

# Senior Studies Programme Handbook

High School 2021/2022



ST ANDREWS INTERNATIONAL SCHOOL  
BANGKOK

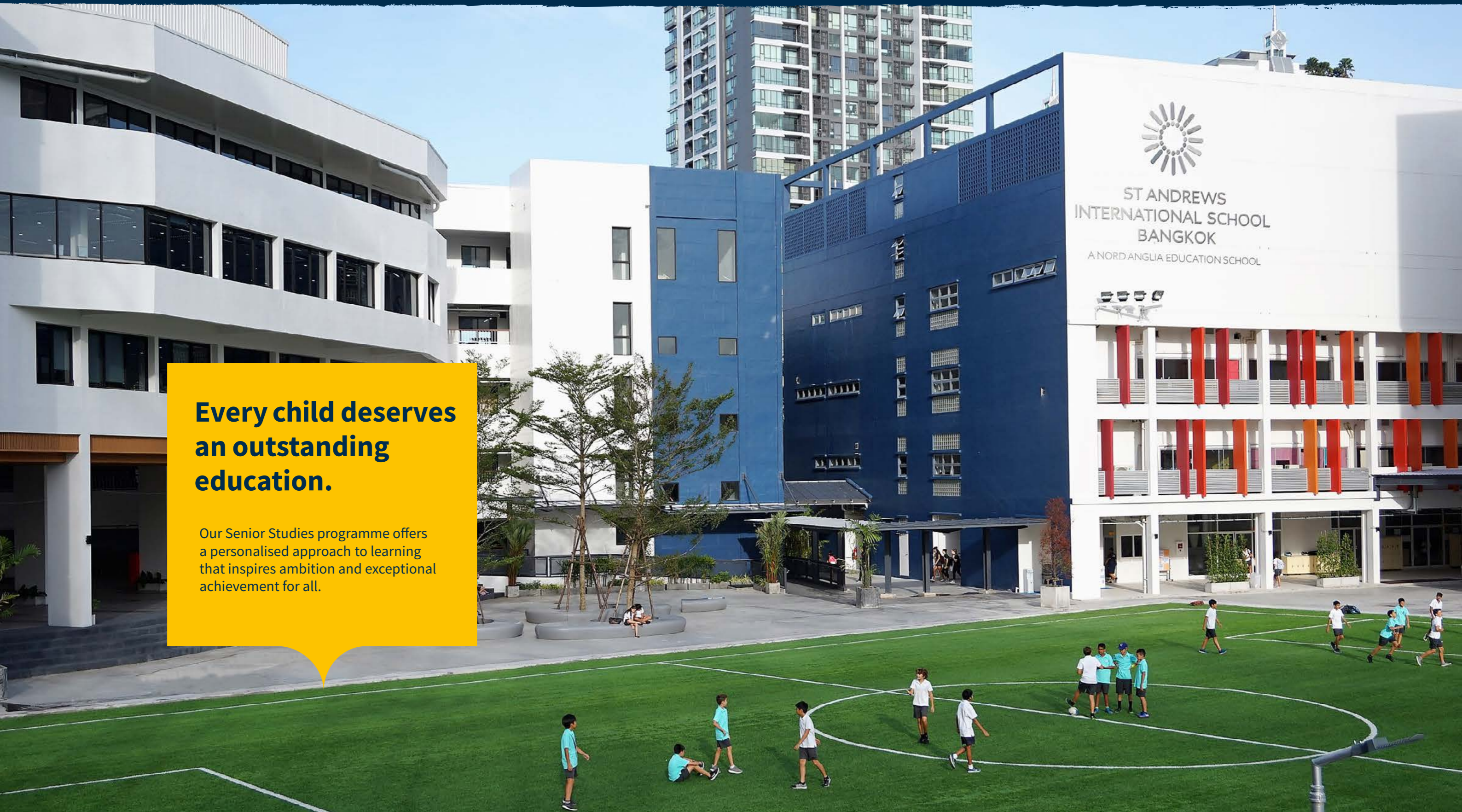
A NORD ANGLIA EDUCATION SCHOOL

**Every child deserves  
an outstanding  
education.**

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



ST ANDREWS  
INTERNATIONAL SCHOOL  
BANGKOK  
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# Our Vision

Our mission is to provide an inclusive, international education in a safe, happy, supportive and stimulating environment where all the needs of the individual learner are met. Students are inspired to be the best they can be, enabling them to become responsible global citizens.

