



British
International School, Phuket



KEY STAGE 3

Curriculum Handbook 2018-2019



Key Stage 3 Curriculum Handbook

2018-2019

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Key Stage 3 Overview

Introduction

Welcome to Key Stage 3 at the British International School, Phuket. The purpose of this booklet is to give students and parents an introduction to, and overview of life at KS3. The teaching and learning which take place in this phase of a student's education lay the foundations for our IGCSE courses and subsequent IBDP in years 12 and 13.

Students are taught all subjects across the curriculum throughout KS3 and this includes working in specialist areas around the school. It is important that good work habits are developed and pupils become increasingly independent in their studies. This is actively encouraged by the pupil's tutor with whom they meet every morning and through mentoring as a part of this.

The school day lasts from 07.50 to 14.35, except for Mondays and on alternate Wednesdays where there is an extra lesson at the end of the day and school finishes at 15.40. There are five lessons a day, with six on Monday & every other Wednesday, each lasting one hour. There is a registration period at the start of each day. This takes place in the designated form room with the class tutors.

Tutor Time

KS3 students are divided into form groups each with these designated form tutors. They are the first point of contact with parents. The students will spend 15 minutes at the beginning of each day with their form tutors who are there to help with problems, encourage students to organise themselves for the day, check homework planners and to discuss matters of importance. Students will also consider their academic performance and study habits with their tutors during the year after each report. Clear targets for improvement will be set.

Wellbeing is paramount at KS3 and students will explore this with their tutors and other staff. During this time issues such as healthy eating, exercise, personal organisation, relationships and many more are discussed between the form and tutors in order for the students to develop an awareness of their own strengths and develop aspects of their wellbeing within a caring and safe environment.

Subjects Studied

The KS3 curriculum offers a broad balanced education based around the programmes of study laid out by the English National Curriculum for Key Stage 3, but taking into account the rich diversity of nationalities in our student body and the position of our school in South East Asia.

The chart below outlines the number of lessons for each subject area in the students' weekly timetable. The teaching groups across KS3 are determined by form group, by mixed ability, language choice or gender or are set within subject areas according to data and pupil performance.

Modern Foreign Language Study is a choice of Mandarin, French or Spanish. Thai nationals will study Thai Language A.

Subject	Teaching Group	Year 7	Year 8	Year 9
English	Mixed	4	4	4
Maths	Set*	4	4	3
Science	Form **	3	3	4
MFL/Thai Lang A	Grouped by Language choice	3	3	3
PE	Mixed	2	2	2
History	Mixed	2	2	2
Geography	Mixed	2	2	2
Art	Form	1	1	1
IT	Form	1	1	1
Design Technology	Form	1	1	1
Drama	Form	1	1	1
Music	Form / Combined	1	1	1
Thai Studies	Set ***	1	1	1

***Maths**

On entry to KS3 students are placed in ability set classes. These sets are fluid throughout KS3

****Science**

During years 7 and 8 students are taught science in their form groups. As students enter year 9 they will end their KS3 study and begin IGCSE courses so at this time students are ability set. Further streaming takes place in years 10 and 11

*****Thai Studies**

Students are taught in groups according to their ability and awareness of Thai language and culture. Thai language A students have Thai studies within Language A curriculum

Homework

The homework schedule for Years 7-9 is intended to provide a structured framework that will support students in their development of well-organised work and study habits. English, Mathematics, Science and languages have two slots of homework a week, with the other subjects having one. Homework, when given, must be recorded each day in the student’s planner, which parents are asked to check on a weekly basis. Further information about homework will be posted for each group on Google Classrooms.

Assignments should be carefully chosen and support or reinforce the learning that has taken

Key Stage 3 Overview

place at school. A timetable is made available to all students and parents at the beginning of the Academic year and students are actively encouraged to commit to their homework in a positive environment – at a desk, without distraction and with computer use in a common area at home.

	Year 7	Year 8	Year 9
Homework per subject per night	20 minutes	25 minutes	30 minutes

Reporting and Assessment

Formative assessment is an ongoing process in all subject areas throughout the year. This can occur in a variety of ways including written work, questioning, practical activities, projects, class discussions, group work, role play and many more. Students will be assessed using a variety of these techniques against recognised published criteria for each subject. In terms of summative assessment, end of year examinations will be taken in May of the summer term. The marks attained in these together with those from the formative assessments will be amalgamated to give overall attainment.

There are four reporting points to parents throughout the year: a full written report, two progress reports and an exit report at the end of the year. The first progress report is designed to provide an overview of all the subjects studied by a student and gives both an effort grade and an indication of whether students are achieving at the expected level. Following this, parents will receive a full written report for the first half of the year. The second progress report follows in April, with the final exit report for the year being received in June at the end of the summer term.

Parent consultations occur twice in the year and allow parents the opportunity to meet with each of their child's teachers to discuss their progress and any queries arising from the reports. The first such meeting happens in October after the first progress report has been received and the second in April. In between these periods of formal contact parents should feel free to contact the school at any time if they have concerns about either the well being or progress of their child. The form tutor is the first point of contact for parents, with more serious matters then being referred up to the Key Stage 3 Coordinator or the Head of Wellbeing. Appointments can be made via the school office or by emailing the individual tutor concerned.

Activities

Whilst academic study remains extremely important to us, education is also far more than just the curricular. As such we encourage students at KS3 to participate in a range of activities offered across the year.

Activities take place during afternoons for one hour after school (usually 2.45-3.45). They range from sporting activities to arts and music and science and students choose to do one or two a

week from the programme. We have an increasing number of students who play an active part in the growing number of Academies at BISP.

