



Satit Prasarnmit  
International Programme

Curriculum Pathways  
**Social Science  
Department**

**We Are SPIP**

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	3	The Brain & Neuropsychology  End of Year Exam	<ul style="list-style-type: none"> <li>• Anatomy and function of neurons, the nervous system and brain lobes.</li> <li>• Three types of neurological damage.</li> <li>• Evaluate Damasio et al's study of Phineas Gage.</li> <li>• Evaluate Sperry's Split Brain Experiments.</li> <li>• Timeline of the technological developments and the impact on how psychology has changed over time.</li> <li>• Revision for the end of year exam and Year 11.</li> <li>• Students vote on their Year 11 topic options.</li> </ul>
11 GCSE	1	Social Influence  Option 1: Criminal Psychology	<ul style="list-style-type: none"> <li>• Four social influences: conformity, obedience, bystander behaviour and deindividuation.</li> <li>• Factors affecting each social influence; including personality.</li> <li>• Evaluate the Stanford Prison Experiment by Haney et al.</li> <li>• Evaluate Piliavin et al's study on bystander behaviour.</li> <li>• Sociocultural differences are compared to show how each influence manifests in difficult cultures and how they may be used to explain social issues such as war.</li> <li>• Genetic and environmental causes of criminal behaviour.</li> <li>• Different treatments for criminal behaviour are compared for effectiveness.</li> </ul>
	2	Option 1: Criminal Psychology  Option 2: Sleep & Dreaming	<ul style="list-style-type: none"> <li>• Evaluate the Bobo Doll Study and Charlton's TV Aggression study.</li> <li>• Describe the stages and function of sleep as well as internal and external influences.</li> <li>• Compare Freud's Theory of Dreaming and The Activation Synthesis Model as explanations of dreaming.</li> <li>• Evaluate Freud's Little Hans study.</li> <li>• Evaluate Siffre's 6 Months in a Cave study.</li> </ul>
	3	Exam Leave	

12 AS Level	1	<p>Social Psychology</p> <p>Cognitive Psychology</p>	<ul style="list-style-type: none"> <li>• Revisit Year 11 concepts of obedience and conformity; includes influencing factors.</li> <li>• Theories of Agency and Social Power as explanations of obedience.</li> <li>• Minority influence contrasted with conformity (majority influence) as factors of social change.</li> <li>• Evaluate Burger's replication of the Milgram Shock Experiments</li> <li>• Evaluate Moscovici's Study on Minority influence.</li> <li>• Research methods (self-reporting data, sampling, quantitative and qualitative data)</li> <li>• Revisit Year 10 theories of memory; Multistore Model and Bartlett's Reconstructive memory.</li> <li>• Explore Tulving's Types of Long Term Memory and the Working Memory Model.</li> <li>• Three key studies are compared and evaluated as evidence for memory theories.</li> <li>• Evaluate Barlett (1932), Darling et al. (2007), Sacchi et al. (2007)</li> <li>• Research methods (directional/non directional hypothesis, laboratory experiments, variables)</li> <li>• Research methods are explored in depth via a research practical for each chapter.</li> </ul>
	2	<p>Biological Psychology</p> <p>Learning Theories (Behaviourism)</p>	<ul style="list-style-type: none"> <li>• Revisit Year 10 concepts of biological psychology (central nervous system, neurons, neurotransmitters, the brain) as explanations of aggression.</li> <li>• Revisit Year 11 theories of the function of sleep as a key body rhythm that affects behaviour.</li> <li>• Introduce infradian rhythms (menstrual cycle) as a contrast to sleep as a circadian rhythm.</li> <li>• Apply knowledge of body rhythms through treatments for seasonal affective disorder.</li> <li>• Evaluate Raine et al (1997), Brendgen et al. (2005), Hoefelmann et al. (2008)</li> <li>• Research methods (Twin studies, correlation, spearman rank, CAT/PET/MRI technology)</li> <li>• Research methods are explored in depth via a research practical for each chapter.</li> <li>• Revisit Year 10 and 11 Learning theories (classical conditioning, operant conditioning, social learning theory).</li> <li>• Evaluate Watson Rayner (1920), Capafons et al. (1998), Bandura (1965), Prot (2014).</li> <li>• Learning theories are applied as an explanation of mental illnesses, specifically phobias.</li> <li>• Differentiate the treatments for mental illness arising from learning theories and apply them to phobias.</li> <li>• Contrast Learning theories with Freud's psychosexual</li> </ul>

