SBS International School
Bangkok
AN ARTHIT OURAIRAT INSTITUTION



YEARS 10–11

IGCSE Curriculum Handbook 2027–29

CAMBRIDGE
International Education
Cambridge International School

sbsbangkok.ac.th

MISSION

Inspire Academic Success, Nurture Holistic Wellbeing, Cultivate Curiosity & Passion

VISION

To provide a future-focused world-class international education, inspired by innovation and high quality teaching and learning, and a commitment to nurture both the heart and mind.

VALUES

Courage
Open-mindedness
Respect
Excellence

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WELCOME TO UPPER SECONDARY SCHOOL



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Years 10 and 11 at SBS Bangkok constitute our Upper Secondary School - a vibrant environment dedicated to delivering a broad, balanced, and future-ready curriculum. We foster academic rigour and celebrate the value of perseverance, while nurturing a lifelong passion for discovery, curiosity, and intellectual growth.

Our IGCSE programme combines traditional academic prestige with progressive innovation. All students study a core foundation of English, Mathematics, and Science, which is complemented by a diverse array of elective pathways tailored to individual interests and career aspirations.

Independent inquiry lies at the heart of our learning philosophy. We empower Upper School students to take ownership of their education through self-directed research, targeted reading, and deep analytical study. Academic excellence is further enriched by dynamic departments in Mandarin, Humanities, and Creative & Performing Arts, along with cutting-edge opportunities in Design Technology, and Computer Science. Beyond the classroom, our robust athletics and extracurricular programmes ensure a well-rounded educational experience.

Underpinning our academic structure is a comprehensive Wellbeing programme. Designed to build resilience, self-awareness, and emotional intelligence, it equips students with practical tools to navigate the challenges of secondary school and excel in higher education and beyond.



THE IGCSE PROGRAMME

The IGCSE curriculum for Years 10 and 11 at SBS Bangkok provides a robust academic foundation designed to balance core mastery with personalised learning pathways. Accredited by Cambridge Assessment International Education (CAIE), our Upper Secondary programme equips students with internationally recognised qualifications necessary for A/AS Level study and future career pathways, while empowering them to explore their unique strengths and passions.

Core Curriculum

All students follow a rigorous foundational core in the following CAIE subjects:

- English (Language & Literature; English as a Second Language)
- Mathematics (IGCSE Maths)
- Sciences (Co-ordinated / Triple Science pathways)

Elective Pathways

To customise their learning journey, students select additional IGCSE and Upper Secondary courses tailored to their personal and academic interests:

Language & Culture	Humanities & Social Sciences	Creative & Performing Arts	STEM & Vocational
• Thai Language (mandatory for Thai Students) • Mandarin Chinese	• Business Studies • Geography • Global Perspectives	• Art & Design • Drama • Music	• Computer Science • Design & Technology • Physical Education (IGCSE)



HOLISTIC & CO-CURRICULAR DEVELOPMENT

Core Physical Education: All students participate in weekly Core PE sessions designed to foster physical fitness, teamwork, and a lifelong commitment to a healthy, active lifestyle.

Wellbeing Days: Dedicated off-timetable Wellbeing Days provide immersive opportunities to explore mental health strategies, personal resilience, digital wellness, and emotional intelligence.

Active8 Extra-Curricular Activities (ECAs): Students are encouraged to select ECAs that enrich their academic choices and provide evidence of their broader passions and interests. Evidence of ECA involvement and experience is a key component of University applications.

International Award (Duke of Edinburgh) - a globally recognised youth development program that empowers students aged 14–24 to discover their potential outside the classroom. Open to all upper secondary students regardless of ability or background, the Award challenges participants to step out of their comfort zones across four key areas: Voluntary Service, Physical Recreation, Skills, and an Adventurous Journey (plus a Residential Project at the Gold level). Progressing through the Bronze, Silver, and Gold levels, students build resilience, leadership, and teamwork, gaining practical life skills and an internationally respected credential valued by universities and employers worldwide.

Service Learning Opportunities - Service Learning bridges classroom knowledge with real-world impact, empowering students to become compassionate, active global citizens. Through hands-on initiatives, ranging from local environmental conservation and community outreach to peer mentoring and charity fundraising, students identify genuine needs within both our school and the wider community. By planning, executing, and reflecting on these meaningful projects, students develop empathy, leadership, and problem-solving skills while making a lasting, positive difference in the lives of others.

Military Training (Ror Dor) - eligible Thai students may have the opportunity to participate in Ror Dor, subject to the relevant age, educational requirements, and procedures of the Military Training Institution.

Using This Options Guide

This booklet is designed to guide students and parents through our Upper Secondary School curriculum options. We encourage you to use this information to select a balanced combination of subjects that align with your child's aspirations, talents, and future goals.

Please ensure you discuss options and choices thoroughly at home and consult with our teaching and support team to ensure a 'best fit' programme for your child.





IGCSE COURSE SELECTION

As you are reviewing IGCSE courses you will find some subjects have different levels of entry. There is a Core level for all students and an Extended level for students who show higher potential. The details of this vary from subject to subject and are explained in the individual subject entries in this guidebook.

It is important that students choose subjects for the right reasons. They should choose courses that they enjoy, in which they have found success, and perhaps those they would like to pursue at A level and beyond.

Do not make choices based upon what friends and classmates are doing. Every student is different and a course of study should be tailored to an individual student's academic background and skills.

While students are only being asked to choose IGCSE courses, it is important to consider the implications of choices as students move towards A/AS levels. For example, if a student has plans to be a future Engineer, good scores will be needed in A Level Mathematics. But to enroll in A Level Mathematics, students must be successful in the appropriate level of IGCSE Mathematics. Realistically, if a student does not like Mathematics, or finds the course to be challenging, it is unlikely that a good grade would be earned in A level Mathematics.

Students (and parents) are encouraged to arrange a meeting with our Administration and University Counsellors within the AOI group if they are unsure of how their IGCSE subject choices may influence future pathways.

