



ST ANDREWS INTERNATIONAL SCHOOL  
BANGKOK

A NORD ANGLIA EDUCATION SCHOOL



# *Senior Studies Programme Handbook*

High School



*Every child  
deserves an  
outstanding  
education.*

Our Senior Studies programme offers a personalised approach to learning that inspires ambition and produces exceptional achievement for all.













## Welcome to the Senior Studies Programme and the IB Diploma



Congratulations on your choice to enter the Senior Studies Programme at St. Andrews and, in particular, to making the life changing decision of joining the global community of learners following the International Baccalaureate® (IB) pathway to higher education.

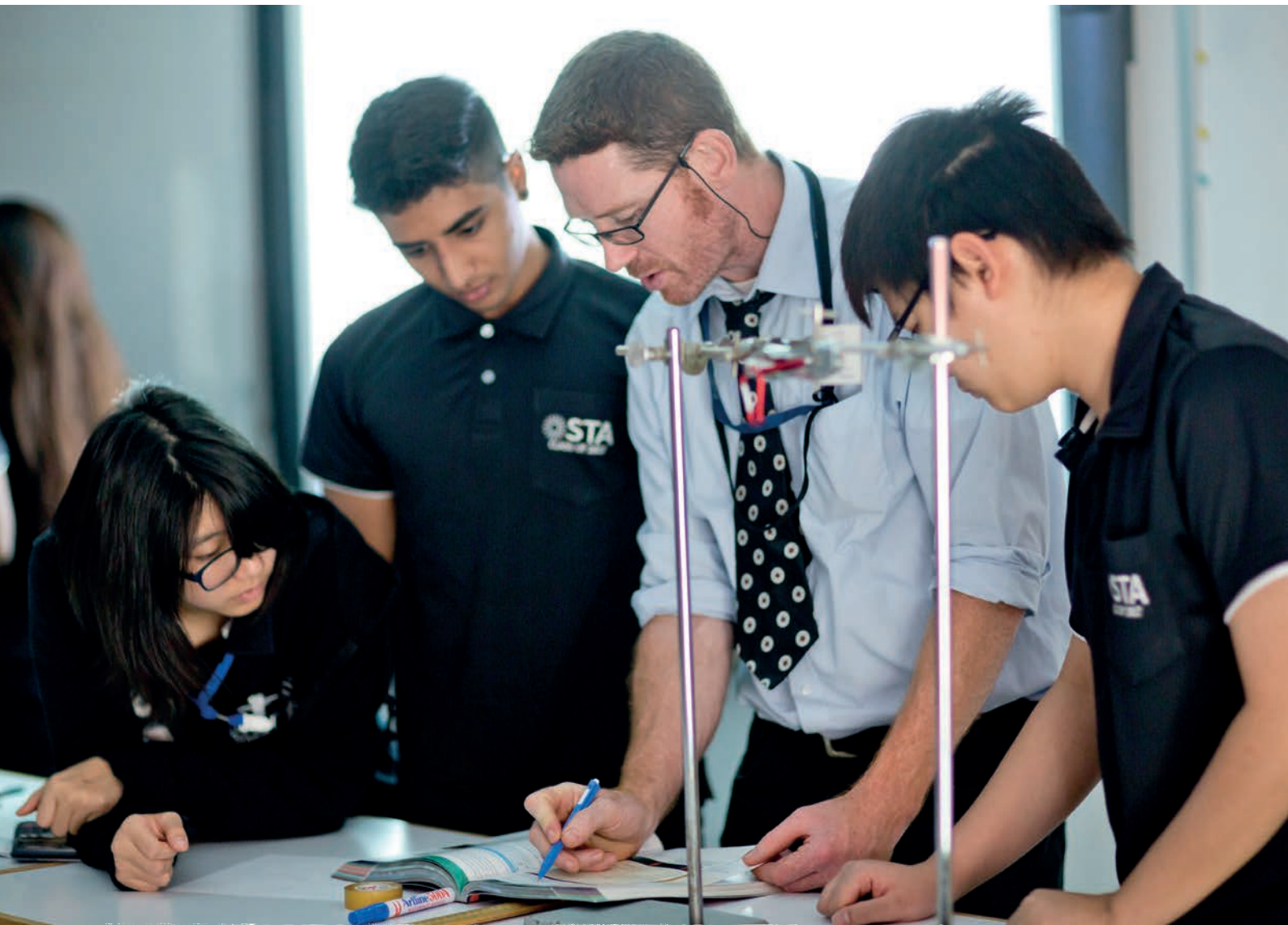
The IB Diploma is the academic backbone of the Senior Studies Programme and as these pages will show, one of best ways to prepare for university and life beyond. Some students, however, may choose not to follow the pathway to graduation that is right for them.



