

RUGBY SCHOOL THAILAND

IGCSE CURRICULUM

Ruby School Thailand
7/2 Moo 2, Khao Mai Kaew, Bang Lamung,
Chonburi 20150 Thailand
+66 (0) 33 141 800
www.rugbyschool.ac.th



RUGBY SCHOOL
THAILAND





RUGBY SCHOOL
THAILAND

CONTENTS

Welcome	<u>2</u>
Making Choices	<u>3</u>

CORE SUBJECTS

• English – First Language	<u>6</u>
• English – Second Language	<u>7</u>
• English as an Additional Language (EAL)	<u>8</u>
• English Literature	<u>9</u>
• Mathematics	<u>10</u>
• Biology	<u>11</u>
• Chemistry	<u>12</u>
• Physics	<u>13</u>

ELECTIVE SUBJECTS

• Art and Design	<u>15</u>
• Business Studies	<u>16</u>
• Computer Science	<u>17</u>
• Design & Technology	<u>18</u>
• Drama	<u>19</u>
• Economics	<u>20</u>
• French	<u>21</u>
• Geography	<u>22</u>
• History	<u>23</u>
• Mandarin Chinese	<u>24</u>
• Music	<u>25</u>
• Physical Education	<u>26</u>
• Psychology	<u>27</u>
• Spanish	<u>29</u>
• Thai – First Language	<u>30</u>
• Thai – Second Language	<u>31</u>

Welcome

Dear Parents and Students

A warm welcome to our IGCSE curriculum guide. This guide offers a comprehensive overview of our IGCSE programme, providing detailed information about the subjects available, assessment methods, and expected learning outcomes. It marks the beginning of an exciting academic journey for our F Block (Year 9) students as they prepare to explore new opportunities and deepen their learning.

At Rugby School Thailand, we are dedicated to fostering intellectual curiosity and instilling a lifelong love of learning. The IGCSE programme emphasises critical thinking, problem-solving, and independent study—key skills for success in today’s world. Our expert teachers are passionate about creating a supportive and stimulating environment where every student can thrive academically and personally. By studying IGCSEs, students develop a breadth of knowledge that prepares them for the future.

The IGCSE years are a period of profound growth, both intellectual and personal. Students are encouraged to embrace challenges, explore their interests, and develop the skills and resilience that will carry them into A Level studies and beyond. This programme serves as a robust foundation, equipping students to achieve their aspirations and reach their full potential.

At Rugby School Thailand, education is about more than academics. We believe in a holistic approach that develops character, leadership, and a commitment to serving others. Alongside academic studies, students engage in a rich array of activities—from sports and music to the Duke of Edinburgh Award and Model United Nations. These experiences build confidence, teamwork, and belonging. Students also follow a Personal Social and Health Education (PSHE) course called The Whole Me Programme. This covers a broad range of subjects, focusing on wellbeing, and aims to help them become young adults who are prepared to make their own moral judgments.

We encourage all our students to make the most of the opportunities ahead, embracing challenges and pursuing excellence in all they do so each individual student can become the best version of themselves.



A blue ink handwritten signature, appearing to read 'Robert Groves', written in a cursive style.

Robert Groves
Head of Senior

Making Choices

Academic Deputy Head, Dr Lilla Grindlay, answers some of the questions you may have about the IGCSE curriculum, and how to make the right choices.

What is an IGCSE?

In E and D Block (Years 10 and 11), students will study for their IGCSEs (International General Certificate of Secondary Education). IGCSEs are international versions of the compulsory school examinations in England. They are the most popular qualifications worldwide for 14-16 year olds, and are recognised around the world.

How are IGCSEs assessed?

Each IGCSE course lasts two years and is externally assessed by written examinations. Some courses include coursework which will be completed in School and internally assessed, before being externally moderated. IGCSE courses start at the beginning of E Block and the examinations are usually sat in May and June of D Block.

How are they graded?

IGCSE grades are reported either on a scale from A* to G, where grades A* to C are a good pass, or 9 (high) to 1 (low), with 4 and above considered a good pass. The IGCSE examinations are a series of free-standing qualifications rather than one diploma.

(I)GCSE Grading		A Level Grading	Grade Ranking
9	A*	A*	Exceptional (90 th percentile and above)
8	A	A	
7			Outstanding (82 nd - 89 th percentile)
6	B	B	
5	C	C	Excellent (65 th - 82 nd percentile)
4			Above average percentile
3	D	D	Average / passing percentile
2	E	E	
	F	F	Lower percentile
1	G	G	
U	U	U	Unclassified

How do students make the right choice?

The RST curriculum comprises both core and elective subjects. All students must study English Language, Mathematics and the Sciences, comprising courses in Biology, Chemistry and Physics. For selected students, English Literature will also be offered within the core timetable.

In addition, the curriculum requires students to select four electives, from a range of options. There are many different possible pathways, and we encourage students to play to their strengths and interests. This booklet outlines more about the range of subjects that is available to students.

Making Choices

The following subjects are offered as electives at RST:

- Art
- Business Studies
- Computer Science
- Design & Technology
- Drama
- Economics
- Geography
- History
- French
- Mandarin Chinese (First Language)
- Mandarin Chinese (Foreign Language)
- Music
- Physical Education (examined)
- Psychology
- Spanish
- Thai (First Language)
- Thai (Second Language)

Due to local Ministry of Education requirements, Thai citizens must choose Thai as one of their electives.

How are EAL and SFL learners supported?

In line with our commitment to a personalised curriculum, some students receive English as an Additional Language (EAL) support or other Support for Learning (SfL) to ensure access to the IGCSE curriculum. Where students receive timetabled EAL or SfL, this will normally take the place of one of the elective subjects.

When are the choices made?

Students will make their initial IGCSE elective selections during term 2 of F Block. This will allow for time to create a timetable that gives as many students as possible their first choice courses. Students will be guided through these selections by tutors and subject teachers and parents are fully involved in the process. In the unlikely event that the timetable cannot be arranged to allow a student's preferred combination of courses, we will meet with the student and, if desired, parents to consider the available options.



A handwritten signature in black ink, which appears to read 'Lilla Grindlay'. The signature is stylized and fluid.

Dr Lilla Grindlay
Deputy Head, Academic



CORE SUBJECTS





Overview

Studying English Language IGCSE enhances critical thinking and analytical skills, enabling students to interpret complex texts and form well-supported arguments. It also helps them develop versatile written and spoken language skills, using language to describe, explain, entertain, and argue. Additionally, English Language IGCSE exposes students to diverse perspectives and cultures, fostering empathy and global awareness. We expect most students to take this course, including those who have different home languages.

