



Satit Prasarnmit
International Programme

Curriculum Pathways

**Humanities
Department**

We Are SPIP

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Department Details	Assessment Types
Subject: Geography	Assessment Type 1: Creative Projects: Posters, booklets, brochures, cartoons, slide shows, videos, role play interviews, models, etc. both in groups and/or individually Assessment Type 2: End of Unit Test Assessment Type 3: Continuous: Online and class pop quizzes, work in notebook, class participation Assessment Type 4: Writing: Essays, case studies, research or reports on a topic - both in groups and/or individually, interviews Assessment Type 5: End of Year Examination
Head of Department: Mark Seeley	
Head of Department Email: mark.se@spip.in.th	
Subject Teachers: Charmaine Bredenkamp (Y9) Laura McKechnie (Y7-8)	

Year	Term	Unit/s of Work	Core Knowledge & Concepts
7	1	Rivers and river landforms	<ul style="list-style-type: none"> Students will learn about how rivers exist in connection to the water cycle. Students will learn how rivers flow including land changes effected by rivers. They will explore all the processes taking place in rivers. Students will familiarise themselves with all the landforms that are shaped due to river processes.
	2	Weather, climate and climate change	<ul style="list-style-type: none"> Students will explore what weather is, how heat is carried around the earth and what role air pressure plays in our weather. Students will study the different types of clouds and rain, and how it can lead to tropical cyclones. <p>Students will discover how climate differs from weather, and be exposed to climate factors and climate zones.</p> <ul style="list-style-type: none"> They will explore the concept of climate change, and the causes and effects thereof.
	3	Africa with the focus on Kenya	<ul style="list-style-type: none"> Students will learn about the continent of Africa and compare Africa with other continents including size, population, and physical features associated with the continent. Students will be introduced to the 54 African countries Students will learn about the population distribution of Africa <ul style="list-style-type: none"> They will learn about Africa's main physical features including mountains, rivers, deserts, lakes.

			<ul style="list-style-type: none"> • Students will explore the biomes found in Africa. • Kenya will be done as a case study of all the aspects of Africa
8	1	Coasts and coastal landforms	<ul style="list-style-type: none"> • Students will discover what causes waves and what waves can do. • Specific coastal landforms will be studied. • Students will study the power of erosion and its consequences, and research ways to protect the coast against these powers.
	2	Population and urbanisation	<ul style="list-style-type: none"> • Students will look at changes that have taken place in the world population and population distribution across the earth will be explored. • Patterns of population growth and reasons for growth will be studied next. • Students will take a quick look at the development of cities over time. Thereafter urbanisation across the world will be explored by studying push and pull factors. • Students will have a look at the negative aspects of urbanisation, like slums.
	3	Asia with the focus on China	<ul style="list-style-type: none"> • Students will learn where Asia is, and be introduced to its countries and regions. • The physical features of Asia will be studied, as well as its biomes. • Students will look at the people of Asia, and their cultures and religions. • Students will do a quick overview of China, and study the physical features and the population. • The section will be concluded by looking at the ambitious Road and Belt initiative.
9	1	Our restless planet	<ul style="list-style-type: none"> • Students will look at the layers of the earth and the dynamic and constant shaping of the earth through volcanoes, earthquakes and tsunamis. • A close study will be made of plate tectonics and plate movement, and how this leads to earthquakes, tsunamis and volcanoes.

	1	From Rocks to Soil	<ul style="list-style-type: none"> • Students will be introduced to rocks in our world and the importance thereof. • Students will study the rock cycle and learn to understand how each type of rock is formed. • Students will explore how each type of rock is used.
	2	Living off Earth's resources	<ul style="list-style-type: none"> • Students will be introduced to the concept of natural resources and our dependence on it. • The importance and use of water will be explored. • Students will study the availability and fragility of fertile soil, as well as possible solutions to the problems with soil. • Students will explore the differences between renewable and non-renewable energy resources and look at our impact on Earth whilst using the natural resources.
	2	International development	<ul style="list-style-type: none"> • Students will explore the gap between poor and rich societies and will learn to understand the concept of development. • They will explore job sections and how it changes as a society develops. • Lastly possible solutions for the poverty trap will be studied.
	3	Russia and the Middle East	<ul style="list-style-type: none"> • Students will study the main physical features of these two countries. • The different climate zones and biomes will be explored. • Students will be introduced to the people of each region and their cultures and traditions. • Students will take a closer look at the Arabian Peninsula in the Middle East.

