



**British**  
International School, Phuket



# MIDDLE SCHOOL

Curriculum Handbook 2020-2021



# MISSION

Inspire learning, nurture wellbeing,  
ignite passion

# VISION

Maximise student potential by  
delivering the highest standards of  
teaching and learning to an  
international community emphasising  
wellbeing and passion, on a green,  
well equipped campus

# VALUES

## Respect

Be mindful, considerate  
and inclusive

## Compassion

Be caring, empathetic  
and reflective

## Integrity

Be honest, principled  
and accountable

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# KEY STAGE 3 OVERVIEW

## Introduction

Welcome to Key Stage 3 at the British International School, Phuket. The purpose of this booklet is to give students and parents an introduction to, and overview of life at KS3. The teaching and learning which take place in this phase of a student's education lay the foundations for our IGCSE courses and subsequent IBDP in years 12 and 13.

Students are taught all subjects across the curriculum throughout KS3 and this includes working in specialist areas around the school. It is important that good work habits are developed and pupils become increasingly independent in their studies. This is actively encouraged by the pupil's tutor with whom they meet every morning and through mentoring as a part of this.

The school day lasts from 07.50 to 14.35, except for Mondays and on alternate Wednesdays where there is an extra lesson at the end of the day and school finishes at 15.40. There are five lessons a day, with six on Monday & every other Wednesday, each lasting one hour. There is a registration period at the start of each day. This takes place in the designated form room with the class tutors.

## Tutor Time

KS3 students are divided into form groups each with these designated form tutors. They are the first point of contact with parents. The students will spend 15 minutes at the beginning of each day with their form tutors who are there to help with problems, encourage students to organise themselves for the day, check homework planners and to discuss matters of importance. Students will also consider their academic performance and study habits with their tutors during the year after each report. Clear targets for improvement will be set.

Wellbeing is paramount at KS3 and students will explore this with their tutors and other staff. During this time issues such as healthy eating, exercise, personal organisation, relationships and many more are discussed between the form and tutors in order for the students to develop an awareness of their own strengths and develop aspects of their wellbeing within a caring and safe environment.

## Subjects Studied

The KS3 curriculum offers a broad balanced education based around the programmes of study laid out by the English National Curriculum for Key Stage 3, but taking into account the rich diversity of nationalities in our student body and the position of our school in South East Asia.

The chart below outlines the number of lessons for each subject area in the students' weekly timetable. The teaching groups across KS3 are determined by form group, by mixed ability, language choice or gender or are set within subject areas according to data and pupil performance.

Modern Foreign Language Study is a choice of Mandarin, French or Spanish. Thai nationals will study Thai Language A.

SUBJECT	TEACHING GROUP	YEAR 7	YEAR 8	YEAR 9
ENGLISH	Mixed	4	4	4
MATHS	Set*	4	4	3
SCIENCE	Form **	3	3	4
MFL/THAI LANG A	Grouped by Language choice	3	3	3
PE	Form/Mixed	2	2	2
HISTORY	Mixed	2	2	2
GEOGRAPHY	Mixed	2	2	2
ART	Form	1	1	1
IT	Form	1	1	1
DESIGN TECHNOLOGY	Form	1	1	1
DRAMA	Form	1	1	1
MUSIC	Form	1	1	1
THAI STUDIES	Set ***	1	1	1

#### \*Maths

On entry to KS3 students are placed in ability set classes. These sets are fluid throughout KS3

#### \*\*Science

During years 7 and 8 students are taught Science in their form groups. As students enter year 9 they will end their KS3 study and begin IGCSE courses so at this time students are in mixed classes. Further streaming takes place in years 10 and 11

#### \*\*\*Thai Studies

Students are taught in groups according to their ability and awareness of Thai language and culture. Thai language A students have Thai studies within Language A curriculum

#### Homework

The homework schedule for Years 7-9 is intended to provide a structured framework that will support students in their development of well-organised work and study habits. English, Mathematics, Science and languages have two slots of homework a week, with the other subjects having one. Homework, when given, must be recorded each day in the student's planner, which parents are asked to check on a weekly basis. Further information about homework will be posted for each group on Google Classrooms.