At SBS Bangkok, we have a collaborative approach when determining the appropriate academic examination level for our students, always with their best interests in mind. We carefully consider a range of factors, ensuring every student's individual needs and readiness are taken into account.

The decision about examination level is arrived at through a thoughtful process, involving the school's administration, the student, their dedicated teacher(s), and parents/guardians. This approach fosters a supportive and inclusive academic environment.

Our considerations include:

Academic Performance: We assess the student's current grades and test scores to gauge their academic achievements.

Academic Progress: We look at the student's academic trajectory over time, understanding that progress is a journey.

Preparedness and Motivation: We value evidence of the student's readiness and enthusiasm for the challenges of their chosen examination level.

Future Educational Plans: We consider how the selected examination level may impact the student's future educational aspirations.

Wellbeing: Ultimately, we prioritise the student's overall wellbeing in making this decision.

We acknowledge the significance of involving parents and guardians in this process, and we are here to address any questions or concerns you may have.

Please don't hesitate to reach out to the school's administration. Your input is invaluable in ensuring the best possible educational experience for your child.

KEY QUESTIONS ANSWERED

When do students undertake the IGCSE programme?

Students begin their IGCSE journey at the start of Year 10 and complete it over a two-year period, culminating in external examinations held during May and June of Year 11.

Do all students follow the exact same curriculum?

No. While all students follow a structured core, the curriculum allows for personalisation. Subjects are structured into seven distinct option blocks, ensuring breadth across disciplines. Alongside their academic selections, all students participate in non-examined Core Physical Education and Wellbeing sessions to support holistic development.

Are subjects offered at different difficulty tiers?

Yes. To cater to diverse learning profiles, several subjects offer two entry tiers:

Core Tier: Designed to ensure foundational understanding, awarding grades from C to G.

Extended Tier: Designed for students demonstrating advanced aptitude, awarding grades from A* to E.

Specific tier availability and criteria are detailed in each individual subject summary within this guide. Normally the teacher, in negotiation with the student/family, determines the level of course for the student.

How are IGCSE grades determined and awarded?

Grades range on an international scale from A* (highest) to G. Assessment consists of:

Terminal Examinations: Formal written, oral, and practical exams taken at the end of Year 11, which are sent to Cambridge in the UK for external grading.

Internal Coursework: Certain subjects include coursework completed during Years 10 and 11. This work is initially assessed by SBS Bangkok faculty and undergo rigorous external moderation by Cambridge to guarantee global standards.

Official Cambridge certificates are issued and presented to students during Term 1 of Year 12.

Do all students take the same number of subjects?

Not necessarily. While the standard pathway includes 7 IGCSE subjects, course loads are adapted to individual academic needs. For example, students who joined English-medium instruction later in Key Stage 3 (Years 7–9) may be recommended a targeted subject count alongside additional language support to ensure maximum success.

IGCSE SELECTION TIMELINE FOR COURSE STARTING IN AUGUST 2027-28

The following timeline is a guide to allow parents and students appropriate time to consider and reflect upon IGCSE option choices. At any time, families can consult with SBS Bangkok staff regarding queries, clarifications or specific guidance.

TERM 1A

- First talk on possible IGCSE subjects
- MidYIS baseline testing
- First Academic Report

TERM 1B

- Parent-teacher conferences
- Parent workshop on IGCSE options
- 1:1 tutor conversations on subject choices

TERM 2A

- Options Assembly
- Options Evening with SLT, tutors and career counsellor
- Second Academic Report

TERM 2B

- Parent-teacher conferences
- **Deadline for IGCSE choices**
- Choices confirmed at end of term

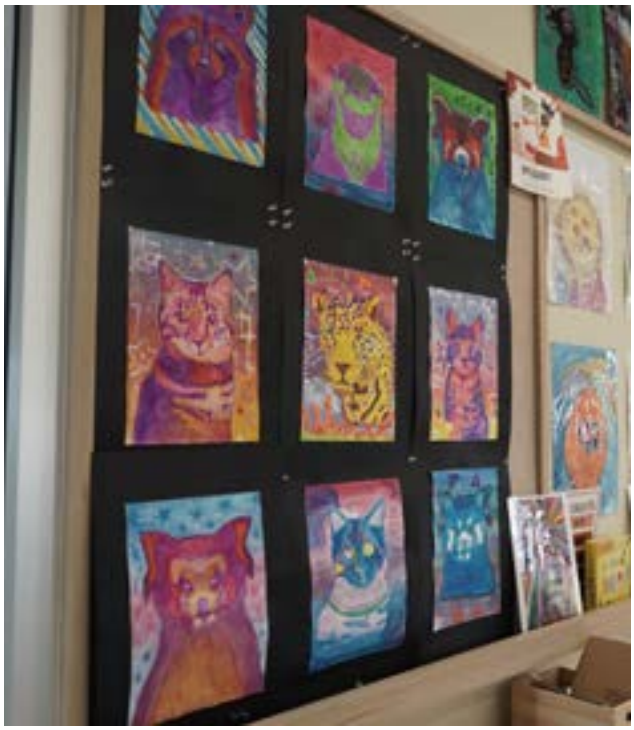
TERM 3

- Students begin IGCSE content and skills in some subjects

AUGUST 2027

- **Year 10 and IGCSE courses begin**





THE CORE SUBJECTS

IGCSE ENGLISH FIRST LANGUAGE (0500)

Prerequisites

First Language English students can select this course. Students who do not have first language proficiency should select English as a Second Language (0511).

Aims

This course aims to develop skills and fluency in reading, writing, speaking and listening and visual literacy and to nurture appreciation of literary texts.