*Will Taylor*

IB Coordinator





### The IB Diploma

In Years 12 and 13, the majority of students will follow the full IB Diploma programme of 6 subjects along with the IB Core. Students choose two Languages, a Humanities subject, a Science, a Maths course and an Arts option (or additional science or humanities). Of the 6 subject chosen, 3 are usually studied at Higher Level and 3 are studied at Standard Level. The IB Core consists of Creativity Activity Service (CAS), Theory of Knowledge (TOK) and the Extended Essay.

### IB Diploma Courses

For some students, a more appropriate pathway is the Diploma Courses programme. Students on this programme can choose the parts of the Diploma which are most appropriate for them, allowing a more accessible programme to be followed which meets the needs of each individual student. Some students choose to study 6 subjects at Standard Level, while others may choose to take 3-4 subjects and then complete their timetable with additional qualifications such as ASDAN, CoPE or BTEC. All Senior Students are required to follow the CAS programme. Diploma Courses students may also take the TOK course and complete an Extended Essay, if they are interested in these.



### The St Andrews High School Graduation Certificate

Whether you follow the full IB Diploma or the Diploma Courses programme, the programmes culminate in Graduation where you will receive the St. Andrews Graduation Certificate. This is equivalent to the Mathayom 6 certificate that school leavers receive in the Thai education system.

### Admission to the Senior Studies Programme at St Andrews

Admission to the Senior Studies programme follows closely the principles outlined in our whole school Admissions Policy:

“We do not select on academic ability as we believe that all children are entitled to have the opportunity to experience an international education in a challenging and supportive environment. Admission to our school is based on the ability of the individual student to access the curriculum and the ability of the school to meet the student’s individual needs.”

The Senior Studies programme is an inclusive one, with a wide range of courses designed to meet the needs of all of our students. At the heart of the programme is the IB Diploma and, in practice, the vast majority of students will study the full IB Diploma. A small number of students choose IB Diploma Courses and/or alternative courses such as ASDAN, CoPE and BTEC. Our aim is to enable as many students as possible to have access to the benefits of studying the full IB Diploma and we encourage all students to follow this route if it is within reach.

### Admission to Year 12 for Existing St Andrews Students

All Year 11 students who have demonstrated a positive attitude to learning will be offered a place in Year 12. Students are expected to follow the full IB Diploma, if the evidence from all sources suggests that they have the potential to achieve a passing score.

IGCSE / GCSE grades from Years 10 and 11 and plans for Higher Education will provide the most useful information for discussions about the appropriate course to follow in the Senior Studies programme, but the underlying principle is that the majority of students will choose the full IB Diploma. A small number of students may start with IB Diploma Courses, and some may move to IB Diploma Courses after the first term if this is agreed to be a more appropriate pathway for the individual student. We believe in students being ambitious, so anyone who begins Year 12 studying for the Diploma, and who completes all course requirements, can continue following the Diploma route until graduation. There is no minimum grade threshold for students to continue on the Diploma at any point in the course.

Experience has shown that the careful selection of courses and the work ethic of the student are key factors in achieving a passing score and that students’ previous academic records should not be the only factors considered when selecting either the IB Diploma or IB Diploma Courses.