Department Details	Assessment Types
Subject: History	Assessment Type 1: End of Term Project
Head of Department: Mark Seeley	Assessment Type 2: End of Term Written Assessments
Head of Department Email: mark.se@spip.in.th	Assessment Type 3: Group Presentations
Subject Teacher: David Benton	Assessment Type 4: Mock Exams & Past Papers
	Assessment Type 5: Notebooks

Year	Term	Unit(s) of Work	Core Knowledge & Concepts
7	1	<p>What is History? Introduction & Core Concepts</p> <p>The Roman Empire: Empire, Legions, & Life</p>	<ul style="list-style-type: none"> Students learn about foundational concepts and skills that will be used throughout the study of history. Students utilize skills such as chronological ordering, causation, research & sources, using & interpreting evidence, and theory. Students apply skills in solving a historical mystery activity called "The Mystery of Skeletons" The Rome Unit introduces common historical terms and concepts such as: Emperors, Empires, Kings, Kingdoms, Government, Control, & Rule Students investigate the concept of empire building utilizing the 5Ws of research. Students use cause & effect to determine the Roman army's role in history. Students will research Roman life and use their findings to compare and contrast.
	2	<p>The Roman Empire: Fall of Rome</p> <p>The Dark Ages</p>	<ul style="list-style-type: none"> The Rome Unit concludes with the fall of the Western Roman Empire and a study of cause and effect, with investigation on what led to the fall of the great empire. Students study the period known as the Dark Ages, following the fall of Rome and how the power vacuum left behind in western Europe gave rise to a period of struggle, war, and disease.

	3	The Black Death 1348-1353	<ul style="list-style-type: none"> • Students study the living conditions of 14th century Europe and what led to the biggest pandemic in history. • Students learn about how the disease affected both rich and poor, and how people tried to prevent and cure the disease. • Students investigate how the aftermath of the Black Death changed society and attitudes of the peasantry in England.
8	1	Introduction to the Tudors Changes in the church during Tudor times Life in Tudor times Introduction to the Slave Trade	<ul style="list-style-type: none"> • Introduction to different Tudor monarchs looking at the different characteristics of the kings and queens of the Tudor reign. • Students will study the life of Henry VIII from when he was young and up to him becoming king and understand how he ended up having six wives. • Students will understand how the reformation happened in Europe in the 16th century and how and why Henry VII decided to split from the Roman Church. • Students will examine how the reformation affected the different Tudor monarchs who ruled England and compare the rule of Mary I and Elizabeth I. • Students investigate what life was like for people during the Tudor reign looking at schools, everyday life, crime and Shakespeare. • Students investigate the origins of the Transatlantic Slave Trade and look at the people involved in the trade and those who opposed it.
	2	The Slave Trade and the abolition movement Modern Slavery	<ul style="list-style-type: none"> • Students will study how and why the Slave Trade benefited many people in Britain and those who supported it and also those who opposed it and fought for its abolition. • Students will examine how slavery continues today and they will look for examples of modern slavery in the society we will live in today.
	3	Introduction to the Industrial Revolution	<ul style="list-style-type: none"> • Students will examine the origins of the Industrial Revolution and understand how and why it happened where it did. • Students will study the different aspects of the Industrial Revolution including the factory system, the different inventions, the urbanization of Britain and how it changed British society.

9	1	<p>Introduction to WWI</p> <p>WWI joining up</p> <p>WWI battles</p> <p>WWI the defeat of Germany</p>	<ul style="list-style-type: none"> • As an introduction to WWI students will investigate about the causes of WWI including colonialism, militarism, nationalism and the alliances • Students will study about the early part of the war and the recruitment of soldiers during WWI looking at recruitment and propaganda, Pals Battalions, soldiers from the Commonwealth and those who chose not to fight • Students will study the different battles of the war including life in the trenches, the tactics of the war, the weapons involved and how Germany lost the war. • Students will understand the consequences of defeat for Germany including attempted revolutions in the country and the Treaty of Versailles.
	2	<p>The Rise of Hitler</p> <p>Introduction to WWII</p> <p>WWI Blitzkrieg, Battle of Britain and the Blitz</p>	<ul style="list-style-type: none"> • Students will understand the conditions in Germany that would lead to Hitler coming to power and the rejuvenation of Germany, the rise of extremism in Europe which would lead to WWII • Students will examine how the war began and the beginning of the war in Britain including how the government planned for war by introducing measures such as blackouts, distributing gas masks and evacuating children • Students will study about how Germany blitzed its way through Western Europe while defeating France that would lead to an attempted invasion of Britain which would conclude with the Battle of Britain and the Blitz
	3	<p>WWII Battles and campaigns</p> <p>WWII The Holocaust</p>	<ul style="list-style-type: none"> • Students will learn about the key battles and campaigns of WWII including War on the Eastern front, Pearl Harbour, war against Japan, D-Day and the Atom Bomb. • Students will investigate the Holocaust, examining how such a horrific event could occur in a modern, industrialized country. They will explore why it happened specifically in Germany, delve into the details of the Final Solution, and analyze the consequences of the Holocaust on the world.