Syllabus

Pearson Edexcel IGCSE English Language A (4EA1)

Course Aims

The Pearson Edexcel IGCSE in English Language aims to enable learners to:

- read a wide range of texts fluently and with good understanding;
- read critically and use knowledge gained from wide reading to inform and improve their own writing;
- write effectively and coherently using Standard English appropriately;
- use grammar correctly, punctuate and spell accurately;
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language;
- listen to and understand spoken language, and use spoken Standard English effectively.

Course Content

Students will study contemporary non-fiction texts, poetry, and fiction texts from an anthology provided by the exam board. These texts provide models students can use to develop their imaginative, creative, and analytical writing. They will also be used to help students compare writers' ideas and perspectives. In addition, students will develop their technical writing skills by specific instruction in sentence structures, grammatical constructions, and building vocabulary.

Assessment Overview

Component 1: Non-fiction Texts and Transactional Writing (60% of final grade)

Section A: Reading

A mixture of short- and long-answer questions related to a non-fiction text from Part 1 of the Pearson Edexcel International GCSE English Anthology, and one previously unseen extract.

Section B: Transactional Writing

One writing task, from a choice of two involving a given audience, non-fiction form or purpose.

Component 2: Poetry and Prose Texts and Imaginative Writing (40% of final grade)

Section A: Reading

One essay question on a poetry or prose text from Part 2 of the Pearson Edexcel International GCSE English Anthology.

Section B: Imaginative Writing

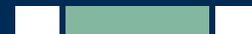
One imaginative writing task from a choice of three.

Spoken Language Endorsement (endorsed separately)

Students must demonstrate their presentation skills in a formal setting, listen and respond to questions and feedback, and use spoken English effectively.

Students deliver a short, prepared talk or presentation (lasting no more than 10 minutes), and then respond to questions about their topic.

The spoken language presentation may take a variety of forms, the most popular being a speech or talk by a student, followed by questions from the audience.



Overview

Our Cambridge IGCSE English as a Second Language course is ideal for learners who want to focus on improving their working knowledge of the language. Our students will develop their reading, writing, speaking and listening skills, which in turn will assist with their learning across all IGCSE subjects. The IGCSE ESL course also serves as great preparation for IELTS and SATS examinations.

Syllabus

Cambridge IGCSE English as a Second Language ([0510/0511](#))

Course Aims

The Cambridge IGCSE ESL course aims to:

- develop students' ability to use English effectively for the purpose of practical communication.
- help students form a solid foundation for the skills required for further study using English as the medium, most notably for globally accepted English language examinations, such as IELTS, TOEFL, and Cambridge CAE.
- develop students' awareness of the nature of language and language-learning skills.
- develop students' ability to comprehend texts from a wide range of topics and genres.
- develop students' ability to write in a range of styles and registers.

Course Content

The E Block section of the course will focus on developing the core grammar and vocabulary at CEFR B1 and B2 level. Learners will also be exposed to the examination-style questions they will encounter in the examination. The course follows a topic-based syllabus, focusing on the most general topics that are covered in the IGCSE ESL examination, for example diet and exercise, the environment, technology, and tourism.

In the D Block, students produce formal and semi-formal reports, magazine articles and reviews and informal emails. Summary writing skills are also developed. Students learn to comprehend text and answer three different question types about general topics. The listening component of the course teaches students to identify and retrieve facts and details and understand relevant information about a range of topics. In preparation for the speaking section, students learn to talk at length, and answer questions about a range of different topics.

Assessment

The course is assessed by two terminal examination papers and a speaking test at the end of D Block:

Paper 1 (Core) or Paper 2 (Extended): Reading and Writing

Exam content: six exercises testing a range of reading and writing skills.

Question style: three reading questions - comprehension, multiple matching and note completion; three writing questions - summary, informal writing, formal writing.

Duration: 1 hour 30 minutes (Core) or 2 hours (Extended)

Marks: 80

Paper 3 (Core) or Paper 4 (Extended): Listening

Exam content: Candidates listen to several short extracts and longer tests, and complete a range of task types, including short-answer questions, gap filling, matching, multiple choice and note making.

Question style: Several task types, including short-answer questions, gap filling, matching, multiple choice and note making

Duration: 40 minutes (Core) or 650 minutes (Extended)

Marks: 30

In addition, students following syllabus 5011 also take:

Component 5: Speaking

Content: Following a 2–3-minute warm-up conversation, candidates engage in a 6 to 9 minutes discussion with the examiner.

Exam style: A range of different questions on different topics. Duration: Approximately 10 – 15 minutes

Marks: 30

English as an Additional Language (EAL)



Overview

Cambridge IGCSE English (as an Additional Language) develops a set of transferable skills for understanding and communicating in everyday situations in English. Learners begin to develop cultural awareness of countries and Cambridge learner communities where English is spoken. They acquire the essential linguistic skills required for progression to further studies or employment.

Syllabus

Cambridge IGCSE English as an Additional Language (0472)

Course Aims

Our approach in Cambridge IGCSE English (as an Additional Language) encourages learners to be:

- **Confident**, using new and familiar structures and vocabulary to communicate with others in everyday situations
- **Responsible**, seeking opportunities to use and develop their language skills
- **Reflective**, considering how to communicate different ideas and attitudes
- **Innovative**, applying language to a variety of situations
- **Engaged**, developing learning strategies which help them to express their ideas and their understanding of other cultures.

The course is ideal for learners who are towards the beginning of their language learning journeys, and follows a similar path to the aforementioned IGCSE English as a Second Language curriculum. The fundamental difference is that this course is targeted at a slightly lower level, and as such is better suited to students of A2/B1 on the CEFR scale.





Overview

Through literature we learn to see the world through others' eyes. Literature offers students a chance to explore diverse cultures, historical periods, and human experiences through captivating stories, plays and poems, enhancing their empathy and imaginative understanding of the world. Studying English Literature at IGCSE also develops critical thinking and analytical skills such as the ability to dissect complex texts and form insightful, well-argued interpretations. Studying English Literature at IGCSE enables students to become fluent, confident, independent readers with strong analytical and creative skills. It is expected that the majority of students who study English Language IGCSE will study English Literature IGCSE concurrently.