			<p>stages as explanations and treatments of mental illness.</p> <ul style="list-style-type: none"> <li>• Research method (observational, chi squared, frequencies and calculations)</li> <li>• Research methods are explored in depth via a research practical for each chapter.</li> </ul>
	3	Exam Leave	
	4	Foundation Course	<ul style="list-style-type: none"> <li>• Year 13 concepts are introduced with outlined learning objectives and course overview for topics pertaining to paper 3 and paper 4 (Developmental, Health, Clinical, Psychological Skills and Criminal Psychology)</li> <li>• Introduction to Criminal Psychology with emphasis on Cognitive Interview, How to Treat Offenders and the reliability of EyeWitness Testimony.</li> <li>• Evaluate Loftus &amp; Palmer (1974) , Valentine and Mesout (2009)</li> </ul>
13 A Level	1	<p>Developmental Psychology</p> <p>Health Psychology</p>	<ul style="list-style-type: none"> <li>• Theories of Attachment (Vygotsky's zone of proximal development and Piaget's stages of development)</li> <li>• Analysis of language acquisition and cognitive development in relation to gender and culture issues and holism vs. reductionism.</li> <li>• Ethics and the UN Convention on the Rights of the Child pertaining to research methods.</li> <li>• Evaluate Van Injzendoorn &amp; Kroonenberg (1988), Ding et al. (2014) and Cassiba et al. (2013)</li> <li>• Research Methods (interview, observation, questionnaire, field work, case studies, meta-analysis, cross-sectional, longitudinal study designs)</li> <li>• Research methods are explored in depth via a research practical for each chapter.</li> <li>• Biological psychology: how stress affects the body and mind</li> <li>• Brain regions associated with stress and the hypothalamic-pituitary-adrenal axis.</li> <li>• Evaluate Brady (1958)- Classic Study, Nakonz &amp; Shik (2009)- Contemporary Study</li> <li>• Anxiety Treatments and individual differences in stress regulation relating to addiction and learning theories</li> <li>• Animal use in Research and Ethics</li> <li>• Research methods are explored in depth via a research practical for each chapter.</li> </ul>



Department Details	Assessment Types
Subject: Cambridge Sociology  Head of Department: Elyse Ryan  Head of Department Email: <a href="mailto:elyse.ry@spip.in.th">elyse.ry@spip.in.th</a>  Subject Teacher(s): Thomas Sluhoski	Assessment Type 1: Class Participation/Notebook
	Assessment Type 2: Structured Discussions/Debates
	Assessment Type 3: Individual Assessments
	Assessment Type 4: Projects (Group/Individual)
	Assessment Type 5: Exam Preparation (Exam Questions/Essays)
	Assessment Type 6: Exams (EoT/EoY/Mock)

Year	Term	Unit(s) of Work	Core Knowledge & Concepts
10 IGCSE	1	Unit 1 - Theory and Methods	<ul style="list-style-type: none"> <li>• The concept of the sociological imagination.</li> <li>• Theoretical approaches to the study of sociology.</li> <li>• Describe the main stages in sociological research.</li> <li>• Evaluate them referring to practical, theoretical and ethical issues in research.</li> <li>•</li> <li>• Analysis and evaluate the use of quantitative and qualitative data and primary and secondary data.</li> </ul>
	2	Unit 2 - Culture, Identity, and Socialisation	<ul style="list-style-type: none"> <li>• Culture, norms, values, roles, beliefs and identity and appreciate that these are social constructions as well as understand how they influence human behaviour.</li> <li>• Conformity, non-conformity and agencies of social control work.</li> <li>• Rewards and sanctions applied in different social institutions as a means of control.</li> <li>• Sub-culture formation and the societal impact, consensus and conflict.</li> <li>• Understand diversity and variations in human behaviour and culture, including issues related to cultural relativism and multiculturalism.</li> <li>• Assess the impact of globalisation on culture.</li> <li>• Explain the ways in which childhood is socially constructed.</li> </ul>