10 IGCSE	1	<p>Introduction to IGCSE</p> <p>Was the Treaty of Versailles fair?</p> <p>How successful was the League of Nations?</p> <p>Depth study Germany, 1918 -45</p>	<ul style="list-style-type: none"> • Students will be introduced to History IGCSE looking at the curriculum including the assessment objectives, the different exams that will be taken and a look at skills needs to be successful in IGCSE History • Students will study about the Treaty of Versailles looking at 'The Big Three' USA, Britain and France who would dominate the Paris Peace Conference, the impact of the different treaty on Germany and its allies and ultimately decide if the treaty was fair. • Students will understand about the structure of the League of Nations looking at how the complicated bodies of the organization, the USA not being a member and lack of army would leave it unable to deal with major conflicts. • Students will examine the early successes and the later failures of the league where they must decide to what extent the organization was a success. • Students will begin the depth study by analyzing and evaluating the Weimar Republic. They will examine the effects of World War I and the Treaty of Versailles on the newly established Republic, as well as explore the rise of extremist groups, including the Nazi Party.
	2	<p>How far was Hitler's foreign policy to blame for the outbreak of war in 1939?</p> <p>Who was to blame for the Cold War?</p> <p>Depth study Germany, 1918 -45</p>	<ul style="list-style-type: none"> • Students will investigate the collapse of peace by 1939, focusing on the failure of the League of Nations, the impact of the Treaty of Versailles, Hitler's foreign policy, and the policy of appeasement. They will evaluate the significance of each factor in causing the outbreak of World War II. • Students will examine the breakdown of the wartime alliance between the Soviet Union and the Western Allies after the Second World War. They will assess the events and decisions that led to the Cold War, ultimately forming a judgment on who was primarily responsible for the conflict that lasted over forty years. • Students will conclude their study of the Weimar Republic by making a judgment on whether it was doomed from the start. They will then move on to examine why Hitler was able to dominate Germany by 1934, exploring the early years of the Nazi Party and Hitler's attempt to overthrow the Republic during the Munich Putsch.

	3	<p>How effectively did the USA contain the spread of communism?</p> <p>Depth study Germany, 1918 -45</p>	<ul style="list-style-type: none"> • Students will examine the United States' policies during the 1950s and 60s aimed at containing the spread of communism. This study will include an analysis of the Korean War, the Cuban Missile Crisis, and the Vietnam War, leading to a judgment on the effectiveness of the USA's policy of containment. • Students will conclude the unit on why Hitler was able to dominate Germany by 1934 by examining how he restructured the Nazi Party and how the Great Depression facilitated their rise to power in 1933. The unit will end with an analysis of how Hitler consolidated his power in Germany by 1934. • The next unit will focus on how effectively the Nazis controlled Germany from 1933 to 1945. This unit will begin by exploring how propaganda and harsh new laws enabled the Nazis to secure and maintain control over the German people.
11 IGCSE	1	<p>Introduction to Y11 IGCSE</p> <p>How effectively did the USA contain the spread of communism?</p> <p>How secure was the USSR's control over Eastern Europe, 1948-c. 1989</p> <p>Depth study Germany, 1918 -45</p>	<ul style="list-style-type: none"> • Students will be reminded of the assessment objectives and exam structure of IGCSE History also looking back at units covered and what units will be taught in Y11. • Students will examine the policies of the USA in the 1950s and 60s regarding the spread of communism in which we will look at the Korean War, America in Cuba, the Vietnam War and decide the effectiveness of the USA's policy of containment. • Students will study about how the Soviet Union tried to keep control of Eastern Europe in which they will compare the similarities of the events in Hungary and Czechoslovakia, the Berlin Wall, solidarity in Poland and Gorbachev's involvement in the collapse of Soviet control over Eastern Europe. • In this part of the depth study students will study about how Hitler was able to dominate Germany by 1934 looking at the role of propaganda, the economic depression and Germany's problematic political system and also looking at the Nazi Regime examining its structure and how it kept tight controls on German society which led to little resistance.
	2	<p>Depth study Germany, 1918 -45</p>	<ul style="list-style-type: none"> • In final part of the depth study students will examine what life was like under the Nazi regime looking at the Hitler Youth, teenage rebels, women and the effect of WWII on Nazi Germany
	3	<p>Exam Leave</p>	

Department Details	Assessment Types
Subject: Global Perspectives	Assessment Type 1: Notebook
Head of Department: Mark Seeley	Assessment Type 2: Practice Exam Questions
Head of Department Email: mark.se@spip.in.th	Assessment Type 3: Presentations
Subject Teachers: Mark Seeley (Y8-9) & Laura McKechnie (Y7)	Assessment Type 4: IGCSE Individual Report
	Assessment Type 5: IGCSE Group Project

Year	Term	Unit/s of Work	Core Knowledge & Concepts
7	1	Research Skills Analysis Skills Tradition, Culture and Identity Southeast Asian Countries	<ul style="list-style-type: none"> Research Skills - How to do quality research. Identifying reliable sources. Referencing Sources. Summarising and presenting information. Analysis Skills - Understanding what 'analysis' means. Identifying how to analyse something. Understanding and identifying issues and perspectives. Identifying important information from a graph. Tradition, Culture and Identity - Why do people value tradition? Why do people divide into nations? What traditions give my nation a sense of identity? What role does culture play in the values of my society? What does identity mean to me and my peers? How has my culture influenced me? Southeast Asian countries facts and figures (language, religion, economy, etc.) Political geography of Southeast Asia.
	2	Evaluation Skills Reflection Skills Sustainability Global Goals for Sustainable Development	<ul style="list-style-type: none"> Evaluation Skills - Understanding the difference between evaluation and analysis. Recognizing reliable sources. Understanding what makes an effective argument. Using different types of evidence. Understanding the difference between fact and opinion. Understanding and identifying bias. Reflection Skills - Identifying personal areas of strength and areas for improvement. Understanding the benefits of teamwork. Identifying contributions and areas for improvement in teamwork. Sustainability - What is sustainability? Do we live sustainable lives? How can we make our lives more sustainable? Global Goals for Sustainable Development. What are the Global Goals for Sustainable Development? How can different stakeholders advance these goals?