Syllabus

Pearson Edexcel IGCSE in English Literature (4ET1)

Course Aims

The Pearson Edexcel IGCSE in English Literature aims to enable learners to:

- enjoy the experience of reading literature;
- understand and respond to literary texts in different forms and from different periods and cultures;
- communicate an informed personal response appropriately and effectively;
- appreciate the different ways in which writers achieve their effects;
- experience literature's contribution to aesthetic, imaginative and intellectual growth;
- explore the contribution of literature to an understanding of areas of human concern.

Course Content

In this course, students will study four literary texts: a prose fiction text, a selection of poetry, a literary heritage text, and a modern drama text. They will also study other poetry to support their ability to analyse 'unseen' poems. Students will research the social and historical context behind their studied texts, using this knowledge to develop their understanding of the text's characters, settings, themes and concerns. They will also develop close reading skills, closely analysing the way language, imagery, literary techniques and aspects of structure are manipulated by the writer to have an impact on the reader.

Chosen set texts for examination are:

- Prose fiction: *Klara and the Sun*, by Kazuo Ishiguro
- Poetry: 15 poems from Part 3 of the Pearson Edexcel International GCSE English Anthology
- Literary Heritage: *Romeo and Juliet*, by William Shakespeare
- Modern Drama: *Kindertransport*, by Diane Samuels

Assessment

Component 1: Poetry and Modern Prose (60% of final grade)

Section A (Unseen Poetry)

One essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper.

Section B (Anthology Poetry)

One essay question from a choice of two, comparing two poems from the poems studied.

Section C (Modern Prose)

One essay question from a choice of two.

Component 2: Modern Drama and Literary Heritage Texts (40% of final grade)

Section A (Modern Drama)

One essay question from a choice of two.

Section B (Literary Heritage Texts)

One essay question from a choice of two.

Mathematics



Overview

A good understanding of mathematics in everyday life is essential for making sense of all the numbers and problems life throws at us. Mathematics makes our life orderly and prevents chaos. We believe that beyond problem-solving, mathematics builds other crucial life skills such as the ability to reason, think creatively, and analyse critically. Our course follows a practical curriculum and learning approach, so the students find joy in practising the skills. The course content covers Algebra, Number, Geometry, Statistics, Probability, Trigonometry, and Calculus.

Be it a cook or a farmer, a carpenter or a mechanic, an entrepreneur or a doctor, an engineer or a scientist, a musician or a magician, everyone needs mathematics in their day-to-day life. Anyone can be a mathematician if they are given proper guidance and training in the formative period of their lives.

Syllabus

Edexcel IGCSE Mathematics (Specification A) ([4MA1](#))

Course Aims

- to develop an understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
- extending the range of mathematical skills and techniques and to use them in more difficult, unstructured problems
- use mathematics as an effective means of communication
- recognise how a situation may be represented mathematically and understand the relationship between
- 'real-world' problems, standard and other mathematical models and how these can be refined and improve
- take increasing responsibility for their own learning and the evaluation of their own mathematical development

Course Content Topics covered

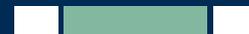
- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Assessment

The course is assessed by two terminal examination papers at the end of D Block (Year 11). Each paper carries equal weighting.

Exam Content: Content from any part of the specification may be assessed Duration: 2 hours





Overview

Biologists are scientists who study the natural world and all the living things in it, from the largest mammals down to our very own microscopic DNA. They try to understand how animals and organisms work (including us humans), how we evolved and the things that can make us sick or improve our health.

RST's Biology course covers a wide range of topics, from the organisation of cells and DNA to the spread of and defence from infections within a population. Through creative experiments, students will sharpen their critical thinking as well as other practical skills. The course will conclude across three examinations: two theory papers and one practical exam.

Syllabus

Cambridge IGCSE Biology (0610)

Course Aims

The Cambridge International GCSE in Biology should enable students to:

- develop their knowledge and understanding of biology develop and apply their knowledge and understanding of the scientific process.
- develop their understanding of the relationships between hypotheses, evidence, theories and explanations.
- develop and apply their observational, practical, modelling, enquiry and problem-solving skills, and their understanding in laboratory, field and other learning environments.
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively.
- develop their skills in reporting and presenting information clearly and logically in different formats.
- develop their skills in communication, mathematics and the use of technology in scientific contexts.

Course Content

The course is split into the following sections:

- Characteristics and classification of living organisms
- Organisation of the organism
- Movement into an out of cells
- Biological molecules
- Enzymes
- Plant nutrition
- Human nutrition
- Transport in plants
- Transport in animals
- Diseases and immunity
- Gas exchange in humans
- Respiration
- Excretion in humans
- Coordination and response
- Drugs
- Reproduction Inheritance
- Variation and selection
- Organisms and their environment
- Human influences on ecosystems
- Biotechnology and genetic modification

Chemistry



Overview

Chemistry is a vital branch of science. It allows us to investigate and explain how matter interacts in the modern world. It is pivotal in the development of medicines, plastics, cosmetics and agriculture. Topics involving Organic Chemistry will develop problem-solving techniques, whereas areas such as Quantitative Chemistry and Chemical Analysis allow increased investigative and mathematical skills.

The Chemistry course reviews F Block content which covers fundamental principles to establish a solid foundation to their learning. During E Block students build upon the recall of key facts to explain trends and analyse data. The course provides a well-structured curriculum and practical learning approach. Students develop a thorough understanding of chemistry and encounter the theory alongside practicals. Students' practical skills will be developed in the lab in preparation of the practical exam. The course concludes across three examinations: two theory papers and one practical exam.

Syllabus

Cambridge IGCSE Chemistry ([0620](#))

Course Aims

The Cambridge International GCSE in Chemistry should enable students to:

- develop their knowledge and understanding of chemistry.
- develop and apply their knowledge and understanding of the scientific processes.
- develop their understanding of the relationships between hypotheses, evidence, theories and explanations.
- develop and apply their observational, practical, modelling, enquiry and problem-solving skills, and their understanding in laboratory, field and other learning environments.
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively.
- develop their skills in reporting and presenting information clearly and logically in different formats.
- develop their skills in communication, mathematics and the use of technology in scientific contexts.

Course Content

- States of matter
- Atoms, elements, compounds and bonding
- Stoichiometry calculations
- Electrochemistry
- Chemical energetics
- Chemical reactions – rates and redox
- Acids, bases and salts
- The periodic table
- Metals
- Chemistry of the environment
- Organic chemistry
- Experimental techniques and chemical analysis





Overview

Physics is the most fundamental branch of science, concerned with the study of matter and energy. Topics studied range from the forces keeping planets in their orbits to the make-up of the electromagnetic spectrum and the structure of the atom.