### Admission to St. Andrews for new students joining Year 12

Each student and his or her parents will have an initial meeting with the Head of Admissions to discuss the programmes on offer and the school's expectations of a Senior Studies student. The Head of Admissions and IB Coordinator will also review previous school reports, focusing on evidence of positive effort and attitude.

The student will be invited for a pre-assessment evaluation, focusing on English language and maths. This is primarily to determine: a) if the student has the level of English required to access the Senior Studies programme and, b) the correct level of Maths course. If IGCSE / GCSE grades are not available, other subject specific assessments may be administered. An offer of a place on the Senior Studies programme is not dependent on achieving certain scores in these assessments; they are intended to inform students, parents and the school about which courses and subjects may be most appropriate for the student's programme.

The student and his/her parents will meet with the IB Coordinator and/or the Head of Year to discuss pre-assessments, school reports, the programmes on offer in Years 12 and 13 and the expectations of students in the Senior Studies programme.

Where possible, the student will join the school for a day, either joining Year 11, if the application is made before April of the preceding academic year, or Year 12, if the school year has started. The IB Coordinator will receive feedback from teachers on the prospective student's involvement and engagement that day and will meet with the student and his/her parents to confirm the offer of a place (if appropriate) and finalise the programme. The prospective student will be required to follow the full IB Diploma, if the evidence from all sources suggests that they have the potential to achieve a passing score.





## Why choose the IB Diploma?

The IB Diploma is arguably the most respected pre-university academic qualification globally and will open the doors to top universities all around the world. If you keep your eye on Higher Education stories in the media, you will see that universities are seeking to attract IB Diploma students in growing numbers, and are adapting their entrance requirements to facilitate applications from them.

King's College, London, one of the top UK universities, has lowered its admissions requirements for IB students. Whilst the A Level admission requirements have gone up, from BBB to A\*AA, over the last 10 years, the maximum IB points score for admission was lowered in March 2013, from 39 points to 35 points.

One of the reasons for this is that research consistently demonstrates that IB students are better prepared for university study than those who followed other post-16 programmes. The most comprehensive research was carried out by the University of British Columbia, which concluded that first year university students who completed the IB Diploma performed more highly on a range of criteria than the non-IB students.

The UK Higher Education Statistics Agency conducted research on the relative success rates of IB Students, and concluded:

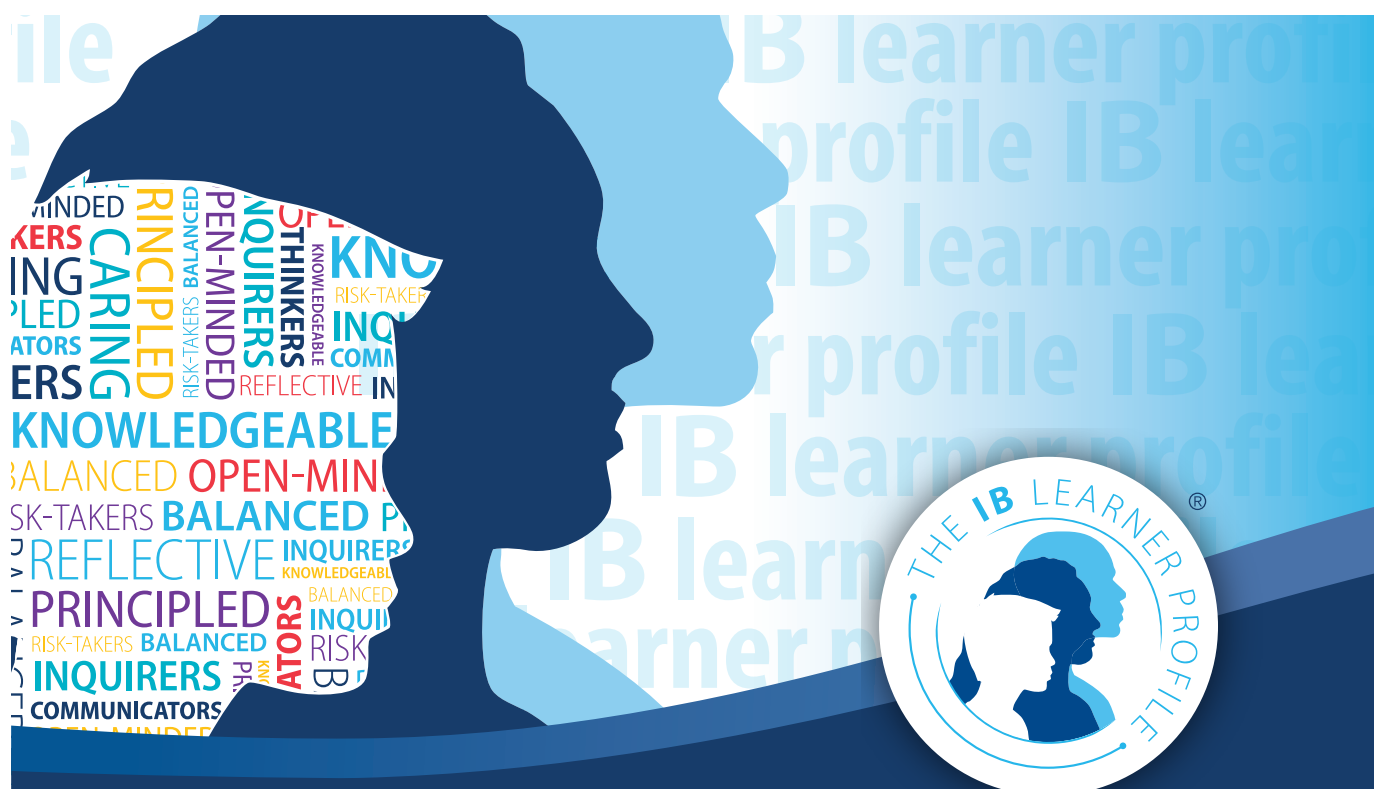
- 19% of IB entrants achieved a first-class honours degree, compared to 14.5% with A-Level or equivalent.
- IB students are almost twice as likely to study medicine and dentistry: 5.1% compared to 2.9% of A-Level.

But the IB Diploma is so much more than an academic qualification: it is also a vision for 21st century international education, which is encapsulated in the IBO's Mission Statement:

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

This ambitious mission statement is translated into the day-to-day activities of the school via the IB Learner Profile. The Learner Profile is a set of 10 attributes that our IB programmes help our students to develop. The attributes cover cognitive development, and social, emotional and physical well-being. With learning activities designed to help develop these attributes, and students consciously working to improve them, an IB education helps to make the world a better place by developing balanced, internationally minded lifelong learners who will live to make positive contributions to their society and the world.





# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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### IB Diploma: Breadth and Depth

One of the key features of the IB Diploma that makes it so highly valued around the world is its view that for students to be successful in the 21st Century, they must have a wide range of skills and abilities to take on new challenges. All Diploma students develop this breadth by studying six subjects, as represented in the visual below:



While gaining expertise in this broad range of subjects, students also have the opportunity to specialise in subjects of their own choosing, drawing on their personal strengths and interests, as well as ensuring the depth of study required for university entrance, through the selection of their Higher Level subjects.

In addition to the 6 areas of study, students write a 4,000 word Extended Essay on a topic of their own choosing. This is a key feature of the IB Diploma and allows students to develop as independent learners in a genuine and meaningful way and to complete a piece of academic research in the subject area that they plan to follow at university.



## The Diploma Core

A distinctive feature of the IB Diploma is the IB Core which consists of three components. The Core is studied alongside the six subjects chosen by the student and completes the full Diploma. Students following Diploma Courses may choose to follow one, two or all three IB Core components.