			<ul style="list-style-type: none"> <li>● Describe the process of learning and socialisation, both primary and secondary.</li> <li>● Explain the different agencies of socialisation and their impact on individuals, including the consequences of inadequate socialisation.</li> <li>● Understand and evaluate the nature/nurture debate in regards to sociological debates.</li> <li>● Assess the role, age, gender, ethnic group and class as influences of social identity.</li> </ul>
	3	Unit 3 - Social Inequality  EoY Exam Preparation	<ul style="list-style-type: none"> <li>● Describe social stratification and the different forms that stratification can take in modern industrial society: class, age, ethnicity, gender.</li> <li>● Explain the difference between achieved status and ascribed status.</li> <li>● Describe life chances and account for differences in life chances among and within stratified groups.</li> <li>● Assess evidence of, and reasons for, the distribution of wealth and income in different societies.</li> <li>● Explain the problems involved in measuring wealth and poverty.</li> <li>● Evaluate the impact of the welfare state and other government measures, including equal opportunities legislation, on inequality.</li> </ul>



	2	Unit 6 - Crime, deviance, and social control.	<ul style="list-style-type: none"> <li>● Compare and contrast crime and deviance, and examine how definitions of these terms may vary between societies and across time, relativity of crime and deviance.</li> <li>● Examine social control through the media, religion, the police, courts and the penal system.</li> <li>● Assess how crime is measured and the strengths and limitations of official statistics, self-report studies, and victim surveys.</li> <li>● Critically examine patterns and explanations of crime by age, class, gender and ethnicity.</li> <li>● Understand the role of policing and law enforcement, including policing strategies, e.g. targeting, surveillance, crime prevention, as well as crime related to new technologies (e.g. the internet).</li> <li>● Debate about how society deals with crime, rehabilitation, and justice.</li> <li>● Understand sociological explanations of deviant and criminal behaviour.</li> <li>● Evaluate the role of law enforcement agencies and the media in defining crime and deviance, stereotyping, labelling and deviancy amplification.</li> <li>● Explore the development of sub-cultural links to crime and deviance, particularly that of youth culture.</li> </ul>
	3	Exam Leave	
12 AS Level	1	Unit 1 - Socialisation and The Creation of Social Identity  Unit 2 - Methods of Research	<ul style="list-style-type: none"> <li>● Explain the process of learning and socialisation, as well as the importance of early childhood in identity formation.</li> <li>● Understand issues relating to social control, conformity and resistance in society.</li> <li>● Examine social identity and change.</li> <li>● Assess methods of sociological research, designing research, and evaluate strengths and limitations of various designs/approaches.</li> <li>● Outline different types of data and issues with statistics, official and non-official.</li> <li>● Assess different issues in various research methods and approaches.</li> <li>● Debate about whether sociology can and should be based on the natural sciences.</li> </ul>

	2	<p>Unit 3 - Theories of The Family and Social Change</p> <p>Unit 4 - Family Roles and Changing Relationships</p>	<ul style="list-style-type: none"> <li>● Understand the theories of changes to family structures due to the advent of industrialisation and urbanization.</li> <li>● Outline the main sociological perspectives on the role of the family.</li> <li>● Explore family diversity and social/cultural changes.</li> <li>● Assess changes to family roles and relationships in society.</li> <li>● Assess issues surrounding gender equality and different experiences of family life.</li> <li>● Explore changing attitudes towards age and family life.</li> </ul>
	3	<p>Exam Leave</p> <p>Foundation - Orientalism: Ideology, Power &amp; Colonialism, and Post-structuralist approaches.</p>	<ul style="list-style-type: none"> <li>● Understand the concept of Edward Said's Orientalism and the historical impact of orientalist ideology on Western colonialism.</li> <li>● Understand post-structuralist/post-modernist theories on knowledge generation in relation to creating/reinforcing power structures.</li> <li>● Assess the impact of colonialism and post-colonialism on modern-day global inequalities.</li> <li>● Explore and evaluate the continuing impact of orientalism on modern media representations.</li> </ul>

