

SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK • RIVERSIDE

YEARS
10-11

IGCSE



IGCSE

**Key Stage 4
YEAR 10 & 11 GUIDE
2023-25**

**Exceptional People
Outstanding Opportunities
Academic Excellence**



SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK • RIVERSIDE





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

School Motto

MISSION

Inspiring Exceptional People

VALUES

The core commitment and aspiration of education at the schools of Shrewsbury International Asia is embodied in the following values:

OUTSTANDING OPPORTUNITIES

We offer a broad range of outstanding opportunities for each student to flourish, ensuring personal growth, purpose and high standards of achievement.

CARE AND COMPASSION

We nurture mutual respect, wellbeing, and care for all members of our community, who engage with the wider world as global citizens.

REFLECTION AND RENEWAL

We are committed to continuous evaluation, improvement and growth in advancing high quality education.



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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 an 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



Sonya Papps

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]	Senior School [Sixth Form]
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.

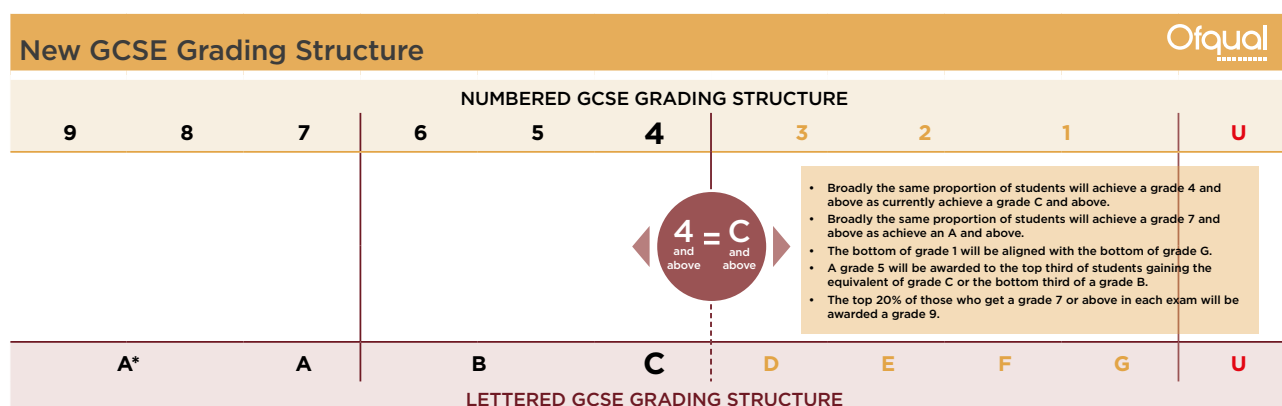
Examination boards

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

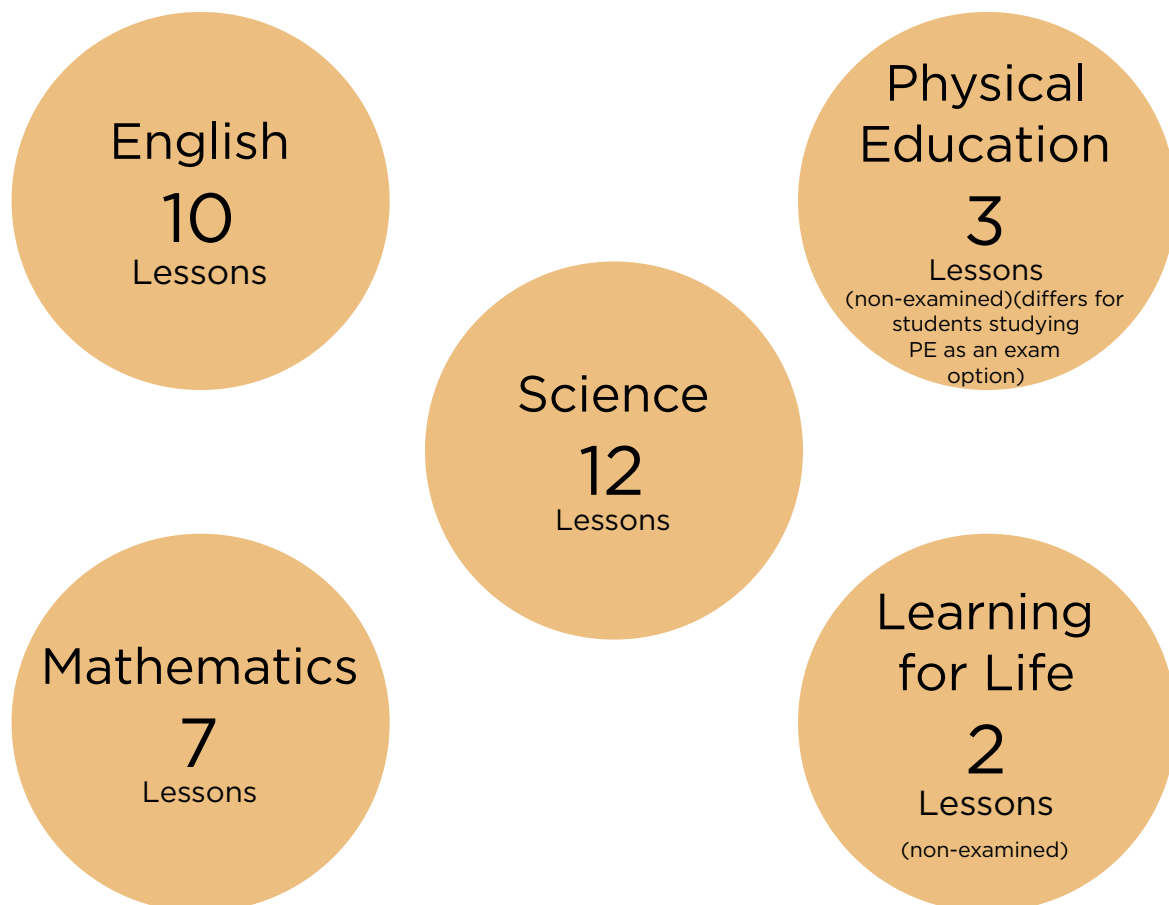
The grade range for IGCSE and GCSE examinations is A* - G or 9 to 1. The bottom grade is U (for an ungradeable performance). In some subjects the A* - G range of grades may be split into two; A* - E for the extended level course and C - G for the core level course. The grade that students can obtain 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 there is a numbered grading system. In these courses students will receive their final grade 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:



Core / Compulsory Subjects

The current timetable consists of 60 x 55 minute lessons over a 10-day cycle, of which 29 lessons are compulsory examined subjects, and 5 are compulsory non-examined lessons. The remaining lessons are allocated to chosen subject options.



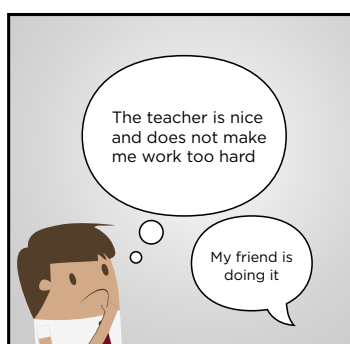
Optional Studies

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.

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 Ms Laura Garcia, Assistant Principal (Academic), for more information on the curriculum, at laura.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	

Home Learning

The academic programme at school is supported by carefully chosen home learning assignments. These tasks may come in a variety of forms: extension work that stretches students' understanding further, preparation for a new topic, structured reading, or revision for an upcoming assessment.

In the case of the IGCSE programme, the nature and extent of tasks will depend on the demands of the individual subjects and may well include wider reading. Allowing for this, and completion of coursework assignments at various stages, students should expect approximately 2 hours of home learning per day. With final IGCSE examinations just 20 months from the start of Year 10, there is an added emphasis on home learning and independent study. A student's ability to manage their time independently will become increasingly important.

A proper environment is extremely important for learning. Work should be conducted at a desk and without distractions (music, mobile phones etc.).



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		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.	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.

After School Activities

Shrewsbury's extensive co-curricular programme is designed to allow students to explore their interests and to develop skills outside of the classroom. These opportunities can help contextualise and to reinforce learning in the classroom, and further develop communication, collaboration and leadership skills. They also help to bring balance to a student's school experience, serving to enhance their wellbeing and in doing so, benefiting their academic performance. This is especially important for students in their IGCSE years. At Shrewsbury we see the co-curriculum as complementary to academic studies and an essential part of daily life.

Shrewsbury's co-curricular programme is divided into three main streams:

1. YOU-TIME ACTIVITIES:

These activities are for students from Year 1 to Year 13. Different activities are offered for different year groups. Access to different types of activities throughout the year allows students to explore different interests and make new friends outside of class. The wide ranging and stimulating programme affords all students an opportunity to explore new interests, develop passions and fulfill potential.

2. ADDITIONAL ACTIVITIES:

These activities are for students from Year 1 to 13 and are operated by external agencies and providers. These are paid activities and parents will be charged and invoiced for their child's participation in additional activities during the term.

3. EXCELLENCE PROGRAMME ACTIVITIES:

Our Excellence Programmes aim to support students in a range of areas, including Music, Drama and Sport, to help them to pursue excellence and to reach their full potential. Excellence activities usually involve trial, audition or invitation to attend.

The Activities Blocks

There are four consecutive activity blocks that run throughout the academic year, and which reflect the sporting seasons of BISA (Bangkok International Schools Association) in which our sporting sides compete across 5 different age groups. Each block lasts around 8-10 weeks. Students can choose new activities for each activity block, giving them an opportunity to try new activities on a regular basis. Many activities, such as the school orchestra, choirs or golf team, continue all year round.