	3	Collaboration Skills Communication Skills Globalisation	<ul style="list-style-type: none"> • Collaboration Skills - Understanding what 'collaboration' means. Identifying characteristics of team members. Sharing and responding to opinions. Resolving conflict during teamwork. Reflecting on my role during teamwork. • Communication Skills - Identifying the key elements which make up a structured argument. Creating an argument. Presenting an argument. • Globalisation - What is globalisation? Is globalisation a good thing or a bad thing? How does globalisation affect me?
8	1	Research Skills Analysis Skills Poverty and Inequality Trade and Aid	<ul style="list-style-type: none"> • Research Skills - Recognising a good research question. Selecting appropriate research methods. Summarising a text in my own words. Finding relevant information. Referencing sources accurately. Writing quality questions for questionnaires/surveys. Recording and presenting information from primary sources. • Analysis Skills - Analysing and summarising relevant information. Explaining issues and perspectives. Using data from a graph to support an argument. Explaining consequences of a local or national issue. Suggesting an action to make a difference to an issue. • Beliefs About Food - What are different beliefs about food? Where do my beliefs about food come from? What is mindful eating? • What Everyone Needs - What is 'aid' vs. 'trade'? What is poverty and wealth inequality and how should it be addressed? Why are some countries poor and others rich? What are 'aid' agencies?
	2	Evaluation Skills Reflection Skills Food Sustainability	<ul style="list-style-type: none"> • Evaluation Skills - Understanding the difference between evaluation and analysis. Recognizing reliable sources. Recognizing facts. Identifying bias. Identifying reasoning and evidence to justify a claim. • Reflection Skills - Understanding the difference between evaluation and reflection. Identifying personal areas of strength and areas for development. Understanding the benefits and challenges of teamwork. Understanding how a personal perspective can develop. • Food Sustainability - How is food produced for human consumption and what issues are involved? What are different ways humans consume food? How can issues with food sustainability be addressed?

	3	Collaboration Skills Communication Skills Sustainable Tourism	<ul style="list-style-type: none"> • Collaboration Skills - Sharing relevant ideas with team members. Making a plan with a team to produce a shared outcome. Identifying strengths of team members. Resolving conflict during teamwork. • Communication Skills - Creating a well-structured argument with a claim, reasoning and supporting evidence. Giving and receiving feedback to improve an argument. Presenting and recording information accurately. • Sustainable Tourism - what does it mean to be a sustainable tourist? How can the tourism industry be made more sustainable? What different types of tourism are available and how do they affect people and places?
9	1	Research Skills Analysis Skills Belief Systems World Religions	<ul style="list-style-type: none"> • Research Skills - Writing and evaluating research questions. Selecting research methods and relevant information. Summarising relevant information. Using and referencing sources accurately. Writing relevant research questions. Making and testing predictions. Recording and presenting information from sources. • Analysis Skills - Developing a global perspective about an issue. Identifying causes and consequences at a local, national and global level. Synthesising information to create a commentary about an issue. Using data from a graph to support an argument. Identifying possible consequences of a course of action. Identifying and using patterns and trends to support an argument. Understanding perspectives of different stakeholders. • Belief Systems - Why do people have different belief systems? What are some of the different belief systems held in different countries? How do belief systems affect a country's political system and culture? • World Religions - What are the largest religions in the world? How did they come about and how do they affect their followers and the world?
	2	Evaluation Skills Reflection Skills Disease and Health	<ul style="list-style-type: none"> • Evaluation Skills - Understanding the difference between real and fake news. Recognizing reliable sources. Recognizing facts. Identifying bias. Identifying and evaluating the effectiveness and reasoning of an argument. Developing counter arguments. The purpose and audience for different information sources. Understanding the difference between fact and opinion. • Reflection Skills - Understanding the difference between evaluation and reflection. Identifying personal areas of strength and areas for development. Explore my personal perspective on a topic/issue. Setting targets to improve contributions to teamwork. Developing or changing a personal perspective.

			<ul style="list-style-type: none"> • Disease and Health - How do infant mortality rates and expected life spans compare in different countries? What are the reasons for this? What are the major health problems facing the world today? Is access to good healthcare a human right? How good are my local health care and sports facilities? Are they equally available to everyone?
	3	Communication Skills Conflict and Peace	<ul style="list-style-type: none"> • Communication Skills - Understand the difference between a coherent and incoherent text. Understand how a text is structured to enhance understanding. Creating a well-structured argument with a claim, reasoning and supporting evidence. Giving and receiving feedback to improve an argument. Presenting and recording information accurately. • Conflict and Peace - What are the main causes of conflict and war? How is conflict resolved? What role does the United Nations play in resolving conflicts? What are some major conflicts happening in the world today?
10 IGCSE	1	Belief Systems Biodiversity and Ecosystem Loss Changing Communities Digital World Family Humans and Other Species Sustainable Living Trade and Aid Coursework Skills Team Project	<ul style="list-style-type: none"> • Conflict and Peace - What are the causes and consequences of conflict? • Disease and Health - Whose responsibility is Health? Protecting vulnerable people. • Human rights - Where do human rights come from? Who is affected by human rights? • Language and Communication - Should there be a one-world language? Issues linked to communication and certain individuals. • Poverty and Inequality - What is poverty and inequality? How can it affect countries? • Sports and Recreation - How influential is sport? Corruption in sports? • Tradition, Culture and Identity - Globalisation vs traditional culture and tradition. What will future culture look like? • Coursework skills - Identifying different perspectives, Questioning Knowledge Claims, Questioning the reliability of information, Evaluating causes and consequences, Questioning underlying beliefs, Developing a line of reasoning, Reflecting on issues and perspectives.

