IGCSE Course Options for Years 10 & 11

Two-year courses, commencing August 2024





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School Vision and Mission



Schoolwide Learning Outcomes

Lannaus "Schoolwide Learning Outcomes" are cross-curricular learning objectives which are pertinent to all classes taught at Lanna. In planning lessons and activities we consider not only the curricular objectives of the course, but also these more global objectives, to be:

EXPLORERS & LEARNERS

Think critically and creatively in solving problems, evaluating information and making decisions.

Work individually and cooperatively in exploring and sharing ideas, setting priorities and reaching goals.

Use a variety of appropriate resources, including information technology, to obtain information for academic and personal use.

Participate in educational and extra-curricular activities within Lanna's culturally diverse school community.

COMMUNICATORS

Communicate effectively and clearly, verbally and in writing, and be able to represent information and ideas visually.

Become proficient users of spoken and written English for social and academic purposes and for self-expression.

GLOBAL CITIZENS

Demonstrate awareness and sensitivity with respect to their own and others' cultures and abilities.

Become responsible global citizens, recognizing how the actions of individuals and society have consequences.

CONFIDENT & HEALTHY INDIVIDUALS

Demonstrate self-esteem, self-reliance and integrity grounded in knowledge and understanding of self and others.

Value and appreciate the importance of nutrition, physical fitness, personal health and well-being.

Overview of Courses Offered to Students in Years 10 and 11

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

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

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

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

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

Choose Carefully...

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

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

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

IMPORTANT TO NOTE:

Should an elective/option choice be oversubscribed then students will be required to justify their reasons for choosing the course, and a follow-up interview may be required. Furthermore, should an elective/option choice be selected by an insufficient number of

Curriculum Choices for Years 10 and 11

Core Subjects (all students study these)

	Number of 40 minute lessons per week	
Subjects	Y10	Y11
IGCSE English	7	7
IGCSE Mathematics	5	5
IGCSE Coordinated Science (double award)	7	7
Physical Education	2	2
Personal & Social Development	1	1
Total Lessons Per Week:	22	22

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

Subject Area	Electives		minute Lessons Week
	Group	Y10	Y11
IGCSE Computer Science, or			
	(A)		

Subject area	Internal	IGCSE	mi	er of 40 nute per week
			10	11
English – Language and/or Literature		x 2	7	7
Mathematics			5	5
Science – Coordinated Science (double award)		x 2	7	7
Geography			5	5
History			5	5
Enterprise			5	5
Drama			5	5
Music			5	5
Art and Design			5	5
Computer Science			5	5
ICT (Information Communication Technology)			5	5
PE (Physical Education)			5	5
Global Perspectives			5	5
Sociology			5	5
Psychology			5	5
Thai 'Advanced'			6 or 1	6 or 1
Thai 'Intermediate'			6 or 1	6 or 1
Thai 'Beginner'			6 or 1	6 or 1
French			5	5
Chinese				

Years 10 and 11 Curriculum and Weekly Lesson Allocation

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

Areas of Study:

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

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

In an effort to push students to their highest potential, all students will be entered for First Language English. However, English is organised so that we are able to offer different combinations of the three areas of study based on the appropriate needs of a group.

What each student studies is based on assessment and achievement in year 9 and at the beginning of Y10 in terms of language level, need and attitude to study. We have, in the past, offered these courses both singularly and as different combinations. The decision as to which combinations of courses will be run is based on a number of assessments of student performance and their achievement throughout Key Stage 3.

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

On the following pages are the details of each course.

English - First Language IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Pearson Edexcel IGCSE English Language A (4XEA1). This is a modular course therefore students will sit the first paper at the end of Year 10 and the

How is this course assessed?

Students are assessed externally by Pearson Edexcel.

Paper 1: Non-Fiction Texts & Transactional	Paper 2:Poetry and Prose Texts &
Writing - 60% of total IGCSE	Imaginative Writing - 40% of total IGCSE
<u>Students complete this paper in Year 10.</u>	<u>Students complete this paper in Year 11.</u>
2 hours 15 minutes	1 hour 30 minutes
90 marks	60 marks
Section A: Reading A combination of short and extended open-response questions related to a non-fiction text from Part 1 of the Pearson Edexcel iGCSE English Anthology and one previously unseen extract. Total of 45 marks. Section B: Transactional Writing A non-fiction writing task, from a choice of two involving a given audience, form or purpose. Total of 45 marks.	Section A: Reading One essay question on a poetry or prose text from Part 2 of the Pearson Edexcel iGCSE English Anthology. Total 30 marks. Section B: Imaginative Writing One imaginative writing task from a choice of three prompts. Total 30 marks.