House System

The House system is a key aspect of our strong overall school provision. All children will be placed into one of six houses when they enter the school and will remain in that house throughout their time at Riverside. Siblings will be placed into the same houses on entry to the school. Each House is named after a Nobel Peace Prize winner, reflecting both the school's international nature and the organisational value of care and compassion.

The House system allows for a community within a community, giving children the opportunity to interact and make friendships both outside their class and outside of their Year Group. Throughout the year there will be a number of opportunities for Houses to meet and take part in events together. These events will be wide-ranging and include sport, music, academics and creativity, with many events and ongoing competitions also offering students the chance to earn points for their Houses.

Fundamentally though, the House system is about much more than simply collecting House points. Our younger students look up to the older students as role models whilst it gives our older students a sense of responsibility and leadership. Through the various events it fosters engagement, competition, spirit and togetherness. Our House logos and mascots can be found at the end of this booklet.

Residential Trips

The Residential Trips form an integral part of both the academic and pastoral programmes. Through shared experiences and challenges outside of the classroom, students' values and attitudes are challenged and shaped. On these trips they form friendships that last throughout school and contribute to the positive, caring and dynamic environment in which Senior School students flourish. Each trip has a different core focus, designed to enhance the academic curriculum and provide opportunities for personal and social development. Through carefully designed and planned activities they develop independence, self-confidence, esteem and discipline. They learn to lead and to work as part of a team as they develop initiative and problem solving skills. Presentations and performances during the evening sessions develop students' communication skills.

For Year 10 students, the mandatory residential trip includes some of the required elements of the Duke of Edinburgh International Award (Bronze Level) which all students complete alongside their IGCSE studies. Many go on to complete Silver and Gold levels beyond. In recent years, the Year 10 trip has taken place in Chiang Rai province, north of Thailand.

For Year 11 students, the post-IGCSE exam residential trip is an opportunity to reflect on completion of the IGCSE programme as a cohort, and to the new challenges of the Year ahead. In recent years, the Year 11 trip has taken students to seaside locations such as Hua Hin.

What is the Residential experience?

'A week without walls'

Whilst the Year 10 and 11 trips have a slightly different focus, they share many of the same core aims as the residential trips for younger year groups. The Residentials are designed to diversify from daily school life and seek to foster a variety of skills and experiences as well as developing a Year Group identity and a re-connection with the natural environment / local communities. Health & Safety and Child Safeguarding will always be the first priority.

Aims:

To develop and empower student risk management by applying leadership and teamwork.

To facilitate experiences to develop judgment; to learn basic hazard identification, tacit risk assessment, practice decision-making, develop situational awareness.

To learn injury and illness prevention, and emergency procedures.

The Residential will include:

- Health & Safety / Safeguarding
- Social interaction & team building
- Activities not available in school
- Community/environmental service
- Back to nature
- A distinct move away from digital devices & formal academia



The Duke of Edinburgh International Award

Proud to be doing

**THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD**



The Duke of Edinburgh International Award is one of the most popular activities at Shrewsbury International School for students in the Senior School (Year 10-13). Shrewsbury is an accredited Independent Award Centre for the International Award scheme.

The aim of the scheme is to encourage a spirit of adventure, discovery and community responsibility. Young people all over the world participate, and universities and future employers value it highly.

There are three levels of the Award: Bronze (Year 10), Silver (Year 11) and Gold (Year 12/Year 13). Most Year 10's complete the Bronze award, with some of the associated sections incorporated into the annual Year 10 residential trip. Many students progress to the more advanced Silver and Gold level awards.

Each award level comprises 4 sections: service, skill, physical recreation and everyone's favourite - the adventurous journey! At each level, there is a requirement to complete two adventurous journeys; a practice and an assessed journey. In addition, Gold participants also take part in an individual residential.

Each Award requires hard work, dedication and keen sense of fun. Gold students have the opportunity of completing their qualifying adventurous journey in an international location. In the past Shrewsbury Gold students have trekked in the national parks of New Zealand, Australia, France and the USA. The Volcanoes National Park, Hawaii has been a recent destination - an awesome experience for all.



PHYSICAL EDUCATION (CORE PE)

This is not an examined IGCSE programme (see Options section for the IGCSE qualification)

For students who wish to gain a formal qualification in Physical Education, we offer the Physical Education IGCSE. However, the Key Stage 4 timetable continues to include 3 lessons of PE in each 10 day cycle for all students throughout Years 10 and 11. This ensures that all students have a means of continuing their physical and skills development in both PE and swimming, and provides an important balance to the academic programme in maintaining good physical health for all students. The same emphasis on healthy living is later continued through the Key Stage 5 PE programme for our A level students.

LEARNING FOR LIFE

This is not an examined IGCSE programme

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 assemblies, Learning for Life lessons (Year 11) 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.

