

*Curriculum and
Assessment Guide for
Parents 2017-18*

Year 9



REGENTS INTERNATIONAL SCHOOL
PATTAYA

A NORD ANGLIA EDUCATION SCHOOL

Life After Levels

In June 2016 Regents International School decided to review and adapt our assessment policy to reflect current research related to the impact of assessment on progress.

The school decided to remove away from National Curriculum levels as we believe that they weren't transparent enough for parents and didn't allow students to understand how to improve their own learning.

Each department developed 20 'End of Year Learner Profile' statements. Subject teachers were asked to look at the IB Diploma and iGCSE courses and decide which skills needed to be developed in Key Stage 3 in order to fully prepare students for these courses. The 20 'End of Year Learner Profile' statements' form a map of how students will progress through Key Stage 3 and is focussed on allowing students to fully master all knowledge, understanding and skills in preparation for the next stage of their education.

Assessment Scale

For Key Stage 3 student data is recorded using a four-point scale

Each point on the scale can be loosely equated to Bloom's taxonomy of thinking skills (see overleaf).

1. Working below year group expectations	2. Working towards year group expectations	3. Achieving year group expectations	4. Exceeding year group expectations
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Assessment decision are based upon each department's 'End of Year Learner Profile'. The Learner Profile outlines 20 subject specific skills that all students within the year group should be able to do by the end of the academic year.

Assessment of each unit of work focuses on a small number of statements within the learner profile and most statements are assessed more than once each year so allow students to demonstrate progression.

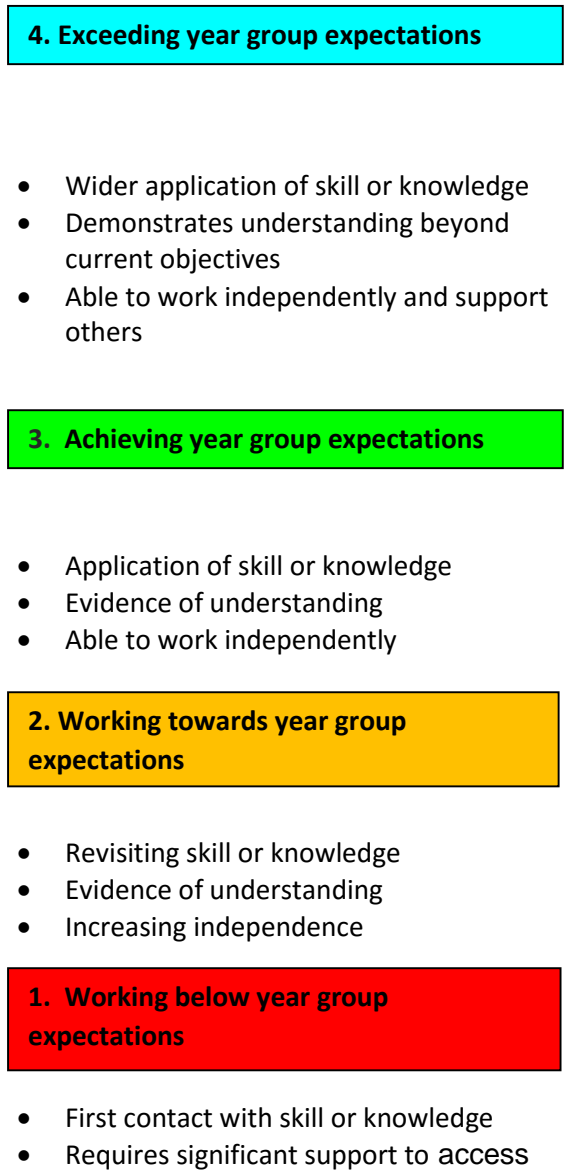
Feedback

In lessons students are given specific feedback that relates to one of the 'End of Year Learner Profile' statements that is currently being assessed. This allows students to receive very specific and personalised feedback, which will allow them to progress at their own pace.

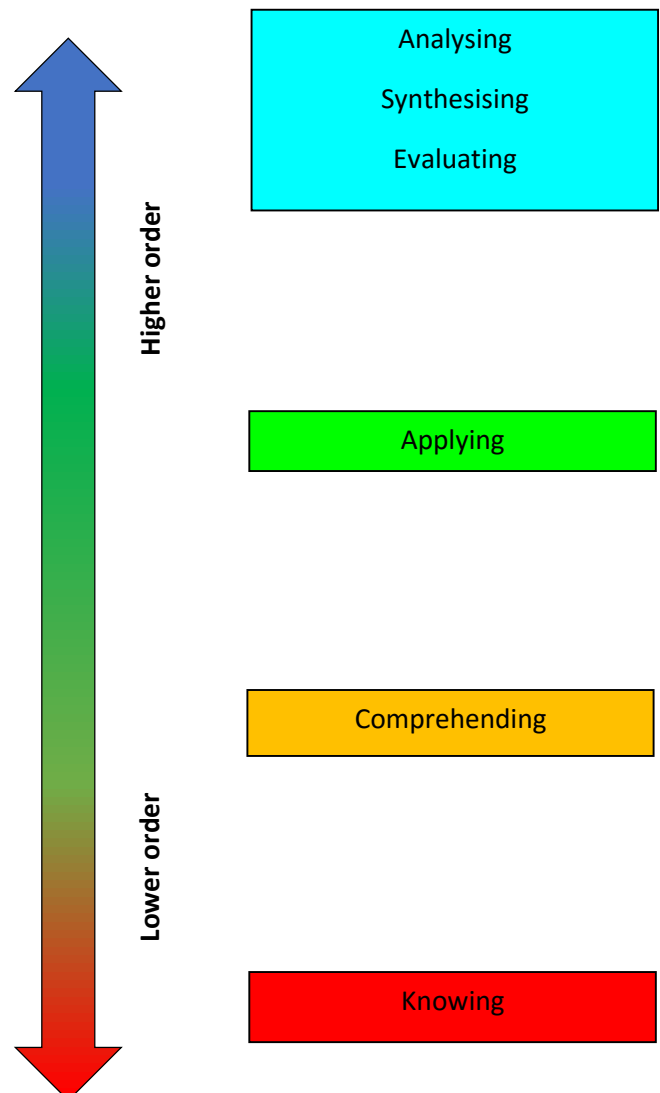
Teachers will not label students using the assessment scale. Instead they will be given written or verbal feedback linked only to the 20 'End of Year Learner Profile' statements.

Although this is a sizeable change in how students receive feedback we believe that it allows students to explore their own learning and understand the key topics, skills and knowledge within each subject.