	2	Trade and Aid Coursework Skills Team Project Reflective Paper	<ul style="list-style-type: none"> ● Coursework skills -Reflecting on issues and perspectives, Reflection on teamwork, outcomes and own performance, Reflect on personal learning, Planning a project, Teamwork and individual effort, Select evidence and present research. ● Team project - Completing reflective papers and outcomes and explanations. ● Coursework skills - Reflection on teamwork, outcomes and own performance. ● Coursework skills - Reflecting on personal learning. ● Coursework skills - Planning a project. ● Coursework skills - Teamwork and individual effort.
	3	Coursework Skills Exam Skills	<ul style="list-style-type: none"> ● EoY exam preparation
11 IGCSE	1	Conflict and Peace Disease and Health Language and Communication Poverty and inequality Human Rights Sports and Recreation Tradition, Culture & Identity Water, Food & Agriculture Coursework Skills Individual Report Writing (1500-2000 Words)	<ul style="list-style-type: none"> ● Belief Systems - What is a belief system? Why do people have belief systems? ● Biodiversity and Ecosystem Loss- What is biodiversity? ● Changing Communities- How is globalization impacting cities? How demographic change is changing cities? Why do we feel more isolated than ever, despite being more connected than ever? ● Digital World- How does technology affect the economy? How does technology affect the human brain? Do we have the right to be forgotten? ● Family- What is a family? What responsibilities do family members have to one another? What responsibilities do parents have? What responsibilities do children have towards parents? ● Humans and other species- Should animals have rights? ● Sustainable Living- Whose responsibility is sustainability? ● Trade and aid - What is the difference between trade and aid? ● Coursework Skills- Searching for information, writing a formal individual report, reading and recording, setting up research, identifying information trends, understanding key issues, identifying possible courses of action, identifying possible causes and consequences.

	2	Individual Report Writing (1500-2000 Words) Demographic Change Education Employment Fuel and Energy Globalisation Law and Criminality Migration Transport Systems Exam Practice	<ul style="list-style-type: none"> ● Demographic change - How is the aging population affecting developed countries? What are the effects of demographics on development, health and global trade? ● Education - Does everyone in the world have the right to education? How does education differ across the world? ● Employment - How does unemployment affect a country? Is it better to have local companies creating jobs or global organisations? ● Fuel and energy - How does access to energy differ across the world? How can we create and use sustainable energy? ● Globalisation - What is economic, cultural, political and social globalisation? What are the human effects on globalisation? ● Law and Criminality - How do we deal with international crime? What is justice and how should we punish crime? ● Migration - What creates flows of migration? How does migration affect countries globally? ● Transport systems - How efficient are current day transport systems? Who should fund transport systems?
	3	Exam Leave	

Department Details	Assessment Types
Subject: IGCSE Environmental Management 0680 Head of Department: Mark Seeley Head of Department Email: mark.se@spip.in.th Subject Teacher: Charmaine Bredenkamp	Assessment Type 1: Creative Projects: Posters, booklets, brochures, cartoons, slide shows, videos, role play interviews, models, etc. both in groups and/or individually
	Assessment Type 2: End of Unit Test
	Assessment Type 3: Continuous: Online and class pop quizzes, work in notebook, class participation
	Assessment Type 4: Writing: Essays, case studies, research or reports on a topic - both in groups and/or individually, interviews
	Assessment Type 5: End of Year Examination

Year	Term	Unit/s of Work	Core Knowledge & Concepts
10 IGCSE	1	1. Rocks and minerals and their exploitation 1.1 Formation of rocks 1.2 Extraction of rocks and minerals from the Earth 1.3 Impact of rock and mineral extraction 1.4 Managing the impact of rock and mineral extraction 1.5 Sustainable use of rocks and minerals	<ul style="list-style-type: none"> • Student learn to describe and interpret the rock cycle and state and explain the formation and characteristics of named igneous, sedimentary and metamorphic rocks • Students must be able to describe methods of extraction of rocks and minerals: – surface mining and subsurface mining • Student must understand the environmental, economic and social impacts of rock and mineral extraction • Students must describe and evaluate strategies for restoring landscapes damaged by rock and mineral extraction • Define sustainable resource and sustainable development and describe and evaluate strategies for the sustainable use of rocks and minerals
		2. Energy and the environment 2.1 Fossil fuel formation 2.2 Energy resources and the generation of electricity 2.3 Energy demand 2.4 Conservation and management of energy resources	<ul style="list-style-type: none"> • Describe the formation of the fossil fuels: coal, oil and gas • Student learn about fossil fuels, nuclear power, biofuels, geothermal power, hydro-electric power, tidal power, wave power, solar power, wind power and describe how resources are used to generate electricity • Students must be able to describe and explain the factors affecting the demand for energy