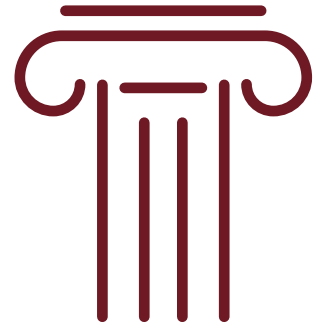
Assessment

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





CORE EXAMINATION SUBJECTS

ENGLISH LANGUAGE



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

CAIE: www.cambridgeinternational.org



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Yes in addition to final exams

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



ENGLISH LITERATURE



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

CAIE: www.cambridgeinternational.org



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Yes in addition to final exams

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



MATHEMATICS



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

Edexcel: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses.html>



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

N/A

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 the 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 4PM1) 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 (we require that students buy and use the Casio fx-991EX ClassWiz). 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 5 to 1.

Who do I contact for further details?

Mr. Christopher Redman, Head of Mathematics — christopher.r@shrewsbury.ac.th



SCIENCE



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

CAIE: www.cambridgeinternational.org



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Final exams only

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 have 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 2 - a multiple choice paper lasting 45 minutes, based on extension work. This paper will be weighted 30% of the final total mark.
- 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 30 minutes 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). The great majority of students will study the Extended syllabus content and they will be eligible for grades A*A* to GG.

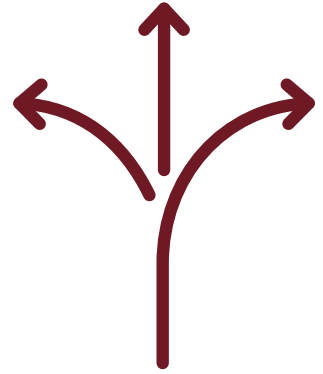
There are three papers for each of the separate sciences (9 in total) and grading for each of the subjects ranges from A* to G/U, giving three grades in total.

Who do I contact for further details?

Mr Christopher Gettel, Director of Science — christopher.g@shrewsbury.ac.th







OPTIONAL EXAMINATION SUBJECTS

ART & DESIGN



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

CAIE: www.cambridgeinternational.org



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Yes in addition to final exams

The creative economy is one of the world's fastest-growing sectors. Creative industries create employment and income, promote innovation and contribute to societies' well-being. It is among the most rapidly growing sectors of the world economy, generating nearly 30 million jobs worldwide and employing more people aged 15–29 than any other sector.

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 provides opportunities for you to develop a range of skills, to stimulate aesthetic awareness and 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 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 the beginning of April.

Double Art

We also offer the option for students to have supervised access to the Art studio space as part of their timetable. Whilst these lessons are not a requirement of the course, they do provide students with time to work under the guidance of a member of staff. This option particularly suits students who are very passionate and interested in Art as it provides space for them to explore their ideas and develop their skills and creativity. To choose this option, students should pick the option labelled as 'Double Art'. This would be one of their option choices. This recently introduced option has been popular with students, who find the additional time extremely beneficial.

Who do I contact for further details?

Mr Sebastian Brimsted, Head of Art — sebastian.b@shrewsbury.ac.th

BUSINESS STUDIES



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

CAIE: www.cambridgeinternational.org



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Final Exams Only

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, human resources, operations, finance and accounting, and the place of business in the local, national and global community.

You will develop skills in numeracy, 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

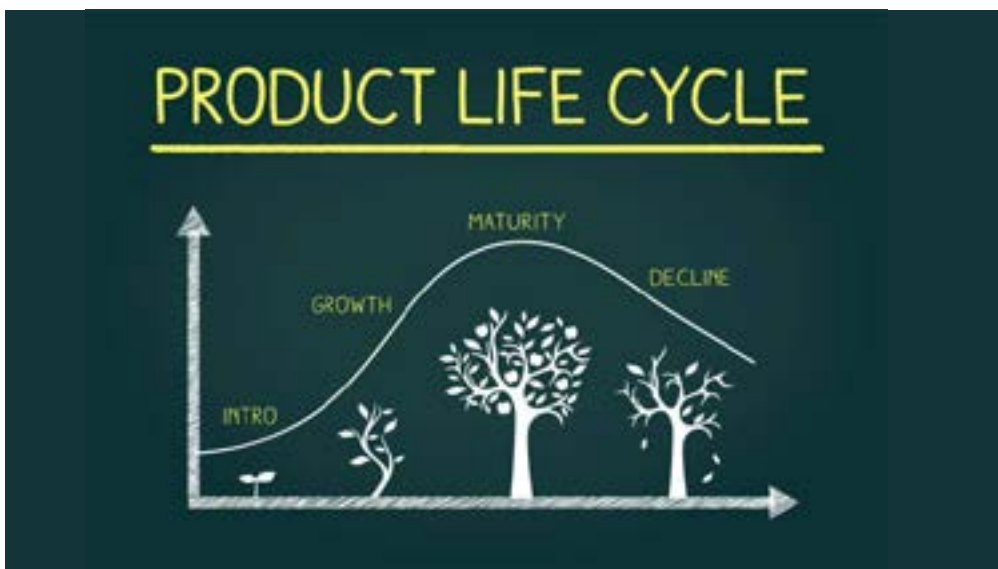
Internally, you should expect to be formally tested once every half term, and a full, internal, mock examination is undertaken in January of Year 11. You will be assessed regularly on your ability to analyse business-related information and handle numerical data in a variety of contexts.