Assessment Framework



Bloom's Taxonomy



Art

Curriculum Outline

Term 1.1 and 1.2

Mini IGCSE project: Mechanical

Through a wide range of guided tasks students will

- Research objects, artefacts, places, subjects and related artists relevant to the theme
- Develop skills in recording from direct observation in a range of media
- Demonstrate understanding of the visual elements
- Discuss the work of related artists in relation to their own work
- Respond to the work of other artists in their own practice
- Consider different possible outcomes and make selections with reason
- Produce a final outcome based on selections made

Term 2.1 and 2.2

NAE Visual Art Competition

Students will produce a piece of work in response to a short story from the creative writing competition. Our focus will be on following the structure outlined above in line with the expectations of IGCSE

Term 3.1 and 3.2

Political Art: Stencil

Students will develop a piece of **persuasive** work on a topic of their own choice which they feel strongly about

- Consider the function of art, in particular its function as a voice for change
- Look at how artists, contemporary and historically, have used their art to draw attention to issues
- Select and make an artist study on a relevant artist of their choice
- Research a subject for their own work
- Develop understanding of the technique of stenciling and spray painting
- Develop a composition on their theme potentially including found or appropriated images, photographs, text etc

NB: This is subject to change, exact media and outcomes may vary due to availability of materials and as a department we feel it is important to be able to respond to topical events and global campus opportunities

Art Assessment Criteria

1	Produce sustained and detailed observational studies in a full range of drawing media showing understanding of the visual elements
2	Produce thoughtful, well composed observational studies using digital media
3	From sustained observation of a subject independently develop understanding of its key qualities/ characteristics
4	Select and collect an interesting and varied range of visual source material appropriate to a theme and use in own art work
5	Select and use appropriate visual elements to communicate the key qualities/ characteristics of more challenging subjects (eg. crumpled patterned fabric)
6	Handle commonly used drawing equipment with a degree of control, confidence and understanding
7	Explore a wider range of 2D, 3D and digital media with increasing control and understanding of the visual and tactile qualities of the media
8	Select and manipulate appropriate media to communicate the key qualities of a subject
9	Select and purposefully manipulate appropriate media to realise your intentions, confidently mix different media and techniques
10	Show increasing independence and ownership of the decision making process in the development of your work
11	Show sound judgement when making aesthetic choices with understanding of the visual elements
12	Communicate visual ideas in several visual forms showing increasing maturity in theme/ content and suggest alternative solutions before deciding on a final
13	Explain intentions when justifying choices made in the process of working
14	Compare, analyse and comment on ideas, methods and approaches used in their own and others' work
15	Use a wider range of subject specific vocabulary, with understanding, to discuss art works
16	Identify and explore characteristics and techniques of other peoples' work (self-selected and or given) to inform and enhance own practice
17	Reflect on your own work and that of others making constructive criticism showing understanding of the intention of the work
18	Review, refine and modify work in progress more independently
19	Keep an annotated record of process explaining successes and weaknesses
20	Work well in the art studio independently setting up/ clearing away

Computing

Curriculum Outline

Topic 1

Web Development

Students will design and create a website for their desired audience. They will learn HTML and CSS using Adobe Dreamweaver.

Topic 2

Database

Students will create a database, search and run queries. They will understand how databases are used in everyday life.

Topic 3

Networks

Students will learn how computers communicate with each other. They will know the different types of networks and how data is transferred between them.

Topic 4

Python Next Steps

Python is a high-level programming language. Students will design algorithms and develop a computer program.

Topic 5

App Inventor

Using app developing software students will combine creativity and programming to design and create an app of their choice.

Computing Assessment Criteria

1	Determine the ethical issues surrounding the application of IT and the existence of legal frameworks governing its use (DPA, CMA, Copyright, Computers at work Act etc)
2	Outline a range of ways to use technology and online services securely and safely, and identify and report inappropriate conduct.
3	Explain and justify how the use of technology impacts society
4	Show a clear sense of audience and purpose when creating IT solutions
5	Search effectively using different search engines and recognise how search engines rank results
6	Evaluate the reliability and trustworthiness of information sources, effectively citing sources.
7	Create multimedia products that involve designing, selecting, using and combining multiple applications across a range of devices.
8	Evaluate and justify the appropriateness of digital devices by designing criteria to critically evaluate the quality of solutions.
9	Gather and analyse user feedback, identifying improvements to refine the solution
10	Determine the hardware and software components that make up computer systems, and how they communicate with one another and other systems
11	Recognise data transmission between computers over networks including the internet.
12	Create webpages using key HTML tags, HEX codes and CSS, applying them appropriately.
13	Create, design, manipulate and test computer models, describing how they represent real world problems.
14	Design and use software tools to create an appropriate database, understanding the need to manipulate data to perform calculations within a database
15	Explain how instructions are stored and executed within a computer system
16	Solve Boolean logic problems and describe some of its uses in programming.
17	I can solve a computational problem
18	Use two or more programming languages to solve a variety of computational problems
19	Describe several key algorithms that reflect computational thinking, use logical reasoning to compare the utility of alternative algorithms for the same problem.
20	Evaluate a computer programme that models the behaviour of real-world problems.

Design and Technology

Curriculum Outline

Term 1.1

Material Science Advanced (Core Unit)

In this unit, students analysis existing products (Bridges) which are made from a range of different materials and processes. They analyse the products structure and seek to understand why certain materials and shapes have been used within the specific environment which the product is located.

Term 1.2

STEAM

In this unit students engage in STEAM based activities. STEM develops a set of thinking, reasoning, teamwork, investigative, and creative skills that students can use in all areas of their lives. Students use challenge based learning to solve one or more design problems using knowledge and skills gained from Science, Technology, Art, Engineering and Maths. This unit is probably the greatest opportunity for cross-curricular work as well as linking with local industry. Problems include designing mechanical devices to remove the human heart of a patient undergoing surgery.

Term 2.1

Manufacturing Advanced Unit (Core Unit)

In this unit, students are introduced to digital manufacturing, its uses and its impact on society and the environment. Students will get to experience Computer Aided Design and Manufacturing including the use of 3d printing technology and 3D scanning and how these are used to support design and evelopment.

Term 2.2

Design & Innovation Project

In this unit, students learn about the importance of design innovation and get the opportunity to apply this in the real world by designing and making prototype products for clients within the school.

Students use the design process, in a fluid and iterative manner, to solve a design problem which is related to a need within the local environment. Students are placed in groups and are given design briefs, collected from teachers, parents, managers around the school and are asked to develop marketable solutions. Ideas are developed into products and these products are then sold to clients around the school.

Term 3.1

Specialist Skills Testing (Core Unit)

Students are taught and tested on their ability to use a full range of machines and portable equipment to develop their skill base and prepare them for the real world of work. All students are given the opportunity to develop competence on tools and machinery in line with the requirements of the Design & Technology Association and are assessed to BSI Standards.

Term 3.2

Examination preparation and revision. Students spend time preparing for their End of Year examination by creating and sharing revision materials and creating micro teaching lessons.

Design and Technology Assessment Criteria

1	To be able to use the design cycle, iteratively, to produce a user centred, marketable product, sold to an end user at school.
2	To be able to build and programme an electronic circuit capable of measuring and responding to an analogue and digital input.
3	To be able to name 4 main material categories and explain how they are processed from raw materials to a final product.
4	To be able to apply Life Cycle Assessment (LCA) to a product and understand its impact on the environment.
5	To be able to describe how materials are used to support loads within a range of structures.
6	To be able to use range of workshop machines and power tools to a competent standard as described by BS 4163:2014.
7	To be able to differentiate the advantages/disadvantages, end users and application of 6 different drawing standards.
8	To be able to use 6 drawing techniques to effectively communicate an idea.
9	To be able to apply the design process (iteratively) to an open ended engineering based problem within a range of constraints using holistic education (STEAM).
10	To be able to successfully work as a team, understanding key roles, responsibilities and demonstrating effective communication.
11	Students need to demonstrate an understanding of the range of career opportunities in D&T relating to a range of fields.
12	To demonstrate skills on how to conduct primary research to find real problems with real marketable opportunities.
13	To demonstrate a range of design thinking skills which are used to stimulate creativity in support of the design process.
14	To be able to demonstrate a disassembly of an existing product, which contains at least 3 different material categories, and describe the materials and processes used to create it.
15	To be able to demonstrate knowledge of the main manufacturing categories of forming, cutting, joining and finishing, the advantages/disadvantages and application.
16	To be able to demonstrate knowledge and practice of a range of physical and computational modelling techniques used to effectively test and communicate an idea to solve a problem.
17	To be able to apply usability testing to gain feedback and improve an existing design.
18	To be able to create their own revision materials for end of topic/year exams.
19	To show evidence of reflexive practice regarding how the student has developed their own learning practice within the subject and how this has manifested itself within their own flight path.
20	To show evidence of developing others by supporting their ideas, knowledge, skills and practice or through encouragement to exceed their own flight path.