Assignments should be carefully chosen and support or reinforce the learning that has taken place at school. A timetable is made available to all students and parents at the beginning of the Academic year and students are actively encouraged to commit to their homework in a positive environment – at a desk, without distraction and with computer use in a common area at home.

	YEAR 7	YEAR 8	YEAR 9
HOMEWORK PER SUBJECT PER NIGHT	20 minutes	25 minutes	30 minutes

### Reporting and Assessment

Formative assessment is an ongoing process in all subject areas throughout the year. This can occur in a variety of ways including written work, questioning, practical activities, projects, class discussions, group work, role play and many more. Students will be assessed using a variety of these techniques against recognised published criteria for each subject. In terms of summative assessment, end of year examinations will be taken in May of the summer term. The marks attained in these together with those from the formative assessments will be amalgamated to give overall attainment.

There are four reporting points to parents throughout the year: a full written report, two progress reports and an exit report at the end of the year. The first progress report is designed to provide an overview of all the subjects studied by a student and gives both an effort grade and an indication of whether students are achieving at the expected level. Following this, parents will receive a full written report for the first half of the year. The second progress report follows in April, with the final exit report for the year being received in June at the end of the summer term.

Parent consultations occur twice in the year and allow parents the opportunity to meet with each of their child's teachers to discuss their progress and any queries arising from the reports. The first such meeting happens in October after the first progress report has been received and the second in April. In between these periods of formal contact parents should feel free to contact the school at any time if they have concerns about either the well being or progress of their child. The form tutor is the first point of contact for parents, with more serious matters then being referred up to the Key Stage 3 Coordinator or the Head of Wellbeing. Appointments can be made via the school office or by emailing the individual tutor concerned.

### Activities

Whilst academic study remains extremely important to us, education is also far more than just the curricular. As such we encourage students at KS3 to participate in a range of activities offered across the year.

Activities take place during afternoons for one hour after school (usually 2.45-3.45). They range from sporting activities to arts and music and science and students choose to do one or two a week from the programme. We have an increasing number of students who play an active part in the growing number of Academies at BISP.

### Learning Skills

We are committed to the development of some key learning skills across the whole school. These are evident in our approaches to teaching and learning from Little Ducks to IB level and support those attributes and learner profiles required for success at IGCSE and IB level. These skills directly link to our learning values and enable pupils to personalise and connect their learning in a safe yet rigorous environment in order to become expert learners.

These skills are:

- **Researchers and Investigators:** challenge and question material and ideas from a range of sources; become increasingly critical and evaluative
- **Self Managers:** welcome challenge and take risks in their learning; demonstrate willingness to learn from mistakes and embrace new ideas; participate constructively in and beyond the classroom; show flexibility in approaches to thinking, learning and creating
- **Communicators:** communicate effectively in spoken and written contexts and in increasingly complex situations; demonstrate respect for others and their ideas
- **Thinkers:** use a range of strategies to promote personal learning; consider responses and how to apply knowledge and learning; reflect on the learning process and outcomes; show commitment to learning across all disciplines and contexts
- **Team Members:** demonstrate ability to work collaboratively; work in a variety of roles and contexts; is prepared to take ownership of ideas, targets and goals; listen with respect and appreciation of context, community and diversity

### Residential Trips

Each year across KS3 students are invited to take part in a Residential Trip week. These are designed for the specific year group and encompass both activities supporting the curriculum for that year and enhancing students' collaboration and team work. They foster a positive ethos amongst the year group and are often reported by students as a highlight of the year!

On these trips friendships are formed and students are encouraged to become increasingly independent, self confident and demonstrate leadership skills. The Learning Values are explored and developed within these experiences.

### Technology

Today's highly technological world is more in-demand than ever. Learning within this rapidly evolving landscape has prompted students to continually adapt their approach to academic work, encouraging them to become flexible and open-minded life-long learners. The development of such new technologies to enhance teaching and learning has been exponential over recent years, and it has proved important - and exciting - to utilise these to their fullest potential.

Our 1:1 laptop program in the Middle School enables students to foster a multitude of life skills. The development of critical thinking and problem-solving skills, creativity and innovation result directly from students' interactions with technology. The use of shared documents in the classroom also prompts learners to communicate and collaborate effectively, to develop information fluency and to hone their ability to research efficiently. A more authentic, personalised learning process is another advantage of having a 1:1 MacBook program, as well as supporting and encouraging a diverse range of learning styles.