Learning Skills

We are committed to the development of some key learning skills across the whole school. These are evident in our approaches to teaching and learning from Little Ducks to IB level and support those attributes and learner profiles required for success at IGCSE and IB level. These skills directly link to our learning values and enable pupils to personalise and connect their learning in a safe yet rigorous environment in order to become expert learners.

These skills are:

- **Researchers and Investigators:** challenge and question material and ideas from a range of sources; become increasingly critical and evaluative
- **Self Managers:** welcome challenge and take risks in their learning; demonstrate willingness to learn from mistakes and embrace new ideas; participate constructively in and beyond the classroom; show flexibility in approaches to thinking, learning and creating
- **Communicators:** communicate effectively in spoken and written contexts and in increasingly complex situations; demonstrate respect for others and their ideas
- **Thinkers:** use a range of strategies to promote personal learning; consider responses and how to apply knowledge and learning; reflect on the learning process and outcomes; show commitment to learning across all disciplines and contexts
- **Team Members:** demonstrate ability to work collaboratively; work in a variety of roles and contexts; is prepared to take ownership of ideas, targets and goals; listen with respect and appreciation of context, community and diversity

Residential Trips

Each year across KS3 students are invited to take part in a Residential Trip week. These are designed for the specific year group and encompass both activities supporting the curriculum for that year and enhancing students' collaboration and team work. They foster a positive ethos amongst the year group and are often reported by students as a highlight of the year!

On these trips friendships are formed and students are encouraged to become increasingly independent, self confident and demonstrate leadership skills. The Learning Values are explored and developed within these experiences.

Additional Information

Key Contacts

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Subjects

English A
English as an Additional Language
Mathematics
Science
Science Year 9 IGCSE
Art and Design
Drama
Music
Design Technology
French
Mandarin
Spanish
Thai Studies
First Language Thai
Geography
History
KS3 Computing
Physical Education

English Language A

Aims

- Students develop skills in speaking, listening, reading and writing in order to participate fully in society.
- Students learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.
- Students become enthusiastic and critical readers of a range of literature, non-fiction and media texts.
- Students prepare for the rigors of studying language and literature for IGCSE and IB courses.

Course Content

Year 7	Year 8	Year 9
Communicating With Others Reflecting on personal values, using figurative language and knowing when to use formal and informal language	Crafting Characters Study of a novel through voice and characterisation, literary analysis	Elements of Fiction Novels in 2 genres, Literary analysis, textual and extract study, Empathic response, Narrative writing
Poetry Without Pressure Different styles of poetry, Imaginative verse and literary analysis	Stories on Screen Visual analysis, writing a review, thematic analysis	The Art of Rhetoric Persuasive speaking and texts
What Makes a Novel Compelling? Identifying and commenting on features of a novel, expressing opinions in a formal speech and understanding aspects of diary writing	Poetry and Me Poetry and music, figurative language and analytical writing skills	The Art of Persuasion Close study of advertising, analytical essay writing, comparative essay writing, Presentation
Making the News Journalism, Informing and reporting, broadcasting	Journeys Language change, multiple text types, linguistic analysis, travel writing	Representations of War Critical evaluation of a wide variety of text types, Textual analysis, Oral Commentary
Engaging Stories Transformed Myth and Legend, comparison and imaginative writing	Shakespeare and Short Stories Dramatic presentation, literary themes, creative writing	Romeo and Juliet Blended drama and film unit, Literary analysis, Imaginative writing

English Language A

Assessment:

Each unit will contain tasks that formatively assess a student's achievements. Students will practise each of the assessed skills in English several times a year: Speaking and Listening, Reading and Writing.

Below are the four assessment criteria for Key Stage 3 English, along with sample objectives that students may be asked to work towards. Task sheets with task outlines, conditions and task-specific criteria will be made available before all exams and assessment.

Criterion A: Analysing

- Evaluate creator's choices
- Consider audience response
- Use the text to support their ideas
- Consider various perspectives

Criterion B: Organising

- Structure their writing in a variety of ways
- Reference and format their writing for presentation
- Sequence opinions and ideas

Criterion C: Producing Text

- Make stylistic choices such as linguistic, literary, and visual devices
- Use imagination while exploring new ideas
- Include details and examples

Criterion D: Using Language

- Employ a variety of vocabulary and sentence structures
- Vary their register and style based on context
- Use correct grammar
- Spell and pronounce with accuracy
- Use non-verbal communication techniques

English as an Additional Language

Aims

- Enable students whose first language is not English to become competent in the four language domains: listening, speaking, reading and writing at the expected level of English for KS3.
- Improve the students' communication skills and raise the level of their engagement with texts in a mainstream context.
- Provide a supportive environment to communicate effectively in the mainstream classroom.
- Guide students towards greater independence and flexibility in the production of English.
- Monitor students' progress as they gain increasing control and understanding of the language.
- Support students to extend the application of familiar structures to school based contexts, producing and responding to variety of text types.

Course Content

	Year 7	Year 8	Year 9
Reading	Recognition of typical text features	Response to accessible mainstream texts	Study of narratives, poems, non fiction texts
	Structure of texts for information	Guided reading activities	Develop interpretative skills and information extraction
	How ideas are related in texts	Skills and Strategies for Information retrieval in texts	Extension of letter-sound relationships
Writing	Planning and drafting	Communicate effectively in a range of text types	Improve clarity of writing and consider the readers' perspective
	Composition of written work	Improve text structure, organisation and purpose	Increase knowledge of grammatical structures to increase versatility of writing
	Use of cohesive devices		Coherent arguments
	Use of time markers		Understanding of wide range of genres
	Sentence level work		
Speaking and Listening	Formal and informal register	Understanding Spoken Text	Explore and discuss issues
	Stress, rhythm and intonation	Adaptation of speech for context and audience	Formal talk
	Interactive activities		Evaluate the views of others
	Develop subject specific vocabulary appropriate to context		Generic features in a range of spoken genres

English as an Additional Language

Assessment:

A comprehensive set of progressive learning objectives based on the Council of Europe's Common Framework of Reference for Languages (CEFR) is designed to support and motivate students through end-of-stage goals to help students and parents monitor progress being made. Each year students will sit an external Cambridge English examination covering the skills studied. The result from this will be included in the end of year assessment level and coupled with their progression in formative assessment throughout the year.