Drama

Curriculum Outline

Term 1.1

Mini – GCSE style project. Students rehearse and perform an extract from *Face: the play* while developing their acting skills through the application of Stanislavski technique.

Term 1.2

An introduction to Physical Theatre – including mask work and contact improvisation in the style of Frantic Assembly.

Term 2.1

Brecht and Suffragettes – an introduction to Brecht's theatre while focusing on the historical context of the Suffragettes.

Term 2.2

Theatre Design – learning to design set, costume, make-up, lighting and sound for theatre.

Term 3

To be confirmed

Drama Assessment Criteria

1	Be able to use my voice with creativity.
2	Be able to select and control appropriate vocal skills with some subtlety.
3	Be able to use my voice with clarity and control showing understanding of the link between voice and the role.
4	Be able to show understanding of my role through my use of voice.
5	Be able to use my face and body creatively.
6	Be able to select and control appropriate physical skills with some subtlety.
7	Be able to use my physicality with subtlety showing a link between movement and role.
8	Be able to use space with discipline and show understanding of my role through movement.
9	Be able to create a piece of performance within a given dramatic form.
10	Be able to successfully communicate meaning and achieve effect through my use of the dramatic medium.
11	Be able to interpret a theme and apply a stylistic approach successfully in my work.
12	Be able to structure work that engages its audience with its controlled use of the medium.
13	Be able to characterise with clarity and imagination.
14	Be able to sustain a physical and vocal characterisation throughout a short performance.
15	Be able to listen and respond appropriately for my character.
16	Be able to create and represent a clearly defined character with depth and motivation.
17	Be able to make good use of dramatic terminology.
18	Be able to make thoughtful insights when I reflect on performances.
19	Be able to show depth of thinking and understanding of the dramatic medium in my responses.
20	Be able to analyse performance in detail, identifying what is achieved and how.

English

Curriculum Outline

Term 1.1

Speech Competition:

Students use persuasive language techniques to write a speech on a topic of their choice. They also respond to questions from the audience as an introduction to iGCSE skills.

Term 1.2

Novel:

Students study a novel as a whole class, developing understanding of character, themes and techniques used by the writer through close analysis. They then apply this understanding to their own piece of writing.

Term 2.1

Drama:

Students take a close look at a Shakespeare play with a focus on performance and character. They perform a scene from the play in groups and use non-fiction writing skills to review a film interpretation.

Term 2.2

Poetry:

Students study and compare poems from a range of cultures as an introduction to this vital iGCSE skill. They also apply descriptive techniques seen in poetry to their own writing.

Term 3.1

Assessment Week Preparation:

Students look at a variety of non-fiction texts and review how to answer a range of comprehension and analysis questions. They also revise different writing forms and practise answering questions in exam conditions.

Term 3.2

Media:

As a final review of the year, students look at key features of blogs and vlogs before creating their own in groups.

English Assessment Criteria

1	Read and understand texts, selecting material appropriate to purpose and collating from different sources
2	Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader
3	Develop and sustain interpretations of writers' ideas and perspectives, and making comparisons and cross-references as appropriate
4	Understand texts in their social, cultural and historical contexts
5	Use a range of effective and imaginatively selected, appropriate vocabulary
6	Use a range of accurately spelt, challenging words
7	Use a range of sophisticated punctuation accurately
8	Use a range of sentence structures for clarity, purpose and effect
9	Organise your sentences to form a clearly structured paragraph
10	Organise your paragraphs using structural features to support cohesion across a whole text
11	Use and adapt forms appropriate to task and purpose in ways which engage the reader
12	Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content
13	Listen to and respond to others, including in pairs and in groups, shaping meanings through suggestion, comments and questions
14	Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues

NB: Due to the nature of the English Curriculum this subject use 14 Core Statements and then break them down into subject specific categories, i.e. speaking and listening, writing, etc.

English as a Second Language

Curriculum Outline

Term 1.1

Students will learn to both speak and write to inform and explain persuasively. They are practicing on developing grammar and vocabulary. Individual speaking and listening

Term 1.2

Studying a novel. **Coraline**. Understanding key events, character and themes. Cont. developing grammar and vocabulary. Reading aloud, conversation and discussion.

Term 2.1

Drama. Frankenstein playscript.

Understanding key events, character and themes. Cont. developing grammar and vocabulary. Reading aloud, conversation and discussion. Acting out sections and discussions.

Term 2.2

Drama Continuation.

Understanding key events, character and themes. Cont. developing grammar and vocabulary. Reading aloud, conversation and discussion. Acting out sections and discussions.

Term 3.1

Planet Earth/ Human Planet

Use film as stimulus for developing vocabulary, grammar and writing. Focus on developing listening comprehension skills. Further development on grammar, vocabulary and sentence structuring.

Term 3.2

The Hobbit 3

Film studies continued

Developing vocabulary, grammar and writing. Focus on developing listening comprehension skills. Further development on grammar, vocabulary and sentence structuring.

Geography

Curriculum Outline

Term 1.1

Nature and variety of development in the world at varying scales. Methodologies of measurement and how development has altered in time and space.

Term 1.2

Synthesis and evaluation of various development strategies at different scales and localities. Introduction to the process of Globalisation and Global trade.

Term 2.1

To understand the physical processes involved with plate tectonics and the associated possibilities and risks of living in such areas. To locate specific places where humans interact with plate tectonics and to analyse various risk assessments.

Term 2.2

To understand the physical processes involved with plate tectonics and the associated possibilities and risks of living in such areas. To locate specific places where humans interact with plate tectonics and to analyse various risk assessments.

Term 3.1

To analyse weather and climate patterns and the processes that impact these. To make measurements of weather using instrumentation. To analyse how power impacts the management of weather and climate at various scales.

Term 3.2

As above plus internal examinations

Geography Assessment Criteria

1	Record accurate and detailed information about places and environments across all scales.
2	Understand geographical ideas and apply understanding to link key concepts.
3	Identify all the main continents, major countries and capital cities.
4	Locate the main environmental regions including deserts and tropical rainforests.
5	Understand key differences (Human and Physical) between two distinct regions in different continents.
6	Use map skills and GIS accurately with confidence.
7	Use 4 and 6 figure grid references with confidence.
8	Interpret a range of maps of different scales using topographical or other thematic mapping.
9	Interpret aerial and satellite images clearly.
10	Understand processes and relationships between people and environments.
11	Fully explain processes and patterns.
12	Comprehensively understand physical processes such as plate tectonics and clearly explain them using relevant case study material.
13	Understand with clarity physical processes such as plate tectonics and how these impact a range of people and places.
14	Clearly explain the processes of weather and climate and know how to effectively measure both.
15	Demonstrate a detailed knowledge of the processes of development and can apply this to understand different localities.
16	Explain with confidence the causes of globalisation and why there are different strategies required to manage this in different localities.
17	Evaluate different methods of sustainability.
18	Demonstrate the ability to plan and undertake independent enquiry in which skills, knowledge and understanding are applied.
19	Analyse evidence in detail with clear conclusions and evaluative comments.
20	Evidence a highly developed and confident use of geographical terms which extend written work and SPaG is excellent.

History

Curriculum Outline

Term 1.1

Students will develop their PEEL paragraph writing skills and their ability to analyse sources through questioning various conspiracy theories.

Term 1.2

Students will develop their knowledge and understanding of WW1 and its causes as well as their ability to recognise and explain different historical perspectives and interpretations.