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?

Mr. Morton James Cullen, Head of Business — james.cullen@shrewsbury.in.th



COMPUTER SCIENCE



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

CAIE: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-computer-science-0478/>



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Final Exams Only

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 an impact on most aspects of everyday life.

The Cambridge IGCSE Computer Science course enables learners to develop their computational thinking skills 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. It is an expectation that students who take the course will regularly complete programming activities to ensure that their levels of proficiency with the chosen programming language remain consistent. Previous experience in programming is welcomed but not necessary. 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 subsystems, which in turn consist of further subsystems.
- 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.
- Data transmission.
- Hardware.
- Software.
- The internet and its uses.
- Automated and emerging technologies.

Paper 2 (Practical Problem-solving & Programming)

- Algorithm design and problem-solving.
- Programming.
- Databases.
- Boolean logic

Assessment:

The course is assessed through 2 written papers; there is no coursework, however there is a large programming element to complete throughout the course. Both papers 1 & 2 contain of a series of questions that require both short-answer and structured responses There is no choice of questions. The externally assessed papers are weighted as follows:

- Paper 1: Theory 50% (75 marks).
- Paper 2: Algorithms, Programming and Logic 50% (75 marks) .

Who do I contact for further details?

Miss Samantha Bruin, Head of Computer Science— samantha.b2@shrewsbury.ac.th



DESIGN AND TECHNOLOGY



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

CAIE: www.cambridgeinternational.org



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Yes in addition to final exams

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 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 students to develop real-life skills that will be useful throughout their lives, irrespective of their future occupations.

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, 3D printed materials, 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 the umbrella of 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?

Mrs Rachel Lewis, Director of Design Technology and Innovation —
rachel.l@shrewsbury.ac.th



DRAMA



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

Edexcel: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses.html>



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Yes in addition to final exams

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 that 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 given stimulus 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 (internally marked, externally moderated)

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 (externally marked)

- 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 45 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 (externally marked)

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

ECONOMICS



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

CAIE: <https://www.cambridgeinternational.org/>



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Final Exams Only

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 that focus on macroeconomics::

- 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. Morton James Cullen, Head of Economics & Business— james.cullen@shrewsbury.in.th



GEOGRAPHY



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

Edexcel: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses.html>



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Final Exams Only

“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 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 urban challenges, coastal environments, economic development, natural hazards and climate change.
- 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 use a range of GIS software systems exploring geographical theory in a real world context.
- In Year 10 there is a compulsory field trip to get you out of the classroom, seeing theory in real life and practising fieldwork techniques in preparation for the fieldwork questions in the exam. Previous destinations have included Chiang Rai and Sam Roi Yot national parks.

Assessment

There are two examination papers and no coursework. Geography students will be entered for the highly respected Edexcel IGCSE examination.

- **Paper 1:** Physical Geography and Physical Geography Fieldwork.
- **Paper 2:** Human Geography, Human Geography Fieldwork and Global Issues.

Who do I contact for further details?

Ms. Tamar Smith, Head of Geography — tamar.s@shrewsbury.ac.th



HISTORY



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

CAIE: <https://www.cambridgeinternational.org/>



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Final Exams Only

- 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?
- How effectively did the USA contain the spread of Communism?

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. Paper 1 is hours in length. Paper 2 is 1 hour 45 minutes. 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?

Ms Emma Noake, Head of History — emma.n@shrewsbury.ac.th



MODERN FOREIGN LANGUAGES



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

Edexcel: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses.html>



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Final exams only

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 Key Stage 3 in order to have secure foundations on which to build.

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 business, medical studies and engineering as well as arts and humanities. 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 in school that is conducted by your teacher. 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

MUSIC



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

Edexcel: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Yes in addition to final exams

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 present day.
- **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

Listening (40%)	Students sit a 90-minute examination at the end of Year 11. Excerpts from the 8 set works will be played through headphones during the examination.
Performing (30%)	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.
Composing (30%)	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 Curriculum Music — stephen.j@shrewsbury.ac.th



PHYSICAL EDUCATION



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

Edexcel: <https://qualifications.pearson.com/en/qualifications/edexcel-gcse/physical-education-2016.html>



PRACTICAL / COURSEWORK /CONTROLLED ASSESSMENT

Yes, in addition to final exams.