In detail the aims are to:

- read a wide range of texts, fluently and with good understanding, enjoying, exploring and appreciating a variety of language
- read critically, and to use knowledge gained from reading to inform and improve their own writing
- write accurately and effectively, using English language appropriate to audience, purpose and form
- work with information and with ideas in language by developing skills of evaluation, analysis, use and inference
- listen to, understand and use spoken English effectively, developing a range of spoken language strategies
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

Course Content:

Cambridge IGCSE First Language English develops candidates' language skills, supporting and encouraging them to become appreciative and critical readers, writers, speakers and listeners. It offers candidates the opportunity to respond with understanding to a rich variety of reading texts during the course. Candidates use these texts to inform and inspire their own writing, and write in a range of text types for different purposes and audiences.

Candidates develop both their speaking and their listening skills, delivering a presentation and engaging in conversations.

Assessment

All candidates take two components. Paper 1, and Component 3 (Coursework portfolio)

Candidates will be eligible for grades A* to G.

What does this subject lead to?

Students who complete this course and achieve a C grade or higher are eligible to study A level English Language.

IGCSE LITERATURE IN ENGLISH (0475)

In detail the aims are to:

- enjoy the experience of reading literature in English
- explore literary texts in different forms, from different periods, diverse cultures and societies
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers create meanings and achieve effects
- develop the transferable critical reading and writing skills needed for future learning.

Course Content:

Cambridge IGCSE Literature in English provides learners with the opportunity to gain knowledge and understanding of international literature, originally written in English. Candidates study poetry, prose and drama.

There are two alternative routes through the syllabus, an examined route or an exam plus coursework route. For the examined route, learners will study three set texts and prepare for one unseen text. For the coursework route, learners will study two set texts and texts of their choice for coursework.

Throughout the IGCSE course, learners will learn to recognise and appreciate the ways writers use English to achieve a range of effects. They will do this through a combination of the study of complete novels, plays and poems in addition to literary extracts and unseen texts, developing their analytical skills and ability to interpret texts, alongside a personal response to the texts studied.

Assessment

All candidates take two components:

- Paper 1 Poetry and Prose (Open Text)
- Paper 2 Drama and Unseen (Open Text)
- Component 3 (Coursework piece)

Candidates will be eligible for grades A* to G.

What does this subject lead to?

Students who complete this course and achieve a B grade or higher are eligible to study A level English Literature.



IGCSE ENGLISH AS A SECOND LANGUAGE (0511)

Prerequisites

Students who have studied English for fewer than five years should select this course. A sound knowledge of the English language in the areas of reading, writing, speaking and listening is expected. Students will be guided to the most appropriate course by their current English teacher.

Aims are to:

- Develop the ability to use English effectively for the purpose of practical communication;
- Form a sound base for the skills required for further study or employment using English as the medium;
- Develop an awareness of the nature of language and language-learning skills, along with skills of a more general application;
- Promote students' personal development.

Course content:

Students explore a variety of texts including newspapers, advertising, speeches, brochures and a range of literary and everyday texts. Students develop understanding of the spoken and written material presented.

They are expected to demonstrate their comprehension; select information from advertisements, brochures and reports for a specific purpose and develop the ability to listen and respond accurately in real-life situations.

Assessment:

- 60% Written examination (reading and writing);
- 20% Listening (listening to information and conversation and writing accurate answers);
- 20% Speaking (recorded oral).

What does this subject lead to?

Students have the opportunity to study English as a Second Language at A Level.

IGCSE MATHEMATICS (0580)

Aims are to:

- develop a positive attitude towards mathematics in a way that encourages enjoyment, establishes confidence and promotes enquiry and further learning
- develop a feel for number and understand the significance of the results obtained
- apply their mathematical knowledge and skills to their own lives and the world around them
- use creativity and resilience to analyse and solve problems
- communicate mathematics clearly
- develop the ability to reason logically, make inferences and draw conclusions
- develop fluency so that they can appreciate the interdependence of, and connections between, different areas of mathematics
- acquire a foundation for further study in mathematics and other subjects.

Course Content:

All candidates study the following topics:

1 Number
2 Algebra and graphs
3 Coordinate geometry
4 Geometry
5 Mensuration
6 Trigonometry
7 Transformations and vectors
8 Probability
9 Statistics

Cambridge IGCSE Mathematics is tiered to enable effective differentiation for learners. The Core subject content is intended for learners targeting grades C–G, and the Extended subject content is intended for learners targeting grades A*–C. The Extended subject content contains the Core subject content as well as additional content.

Assessment:

All candidates take two components depending on whether they have covered the core or extended content:

Candidates who have studied the Core syllabus content will sit Paper 1 and Paper 3. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended syllabus content will sit Paper 2 and Paper 4. These candidates will be eligible for grades A* to E.

Candidates should have a scientific calculator for Paper 3 and Paper 4. Calculators are not allowed for Paper 1 and Paper 2.

What does this subject lead to?

Students must have completed the Extended Syllabus and achieve a strong B grade or above are eligible to study A Level Mathematics

IGCSE ADDITIONAL MATHEMATICS (0606)

(based on teacher recommendation)

Prerequisite:

Because Additional Mathematics (0606) moves at a rapid pace with minimal time for foundational review, entry is typically reserved for students achieving or predicted a Grade A or A* in IGCSE Extended Mathematics, though a strong Grade B is occasionally considered.

Students either study both courses concurrently across Years 10 and 11, or complete 0580 Extended early before progressing to Additional Mathematics in Year 11.

A Scientific Calculator is required for this course.

Aims are to:

- engage in mathematics in a way that builds on their existing mathematical knowledge and enhances their enjoyment of the subject
- develop their instinct for mathematical enquiry and use it flexibly to suit the requirements of a situation
- reinforce and extend mathematical skills and apply them to complex problems
- use creativity and resilience to analyse and solve problems
- reinforce their competency, confidence, and fluency in their use of techniques with and without a calculator, strengthening mathematical understanding and communication skills
- justify their reasoning using structured arguments
- extend their ability to reason logically, make inferences and draw conclusions
- enrich their understanding of interdependence of, and connections between, different areas of mathematics
- acquire a solid foundation for advanced study of mathematics or highly numerate subjects.

