important life skill.

## Beyond the classroom

Academic study provides the tools for students not only to further their education at university, but an education for life requires far more than just book work. Whether in the Art Department, on the stage or concert hall, or on the playing field, our very talented senior students happily balance a heavy academic load with a range of You Time activities. The stimulus that these activities provide prepares students for the wider world and for university.

Shrewsbury International School works with families to ensure that students have high academic expectations, achieve success in public examinations, and discover interests that will stay with them for life. We continue to be proud to teach our students to learn, to think independently, to challenge and to discuss, rather than be treated as empty vessels to be filled with facts. Our academic success speaks for itself!

*Intus si recte ne labora*

A handwritten signature in black ink, appearing to read 'R. Millar', with a stylized flourish at the end.

Robert Millar

Vice Principal, Head of Senior

# A Guide to the English National Curriculum and Key Stages

The majority of schools in England follow a National Curriculum that is divided into Year Groups and Key Stages. Shrewsbury International School follows the English National Curriculum but adapts and develops it to meet the needs of our talented, multi-lingual, international students.

The table below outlines the way in which the school and the curriculum are divided.

Age on 31 August	Year	Curriculum Stage [Examination Course]	School [Division]
3	EY1	Early Years Foundation Stage	Junior School [Pre-Preparatory]
4	EY2		
5	Y1	Key Stage 1	
6	Y2		
7	Y3	Key Stage 2	Junior School [Preparatory]
8	Y4		
9	Y5		
10	Y6		
11	Y7	Key Stage 3	Senior School
12	Y8		
13	Y9		
14	Y10	Key Stage 4 [IGCSE]	
15	Y11		
16	Y12	Key Stage 5 [Advanced Level]	
17	Y13		

In Britain, education is compulsory for all children between the ages of 5 and 18 although clear provision is made for students between the ages of 3 to 5. Children are placed in Year Groups based on their age on 31st August of each academic year. Year Groups are based upon chronological age and progress between Year Groups is usually automatic, although students may be out of their age group for exceptional reasons. Year Groups are clustered into Key Stages and a defined curriculum is produced for each Key Stage. Throughout each Key Stage there are clear assessments to monitor and track each child's academic progress.

Students study GCSE and IGCSE subjects over the two years of Key Stage 4, from the age of 14. All students study a compulsory core of English, Mathematics and Science plus a number of optional subjects. Students normally take 8 or 9 IGCSE courses. The IGCSE examinations are a formal assessment of a child's ability in each of the subjects they have studied. Those who wish to go to university will continue into Year 12 and Year 13 (Key Stage 5, also known as Sixth Form), to follow two-year Advanced Level courses. GCSE and IGCSE are internationally recognised academic standards and used, alongside Advanced Levels, as part of the academic selection process for entry into the top universities around the world.

# The GCSE/IGCSE programme

## What are GCSEs and IGCSEs?

GCSE stands for General Certificate of Secondary Education. GCSE examinations are taken by the vast majority of students in England and Wales.

IGCSE stands for the International General Certificate of Secondary Education. It is at least of the same standard as, and in many cases is higher than, the GCSE. For many subjects it is more suited to students in International Schools where the courses and examinations will have an international flavour rather than being grounded in British situations and settings.

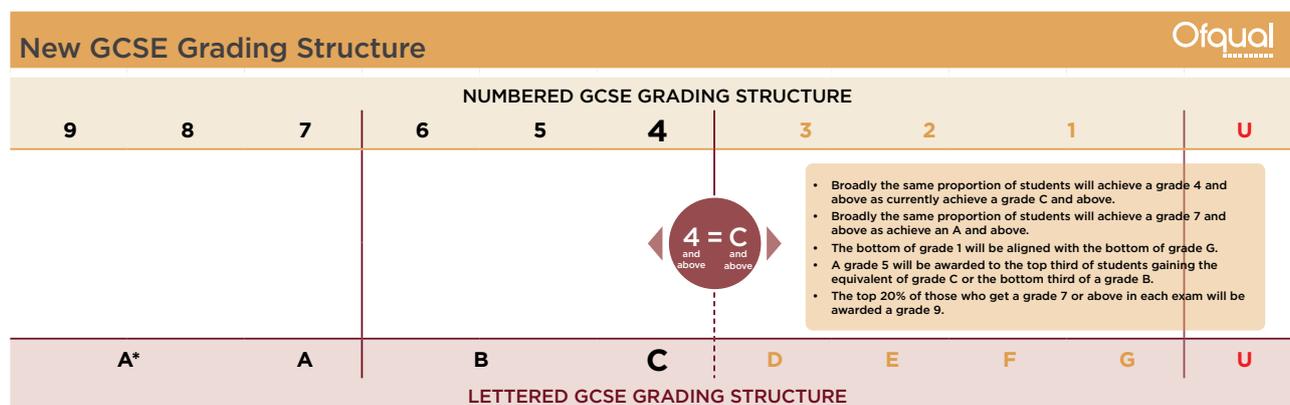
## Examination boards

There are many examination boards to choose from. Shrewsbury currently uses CIE and Edexcel, based in England. At the end of this booklet, you will find details of the exam boards and course syllabuses we use.

## Grades available

The grade range for IGCSE and GCSE examinations is A\* - G. The bottom grade is U (for an ungradeable performance). In some subjects the A\* - G range of grades may be split into two; A\*-E for the extended level course and C - G for the core level course. The grade that students can obtain will therefore depend on what course they follow and what examination they sit. This may well be decided later on in the course.

For some GCSE and IGCSE courses (Drama, Music, PE, Psychology, French, Spanish, Mandarin, Japanese, Maths and Religion, Philosophy & Ethics) there is a new numbered grading system that has been introduced by the UK government. In these courses students will receive their final grade (in the summer of 2020) as a number from 9 to 1 (with 9 being the highest grade possible). The number 4 will be equivalent to a C grade and a 7 to an A grade. The rest of the numbers are related to the A\* to G grades according to the diagram below:

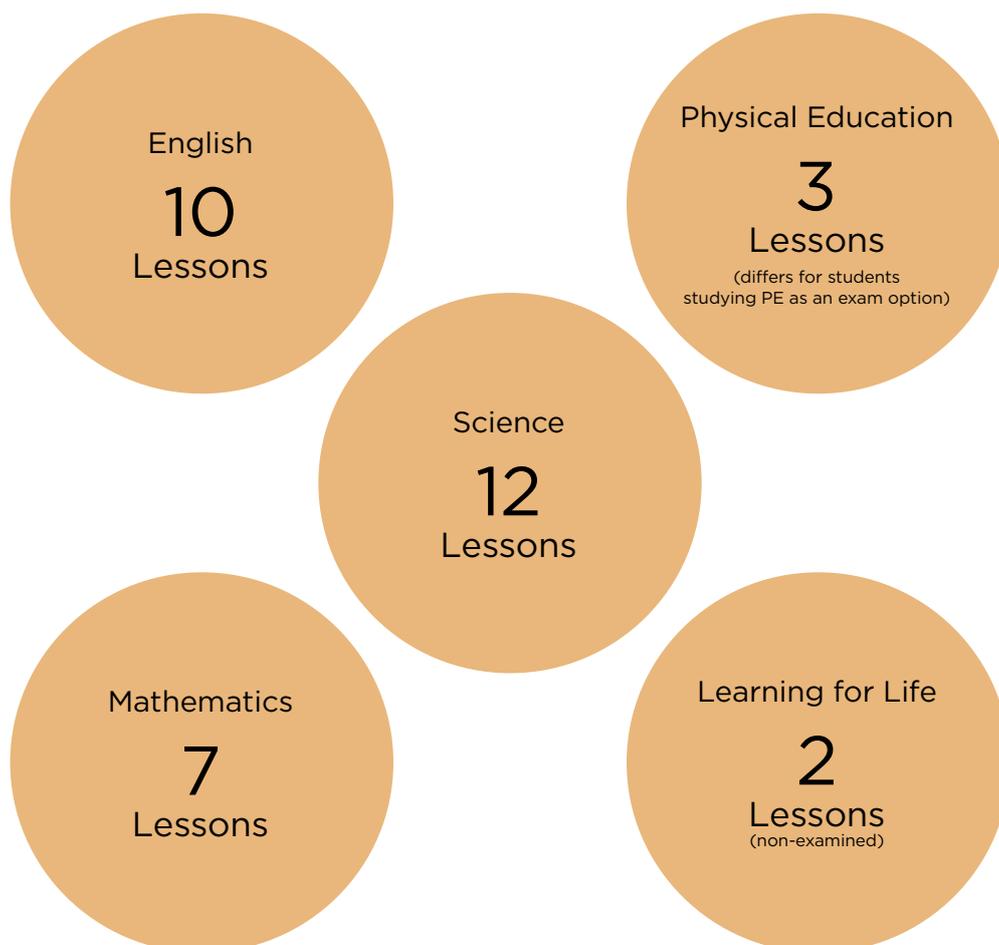


## The subjects

### Core / Compulsory Subjects

The timetable in 2020-2022 will be made up of 60 x 55 minute lessons over a 10-day cycle.

### Compulsory subjects



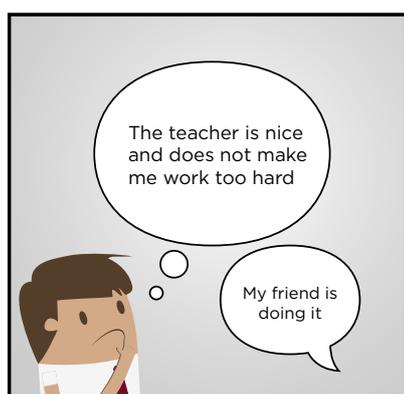
Students also choose five subjects from those on the following pages, one from each option block. Each option choice is allocated five lessons in the timetable. Thai students must choose First Language Thai. Students should read this booklet carefully and only make choices after careful consideration and discussion with their parents, teachers and other knowledgeable parties.

## Optional Studies

The table below is an example of how the option blocks may look. The final blocks may be adjusted once all students have made their choices. If a particular subject is oversubscribed it may be possible to add it to a second block although this will not always be possible.

OPTION 1	OPTION 2	OPTION 3	OPTION 4	OPTION 5
French	Art	Business Studies	Business Studies	Art
Mandarin	Business Studies	DT (Resistant Materials)	DT (Resistant Materials)	Geography
Spanish	DT (Graphic Products)	Drama	Economics	Music
Japanese	Drama	History	Geography	PE
Thai	Economics	Psychology	Computer Science	Psychology
	History	Thai	Religion, Philosophy & Ethics	Thai
	Thai			

### Poor reasons for choosing an option.



### Good reasons for choosing an option.



## Who do I contact for further details?

Please contact Mr. Robert Groves, Assistant Principal (Academic), for more information on the curriculum, at [robert.g@shrewsbury.ac.th](mailto:robert.g@shrewsbury.ac.th)

# A Typical Timetable

At Shrewsbury we work on a 10-day timetable cycle. Every Monday throughout the academic year will either be Day 1 or Day 6 in the cycle. The day starts with morning registration where students meet up in their Form room with their Form Tutor. There are four lessons in the morning each of 55 minutes. Afternoon registration for seniors is just prior to lunch. There are two more lessons in the afternoon and a short break before the You Time and Excellence programmes begin.

DAY	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	YOU TIME
1	English		French	Science	DT	Maths	
2	Geography		Science		Maths	French	
3	Geography	History	Computer Science		Science		
4	Maths	Science	Science	French	Science	Computer Science	
5	Assembly	English	English	Maths	Science	PE	
6	Geography	French	English	Computer Science	DT	PE	
7	History		English	DT	Science		
8	Computer Science	Geography	History	Learning for Life	English	French	
9	Science	PE	English		Maths	History	
10	Maths		Science	DT	Learning for Life	DT	

## An Overview of Year 10 and Year 11

		YEAR 10	YEAR 11
TERM 1	August	<i>(Late August)</i> GCSE and IGCSE courses begins	
	September		
	October	1 week residential. In recent years this has been in Northern Thailand near Chiang Rai. Group A	Transition Evening: an introduction to Sixth Form
	November		
	December		
TERM 2	January	1 week residential. In recent years this has been in Northern Thailand near Chiang Rai. Group B	Mock examinations in all subjects
	February		Futures Meetings (career guidance)
	March		Preliminary choices made for A Level
TERM 3	April		
	May		<i>(May/June)</i> GCSE and IGCSE Examinations
	June	End of Year internal assessments taken in all subjects. Some Year 10 Mathematics students take the IGCSE exam.	1 week residential and Sixth Form induction
AFTER THE END OF TERM	August		IGCSE results published

Grade reports, full written reports and parent consultations occur on a regular basis throughout Year 10 and Year 11.



# CORE SUBJECTS

# ENGLISH LANGUAGE

English is vital for communicating with others in school and in the wider world, and is fundamental to learning in all curriculum subjects. In studying English, students develop skills in speaking, listening, reading and writing. They learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.

## First Language English

### Course outline

Students who study First Language English have a high level of language proficiency. The course is designed to develop students' understanding and responses to different types of writing drawn from a variety of sources, both fiction and non-fiction, and different periods of time. Students will be expected to understand and collate implicit and explicit meanings from texts and learn how to make inference when reading a text independently. Students will also be expected to develop their writing in a variety of contexts, using a varied and sophisticated range of styles and conventions.

### Assessment

50% of the final grade is based on a portfolio of the candidate's work (around 3,000 words in total) which is sent to the examination board for appraisal in April of Year 11.

50% of the final grade is based on a two-hour examination where students read unseen texts and write about their interpretations and the writers' use of language (three questions on three unseen texts).

## English as a Second Language

This subject is suitable for students whose first language is not English, but who use it as their language of study. The course is designed to develop better communication in English, in reading, listening, writing and speaking, and to develop an awareness of the nature of language learning and language learning skills.

## Course outline

Students need to show they understand different texts in English across a range of topics. Students learn how to take guided notes and write concise summaries of texts, and to express their thoughts, feelings and opinions in a number of different styles of writing. Developing accuracy in the uses of grammar, syntax and expression are also key components of the study of English as a Second Language. Talk is essential, and students are expected to engage in different types of discussion in all lessons.

## Assessment

70% of the final grade is based on a 2-hour examination where students answer a number of questions on unseen texts and write in response to different types of extended writing tasks.

30% of the final grade is based on a listening examination (50 minutes).

There is also a compulsory speaking examination (10 – 15 minutes) for which a separate grade is awarded.

## Who do I contact for further details?

Ms. Emily Rawes, Head of English – [emily.r@shrewsbury.ac.th](mailto:emily.r@shrewsbury.ac.th)

# ENGLISH LITERATURE

Through the study of Literature, students learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction texts, gaining access to the pleasure and world of knowledge that reading offers. Looking at the patterns, structures, origins and conventions of English helps students understand how language works, and to appreciate and interpret the choices made by a range of different writers.