Course Information

Useful websites:

<http://www.bbc.co.uk/education/levels/z4kw2hv>

<http://www.writeexpress.com/online2.html>

<http://www.bbc.co.uk/schoolreport>

<http://ancienthistory.about.com/od/greekmythology>

<https://mreader.org/index.php>

<https://writeandimprove.com>

<https://maryglasgowplus.com>

Contact:

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Head of English as an Additional Language ppreen@bisphuket.ac.th

Mathematics

Aims

- Applying suitable Mathematics accurately within the classroom and beyond
- Communicating Mathematics effectively
- Engaging in Mathematics as an interesting and worthwhile activity
- Selecting appropriate Mathematical tools and methods
- Knowing that Mathematics is a rigorous, coherent discipline
- Combining understanding, experiences, imagination and reasoning to construct new knowledge
- Using existing Mathematical knowledge to create solutions to unfamiliar problems
- Understanding that Mathematics is used as a tool in a wide range of contexts
- Recognising the rich historical and cultural roots of Mathematics
- Knowing that Mathematics is essentially abstract and can be used to model or represent situations
- Recognising the limitations and scope of a model or representation

Course Content

Year 7 Topics	Year 8 Topics	Year 9 Topics
Arithmetic	Factors	Estimation and approximation
Angles	Pythagoras' Theorem	Basic operations
Number patterns and sequences	Rounding and estimating	Indices and standard form
Area and Perimeter	Data analysis	Fractions and percentages
Fractions	Nets and surface area	Linear graphs and equations
Statistics	Ratio and proportion	Statistical diagrams
Time and timetables	Algebra : brackets	Probability
Negative numbers	Fractions and percentages	Trigonometry
Algebra	Probability : two events	Area, perimeter and volume
Decimals and fractions	Angles, bearings and maps	Sequences
Scale drawing	Formulae	Algebraic manipulation
Probability	Money and Time	Angles, construction and loci

Mathematics

Year 7 Topics	Year 8 Topics	Year 9 Topics
Volume	Straight line graphs	Graphs, equations and inequalities
	Circles, cylinders and polygons	Cumulative frequency
	Circles, cylinders and polygons	Quadratic functions
	Similarity	

Assessment:

Each unit will be assessed by means of an end of unit test. In addition there will be grouped tests, which assess a pupil's performance over a number of units. There will be five of these tests spread over the year.



Course Information

Useful websites:

<http://www.bbc.co.uk/education/subjects/zqhs34j>

<https://www.mangahigh.com>

<http://www.myimaths.com>

Contact:

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Science

Aims

Our two year Key Stage 3 Science curriculum is based on the UK National Curriculum framework but has been modified to bridge between the BISP Primary Science curriculum and the Cambridge IGCSE Science curriculum which students begin in Year 9.

- To stimulate and maintain a healthy interest and enjoyment of Science.
- To offer opportunities to improve Key Stage 3 scientific skills covering the following assessment areas:

Thinking Scientifically

Understanding the Applications and Implications of Science

Communicating and Collaborating in Science

Using Investigative Approaches

Working critically with Evidence

- To work safely and co-operatively using a wide range of techniques, apparatus and materials.
- To prepare students for an early start to IGCSE Separate Sciences in Year 9

Course Content

Year 7

Biology	Chemistry	Physics
7B1 Cells to systems	7C1 Making salts	7P1 Energy
7B2 Nutrition, digestion and health	7C2 Atoms, elements and compounds	7P2 Forces
7B3 Plants and photosynthesis	7C3 Acids	7P3 Motion
	7C4 Earth	7P4 Space

Year 8

Biology	Chemistry	Physics
8B1 Breathing and respiration	8C1 Solids, liquids and gases	8P1 Heating & cooling
8B2 Reproduction	8C2 Reactivity and rates	8P2 Light & waves
8B3 Ecosystems and the environment	8C3 Identifying salts and gases	8P3 Electricity and electromagnetism
	8C3 Metals and reactivity	8P4 Sound

Assessment:

On completion of three units (one Biology, one Chemistry and one Physics), students will sit a structured end of cycle test and receive a mark for this. There are three such assessment points during the year. The final two units in Term 3 will be project based and involve criterion based assessment. In addition, students' scientific skills will be assessed throughout the year through practical work and laboratory reports.



Course Information

Useful websites:

<http://www.bbc.co.uk/education/subjects/zng4d2p>

<http://www.brainpop.co.uk/science>

<http://www.sciencemuseum.org.uk>

<http://www.exploratorium.edu>

<http://nineplanets.org>

<http://www.nasa.gov/audience/forstudents/index.html>

<http://www.nhm.ac.uk>

Contact:

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Science Year 9 IGCSE

Aims

- To show students the direct relevance of science to their everyday lives and increase their awareness of the strengths and limitations of the scientific approach.
- To develop a wide range of practical skills, using a variety of techniques and apparatus, enabling students to collect, interpret and evaluate observations and data, whilst working safely and co-operatively within a group or individually.
- To prepare students for Cambridge IGCSE examinations in Biology, Chemistry and Physics whilst retaining an enquiring and skills-based approach.