Course Content:

All candidates study the following topics:

1 Functions
2 Quadratic functions
3 Factors of polynomials
4 Equations, inequalities and graphs
5 Simultaneous equations
6 Logarithmic and exponential functions
7 Straight-line graphs
8 Coordinate geometry of the circle
9 Circular measure
10 Trigonometry
11 Permutations and combinations
12 Series
13 Vectors in two dimensions
14 Calculus

Assessment:

All candidates take two components. Candidates will be eligible for grades A* to E.

Candidates should have a scientific calculator for Paper 2.

SCIENCE - COORDINATED DOUBLE AWARD (0654)

Prerequisite - This science pathway is suitable for students with a basic foundation in all three sciences who find advanced mathematics challenging.

Aims are to:

- acquire scientific knowledge and understanding of scientific theories and practice
- develop a range of experimental skills, including handling variables and working safely
- use scientific data and evidence to solve problems and discuss the limitations of scientific methods
- communicate effectively and clearly, using scientific terminology, notation and conventions
- understand that the application of scientific knowledge can benefit people and the environment
- enjoy science and develop an informed interest in scientific matters which support further study.



Course Content:

The subject content is divided into three sections: Biology (B1–B19), Chemistry (C1–C12) and Physics (P1–P6). Candidates must study all three sections.

Biology

B1 Characteristics of living organisms
B2 Cells
B3 Movement into and out of cells
B4 Biological molecules
B5 Enzymes
B6 Plant nutrition
B7 Human nutrition
B8 Transport in plants
B9 Transport in animals
B10 Diseases and immunity
B11 Gas exchange in humans
B12 Respiration
B13 Coordination and response
B14 Drugs
B15 Reproduction
B16 Inheritance
B17 Variation and selection
B18 Organisms and their environment
B19..Human influences on ecosystems

Physics

P1 Motion, forces and energy
P2 Thermal physics
P3 Waves
P4 Electricity and magnetism
P5 Nuclear physics
P6 Space physics

Chemistry

C1 States of matter
C2 Atoms, elements and compounds
C3 Stoichiometry
C4 Electrochemistry
C5 Chemical energetics
C6 Chemical reactions
C7 Acids, bases and salts
C8 The Periodic Table
C9 Metals
C10 Chemistry of the environment
C11 Organic chemistry
C12 Experimental techniques and chemical analysis

Cambridge IGCSE Coordinated Science, like IGCSE Mathematics is also tiered to enable effective differentiation for learners. The Core subject content is intended for learners targeting grades C–G, and the Extended subject content is intended for learners targeting grades A*–C. The Extended subject content contains the Core subject content as well as additional content.

Assessment:

All candidates take three papers.

Candidates who have studied the Core subject content will sit Paper 1, Paper 3 and Paper 6. These candidates will be eligible for grades CC to GG.

Candidates who have studied the Extended subject content (Core and Supplement) will sit Paper 2, Paper 4 and Paper 6. These candidates will be eligible for grades A*A* to GG.

What does this subject lead to?

Students who complete this course and achieve a BB Grade or above are eligible to study the sciences at A level.

SCIENCE - TRIPLE AWARD

Prerequisite - This science pathway is for students who have demonstrated strong achievement in both Science and Mathematics throughout lower secondary, alongside strong independent study habits, which is needed to thrive in a faster-paced, in-depth syllabus.

(i) **IGCSE Biology (0610)**
(ii) **IGCSE Chemistry (0620)**
(iii) **IGCSE Physics (0625)**

Aims are to:

- acquire scientific knowledge and understanding of scientific theories and practice
- develop a range of experimental skills, including handling variables and working safely
- use scientific data and evidence to solve problems and discuss the limitations of scientific methods
- communicate effectively and clearly, using scientific terminology, notation and conventions
- understand that the application of scientific knowledge can benefit people and the environment
- enjoy science and develop an informed interest in scientific matters which support further study.



Course Content:

Candidates study the following topics:

Biology	Chemistry	Physics
1 Characteristics and classification of living organisms 2 Organisation of the organism 3 Movement into and out of cells 4 Biological molecules 5 Enzymes 6 Plant nutrition 7 Human nutrition 8 Transport in plants 9 Transport in animals 10 Diseases and immunity 11 Gas exchange in humans 12 Respiration 13 Excretion in humans 14 Coordination and response 15 Drugs 16 Reproduction 17 Inheritance 18 Variation and selection 19 Organisms and their environment 20 Human influences on ecosystems 21 Biotechnology and genetic modification	1 States of matter 2 Atoms, elements and compounds 3 Stoichiometry 4 Electrochemistry 5 Chemical energetics 6 Chemical reactions 7 Acids, bases and salts 8 The Periodic Table 9 Metals 10 Chemistry of the environment 11 Organic chemistry 12 Experimental techniques and chemical analysis	1 Motion, forces and energy 2 Thermal physics 3 Waves 4 Electricity and magnetism 5 Nuclear physics 6 Space physics

Cambridge IGCSE Biology, Chemistry and Physics are also tiered to enable effective differentiation for learners. The Core subject content is intended for learners targeting grades C–G, and the Extended subject content is intended for learners targeting grades A*–C. The Extended subject content contains the Core subject content as well as additional content.

Assessment:

Candidates who have studied the Core syllabus content will be entered for Paper 1, Paper 3 and Paper 6. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended syllabus content (Core and Supplement) will sit Paper 2, Paper 4 and Paper 6. These candidates will be eligible for grades A* to G.

What does this subject lead to?

Students who complete the Extended Syllabus and achieve a B grade higher are eligible to study the relevant subject at A Level

OPTIONS CHOICES

IGCSE ART & DESIGN (0400)

Aims are to:

- an ability to record from direct observation and personal experience
- an ability to identify and solve problems in visual and/or other forms
- creativity, visual awareness, critical and cultural understanding
- an imaginative, creative and personal response
- confidence, enthusiasm and a sense of achievement in the practice of art and design
- growing independence in the refinement and development of ideas and personal outcomes
- engagement and experimentation with a range of media, materials and techniques, including new media and technologies, where appropriate
- experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions
- a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other practitioners, environments and cultures
- investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning.