## Theory of Knowledge (TOK)

In Theory of Knowledge (TOK), students reflect on the nature of knowledge and how we know what we claim to know. It's designed to encourage critical thinking by examining different ways of knowing (sense perception, emotion, language and reason) and different areas of knowledge, including mathematics, natural science, human science, history and ethics. TOK is assessed through an oral presentation that looks at the student's ability to apply TOK thinking to a real-life situation. Students must also write a 1,600 word essay. Students choose one essay title from six set by the IB. Upcoming and past questions include:

- To what extent are areas of knowledge shaped by their past? Consider with reference to two areas of knowledge.
- 'There is no such thing as a neutral question.' Evaluate this statement with reference to two areas of knowledge.
- 'The task of history is the discovering of the constant and universal principles of human nature.' To what extent are history and one other area of knowledge successful in this task?

## The Extended Essay

The Extended Essay is an independent, self-directed piece of research that culminates in a 4,000 word essay. Students engage in research through an in-depth study of a question relating to a subject they study. Finally they produce an Extended Essay with support and guidance from a teacher. Some recent essay titles have been

- An analysis of costume as a source for understanding the inner life of the character.
- Doing versus being: language and reality in the Mimamsa school of Indian philosophy.
- The effects of sugar-free chewing gum on the pH of saliva in the mouth after a meal.
- To what extent has the fall in the exchange rate of the US dollar affected the tourist industry in Carmel, California?
- What level of data compression in music files is acceptable to the human ear?

### **Creativity, Activity, Service**

Students are expected to be involved in CAS activities for the equivalent of at least three hours each week during the two years of the programme, regularly reflecting on their learning during this time.

Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects. St. Andrews students have joined drama productions as performers or in technical roles, planned activities to teach English at a local school and joined the school choir.

Activity can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects. At St. Andrews students have been involved in a range of teams, and also pursued independent activities such as learning Muay Thai and following a training programme at a gym to improve personal fitness.

Service encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people. At St. Andrews students have been involved with international organisations working in Thailand, such as Habitat for Humanity and Operation Smile, and also with smaller projects, such as local orphanages and Rainbow House, a centre for disabled children.



# Subject Group Overviews

## Group 1

*Studies in Language and Literature*

## Group 2

*Language Acquisition*

## Group 3

*Individuals and Societies*

## Group 4

*Science*

## Group 5

*Mathematics*

## Group 6

*The Arts*

## Group 1

# *Studies in Language and Literature*

Study in a native or or near-native language.

### Overview

We offer the following Group 1 subjects. Students choose from:

- Literature (English)
- Literature (French)
- Literature (German)
- Literature (Japanese)
- Literature (Chinese)
- Language and Literature (English)
- Language and Literature (Thai)
- School-supported self taught literature (for students whose mother tongue is not offered at St Andrews)

Students study a language in which they are academically competent, and Group 1 courses cover a broad range of texts.

### Aims

Students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. Through each course, students are able to develop:

- a personal appreciation of language and literature;
- skills in literary criticism using a range of texts from different periods, styles and genres;
- an understanding of the formal, stylistic and aesthetic qualities of texts;
- strong powers of expression, both written and oral;
- an appreciation of cultural differences in perspective;
- an understanding of how language challenges and sustains ways of thinking.

Through studies in language and literature, the DP aims to develop a student's lifelong interest in language and literature, and a love for the elegance and richness of human expression.

All students study one Group 1 subject.

Bilingual students may study two Group 1 subjects in place of a Group 2 language. These students will be awarded a Bilingual Diploma).



## Group 2

# Language Acquisition

Study in a foreign or new language.

### Overview

We offer the following Group 2 subjects. Students choose from

- English B
- French B
- German B
- Mandarin B
- French ab initio
- Spanish ab initio
- Mandarin ab initio (online)

Language B courses are full language and literature courses for students who have been studying the language to IGCSE level or equivalent. Language ab initio courses are beginner courses for students with little or no experience of the language. The ab initio courses are only available at standard level.

A Bilingual Diploma is awarded where students choose two Group 1 subjects instead of a subject from Group 2.