Course Content

Year 9 students begin to study for their IGCSEs in Biology, Chemistry and Physics. These will be completed in the summer of Year 11 (although high ability groups may be given the option of completing one of their IGCSE Science examinations earlier, in October of Year 11). Year 9 students receive four Science lessons a week with each one occurring in a specialist laboratory with a subject specialist teacher. The students will receive three separate textbooks, one for each of the Sciences, to help them with their studies at home.

The Year 9 course covers units from all three sciences including:

Year 9

Biology	Chemistry	Physics
9B1 Characteristics and classification of living things	9C1 Particles and purification	9P1 Length, time and motion
9B2 Cell structure and organisation	9C2 Atoms, elements and compounds	9P2 Mass, weight
9B3 Movement in and out of cells	9C3 Acids	9P3 Forces, momentum and pressure
9B4 Biological molecules	9C4 Air and water	9P4 Energy, work and power
9B5 Human nutrition and enzymes		
9B6 Plant nutrition and transport		

Science Year 9 IGCSE

Assessment:

On completion of each unit (Biology, Chemistry or Physics), students will sit a structured test and receive an IGCSE grade (A*-G) for this. The average of these tests will contribute towards their overall mark for the year. Students will also sit an end of year examination covering all of the topics taught in Year 9. In addition, students will undertake a variety of practical tasks and investigations throughout the year. The overall grade for Year 9 Science will be used to further set students into ability groups for Year 10 and 11. Some students move to Coordinated Science (2 IGCSEs) at the start of Year 10 whilst the remaining Separate Science students are streamed into ability groups.



Course Information

Useful websites:

<http://www.bbc.co.uk/education/subjects/zrkw2hv>

<http://www.docbrown.info>

<http://www.science-active.co.uk>

Contact:

Iain Richardson - Head of Science

irichardson@bisphuket.ac.th

Art and Design

Aims

- To encourage the students to appreciate the value of Art, Craft and Design in our lives as a means of expression, communication and enjoyment.
- To encourage the natural creative abilities of every pupil, to develop the appropriate knowledge, skills, concepts and processes related to the ability level of each individual student.
- To help the students acquire a visual language to use and understand art as a form of visual and tactile communication and to have competence and confidence in reading and evaluating visual images and artifacts.
- To stimulate and develop interest in (and critical awareness of) environments and cultures, from the past and present.
- To appreciate the contribution made by artists, craftspeople and designers.
- To develop an ability to record from direct observation and from personal experience.
- To develop the student's capacity for imaginative and original thought and experimentation.
- To develop particular creative and technical skills so those ideas can be realised, and artifacts produced.
- To encourage experimentation through the inventive use of a wide variety of materials and techniques.
- To develop knowledge of a working vocabulary relevant to the subject.
- To experience different approaches to Art, Craft and Design by working individually and co-operatively.
- To use materials, tools and techniques safely.

Course Content

	Term 1	Term 2	Term 3
Year 7	Mark making- skills based looking at Andy Goldsworthy and Ernst Haeckel- Natural Forms - Pencil, pen, press print, mono print, collage, paint.	Clay- sculpture- colour- Cupcakes and cakes- in the style of Wayne Thiebaud	Observational Drawing exam- Oranges. Self Portrait detail work leading up to Year 8 portraits
Year 8	Colour- Painting- Portraits- Thai Staff- in the style of Stephen Bennett	Mixed media- Phuket town landscape in style of Hundertwasser	Observational Drawing exam- Sweets. Drawing- looking at Sarah Graham large sweets paintings and drawings
Year 9	Sculpture- Figure drawing- wire figures- in the style of Henry Moore- Barbara Hepworth	Tablets- Photoshop and other graphic applications- looking at anime	Exam- Crisp packets- Artist in Residence- Graffiti - looking at stencilling and street art

Art and Design

Assessment:

The Art Department follows the school's present reporting system. To provide the information for these reports students will be formatively assessed on their final pieces, research and sketchbook work, self-evaluations and digital portfolio work for each unit.

At the end of the year students will sit an end-of-year observational drawing paper that will give a summative assessment of their drawing skills. Marks from both their formative and summative assessments will be amalgamated to give an overall assessment for the year.



Course Information

Useful websites:

<http://www.wwar.com>

<http://www.artcyclopedia.com>

<http://www.artchive.com>

<http://www.tate.org.uk>

<http://www.artlex.com>

<http://icom.museum/vlmp/world>

<http://www.nationalgallery.org.uk>

<http://www.rama9art.org>

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Drama

Aims

Each unit is designed to last approximately half a term, and develops pupils' understanding of the way in which Drama and performance are constructed, produced and influenced by time and place in the context of a particular genre or style.

Each unit will allow solo, pair and group work. The ensemble approach makes work suitable for all abilities.

Students will use drama as a tool to develop essential life skills such as: organisation to meet deadlines, teamwork, idea sharing, performing under pressure, building confidence and self esteem, responsibility, common sense, listening and spontaneity.

Course Content

Year 7	Year 8	Year 9
Building An Ensemble	Elements of Theatre	Physical Theatre
Voice 1	Voice 2	Voice 3
The Prop - A Shoe	The Prop - Phone	Prop - The Sarong
Improvisation 1	Improvisation 2	Improvisation 3
Mask 1	The Crazy Mask	The Mask: Commedia
Play Text	A Play Text	The Humpty Files

Assessment:

Peer and self-assessment activities are practised in rehearsal, devising and after the showing. In addition, lessons incorporate opportunities to develop pupils' thinking and problem-solving skills, particularly from game to skill to rehearsal to performance.