Term 2.1

Students will examine the interwar years and the significance of key dictators. They will develop their ability to see links between different periods of study.

Term 2.2

Students will draw comparisons between WW1 and WW2 and analyse similarities and differences. Through the creation of presentations, they will also develop their ability to research independently and reference accurately.

Term 3.1

Students will build on the previous terms work by developing their knowledge and understanding of WW2. They will continue to develop their source analysis and essay writing skills.

Term 3.2

The Holocaust will be the focus during the last half of the term with students reflecting on what they have learnt through the creation of memorials.

History Assessment Criteria

1	To be able to use several pieces of evidence to back up points
2	To be able to write PEEL paragraphs
3	To be able to write a clear introduction and focused conclusion
4	To be able to reference consistently using a simplified Harvard style
5	To be able to draw detailed inferences from historical sources
6	To be able to make judgements about how useful/reliable a source is
7	To be able to explain how the author, intended audience and purpose affect its value to a historian
8	To be able to select and combine sources (i.e. cross reference) to draw inferences and answer questions about the past
9	To understand how world views in the past were different and changing (e.g. different views about religion)
10	To understand why the past is represented in different ways (both by people in the past and now)
11	To be able to use context to explain the actions of people in the past and different interpretations of the past
12	To be able to show the key messages of an interpretation by drawing inferences from it
13	To be able to identify and explain multiple causes of an historical change
14	To be able to rank or order causes depending on importance or influence
15	To be able to demonstrate how historical actors are influenced by social, political, or economic conditions
16	To be able to identify unintended consequences and explain their importance
17	To be able to recognise and explain links between the period under study and other periods of history
18	To be able to explain how change and continuity are interwoven
19	To be able to identify turning points and trends and be able to explain the significance of events and people
20	To understand that change does not always flow in the same direction or at the same speed

Maths

Curriculum Outline

Term 1.1

Students will work on improving their number skills and data handling knowledge. Topics included in number will be bounds, standard form and leaving answers in terms of pi. Students will also be able to calculate measures of central tendency from frequency tables as well as interpreting pie charts, stem and leaf diagrams and frequency polygons.

Term 1.2

Students will work on probability, and algebra in term 1.2. Probability will include using the AND/OR rules and representing information in tree diagrams. Algebra in this term will solving quadratic equations and inequalities.

Term 2.1

Students will work on algebraic graphs in this term. They will write inequalities to describe regions of a graph, find the roots, range and max/min points of quadratic graphs and solve simultaneous equations where one equation is a quadratic.

Term 2.2

Students will develop their understanding of functions. In this new topic they will be introduced to function notation and apply rearranging skills to find inverse and composite functions.

Term 3.1

Students will work on their algebra and shape skills in Term 3.1. They will do this by working on manipulating algebraic fractions and being introduced to trigonometry in both 2d and 3d shapes.

Term 3.2

Students will learn how to calculate arc lengths and sector areas, and calculate lengths, areas and volume of similar shapes.

Maths Assessment Criteria

1	Being able to round numbers to significant figures and decimal places, solve problems using bounds and leave answers in terms of pi.
2	Able to manipulate and simplify algebraic fractions which include a quadratic numerator or denominator. Being able to set up quadratic equations in context, and through applying Pythagoras or cosine rule.
3	Understand and use standard form, including in context.
4	Able to calculate the mean, median, mode, and range from a frequency table (grouped).
5	Able to construct and interpret data display diagrams including pie charts, stem and leaf diagrams and frequency polygons.
6	Able to record all outcomes for combined events, including mutually exclusive events, where necessary using sample space diagrams. Be able to also calculate expected frequencies.
7	Combining, where necessary, understanding when to add or when to multiply probabilities using Or and And, with tree diagrams for combinations of events, including conditional probability.
8	Understanding of dimensions and the difference between formulae for perimeter, area, and volume.
9	Able to calculate arc length and sector area.
10	Apply trigonometry and Pythagoras' Theorem in solving problems in 2D (including bearings and angles of elevation/depression) and 3D (including finding the angle between a line and a plane).
11	Understand that enlargement creates a similar shape, whereas rotation, reflection and translation create congruent shapes. Students should use similarity and proportion to calculate missing sides in pairs of similar shapes.
12	Able to enlarges shapes by scale factors greater than 0, and understanding that area is enlarged by the scale factor squared.
13	Able to calculate the equation of a straight line through two points and be able to identify the region described by linear inequalities.
14	Understand the basics of functions; the functions map between elements of two sets, domain and range (including values that should be excluded), function notation.
15	Understand and find the inverse function $f^{-1}(x)$ and be able to show the function and its inverse on a sketch. Be able to understand and use composite functions written in the form $f(g(x))$.
16	Know the conditions for a function to have: (i) two equal roots, (ii) two real roots, (iii) no real roots; and the related conditions for a given line to (i) intersect a given curve, (ii) be a tangent to a given curve, (iii) not intersect a given curve.
17	Find the max or min value of a function and use this to sketch the graph or determine the range for a given domain.
18	Be able to change the subject of a formula and factorise quadratic expressions, including the difference of two squares.
19	Able to solve quadratic equations and inequalities by factorisation or by using the quadratic formula.
20	Solve simultaneous equations when one equation is a quadratic using elimination, substitution and graphical methods. Be able to solve through trial and improvement.

Modern Foreign Language

Spanish Curriculum Outline

Term 1.1

Students consolidate their grammar knowledge from year 8 and extend their abilities to talk about themselves further. The study the vocabulary related to films, birthday parties and famous people. The skills focus is on using a range of tenses confidently, including both regular and irregular verbs.

Term 1.2

Students study the topic of work including vocabulary relating to jobs, work routines and future plans. The skills focus in on their ability to use reference material to support their learning.

Term 2.1

Students study the topic of health including vocabulary relating to healthy habits and food. The skills foci are the use of reflexive verbs and impersonal constructions using 'se'.

Term 2.2

Students study the topic of issues for young people which encompasses the topics of the environment, children's rights and charity organisations. The skills foci are using the irregular verb 'poder' and the imperfect tense.

Term 3.1

Students complete the topic of 'a visit to Madrid' which includes vocabulary relating to shopping, meeting people and tourism. The skills foci are making themselves understood in a range of situations, learning about Spanish culture and dealing with complex texts.

Term 3.2

At the end of the school year we revise all of the content from throughout the year to help the student prepare for assessment week. Following assessment feedback, students complete a short cross-curricular project between MFL and History where they study a film on the theme of the Spanish civil war.

French Curriculum Outline

Term 1.1

Students consolidate their grammar knowledge from year 8 then move on to study the topic of social life including vocabulary related to social networking and music festivals. The skills focus is on the use of the perfect past tense.

Term 1.2

Students study the topic of health including vocabulary relating to body parts, sports and getting fit. The skills focus in on their ability to use 3 tenses together.

Term 2.1

Students study the topic of work and future plans including vocabulary relating to different job types and the benefits of learning languages. The skills foci are on their ability to use modal verbs and the imperfect tense.

Term 2.2

Students study the topic of holidays and learn vocabulary related to adventure holidays, packing and tourist attractions. The skills foci are using a range of tenses and reflexive verbs.

Term 3.1

Students study the topic of 'Me in the world' which allows them to study vocabulary related to issues such as children's rights and personal priorities. The skills foci are using complex structures and direct object pronouns.

Term 3.2

At the end of the school year we revise all of the content from throughout the year to help the student prepare for assessment week. Following assessment feedback, students complete a short cross-curricular project between MFL and History where they study a French film on the theme of war.