## Course outline

English Literature complements the study of English Language, and any subject where students are asked to analyse writing and present cogent arguments. In their study of Literature, students read, interpret and evaluate different texts such as novels, poetry and plays. They will develop an understanding of literal and implicit meaning, relevant contexts and of the deeper themes and attitudes that may be expressed in writing. Students will learn to recognise and appreciate the methods in which writers use English in different ways to achieve a range of effects. A key element of the study of Literature is students' responses to what they read: discussion of ideas is integral to the study of Literature, and students are encouraged to present informed, personal responses to what they study, both verbally and in writing.

Students will read a range of interesting and diverse literary texts mostly from the 19th and 20th Centuries, and write essays exploring some relatively complex concepts.

## Assessment

25% of the final grade is based on a coursework portfolio (approximately 2,000 words) which is sent to the examination board for appraisal in April of Year 11. The portfolio is designed to show a wide reading of, and a personal response to, novels, poetry and plays.

75% of the final grade is based on 2 examinations:

- an 'open book' examination on Drama (45 minutes).
- a 'closed book' examination on Poetry and Prose ( 1 hour 30 minutes).

## Who do I contact for further details?

Ms. Emily Rawes, Head of English — [emily.r@shrewsbury.ac.th](mailto:emily.r@shrewsbury.ac.th)

# MATHEMATICS

At Shrewsbury, all students in Years 10 and 11 must study IGCSE Mathematics. This is a two-year course leading up to two examinations in May/June of Year 11.

The IGCSE syllabus (EdExcel 4MA1) follows on extremely closely from the Year 9 scheme of work, and so mastery of the topics covered in Year 9 will put students in the best place to succeed in the IGCSE course.

Continuing on from Years 7 to 9, students will have seven taught periods per cycle; lessons will be varied and will include enrichment opportunities.

## Course outline

Throughout Years 10 and 11, students will review and extend their understanding of number, algebra, data and shape.

Algebra is the key topic at IGCSE and mastering this will provide the grounding needed for progression to A-Level. Students will build upon the work covered in Year 9 and develop their ability to solve quadratic equations, manipulate expressions and solve simultaneous equations. They will also be introduced to calculus and functions.

Students will also investigate and use geometrical relationships in both two and three dimensions. These will include: angle, Pythagoras' theorem, trigonometry, vectors, area and volume. Students will also meet trigonometric graphs and be exposed to examples of their real-world applications.

Successful candidates in IGCSE Mathematics are able to answer questions that require them to recall, apply and interpret mathematical knowledge, using combinations of skills and techniques.

The full syllabus and a list of topics can be found on Firefly page for mathematics.

We aim to have the vast majority of the teaching content completed by the end of the first term of Year 11. In the second term, we run a rigorous programme of revision, including a schedule of past papers and a whole year group revision morning.

## Early Entry

Some pupils may be selected to follow an accelerated pathway. These pupils will sit their IGCSE Mathematics examinations one year early, at the end of Year 10, having followed the Year 10 curriculum in Year 9 and the Year 11 curriculum in Year 10.

In Year 11, students who have followed the accelerated pathway, will have the opportunity to study IGCSE Further Pure Mathematics (EdExcel) which will lead to an additional IGCSE.

We strongly advise against any student who is not following the accelerated pathway, from sitting their IGCSE early; universities do not look kindly upon this and it generally has a negative impact on their preparation for A-level. We do have a rigorous revision programme that not only prepares students for the IGCSE, but also helps them to understand the underlying concepts so that they can make good progress at A level.

## Assessment

There is no coursework component for the EdExcel IGCSE Mathematics. Assessment will consist of two equally weighted written examination papers, each of which is two hours in length. A calculator will be permitted for both papers. All students will be graded on the 9-1 scale.

Most students will follow the Higher tier curriculum and are eligible for grades 9 to 3. In some cases, we will enter students for the Foundation tier course where students can achieve grades 4 to 1.

## Who do I contact for further details?

Mr. Christopher Redman, Head of Mathematics — [christopher.r@shrewsbury.ac.th](mailto:christopher.r@shrewsbury.ac.th)



# SCIENCE

At Shrewsbury International School students study either IGCSE Co-ordinated Science or IGCSEs in three separate sciences, based on ability and personal preference in. Both courses are taught in mixed ability classes in Year 9 and are taught over three years by three specialist teachers in Biology, Chemistry and Physics.

## Course outline

The Co-ordinated Science syllabus has been designed to set the content, ideas, skills, processes and applications of science in the broadest possible contexts. It sets out to make the students continuously aware of the relationships between the main areas of science while allowing the subjects to keep their own identities.

In Year 10, those students who shown exceptional ability in all these sciences in Year 9 may continue to study all three sciences as separate IGCSE courses. These courses cover the subjects in greater depth and those students will end up with three IGCSE grades at the end of Year 11. Those continuing with the Co-ordinated Science program will still be able to pursue any of the three sciences at A level, provided that they achieve the necessary grades. These students will end up with two IGCSE grades at the end of Year 11.

Experimental work is an essential component of all sciences and is fitted into the courses at every available opportunity.

The courses are taught in a series of modular topics which are tested internally at the end of each topic or topic group. This gives regular feedback to students, teachers and parents on a student's progress in an individual topic, subject or the course as a whole.

## Assessment

External assessment is in the form of three written examinations:

### **IGCSE Biology, IGCSE Chemistry and IGCSE Physics (separate)**

- Paper 2- a multiple choice paper lasting 45 minutes, based on extension work. This paper will be weighted at 30% of the final total mark.
- Paper 4- a 1 hour 15 minutes paper consisting of short-answer and structured questions. This paper will be weighted at 50% of the final total mark.
- Paper 6- a 1 hour paper designed to test familiarity with laboratory based procedures. This paper will be weighted at 20% of the final total mark.

## IGCSE Co-ordinated Science

- Paper 1 - a multiple choice paper lasting 45 minutes, based on core work only. **OR**

Paper 2 - a multiple choice paper lasting 45 minutes, based on extension work. This paper will be weighted 30% of the final total mark.

- Paper 3 - a two-hour core theory paper of short answer and structured questions, designed to discriminate between grades C and G, **OR**

Paper 4 - a two-hour paper consisting of short answer and structured questions designed to discriminate between A\* and C. This paper will be weighted 50% of the final total mark.

- Paper 6- a 1 hour paper designed to test familiarity with laboratory based procedures. This paper will be weighted at 20% of the final total mark.

## Grading

The grades awarded for Co-ordinated Science are double grades, i.e. the students will receive 2 grades for Science e.g. A\*A\* or AA or BB (and so on).

There are three papers for each of the separate sciences (9 in total) and grading for each of the subjects ranges from A\* to G/U, giving three grades in total.

## Who do I contact for further details?

Mrs. Laura Garcia, Director of Science — [laura.g@shrewsbury.ac.th](mailto:laura.g@shrewsbury.ac.th)



# LEARNING FOR LIFE

Learning for Life is a programme of study that is taught to all students across Key Stage 3 and 4, by two Lead Subject Specialists. In the UK, this curriculum programme is referred to as Personal, Social, Health Education (PSHE).

PSHE is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and to prepare them for life and work in the modern world.