At the end of the year students will be examined on their work. This will be practical in nature. The result from this will make up 25% of their overall mark. The other 75% will be assessed formatively in practical group activities.



Course Information

Useful websites:

<http://dramaresource.com/resources/useful-links>

<http://www.bbc.co.uk/schools/gcsebitesize/drama>

Contact:

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Aims

In their Key Stage 3 years students will acquire skills necessary for life-long music learning and application; they will be able to prepare and present a musically proficient performance alone or in an ensemble and make knowledgeable and discriminating judgements about Music. Finally they will learn to enjoy and appreciate musical performances within their historical and cultural context.

Course Content

Year 7	Year 8	Year 9
<p>All students will be given the opportunity to play: Flute, Clarinet, Saxophone, Trumpet, Trombone or Euphonium</p> <p>Lessons consist of:</p> <ul style="list-style-type: none">▪ a musicianship warm-up▪ small group instrumental technique▪ learning to play as a class ensemble▪ production of a year group concert band <p>Students will be expected to take their instruments home and homework tasks will be set each week and assessed - students will submit a recording of their performance task. There will be several performance opportunities throughout the year and as individuals we would hope students would achieve a minimum standard of Grade 1 ABRSM and as an ensemble Grade 1 of the American Concert Band repertoire.</p>	<p>As students progress into Year 8 they will continue with developing their instrumental technique, performing skills and knowledge of the musical elements. Students will continue to progress as soloists through weekly homework assignments and a variety of performance opportunities throughout the year.</p> <p>Students would be expected to achieve Grade 2 ABRSM and to be able to play Grade 1.5 in their Concert band.</p>	<p>Terms 1 and 2 in Year 9 will focus on working to a minimum of Grade 3 ABRSM as an individual - this will allow students to be of the minimum standard required for IGCSE Music if they so wish to take this subject in Year 10. In Term 3 students can chose to follow a course based on the UK Musical Futures concept (http://www.musicalfutures.org/) where they will listen, compose and perform as a band learning to play using tabs and notation basic patterns on the guitar, bass guitar, drums, keyboard and as well as developing confident singing skills. They will be encouraged to use their concert band instruments in these groups. We would hope students would be able to play Grade 2-3 Concert Band repertoire.</p>

Assessment:

Assessment levels will be reported according to school procedures. Formative assessment will take place on a regular basis in class and all pupil performance tracked in order to use in final assessment data.



Course Information

Useful websites:

<http://www.musictheory.org.uk>

<http://www.oxfordmusiconline.com/public>

<http://www.bbc.co.uk/education/subjects/zpf3cdm>

<http://www.naxos.com>

Contact:

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Design Technology

Aims

- Stimulate and maintain an interest and enjoyment of Design Technology
- Offer Key Stage 3 Design Technology concepts:
 - Designing and Making
 - Cultural Understanding
 - Creativity
 - Critical Evaluation
- Work safely and co-operatively
- Prepare students for future courses in Design Technology

Course Content

Year 7	Year 8	Year 9
Levers & Logos	Battery Tester	Keep it Contained Resistant Materials Project
Colour Changing LED Lamp	Electronically Controlled Mechanical Advertising Board	Interior Design Graphics Project
Metal Shoe Horn FPT	Technical Drawing. Perspective, Isometric, Orthographic	
Graphics Bk/Wt sketching		

Assessment:

Most DT units will be based on the design cycle with tasks that assess a student's abilities in a number of areas. This may be research and investigation, creativity, graphic ability, making skills computer aided design etc. The medium for practical work will cover woods, metals, plastics and soft materials using a wide variety of equipment including computer aided manufacture primarily with the laser cutter and 3-D printer, Grades A* to E will be used as an indicator of pupils' progress consistently across classwork and homework.

At the end of each year students will sit an end-of-year examination based on various aspects of their study. The results from this exam will account for 20% of their overall Design Technology level.

Design Technology



Course Information

Useful websites:

<http://www.bbc.co.uk/schools/gcsebitesize/design>

<http://www.design-technology.info>

<http://www.technologystudent.com>

<http://www.designandtech.com>

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Modern Languages (French)

Aims

In Key Stage 3, our aim is that every student in the school learns to speak, read, write and understand the spoken form of an additional language to the best of their ability. In doing so, our students will become confident, independent learners with an interest in the wider context of that language, a respect for people of other origins and an understanding of their cultures. With the highest expectations for each student, we hope to encourage life skills in language learning and to develop students' ability to play a full role as global citizens.

Course Content

Year 7	Year 8	Year 9
Self-portrait	Leisure Activities	Social Life
School	I Love Paris	Healthy Lifestyle
Hobbies and Sports	My Personality	Jobs and Future
At Home	Food	Holidays
Holidays and Travel		Shopping

Assessment:

For modern languages, the four attainment targets are equally weighted.

Listening and responding (AT1)	Reading and responding (AT3)
Speaking (AT2)	Writing (AT4)

Students might be working at different levels in each of the four attainment targets in their modern language.

There will be two kinds of assessments:

- Formative assessments are designed to reinforce learning as students progress through each unit of the course.
- Summative assessments are designed to provide you with a snapshot of the students' progress at the end of each unit, each term and at the end of the year and offer an indication of attainment at that time.