Course Content:

Cambridge IGCSE Art & Design has been designed to offer a broad choice of media and approaches so that candidates can produce a personal response, and schools can use their strengths in terms of teacher expertise and interests.

All candidates take Component 1: Portfolio and Component 2: Externally Set Assignment.

Component 1: Portfolio

Component 1 provides an opportunity for candidates to experiment with a broad range of different media, techniques, subject matter and themes to help develop their skills and practise developing their own ideas over the duration of the course. Candidates will select work which best demonstrates their learning and creative journey. Candidates can explore a range of processes, techniques, media and themes in art and design specified in the areas of study. You can structure the course around one or more themes, approaches, media or areas of study, and the choice of content will depend on the interests of candidates, and on the resources and expertise available at the school.

Component 2: Externally Set Assignment

For Component 2, candidates will investigate the given theme in a question paper supplied by Cambridge. Candidates will work in a more focused way, to produce a response to the given theme. Candidates will produce supporting studies exploring the theme, planning to create a resolved final outcome during a timed test. Candidates will submit their work under one of the following mediums/specialisms:

- Painting and/or other media
- Graphic communication
- Three-dimensional design
- Textiles and/or Fashion
- Photography.

Assessment

All candidates take two components. Candidates will be eligible for grades A* to G.

Component 1	Component 2 (8 hours)
Portfolio (60%) Candidates research, develop and present a portfolio. The portfolio comprises: • a selection of work that demonstrates how candidates have explored and developed their ideas over the duration of the course and how they have met the assessment objectives.	**Externally Set Assignment (40%)** Candidates respond to the theme set by Cambridge. The externally set assignment comprises: • supporting studies that culminate in a final outcome, produced during a supervised test of 8 hours' total duration.

What does this subject lead to?

Students who complete this course and achieve a C grade or higher are eligible to study AS & A Level Art & Design.

Students who do not take IGCSE Art & Design may still be accepted onto the A level course but this will be at the discretion of the teacher and after a portfolio of recent independent artwork has been submitted for review.



IGCSE BUSINESS (0264)

Aims are to:

- discover different business structures and explore the influence of key internal and external stakeholder groups, to gain an insight into business decision-making
- develop a confident working knowledge of business activity, using key terms, concepts and theories
- develop numeracy skills by applying formulas to interpret and analyse business data
- gain essential literacy and enquiry skills through using and interpreting business information
- analyse and evaluate a range of data and make informed, evidence-based recommendations in a variety of business contexts
- investigate and understand the impact of digital technology in the production of goods and services
- explore environmental issues and methods of sustainability within business, both locally and globally
- discover the impact and importance of business, inspiring an interest that could lead to further study or employment.

Course Content:

1 Understanding business activity

This section introduces the underlying ideas and concepts of business and includes the purpose and nature of business activity and how businesses can be classified. Enterprise and entrepreneurs, and why some businesses grow while others remain small are further important issues. How business size can be measured, types of business organisation, business objectives and stakeholder objectives are the concluding topics.

2 People in business

The focus is the functional area of human resources and includes the importance and methods of motivating a workforce. How businesses are organised and managed and the methods of recruitment, selection and training of employees are also considered. Finally, the section covers the importance and methods of effective internal and external communication.

3 Marketing

This section includes the role of marketing, the distinctions between niche and mass markets and the techniques of market segmentation. The methods and importance of market research are covered. The central role of the marketing mix, i.e. the four Ps, is made clear. Marketing strategies to influence consumer decisions at home and in new foreign markets are the final topics in this section.

4 Operations management

The focus is the functional area of production and includes the meaning and methods of production and how productivity can be increased. The different costs of production and break-even analysis are covered. The section concludes with the importance and methods of achieving quality in the production process and location decisions of businesses.

5 Financial information and decisions

This finance and accounting section covers the need for and sources of business finance, cash-flow forecasting and working capital. Simple income statements are covered as well as statements of financial position and the analysis of accounts including why and how accounts are used.

6 External influences on business activity

This section focuses on different external influences on business activity and how these impact on a business. It includes government influences on economic, environmental and ethical issues and how they impact on the functional areas of businesses. In addition, the international economy including globalisation

and its effects on businesses and governments, multinational businesses and exchange rates are important issues. Legal constraints are an external influence to be considered but these influences are covered in the relevant functional areas above, as well as in this last section.

Assessment

All candidates take two components. Candidates will be eligible for grades A* to G.

Paper 1 1 hour 30 minutes	**Paper 2** 1 hour 30 minutes
Short Answer and Data Response (50%) Four questions requiring a mixture of short answers and structured data responses	**Case Study (50%)** Four questions based on a case study, provided as an insert with the paper

What does this subject lead to?

Students who complete this course and achieve a C grade or higher or eligible to study A Level Business but are also in a good academic standing to study A Level Economics.

IGCSE COMPUTER SCIENCE (0265)

Aims are to:

- build computational thinking skills for analysing and solving problems using computers
- apply their knowledge effectively to create solutions using Python
- understand the components of computer systems and how they work together
- understand the role of data transmission and integrity in communication, and apply principles of cybersecurity
- explore the development and use of automated and emerging technologies

Course Content:

Computer systems and logic

1 Data representation and logic gates
2 Logic circuits and hardware
3 Data transmission and networking
4 Data integrity and cybersecurity
5 Software
6 Automated systems and robotics
7 Emerging technologies

Algorithms and programming

8 Programming fundamentals
9 Algorithm design
10 Further programming and testing
11 Databases and Structured Query Language (SQL)

Assessment

All candidates take two components. Candidates will be eligible for grades A* to G.

All components are assessed using digital exams.