		<p>2.5 Impact of oil pollution 2.6 Management of oil pollution</p>	<ul style="list-style-type: none"> • Students will learn to identify and explain strategies for the efficient management of energy resources • Students must be able to describe the causes and impacts of oil pollution on marine and coastal ecosystems • Students will explore strategies for minimising the impacts of oil spills on the marine and coastal ecosystems
		<p>3. Agriculture and the environment 3.1 Soil composition 3.2 Soils for plant growth 3.3 Agriculture types 3.4 Increasing agricultural yields 3.5 Impact of agriculture 3.6 Causes and impacts of soil erosion 3.7 Managing soil erosion 3.8 Sustainable agriculture</p>	<ul style="list-style-type: none"> • Students must learn to describe and explain the composition of soils • Student will study soils as a medium for plant growth • Students will explore the different types of agriculture • Students must be able to describe techniques used to increase agricultural yields • Students must be able to describe and explain the impact of agricultural practices on the environment and people • Students must understand the causes and impacts of soil erosion • Student must understand and explain strategies to reduce soil erosion • Students must be able to describe and explain strategies for sustainable • agriculture
10 IGCSE	2	<p>4. Water and its management 4.1 Global water distribution 4.2 The water cycle 4.3 Water supply 4.4 Water usage 4.5 Water quality and availability 4.6 Multipurpose dam projects 4.7 Water pollution and its sources 4.8 Impact of water pollution 4.9 Managing pollution of freshwater 4.10 Managing water-related disease</p>	<ul style="list-style-type: none"> • Student learn about the distribution of the Earth's water • Student must be able to describe and interpret the water cycle • Students explore the sources of fresh water used by people • Students must be able to describe the different ways in which fresh water can be used • Students will compare the availability of safe drinking water (potable water) in different parts of the world • Students must be able to describe and evaluate multipurpose dam projects • Students will learn about the sources of water pollution • Students must be able to describe and explain the impact of pollution of fresh water on people and on the environment

			<ul style="list-style-type: none"> • Describe and explain strategies for improving water quality • Student learn describe the life cycle of the malaria parasite and will • evaluate strategies to control and cholera
		<p>5. Oceans and fisheries</p> <p>5.1 Oceans as a resource</p> <p>5.2 World fisheries</p> <p>5.3 Impact of exploitation of the oceans</p> <p>5.4 Management of the harvesting of marine species</p>	<ul style="list-style-type: none"> • Students must learn to outline the resource potential of the oceans • They will explore the distribution of major marine fish populations • Students will study the impact of exploitation of fisheries • Students must practice to describe, explain and evaluate strategies for management of the harvesting of marine species
10 IGCSE	3	<p>6. Managing natural hazards</p> <p>6.1 Earthquakes and volcanoes</p> <p>6.2 Tropical cyclones</p> <p>6.3 Flooding</p> <p>6.4 Drought</p> <p>6.5 The impacts of natural hazards</p> <p>6.6 Managing the impacts of natural hazards</p> <p>6.7 Opportunities presented by natural hazards</p>	<ul style="list-style-type: none"> • Students will study the structure of the Earth, the distribution and causes of earthquakes and volcanoes and must understand magnitude and the Richter scale • Students must be able to describe and explain the distribution and causes of tropical cyclones (storms, hurricanes and typhoons) • Students must explore and compare causes of flooding • Students will learn to identify, describe and explain the causes of drought • Students must be able to describe and explain the impacts of natural hazards on people and the environment • Students will explore and evaluate the strategies for managing the impacts of natural hazards before, during and after an event • Students must be able to describe and explain the opportunities presented by natural hazards to people
11 IGCSE	1	<p>7. The atmosphere and human activities</p> <p>7.1 The atmosphere</p> <p>7.2 Atmospheric pollution and its causes</p> <p>7.3 Impact of atmospheric pollution</p> <p>7.4 Managing atmospheric pollution</p>	<ul style="list-style-type: none"> • Students will study the structure and composition of the atmosphere • describe the natural greenhouse effect • Students will learn to identify and explain the causes of atmospheric pollution • They will explore and explain the impact of atmospheric pollution • Students will evaluate the strategies used by individuals, governments and the international • Students will compare and describe ways communities can use to reduce the effects of atmospheric pollution

		8. Human population 8.1 Human population distribution and density 8.2 Changes in population size 8.3 Population structure 8.4 Managing human population size	<ul style="list-style-type: none"> • Students will identify where people live in the world • describe and explain the growth curve of populations • They will study, describe and explain the changes in human populations • Students will compare and describe population structure in MEDCs and LEDCs They will evaluate strategies for managing human population size
		9. Natural ecosystems and human activities 9.1 Ecosystems 9.2 Ecosystems under threat 9.3 Deforestation 9.4 Managing forests 9.5 Measuring and managing biodiversity	<ul style="list-style-type: none"> • Students must learn to understand the terms ecosystem, population, community, habitat and niche • Students will identify the biotic (living) and abiotic (non-living) components of an ecosystem • They will explore causes and impacts of habitat loss • Students must practice to describe and explain the causes and impacts of deforestation • Students must learn to understand and explain the need for the sustainable management of forests • They must learn to describe and evaluate methods for estimating biodiversity • Students will evaluate sampling techniques to unfamiliar situations • They will also evaluate national and international strategies for conserving the biodiversity and genetic resources of natural ecosystems
11 IGCSE	2	Fieldwork and sampling Practice of Paper 2	<ul style="list-style-type: none"> • Students will learn all the skills involved in environmental enquiries. • They will learn how to do sampling and what type of sampling can be used. • Students will learn how to approach Paper 2, which is a case study incorporating all the elements of Environmental Management.
11 IGCSE	3	IGCSE Exams	Students will study for, and write their final IGCSE exams.