Modern Foreign Languages Assessment Criteria (French and Spanish)

1	Can understand extended passages or dialogues spoken clearly at near-normal speed (approx. 150 words) which contain some unpredictable elements.
2	Can understand some unfamiliar language, inferring meaning from context, tone of voice and/or surrounding language.
3	Can take notes in the foreign language, with sufficient accuracy to communicate meaning clearly and accurately, though not flawlessly.
4	Can ask an extended range of questions confidently and spontaneously, including more complex questions involving different time frames, and using the correct mode of address.
5	Can engage in longer stretches of unplanned conversation on familiar topics, showing the ability to cope with unexpected questions or responses. There will be pauses for planning and repair.(4-5 mins)
6	Can use the FL, making him/herself understood, for almost all communication in the languages classroom.
7	Can generate their own language rather than that of the teacher or text book, and can use familiar language fluently and accurately across the full range of KS3 topics; there is greater hesitation and inaccuracy when more ambitious language is attempted spontaneously.
8	Can use consistently very good pronunciation and intonation, across a variety of text types and including unfamiliar language.
9	Can understand extended texts (approx. 200 words) which contain unpredictable elements.
10	Can understand some unfamiliar language, including that embedded in a range of complex structures, inferring meaning from context and surrounding language, and translate suitable extracts into English.
11	Can differentiate between several possible meanings to select the most appropriate dictionary translation with consistent success.
12	Can write a coherent piece of prose of several paragraphs from memory, using appropriate links between paragraphs, drawing on several familiar topic areas, and using a range of vocabulary and structures.
13	Can generate their own language rather than that of the teacher/textbook, applying known grammatical structures, e.g. tense formation / conjugation to infinitive verbs to express their own ideas and opinions, and those of others, with some precision.
14	Can write showing a growing awareness of FL syntax, and how this differs to English, so that the writing is not unduly anglicised.
15	Can research and use 50 verbs reasonably accurately in all tenses covered.
16	Can use direct object pronouns confidently.
17	Can use a range of conjunctions.
18	Can use demonstrative adjectives and pronouns, and relative pronouns.
19	Can hear or read and identify the meaning of at least 200 non-cognate words, including abstract and concrete ideas.
20	Can recall promptly and say accurately at least 150 non-cognate words.

Mandarin Curriculum Outline

Term 1.1

Students consolidate their knowledge from previous years and study vocabulary relating to the home including rooms of the house and items of furniture.

Term 1.2

Students study the vocabulary associated with the topic of local area and practice being able to describe where they live.

Term 2.1

Students study the topic of family and learn to physically describe their family members.

Term 2.2

Students study vocabulary related to education including stationary words and how to describe the school facilities.

Term 3.1

Students focus on learning language associated with shopping at the market and buying snacks. They also cover way finding language.

Term 3.2

At the end of the school year we revise all of the content from throughout the year to help the student prepare for assessment week. Following assessment feedback, students complete a short cross-curricular project between MFL and History where they study a Chinese film on the theme of war.

Modern Foreign Languages Assessment Criteria (Mandarin)

1	Can understand extended passages or dialogues spoken clearly at near-normal speed (approx. 150 characters) which contain some unpredictable elements.
2	Can understand some unfamiliar language, inferring meaning from context and/or surrounding language.
3	Can take short notes in Pinyin, with sufficient accuracy to communicate meaning clearly and accurately, though not flawlessly.
4	Can ask an extended range of questions confidently and spontaneously, including more complex questions using correct sentence structure
5	Can engage in longer stretches of unplanned conversation on familiar topics, showing the ability to cope with unexpected questions or responses. There will be pauses for planning and repair. (4-5 mins)
6	Can use Mandarin, making him/herself understood, for almost all communication in the languages classroom.
7	Can generate their own language rather than that of the teacher or text book, and can use familiar language fluently and accurately across the full range of KS3 topics; there is greater hesitation and inaccuracy when more ambitious language is attempted spontaneously.
8	Can use understandable pronunciation and intonation, across a variety of different KS3 topics.
9	Can understand extended texts (150 character approx.) which contain unpredictable elements.
10	Can understand some unfamiliar language, including longer sentences, inferring meaning from context and surrounding language. Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, descriptive
11	Can translate short paragraphs into English on a range of KS3 topics.
12	Can write a coherent piece of prose of approximately 1 paragraph, drawing on several familiar topic areas.
13	Can generate their own language rather than that of the teacher/textbook, applying known sentence structures.
14	Can express their own ideas and opinions, and those of others, with some precision.
15	Can write showing a growing awareness of FL syntax, and how this differs to English, so that the writing is not unduly anglicised.
16	Can consistently use correct word order in both questions and statements.
17	Can recall and use 30 verbs
18	Can use a range of structures including negatives, superlatives, opinions etc. independently.
19	Can consistently write familiar characters from memory (approx. 400 character)
20	Can recognise all of the approx. 200 radicals.

Music

Curriculum Outline

Term 1.1

Students will analyse the components of a popular song. They will develop their composition and their music ICT skills through studying this genre.

Term 1.2

Students will apply their knowledge of the popular song to their own arrangement and performance of one. Students will develop their performance and ensemble skills.

Term 2.1

Students will explore their understanding and application of musical terminology and literacy to practical and composition work. They develop these skills through studying rhythm and dynamics.

Term 2.2

Students will explore their understanding and application of musical terminology and literacy to practical and composition work. They develop these skills through studying structure in music.

Term 3

The following module will be delivered throughout term 3 in between Assessment week preparation revision sessions, assessment week and Round Square week

Students will explore their understanding and application of musical terminology and literacy to practical and composition work. They develop these skills through studying different textures in music.

Music Assessment Criteria

The Performing Arts Learner Ambitions consists of nine areas. These nine areas and their definitions aim to explore all elements of student's learning and will be used across Music, Dance and Drama (Regents currently only deliver Music) in the Juilliard-Nord Anglia Performing Arts Programme. This profile has been developed specifically for NAE students in collaboration with the NAE Music team and The Juilliard. The learner profile is designed to take a holistic approach to assessment and will be measured as follows:

W - Overall, this student at this point in time generally works with support

D - Overall, this student at this point in time shows developing skills

I - Overall, this student at this point in time works independently

A - Overall, this student at this point in time consistently works at a high level

	Learner Ambitions	What it means
Ways of Being	Collaborative	Works well with others in artistic settings. Is willing and able to work in groups in a variety of roles (leader, supporter, consensus-seeker, negotiator, etc.). In co-creative tasks, is able to accept compromise, synthesize ideas, and objectively evaluate ideas. Seeks to both receive and offer artistic critique of performances and creative tasks. Seeks responses to his/her work by listening to the views of others. When in an ensemble, is able to balance awareness of one's individual role with that of other members.
	Expressive	Able to communicate personal ideas and feelings through the artistic medium. When creating, feels a personal investment in the process and product. When performing, is able to communicate artistic intentions to the audience. Able to effectively and creatively respond to experiences and works of art, in a variety of modalities.
	Culturally Aware	Understands that the arts provide unique perspectives on culture. Appreciates that the performing arts are an expression of groups and individuals within communities and cultures. Considers how art is created and experienced within different cultures. Is aware of multiple perspectives and reflects on one's own viewpoints and assumptions. Is open-minded and keen to exploring the arts of diverse cultures throughout his/her life.
Ways of Thinking	Creative	Is personally invested in one's own art-making. Is able to self-generate, respond to, and build on the ideas of others. Is able to take risks by seeking out original, independent, and novel ways of thinking, expressing, and making. Has flexible thought processes which enable meaningful connection making, varied perspective taking, and ways of seeing, hearing, and experiencing their environment in artistic ways.
	Curious	Is intrinsically motivated to explore artistic experiences and processes. Is keen to learn through questioning, experimenting, and trialing. Is confident working in unfamiliar contexts. Seeks out multiple interpretations and meanings, yet is able to tolerate ambiguity and abstract ideas.
	Reflective	Able to think back on learning experiences, performances, and creative processes with both flexible perspectives and clarity. Is receptive to contradicting ideas and opinions. Able to reflect using a range of response types and modalities. Is able to use reflective takeaways to stimulate future growth.
Ways of Doing	Performers	Perseveres and persists until the desired performance outcome is achieved. Is able to take direction and also work independently to solve technical and artistic problems. Experiences joy in one's own performances and understands the connections between creator, performer, and audience. Is confident and flexible with expression, interpretation, and improvisation. Understands and appreciates the variety of roles in a performing ensemble.
	Literate	Is fluent in the language of the art form (technical and vernacular) and its processes. Is aware of the various materials, professional roles, and production elements in the performing arts.
	Perceptive	Engages attentively and thoughtfully with pieces s/he encounters. Identifies technical and contextual elements of the work (theme, genre, form, etc.) and is also able to make his/her own personal meaning and interpretation. Connects the piece to one's own experiences, other pieces, or other subjects. Able to hear or see large-scale elements as well as details.