# ENGLISH LANGUAGE A

## Aims

- Students develop skills in speaking, listening, reading and writing in order to participate fully in society.
- Students learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.
- Students become enthusiastic and critical readers of a range of literature, non-fiction and media texts.
- Students prepare for the rigors of studying language and literature for IGCSE and IB courses.

## Course Content

YEAR 7	YEAR 8	YEAR 9
<b>Communicating With Others</b> Reflecting on personal values, using figurative language and knowing when to use formal and informal language	<b>Crafting Characters</b> Study of a novel through voice and characterisation, literary analysis	<b>Elements of Fiction</b> Novels in two genres, Literary analysis, textual and extract study, empathic response, narrative writing
<b>Poetry Without Pressure</b> Different styles of poetry, imaginative verse and literary analysis	<b>Stories on Screen</b> Visual analysis, writing a review, thematic analysis	<b>The Art of Rhetoric</b> Persuasive speaking and texts
<b>What Makes a Novel Compelling?</b> Identifying and commenting on features of a novel while understanding how character transformations can reveal themes	<b>Poetry and Me</b> Poetry and music, figurative language and analytical writing skills	<b>The Art of Persuasion</b> Close study of advertising, analytical essay writing, comparative essay writing, presentation
<b>Making the News</b> Journalism, informing and reporting, broadcasting	<b>Journeys</b> Language change, multiple text types, linguistic analysis, travel writing	<b>Representations of War</b> Critical evaluation of a wide variety of text types, textual analysis
<b>Engaging Stories Transformed</b> Myths and legends, comparison and imaginative writing	<b>Shakespeare and Short Stories</b> Dramatic presentation, literary themes, creative writing	<b>Romeo and Juliet</b> Blended drama and film unit, literary analysis, imaginative writing



# ENGLISH LANGUAGE A

## **Assessment:**

Each unit will contain tasks that formatively assess a student's achievements. Students will practise each of the assessed skills in English several times a year: Speaking and Listening, Reading and Writing.

Below are the five assessment criteria for Key Stage 3 English, along with sample objectives that students may be asked to work towards. Task sheets with task outlines, conditions and task-specific criteria will be made available before all exams and assessment.

### **Criterion A: Analysis**

- Evaluate creator's choices
- Consider audience response
- Use the text to support their ideas
- Consider various perspectives

### **Criterion B: Organisation**

- Structure their writing in a variety of ways
- Reference and format their writing for presentation
- Sequence opinions and ideas

### **Criterion C: Production of Text**

- Make stylistic choices such as linguistic, literary, and visual devices
- Use imagination while exploring new ideas
- Include details and examples

### **Criterion D: Language Use**

- Employ a variety of vocabulary and sentence structures
- Vary their register and style based on context
- Use correct grammar
- Spell and pronounce with accuracy

### **Criterion E: Speaking and Presenting**

- Express thoughts, feelings and ideas
- Structure talk to enhance clarity and engagement
- Make vocabulary choices to suit purpose and enhance engagement
- Engage in and sustain collaborative discussion
- Use non-verbal communication techniques

# ENGLISH AS AN ADDITIONAL LANGUAGE

## Aims

- Enable students whose first language is not English to become competent in the four language domains: listening, speaking, reading and writing at the expected level of English for KS3.
- Improve the students' communication skills and raise the level of their engagement with texts in a mainstream context.
- Provide a supportive environment to communicate effectively in the mainstream classroom.
- Guide students towards greater independence and flexibility in the production of English.
- Monitor students' progress as they gain increasing control and understanding of the language.
- Support students to extend the application of familiar structures to school based contexts, producing and responding to variety of text types.