At Shrewsbury International School, Learning for Life equips pupils to live healthy, safe, productive, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving personal wellbeing. A critical component of our Learning for Life programme is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Our Programme of Study is based around three broad themes within which there is a broad overlap and flexibility:

- Core Theme 1: Health and Wellbeing
- Core Theme 2: Relationships
- Core Theme 3: Living in the Wider World

The Learning for Life Programme of Study also aims to develop student's spiritual, moral, cultural and social development. Students are expected to develop their knowledge and understanding of different world religions, philosophy and ethics through the inclusion of Religious Education.

Our Higher Education Team, teach Year 9-11 the Pathways/Futures units during Learning for Life lessons and Tutor time. These units aim to support higher education applications and guide students to make informed decisions about their futures and develop career options..

Our school is committed to providing the highest quality Learning for Life education, therefore, we follow the guidance of the PSHE Association to best inform our learning and teaching practices. However, we also select content and topics that are appropriate and relevant to our students within the international school community here in Thailand.

## Assessment

Students are expected to demonstrate their learning and development in a number of ways. It would be inappropriate for Learning for Life to be about passing or failing given the nature of the content covered. To assess student engagement and progress in the subject, students will be expected to complete 'Review and Reflect' style assessments and will be given an attitude to learning grade at the end of each unit of work.

## Who do I contact for further details?

Ms. Catherine Garnett, Head of Learning for Life and Religion, Philosophy and Ethics — [catherine.g2@shrewsbury.ac.th](mailto:catherine.g2@shrewsbury.ac.th)



# OPTIONAL SUBJECTS

# ART & DESIGN

The creative industry is the fastest growing sector in the UK, where most employers are seeking graduates who possess a creative mind. Art and Design complements all other subjects on the curriculum as it offers students the opportunity to develop many transferable skills such as creative problem solving, concept development, inventiveness, organisation, communication, self confidence and teamwork.

An education in Art and Design is essential for anyone interested in a creative career such as architecture, graphic design, product design, medical illustration, textiles, fashion design, jewellery design, furniture design, ceramic design, interior design, photography and publishing as well as the fine arts of painting and sculpture.

## Course outline

The Cambridge IGCSE Art and Design syllabus provide opportunities for you to develop a range of skills, to stimulate aesthetic awareness and to deepen your knowledge and critical understanding of art. A personal and independent perspective is encouraged at all times. The course is split into two components, which are completed and examined in Year 11. Firstly you will complete Component 1: Coursework followed by Component 2: Examination.

The syllabus is designed to accommodate a wide range of abilities, materials and resources. It will help you to become good at developing your own ideas through many Art processes and techniques. Year 10 is a foundation course, which is about developing and honing your skills when using a variety of media. Your investigation will begin by creating drawings, digital photographs and painting, which will underpin your inquiry. You will learn step by step how to realise art and design ideas from drawings through to end products/outcomes, so that you become confident in the subject and ready to complete the next stage. In Year 11, you work independently on your personal ideas with help and guidance from the Art team.

The skills which you develop will allow you to pursue work in the following areas:

- Drawing in different media and styles;
- Painting in different media and styles;
- Printing using a variety of processes/techniques;
- Three dimensional studies – sculpture, ceramics and glass fusing;
- Textile media such as embroidery, batik, felting and other processes;
- Digital imaging and photography.

## Assessment

### ***Component 1: Coursework Assignment***

In Year 11 you will be given a major coursework project, which will form 50% of your final assessment. Students are allowed to choose from themes provided by the teacher. The coursework is examined externally by CIE. Coursework is presented in the form of a portfolio and includes a final piece of work. All candidates will submit their coursework to the exam board for moderation in February.

### ***Component 2: Observational/Interpretative Assignment (Examination Paper)***

The examination period begins earlier than other IGCSE subjects. The examination itself takes the form of a project and is 50% of your final assessment. You are allowed to choose from a list of examination themes. You have at least 8 weeks preparation time to create a portfolio of supporting work. The examination is 8 hours long split over two days. In this time you are expected to complete a final piece of artwork. The work is then sent to CIE in the UK for examination. In January of each year there is a mock examination in school which is excellent practice and preparation for the final examination. The final examination takes place at the end of March or beginning of April.

## Who do I contact for further details?

Ms Valerie McCubbin, Head of Art — [valerie.m@shrewsbury.ac.th](mailto:valerie.m@shrewsbury.ac.th)



# BUSINESS STUDIES

In Business Studies you will be expected to take an interest in local and global business events and issues. The subject requires quite extensive reading and writing in response to business problems. An ability to handle numerical data is also required. It is unlikely that you will have studied the subject before, and this is not a requirement as the course assumes that you have no previous knowledge.

In general, those students who are the most successful have a good grasp of the English language and are sound mathematicians - not daunted by graphs or other numerical data. A willingness to work hard and to take an interest in current events is obviously an essential requisite of success. Business Studies complements most other subjects and is a useful field of study for those interested in a career in business, management, finance, banking, accounting, and law.

## Course outline

This subject provides a general introduction to business behaviour and organisation in a real world context. Our aim is to provide you with an insight into business decision making by applying business theory to a wide selection of case study material drawn from many countries. The course includes modules in marketing, production, business organisation and communication, finance and accounting, and the place of business in the local, national and global community.

You will develop skills in numeracy, report writing, analysis and problem solving, ICT applications, debate, discussion, research methods and teamwork. We encourage you to take a consistent interest in local and global business events and provide opportunities for you to undertake individual research. Wherever possible, outside visits will be arranged to locally based businesses.

## Assessment

Internally, you should expect to be formally tested once every half term, and a full, internal, mock examination is undertaken in January of Year 11. You will be assessed regularly on your ability to analyse business-related information and handle numerical data in a variety of contexts.

The external examinations which are taken at the end of year 11 consist of:

- Paper 1. Short Answers: One hour and thirty minutes (50%).
- Paper 2. Case Study Paper: One hour and thirty minutes (50%).
- There is no coursework.

## Who do I contact for further details?

Ms. Rachel Plant, Head of Business Studies — [rachel.p@shrewsbury.ac.th](mailto:rachel.p@shrewsbury.ac.th)

# COMPUTER SCIENCE

Computer science is the study of the foundational principles and practices of computational thinking and its application in the design and development of computer systems. It is an exciting, growing and challenging field that has impact in most aspects of everyday life.

The Cambridge IGCSE Computer Science course enables learners to develop an interest in computing and gain confidence in writing computer programs using the Python programming language. Students will develop an appreciation of current and emerging computing technologies and the benefits of their use, while raising awareness of the ethical issues and potential risks that they also present.

This course would particularly suit students who enjoy thinking analytically, solving mathematical puzzles and taking a logical, step by step approach to problem-solving. The aims of this course are to:

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

Students will study the following units:

## ***Paper 1 (Theory)***

- Data representation
- Communication and Internet technologies
- Hardware & Software
- Security
- Ethics

## ***Paper 2 (Practical Problem-solving & Programming)***

- Algorithm design and problem-solving
- Programming in Python
- Databases

## Assessment:

The course is assessed through 2 written papers; there is no coursework. Both papers comprise of a series of short-answer and structured questions. There is no choice of questions. The externally assessed papers are weighted as follows:

- Paper 1: Theory 60% (75 marks)
- Paper 2: Problem-solving and programming 40% (50 marks)

## Who do I contact for further details?

Mr. David Lynn, Head of Computing – [david.l2@shrewsbury.ac.th](mailto:david.l2@shrewsbury.ac.th)



# DESIGN TECHNOLOGY

Students who have enjoyed their Year 7, 8 & 9 Design Technology lessons, and are interested in developing their skills in design, making, CAD/CAM, graphics and control systems, and also have some ability in ICT and mathematics, will benefit greatly from this course. The majority of the syllabus is project based, with much of the theoretical knowledge being gained from the solving of practical problems.