Modern Languages (French)



Course Information

Useful websites:

<http://www.education.vic.gov.au/languagesonline/french/french.htm>

<http://www.lepointdufle.net>

<http://www.linguascope.com>

<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>

www.languagesonline.org.uk

<https://quizlet.com>

www.linguascope.com

www.reverso.net

www.conjuguemos.com

www.wordreference.com

Contact:

Chris Greene - Head of Modern Languages

cgreene@bisphuket.ac.th

Modern Languages (Mandarin)

Aims

In Key Stage 3, our aim is that every student in the school learns to speak, read, write and understand the spoken form of an additional language to the best of their ability. In doing so, our students will become confident, independent learners with an interest in the wider context of that language, a respect for people of other origins and an understanding of their cultures. With the highest expectations for each student, we hope to encourage life skills in language learning and to develop students' ability to play a full role as global citizens.

Course Content

Year 7	Year 8	Year 9
Greetings	Countries & Languages	Relatives
Dates	Subjects of Study	Appearance
Age	Making Phone Calls	Seeing a doctor
Telephone Numbers	Weather	Seasons
Family Members	Seasons	Occupations
Self-introduction	Sickness	Hobbies
Occupation	Hobbies	Subjects of Study
Time	Vegetables and Fruits	School Facilities
Daily Routine	Three Meals a Day	Stationery
Means of Transport	Eating Out	Fresh Market
Colours	House	Snacks
Clothing	Furniture	Eating Out
Parts of the Body	Neighbourhood	Neighbourhood
		Asking the Way
		Neighbours

Modern Languages (Mandarin)

Assessment:

For modern languages, the four attainment targets are equally weighted.

Listening and responding (AT1)	Reading and responding (AT3)
Speaking (AT2)	Writing (AT4)

Students might be working at different levels in each of the four attainment targets in their modern language.

There will be two kinds of assessments:

- Formative assessments are designed to reinforce learning as students progress through each unit of the course.
- Summative assessments are designed to provide you with a snapshot of the students' progress at the end of each unit, each term and at the end of the year and offer an indication of attainment at that time.



Course Information

Useful websites:

<https://quizlet.com>

<https://play.kahoot.it>

<http://www.education.vic.gov.au/languagesonline/default.htm>

<http://www.purpleculture.net/chinese-pinyin-converter/>

http://bihua.51240.com/e58da1__bihuachaxun/

<http://ce.linedict.com/dict.html#/cnen/home>

Contact:

Chris Greene - Head of Modern Languages

cgreene@bisphuket.ac.th

Modern Languages (First Language Mandarin)

The First Language Mandarin course is available only to those students who are of native-speaker standard in Mandarin.

Aims

The aims are to:

- Enable students to become enthusiastic and critical readers of stories, poetry, novels and plays as well as non-fiction and media texts
- Enable students to understand and respond appropriately to what they read
- Enable students to communicate accurately, appropriately and effectively in writing
- Encourage students to enjoy and appreciate the variety of language
- Complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- Promote the students' personal development and an understanding of themselves and others

Course Content

There will consist of study of: Poems, Novels, Prose, Narrative Composition, Descriptive Composition Argumentative Composition, Expository Composition.

Assessment:

For First Language Mandarin, assessment will consist of:

- Weekly dictations
- Unit Tests
- Summative assessments (including end-of-year examinations).

The end-of-year examination consists of two papers; Reading and Writing. These are weighted as follows:

- Reading 60%
- Writing 40%



Course Information

Contact:
Chris Greene - Head of Modern Languages

cgreene@bisphuket.ac.th

Modern Languages (Spanish)

Aims

In Key Stage 3, our aim is that every student in the school learns to speak, read, write and understand the spoken form of an additional language to the best of their ability. In doing so, our students will become confident, independent learners with an interest in the wider context of that language, a respect for people of other origins and an understanding of their cultures. With the highest expectations for each student, we hope to encourage life skills in language learning and to develop students' ability to play a full role as global citizens.

Course Content

Year 7	Year 8	Year 9
Vamos - Introduction to Spanish (numbers, the alphabet, yourself)	People - friends and celebrities	Modes of Communication
School	Going Out	Teachers and School
My Family	My Holidays	Health
At home and where we live	Mealtimes and Restaurants	The Future - jobs and vocations
My Free Time	Clothes and Fashion	Spanish Speaking Countries and Key Issues
My Town and Weather	Barcelona	My Home and Your Home

Assessment

For modern languages, the four attainment targets are equally weighted.

Listening and responding (AT1)	Reading and responding (AT3)
Speaking (AT2)	Writing (AT4)

Modern Languages (Spanish)

There will be two kinds of assessments:

- Formative assessments are designed to reinforce learning as students progress through each unit of the course.
- Summative assessments are designed to provide you with a snapshot of the students' progress at the end of each unit, each term and at the end of the year and offer an indication of attainment at that time.



Course Information

Useful websites:

www.languagesonline.org.uk

<https://quizlet.com>

www.linguascope.com

www.conjuguemos.com

www.wordreference.com

Contact:

Chris Greene - Head of Modern Languages

cgreene@bisphuket.ac.th

Thai Studies

Aims

This course offers opportunities for non-Thai students to undertake activities to cover the Thai language and culture competency standards prescribed by the Ministry of Education of Thailand (MOE). These include:

- To engage in conversations, obtain and provide information, express feelings and exchange opinions in Thai
- To demonstrate an understanding of the relationship between Thai language and culture, and use Thai appropriately for different occasions both within and beyond the school setting
- To demonstrate an understanding of the similarities and differences between the Thai culture and the students' cultures and apply themselves appropriately with the Thai cultural practice
- To use English to communicate their knowledge and understanding of Thai culture, Thai society, Thai literature, Thai traditional practices in different regions, and participate in Thai cultural activities appropriately