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. Participation in school or out of school hours sport is advisable due to the importance of the practical element.

Course content

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

PSYCHOLOGY



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

Edexcel: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses.html>



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Final Exams Only.

Psychology is a fascinating subject that allows you to learn about human behaviour. 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 social 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 or 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 or 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, reliability and ethics.

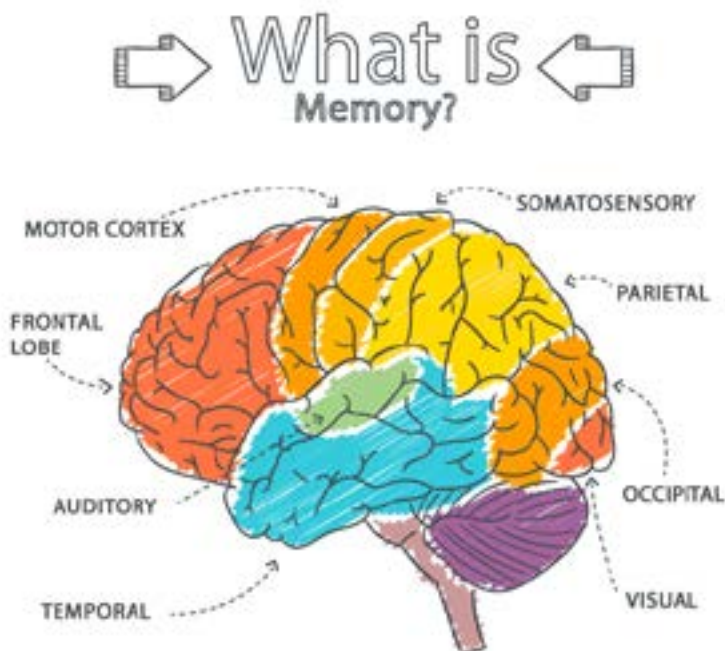
Assessment

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-answer and open-response questions. The sixth section will contain two extended open-response (essay) 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-answer and open-response questions, and one extended open-response (essay) question. The last two optional sections will cover the Criminal Psychology and Sleep and Dreaming topics. These sections will include multiple choice, short-answer and open-response questions, and one extended open-response (essay) question. Calculators may be used in the examination.

Who do I contact for further details?

Mrs. Helen Lakin, Head of Psychology — helen.l@shrewsbury.ac.th



RELIGIOUS STUDIES (RELIGION, PHILOSOPHY & ETHICS)



This subject option will be replaced for Year 10 in 2023/24 academic year



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

Edexcel: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses.html>



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Final Exams Only.

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 (Buddhism)

- 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 (Buddhism) 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



THAI FIRST LANGUAGE



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

CAIE: <https://www.cambridgeinternational.org/>



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Final Exams Only.

Aims

The aims are to enable students to:

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

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

The programmes and qualifications are designed for learners to:

develop the ability to communicate clearly, accurately and effectively when writing.

- learn how to use a wide range of vocabulary, and correct spelling, punctuation and grammar.
- develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which Thai can be used. IGCSE First Thai Language also develops more general analysis and communication skills such as synthesis, inference and the ability to order facts and present opinions effectively.

Our approach in Cambridge IGCSE First Language Thai encourage learners to be:

- **Confident**, exploring and evaluating ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.
- **Responsible**, understanding how to use language in different contexts and for different purposes to influence and affect the world around them.

- **Reflective**, critically reviewing their own work and identifying ways to improve. They develop successful learning strategies to consolidate their skills.
- **Innovative**, applying their knowledge and understanding to engage with a range of texts and styles of writing. They adapt their skills in order to respond to tasks in different contexts.
- **Engaged**, taking inspiration from, and being interested in, the variety of language around them. They read critically, learn from others and understand how their learning fits within the wider context.

Assessment

Candidates for Cambridge IGCSE First Language Thai 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 a 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

THAI SECOND LANGUAGE CERTIFICATE

This is not an IGCSE programme
Awarding Body: Srinakharinwirot University

First Language Thai speakers are required to complete the IGCSE programme. For students whose first language is not Thai, but who wish to develop their Thai language further and obtain a formal qualification in the language (e.g. for studies or work in Thailand beyond school), the school offers access to a second language pathway programme coordinated through Srinakharinwirot University.

This certification programme is delivered in the same options block as the IGCSE First Language programme and taught by our own Thai Studies department, but is formally assessed by the University (at school) at the end of Year 11.

The certificate can be gained for all, or some, of the 4 key language skills: Reading, Writing, Listening and Speaking.



GLOBAL PERSPECTIVES

This new IGCSE option subject is yet to be confirmed (as at time of writing in February 2023). If introduced, this option will be available for Year 10 students in 2023/2024 academic year



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

<https://www.cambridgeinternational.org/Images/555760-2022-2024-syllabus.pdf>



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Yes in addition to final exams

What is Global Perspectives?