### Aims

The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

All students study either one Group 2 subject or two Group 1 subjects. Students studying a second Group 1 subject work towards a Bilingual Diploma.



## Group 3

# *Individuals and Societies*

Study in a humanities subject.

### Overview

We offer students a wide choice of Group 3 subjects. Students choose one subject from:

- History
- Geography
- Economics
- Psychology
- Business and Management
- Philosophy SL (online)
- Environmental Systems and Societies (also in Group 4)

### Aims

Studying these subjects provides for the development of a critical appreciation of:

- human experience and behaviour;
- the varieties of physical, economic and social environments that people inhabit;
- the history of social and cultural institutions.

In addition, each subject is designed to foster in students the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

By studying social organization and culture, students develop an understanding of people, communities, cultures and societies.

All students study one Group 3 subject. Some students choose to study two Group 3 subjects.

*Students develop an understanding of people, communities, cultures and societies.*





## Group 4 Science

### Overview

We offer the following Group 4 subjects. Students choose one subject from:

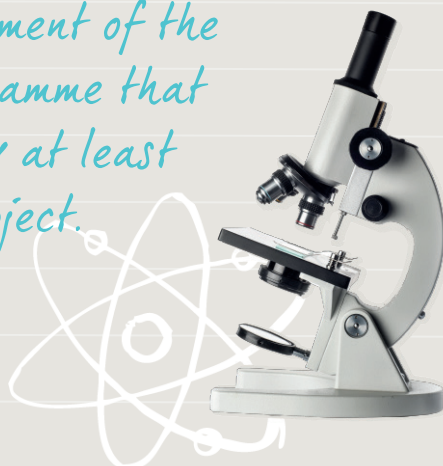
- Biology
- Physics
- Chemistry
- Design Technology
- Computer Science
- Environmental Systems and Societies (also in Group 3)
- Sports, Exercise and Health Science

### Aims

Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

The Group 4 project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.

*It is a requirement of the  
Diploma Programme that  
students study at least  
one science subject.*



## Group 5

# Mathematics

### Overview

All DP students follow one mathematical course. Students choose from:

- Mathematics HL
- Mathematics SL
- Mathematical Studies SL

These courses serve to accommodate the range of needs, interests and abilities of students, and to fulfill the requirements of various university and career aspirations.

Mathematics HL is an extremely demanding course requiring students to study a broad range of mathematical topics through a number of different approaches and to significant depth.

Mathematics SL caters for students who already possess a good knowledge of basic mathematical concepts and who are equipped with the skills needed to apply mathematical techniques correctly.

Mathematical Studies SL is for students with varied backgrounds and abilities. The course concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences and to topics that relate to home, work and leisure situations.

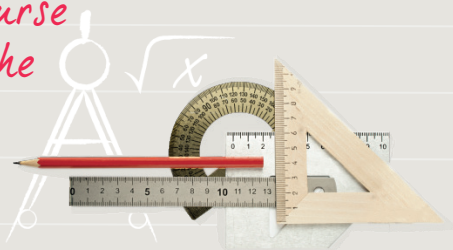
### Aims

The aims of these courses are to enable students to:

- develop mathematical knowledge, concepts and principles;
- develop logical, critical and creative thinking;
- employ and refine their powers of abstraction and generalisation.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.

*Each mathematics course is designed to meet the needs of a particular group of students.*





## Group 6

# The Arts and Electives

### Overview

We offer the following Group 6 subjects. Students may choose one subject from:

- Visual Arts
- Theatre
- Music
- Film SL (online)

Alternatively students may choose a second subject from Group 3 - Individuals and Societies - or Group 4 - Sciences - instead of a subject from Group 6.

### Aims

The Arts subjects allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres.

Each Group 6 subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence.

Students who do not wish to study an Arts subject, may choose a second subject from either Group 3 or Group 4.



“Arts education is critical for helping students develop creativity, critical thinking, and problem solving abilities.”

— Megan Chernin



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