Course Content

	Year 7	Year 8	Year 9
Term 1	Wai Kru	Wai Kru	Wai Kru
	Thai Greetings	Thai Greetings	Thai Greetings
	Self introduction	Useful Daily Phrases	Thai National Holidays
	Thai Etiquettes	Feelings	Loy Krathong
	Loy Krathong	Loy Krathong	
Term 2	Useful Daily Phrases	Weather and Seasons	Thai Society and Wisdom
	Sizes/Adjectives	Houses and Locations	Places of Attraction
	Days/Months	Food/Drink	Thai Nation
	Family	Community Places	
Term 3	Pets	Shopping	Thai Monarchs
	Food and Fruits	Clothes	Thai Culture and Products
	Time	Directions/Transport	Thai Arts
	Directions and Transport	Occupations/Jobs	Thai Leisure
	Thai Sports and Games	Thai Sports and Games	

Thai Studies

Assessment:

Students follow the set course and are assessed as being completed. This requires the meeting of key expectations and full study of the outlined units. It is a statutory requirement that all students follow the Thai Studies course at Key Stage 3 for 1 hour per week.



Course Information

Useful websites:

https://www.youtube.com/watch?v=mJNrs4z_Pn0

https://en.wikipedia.org/wiki/Loi_Krathong

https://en.wikipedia.org/wiki/Wai_khru

Contact:

Suwinai Viponchai - Head of Thai

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First Language Thai

Aims

- Offering opportunities to learn and undertake activities to achieve Prathom 6 Thai language (Tor) and culture (Sor) standards prescribed by the Ministry of Education of Thailand (MOE) whilst covering the content for this:
- To develop a reading habit, knowledge and thoughts to support decision making
- To write efficiently in different forms
- To make a sound choice in listening and watching and to speak constructively and creatively on different occasions
- To understand Thai language nature, conventions, changes, power and wisdom and conserve it as a national asset
- To appreciate Thai literature and to apply the knowledge in real life situations
- To observe Thai traditions and culture and live peacefully in the Thai and global society
- To understand and uphold the Thai constitutional monarchy
- To conserve the Thai nation, Thai culture and Thai wisdom
- To understand the relationship between man and their physical environment that has led to the creation of its culture and to conserve nature for giving sustainable development in Thailand

Course Content

	Year 7	Year 8	Year 9
Term 1	Reading Aloud	Summary Writing	Religious Beliefs and Culture in Thailand
	Literal Meanings	Personal Letters	Thai Festivals
	Facts and Opinions	Form Filling	Thai Manners
	Self-Improvement	Creative Writing	Current Issues
	Handwriting and Steps and Strategies for Writing	Watching/Listening	Democratic Process
	Elements of Writing	Speaking	Sukhothai Period
	Mind Mapping	Thai Writing Conventions	Natural and Social Environment in Thailand
	Descriptive Writing	Thai Literary Works	

First Language Thai

Content

	Year 7	Year 8	Year 9
Term 2	Reading Aloud in Thai Prose and Poetry	Writing Letters	Thai Governance
	Reading Comprehension	Report Writing	Thai Manners and Etiquettes
	Writing Process and Techniques	Persuasive Writing	Thai Arts and Architecture
	Summary Writing	Writing Arguments	Ayudhya Period
	Essay Writing	Thai Articles	Natural and Social Environment in Thailand
	Narrative Writing	Oral Presentation	Important People of Thailand
	Thai Short Story	Thai Novels	Short Stories/Novels
	Descriptive Writing	Important Current Issues	Literary Devices
	Thai Poetry	Religions and Beliefs in Thailand	
	Creative Writing	Thai Festivals and Important Holidays	
Term 3	Reading Aloud	Facts and Opinions	Thai Festivals
	Writing Process and Techniques	Argumentative Writing	Thai Manners and Thai Arts
	Writing Styles and Components	Reading for Pleasure	Rattanakosin Period
	Journal Writing	Literary Work Summarizing	Important People in Thailand
	Figures of Speech	Plots	Persuasive Writing
	Thai Short Stories	Characters	Report/Bibliography Writing
	Summary Writing	Figures of Speech	Thai Governance
	Literal/Implicit Meanings	Thai Society in Literature	Thai Natural/Social Environment
	Power of Words	Buddhism / Thai Wisdoms and Beliefs	Important Current Issues

First Language Thai

Assessment:

At the end of Year 9 students will sit an end-of-year examination covering all of the units. At the end of the year students sit a final examination covering all of the units studied. The result from this will make up the other 30% of their overall mark.

Each unit will assess a student's level for one of the Thai language and culture skills. Students will practise each of the skills throughout the year. On completion of each unit, students will do an assessment task either orally or in writing and receive a level for this. The average of these assessment points will make up 70% of their overall mark for the year.



Course Information

Useful websites:

<http://www.dekgeng.com>

http://www.karn.tv/index.php?option=com_content

<http://www.thaigoodview.com>

<http://guru.sanook.com/encyclopedia>

<http://rirs3.royin.go.th/dictionary.asp>

Contact:

Suwinaiv Viponchai - Head of Thai

suwinaiv@bisphuket.ac.th

Geography

Aims

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Competency in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Course Content

	Year 7	Year 8	Year 9
Term 1	Mapping	Patterns In Population	Unstable Earth
	'Farms and Factories' - People + Production	Weird Weather	Talking Tourism
Term 2	River Processes	Energy	Our Coastal Guardians - 'Reefs and Mangroves'
	Water Issues	Falling Forests	Sprawling Cities
Term 3	Settlement Growth	Development	Going Global
	Sustainable Settlement		

Geography

Assessment:

Each unit will contain tasks that assess a student's level. On-going formative assessment pieces and end of topic tests will be set both for homework and in class.