## 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, 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 the best ways to prepare for university and life beyond. The majority of students will study some IB Courses as a part of their Senior Studies programme, with many taking the full IB Diploma, and many choosing a more individualised programme of IB Diploma Courses, or BTECs combined with IB Diploma Courses.



**Will Taylor**

Deputy Head: Senior Studies  
IB Diploma Coordinator



### The IB Diploma

In Years 12 and 13, the majority of our students will follow the full IB Diploma programme of six subjects along with the IB Core. Students choose two languages, along with one course each in humanities, science, maths and arts (or additional science or humanities). Of the 6 subjects chosen, three are studied at Higher Level and the remaining three are studied at Standard Level. The IB Core consists of Theory of Knowledge (TOK), the Extended Essay, and Creativity, Activity, Service (CAS).

### IB Diploma Courses

For some students, a more appropriate pathway is the IB Diploma Courses programme. Students in this programme can choose the parts of the IB Diploma which are most appropriate for them, allowing a more accessible curriculum that meets the needs of the 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 BTEC. All Senior Students are required to follow the CAS programme. Diploma Courses students may also elect to take the TOK course and complete an Extended Essay, if interested.

### BTEC

Some students may choose to combine IB Diploma Courses with BTECs to create an even more diverse programme. BTECs are career-focused courses that provide students skills and knowledge specific to a particular industry, such as Travel and Tourism. Unlike IB Diploma Courses, which are assessed by exams at the end of the two years, BTEC students build up a portfolio of work throughout the course which is continually assessed. Learning activities are also different, with many more hands-on activities in partnership with local businesses and industry leaders. A Typical BTEC programme would be 2-3 BTEC options, together with 2-3 IB Diploma Courses. This type of Senior Studies programme can be extremely beneficial as it combines different assessment schedules so that students are not overloaded at any single time.

### The St Andrews High School Graduation Diploma

Whichever Senior Studies programme you follow, upon completing the respective requirements, you will receive the St. Andrews Graduation Diploma. 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 students. At the heart of the programme is the IB Diploma which the vast majority of students will follow.

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

All Year 11 students who have demonstrated a positive attitude to learning and academics will be offered a place in Year 12 on an appropriate programme. Students are encouraged to follow the full IB Diploma if their academic history suggests the potential to achieve successful results.

IGCSE / GCSE grades from Years 10 and 11 and a student’s 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. Some students will start with IB Diploma Courses, or BTECs combined with IB Diploma Courses, while others may move from the full IB Diploma to IB Diploma Courses after the first term if this is the more appropriate pathway.

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, BTEC 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 if the student has the level of English and Maths required to access the Senior Studies programme. 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.

The student will meet with the IB Coordinator to discuss pre-assessments, school reports, the programmes on offer in Years 12 and 13, as well as the expectations of students in the Senior Studies Programme.

Where possible, the prospective student will join the school for a trial day. The IB Coordinator and Head of Year will receive feedback from teachers on the student’s involvement and engagement that day and will meet with the student and his/her parents to confirm the offer of a place and finalise the programme.

## 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. Keeping an 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.

The reason for this is that higher education 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 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 students.

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, along with 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.