English Literature IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Pearson Edexcel iGCSE English Literature syllabus (4XET1). This is a modular course therefore students will sit the first paper at the end of Year 10 and the second paper at the end of Y11. This approach will allow students to narrow their studies and substantially ease the pressure when in Year 11.

Paper 1: Poetry and Modern Prose

Candidates will be assessed on their ability to:

Develop skills to analyse unseen poetry. Develop skills to analyse how language, form, structure and contextual factors can be used to create meanings and effects. Develop skills to maintain a critical style and informed personal response. Develop comparison skills

Paper 2: Modern Drama and Literary Heritage Texts

Candidates will be assessed on their ability to:

Develop skills to analyse how language, form, structure and contextual factors can be used to create meaning and effect. Develop skills to maintain a critical style and informed personal response

Students are evaluated based on a selection of literary works, encompassing a poetry anthology, a contemporary novel, a modern play, and a text representing literary heritage.

Statement of Purpose:

The aims of this qualification are to enable learners to:

- 1. Engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world.
- 2. Develop an appreciation of the ways in which writers achieve their literary effects.
- 3. Develop the skills needed for literary study.
- 4. Explore, through literature, the cultures of their own and other societies.
- 5. Find enjoyment in reading literature and understand its influence on individuals and societies.

How is this course assessed?

Students are assessed externally by Pearson Edexcel.

Paper 1: Poetry and Modern Prose 60% of the total iGCSE <u>Students complete this paper in Year 10.</u>	Paper 2: Modern Drama and Literary Heritage 40% of total iGCSE <u>Students complete this paper in Year 11.</u>
 2 hours 90 marks Section A: Unseen Poetry One essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper. Total of 20 marks. Section B: Anthology Poetry One essay question from a choice of two, comparing two poems from Part 3 of the Pearson Edexcel International GCSE English Anthology. Total of 30 marks. Section C: Modern Prose One essay question from a choice of two on each of the set texts. Total of 40 marks. 	 1 hour 30 minutes 60 marks Section A: Modern Drama One question from a choice of two on each of the set texts. Total of 30 marks. Section B: Literary Heritage Texts One essay question from a choice of two on each of the set texts. Total 30 marks.

English - Second Language IGCSE (Years 10 & 11)

Areas of Study:

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

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



Coordinated Science IGCSE Double Award (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0654. It is studied over a two-year period before examination, as recommended by the examination board. A double award, earning two grades, IGCSE Co-ordinated Sciences gives students the

Assessment overview

All candidates take three components.

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

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

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

Geography IGCSE (Years 10 & 11)

Areas of Study:

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

Statement of Purpose:

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

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

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

Alongside the aims listed above the course seeks to develop the students knowledge and skills in the following areas: A: Knowledge with understanding / B: Analysis / C: Judgement

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

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

Assessment:

Paper 1 - Geographical

History IGCSE (Years 10 & 11)

Areas of Study:

History – Years 10 and 11 content

All students will do 2 depth studies covering the following areas:

Germany: development of dictatorship, 1918–45 A world divided: superpower relations, 1943–72

Students carry out one historical investigation and one breadth study in change covering the following areas:

The Vietnam Conflict, 1945–75 The Middle East: conflict, crisis and change, 1917–2012

The course is examined through two externally-marked examination papers.

Paper 1 (Depth Studies) - Written examination (1hr 30 minutes)

Students will:

gain knowledge and understanding of the key features and characteristics of historical periods

develop skills to analyse and evaluate historical interpretations in the context of historical events studied

develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts.

Assessment overview

Students are assessed through an examination based on their selected depth studies answering two questions, one on each of the depth studies they have studied.

Paper 2 (Investigation & Breadth Studies) - Written examination (1hr 30 minutes)

Students will:

gain knowledge and understanding of the key features and characteristics of historical periods

develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts

learn how to use a range of source material to comprehend, interpret and cross-reference sources

develop skills to analyse and evaluate historical interpretations in the context of historical events studied.

Assessment overview

Students are assessed through an examination based on their historical investigation and breadth study in change. They will answer two questions, one question on their historical investigation and one question on their breadth study in change.