At the end of the year students will sit an end-of-year examination, which will be predominantly knowledge, understanding and skills.



Course Information

Useful websites:

<http://www.ordnancesurvey.co.uk>

<http://ulearn.webbased.co.uk/ulearn>

<http://data.worldbank.org>

<http://www.geographyalltheway.com>

<http://www.geographypods.com>

<http://www.google.com/earth>

Contact:

Philip Tucker - Head of Humanities ptucker@bisphuket.ac.th

History

Aims

- Know and understand how history forms a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped national cultures and how selected countries have influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-european societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Course Content

	Year 7	Year 8	Year 9
Term 1	Ancient Civilizations	Gods and Monotheism	The Industrial Revolution
	Ancient Empires	Alternatives to Monotheism: Confucius	The French Revolution
		Buddha and Asian Empires	The Russian Revolution
Term 2	Foundation of Western Thought	The Byzantine Empire	World War I
	Alexander the Great and Hellenism	Religious Conflict: The Crusades The Ottoman Empire	The treaty of Versailles The prelude to World War II
Term 3	The Roman Empire	Trade and the Mediterranean World	World War II
			The War in Europe
			The War in Asia

History

Assessment:

Each unit will contain at least one task that assesses a student's level. On-going formative assessment pieces and end of topic tests will be set both for homework and in class.

At the end of the year students will sit an end-of-year examination, which will be predominantly skills-based and will assess students historical understanding & knowledge.



Course Information

Useful websites:

<http://www.schoolshistory.org.uk>

<http://www.activehistory.co.uk>

<http://www.thinkinghistory.co.uk>

<http://www.historylearningsite.co.uk>

<http://www.bbc.co.uk/history>

Contact:

Philip Tucker - Head of Humanities ptucker@bisphuket.ac.th

KS3 Computing @ BISP

Aims

A high quality Computing education equips students with computational thinking skills. At the core of Computing is Computer Science, which essentially develops in students a unique way of thinking about real world problems and also, the skills required to create solutions to solve these problems.

Students at KS3 learn how digital systems work, the components that constitute them and how they communicate with one another and other systems. Students then build upon this knowledge to design and create their own products and solutions.

In the study of Computing, we additionally prepare our students to understand the consequences of technological change; how to adapt when using technologies, develop new technologies or even to work in jobs that haven't yet been invented. Not only is the 'what?' and 'how?' of the subject taught, but students also develop techniques to ask and be able to answer the question 'why?'.

In lessons, we actively encourage pupils to become independent learners, collaborators, problem solvers, evaluators, designers and potentially creators of new technologies.

Course Content

Year 7	Year 8	Year 9
Introduction to school systems, Google Drive, Blogging & effective Internet searching	How computers work	Human computer interface design. Prototyping and programming
Minecraft programming unit of work	Creating an Arduino controlled billboard that interacts with sensors.	App Making
Game theory, design & creation with MIT Scratch	Creating websites with HTML CSS and JavaScript	
Text based programming - Python basics	Robotics - solving real world problem	
Digital Imaging		

KS3 Computing @ BISP

By the end of the Key Stage 3 course, we aim to ensure that all students:

1. Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.
2. Understand several key algorithms that reflect computational thinking & use logical reasoning to compare the utility of alternative algorithms for the same problem.
3. Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems.
4. Understand simple Boolean logic and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers.
5. Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.
6. Understand how instructions are stored and executed within a computer system; understand how data of various types can be represented and manipulated digitally, in the form of binary digits.
7. Undertake creative projects that involve selecting, using, and combining multiple applications, across a range of devices, to achieve challenging goals.
8. Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.

Assessment:

Pupils are awarded an attainment grade for each project undertaken. The reported grade is the most recent and best achieved by students.



Course Information

Useful websites:

<https://sites.google.com/a/bisphuket.ac.th/bisp-ks3-ict-computing>

Contact:

Jonathan Clark - Head of ICT

jclark@bisphuket.ac.th

Physical Education

Aims

- Develop pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.
- Develop pupils' ability to work individually, in groups and in teams, developing concepts of fairness and of personal and social responsibility.
- Pupils take on different roles and responsibilities, including leadership, coaching and officiating and through their experiences in PE they learn how to be effective in competitive, creative and challenging situations.
- Develop a wide range of skills, use tactics, strategies and compositional ideas to perform successfully. When performing pupils think about what they are doing, analyse situations and make decisions, reflect on their own and others' performances and find ways to improve them.
- Learn about the value of healthy, active lifestyles and how sport can lead towards these.

Course Content

Students will participate in the full range of the following Sports with progression in each year. The order in which students experience these activities will vary according to the group they are in. All students cover all units.

Cross Country	Athletics
Multi Functional Movement	Football
Basketball	Tennis
Yoga	Personal Survival
Competitive Swimming	Field and Striking

Physical Education

Assessment:

All pupils will be assessed practiced in the activity areas they are covering throughout the course with a formal assessment being undertaken at the end of most units.

A pupil's level will be assessed using the following areas:

- Developing physical competence and performance
- Developing healthy, active lifestyles
- Evaluating and creating solutions

Pupils will sit a final end of year written examination which, along with all of the pupil's previous assessments, will be used to determine final attainment grades for each pupil.



Course Information

Useful websites:

<http://www.bbc.co.uk/education/subjects/znyb4wx>

<http://www.teachpe.com>

<http://news.bbc.co.uk/sport2/hi/academy/default.stm>

<http://kidshealth.org/kid>

<http://www.nourishinteractive.com>

<http://www.nhs.uk/Change4Life/Pages/change-for-life.aspx>

Contact:

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