Our Physics IGCSE course aims to nurture critical, scientifically literate citizens. We explore a wide range of topics including natural forces, electromagnetic spectrum, electricity, nuclear physics and astrophysics. Our goal is to make physics as practical as possible while also giving students a thorough grounding in the subject that they can draw from in future study and in life. Course assessment comprises three examinations, including a practical examination.

Syllabus

Cambridge IGCSE Physics ([0625](#))

Course Aims

The Cambridge IGCSE in Physics should enable students to:

- develop their knowledge and understanding of physics.
- develop and apply their knowledge and understanding of the scientific process.
- develop their understanding of the relationships between hypotheses, evidence, theories and explanations.
- develop and apply their observational, practical, modelling, enquiry and problem-solving skills, and their understanding in laboratory, field and other learning environments.
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively.
- develop their skills in reporting and presenting information clearly and logically in different formats
- develop their skills in communication, mathematics and the use of technology in scientific context.

Course Content

The course is split into the following sections:

- Motion, forces and energy
- Thermal physics
- Waves
- Electricity and magnetism
- Nuclear physics
- Space physics

Assessment

Students will either be assessed for separate sciences, leading to three IGCSEs, one in each of Biology, Chemistry and Physics, or for Co-Ordinated Science, leading to two IGCSEs for the combined study of the three sciences.

Separate Sciences

Each science is assessed separately, by three terminal examination papers at the end of D Block, leading to a total of nine examinations. Content from any part of the specification for each science may be assessed.

The three papers for each science are:

Paper 2 - Multiple choice questions - 45 minutes (30%)

Paper 4 - Short-answer and structured questions - 1 hour 15 (50%)

Paper 5 - Practical experimental skills examination - 1 hour 15 (20%)

Co-ordinated Science

The course is assessed by three terminal examination papers, with a mixture of questions on each of the three sciences in each paper

The three papers for each science are:

Paper 2 - Multiple choice questions - 45 minutes (30%)

Paper 4 - Short-answer and structured questions - 1 hour 15 (50%)

Paper 5 - Practical experimental skills examination - 1 hour 15 (20%)



ELECTIVE SUBJECTS





Overview

The creative industries are the fastest growing part of the UK economy, and continue to increase in value across the world. As such, most employers today are seeking graduates who possess the ability to think creatively and innovatively. Studying art complements other subjects on the curriculum as it teaches students skills such as problem solving, concept development, organisation, time management and teamwork.

The Art and Design GCSE course encourages the students to express themselves, follow their own interests and develop their own creative ideas. Art and Design allows the students to work independently and in doing so it builds confidence and resilience.

Syllabus

Pearson Edexcel GCSE Art and Design (1FA0)

Course Aims

At RST, we follow the UK GCSE specification. This is a flexible course, allowing students independence to choose the media they work with, the artists they explore and the themes for their projects. The course aims to encourage the students to take risks, learn from mistakes, analyse critically and develop both ideas and skills.

Course Content

At the beginning of E Block the students are immersed in a series of workshops, designed to allow them to explore new methods, materials and processes and to develop their creative thinking skills. In the second term, they begin their Component 1 projects. In D Block, after Christmas, they complete their Component Two projects. Throughout the course they will select and experiment with a range of media and processes, including:

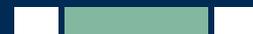
- Painting
- Drawing
- Photography/Film
- Installation
- Textiles
- Illustration
- Mixed-media
- Land art
- Printmaking
- Sculpture/3D

The course is split into two components - Component 1: Personal Portfolio and Component 2: Externally Set Assignment. Trips to galleries and other locations are an integral part of the course.

Assessment

One non-examined project (60% of the final mark) and a second project based upon a theme provided by the exam board, which includes a 10 hour practical exam at the end of Year 11 (40% of the final mark).

Business Studies



Overview

Business at Rugby School Thailand is about learning by doing. You will learn through activities that will exercise your leadership, organisational and team working skills as well as your business acumen.

Business is about looking at what businesses do and how they operate. We learn this through studying, visiting and taking part in businesses. This is a practical subject with an academic edge. If you ever wondered how to make money or want to know why business is about so much more than this, this is the course for you.

Syllabus

Pearson Edexcel International GCSE in Business (4BS1)

Course Aims

The aims are to enable students to:

- develop an interest in and enthusiasm for the study of business
- develop an understanding of business concepts, business terminology, business objectives and the integrated nature of business activity
- understand how the main types of business are organised, financed and operated
- develop and apply knowledge, understanding and skills to contemporary business issues in a wide range of businesses from small enterprises to large multinationals and businesses operating in local, national and global context
- develop critical-thinking and enquiry skills to distinguish between facts and opinion, calculating, interpreting and evaluating business data, to help build arguments and make informed judgements
- develop an understanding of the dynamics of business activity and the related considerations of ethics and sustainability for global businesses.

Course Content

1. Business activity and influences on business
2. People in business
3. Business finance
4. Marketing
5. Business operations

Assessment

The course is assessed by two 1 hr 30min examination papers at the end of D Block (Year 11).

Paper 1: Investigating small businesses

Paper 2: Investigating large businesses



Computer Science



Overview

Computer science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems. Learning computational thinking involves learning to program, that is to write computer code, because this is the means by which computational thinking is expressed. Cambridge IGCSE Computer Science enables learners to develop an interest in computing and to gain confidence in computational thinking and programming. They develop their understanding of the main principles of problem-solving using computers.

Syllabus

Cambridge IGCSE Computer Science ([0478](#))

Course Aims

The aims are to develop:

- computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required
- understanding of the main principles of solving problems by using computers
- understanding that every computer system is made up of subsystems, which in turn consist of further sub-systems
- understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- skills necessary to apply understanding to solve computer-based problems using a high-level programming language

Course Content

Section 1:

- 1.1 Data representation
- 1.2 Data transmission
- 1.3 Hardware
- 1.4 Software
- 1.5 The internet and its uses
- 1.6 Automated and emerging technologies

Section 2:

- 2.1 Algorithm design and problem-solving
- 2.2 Programming
- 2.3 Databases
- 2.4 Boolean logic

Assessment

The course is assessed by two 1hr 45min examination papers at the end of D Block (Year 11).

Paper 1: Theory, 75 marks

Short-answer and structured questions based on section 1 of the subject content.