<p>13 A2 Level</p>	<p>1</p>	<p>Unit 7 - Globalisation: Key debates, concepts, and perspectives.</p> <p>Unit 8 - Globalisation: Contemporary issues.</p> <p>Unit 9 - Ownership and control of Media.</p> <p>Unit 10 - Media representation and effects.</p>	<ul style="list-style-type: none"> <li>● Debate perspectives and issues caused by increased globalization.</li> <li>● Understand the different dimensions of globalisation including cultural, political and economic.</li> <li>● Evaluate sociological perspectives on who benefits from globalisation.</li> <li>● Reflect on the impact of globalisation on identity, particularly in relation to media.</li> <li>● Examine the role of Western ideology in shaping global identities and the spread of liberal democracy, human rights, social movements.</li> <li>● Examine the rise in anti-globalisation movements, including the rise of populism, both left-wing and right-wing, as well as ethnic revivalist movements.</li> <li>● Debate the role and efficiency of the nation state in tackling global social and environmental problems.</li> <li>● Examine the impact of globalisation on life chances in developing countries, in relation to education, income and health.</li> <li>● Examine the role of transnational organisations in tackling global inequalities.</li> <li>● Examine sociological explanations for global inequalities, including capitalism, colonialism, post-colonialism and patriarchy.</li> <li>● Explore issues relating to global migration and evaluate the consequences both positive/negative.</li> <li>● Research about the emergence of global crimes from sociological perspectives. Evaluate the efficiency of policing and prosecuting global crime, including the benefits and challenges resulting from new technology.</li> <li>● Explore trends affecting the organisation of the media, including cross-media ownership, digitalisation, media conglomerates and social media.</li> <li>● Evaluate differences between the traditional media and the new media, which is more powerful today, and who controls the media.</li> <li>● Understand sociological theories about the media, including pluralism, marxism, neo-Marxism, post-modernism, feminism and more.</li> <li>● Examine and understand concepts such as censorship, mass manipulation, and hegemony as different ways of understanding the production of media content.</li> <li>● Evaluate the influence of media on the political process, including agenda setting, opinion polls, and news reporting.</li> <li>● Evaluate the impact of new media in challenging existing power structures, as well as impacting social identities and interpersonal relationships.</li> <li>● Engage with the sociological debate about digital optimism versus digital pessimism of new media.</li> </ul>
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	2	Unit 11 - Religion and social order.	<ul style="list-style-type: none"> <li>• Defining religion, the difficulties in measuring religious belief, other beliefs systems, and the role of religiosity in social groupings/organisation, including class, gender, ethnicity and age.</li> <li>• Functionalist perspectives of how religion contributes to social order and social solidarity and debate/contrast with Marxist perspectives of the relationship between religion, oppression and capitalism.</li> <li>• Critical assessment of Weber's theory of religion and capitalism, as well as alternative views about religion and the origins of capitalism.</li> <li>• Students learn about the influence of religious movements on social change, political debates and struggles, and research case studies.</li> </ul>
		Unit 12 - The influence of religion.	<ul style="list-style-type: none"> <li>• Examine evidence for a global decline in religious belief, which informs the sociological secularisation debate and debates about whether religion has lost its social significance.</li> <li>• Students examine Feminist perspectives on religion as well as moves towards gender equality in religious organisations and evidence that religious practices may benefit women.</li> <li>• Students engage in discussions about whether there has been a growth in privatised religion, the concept of spiritual shopping and its contribution to understanding religiosity today.</li> <li>• Students learn about post-modern theories on religion for understanding the changing meaning and significance of religion today.</li> <li>• Students examine different explanations for the growth in fundamentalist religions, including cultural defense, cultural transition, disengagement, marginality, and religious revival.</li> </ul>
		Unit 5 - Education and society.	<ul style="list-style-type: none"> <li>• Understand Functionalist, Feminist, New Right, and social democratic views on the relationship between education and life chances.</li> <li>• Debate the concept of equal opportunity and the extent to which education systems are meritocratic today.</li> <li>• Evaluate the importance of education in influencing life chances, the consequences of educational underachievement, and the links between education and social mobility.</li> <li>• Examine the social construction of knowledge, factors influencing the content of the curriculum, including power, status, culture, economic demands, and gender.</li> </ul>
		Unit 6 - Education and inequality.	<ul style="list-style-type: none"> <li>• Understand sociological concepts such as the hidden curriculum, cultural reproduction, ethnocentrism, genderism, and the concept of cultural capital</li> </ul>