## Course Content

	YEAR 7	YEAR 8	YEAR 9
READING	Recognition of typical text features	Response to accessible mainstream texts	Study of narratives, poems, non fiction texts
	Structure of texts for information	Guided reading activities	Develop interpretative skills and information extraction
	How ideas are related in texts	Skills and Strategies for Information retrieval in texts	
WRITING	Planning and drafting	Communicate effectively in a range of text types	Improve clarity of writing and consider the readers' perspective
	Composition of written work	Improve text structure, organisation and purpose	Increase knowledge of grammatical structures to increase versatility of writing
	Use of cohesive devices		Coherent arguments
	Use of time markers		Understanding of wide range of genres
	Sentence level work		
SPEAKING AND LISTENING	Formal and informal register	Understanding spoken text	Explore and discuss issues
	Stress, rhythm and intonation	Adaptation of speech for context and audience	Formal talk
	Interactive activities		Evaluate the views of others
	Develop subject specific vocabulary appropriate to context		Generic features in a range of spoken genres

# ENGLISH AS AN ADDITIONAL LANGUAGE

## **Assessment:**

A comprehensive set of progressive learning objectives based on the Council of Europe's Common Framework of Reference for Languages (CEFR) is designed to support and motivate students through end-of-stage goals to help students and parents monitor progress being made. Each year students will sit an external Cambridge English examination covering the skills studied. The result from this will be included in the end of year assessment level and coupled with their progression in formative assessment throughout the year.

## **Course Information**

Useful websites:

<http://www.bbc.co.uk/education/levels/z4kw2hv>  
<http://www.writeexpress.com/online2.html>  
<http://www.bbc.co.uk/schoolreport>  
<http://ancienthistory.about.com/od/greekmythology>  
<https://mreader.org/index.php>  
<https://writeandimprove.com>  
<https://maryglasgowplus.com>  
<https://readtheory.org/>  
<https://www.esleschool.com/>  
<https://breakingnewsenglish.com/>  
<https://www.englishclub.com/>

# MATHEMATICS

## Aims

- Applying suitable Mathematics accurately within the classroom and beyond
- Communicating Mathematics effectively
- Engaging in Mathematics as an interesting and worthwhile activity
- Selecting appropriate mathematical tools and methods
- Knowing that Mathematics is a rigorous, coherent discipline
- Combining understanding, experiences, imagination and reasoning to construct new knowledge
- Using existing mathematical knowledge to create solutions to unfamiliar problems
- Understanding that Mathematics is used as a tool in a wide range of contexts
- Recognising the rich historical and cultural roots of Mathematics
- Knowing that Mathematics is essentially abstract and can be used to model or represent situations
- Recognising the limitations and scope of a model or representation

## Course Content

YEAR 7 TOPICS	YEAR 8 TOPICS	YEAR 9 TOPICS
Numeracy	Factors	Indices and Standard Form
Number Patterns	Nets and Surface Area	Fractions and Percentages
Statistics	Rounding and Estimating	Linear Graphs and Equations
Angles	Pythagoras' Theorem	Statistical Diagrams
Area, Perimeter and Scale Drawings	Algebraic Manipulation	Trigonometry
Fractions, Decimals and Percentages	Ratio and Proportion	Probability
Algebraic Equations	Angles, Bearings and Polygons	Sequences
Probability	Algebraic Formulae	Area, Perimeter and Volume
Volume	Straight Line Graphs	Graphs, Equations and Inequalities
Logic	Circles and Cylinders	Algebraic Manipulation
	Speed, Distance and Time	Quadratic Functions
	Similarity	Transformations

# MATHEMATICS

In Year 9 we begin our Accelerated Mathematics course. The aim of this programme is to challenge our high-achieving students with a fast tracked programme that will offer them the opportunity to complete the Cambridge 0580 IGCSE Mathematics course by April of Year 10 and be considered for early IGCSE entry at either the end of Year 10 or beginning of Year 11. They will then begin the Cambridge 0606 Additional Mathematics course thereafter.

## Topics

- Number 1
- Geometry
- Algebra
- Number 2
- Graphs
- Statistics

## Assessment:

There is a 1 hour test each half term which will assess the key objectives over a number of units. Pupils use these assessments to set targets and focus on improving their understanding. At the end of the Year there are two 1 hour assessments which will cover the years program of study.