Physical Education

Curriculum Outline

Topic 1

Athletics: Students to apply advance techniques to optimise performance. Students will draw links between fitness components and practical performance.

Topic 2

Swimming: The unit incorporates explores competitive swimming and introduces basic personal survival skills.

Topic 3

Net Games: Students to explore the use of tactics and strategy within an individual team game. Students to select and apply individual and pair/team tactics through evaluation and analysis of opposition performance.

Topic 4

Fitness: Students draw links between fitness and performance, applying principles of training to construct a training program.

Topic 5

Invasion Games: Students will apply core and advance movement skills with team and group scenarios exploring the use and selection of tactical and strategical knowledge.

Topic 6

Striking and Fielding: Students to explore the use of advance skills within game play and express decision making skills in their application of tactics and strategies.

Physical Education Assessment Criteria

1	Demonstrate a range of advanced skills across a variety of competitive scenarios
2	Use a range of different advanced techniques and compositional ideas in a variety of competitive scenarios
3	Respond and adapt to changing circumstances and other performers during competitive scenarios
4	Apply advanced strategies, tactics or compositional ideas with proficiency, flair and originality
5	Distinguish between and apply a range of advanced techniques and ideas showing precision, control and fluency
6	Express commitment, teamwork and communication skills within pressurized/competitive scenarios to positively effect
7	Demonstrate a level of physical fitness which allows them to perform with consistency and accuracy and understand how to select appropriate training methods
8	Express psychological and emotional control during competition and in pressurized situations
9	Understand the contribution that physical activity makes to their physical, social and mental wellbeing and actively seek opportunities for personal development
10	Take on leadership roles within lessons and is able to officiate and/or coach their peers
11	Express awareness of, and respond to, strengths, weaknesses and actions of others in competitive scenarios
12	Use effective feedback to develop their own, groups or teams performance giving suggests for how to improve
13	Break the technique of a skill down in order to give effective feedback to support the development of their peers.
14	Critically evaluate their own and others work and can analyse the impact of skills, strategy, tactics and compositional ideas.
15	Problem solve and make decisions at speed in a variety of competitive and pressurized scenarios
16	Select and perform skills that link to a given tactic, strategy or theme.
17	Adapt and apply tactics, strategies and compositional ideas to suite situational requirements in a variety of scenarios
18	Contribute to class discussion using appropriate terminology and language to evaluate and critique performance giving examples to support their responses.
19	Explain and give examples of the effects exercise can have on the body, highlighting the importance of a warm-up and cool down.
20	Interpret, apply and adapt a variety of sporting concepts, rules, regulations and safety requirements in a variety of scenarios

REAL

REAL Writing Curriculum Outline

Term 1.1

Students will learn to speak and write about themselves and others. This includes describing physical characteristics, our families, our backgrounds, our interest, time and daily routines etc.

We will also look at writing short stories.

The main areas of grammar that we will cover are: articles, present simple tense, subject-verb agreement, subjective and objective pronouns and past simple tense.

Term 1.2

Students will learn to speak and to write about places, where things are in those places, and to describe scenes.

The main areas of grammar that we will cover are: prepositions of place and movement, present simple tense, present continuous tense, future simple (will) tense, *there is/are*, *have/has got*.

Term 2.1

Students will learn to add descriptive detail to their speaking and writing. We will look at retelling and a series of events and story writing. We will look at space and our solar system.

The main areas of grammar that we will cover are: adjectives (comparatives and superlatives), connectives, ordering adverbs, past simple tense.

Term 2.2

Students will learn to speak and write about people, clothes, abilities, strengths and weaknesses while following the topic of superheroes.

The main areas of grammar that we will cover are: modal auxiliary verbs, present simple tense, past simple tense, articles, connectives etc.

Students will plan, write and presents their own superhero stories.

Term 3

Students will learn to speak and write about food, shopping, money and quantities etc. We will also look at animals and different environments.

The main areas of grammar that we will cover are: countable and uncountable nouns, quantifiers, imperatives, past, present and future simple tense etc.

REAL Reading Curriculum Outline

Term 1.1

Students are introduced to the online reading programme, Raz-kids. They then work through the books online that are considered their level. Students then take a corresponding eQuiz complete with an extended answer response to test comprehension and determine future instruction needs. Once a child has read ten or more of the levelled eBooks and passed each of the corresponding eQuizzes, they advance on to the next reading level where they have access to lengthier and more difficult text.

Students are also given reading books from the EAL library which they read in the allocated lesson time. Each book completed students must choose a guided reading activity that focuses on understanding, word acquisition, creativity and context clues.

Term 1.2

Students continue to work through the online Raz-kids programme, as above.

Students continue to read in the lesson as term 1.2 but there is also a focus on reading in a group and aloud to encourage correct pronunciation and attention to phonics and punctuation.

Term 2.1

Reading through the Raz-kids programme and reading from the EAL library. The student continues guided reading activities and reading aloud with the teacher as above.

Term 2.2

Reading through the Raz-kids programme and reading from the EAL library. The student continues guided reading activities and reading aloud with the teacher as above.

Term 3

Reading through the Raz-kids programme and reading from the EAL library. The student continues guided reading activities and reading aloud with the teacher as above.

REAL Humanities Curriculum Outline

Term 1.1

We start with some of the basic vocabulary and grammar to underpin History and Geography; for example school and the layout, telling the time, prepositions of time, place and movement, daily activities and adverbs of frequency.

The focus is on vocabulary which then can be expanded to basic SVO sentences, for example what did you do today, using time, adverbs of frequency and past tense.

Students produce a storyboard of a day in the life of a made up character.

Term 1.2

We begin to move onto vocabulary looking at countries and world geography, directions, prepositions of place and movements, and finally buildings and places in a town.

The students are encouraged to look at maps and then eventually create their own town maps. Reading and speaking focuses on requesting, giving and receiving directions.

Term 2.1

Students begin with a History unit in the first part of term 2; The Romans. They begin by looking at key terms to do with history such as sources and evidence and the validity of different sources. They then learn about the rise of the Roman Empire, the Roman army and the life of a soldier. They are expected to write a diary as a Roman soldier focusing on what they did and why they were so powerful and what led to the downfall of the Roman Empire.

Term 2.2

Students spend the last part of Term 2 doing a Geography unit on Investigating Rivers. They start with key words of the water cycle and diagram drawing. They then begin to find out why rivers are important, key terminology of rivers and lastly investigate a river in detail including the effects on the environment and landscape. Students produce a non-chronological report on a river of their choice.