Enterprise IGCSE (Years 10 & 11)

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0454. It is studied

Enterprise – Years 10 and 11 content

As part of the course, learners develop their enterprise skills by planning and implementing their own enterprise project. This project will give learners the opportunity to gain practical experience of using the knowledge and skills outlined below. To prepare for the submitted coursework, students undertake <code>tpracticeq</code> enterprise projects in Year 10, including developing a social enterprise with peers and undertaking a sole proprietorship enterprise. Students greatly enjoy these opportunities to plan and carry out businesses that align with their goals and interests.

All learners will study the following topics:

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

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

Task 1: Choosing a suitable project, including a formal written report of approximately 1200 words.

Task 2: Planning the project, including the following:

Task 2a Planning to manage potential problems or issues in the action plan Task 2b EITHER planning for financing the project OR planning marketing communications.

Task 3: Using enterprise skills to implement the plan

Task 4: Evaluating the project, including a formal written report of approximately 1500 words that evaluates:

the planning and implementation of the project (compulsory) and one of the following:

the financial success of the project (optional)

the marketing communications used (optional)

the internal communications used (optional)

Drama IGCSE (Years 10 & 11)

Areas of Study:

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

Statement of Purpose:

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

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

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

The aims are:

To develop candidates understanding of Drama through practical and theoretical study.

To enable candidates to realise the performance possibilities of text and other stimuli such as headings, pictures and real objects.

To encourage the use of dramatic forms and structures to communicate feelings and ideas to an audience.

To foster the acquisition and development of practical skills in Drama, both individually and in groups.

To develop understanding of the processes leading to performance and the elements involved in creating a performance and to develop evaluative ability across the various stages of performance work.

To stimulate an enjoyment of drama.

Drama – Years 10 and 11 content

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

self-confidence and teamwork skills, as well as developing their dramatic ability and understanding of theatre and performance. Due to the nature of group work in this course, students are expected to attend **one weekly after-school rehearsal** on a Monday or a Wednesday until 5pm. All Drama students **must perform in the secondary school production** on stage in some capacity. Because of the amount of group work within the subject, students are required to have excellent attendance throughout the course.

The course is assessed through both examination and coursework:

1. The written examination (40%) covers the following aspects of drama, and others as appropriate:

Characterisation - actors need to have a very clear understanding of the role of the character within the play

Role - the function of the character within the play

Pacing, Contrast, and Dynamics - it is essential that each actor takes care to go beyond simply learning lines and saying them; a good mark is unlikely to be achieved just because of fluency. The meaning of what is being said must be central to the learning of the lines; the mood should be created through careful pacing, voice control, contrast and dynamics

Spatial Awareness - ability to use the space around the candidate effectively Physicality - this refers to an approach to Drama that is distinct from English Literature. Text needs to be brought to life, rbfto life,

Music IGCSE (Years 10 & 11)

Areas of Study:

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

Statement of Purpose:

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

acquire and consolidate a range of basic musical skills, knowledge and understanding through the activities of listening, performing and composing; develop a perceptive, sensitive and critical response to the main historical periods and styles of Western music;

recognize and understand the music of various non-wEW est m icase nd develop aCaformed ped un ic g pe erofd un r cog ion Tf vasic;

Art - Years 10 and 11 content

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

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

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

For final examination candidates are required to meet 4 Assessment Objectives encouts.

Computer Science IGCSE (Years 10 & 11)

Areas of Study:

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

Statement of Purpose:

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

The aims are to enable students to develop:

computational thinking skills

an understanding of the main principles of solving problems using computers the skills necessary to solve computer-based problems using a high-level programming language

an understanding of the component parts of computer systems and how they interrelate

an understanding of the internet as a means of communication and its associated risks

an understanding of the development and use of automated and emerging technologies.

Computer Science – Content

Computer systems

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

Algorithms, programming and logic

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

Computer Science – Assessment

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

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

Areas of Study:

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

Statement of Purpose:

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

Topics covered in Year 11:

Practical:

Theory:

Layout and Styles Document Production Graphs and Charts File Management and Images The Effects of Using IT ICT Applications Systems Life Cycle

Assessment overview:

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

Physical Education IGCSE (Years 10 & 11)

Areas of Study:

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

Statement of Purpose:

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

Students develop knowledge and understanding of physical education theory:

Unit 1: Anatomy & Physiology

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

Unit 2: Health, Safety and Training:

Health & Wellbeing Diet Components of Fitness Fitness Testing Principles of Training Methods of Training The coursework component assesses candidates performance in four physical activities from at least two of the seven categories listed below. We strongly recommend that students be regularly practicing and/or competing in the activities they choose to be assessed in throughout the two year course.