Young people face unprecedented challenges in an interconnected and information-heavy world, not least in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices.

Global Perspectives teaches students to think critically, to learn about issues taking account of the different arguments, to manage individual and teamwork projects and to reflect on their learning. IGCSE Global Perspectives is a ground-breaking and stimulating course that stretches across traditional subject boundaries and develops transferable skills. The course is entirely about skills – “content” is only specified by an available menu of broad topics, within which practically any issue you might find in a good news channel could fit. The course taps into the way learners of today enjoy learning: namely teamwork, presentations and projects. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view. Students use research, reasoning and questioning to gain this understanding and form their own judgements.

Course outline

The course is built around core skills; knowledge of content is not assessed. However, each topic encompasses issues of global importance.

Students will complete 3 components:

Component 1 – Written Examination (weighting 35%)

Candidates will answer 4 compulsory sections. Questions are based on sources and will vary from 1 mark to a longer 24 mark answer. The sources will present a global issue from different perspectives, drawn from a list of 8 topics.

- Demographic change
- Education for all
- Employment
- Fuel and energy

- Globalisation
- Law and criminality
- Migration
- Transport systems

This component is externally assessed.

Component 2 – Individual Report (weighting 30%)

1,500 – 2,000 words chosen on one topic area from below:

- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Digital world
- Family
- Humans and other species
- Sustainable living
- Trade and aid

This component is internally set and externally marked.

Component 3 – Team Project (weighting 35%)

Candidates devise and develop a collaborative project into an aspect of one topic from below:

- 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

This project must allow for the exploration of different cultural perspectives. The Team Project comprises two elements:

Team Element 200 – 300 words

Personal Element 750 – 1000 words

This component is internally assessed and externally moderated.

Who do I contact for further details?

Mr Paul Williams - paul.w@shrewsbury.ac.th



HIGHER PROJECT QUALIFICATION (HPQ) - ACADEMIC LITERACY



EXAM BOARD AND DETAILED SYLLABUS INFORMATION

AQA: <https://www.aqa.org.uk/>



PRACTICAL / COURSEWORK / CONTROLLED ASSESSMENT

Yes.

The recently introduced and increasingly popular Higher Project Qualification HPQ course develops students' cross-discipline, academic research, language and literacy skills. It is designed to prepare students for the challenges and opportunities to follow in Key Stage 5, including a possible Extended Project Qualification (EPQ), and university. Throughout the two-year course, students are guided to explore areas such as selecting and evaluating sources, critical thinking, discussing ideas in depth and effectively presenting findings; skills which are incorporated into final individual projects accredited to an equivalent IGCSE level at the end of Year 11.

The (HPQ) course is unique in that it allows students to 'follow their passions' beyond the parameters of the traditional curriculum. The possibilities are limitless and the range of current projects include investigations into: cloning, fashion, mental health, interior design, hyperinflation, corruption in football and gaming. Students also have the option of presenting their final project through a written dissertation or by developing an artefact such as a video, prototype, event or app.

Though supported and guided throughout, there are elements of the HPQ where students are also required to demonstrate highly independent levels of time management, target setting and self reflection. The qualification is therefore ideally suited to students who, as well as being genuinely inquisitive and passionate about investigating topics or personal interests beyond the curriculum, are prepared to match this enthusiasm with the consistent and challenging academic rigor required to be a competent research student.

Course outline

Year 10

In Year 10 students develop a host of key academic research skills while also planning, producing and presenting a selection of individual and group projects. As well as offering the students insight into the differences between a dissertation and an artefact, these projects will provide the students with the fundamental research tools to be successful for their final independent project. Initial planning and preliminary research for this will begin in Term 3b.

Year 11

In Year 11, students select the focus of their own learning, choosing topics that they find particularly interesting or relevant to their future areas of study. They have the opportunity to extend and consolidate the skills developed in the first year by continuing to research, discuss and present their chosen individual project for entry to the HPQ. As well as taught, in-class sessions throughout the year, students are given an individual supervisor who they meet regularly to help to guide them through the whole process.

To complete the project, students are required to:

- Choose an area of interest;
- Plan, research and carry out the project;
- Deliver a live presentation to an audience;
- Provide evidence of all stages of project development and production for assessment;
- Produce a 2000 word report or a 500 word report plus an artefact;
- Evaluate and reflect on the project.

Assessment

There is no final examination for the HPQ; all marks are gained within the recording and evaluation of the process, as well as the written report or artefact and presentation outlined above. The projects are marked internally by each student's Supervisor and moderated by the Centre Coordinator before being sent for external moderation and assessment to the UK's AQA Examination Board. Students can gain an equivalent IGCSE grade of A*-C.

To complete the project, students are required to:

- Choose an area of interest;
- Plan, research and carry out the project;
- Deliver a live presentation to an audience;
- Provide evidence of all stages of project development and production for assessment;
- Produce a 2000 word report or a 500 word report plus an artefact;
- Evaluate and reflect on the project.