Term 3

Students learn about the geography of coasts. Starting with key vocabulary, finding out what coasts are and how they are formed. Following that they look at the physical features of coasts and the process of erosion that affects them. The students are taught how to identify different types of beaches, also how to use maps and secondary sources to research and describe coastal areas.

Lastly, students learn how changes in land uses can affect people and the environment in different ways.

REAL Assessment Criteria

1	Can recognise and pronounce accurately all of the single letter phonics.
2	Can recognise and pronounce accurately all of the double and triple letter phonics.
3	Can read and pronounce all Phase 2 high frequency words (Letters and Sounds).
4	Can decode unfamiliar words using phonics knowledge.
5	Can use a bilingual dictionary or device, independently and efficiently.
6	Can use features of a text (print or online) to locate information and answer questions, e.g. a contents page, an index, a link, a sub-heading.
7	Can use class texts, picking out some known items, finding pages or chapters, reading tables and captions.
8	Can read simple sentences relating to images which have already been discussed.
9	Can guess from context (pictures and other words) what unknown words might mean.
10	Can read a range of differentiated texts with understanding.
11	Can read books on Raz-Kids and move up the levels (a,b,c+1; d,e,f=2; g,h,i=3; jkl=4)
12	Can pick out specific pieces of information from and text and use to answer questions.
13	Can retell text content with significant details, after scaffolding and rehearsal, e.g. <i>Plant takes minerals and light, then doing photosynthesis, so making energy.</i>
14	Can read aloud, pausing at full stops and commas, and intonating statements and questions correctly.
15	Can read aloud, with good pronunciation, marking inflections (e.g. plurals and –ed endings).
16	Can ask questions about the meaning of words, sentences and texts.
17	Can give and explain an opinion about a text, e.g. <i>I like it because ... it is good because.... It is right because....</i>
18	Can make independent choices about what to read, based on own interests and current topics.
19	Can read independently and enjoys reading.
20	Can perform well on a reading test (0-24%=1, 25-49%=2, 50-74%=3, 75-100%=4).

Science

Curriculum Outline

Term 1

9A: inheritance and selection

Students study inheritance and selection to be able to

- Understand the role of genes in variation
- Describe the features of selective breeding

9B: Fit and Healthy

Students investigate fitness and health to be able to

- Explain how fitness can be measured
- Understand the connection between lung function and smoking
- Describe the effect of drugs on the human body

9I: Energy and Electricity

Students learn about energy and electricity to be able to

- Know that energy cannot be created or destroyed but transferred
- Understand how current and voltage is measured in parallel and series circuits
- Describe how electricity is generated
- Explain the advantages and disadvantages of renewable and non-renewable energy sources

9E and F: Reactions of metals and Pattern of Reactivity

Students investigate reactions of metals and pattern of reactivity to be able to

- State the products of the reaction of metals with oxygen, water and acids
- Use primary or secondary evidence to sort metals into an order of reactivity
- Describe how we protect some metals against corrosion
- Carry out a valid and safe investigation to measure reactivity quantitatively
- Use the reactivity series to describe the reactions of metals with oxygen, water and acids and explain how to use the reactivity series of metals to predict whether a reaction will take place

Term 2

9C Plants and Photosynthesis

Students study plants and photosynthesis to be able to

- Set up experiments and make predictions
- Explain the process of photosynthesis
- Explain the relationship between light intensity and photosynthesis

9K: Speeding up

Students investigate speed to be able to

- Measure and calculate the speed of objects
- Construct and interpret speed – time graphs and describe patterns or relationships
- Consider the relationship between forces on an object and its movement
- Study the effects of water and air resistance on speed and how streamlining reduces these effects
- Use the ideas of balanced and unbalanced forces to explain the movement of falling objects

Term 3

9D: Plants for Food

Students learn about food chains and food webs to be able to

- Construct pyramids of number and biomass
- Explain the term biomass
- Know the role of minerals in fertilizer
- Link action of pests to reduced growth in plants
- Explain how bioaccumulation occurs and harms non target organisms

9L: Pressure and Moments

Students study pressure and moments to be able to

- Recall that forces can move an object around a pivot
- Explain how simple levers work by magnifying the force or distance
- Carry out a reliable and precise investigation to find the rule of balancing and explain moments
- Explain what pressure is and ways in which it can be increased or reduced.
- Explain some effects due to air or water pressure using ideas about particles
- Describe some uses of pressure in liquids and gases

Science Assessment Criteria

Scientific Skills	Plan a controlled and safe investigation into a more involved problem with minimal help, identifying IV, DV, justifying the control of CV and selecting appropriate equipment
Scientific Skills	Follow a detailed written method independently, methodically, safely, managing time effectively. Can use Hazcards to inform safety
Scientific Skills	Independently design and complete a results table. Includes uncertainty of basic measuring equipment and explains the level of precision chosen in recording
Scientific Skills	Presents more complex results following convention as a bar graph or line graph with best line of fit, such as multiple data sets. (Range bars) Works independently and explains the choice of graph.
Scientific Skills	Can identify more complex patterns and draw conclusions from data, explaining them using detailed science. Can evaluate whether errors in the method affected accuracy and suggest useful improvements. Can comment on reliability of data, referring to results for evidence.
Scientific Skills	Can independently research relevant information from a variety of sources, using them to construct a reasoned argument. Includes a basic reference list. Can explain which sources could be considered more reliable than others.
Scientific Skills	Can interpret examination style questions correctly and use expected level of scientific language accurately in written responses
Biology	Describe how characteristics are inherited and apply this to explain an example of selective breeding
Biology	Explain how food production can be maximized by applying the concept of photosynthesis.
Biology	Evaluate how different life style choices can affect an individual's health.
Biology	Apply knowledge of the skeletomuscular system to explain locomotion of animals, or an injury in humans..
Biology	Compare the rates of photosynthesis and respiration in plants.
Chemistry	Be able to identify an element's place in the reactivity series of metals and predict whether a reaction would occur.
Chemistry	Be able to construct more complex word and balanced symbol equations.
Chemistry	Be able to differentiate between key chemical terms - atoms, mixtures, compounds and elements.
Chemistry	Be able to construct general reactions with acids and predict what products are made,
Chemistry	Be able to position metals and non-metals in the Periodic Table, as well as predict their states at room temperature.
Physics	Be able to explain electrical current and voltage using models.
Physics	Apply knowledge and understanding of gravitational force to the elliptical orbit of comets
Physics	Explain importance of scientific understanding of pressure in fluids to SCUBA diving
Physics	Be able to connect a voltmeter and an ammeter to measure V and I in an electrical circuit in series and parallel and predict readings in different areas of the circuit.
Physics	Be able to independently re-arrange a three variable formula and use it to correctly calculate unknowns.
Physics	Use the principle of moments to solve problems for an object in equilibrium.

Thai for All

Curriculum Outline

Term 1.1

To learn adjectives and use them in correct sentence structure as well as in comparison and superlative forms. Student will also learn questions words and conversation at a restaurant.

Term 1.2

To learn and understand about Thai etiquette, ceremonies and significances of Loy Kratong festival.

Term 2.1

To learn to ask for help and emergency. To be able to book a taxi in Thai. To express opinions using correct words and phrases.

Term 2.2

To learn and identify symbols which are related to the monarchy and Buddhism. To understand its significances and customs of Maka Bucha Day.

Term 3.1

To learn occupation vocabulary. To answer and conduct a conversation on the telephone. To learn different Thai beliefs and its meanings and influences.