Paper 2: Problem-solving and Programming, 75 marks

Short-answer and structured questions based on section 2 of the subject content.



Design & Technology



Overview

At Rugby School Thailand we will provide a high-quality design and technology education that will give students opportunities to create, innovate, design, make and evaluate a variety of well-crafted products. Students will be taught the technical skills and craftsmanship to execute practical tasks, thereby developing confidence to increase their skills, knowledge and competence in using materials, machinery, techniques and processes.

Through practical lessons and with advanced learning resources, our E Block students will learn to express, communicate and present their ideas in 2D and 3D work, using a variety of techniques, including digital sketching, foam modelling and 3D CAD. During the D Block year the students will develop an understanding of the history of design and technological innovation and the basic concepts, as well as the responsibilities of designers.

Syllabus

Cambridge International GCSE Design & Technology (0445)

Course Aims

The aims of the Cambridge IGCSE in Design & Technology are to enable students to:

- develop creative thinking in areas relevant to design and technology
- apply problem-solving skills to practical and technological problems
- develop the communication skills central to design, realisation and evaluation
- gain knowledge and understanding of design and technology
- develop skills in research and investigation
- design and make products, taking into consideration sustainability and the wider impact on society
- develop the ability to make aesthetic, economic, ethical and technical value judgements

Course Content

The course is split into the following sections:

Identify and observe need / requirement for design; health and safety; writing a design brief / specification; initiation and development of ideas; research, recording & analysing data; communication & generation of design ideas; use of technology in design and making; design & technology in society; evaluation; practical design application; implementation and realisation; environment and sustainability; control; preparation of materials including measuring, marking out, and testing; shaping, joining, assembly, and finishing of materials.

Assessment

The course is assessed by a non-examined assessment project (50% of the final mark) and two terminal examination papers at the end of D Block (Year 11). Each paper carries equal weighting.

Exam Content:

Assessment of the common content of Product Design
Resistant Materials content

Question Style:

Paper 1 written and sketching paper
Paper 2 written paper

Duration: 75 minutes/60 minutes

Marks: Paper 1 = 50 marks Paper 2 = 50 marks



Overview

Effective communication is an imperative skill in both our social and professional lives. In a business meeting, promotional setting or any context where persuasion and clear explanation are important. An education in drama results in the development of both theatre and life skills; the building of confidence, creativity, leadership and working collaboratively.

The Cambridge IGCSE in Drama aims to help students understand the theatre and its theoretical framework, while also developing their performance skills. The course content includes the study of two extracts of a published play, an examination on this and their devising work as well as individual and a group performances.

Syllabus

Cambridge IGCSE Drama (0411)

Course Aims

The Cambridge IGCSE in Drama should:

- develop candidates' understanding of drama through practical and theoretical study
- enable candidates to understand the role of actor, director and designer in creating a piece of theatre
- develop candidates' acting skills, both individually and in groups
- enable candidates to develop their skills in devising original drama
- help candidates communicate feelings and ideas to an audience
- foster understanding of the performance process and enable candidates to evaluate the various stages of that process
- encourage enjoyment of drama

Course Content

Component 1:

- Study of an two extracts from published plays
- Written reflection on a piece of devised drama

Component 2:

- One individual performance of an extract from a play
- One group performance of an extract from a play
- One original devised performance from a stimulus

Assessment

Written examination, including:

- Two sections of questions on an extract from a two studied texts
- One reflection question based on drama that has previously been devised Duration: 2 hours 30 minutes

Question style: Structured and open questions Weighting: 40%

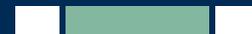
Assessment: Externally assessed at the end of D Block (Year 11)

Component 2: Coursework

Weighting: 60%

Assessment: Internally assessed with external moderation throughout the course

Economics



Overview

Economics is about how individuals, businesses and governments make choices when resources are limited. Students will explore key issues such as supply and demand, inflation, unemployment, economic growth and global trade, and apply these ideas to current events and real-world situations. This is a subject with strong academic depth and practical relevance that helps develop critical thinking, problem-solving and decision-making skills. If you are curious about how economies function, why prices change, or how governments manage economic challenges, this is the course for you.

Syllabus

Pearson Edexcel International GCSE in Economics (4EC1)

Course Aims

The aims are to enable students to:

- develop an understanding of economic concepts and apply these concepts to real-life situations
- calculate, interpret and evaluate economic data in order to make reasoned arguments and informed judgements
- develop an awareness of economic change and its impact on developing and developed economies
- understand economic issues, problems and possible solutions that affect mixed economies
- participate effectively in society as citizens, producers and consumers.

Course Content

The Topic areas are:

- The market system
- Business Economics
- Government & the economy
- The global economy

Assessment

The course is assessed by two 1 hr 30min examination papers at the end of D Block (Year 11).

Paper 1: Microeconomics and Business Economics

Paper 2: Macroeconomics and the Global Economy





Overview

Students studying French will develop language competency and learn many additional aspects of Francophone culture from music to film, history to geography, current affairs to literature. Our Cambridge IGCSE French course is designed for students who are learning French as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

Syllabus

Cambridge IGCSE French Foreign Language ([0520](#))

Course Aims

Course Aims The aims are to:

- develop the ability to communicate effectively using the target language.
- offer insights into the culture and society of countries where the language is spoken.
- develop awareness of the nature of language and language learning.
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations.
- provide enjoyment and intellectual stimulation.
- develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum.
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

Course Content

The Topic areas are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

Assessment

The course is assessed by terminal examination at the end of D Block (Year 11). Each paper carries equal weighting:

Paper 1: Listening

45 minutes. 45 marks.

Candidates listen to a number of recordings and answer multiple-choice and matching questions.

Paper 2: Reading

1 hour. 45 marks.

Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.

Paper 3: Speaking

Approximately 10 minutes. 40 marks.

Candidates complete one role play and conversations on two topics.

Paper 4: Writing

1 hour. 45 marks

Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.



Overview

Geography is a discovery subject. It provides a clear structure to think about the changing world: describing it, investigating it, understanding and explaining it.

Global events show us its importance, issues such as conflict, migration, climate change, natural disasters and world trade are all included in our curriculum.

Students use all kinds of media, data and fieldwork to gain a deeper understanding. The range of skills from mapwork, graph work, photograph interpretation, to research, fieldwork and extended writing, means geography is a future-proof subject creating capable and adaptable students. Geography opens the door to a wide range of career paths, it is the ultimate option for future generations to prepare for the exciting challenges they face.