## Course Information

Useful websites:

<http://www.bbc.co.uk/education/subjects/zqhs34j>

<https://www.mangahigh.com>

<http://www.myimaths.com>

<https://bisphuketmaths.com/>

# SCIENCE

## Aims

Our two year Middle School Science curriculum is based on the UK National Curriculum framework but has been modified to bridge the BISP Primary Science curriculum and the Cambridge IGCSE Science curriculum which students begin in Year 9. Following the Activate scheme of work and accompanying e-textbook, developed by well-recognised Science practitioners in the UK, we aim to:

- Stimulate and maintain a healthy interest and enjoyment for Science
- Offer opportunities to improve Middle School scientific skills covering the following assessment areas:
  - Thinking Scientifically
  - Understanding the Applications & Implications of Science
  - Communicating & Collaborating in Science
  - Using Investigative Approaches
  - Working Critically with Evidence
- Work safely and cooperatively using a wide range of techniques, apparatus, and materials
- Prepare students for an early start to IGCSE Separate Sciences in Year 9

## Course Content

### Year 7

BIOLOGY	CHEMISTRY	PHYSICS
7B1 Cells	7C1 Particles & their behaviour	7P1 Forces
7B2 Body systems	7C2 Elements, atoms, & compounds	7P2 Sound
7B3 Reproduction	7C3 Reactions	7P3 Light
	7C4 Acids & alkalis	7P4 Space

### Year 8

BIOLOGY	CHEMISTRY	PHYSICS
8B1 Health & lifestyle	8C1 The Periodic Table	8P1 Electricity & Magnetism
8B2 Ecosystem processes	8C2 Separation Techniques	8P2 Energy
8B3 Adaptation & inheritance	8C3 Metals & Acids	8P3 Motion & Pressure
	8C4 The Earth	

# SCIENCE

**Assessment:**

Each unit takes on average three to four weeks to complete. During each unit, students will complete an assessed task that focuses on developing scientific skills. At the end of each unit, students will sit a structured end of unit assessment on the content covered. At the end of the year, students will sit a practical-based assessment to examine the scientific skills developed throughout the year via practical experiments and laboratory reports. This is completed to mirror the types of assessment students will experience at IGCSE.

**Course Information**

Useful websites:

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>

<https://explore-brainpop.com/>

<https://www.sciencemuseum.org.uk/>

<https://www.exploratorium.edu/>

<https://www.nasa.gov/stem>

<https://www.nhm.ac.uk/>

# SCIENCE

## YEAR 9

### IGCSE

#### Aims

- To show students the direct relevance of science to their everyday lives and increase their awareness of the strengths and limitations of the scientific approach.
- To develop a wide range of practical skills, using a variety of techniques and apparatus, enabling students to collect, interpret and evaluate observations and data, whilst working safely and cooperatively within a group or individually.
- To prepare students for Cambridge IGCSE examinations in Biology, Chemistry and Physics whilst retaining an enquiring and skills-based approach.

#### Course Content

Year 9 students begin to study for their IGCSEs in Biology, Chemistry and Physics. These will be completed in Term 3 of Year 11. Year 9 students receive three Science lessons a week with each one occurring in a specialist laboratory and with a subject specialist teacher. Students will rotate through the different Science subjects in two cycles of around 5 weeks allowing for a better continuation of learning. The students will receive three separate textbooks, one for each of the Sciences, to help them with their studies at home.

The Year 9 course covers units from all three sciences including:

#### Year 9

BIOLOGY	CHEMISTRY	PHYSICS
Topic 1: Characteristics & Classification of Living Things	Topic 1: The Particulate Nature of Matter	Topic 1.1: Length & Time
Topic 2: Cell Structure & Organisation	Topic 2: Experimental Techniques	Topic 1.2: Motion
Topic 3: Movement in and out of Cells	Topic 3: Atoms, Elements & Compounds	Topic 1.3: Mass & Weight
Topic 4: Biological Molecules	Topic 11: Air & Water	Topic 1.4: Density
Topic 5: Enzymes	Topic 7: Chemical Reactions	Topic 1.5: Forces



# SCIENCE

## YEAR 9

### IGCSE

**Assessment:**

On completion of each unit (Biology, Chemistry or Physics), students will sit a structured test and receive a grade based on the IGCSE criteria. The average of these tests will contribute towards their overall mark for the year. Students will also sit an end of year examination covering all of the topics taught in Year 9. In addition, students will undertake a variety of practical tasks and investigations throughout the year. The overall grade for Year 9 Science will be used to further set students into ability groups for Year 10 and 11. Some students move to Coordinated Science (2 IGCSEs) at the start of Year 10 whilst the remaining Separate Science students are streamed into ability groups.