Component 1 Digital exam	**Component 2** Digital exam
1 hour 45 minutes **Computer Systems and Logic (50%)** Short-answer and structured questions Questions will be based on Topics 1–7 of the subject content	1 hour 45 minutes **Algorithms and Programming (50%)** Short-answer and structured questions and a scenario-based question Questions will be based on Topics 8–11 of the subject content

What does this subject lead to?

Students who complete this course and achieve a C grade or higher or eligible to study A Level Computer Science.



IGCSE DESIGN TECHNOLOGY (0445)

Aims are to:

- develop creative thinking and practical skills in design and technology, building confidence to tackle real world challenges
- apply problem-solving skills to a range of design challenges, to think critically and innovate
- develop communication skills essential for bringing design ideas to life and evaluating their impact
- gain knowledge and understanding of materials, processes and systems
- develop skills in research, investigation, analysis and evaluation
- design and make products considering user needs, sustainability, and their wider impact on society
- develop the ability to make aesthetic and technical value judgements
- build a secure base for future studies and careers in design and technology, setting the foundations for continued success.

Course Content:

Common content

- Influences on designing
- Designing principles
- Communicating designs
- Making principles
- Material classification
- Structures
- Mechanisms
- Electronics

Materials option

- Types of material
- Making processes
- Commercial manufacturing methods
- Product analysis
- Use of technology

Assessment

All candidates take three components.

Paper 1 - product design written paper

Component 2 - practical project

Paper 3 (on Material Option)

Candidates will be eligible for grades A* to G.

What does this subject lead to?

Students who complete this course and achieve a C grade or higher are eligible to student A level Design Technology.



IGCSE DRAMA (0411)

Aims are to:

- develop an interest in and enjoyment of drama and theatre
- understand the creative process of moving from script to performance
- learn practical performance skills as individuals and within a group
- understand and engage with the role of actor, director and designer in creating a piece of drama
- learn how performers communicate with an audience
- develop skills in devising original drama
- reflect on and evaluate the creative process and their performances.

Course Content:

Learners develop an understanding and enjoyment of drama through practical and theoretical study. Students will learn:

- the elements of practical drama
- individual and group performance skills and how they are applied to create character and communicate meaning to an audience
- how to use staging and design as part of a dramatic performance
- how to work with published plays as an actor, director and designer
- how to devise, develop and structure their own original dramatic material from stimuli such as short titles, poems, pictures, songs, historical events and stories.

Paper 1 Written examination - Learners study one complete play text from a list provided and learn the skills of how to move from script to performance, considering the contribution of actors, directors and designers to the interpretation and shaping of the dramatic material.

Component 2 Coursework - Learners create individual and group performances from a script and devise an original piece of drama from a stimulus, considering the contribution of actors, directors and designers to the interpretation and shaping of the dramatic material.

Assessment

All candidates take two components. Candidates will be eligible for grades A* to G.

Paper 1 2 hours	**Component 2**
Written examination (40%) Questions are set on each set play. Candidates answer five questions on the play they have studied: • two compulsory structured questions, focused on extracts from the set play; extracts are in a separate insert • two compulsory extended-response questions • one extended-response question, from a choice of two questions. This is an Open text exam.	**Coursework (60%)** Candidates submit three pieces of practical work and a written evaluative review: • individual performance based on an extract from a play (20 marks) • group performance based on an extract from a play (30 marks) • group performance based on an original devised piece (30 marks) • written evaluative review of their devised piece (10 marks).

What does this subject lead to?

Students who complete this course and achieve a C grade or higher are eligible to study A Level Drama.

IGCSE GEOGRAPHY (0460)

Aims are to:

- build a core understanding of geographical concepts and processes and apply this to understand and interpret our changing world
- develop a sense of place, space and location, and understand the importance of scale
- develop the ability to interpret and evaluate different types of geographical information
- develop an understanding of the need for accuracy and objectivity in collecting, recording, processing, presenting, analysing and interpreting geographical information
- develop into an informed and responsible global citizen, who recognises the challenges of our changing world and feels empowered to influence change.

Course Content:

The syllabus is divided into ten topics which have been designed to develop an understanding of both the natural and human environment:

- Changing river environments
- Changing coastal environments
- Changing ecosystems
- Tectonic hazards
- Climate change
- Changing populations
- Changing towns and cities
- Development
- Changing economies
- Resource provision.



Assessment

All candidates take three components. Candidates will be eligible for grades A* to G.

Paper 1 1 hour 45 minutes	**Paper 2** 1 hour 45 minutes	**Paper 4** 1 hour 30 minutes
Physical Geography (36%) Structured questions containing short answer and extended response items. Some items are based on source material.	**Human Geography (36%)** Structured questions containing short answer and extended response items. Some items are based on source material.	**Geographical Investigations (28%)** Two compulsory questions containing short answer and extended response items. Some items are based on source material.

Paper 4 will be based on a IGCSE Geography fieldtrip - location / details to follow

What does this subject lead to?

Students who complete this course and achieve a C grade or higher are eligible to study A Level Geography.

MANDARIN CHINESE

Depending on the needs and ability of the cohort Mandarin Chinese will be offered at either First, Second Language, or Modern Foreign Language level. Students will be guided as to what level they should study.

IGCSE FIRST LANGUAGE CHINESE (0509)

Prerequisite:

Cambridge IGCSE First Language Chinese is designed for learners whose mother tongue is Chinese.

Aims are to:

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

Course Content:

Cambridge IGCSE First Language Chinese offers candidates the opportunity to respond knowledgeably to a range of reading passages. Candidates will use some of these passages to inform and inspire their own writing and write in a range of text types for different audiences.

The passages cover a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles. Students will have the opportunity to read Classical Chinese prose texts to help to deepen their knowledge of Chinese culture. We encourage students to become appreciative and critical readers and writers of Chinese.

Assessment

All candidates take two components. Candidates will be eligible for grades A* to G.