Syllabus

Pearson Edexcel International GCSE in Geography (4GE1) (9-1)

Course Aims

The course aims to enable students to develop:

- apply and build geographical knowledge
- engage students in the process of geographical enquiry, to develop independent learners, and as critical thinkers.
- acquire practical geographical enquiry skills
- appreciate the relevance of geographical concepts to our changing world
- appreciate the importance of the location of places and environments at a range of scales
- appreciate that people have different views of the world, its environments and its issues
- develop and apply students' learning to the real world through fieldwork
- develop students' awareness of global issues and recognise the challenges of moving towards a sustainable future.

Course Content & Assessment

Paper 1: Physical geography- 2 topics including fieldwork from one of these.(70 marks 40%)

- River environments
- Coastal environments
- Hazardous environments

Examination of 1 hour and 10 minutes, consisting of two sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.

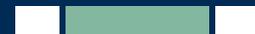
Paper 2: Human geography- 2 topics including fieldwork from one of these.(105 marks 60%)

- Economic activity and energy
- Rural environments
- Urban environments
- Global issues

Fragile environments and climate change,
Globalisation and migration,
Development and human welfare

Examination of 1 hour and 45 minutes, consisting of three sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.

History



Overview

The study of History at GCSE level provides students with the ability to express their views and opinions (both oral and written) in a clear manner, to put forward well-researched ideas and arguments concisely, to investigate and assess a variety of materials and to organise such material in a logical and coherent way. Furthermore, the programme of study allows students to gain a greater understanding of international issues and inter-relationships between nations, people and events and they will learn how to present clear, logical, reasoned and supported arguments.

Syllabus

Pearson Edexcel International GCSE (4HI1)

Course Aims

The International GCSE in History should enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience.
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- develop an awareness that different people, events and developments have been accorded.
- historical significance and how and why different interpretations have been constructed about them.
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Course Content

The course covers four topics and periods of history:

1. Germany: Development of Dictatorship, 1918-45
2. A World Divided: Superpower Relations, 1943-72
3. The Vietnam Conflict, 1945-75
4. Changes in Medicine, c1848-c1948

Assessment

There are two assessed units. Both are examined at the end of D Block.

Paper 1 (depth studies – topics 1 and 2):

Content: Students answer two questions, one on each of the depth studies they have studied.

Marks: 60

Duration: 1 hour 30 minutes.

Paper 2 (investigation and breadth studies – topics 3 and 4):

Content: Students answer two questions, one question on their historical investigation and one question on their breadth study in change.

Marks: 60

Duration: 1 hour 30 minutes.



Overview

Our Cambridge IGCSE Mandarin Chinese as Foreign Language course helps our students master the language for practical communication. Students will learn about the cultures and civilisations of countries where Mandarin Chinese is spoken, as well as develop positive attitudes towards different languages, people and cultures. The course includes tests for the four language skills: listening, reading, writing and speaking.

Syllabus

Cambridge IGCSE Mandarin Chinese - Foreign Language (0547)

Cambridge IGCSE Chinese as a First Language (0509)

The Cambridge IGCSE First Language Chinese syllabus is designed for learners whose first language is Chinese. The syllabus develops learners' ability to communicate clearly, accurately and effectively. They will learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed.

Course Aims

The Cambridge IGCSE in Mandarin Chinese should enable students to:

- develop the ability to communicate effectively in Mandarin Chinese at level A2 (CEFR Basic User).
- offer insights into the culture and society of countries where the language is spoken.
- develop awareness of the nature of language and language learning.
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations.
- provide enjoyment and intellectual stimulation.
- develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum.
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

Course Content

The Topic areas are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

Assessment

The course is assessed by four examinations at the end of D Block (Year 11). Each component carries an equal weighting of 25%.

Paper 1, Listening – 30 marks, 35 minutes Candidates listen to a number of recordings and answer multiple-choice and matching questions.

Paper 2, Reading – 40 marks, 75 minutes Candidates read texts and answer multiple-choice and matching questions as well as questions requiring short answers.

Paper 3, Speaking – 40 marks, 10 minutes Candidates complete one role play and conversations on two topics. Paper 4, Writing – 45 marks, 75 minutes Candidates complete one form-filling task, one directed writing and one task in the format of an e-mail/letter or article/blog.



Overview

The Music IGCSE course aims to develop students as musicians in all 3 areas of listening, performing and composing. Students will explore music from diverse genres, including Classical, Pop, Jazz and World Music. They will perform in ensembles and as a soloist, either singing or playing an instrument, in any style. They will learn how to compose and will prepare two pieces, in any style: the use of digital composition on Digital Audio Workstations is also an option for one of the pieces. The course is practically based, and students should know that they will be required to sing or play an instrument. Knowledge of music theory is not necessarily a requirement to begin the course, as everything will be taught along the way. A love of music and a willingness to learn more are all that's needed to start this course, although past experience is always useful!

Syllabus

Cambridge IGCSE Music ([0410](#))

Course Aims

The aims are to enable students to:

- acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing.
- develop an understanding of a variety of musical traditions
- develop a perceptive and critical response to music
- develop creative and interpretative skills through composing and performing
- develop an enthusiasm for exploring diverse musical styles and genres through listening, performing and composing
- develop a secure basis for further study in music

Course Content

Candidates develop and understanding of music through the 3 skills of listening, performing and composing, and 7 Areas of Study:

1. Baroque music
2. Classical music
3. Romantic music
4. Music and words
5. Music for dance
6. Music for small ensemble
7. Music for stage and screen

Assessment

All candidates take all 3 components:

Component 1 (c.1 hour 15 minutes)

Listening 40% (70 marks)

A written examination based on listening tracks supplied by Cambridge International Externally assessed

Component 2

Coursework - Performing 30% (50 marks)

Performance in 2 parts: solo performing and performing with others

Internally assessed and externally moderated

Component 3

Coursework - Composing 30% (50 marks)

Two contrasting compositions

Internally assessed and externally moderated

Physical Education



Overview

The Edexcel GCSE Physical Education (PE) qualification offers a balanced blend of practical and theoretical learning, ideal for students passionate about science, physical activity, health and fitness. It equips students with the knowledge, skills, and understanding of the human body, fitness, and performance. It also provides opportunities to enhance problem-solving, teamwork, and critical thinking skills to improve their own performance, engage in lifelong physical activity, and explore the wider impacts of sport on society.