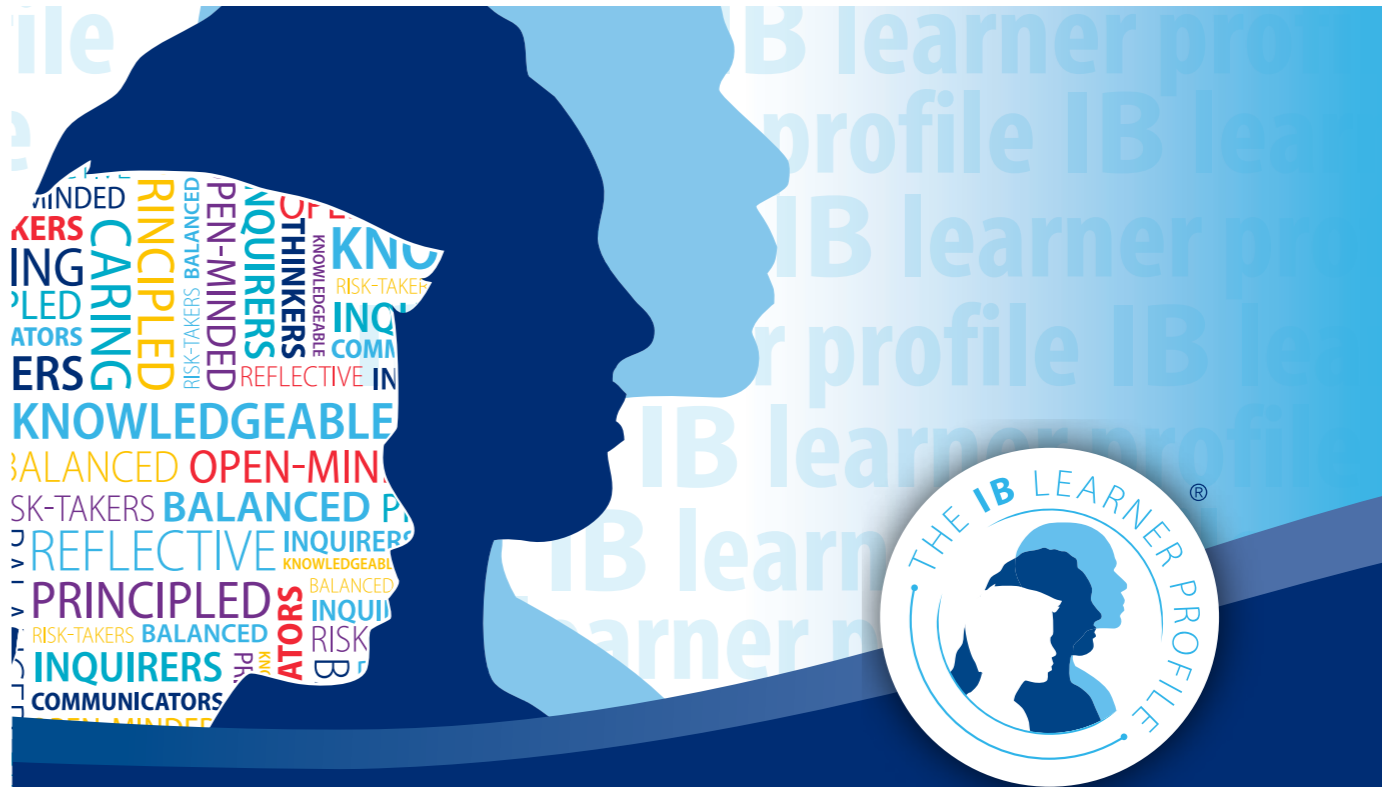
## Why choose BTECs?

The BTEC qualification was formed in 1996 and is a well established, esteemed career-focused qualification that can be studied alongside other qualifications to provide an extensive academic High School portfolio. The qualification is widely studied in the UK, where 1 in 4 students starting university have studied a BTEC, and is gaining popularity in Thailand where a number of schools and universities now offer the qualification. Outside of Thailand and the UK, the BTEC is recognised in over 60 countries, including Australia, Canada, Hong Kong, and the US.

BTECs are career-focused qualifications. They are ideal for a student who knows what area of work they want to pursue in the future, but students who are unsure about their career-path should consider them too - they provide real-world experience and know-how, adding a different dimension to a student's skill-set and capabilities.

The BTECs offered as part of a St Andrews Senior Studies programme are Level 3 qualifications. That means they are recognised as comparable to IB Diploma Courses and A-Levels.

Over 1 million students from 50+ countries around the world study BTECs each year.