Term 3.2

To learn about Thai costumes in different eras. To research and present tourist attractions in Thailand in Thailand's major cities. To understand its significances and customs of Visaka Bucha Day.

NB: Thai for All is not an assessed subject.

Thai for Thai

Curriculum Outline

Term 1.1

บทเรียนตามหนังสือวิธีภาษา

พูดดีมีเสน่ห์ - ความรู้ มารยาท สำนวนเกี่ยวกับการพูด การพูดในโอกาสต่างๆ
อ้อมไว้ในถ่วงแต่ง - การย่อความ ความรู้เกี่ยวกับเครื่องหมายต่างๆ
เมื่อแพะกลายเป็นสุนัข - การโน้มน้าวใจ การแต่งนิทาน

บทเรียนตามหนังสือวรรณคดีวิจักษ์

โคลงพระราชพงศาวดาร - การจับใจความสำคัญ คำประพันธ์ประเภทโคลง

Term 1.2

บทเรียนตามหนังสือวิธีภาษา

ลูกผู้ชายตัวเกือบจริง - องค์ประกอบเรื่องสั้น คำซ้อน ๔ จังหวะ
บันทึกท่องเที่ยวโลก - การเขียนบรรยายและการเขียนพรรณนา การเขียนบันทึกการเดินทาง เหตุการณ์สำคัญทางประวัติศาสตร์ บันทึกประวัติชีวิต

บทเรียนตามหนังสือวรรณคดีวิจักษ์

บทเสภาสามัคคีเสวก ตอนวิศวากรรมาและสามัคคีเสวก - ศึกษาคำศัพท์ ถอดความคำประพันธ์ วิเคราะห์คุณค่าของเรื่อง

Term 2.1

บทเรียนตามหนังสือวิธีภาษา

พรที่สัมฤทธิ์ - ธรรมเนียมการให้พร คำอวยพร คำสมาสน
รื่นเรียงเพลงราวัง - เนื้อเพลงและความหมาย การละเล่นพื้นบ้าน คำกริยา คำวิเศษณ์ วลีและกริยาวลี

บทเรียนตามหนังสือวรรณคดีวิจักษ์

ศิลาจารึก - การอ่านและการวิเคราะห์ คุณค่าทางด้านภาษา สังคม วัฒนธรรมและการปกครอง

Term 2.2

บทเรียนตามหนังสือวิธีภาษา

พอใจให้สุข - ประเภท ลักษณะของกลอน การตีความและจับใจความสำคัญ
ถกประเด็นทำรายงาน - การประชุม ภาษาและมารยาทในการประชุม การจดบันทึกการประชุม

บทเรียนตามหนังสือวรรณคดีวิจักษ์

บทละครเรื่องรามเกียรติ์ - การอ่านและวิเคราะห์ตัวละคร การศึกษาคำศัพท์ การจับใจความ

Term 3.1

บทเรียนตามหนังสือวิธีภาษา

ความรับผิดชอบ - เรียงความ ประโยคในภาษาไทย ลักษณะนาม คำบุพบท
โชคดีที่มีภาษาไทย - พระราชดำรัส คำราชาศัพท์

บทเรียนตามหนังสือวรรณคดีวิจักษ์

กาพย์ห่อโคลงประพาสธารทองแดง - การแปลความ บันทึกลงประวัติศาสตร์ การรักษาธรรมชาติ

Term 3.2

บทเรียนตามหนังสือวิธีภาษา

วันที่ผมตื่นสาย ข้อเท็จจริงและข้อคิดเห็น

เด็กชายเจ้าปัญญา - นิทานชาดก คำราชาศัพท์ในนิทาน

บทเรียนตามหนังสือวรรณคดีวิจักษ์

กลอนดอกสร้อยรำพึงในป่าช้า - การตีความ วรรณศิลป์ของการประพันธ์ การทำดีเมื่อยังมีชีวิตอยู่

Thai for Thai Assessment Criteria

1	ฟังและเข้าใจต่อสิ่งที่ฟัง ได้ถูกต้องและเหมาะสม Listen and respond to commands and instructions correctly and properly.
2	สรุปใจความสำคัญ วิเคราะห์ ประเมินค่าสิ่งที่ฟังและนำไปประยุกต์ใช้ในสถานการณ์จริงได้ถูกต้องเหมาะสม Summarise main ideas, analyze, and evaluate the concepts in a piece of text and apply to real life situations.
3	อ่านออกเสียงร้อยแก้วและร้อยกรองได้ถูกต้อง รวมทั้งเว้นช่วงการออกเสียงได้อย่างเหมาะสม Able to read aloud verses and prose correctly and with proper interval pronunciation.
4	บอกชนิดของคำและนำไปใช้ได้อย่างถูกต้องตามหลักไวยากรณ์ Identify part of speech and use them with the correct grammar.
5	บอกความหมายโดยตรงและโดยนัยของคำและสำนวน จากงานเขียนประเภทต่างๆ Understand direct and indirect meanings of words and idioms from a variety of texts.
6	ใช้ภาษาในการพูดสื่อสารได้ถูกต้องเหมาะสมกับสถานการณ์ สถานที่โอกาสและบุคคล Use appropriate language to communicate in a suitable situation, place and for particular audience.
7	พูดแสดงความคิดเห็นและโต้ตอบได้อย่างมีหลักการและเหตุผล Express opinions and respond logically to the opinion of others.
8	พูดโน้มน้าวและเชิญชวน รวมทั้งนำเสนอแนวคิดใหม่ด้วยภาษาที่ถูกต้องเหมาะสม Persuade as well as offer new concepts with proper use of language.
9	ระบุใจความสำคัญแล้วตอบคำถามจากเรื่องทีอ่านของงานเขียนประเภทต่างๆ Identify main ideas and answer questions on various types of texts.
10	อ่านเรื่องต่างๆแล้วเขียนกรอบความคิด บันทึกย่อความและนำเสนอถ่ายทอดได้ Read and write frameworks, summaries and present your finding.
11	วิเคราะห์ เปรียบเทียบ และแสดงความคิดเห็นต่อเรื่องที่อ่านได้ Analyze, compare and express opinions regarding the reading.
12	เขียนคำศัพท์ได้ถูกต้องและตรงความหมาย Write words correctly and use them meaningfully.
13	เขียนประโยคได้ถูกต้องตามหลักไวยากรณ์ Write sentences using correct grammar.
14	ใช้ภาษาในการสื่อสารได้ถูกต้องตรงวัตถุประสงค์ Use the appropriate language to communicate for the correct purpose.
15	เขียนบันทึกเหตุการณ์ บันทึกประสบการณ์ บันทึกความรู้จากการศึกษาค้นคว้าและนำเสนอรายงาน Write about events, experiences and knowledge gained from researching and present the findings.
16	วางแผนการเขียนในรูปแบบต่างๆ เช่น แผนภาพความคิด แยกเป็นหัวข้อหรือประเด็น Plan various form of writing such as diagrams, mind maps, bullet points and main concepts.
17	ผลิตงานเขียนได้หลากหลายรูปแบบ การเขียนบรรยาย พรรณนา โน้มน้าวและเชิญ Produce writing in a variety of styles e.g. descriptive essays, debating essays and persuasive essays.
18	ศึกษางานเขียนที่ทรงคุณค่า และใช้เป็นแนวทางในการผลิตงานเขียนของตนเอง Study the valuable writings and adopt as a framework to produce your own work.
19	ทบทวนผลงาน และนำคำแนะนำต่างๆมาปรับปรุงงานเขียน Review the written work and implement the feedback to improve writing.
20	สร้างรูปแบบงานเขียนที่เป็นเอกลักษณ์ของตนเอง Create a unique style in your own writing.