**Course Information**

Useful websites:

<http://www.bbc.co.uk/education/subjects/zrkw2hv>

<http://www.docbrown.info>

<https://www.youtube.com/channel/UCaGEe4KXZrjou9kQx6ezG2w>

<https://app.senecalearning.com/courses>

<https://www.sciencemuseum.org.uk/>

<https://www.exploratorium.edu/>

<https://www.nasa.gov/stem>

<https://www.nhm.ac.uk/>

# ART & DESIGN

## Aims

- To encourage the students to appreciate the value of Art, Craft and Design in our lives as a means of expression, communication and enjoyment.
- To encourage the natural creative abilities of every pupil, to develop the appropriate knowledge, skills, concepts and processes related to the ability level of each individual student.
- To help the students acquire a visual language to use and understand art as a form of visual and tactile communication and to have competence and confidence in reading and evaluating visual images and artifacts.
- To stimulate and develop interest in (and critical awareness of) environments and cultures, from the past and present.
- To appreciate the contribution made by artists, craftspeople and designers.
- To develop an ability to record from direct observation and from personal experience.
- To develop the student's capacity for imaginative and original thought and experimentation.
- To develop particular creative and technical skills so those ideas can be realised, and artifacts produced.
- To encourage experimentation through the inventive use of a wide variety of materials and techniques.
- To develop knowledge of a working vocabulary relevant to the subject.
- To experience different approaches to Art, Craft and Design by working individually and co-operatively.
- To use materials, tools and techniques safely.

## Course Content

	TERM 1	TERM 2	TERM 3
YEAR 7	Term 1 Observational Drawing looking at the artist Michael Craig Martin	Term 2 Acrylic Painting looking at Georgia O'Keeffe, Students will create large scale abstract paintings based on natural forms  Pottery, creating bowls using the potter's wheel (Visiting Artist Jirawong Wongantran)	Term 3 Sculpture looking at artists Henry Moore and Philip Tracey, working with Paper and Plaster.  Observational Drawing Exam - Oranges
YEAR 8	Term 1 Portraiture looking at various artists and focusing on tone  Painting with an artist in residence Kathy Coulson, focus on texture and mixed media seascapes	Term 2 Coral Reef social project, screen printing, pottery using the potter's wheel  (Mugs)	Term 3 Papercut and Spray paint looking at work of the artist Flox  Observational Drawing Exam - Sugar Sweets
YEAR 9	Term 1 Chalk and Charcoal Portraits looking at David Hockney and Chuck Close	Term 2 Ceramics- relief sculpture focusing on Thai architecture, Tonal Drawing looking at Pop Art, Pottery Sgraffito Vase	Term 3 Batik and Shibori, Mixed media painting looking at artists Rauschenberg & Kamol Tassanachalee  Observational Drawing Exam - Crisp Packets

# ART & DESIGN

## **Assessment:**

The Art Department follows the school's present reporting system. To provide the information for these reports students will be formatively assessed on their final pieces, research and sketchbook work, self-evaluations and digital portfolio work for each unit.

At the end of the year students will sit an end-of-year observational drawing paper that will give a summative assessment of their drawing skills. Marks from both their formative and summative assessments will be amalgamated to give an overall assessment for the year.

## **Course Information**

Useful websites:

<http://www.wwar.com>

<http://www.artcyclopedia.com>

<http://www.artchive.com>

<http://www.tate.org.uk>

<http://www.artlex.com>

<http://icom.museum/vlmp/world>

<http://www.nationalgallery.org.uk>

<http://www.rama9art.org>

# DRAMA

## Aims

Each unit is designed to last approximately half a term, and develops pupils' understanding of the way in which Drama and performance are constructed, produced and influenced by time and place in the context of a particular genre or style.

Each unit will allow solo, pair and group work. The ensemble approach makes work suitable for all abilities.