## 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:

<p><b>INQUIRERS</b> 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.</p>	<p><b>OPEN-MINDED</b> 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.</p>
<p><b>KNOWLEDGEABLE</b> 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.</p>	<p><b>CARING</b> 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.</p>
<p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p><b>RISK-TAKERS</b> 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.</p>
<p><b>COMMUNICATORS</b> 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.</p>	<p><b>BALANCED</b> 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.</p>
<p><b>PRINCIPLED</b> 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.</p>	<p><b>REFLECTIVE</b> 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.</p>

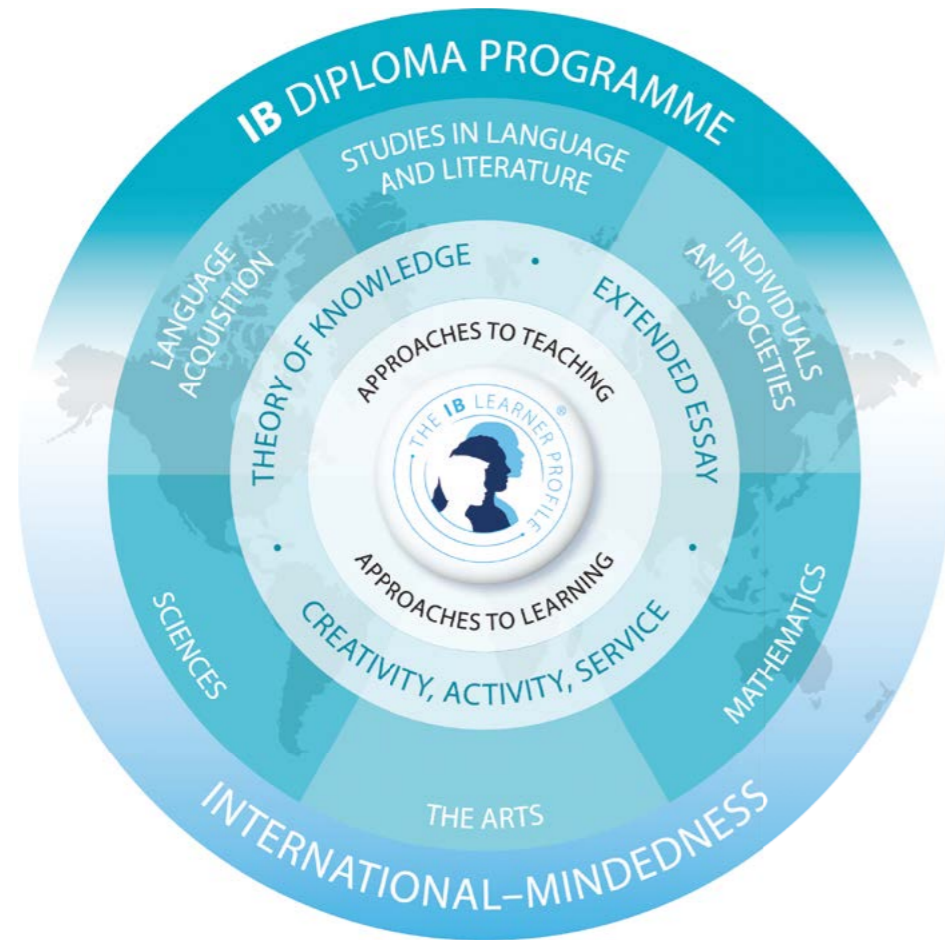
The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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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, consisting 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.

### Component 1: Theory of Knowledge (TOK)

In Theory of Knowledge (TOK), students reflect on the nature of knowledge and how we know what we profess 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 via a student-created exhibition of three objects that explores how TOK manifests in the world around us. Students must also write a 1,600 word essay with answering a single question chosen from six offerings set by the IB. Examples of these 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?

[Theory of Knowledge Subject Brief](#)

### Component 2: 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?

[Extended Essay Subject Brief](#)

### Component 3: Creativity, Activity, Service (CAS)

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 numerous international organisations working in Thailand, such as Habitat for Humanity and Operation Smile, along with smaller projects, such as local orphanages and Rainbow House, a centre for disabled children.