IGCSE Design Technology combines well with a balanced selection of sciences, ICT, art and/or mathematics. It is an ideal preparation for further study in product design, engineering, graphical design, architecture, interior design, industrial design, etc. Design Technology is challenging, practical and rewarding and will help you to develop real-life skills that will be useful throughout your life, irrespective of your future occupation.

## Course outline

We offer two IGCSE Design Technology courses; Resistant Materials and Graphic Products. Whilst the designing and problem solving elements of the two courses are identical, in the Resistant Materials course you are expected to produce three-dimensional outcomes in resistant materials such as wood, metal and plastic, whilst with the Graphic Products course you are expected to produce primarily two-dimensional work using materials such as card, modelling foam, plastic sheet and, increasingly, computer-generated graphics. The subject's theoretical content is mainly delivered through small-scale projects in Year 10, before the 'Major Project' is tackled in Year 11. The Major Project takes up almost the whole of Year 11 and is of the student's own choosing under a given 'theme'; the project is a great challenge and will be the most extended piece of coursework that students of this age will tackle in any subject. Success here proves not only that the student is an able design technologist, but also that they can work to deadlines, organise themselves over long periods of time and have those highly regarded qualities of dedication, resilience and perseverance. Minor projects will cover such areas as resistant materials, CAD/CAM, graphics, packaging, control and mechanisms. The only limits to the Major Project are time, individual student ability and imagination!

## Assessment

Assessment is carried out through two examination papers and one piece of coursework. The coursework is the aforementioned Major Project, which consists of a design portfolio and a piece of practical work; this counts for 50% of the final grade. The first examination is entitled 'Design' and includes questions where students are asked to design a solution to one of several problems that are set. The other paper is a more traditional examination paper, testing the theory that has been learnt during the two-year course. In the case of the Graphics Products option, this paper primarily tests the student's technical drawing skills.

## Who do I contact for further details?

Mr. Mark Holloway, Director of Design Technology — [mark.h@shrewsbury.ac.th](mailto:mark.h@shrewsbury.ac.th)

# DRAMA

Drama GCSE gives you the opportunity to develop skills as theatre makers - actors, directors and designers. It would be a great option to take if you enjoy working practically, are creative and a team player.

As well as developing your creative and imaginative skills, the study of Drama will also help develop your analytical, critical and interpretive skills that are vital for this subject and academic study as a whole. It is particularly complementary to the study of English Language and Literature as both subjects share many similar objectives and skills.

To study Drama GCSE, you should have an interest in the Performing Arts and an enthusiasm for learning about drama and theatre, as well as a good level of English. Drama is a useful foundation for any career, that requires fluent communication skills and an ability to work productively with others such as business, tourism, sales and marketing, and is valued and recognised by UK universities as being a subject which is extremely challenging and demonstrates commitment and the ability to work as a team.

You will study three components within your GCSE Drama course, these are varied and build on different skills, you will work practically as well as producing detailed written work on all three throughout the two year course.

## Course outline

### Year 10 Term 1

Students will study a programme that will prepare them for their eventual assessment work in the subject. The first assessment unit which contributes to their overall GCSE result, will be completed during Term 2 & 3 of Year 10, with the remaining assessment units being completed during Year 11.

### Year 10 Term 2 and 3

Component 1: Devising (1DR0/01) – 40% of overall qualification (60 marks)

This component deals with devising, which is an exciting and challenging opportunity to work collaboratively with others to explore a range of stimuli in order to create an original performance piece. Devising is essential for the development of new theatre and performance; it allows for personal development and exploration. It allows both performer and designer the opportunity to stretch the limits of their creativity and imagination, while exploring a theme or topic of interest to them and their intended audience. Students will develop skills in group work, research and negotiation, while also developing creativity, performance and design skills. Students will consider the impact that they can make on an audience, as they develop the ideas they want to communicate.

## Assessment

1. A devised performance/design realisation (15 marks)
2. A written coursework portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks)

The portfolio submission choices are:

- handwritten/typed evidence (1500–2000 words) or
- recorded/verbal evidence (8–10 minutes) or
- combination of handwritten/typed evidence (750–1000 words) and recorded/verbal evidence (4–5 minutes)

### Year 11 Term 1 and 2

*Component 2: Performance from Text (1DR0/02) – 20% of overall qualification (48 marks)*

Performance texts have been at the core of drama since the inception of theatre. The need to hand down stories has been fundamental to human development and for thousands of years, people have written, performed, watched and enjoyed innumerable plays. Understanding a performance text is fundamental to the subject, as this provides students with opportunities to explore plot, structure, narrative and stories from around the world and from different time periods. It encourages them to develop empathy skills, as they consider different characters and develop methods of communicating ideas and themes. This component deals with developing knowledge, understanding and skills in exploring and performing from a performance text. Students will interpret this text and rehearse and refine two key extracts, leading to a final performance. They will demonstrate and use a wide range of acting and/or design skills to communicate their interpretation in performance.

## Assessment

- Students will either perform in and/or design for two key extracts from a performance text, chosen by the centre
- Students can perform individually (a monologue), with a partner (a duologue) or in groups of between 3 and 8 students
- Performances should last between 2–3 minutes (a monologue) and 20 minutes (a large group piece)
- Performer or designer routes available

### Year 11 Terms 2+3

*Component 3: Theatre Makers in Practice (1DR0/03)*

Written Examination: 1 hour 30 minutes - 40% of overall qualification (60 marks)

This component focuses on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team in order to communicate ideas to an audience. As theatre makers, students will be developing their knowledge and understanding of the ways in which drama can create meaning for an audience through performance. Students will explore practically how a complete performance text might be interpreted and realised from

'page to stage'. This exploration will give students an insight into how texts may be brought to life for an audience and the creative roles within this process. Students will also analyse and evaluate their experience of a live theatre performance as informed members of the audience. They will develop skills to recognise the meaning created in the theatre space in order to communicate ideas to an audience. This will give them a more critical and varied approach to their own work as theatre makers.

## Assessment

There are two areas of focus:

- A study of one complete performance text (set texts prescribed by examination board)
- A live theatre evaluation

### *Section A: Bringing Texts to Life (45 marks)*

- This section consists of one question broken into six parts (short and extended responses) based on one extract from the chosen performance text
- Performance texts are not allowed in the examination as the extracts will be provided

### *Section B: Live Theatre Evaluation (15 marks)*

- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words

## Who do I contact for further details?

Ms. Kay Sanders, Head of Drama — [kay.s2@shrewsbury.ac.th](mailto:kay.s2@shrewsbury.ac.th)



# ECONOMICS

In Economics you will be expected to take an interest in local and global economic events and issues. The subject requires quite extensive reading and writing in response to economic problems. An ability to handle numerical data is also required. It is unlikely that you will have studied the subject before, and this is not a requirement as the course assumes that you have no previous knowledge.

In general, those students who are likely to be the most successful will have a good grasp of the English language and be sound mathematicians, not daunted by graphs or other numerical data. A willingness to work hard and to take an interest in current events is an essential requisite of success. Economics complements most other subjects and is a useful field of study for those interested in a career in finance, banking, business, management, accounting, and law.