			<ul style="list-style-type: none"><li>● Assess the difficulties in defining intelligence, and the extent to which IQ tests are influenced by social factors, and intelligence as an influence on educational attainment.</li><li>● Evaluate the relationship between social class and educational attainment, including material and cultural factors, as well as in-school factors.</li><li>● Examine the relationship between ethnicity and educational attainment, including racism in schools, and cultural/subcultural explanations.</li><li>● Examine the relationship between gender socialisation and educational attainment, as well as examining recent social changes and gendered educational achievement, including changing female expectations and the crisis of masculinity.</li></ul>
	3	Exam Leave	

Department Details	Assessment Types
Subject: PSHE  Head of Department: Elyse Ryan  Head of Department Email: <a href="mailto:elyse.ry@spip.in.th">elyse.ry@spip.in.th</a>  Subject Teacher: Benjarat Ekthumasuth (Ben), Thomas Sluhoski, Vorada Siripongwatana (Aim) and Elyse Ryan	Assessment Type 1: Class attendance
	Assessment Type 2: Class engagement
	Assessment Type 3: Class assignment

Year	Term	Unit(s) of Work	Core Knowledge & Concepts
7	1	Health-wellbeing  Relationships  Living in the wider world	<ul style="list-style-type: none"> <li>Health-wellbeing concepts include dealing with changes, puberty, self-confidence and aspirations.</li> <li>Relationships introduce personality, confidence, respect and the sense of self.</li> <li>Living in the Wider World topics will focus on goal setting, personality, adapting skill, teamwork skill, respecting rules, the importance of school subjects and exploring careers.</li> </ul>
	2	Health-wellbeing  Relationships  Living in the wider world	<ul style="list-style-type: none"> <li>Health-wellbeing and relationship perspective will be combined to focus on negative emotion management, being independent and understanding safety and risk taking.</li> <li>Relationships and internet safety including cyberbullying and positivity during adverse times.</li> <li>Living in the wider world perspective will focus on critical thinking skills, stereotypes, students' learning styles and making decisions.</li> <li>Exploration of career opportunities based on learning styles.</li> </ul>
	3	Health-wellbeing  Relationships  Living in the wider world  Economics	<ul style="list-style-type: none"> <li>Health-wellbeing perspective will focus on a healthy lifestyle (nutrition, physical and mental health)</li> <li>Relationships and genuine friendships from the perspective of 21st relationships (online and social)</li> <li>Living in the wider world perspective with experiences giving and receiving feedback.</li> <li>Mastering a holiday budget: researching country facts, estimating activity costs and planning an itinerary with real landmarks</li> </ul>