Syllabus

Pearson Edexcel IGCSE Physical Education (1PE0)

Course Aims

The Edexcel GCSE Physical Education syllabus encourages learners to:

- Develop their knowledge and understanding of the applied scientific and sociocultural theory underpinning physical performance.
- Use and apply this knowledge and understanding to improve their own performance.
- Perform in a range of physical activities, developing skills and techniques, selecting and using tactics, strategies and/or compositional ideas.
- Understand and appreciate the benefit of physical activity and sport for health, fitness and wellbeing.
- View physical activity and performance from multiple contexts of the performer and the coach.
- Gain a sound basis for further study in the field of Physical Education.

Course Content

- Applied anatomy and physiology: Understanding how the body works during physical activity.
- Movement analysis: Exploring how biomechanical principles apply to performance.
- Physical training: Examining methods of fitness improvement and training principles.
- Health, fitness, and well-being: Investigating the benefits of a healthy, active lifestyle.
- Sport psychology: Understanding how mental factors influence performance.
- Socio-cultural influences: Exploring the role of sport in society and its impact.

Assessment

Examination of theoretical Content (60% of the qualification):

- **Component 1:** Fitness and body systems examination paper 1hr 30mins
- **Component 2:** Health and performance examination paper 1hr 15mins

Practical Performance (40% of the qualification):

- **Component 3:** Assessment across three physical activities: one team activity, one individual activity, and one free choice (team or individual).
- **Component 4:** A Personal Exercise Programme (PEP): Students analyse, plan, and evaluate their own fitness improvement plan.



Psychology



Overview

Psychology is the scientific study of behaviour and mental processes, combining theory, research and real-world application. The specification covers cognition, social behaviour, brain function and psychological problems, alongside core research methods and ethical considerations. Designed for international students, it uses global examples and provides strong preparation for International A Level Psychology and related subjects.

Syllabus

Oxford AQA International GCSE Psychology (9218)

Course Aims

GCSE Psychology enables students to:

- understand human behaviour through scientific investigation
- apply psychological knowledge to real-life situations in a global context
- study key psychological research
- evaluate theories and research methods
- develop critical thinking, scientific, analytical and written communication skills

Course Content

The course is taught through two exam papers, covering how people think, behave and are influenced by others.

Paper 1: Cognition and Behaviour

Memory – how memory works, why forgetting occurs, and how memory can be improved

Perception – how we interpret sensory information and why illusions occur

Development – how children develop thinking and behaviour, including the influence of nature and nurture

Research methods – how psychologists design studies, collect data, consider ethics and analyse results

Paper 2: Social Context and Behaviour

Social influence – conformity, obedience and the impact of group behaviour

Language, thought and communication – how language develops and influences thinking

Brain and neuropsychology – how brain structure and damage affect behaviour

Psychological problems – explanations and treatments of mental health conditions

Assessment

Two written exams at the end of D Block (Year 11), each worth 50% of the qualification. The course is linear, with no coursework. Students are assessed on knowledge, application, analysis and evaluation.







Overview

Cambridge Spanish as a Foreign Language course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies. The syllabus also aims to offer insights into the culture of countries where Spanish is spoken, thus encouraging positive attitudes towards language learning and towards speakers of other languages.

Syllabus

Cambridge IGCSE Spanish Foreign Language ([0530](#))

Course Aims

The Cambridge International GCSE in Spanish should enable students to:

- develop the ability to communicate effectively in Spanish at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User).
- offer insights into the culture and society of countries where the language is spoken.
- develop awareness of the nature of language and language learning.
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations.
- provide enjoyment and intellectual stimulation.
- develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum.
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

Course Content

The course is organised around five broad topic areas;

- Everyday activities (home life and school, food, health and fitness).
- Personal and social life (self, family and personal relationships).
- The world around us (home town and local area, natural and made environment, people places and customs).
- The world of work (continuing education, careers and employment).
- The international world (tourism at home and abroad, life in other countries).

Assessment

The course is assessed by terminal examination at the end of D Block (Year 11). Each paper carries equal weighting:

Paper 1: Listening - 45 minutes. 45 marks.

Candidates listen to recordings and answer multiple-choice and matching questions.

Paper 2: Reading - 1 hour. 45 marks.

Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers

Paper 3: Speaking - Approximately 10 minutes. 40 marks. Candidates complete one role play and conversations on two topic

Paper 4: Writing - 1 hour. 45 marks

Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog

Thai – First Language



Overview

Cambridge IGCSE First Language Thai is designed for Thai speakers to enhance clear and effective writing, expand vocabulary, and improve spelling, punctuation, and grammar. The course fosters a personal style, audience awareness, and encourages extensive reading for pleasure and language understanding. It also hones general analytical and communication skills, including synthesis, inference, and the effective presentation of opinions.

Syllabus

Cambridge IGCSE Thai First Language (0518)

Course Aims

The Cambridge IGCSE Thai First Language should enable learners to:

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

Course Content

Students will engage with a range of genres and types of texts, including fiction and non-fiction, essays, reviews and articles. This study will include focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Students will study how influence may include facts, ideas, perspectives, opinions and bias.

As developing writers themselves, students will be introduced to a range of skills, including the ability to compare, summarise and change perspective. They will develop the skills of summarising within the context of the following text types: letter, report, newspaper report, magazine article, journal, words of a speech. They will also learn to create a discursive/argumentative letter or article and a descriptive or narrative composition.

Assessment

The course is assessed by terminal examination, comprising two compulsory components at the end of D Block (Year 11).

Paper 1: Reading and Directed Writing - 2 hours. 50 marks

Section 1 Comprehension and Use of Language - Candidates answer a series of questions on Passage 1, a fiction text.

Section 2 Directed Writing - Candidates answer one question on Passages 2 and 3 which are non-fiction and have a linked theme. The passages will be taken from newspapers, magazines, online materials or other publications.

Candidates write a response of about 250–350 words.

Paper 2: Composition - 2 hours. 50 marks.

Section 1 Argumentative/Discursive Writing - Candidates answer one question from a choice of four and write a response of about 350–450 words.

Section 2 Descriptive/Narrative Writing - Candidates answer one question from a choice of four and write a response of about 350–450 words.



Overview

The Thai as a Second Language Programme is designed to enhance students' proficiency in Thai language skills: speaking, listening, reading, and writing. Emphasis is placed on comprehension, critical thinking, and analytical abilities, enabling students to communicate effectively and interpret information in Thai.