## Course outline

Studying Economics will enable students to:

- know and understand economic terminology, concepts and theories.
- use basic economic numeracy and interpret economic data.
- use the tools of economic analysis.
- express economic ideas logically and clearly in a written form.
- apply economic understanding to current economic issues.

During Year 10, you will study three sections of the course that focus on **microeconomics**:

1. **The basic economic problem:** The first section of the course introduces the fundamental ideas and concepts that underpin the study of economics including the basic economic problem, factors of production, opportunity cost and production possibility curves.
2. **The allocation of resources:** The fundamental principles of resource allocation are considered through the price mechanism in a market economy. The market forces of demand and supply, market equilibrium and disequilibrium, and elasticity form the core of this section.
3. **Microeconomic decision makers:** The microeconomy is an important area of study, and the approach to learning taken here is through the role of the major decision makers: banks, households, workers, trade unions and firms.

There are three more sections to study during Year 11, the focus being on the macroeconomy:

4. **Government and the macroeconomy:** Governments have different macroeconomic aims, and conflicts often arise between the choice of measures used to achieve them. Variables must be measured to consider the causes and consequences of change, and appropriate policies applied.
5. **Economic development:** As an economy develops there will be changes in population, living standards, poverty and income redistribution. Therefore, the effects of changes in the size and structure of population and of other influences on development in a variety of countries are explored.

- 6. International trade and globalisation:** The importance of trade between countries and the growth of globalisation is explored. Principles such as specialisation, the role of free trade, the role of multinational companies, foreign exchange rates and balance of payments stability are considered.

## Assessment

At the end of Year 11 there are two external exams that all students take:

**1. Paper 1: Multiple Choice**

Students need to answer all 30 questions. There are 30 marks available and 45 minutes to complete the exam. It accounts for 30% of the total marks.

**2. Paper 2: Structured Questions**

Students answer one compulsory question and a further three questions from a choice of four. There are 90 marks available and 2 hours 15 minutes to complete the exam. It accounts for 70% of the total marks.

## Who do I contact for further details?

Mr. Jon Kyte, Head of Economics — [jonathon.k@shrewsbury.ac.th](mailto:jonathon.k@shrewsbury.ac.th)

# GEOGRAPHY

“The study of Geography is about more than just memorizing places on a map.

It’s about understanding the complexity of our world, appreciating the diversity

of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”

— *President Barack Obama*

For students who are curious about how the human and physical world around them works, Geography provides the chance to deepen their understanding of our complex, beautiful planet. IGCSE Geography dives deep into challenging modern and contemporary issues facing society and it also encourages a fact based, global outlook. It does this by looking at examples from a variety of scales and at countries at different stages of development.

The course is delivered to include a variety of activities including fieldwork, research, map skills, analysis, problem-solving and debate. Students enjoy the scope of the work they cover, the insights it provides into understanding the world around us and the present-day nature of the issues it tackles, as evidenced by the healthy numbers taking the subject at beyond into A-level. Overall, Geography is the great adventure with a purpose which leads on to a wide range of A-levels, Higher Education opportunities and careers.

## Course outline

- IGCSE Geography complements the Sciences and all other Humanities, but also helps you develop your written work and links to areas that you will cover in Mathematics.
- The syllabus covers a range of Human and Physical topics such as population dynamics, settlement, rivers and coastal environments, industry, food production and environmental issues.
- During lessons you will develop a confident academic writing style plus a range of graphical, numerical and analytical skills. You will also use ICT to explore new concepts and processes.
- In Year 10 there is a compulsory week-long field trip to Chiang Rai to get you out of the classroom, seeing theory in real life and practising fieldwork techniques.

## Assessment

There are three examination papers and no coursework. Geography students will be entered for the highly respected Cambridge Assessment IGCSE examination.

- **Paper 1:** Assesses Human, Physical and Environmental Geography theory;
- **Paper 2:** Assesses Geographical skills such as interpretation of numerical data, graphs, maps and photographic evidence; and
- **Paper 4:** Assesses fieldwork skills developed during the Year 10 Chiang Rai field trip and further classroom study.

## Who do I contact for further details?

Mr. David Webb, Head of Geography — [david.w@shrewsbury.ac.th](mailto:david.w@shrewsbury.ac.th)



# HISTORY

- Are you an inquisitive person who enjoys thought-provoking discussion and hard work?
- Are you someone who is interested in people who have influenced and shaped our past and future?
- Are you the type of person who is not afraid to question and be critical of things around you?
- Do you want to be a well-informed and active citizen who can contribute something worthwhile to your community?
- Do you want to gain a prestigious and academic qualification that can open the doors to most professions and education courses after your IGCSE courses?

If you are answering “yes” to the majority of these questions then History is a great choice of subject for you to study at IGCSE.

## Course outline

The syllabus is split up into core content and a depth study.

*Core content: International Relations since 1919.*

This addresses the following key questions:

- Were the Peace Treaties of 1919-23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?

*Depth study: Germany 1918-45.*

This addresses the following key questions:

- Was the Weimar Republic doomed from the start?
- Why was Hitler able to dominate Germany by 1934?
- How effectively did the Nazis control Germany 1933-45?
- What was it like to live in Nazi Germany?

## Assessment

Candidates will be assessed by sitting three examination papers. Papers 1 and 2 are both two hours in length. Paper 4, which is the alternative to a coursework component of the examination, lasts one hour. Candidates will be assessed on their ability to recall, select, organise and deploy their knowledge; to demonstrate their understanding of cause and consequence, change and continuity, similarity and difference; to show their understanding of the motives, emotions, intentions and beliefs of people in the past; to comprehend, interpret, evaluate and use a range of sources as evidence in their historical context.

## Who do I contact for further details?

Mr. Stuart Howard, Head of History — [stuart.h@shrewsbury.ac.th](mailto:stuart.h@shrewsbury.ac.th)

# MODERN FOREIGN LANGUAGES

The Modern Foreign Languages currently available at Shrewsbury International School are French, Japanese, Mandarin and Spanish.

To opt for a Modern Foreign Language in Year 10, you must have studied the language in Year 8 and 9 as the courses will build on this and introduce you to new language structures and vocabulary.

A Modern Foreign Language rewards practical communication skills and adds an international dimension to your studies. It will appeal to all types of students including those interested in travel, culture and people from different countries, as well as those students who always have something to say! The world has become a much smaller place and the ability to communicate in different languages will place you in a strong position for interesting employment in a wide variety of careers. Having a language as one of your A-Level choices when you enter the Sixth Form strengthens your academic profile and many universities look favourably on pupils who have studied a Modern Foreign Language.

## Course outline

### French

During the French course students will develop the four language skills – namely listening, speaking, reading, and writing. The course offers a variety of activities with topics that include: media, entertainment and youth culture, education, employment, social activities, fitness and health. You will learn about French culture through each of these activities, and will develop your understanding of French grammar through interactive tasks. Communicating in written and spoken French will be a strong focus on the course and you will grow in confidence in these areas.

### Japanese

During the Japanese course students will develop the four language skills – namely listening, speaking, reading, and writing. The course offers a variety of activities with topics that include: media, entertainment and youth culture, education, employment, social activities, and problems facing the world. Students will learn to use more than 200 Kanji characters, and will know how to use appropriately the polite forms of the language as well as the various forms of verbs. The culture of Japan will be explored through the language and you will find out more about annual celebrations, food and traditional cultural activities.