8	1	Health-wellbeing Relationships  Living in the wider world	<ul style="list-style-type: none"> <li>• Health-wellbeing perspective will focus on puberty, emotion management, self-esteem, and self-confidence.</li> <li>• Healthy role models are explored to describe and understand positive relations.</li> <li>• Relationships, building on previous topics further discusses barriers in regards to respecting ourselves and others, peer pressure, building positivity and trust through various activities.</li> <li>• Managing and identifying emotional intelligence and social emotional awareness.</li> <li>• Living in the wider world, concepts include goal setting, observation and investigation skills, social and communication abilities in social etiquette, culture and stereotypes and prejudice.</li> <li>• Exploring careers through personality tests and presenting findings as a presentation project.</li> </ul>
	2	Health-wellbeing Relationships  Living in the wider world	<ul style="list-style-type: none"> <li>• A health-wellbeing perspective aiming to explore personality, dealing with stress, anxiety and depression.</li> <li>• Relationship perspectives will focus on friendship, consent and healthy boundaries in relationships.</li> <li>• Perspectives on social media safety, digital footprints, teamwork skills, learning styles, and conflict management.</li> </ul>
	3	Health-wellbeing Relationships  Living in the wider world  Economics	<ul style="list-style-type: none"> <li>• Health and wellbeing from the perspective of self-reflection and resilience skills.</li> <li>• Detoxing emotional wellbeing.</li> <li>• Writing positively through affirmations.</li> <li>• living in the wider world perspective regarding issues and debates in Human Rights.</li> <li>• Researching and exploring gender equality.</li> <li>• Developing a budget and business model: Fostering team collaboration and innovation</li> <li>• Introduction to portfolio building.</li> </ul>
9	1	Health-wellbeing Relationships  Living in the wider world	<ul style="list-style-type: none"> <li>• Health-wellbeing and relationship perspectives focus on sex education, exploring attitudes about alcohol and drugs, and dealing with loneliness.</li> <li>• Living in the wider world perspective aimed at goal setting, the aspect and importance of IGCSE, influencing attitudes, stopping bullying, organizational skill, analyzing and critical thinking, creative thinking, human rights, and exploring careers.</li> </ul>
	2	Health-wellbeing	<ul style="list-style-type: none"> <li>• Health-wellbeing perspectives focus on the importance of one</li> </ul>

		Relationships Living in the wider world	<p>self (self-esteem, self-confidence, and body image)</p> <ul style="list-style-type: none"> <li>Relationship perspective will see the impact of peer pressure and how to deal with and learn about healthy relationships and also effective communication with others.</li> <li>Living in the wider world perspective will focalize on learning and exploring the relation of personality and future career.</li> </ul>
	3	Health-wellbeing Relationships Living in the wider world Economics	<ul style="list-style-type: none"> <li>Health-wellbeing perspectives will focus on promoting emotional wellbeing, growth mindset, and mental illness.</li> <li>The relationship perspective will emphasize healthy coping strategies and effective ways to interact with others, including the importance of giving and receiving consent. Additionally, it will focus on fostering acceptance and understanding of autism.</li> <li>The perspective on living in the wider world and economics will focus on interpersonal skills, addressing discrimination, promoting sustainability, understanding the labor market, and exploring the significance of Pride Month campaigns.</li> </ul>
10 IGCSE	1	Health-wellbeing Relationships Living in the wider world	<ul style="list-style-type: none"> <li>From a health-wellbeing perspective, a focus on dealing with changes, sex education (protection, HIV, AIDs and STDs), time management and threats on the internet world.</li> <li>Students, from a relationship perspective, will focus on how to have good communication skills, deep listening skills, emotional management and conflict resolution.</li> <li>Students, in living in the wider world perspective, will focus on goal setting, rights and discrimination, building personal skills and creative thinking skills.</li> </ul>
	2	Health-wellbeing Relationships Living in the wider world	<ul style="list-style-type: none"> <li>Health-wellbeing topics include self-assessment and self-management, stress and how to reduce it, anxiety and self-harm.</li> <li>Relationship perspectives will focus on how to make a portfolio and peers feedback, extracurricular activities, exploring careers.</li> <li>Students, in living in the wider world perspective, will focalize on abusive relationships, opinion sharing and dealing with bullying.</li> </ul>
	3	Health-wellbeing Relationships Living in the wider world	<ul style="list-style-type: none"> <li>Students, from a health-wellbeing perspective, will focus on self-esteem, self-regulation and self-awareness.</li> <li>Students, in a relationship perspective, will focus on building trust with parents and well-ending toxic and maintaining non-toxic relationships.</li> <li>Students, in living in the wider world perspective, will focus on exploring personalities that link to careers, hard and soft skills</li> </ul>