Categories	Physical Activities	
Games	 Association Football* 	Lacrosse
	Badminton*	Netball*
	 Baseball, Rounders or Softball* 	• Rugby
	 Basketball* 	 Squash
	Cricket	 Table Tennis*
	• Golf	• Tennis*
	Handball	Volleyball*
	• Hockey	
Gymnastic activities	 Artistic Gymnastics (Floor and Vault) 	 Individual Figure Skating
	or	 Trampolining
	Rhythmic Gymnastics	
Dance Activities	• Dance	
Athletic Activities	 Cross-Country Running* 	 Track and Field Athletics*
	Cycling	 Weight Training for Fitness*
	 Rowing and Sculling 	
Outdoor and	Canoeing	 Rock Climbing
Adventurous	 Hill Walking or Orienteering 	Sailing
Activities	Horse Riding	 Skiing or Snowboarding
	Mountain Biking	 Windsurfing
Swimming	 Competitive Swimming* 	Water Polo
-	 Life Saving or Personal Survival* 	
Combat Activities	Judo or Taekwondo	

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

Global Perspectives IGCSE (Years 10 & 11)

Areas of Study:

Topics Studied:

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

Course Assessment:

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

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

Sociology IGCSE (Years 10 & 11)

Areas of Study:

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

a better understanding of how we become who we are.

the ability to analyse human behaviour within their own society, between different cultures and across different periods of time.

an appreciation of the effects that choice of methodology can have on social science investigations.

the ability to use sociological evidence and ideas to challenge their own beliefs and the beliefs of other people about issues such as equality, education, the family and crime.

Statement of Purpose:

This objectives of this course are:

To promote candidates awareness, knowledge and understanding of human societies.

To develop candidatesq understanding of sociological methods, including the collection, analysis and interpretation of data.

To provide an introduction to sociological concepts, theories and research findings. To stimulate awareness of the range and limitations of sociological theory and research.

To promote candidatesq understanding of continuity and change in social life. To encourage a critical awareness of social, economic and political processes, and their effects.

To develop the capacity for critical evaluation of different forms of information and evidence.

To promote an appreciation and understanding of individual, social and cultural diversity.

To enhance candidates, ability to apply sociological knowledge and understanding to their own lives and their participation within society.

IGCSE Sociology aims to enable students to:

develop knowledge and understanding of sociological concepts, theories, methods and research findings

understand issues and problems concerning the planning, implementation and evaluation of research enquiry and the collection, analysis and interpretation of data understand the ways in which personal and social identities are constructed and maintained

encourage a critical awareness of social, economic and political structures and processes, and their effects on individuals and communities

understand the tensions between individual free will and social structures, and continuity and change in societies

gain an appreciation and understanding of individual, social and cultural diversity apply sociological knowledge and understanding to their own lives and their participation within society

The course is divided into 6 distinct units:

Paper 1			
Unit 1: Research methods How do different sociologists approach the study of society What types of data and evidence do sociologists use? How sociologists investigate society?			
Unit 2: Identity: self and society	How do we learn our identity? How does society control us? What influences our social identity?		
Unit 3: Social stratification and inequality	What is social stratification? What attempts have been made to reduce social stratification? How has globalisation affected inequalities between societies?		
Paper 2			
Unit 4: Family	What are the different types of families? What is the role of the family for the individual and society? How is family life changing?		
Unit 5: Education	What is education and schooling? What are the roles and functions of education? What factors help to explain differences in educational achievement and experience?		
Unit 6: Crime, deviance and social control	What are crime, deviance and social control? What are the patterns of and explanations for crime and deviance? How is crime dealt with in different societies?		

How is this course assessed?

Students are assessed externally by Cambridge Examinations in Year 11.

Paper 1 (50%)	Paper 2 (50%)
Research Methods, Identity and	Family, Education and Crime (80 marks) (1
Inequality (80 marks) (2 hours)	hour 45 minutes)
Candidates answer two structured	
questions:	Candidates answer two optional structured
Question 1 Research methods	questions from a choice of three.
(compulsory) – all candidates answer	
this question, which includes data	Externally assessed
response.	
Question 2 and Question 3 –	
candidates choose to answer either	
Question 2 or Question 3.	
Externally assessed	

Psychology GCSE (Years 10 & 11)

Description:

Edexcelus GCSE Psychology (1PS0) is designed to give students an understanding of psychological concepts, theories and research methodology.