## Mandarin

During the Mandarin course students will develop the four language skills – namely listening, speaking, reading, and writing. The course offers a variety of activities with topics that include: media, entertainment and youth culture, education, employment, social activities, and problems facing the world. Students will be expected to learn how to use over 1000 Chinese characters by the time they reach GCSE level. During the course you will learn about the culture of China through Chinese songs, and studying cultural events such as the Dragon Boat Festival, the Mid-Autumn Festival and, of course, Chinese New Year.

## Spanish

During the Spanish course students will develop the four language skills – listening, speaking, reading, and writing. The course offers a variety of activities to practise these skills within topic areas that include: family and friendships; social media and technology; music and film; ambitions and careers; environmental issues and campaigns. Students will also learn more about the 20 countries and cultures in which Spanish is spoken by around 400 million native speakers.

## Assessment

You will be assessed in each of the four skills. This includes a speaking test that your teacher will carry out with you. You will be required to answer questions in both English and the target language in the reading and listening papers. You will also complete translation tasks so a good command of English is needed.

There are two tiers: Foundation level (grades 1-5) and Higher level (grades 5-9)

## Who do I contact for further details?

Ms. Anna Pethybridge, Head of Modern Foreign Languages — [anna.p3@shrewsbury.ac.th](mailto:anna.p3@shrewsbury.ac.th)

# MUSIC

GCSE Music is designed to offer students the opportunity to explore and enjoy music in its broadest sense. Performance experience on any instrument or voice is beneficial. The recommended standard of entry at the start of the course is ABRSM Grade 4. However the course syllabus is designed to encourage students who have not followed the traditional route of ABRSM examinations. Electronic music producers, DJs, rock guitarists, singers and drummers for example are encouraged along with pianists, orchestral players and performers on traditional instruments. Students who have exceeded ABRSM Grade 4 will be at an advantage for the performance element of the course.

The GCSE Music qualification demonstrates a knowledge of performance and creativity and is therefore well respected by universities. It is regarded as useful for students interested in pursuing careers in the Media as well as the Music Industry.

## Course outline

There are three distinct areas of study:

- **Listening:** Students study set works covering the history of music from 1650 until the modern era.
- **Performing:** Students are required to record two performances by the end of the course, a solo performance and a performance as part of a group. These can be recorded at any time during Year 11. It is expected that the final performance should be Grade 5 standard (or equivalent)
- **Composing:** Students will compose two original works, up to three minutes in length. Most works are composed using computer software – although this is not a requirement.

## Assessment

<b>Listening (40%)</b>	Students sit a 90-minute examination at the end of Year 11. Excerpts from the 8 set works will be played on a CD during the examination.
<b>Performing (30%)</b>	Performances will be recorded and marked at school before being sent to Edexcel in London for moderation. Students are allowed to record performances several times before selecting their submission.
<b>Composing (30%)</b>	Compositions are marked in school and sent to Edexcel in London for moderation.

## Who do I contact for further details?

Mr. Stephen Jackman, Head of Academic Music — [stephen.j@shrewsbury.ac.th](mailto:stephen.j@shrewsbury.ac.th)



# PHYSICAL EDUCATION

The academic study of GCSE Physical Education provides learners with an opportunity to study both the practical and theoretical aspects of Physical Education and Sport. Students receive a well rounded introduction to the world of PE, Sport and Sport Science by developing an understanding of how the mind and body work in relation to performance in physical activity.

This new GCSE assesses students through 3 practical performances, a Personal Exercise Programme (PEP) and 2 externally examined written papers.

## Course content

<b>Component 1</b> <b>Written examination (36%)</b>	Fitness and Body Systems — Applied anatomy and physiology, Movement analysis, Physical Training and Use of Data
<b>Component 2</b> <b>Written examination (24%)</b>	Health and Performance — Health, fitness and well-being, Sport psychology and Socio-cultural influences
<b>Component 3</b> <b>Practical Performance (30%)</b>	<ul style="list-style-type: none"><li>• This is a non-examined assessment: internally marked and externally assessed.</li><li>• Students are assessed in 3 Sports — 1 team activity, 1 individual activity and a free choice.</li><li>• Skills will be assessed in isolation and a competitive/ formal situation.</li></ul>
<b>Component 4</b> <b>Personal Exercise Programme (10%)</b>	Students will carry out a planned, monitored and evaluated PEP

## Who do I contact for further details?

Mr. Ian Radcliffe, Head of PE — [ian.r@shrewsbury.ac.th](mailto:ian.r@shrewsbury.ac.th)

# PSYCHOLOGY

Psychology is a fascinating subject to study because it is primarily all about you! This course will appeal to anyone who is interested in exploring issues relating to how and why human beings think, feel and behave in different situations.

Students of Psychology will study a range of stimulating topics such as mental health, memory, social influence and the brain. They will also be introduced to many current applications of psychology; for example, how psychological sleep disorders are explained and how criminal psychologists try to rehabilitate and reduce criminal and anti-social behaviour.

Psychology complements many other GCSE and IGCSE choices. It is a science and therefore involves the planning and implementation of investigations. It will also require students to use their mathematical skills in order to present, interpret and analyse data. Throughout the course, language and critical thinking will be developed as students learn how to discuss, present and reflect on the various psychological theories. It is therefore a subject that appeals to students who have an interest in both science and art/humanities based subjects.

Following a GCSE course in Psychology, students can opt to continue the subject at A level.

Higher level studies of Psychology can lead to a variety of occupations in Psychology, including clinical, criminal, occupational or educational psychology, as well as providing students with many important transferable skills, useful to careers such as Medicine, Business and Education.

## Course outline

Students study 7 topics that each address a key Psychological question:

- Development – How did you develop?
- Memory – How does your memory work?
- Psychological problems – How would psychological problems affect you?
- The brain and neuropsychology – How does your brain affect you?
- Social influence – How do others affect you?
- Criminal psychology – Why do people become criminals?
- Sleep and dreaming – Why do you need to sleep and dream?

Across all these topics, students will consider key debates in psychology, including ‘reductionism/holism’ and ‘nature/nurture’, research methods and issues such as validity and reliability.

## Assessment

Students are assessed at the end of Year 11 with two external examination papers.

- Paper 1 is 1 hour and 45 minutes long and consists of six compulsory sections. The first five sections each cover the first five topics listed above. These sections will include multiple choice, short-open and open-response questions. The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology.
- Paper 2 is 1 hour and 20 minutes long, and students complete three sections. The first compulsory section focuses on research methods, and questions can be based on any of the key topics. It will contain question types that include calculations, multiple choice, short-open and open-response questions, and one extended open-response question. The last two optional sections will cover the Criminal and Sleep topics. These sections will include multiple choice, short-open and open-response questions, and one extended open-response question. Calculators may be used in the examination.

## Who do I contact for further details?

Mrs. Bethany Haresnape, Head of Psychology — [bethany.h@shrewsbury.ac.th](mailto:bethany.h@shrewsbury.ac.th)



# RELIGIOUS STUDIES

IGCSE Religious Studies (Religion, Philosophy and Ethics) is a course for students who enjoy thought-provoking discussion, critical thinking and constructing well-informed arguments. Our approach to the study of religion is relevant to today's pluralistic society and global community, and challenges students to engage with divergent views between and/or within religions and beliefs.

Students are provided with a unique opportunity to explore both religious and non-religious viewpoints and values, delve into philosophical questions and debate current ethical issues. Students can develop their knowledge and understanding of teachings, sources of wisdom and authority and religious texts.