		Economics	<p>and multiple intelligences.</p> <ul style="list-style-type: none"> <li>• Research university requirements in Thailand and abroad and explore options for further study.</li> <li>• Create mock portfolios for future use and reference.</li> <li>• Explore further opportunities for extracurricular, external, and other means of obtaining qualifications/certificates/experiences useful for applying to universities.</li> </ul>
11 IGCSE	1	Health-wellbeing Relationships Living in the wider world	<ul style="list-style-type: none"> <li>• From a health and wellbeing perspective, the focus will be on reviewing and self-reflecting from year 10, while setting goals for Year 11. This will involve defining their identity through a vision board, enhancing emotional intelligence, and improving time management skills.</li> <li>• Relationship perspective, will focus on how to be in a good relationship with others, and how to communicate well in public such as public speaking.</li> <li>• Living in the wider world perspective will aim at teamwork and leadership skills and also exploring university education, researching skills.</li> </ul>
	2	Health-wellbeing Relationships Living in the wider world Economics	<ul style="list-style-type: none"> <li>• Health-wellbeing perspective, will focus on proactivity, anxiety &amp; depression, and self-reflection and setting goals for their upcoming 6th form.</li> <li>• Relationship perspective, will focus on a variety of genders and giving and taking in friendship.</li> <li>• Living in the wider world perspective and economics, will focus on getting to know TCAS, Portfolio, interviews for university, adaptability, financial management and financial risk and security.</li> </ul>

Department Details	Assessment Types
Subject: Service in Action	Assessment Type 1: Participation in class discussions and activities
Head of Department: Elyse Ryan	Assessment Type 2: Completion of individual and/or group assignments
	Assessment Type 3: Individual service project plans
Head of Department Email:	Assessment Type 4: Presentation of service project outcomes

<p><a href="mailto:elyse.ry@spip.in.th">elyse.ry@spip.in.th</a></p> <p>Subject Teacher(s): Thodsapon (George) Phonhiran, Laura Mckenchnie</p>	<p>Assessment Type 5: Written reflections on experiences and lessons learned</p>
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Year	Term	Unit(s) of Work	Core Knowledge & Concepts
8-9	1	<p>Introduction to Service in Action</p> <p>Empathy and Active Citizenship</p> <p>Identifying Community Needs</p> <p>Planning and Organizing</p>	<ul style="list-style-type: none"> <li>● Learn the concept of service projects and explore the importance of service learning.</li> <li>● Discuss and share their personal experiences in volunteering or the benefits of community engagement.</li> <li>● Understand the definition of empathy, its role in service projects, and the concept of active citizenship.</li> <li>● Analyze and discuss real-life examples of individuals making a difference.</li> <li>● Explore the variety of examples of service projects.</li> <li>● Conduct simple research to identify community needs and issues.</li> <li>● Analyze and discuss real-life examples of individuals making a difference.</li> <li>● Goal setting for the service project by identifying specific objectives and desired outcomes.</li> <li>● Group discussions on the importance of effective planning and developing a project timeline and tasks.</li> </ul>
	2	<p>Executing the service project</p> <p>Overcoming Challenges and Adaptation</p> <p>Celebrating Successes and Learning from</p>	<ul style="list-style-type: none"> <li>● Engage action plans while the teacher monitors their progress.</li> <li>● Discuss and pair-share common challenges they have faced while working on their projects.</li> <li>● Brainstorming solutions and reflect on adjustments made.</li> <li>● Share successes and achievements on various projects.</li> </ul>

		Failures	<ul style="list-style-type: none"> <li>● Discuss how failures and setbacks and how they contribute to learning.</li> <li>● Applying the concepts of growth mindset in regards to personal growth and development throughout the project.</li> </ul>
	3	Presenting the Completed Service Project  Final Reflection and Course Wrap-Up	<ul style="list-style-type: none"> <li>● Presentations and showcasing the project.</li> <li>● Discussion and sharing the project's impact on personal growth or the community.</li> <li>● Reflection on the course experience.</li> <li>● Reflection on personal contributions and growth.</li> <li>● Students share insights gained and future plans to continue the community engagement.</li> </ul>



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