[Creativity, Activity, Service Subject Brief](#)

# Subject Group Overviews

## Group 1: Studies in Language and Literature

Study in a native or near-native language.

### Overview

We offer the following Group 1 subjects for students choose from:

- English Literature [SL / HL](#)
- English Language and Literature [SL / HL](#)
- Thai Language and Literature [SL / HL](#)
- French Literature [SL / HL](#)
- German Literature [SL / HL](#)
- Japanese Literature [SL / HL](#)
- Mandarin Literature [SL / HL](#)

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 these areas, and cultivate 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 for students to choose from:

- English B [HL](#)
- French B [SL / HL](#)
- Mandarin B [SL / HL](#)
- French ab initio [SL](#)
- Spanish ab initio [SL](#)
- Mandarin ab initio [SL](#)

Language B courses are full language and literature courses for students who have been studying the language at 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.

### 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

Students choose one subject from the following Group 3 fields:

History [SL](#) / [HL](#)

Geography [SL](#) / [HL](#)

Global Politics [SL](#) / [HL](#)

Economics [SL](#) / [HL](#)

Psychology [SL](#) / [HL](#)

Business Management [SL](#) / [HL](#)

### Aims

Studying these subjects develops students' 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.

## Group 4: Science

### Overview

We offer the following Group 4 subjects from which students choose one:

Biology [SL](#) / [HL](#)

Physics [SL](#) / [HL](#)

Chemistry [SL](#) / [HL](#)

Design Technology [SL](#) / [HL](#)

Computer Science [SL](#) / [HL](#)

Environmental Systems and Societies [SL](#) (also in Group 3)

Sports, Exercise and Health Science [SL](#) / [HL](#)

### 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.



## Group 5: Mathematics

### Overview

All IB Diploma students take one mathematical course. Students choose from:

Mathematics: Analysis and Approaches [SL / HL](#)

Mathematics: Applications and Interpretation [SL / HL](#)

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: Analysis and Approaches** is a course well-suited to students with a passion for Mathematics. It focuses on developing analytical expertise and a deep understanding of important mathematical concepts. Students will gain the skills required to apply their mathematical knowledge to solving abstract problems as well as those set in a variety of meaningful contexts.

**Mathematics: Applications and Interpretation** is a course for the data-rich world of today. As well as covering traditional mathematical topics to give students a firm foundation of knowledge, the course considers the increasing number of ways that technology can support the use of Mathematics in different contexts. Using technology, students are given the skills to construct, communicate and solve real-world problems.

### 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.

## Group 6: Arts and Electives

### Overview

We offer the following Group 6 subjects from which one subject is chosen:

Dance [SL / HL](#)

Visual Arts [SL / HL](#)

Theatre [SL / HL](#)

Music [SL / HL](#)

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.



### BTEC Options Overview

Enterprise and Entrepreneurship	BTEC Subsidiary Diploma level
Travel and Tourism	BTEC Subsidiary Diploma level
Travel and Tourism	BTEC Diploma level

### Enterprise and Entrepreneurship

This course is designed for students who are interested in developing understanding and skills relating to the business world.

Enterprise and Entrepreneurship is available at the BTEC Subsidiary Diploma level, which is equivalent in size to one IB Higher Level subject, and is taught over the same number of lessons (4 hours per week).

### Travel and Tourism

This course is designed for students who are interested in developing understanding and skills relating to the travel and tourism industry.

Travel and Tourism is available at either the BTEC Subsidiary Diploma level, which is equivalent in size to one IB Higher Level subject, and is taught over the same number of lessons (4 hours per week), or the BTEC Diploma level, which is equivalent in size to two IB Higher Level subjects, and is taught over 8 hours per week.

To learn more about BTEC, please click [here](#).

To learn more about Senior Studies, please visit our website at:

[www.standrews.ac.th/seniorstudies](http://www.standrews.ac.th/seniorstudies)

Related articles:

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[Exceptional results achieved by our IB Diploma students for the 2020/21 academic year](#)

[Ing P sets her sights on enhancing rural Thai healthcare](#)

# St Andrews International School Bangkok

## High School

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