The aims and objectives of this qualification are to enable students to:

Use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry

Acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena

Understand how psychological research is conducted, including the role of scientific method and data analysis

Present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers

Develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology Develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society

How is this course assessed?

Paper 1 (55%)

Paper 2 (45%)

Thai Language and Culture

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

- 1. as a "Thai Culture" course (studying Thai Culture for just 1 period per week), alongside the study of French or Chinese language (for 5 periods per week)
- 2. as a full Thai course, studying Thai Culture for 1 period and Thai Language for 5 periods per week, and therefore not studying French or Chinese at all. Thai language is available to students at all three levels to meet their needs: beginner, intermediate, and advanced levels.

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

Assessment objectives

The assessment objectives (AOs) are:

A01 Reading

Candidates will be assessed on their ability to:

R1 identifies and interprets explicit and implicit information and attitudes.

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

- R3 analyse, evaluate and develop facts, ideas and opinions.
- R4 selects and synthesises information for specific purposes.

A02 Writing

Candidates will be assessed on their ability to:

- W1 communicate clearly, effectively and imaginatively
- W2 sequence facts, ideas and opinions
- W3 use a range of appropriate vocabulary
- W4 use tone, style and register appropriate to audience and context
- W5 make accurate use of spelling, punctuation and grammar

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

Area A: Reading and Directed Writing

Students should be able to:

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

Area B: Continuous Writing

Students should be able to:

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

Area C: Usage

Students should be able to:

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

How is this course assessed?

Students are assessed externally by Cambridge Examinations in Year 11.

Paper 1: Reading and Directed Writing (50%)	Paper 2 : Directed Writing (50%)
2 hours, 50 marks	2 hours 50 marks
Section 1 Comprehension and Use of Language (25 marks) This section tests the following reading assessment objectives R1 and R2	Section 1 Argumentative/Discursive (25 marks) Section 2 Descriptive/Narrative
Section 2 Directed Writing (25 marks)	Writing (25 marks)
This section tests the following writing assessment objectives W1-W5 and this question also tests the following reading assessment objectives R3 and R4	

Thai – Intermediate (Years 10 & 11)

Areas of Study:

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

Statement of Purpose:

The two-year course is designed so that students will develop reading, writing, listening, speaking skills, and grammar drills. They also will be able to communicate accurately, appropriately and effectively in writing; to understand and respond appropriately. They will also learn to appreciate aspects of Thai culture.

Thai: Intermediate – Years 10 and 11

During the two year course the following areas are studied:

Thai Core Class

Area A:

Speaking and Listening

Students will: Speak Thai basic conversation in daily life; Listen and repeat; Listen to audio materials and respond appropriately.

Reading and Writing

Students will: Recognise the Thai alphabet, tones and read aloud correctly; Comprehend authentic materials such as charts and pictures; Read, comprehend, and respond; Write simple words and make short sentences.

Area B: Thai Grammar

Students will: Study Thai grammar rules and use those rules to construct grammatically correct sentences in Speaking, Listening, Reading, and Writing skills; Practice using

Area C: Thai Culture - Students will:

Learn and participate in Thai celebrations and festivals (Teacher appreciation day (Wan wai kru), Loy krathong and Songkran) Learn and practice Thai arts and crafts Learn Thai cooking Learn about Thai kings Learn about Thai dances Learn about Thai folk games Learn about Thai movie

Area A: Thai Language Skills - Students will:

Learn, practice and describe about themselves, career in community, exploring Chiang Mai, and children story Apply and present the lessons learned in class to outside classroom or school Read and write the simple words, phrases and sentences. Do reading comprehension

Area B: Thai Grammar - Students will:

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

Thai Culture Class

Students will develop:

Communicative Skills:

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

Basic Knowledge of Thai Culture:

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

Area C: Thai Culture - Students will:

Learn and participate in Thai celebrations and festivals (Teacher appreciation day (Wan wai kru), Loy krathong and Songkran) Learn and practice Thai arts and crafts Learn Thai cooking Learn about Thai kings Learn about Thai dances Learn about Thai folk games Learn about Thai movie



Area B: Personal and social life

Self, family and personal relationships Holidays and special occasions

Area C: The world around us

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

Area D: The world of work

Continuing education Careers and employment Language and communication in the workplace