Learning Outcomes

By the end of the course, students will be able to:

- Speak Thai with clear pronunciation and appropriate tone usage.
- Understand spoken Thai in various contexts.
- Read and comprehend Thai texts, ranging from basic signs to short paragraphs.
- Write structured sentences and paragraphs using correct grammar.
- Analyze and interpret meanings from spoken and written Thai, including cultural nuances.

Course Structure

Module 1: Foundations of Thai Language and Communication

Speaking & Listening:

- Mastering Thai tones and phonetics through guided pronunciation drills.
- Engaging in simple conversations: greetings, self-introductions, and asking questions.
- Listening to everyday Thai dialogues to recognize tones and understand meaning.

Reading & Writing:

- Learning the Thai alphabet, vowels, and basic tone rules.
- Writing simple words and phrases.
- Practicing reading skills using signs, labels, and short phrases.

Comprehension & Analysis:

- Identifying key information from basic dialogues and texts.
- Analyzing polite versus informal speech in Thai.

Module 2: Building Everyday Communication Skills

Speaking & Listening:

- Developing fluency through role-plays: shopping, giving directions, and making requests.
- Listening to recorded stories or real-life conversations.
- Understanding context and implied meanings in Thai dialogues.

Reading & Writing:

- Reading short sentences and basic paragraphs, such as menus, advertisements, and instructions.
- Writing structured sentences using subject-verb-object patterns and question forms.
- Expanding vocabulary with thematic lists (e.g., food, family, weather).

Comprehension & Analysis:

- Summarizing the main ideas of spoken and written content.
- Identifying specific details in a narrative or conversation.

Module 3: Intermediate Communication and Critical Thinking

Speaking & Listening:

- Engaging in longer conversations, including expressing opinions, giving advice, and narrating events.
- Listening to Thai news snippets or cultural podcasts for detailed comprehension.
- Practicing intonation and conveying emotion in spoken Thai.

Reading & Writing:

- Reading short stories, folk tales, or cultural descriptions.
- Writing short paragraphs: describing daily routines, opinions, and events.
- Using connectors to form complex sentences.

Comprehension & Analysis:

- Interpreting deeper meanings and cultural references in texts or dialogues.
- Comparing and contrasting information in Thai materials.
- Answering critical thinking questions based on reading and listening exercises.

Assessment Methods

- **Speaking:** Role-plays, conversational activities, and oral presentations.
- **Listening:** Comprehension tests using audio clips and videos.
- **Reading:** Vocabulary quizzes and comprehension questions based on short passages.
- **Writing:** Sentence construction, short paragraphs, and reflective exercises.
- **Analysis:** Discussions on cultural nuances, implied meanings, and main ideas in texts.

Learning Resources

- **Audio Resources:** Thai language apps, podcasts, and recordings.
- **Written Materials:** Short stories, advertisements, and graded readers.
- **Authentic Media:** Thai movies, songs, and TV clips with subtitles.
- **Practice Tools:** Flashcards, tone charts, and comprehension worksheets.



EAL Support



Overview

The EAL Department provides English language support for students for whom English is a second or additional language. The Key Stage 4 programme seeks to help students develop both their general and academic English in the four skill areas of reading, writing, listening and speaking. Development of these skills will ensure students are able to fully access the Rugby curriculum. The department also recognises that a student's culture and language background have an effect on their learning and we will help students to adapt to learning the British curriculum. In addition, a learner-centred environment is promoted to ensure that all learners make optimum progress.

Course Aims

The main focus of EAL lessons will be to:

- develop students' ability to comprehend more challenging general and academic texts.
- develop students' ability to use more advanced reading skills, such as deducing the inferred meaning in a text.
- develop students' ability to modify their writing to suit a particular genre, for example writing to persuade or describe in English and developing extended answers in subjects such as Geography, History and the Sciences.
- develop students' ability to communicate more effectively so that they can make meaningful oral contributions in mainstream lessons.
- develop students' ability to accurately use a greater range of general and subject-specific vocabulary, most notably collocations and chunks of language.
- equip students with a range of skills to help them to become independent language learners.





University Destinations



UNITED KINGDOM

AA School of Architecture
 Anglia Ruskin University
 Bath Spa University
 Cardiff University
 City, University of London
 Durham University
 Glasgow School of Art
 Imperial College London
 Istituto Marangoni London
 King's College London
 Kingston University
 London Film Academy
 London School of Economics (LSE)
 Loughborough University
 Queen's University Belfast
 Royal Veterinary College,
 University of London
 Swansea University
 University College London (UCL)
 University of Bath
 University of Birmingham
 University of Brighton
 University of Bristol
 University of Cambridge
 University of Chichester
 University of Edinburgh
 University of Exeter
 University of Glasgow

UNITED STATES & CANADA

Brown University
 Emerson College
 McGill University
 Mount Royal
 Norwich University
 Saskatchewan University
 Toronto University
 University of California Riverside
 University of Massachusetts Boston
 Virginia Tech

University of Huddersfield
 University of Leicester
 University of Liverpool
 University of Manchester
 University of Nottingham
 University of Reading
 University of Sheffield
 University of St Andrews
 University of Sussex
 University of the Arts London (UAL)
 University of the West of
 England (UWE)
 University of Warwick
 University of Westminster
 University of Worcester
 University of York
 York St John University

AUSTRALIA & NEW ZEALAND

Australian National University
 Griffith University
 Melbourne University
 Monash University
 New South Wales University
 Otago University
 Queensland University of
 Technology
 RMIT University
 Sydney University
 University of Technology, Sydney
 University of Western Australia

FRANCE

Paris Business School
 University of Strasbourg

GERMANY

EU Business School

ITALY

Istituto Marangoni Milano

NETHERLANDS

Amsterdam University
 Eindhoven University of Technology
 Groningen University
 Rotterdam School of Management

THAILAND

Chulalongkorn University
 Gem & Jewelry Institute of Thailand
 King Mongkut Institute of Technology
 Mahidol International Dental School
 Mahidol Siriraj
 Mahidol University
 Mahidol University International College
 Mahanakorn University of Technology
 Thammasat University
 Silapakorn University

CHINA

ZheJiang University

HONG KONG

The Chinese University of Hong Kong
 Hong Kong Polytechnic University
 Hong Kong University of Science &
 Technology

JAPAN

Sophia University

KOREA

Seoul National University

UAE

Heriot-Watt University



RUGBY SCHOOL
THAILAND