Department Details	Assessment Types
Subject: IGCSE Travel and Tourism 0471 Head of Department: Mark Seeley Head of Department Email: mark.se@spip.in.th Subject Teacher: Charmaine Bredenkamp	Assessment Type 1: Notebook - classroom task and notes
	Assessment Type 2: Research tasks - impacts, policies
	Assessment Type 3: Case studies - marketing and promotion
	Assessment Type 4: Presentations - Travel Agent, Niche tourism
	Assessment Type 5: Past papers & mock exams

Year	Term	Unit(s) of Work	Core Knowledge & Concepts
10 IGCSE	1	Topic 1 - Introduction to main travel and tourism concepts Types of tourists & tourism Reasons for travel Sustainability Characteristics of T&T	<ul style="list-style-type: none"> Students are introduced to travel & tourism with key concepts and vocabulary that will be recurring throughout the course. Each subsequent topic is explored from a local perspective and expanded to a global perspective to help establish context. In alignment with current environs, students explore the importance of sustainable tourism development the establishment of SDGs Students emphasize the real-world applications of studied content to look at current issues. The effects of the global pandemic on the tourism industry are examined through news and statistics. The tourism product is introduced, featuring key characteristics establishing tourism as a unique product. Types of tourists are investigated, allowing students to understand the purpose of travel and motivations for traveling as motivations vary greatly among individuals. Introduction to exam resources and exam questions and shift to a more focused look at destinations.
	2	Topic 2 - Global Tourism Scale of tourism demand Features of destinations Destination and factors affecting development & management	<ul style="list-style-type: none"> Students embark on the geography unit of study, emphasizing topographical features that play a role in travel and tourism. To better understand tourism, students learn about global features of time zones and longitude, and latitude with climate. This area of study allows students the ability to navigate to anywhere in the world and still understand what to expect. Though students often recognize the appeal of various physical land features, students investigate these features in far greater detail with a more analytical and systematic approach.

		Impacts of tourism	<ul style="list-style-type: none"> ● In-depth focus on sustainability in destinations. ● Understand the role of tourism organisations at the local, national, and regional levels. ● The role of government is a topic largely investigated by the students as individuals research how Thai tourism policy compares to tourism policies of other countries, broken down into environmental, economic, socio-cultural, political, and technical elements. ● Students thoroughly explore positive and negative tourism impacts, being introduced to tourism specific terms and concepts. ● To conclude the term, students prepare a presentation and research project highlighting niche tourism experiences, while discussing land features and tourist types.
	3	<p>Unit 3 - Travel & Tourism Organisations</p> <p>The role of tourism organisations</p> <p>Relationships between tourism organisations</p> <p>Transportation - types, development and sustainability</p> <p>Travel & Transport infrastructure</p>	<ul style="list-style-type: none"> ● Students explore the various tourism providers including accommodation, attractions, transportation, and ancillary and the services and role these providers fulfill. ● Emphasis on sustainability for the aforementioned providers and how they adjust to current demands. ● Students examine the product-service mix and the multi-faceted nature of each product, with a gradual shift towards a business and industry perspective. ● Traditional roles of agency & operator are combined to investigate the modern form of these formerly distinct principals. ● Ss explore the importance of well-developed infrastructure and support facilities in the development of tourism. Component pieces of infrastructure are also introduced.
11 IGCSE	1	<p>Unit 4 - Travel & Tourism products and services - Identifying and discussing products</p> <p>Travel agencies & tour operators Support facilities & infrastructure</p>	<ul style="list-style-type: none"> ● The beginning of year 11 revisits early concepts and terms, but delves much deeper. Students examine the products and services provided in the tourism industry. ● Students examine the product-service mix and the multi-faceted nature of each product, with a gradual shift towards a business and industry perspective. ● Traditional roles of agency & operator are combined to investigate the modern form of these formerly distinct principals. ● Ss explore the importance of well-developed infrastructure and support facilities in the development of tourism. Component pieces of infrastructure are also introduced.