***Paper 1** 2 hours 15 minutes	***Paper 2** 2 hours
Reading, Directed Writing and Classical Chinese (50%) Structured and extended writing questions Questions are based on four reading texts	**Writing (50%)** Composition tasks

**The question papers are set entirely in Chinese. Texts and questions are printed in both traditional and simplified characters on the question paper. Candidates choose the form they prefer in the examination and may write their answers in either traditional or simplified characters.*

What does this subject lead to?

Students who complete this course and achieve a C grade or higher are eligible to study AS Chinese Language or A Level Chinese - Language & Literature.

IGCSE CHINESE AS A SECOND LANGUAGE (0523)

Aims are to:

- develop the ability to use Chinese effectively for the purpose of practical communication
- form a sound foundation for the skills required for further study or employment using Chinese as the medium
- develop an awareness of the nature of language and language-learning skills
- expand their vocabulary in Chinese
- enhance their personal development.

Course Content:

Cambridge IGCSE Chinese as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing.

Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Learners will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. In both written and spoken Chinese, learners will be able to respond to factual information as well as abstract ideas. Learners will engage in conversations on a variety of topics, and develop their skills in expressing their viewpoints with a degree of accuracy and clarity.

Cambridge IGCSE Chinese as a Second Language will enable learners to become independent users of Chinese and to use Chinese to communicate effectively in a variety of practical contexts. Texts and questions are printed in both traditional and simplified characters on the question papers. Candidates choose the form they prefer in the examination and may write their answers in either traditional or simplified characters. The Speaking test is assessed in Mandarin Chinese only.



Assessment:

All candidates take three components. Candidates will be eligible for grades A* to G.

The reading passages and questions are printed in both traditional and simplified characters on the question papers.

Candidates may write their answers in either traditional or simplified characters.

Paper 1 2 hours	**Paper 2** Approx. 35–45 mins	**Component 3** Approx. 10–13 minutes
Reading and Writing (60%) The written examination consists of five exercises that test a range of reading and writing skills. Types of task include: information transfer, short-answer questions, multiple-matching, functional writing and extended writing.	**Listening (20%)** Written examination consisting of four exercises that test listening skills. Candidates listen to recordings of short and longer spoken texts. Types of task include: short-answer questions, gap-fill sentences, information correction and multiple-choice questions. All listening material is recorded in Mandarin Chinese.	**Speaking 20%** 60 marks The Speaking test is conducted in Mandarin Chinese. The Speaking test consists of three parts: candidates give a two- to three-minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics. Internally assessed and externally moderated

What does this subject lead to?

Students who achieve a strong grade *(typically an A or A*)* are prepared for a significant jump in academic rigor needed to study AS Chinese Language or A Level Chinese - Language & Literature.



IGCSE CHINESE (MANDARIN) FOREIGN LANGUAGE (0547)

Aims are to:

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

Course Content:

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the learning of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into the cultures, countries and communities where Chinese is spoken.

A Everyday activities
B Personal and social life
C The world around us
D The world of work
E The international world

A course based on this syllabus should provide learners with opportunities to develop and apply a wide range of foreign language skills. Learners will read and understand a variety of written and spoken texts on familiar topics. They will demonstrate understanding of ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context. They will also have opportunities to write in Chinese on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Assessment:

Paper 1 Approximately 40 minutes	**Paper 2** 1 hour 15 minutes
Listening 25% Candidates listen to a number of recordings and answer multiple-choice and matching questions.	**Reading 25%** Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.
Paper 3 Approximately 10 minutes	**Paper 4** 1 hour 15 minutes
Speaking 25% Candidates complete one role play and conversations on two topics.	**Writing 25%** Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.

What does this subject lead to?

Students who complete this course and achieve top grade (A or A*) may be considered to progress to AS Level Chinese Language.

IGCSE MUSIC (0410)

Aims are to:

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

Course Content:

Candidates develop an understanding of music through the three skills of listening, performing and composing, and seven areas of study:

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

Assessment:

All candidates take three components. Candidates will be eligible for grades A* to G.

Paper 1 1 hour 15 minutes	**Component 2** Coursework	**Component 3** Coursework
Listening 40% Written examination based on listening tracks supplied by Cambridge International	**Performing 30%** Performance in two parts: solo performing and performing with others	**Composing 30%** Two contrasting compositions

What does this subject lead to?

Students who complete this course and achieve a C grade or higher are eligible to study A Level Music.

IGCSE PHYSICAL EDUCATION (0413)

Aims are to:

- develop their knowledge and understanding of the theory underpinning physical performance in a modern world
- use and apply this knowledge and understanding to improve their performance
- perform in a range of physical activities, developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas
- understand and appreciate safe practice in physical activity and sport
- understand and appreciate the benefit of physical activity and sport for health, fitness and well-being
- gain a sound basis for further study in the field of Physical Education.

Course Content:

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.

Candidates will study all of the following topics:

1 Anatomy and physiology
2 Health, fitness and training
3 Skill acquisition and psychology
4 Social, cultural and ethical influences

Candidates will also undertake four different physical activities chosen from at least two of the seven categories listed on pages 30–31. Physical activities make a significant contribution to syllabus aims and objectives, serving as a source of material to facilitate learning.

Assessment:

All candidates take two components. Candidates will be eligible for grades A* to G.

Paper 1 1 hour 45 minutes	**Component 2**
Theory 50% Short and structured questions. Candidates answer all questions.	**Coursework 50%** Candidates undertake four physical activities from at least two different categories.

What does this subject lead to?

Students who complete this course and achieve a C grade or higher are eligible to study Sport & Physical Education (AS Level only).



THAI LANGUAGE

Thai Language is offered at two levels to accommodate the needs and ability of Thai students for which this is a mandatory subject. The highest level is IGCSE Thai First Language and the second level is a bespoke course to develop Thai proficiency.

IGCSE FIRST LANGUAGE THAI (0518)

Aims are to:

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

Course Content:

Cambridge IGCSE First Language Thai offers candidates the opportunity to respond knowledgeably to a range of reading passages. Candidates will use some of these passages to inform and inspire their own writing, and write in a range of text types for different audiences.