Religion, Philosophy and Ethics is deemed a prestigious and academic qualification which leads into professions and educational courses in law, politics, education, foreign affairs, international business, journalism and many more.

## Course outline

For the exam, all students will be expected to learn about at least two different religions, as well as a variety of beliefs and attitudes within these two religions, and non-religious views, such as Humanism. The course includes a balance of Religion, Philosophy and Ethics.

### Paper 1: Beliefs and Values

- The Universe, Creation and the Place of Human Beings
- Life and Death
- Peace and Conflict
- Rights, Equality and Social Justice

### Paper 2: The Religious Community

- Origins and their Impact on the Community
- Celebration and Pilgrimage
- Worship and Pilgrimage

## Assessment

Students will be assessed by sitting two examination papers. *Paper 1: Beliefs and Values is 1 hour 45 minutes, and Paper 2: The Religious Community is 1 hour 30 minutes.* Both papers assess knowledge, understanding and the ability to analyse and evaluate aspects of religion, beliefs and values, including their significance and influence. Students will also be expected to show knowledge, understanding and the ability to analyse and evaluate non-religious views about life, death and the universe.

## Who do I contact for further details?

Ms. Catherine Garnett, Head of Religion, Philosophy and Ethics,  
and Learning for Life – [catherine.g2@shrewsbury.ac.th](mailto:catherine.g2@shrewsbury.ac.th)



# THAI FIRST LANGUAGE

Thai IGCSE allows students to develop their ability in using Thai effectively for practical communication. Moreover, they form a sound base for the skills for language and attitudes required for further use of Thai in study, work and leisure as well as encouraging positive attitudes to the learning of languages and cultures.

The programmes and qualifications are designed to support learners in becoming:

- Confident in working with information and ideas – their own those of others
- Responsible for themselves, responsive to and respectful of others
- Reflective as learners, developing their ability to learn
- Innovative and equipped for new and future challenges
- Engaged intellectually and socially, ready to make a difference

## Course outline

- Critical thinking skills
- Reading for meaning
- Reading and responding to writing
- Descriptive and personal writing
- Discursive and argumentative writing
- Narrative writing
- Creative thinking and reasonable writing
- Understand and respond appropriately to Thai language and culture
- Read widely, use relevant vocabulary and employ correct Thai grammar
- Ability to analyse, synthesis, make inference, order facts and present opinions
- Demonstrate a good command of vocabulary, grammar, punctuation and spelling
- Identify and interpret explicit and implicit information and attitudes

## Assessment

Candidates for Cambridge IGCSE First Language Thai comprises take two compulsory components Papers 1 and 2. Both papers are externally assessed.

### **Paper 1: Reading and Directed Writing (Weighting: 50%) 2 hours**

Candidates answer all questions.

- Section 1 comprehension and Use of Language (25 marks)  
Candidates answer a series of questions on Passage 1, a fiction text.
- Section 2 Directed writing (25 marks)  
Candidates answer one question on Passages 2 and 3 which are non-fiction and have linked theme. The passages will be taken from newspapers, magazines, online materials or other publications. Candidates write a response of about 250-350 words.

### **Paper 2: Composition (Weighting 50%) 2 hours**

Candidates answer two questions, one in Section 1 and one in Section 2

- Section 1 Argumentative /Discursive writing (25 marks)  
Candidates answer one question from a choice of four and write a response of about 350 - 450 words.
- Section 2 Descriptive and Narrative writing (25 marks)  
Candidates answer one question from a choice of four and write a response of about 350 - 450 words.

## Who do I contact for further details?

Kru Thom - Peeranuch.K@shrewsbury.ac.th

Kru Fon - Supaporn.L@shrewsbury.ac.th



# ADDITIONAL INFORMATION

# Exam Course Information

## GCSE Examinations

LEVEL	SUBJECT	SYLLABUS CODE	EXAM BOARD
GCSE	Chinese (Mandarin)	1CNO	Edexcel
GCSE	Drama	1DRO	Edexcel
GCSE	French	1FRO	Edexcel
GCSE	Japanese	1JAO	Edexcel
GCSE	Music	1MUO	Edexcel
GCSE	Psychology	1PSO	Edexcel
GCSE	Spanish	1SPO	Edexcel
GCSE	Physical Education	1PEO	Edexcel



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**Oxford, Cambridge and RSA Examinations**

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## IGCSE Examinations

LEVEL	SUBJECT	SYLLABUS CODE	EXAM BOARD
IGCSE	Art and Design	0400	CIE
IGCSE	Biology	0610	CIE
IGCSE	Business Studies	0450	CIE
IGCSE	Chemistry	0620	CIE
IGCSE	Computer Science	0478	CIE
IGCSE	Co-ordinated Science (Double Award)	0654	CIE
IGCSE	Design and Technology	0445	CIE
IGCSE	Economics	0455	CIE
IGCSE	English as a Second Language	0510	CIE
IGCSE	English Literature	0475	CIE
IGCSE	First Language English	0500	CIE
IGCSE	Geography	0460	CIE
IGCSE	History	0470	CIE
IGCSE	Mathematics	4MA1	Edexcel
IGCSE	Religious Studies	4RS1	Edexcel
IGCSE	Physics	0625	CIE
IGCSE	Thai	0518	CIE

# Our Values

## Selectivity

We endeavour to bring together exceptional students into our community of learning, whether these students are outstanding in the classroom, concert hall, sports field, on stage or simply in person. Each part of the school adopts best practices for its admissions, ensuring careful, precise and fair selectivity at all stages of entry. We are a selective school where ambition, determination and the pursuit of excellence are carefully nurtured.

## Exceptional People

We are a caring, thoughtful community of exceptional people, from our talented students and ambitious parents to our hand-picked fully-qualified staff. The Shrewsbury environment is people-centred. We recognise achievements of all kinds and continue to develop the professional skills of our primary asset, our staff. Our community engages parents as part of the learning process.

## Commitment & Renewal

We are a school that is engaged in a process of continual improvement, growth and renewal, recognising the rapid changes required to keep pace with developments in education. Our development plans are dedicated to bringing quality staff to a school whilst ensuring, committed investment in infrastructure and facilities. Our purpose-built school is modern, contemporary and designed to enhance the learning experience of students of the 21st century.

## Outstanding Opportunities

We offer an impressive range of activities to extend the interests and horizons of every student. Our Excellence Programmes challenge and support students gifted in music, visual and performing arts and sport. We offer scholarships to exceptional students through a selection process that is rigorous, transparent and fair.

## English Language

We are a community of language learners that recognises that the speaking of English brings our international community together. Shrewsbury students understand that the ability to think, learn and communicate in English will allow them to achieve their very highest potential at school, university and in the world of work.

## Care & Compassion

Shrewsbury understands the pressures on young people in the modern world. Our teachers pride themselves on the care they give to children and the partnership they form with parents to allow children to be happy as well as successful. From community action to unparalleled university counselling, Shrewsbury endeavours to give priority to the highest standards of pastoral care.

## The Shrewsbury Way

*Intus si recte ne labora* — We are a British international school that whilst being contemporary is firmly in the tradition of our sister school in the UK. We share its exemplary standards of achievement, care and governance and enjoy all the advantages of our location. Our learner profile provides a pathway that has served generations of Salopians—as our motto relates, if the heart is right, all will be well.

# Key Contacts

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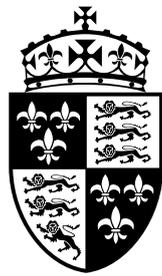
### Academic

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