		End of Term Project	<ul style="list-style-type: none"> Students undertake an intensive travel agent project which involves planning an entire 2 to 4 week travel itinerary for a client. Students must take into consideration all elements of tourism and present to the client.
	2	Unit 5 - Marketing & Promotion - Introduction Research & Analysis The 4Ps	<ul style="list-style-type: none"> In the final unit, students examine the tourism industry from a business perspective. This unit makes up Paper 2 of the syllabus Students involve themselves in the market research and analysis of a hypothetical tourism company, utilizing tools such as SWOT & Pest, research methods, market analysis, and implementing the early stages of a marketing plan. The 4Ps are approached with students' hypothetical tourism companies in mind as they consider each element of the marketing mix. Students must consider price, product, place, and promotion factors for their tourism company. The term concludes with marketing case studies to further understand the marketing & promotion of tourism products.
	3	Exam Leave	

Department Details	Assessment Types
Subject: A-Level Media Studies	Assessment Type 1: Coursework
Head of Department: Mark Seeley	Assessment Type 2: Preliminary tasks
Head of Department Email: mark.se@spip.in.th	Assessment Type 3: Blogging - the production process
Subject Teacher(s): Ken Somvongsiri	Assessment Type 4: Essay style writing assignments
	Assessment Type 5: Mock Exam & Past papers

Year	Term	Unit(s) of Work	Core Knowledge & Concepts
12 AS Level	1	<p>Coursework development - Foundation Portfolio - Film Opening Task</p> <p>Introduction to media studies - What is media studies?</p> <p>Symbolic codes - semiotics, mise-en-scene</p> <p>Technical codes - camera shots, angles and movements, composition</p> <p>Story and narrative structure</p>	<ul style="list-style-type: none"> Students are introduced to foundational concepts of media that will be vital for completing the requirements for Component 1 and Component 2. Students learn skills necessary for analyzing media texts through a series of preliminary tasks that are recorded in their student blog. Preliminary tasks involve analyzing code and conventions, understanding signs and symbolism, and careful analysis of various forms of media through use of mise-en-scene. Students apply knowledge via Component 1 - A Film Opening task where they must show true understanding of technical, symbolic, and story codes and conventions. This is ongoing coursework, and begins following the first unit of study. The second unit of study focuses on character, story, and narrative structure. Students demonstrate knowledge through plot diagramming, storyboarding, and narrative outlines. Heavy use of film and video in various genres and formats are utilized. These tasks are recorded as preliminary tasks and skills development. End of Term exam is in the form of a past paper requiring viewing and analysis of a video clip from a TV show.

	2	<p>Coursework development - Foundation Portfolio - Film Opening Task (ongoing)</p> <p>Representation, Audience, and Institution</p>	<ul style="list-style-type: none"> • Students will begin the production phase of Component 1 in earnest. This involves a shooting schedule, final storyboard, materials list, and shot list. Pre-production should have taken place in Term 1 and over the term break. • Students investigate the three other pillars of media studies which contribute to half of their marks on Component 2. • Audience emphasizes audience theory with an understanding of how audiences are perceived over time, representation focuses on how groups are represented and how representation changes depending on the other two pillars, and institutions examine the producers of media products. Students will demonstrate understanding when they can grasp the interplay among the three elements. • Students investigate these pillars through case studies and research tasks, and demonstrate knowledge through writing and examples.
	3	Exam Leave	
13 A Level	1	<p>Coursework development - Advanced Portfolio - Film Promotion Package</p> <p>Preliminary tasks - codes & conventions of trailers, editing trailers, script & movie outline, character & conflict</p> <p>Critical perspectives - Media Regulation</p>	<ul style="list-style-type: none"> • Term 1 of A2-level is dedicated to preliminary tasks in preparation for Component 3- The Advanced Portfolio which requires students to create a film promotion package with emphasis on trailers. This is an ongoing process through the year. • Students undertake preliminary tasks that are documented in their blog to show skills development. Such tasks involve research, editing, analysing, and writing to prepare them for the planning and production process of their Component 3. • After the half-term, students shift to the Critical Perspectives unit of Media Studies. Contemporary issues are investigated in depth through lecture and case studies. This is a highly investigative and involved unit demanding all previous knowledge be put to use. • Students engage on the topic of Media Regulation with guiding questions such as: <ul style="list-style-type: none"> ○ How is Media regulated where you live? ○ Has Media always been regulated in this way? ○ What effect does Media regulation have on consumption? ○ Are there different ways of regulating the Media? ○ How do other countries/regions regulate their Media?

	2	<p>Coursework development - Advanced Portfolio - Film Promotion Package (ongoing)</p> <p>Critical perspectives - Power and the Media</p> <p>Critical perspectives - Media Ecology</p>	<ul style="list-style-type: none"> ● Students should have neared completion of their movie trailers at this point, while also showing continuous engagement with audiences through their media websites. Students continue blogging about the entire process. ● Students engage on the topic of Power and the Media with guiding exercises such as: <ul style="list-style-type: none"> ○ Find two or three news stories about refugees/asylum seekers. How are they represented? What rhetoric is used? How is the reader positioned in relation to the refugees? ○ Examine the 'Brexit' campaign in the UK and/or Donald Trump's election campaign in the USA. What kinds of power in the media were evident? ○ What does Lennie Henry's campaign about diversity on television tell us about power in the media? ○ What kinds of representations of women can you find in advertising? How 'powerful' are they? ● Students engage on the final critical perspectives issue on Media Ecology. This is a compulsory topic as it combines all previous discussions. It is presented through a series of media theorists and the validity of their ideas while taking into account the various other topics discussed. Students learned to shape their own views. ● The mock exam assesses students' understanding via two past paper questions about the critical perspective topics.
	3	Exam Leave	



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