The passages cover a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles.

Candidates are encouraged to become appreciative and critical readers and writers in Thai.

Assessment

All candidates take two components. Candidates will be eligible for grades A* to G.

Paper 1 2 hours	**Paper 2** 2 hours
Reading and Directed Writing 50% Structured and extended writing questions. Questions will be based on three Thai passages. Passages will be printed in a separate insert.	**Composition 50%** Two composition tasks

SECOND LEVEL - SBS BANGKOK BESPOKE THAI LANGUAGE PROFICIENCY COURSE

Course Overview

The SBS Bangkok bespoke Thai Language Proficiency Course is a school-designed programme tailored to the individual language abilities and learning needs of Thai students who are not yet ready to undertake IGCSE Thai First Language.

The course draws on the *Guidelines for the Development of a School-Based Thai Language, Culture and History Curriculum in International Schools (2026)*, issued by the Office of the Private Education Commission (OPEC), and reflects SBS Bangkok's student-centred approach to teaching and learning.

The programme focuses on developing students' listening, speaking, reading and writing skills through meaningful communication in everyday, social and academic contexts.

Course Aims

The course aims to:

- Develop students' confidence and competence in using Thai for effective communication.
- Strengthen listening, speaking, reading and writing skills according to individual language abilities.
- Develop vocabulary, sentence structures, reading comprehension and written communication.
- Encourage students to exchange information, express opinions and communicate appropriately in different situations.
- Promote an understanding and appreciation of Thai language and culture through authentic learning experiences.

Core Learning Areas

The course is structured around three interconnected modes of communication:

1. Interpretive Communication (การรับสาร)

Students develop their ability to understand and interpret information through listening, reading and viewing. Learning activities include understanding instructions, identifying key information, reading a variety of texts and interpreting meaning in different contexts.

2. Interpersonal Communication (การสื่อสารสองทาง)

Students develop their ability to communicate and interact with others through conversations, discussions, asking and answering questions, exchanging opinions and participating in real-life communication situations.

3. Presentational Communication (การส่งสาร)

Students develop their ability to communicate information, ideas and experiences through speaking and writing. Learning activities include describing, explaining, storytelling, creative writing and oral presentations for different audiences and purposes.

SBS Bangkok Teaching and Learning Approach

The course integrates the 4Cs—Communication, Collaboration, Critical Thinking and Creativity - through student-centred and practical language learning activities.

Students are encouraged to communicate confidently in Thai, collaborate with others, think critically about information and express their ideas creatively.

Teaching and learning are differentiated according to students' language proficiency and individual learning needs. Authentic learning experiences, collaborative tasks and ongoing formative assessment support students in making progress at an appropriate pace.

Assessment and Expected Learning Outcomes

Students' progress is assessed through listening and reading comprehension activities, conversations, classroom participation, written assignments, practical communication tasks and oral presentations.

Assessment focuses on individual progress, effective communication, appropriate language use and increasing confidence in Thai.

By the end of the course, students are expected to demonstrate improved ability to:

- Understand and interpret spoken and written Thai in different contexts.
- Participate in conversations and exchange information and opinions appropriately.
- Communicate ideas and experiences effectively through speaking and writing.
- Apply Thai language skills confidently and independently in everyday and academic situations.



IGCSE GLOBAL PERSPECTIVES (0457)

Aims are to:

- become independent and confident about taking their place in a changing, information-rich and connected world
- develop an analytical and evaluative grasp of global issues and their causes and consequences, leading to the suggestion of possible evidence-based courses of action
- consider the concept of sustainability when analysing issues and proposing courses of action
- engage with and reflect on issues, both independently and in collaboration with others and from a variety of different perspectives
- work independently as well as part of a team, showing responsibility for much of their own learning including using diverse and varied sources to support reasoning
- consider important issues from a variety of perspectives and reflect on the links between these
- critically assess information available to them and support judgements with lines of reasoning in order to communicate to others effectively and appropriately.

Course Content:

Cambridge IGCSE Global Perspectives is interdisciplinary in nature. The syllabus gives learners the opportunity to develop the skills they need to face global challenges in a connected and information-rich world and to think about how best to live in a sustainable way. These challenges include how to cope with changes that will have an impact on their life chances and choices and how to gain a sense of their own active place in the world.

To support learners in facing these challenges, Cambridge IGCSE Global Perspectives develops a range of skills, including:

- researching, analysing and evaluating information
- developing and justifying a line of reasoning
- reflecting on processes and on own learning
- communicating information and reasoning
- collaborating to achieve a common outcome.

These skills are transferable and useful for future study. They will help learners become active citizens of the future. Learners are encouraged to explore ideas from others' communities, countries and cultures. Through stimulating topics they will explore issues of global significance. They will learn to direct their own study and develop independent thought.

Assessment

All candidates take three components. Candidates will be eligible for grades A* to G.

Paper 1 1 hour 25 minutes	Component 2	Component 3
Written Exam 35% Written examination consisting of four compulsory questions, based on a range of sources provided with the question paper. Sources will present an issue of global significance from a range of different perspectives – personal, local and/or national, global – and will be on a topic from the topic list.	**Individual Report 30%** Candidates research a significant global issue of their choice from the topic list. They research a range of different perspectives – local and/or national and global – on the global issue and reflect on their own personal perspective. Candidates devise their own title and write a report. The report must be 1500–2000 words and be written in continuous text.	**Team Project 35%** Candidates work in teams to choose from the topic list and identify a local issue. They devise and develop a collaborative project on an aspect of the issue considered from a range of perspectives. The Team Project has two elements. **Team Element (25 marks)** Each team produces one Explanation of Research and Planning and one Evidence of Action. The Explanation of Research and Planning must be 300–400 words. **Personal Element (45 marks)** Each candidate writes a Reflective Paper on their research, their contribution to the Team Element and their personal learning. The Reflective Paper must be 750–1000 words.





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