Area E: The international world

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

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

Topics studied during Year 10:

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

Topics studied during Year 11:

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

Course title

Course code

Assessment

IGCSE French (foreign language) 0520

Chinese – Foreign Language IGCSE (Years 10 & 11)

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

Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0547. It is studied over a two-year period before examination, as recommended by the examination board. This is a course designed for students learning Mandarin Chinese as a foreign language. In

Chinese – Years 10 and 11 content

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

Area A: Everyday activities

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

Area B: Personal and social life

Self, family and personal relationships Holidays and special occasions

Area C: The world around us

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

Area D: The world of work

Continuing education Careers and employment Language and communication in the workplace

Area E: The international world

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

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

Topics studied during Year 10:

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

Topics studied during Year 11:

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

Chinese IGCSE Y10-11 Course assessment

Course title	Course code	Assessment
Foreign language Chinese	IGCSE 0547	0547/11 Listening (35q) 30 Marks 0547/21 Reading (1:15q) 36 Marks 0547/31 Speaking (15q) 100 Marks 0547/41 Writing (1:15q) 45 Marks
Chinese as a second language	IGCSE 0523	0523/01 Reading and Writing 2:00 60 Marks (60%) 0523/02 Listening 35-45q 30 Marks (20%) 0523/03 Speaking 10-13q 60 Marks (20%)
First language Chinese	IGCSE 0509	0509/01 Paper 1 Reading, Directed Writing and Classical Chinese 2:15q 60 Marks (50%) 0509/02 Paper 2 Writing 2:00 50 Marks (50%)

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

Areas of Study:

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

Statement of Purpose:

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

Students will:

develop an appreciation and fundamental understanding of the value of Physical Education and its relationship to a healthy active lifestyle;

develop an awareness of movement as a creative medium in the development of communication, expression, and aesthetic appreciation;

develop the motor skills necessary to enable students to participate successfully in variety of physical activities success being measured in relation to the individuals personal development;

acquire skills and techniques readily applicable in more complex patterns;

Personal & Social Development programme (Years 10 & 11)

The Personal & Social Development Programme is scheduled once a week. The programme includes the teaching of PSHE, university preparation, study & revision skills, financial literacy and an opportunity for a study hall.

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

The programme seeks to develop essential knowledge and life skills into the curriculum, without drawing time from students IGCSE lessons. The schedule changes from week to week with students experiencing a range of different lessons throughout the academic year.

	10L	10i	10S	11L	11i	11S
Week 1	PSHE	Study Hall	Financial lit	PSHE	Uni. prep.	Study Skills
Week 2	PSHE	Uni. prep.	Study Skills	PSHE	Study Hall	Financial lit
Week 3	Financial lit	PSHE	Study Hall	Study Skills	PSHE	Study Hall
Week 4	Study Skills	PSHE	Uni. prep.	Financial lit	PSHE	Uni. prep.
Week 5	Study Hall	Financial lit	PSHE	Study Hall	Study Skills	PSHE
Week 6	Uni. prep.	Study Skills	PSHE	Uni. prep.	Financial lit	PSHE

Example:

Statement of Purpose:

The course is designed so that students will:

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

PSHE

Key topic areas for Years 10 & 11:

<u>Personal</u>	<u>Social</u>	Health/Safety
Changing	Relationships	Sexual Health
Awareness	Self-esteem & Peer	Drugs, Alcohol,
Feelings &	Pressure	Society & You
Emotions	How Others Live	Why Do People
	Social Responsibility	Take Risks?
	Healthy Scepticism	Internet Safety
		Road Safety

Financial Literacy

Key topic areas for Years 10 & 11:

Financial	Budgeting	Risk and	Investing
Planning	Saving for	Reward	Economic
Employment and	University	Managing	Factors
Taxes		Credit	

Study Skills & Revision

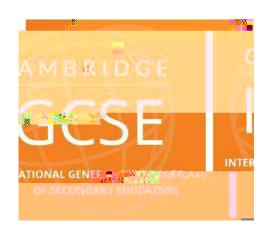
Key topic areas for Years 10 & 11:

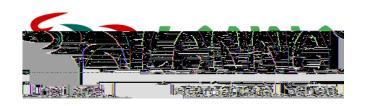
Flow Theory	Self-Directed	Managing	Revision
	Learning	Time	Strategies

University Preparation

Key topic areas for Years 10 & 11:

Psychometric	Profile Building	Academic	University
Testing		Counselling	Planning





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