Assessment

There is no final examination for the HPQ; all marks are gained within the recording and evaluation of the process, as well as the written report and presentation outlined above. The projects are marked internally by each student's Supervisor and moderated by the Centre Coordinator before being sent for external moderation and assessment to the UK's AQA Examination Board. Students can gain an equivalent IGCSE grade of A*-C.

Following discussions with students and the HPQ and EPQ Coordinators, an option is also available for students to defer submitting their HPQ projects in order to further their work in Year 12 and complete the AS-equivalent Extended Project Qualification (EPQ).

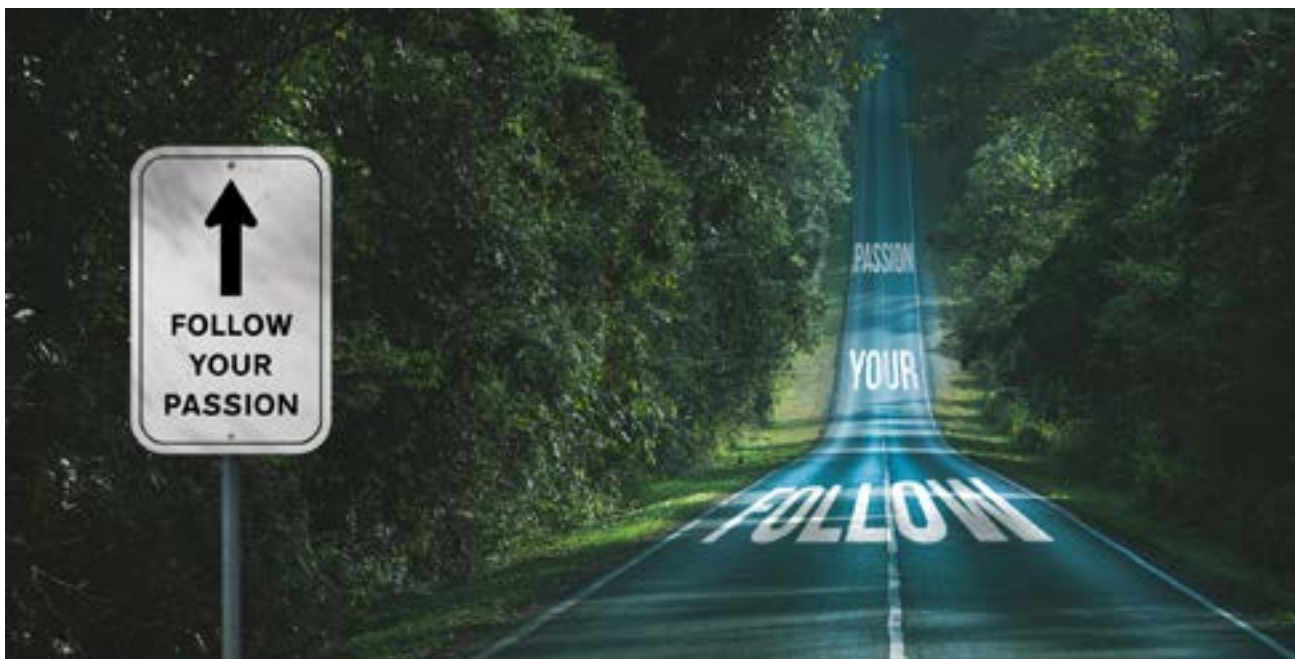
Who do I contact for further details?

Mr. Lee McKernan – HPQ Course Coordinator

lee.m@shrewsbury.ac.th

‘The best thing about HPQ is it encourages you to challenge yourself by independently researching and exploring the topics that you love. It gives you an opportunity to flourish and also find out what you truly are interested in for the future.’

– Pooh, Year 11



THE HOUSES AT SHREWSBURY



Mandela The Foxes

Nelson Mandela



Schweitzer The bulls

Albert Schweitzer



Teresa The Phoenix

Mother Teresa



Malala The Griffins

Malala Yousafzai



Williams The Dragons

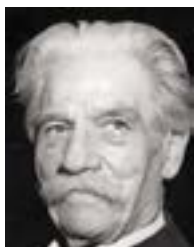
Jody Williams



King The Lions

Martin Luther King

The Nobel Peace Prize



1952
Albert
Schweitzer
German.



1964
Mother Teresa
Albanian.



1964
Martin Luther
King
American.



1993
Nelson Mandela
South African.



1997
Jody Williams.
American.



2014
Malala
Yousafzai.
Pakistani.



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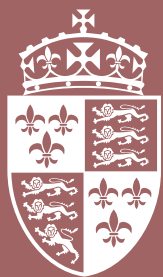


ASSAULT FITNESS

ASSAULT FITNESS

AIRRUNNER

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