Students will use drama as a tool to develop essential life skills such as: organisation to meet deadlines, teamwork, idea sharing, performing under pressure, building confidence and self esteem, responsibility, common sense, listening and spontaneity.

## Course Content

YEAR 7	YEAR 8	YEAR 9
Introduction to Drama	Darkwood Manor	Missing Dan Nolan (play)
LAMDA examination preparation	LAMDA examination preparation	LAMDA examination preparation
LAMDA examinations	LAMDA examinations	LAMDA examinations
Introduction to ensemble	Improvisation	Shadow work
Musical Theatre - Matilda	Silent Movies	Madness
Devising	Devising 2	Theatre In Education

## Assessment:

Peer and self-assessment activities are practised in rehearsal, devising and after the showing. In addition, lessons incorporate opportunities to develop pupils' thinking and problem-solving skills, particularly from game to skill to rehearsal to performance.

At the end of the year students will be examined on their work. This will be a practical exam and will incorporate all aspects of the work covered over the year. The emphasis on the exam is for students to think in a creative and imaginative manner and create an exciting and diverse piece of theatre.

## Course Information

Useful websites:

<http://dramaresource.com/resources/useful-links>

<http://www.bbc.co.uk/schools/gcsebitesize/drama>

# MUSIC

## Aims

In their Key Stage 3 years students will acquire skills necessary for life-long music learning and application; they will be able to prepare and present a musically proficient performance alone or in an ensemble and make knowledgeable and discriminating judgements about Music. Finally they will learn to enjoy and appreciate musical performances within their historical and cultural context.

## Course Content

YEAR 7	YEAR 8	YEAR 9
<p>All students will be given the opportunity to play: Flute, Clarinet, Saxophone, Trumpet, Trombone or Euphonium</p> <p>Lessons consist of:</p> <ul style="list-style-type: none"> <li>• a musicianship warm-up</li> <li>• small group instrumental technique</li> <li>• learning to play as a class ensemble</li> <li>• production of a year group concert band</li> </ul> <p>Students will be expected to take their instruments home and homework tasks will be set each week and assessed - students will submit a recording of their performance task. There will be several performance opportunities throughout the year and as individuals we would hope students would achieve a minimum standard of Grade 1 ABRSM and as an ensemble, Grade 0.5 of the American Concert Band repertoire.</p>	<p>As students progress into Year 8 they will continue with developing their instrumental technique, performing skills and knowledge of the musical elements. Students will continue to progress as soloists through weekly homework assignments and a variety of performance opportunities throughout the year.</p> <p>Students would be expected to achieve Grade 2 ABRSM and to be able to play Grade 1 in their Class and Year group band.</p>	<p>Terms 1 and 2 in Year 9 will focus on working to a minimum of Grade 3 ABRSM as an individual. This will allow students to be of the minimum standard required for IGCSE Music if they so wish to take this subject in Year 10. In Term 3 students will alternate between following a course based on the UK Musical Futures concept (<a href="http://www.musicalfutures.org/">http://www.musicalfutures.org/</a> where they will listen, compose and perform as a band learning to play using tabs and notation, basic patterns on the guitar, bass guitar, drums, keyboard and as well as developing confident singing skills), alongside continuing to play in their Class and Year group band. We would hope students would be able to play Grade 2 Concert Band repertoire.</p>

## Assessment:

Assessment levels will be reported according to school procedures. Formative assessment will take place on a regular basis in class and all pupil performance tracked in order to use in final assessment data.

## Course Information

Useful websites:

<http://www.musictheory.org.uk>

<http://www.oxfordmusiconline.com/public>

<http://www.bbc.co.uk/education/subjects/zpf3cdm>

<http://www.naxos.com>

# DESIGN TECHNOLOGY

## Aims

Design Technology gives students the skills and abilities to engage positively with the design world and to harness the benefits of technology. They learn how products and systems are designed and manufactured and how to develop their creativity and knowledge of the design process through innovative projects. Students will have the opportunity to create their projects in a well-resourced workshop with a variety of different tools including 3D printers, laser cutter, wood and centre lathes, pillar drills, vacuum formers, scroll saws, blow moulder, sandblaster, sculptor and strip heaters, sanders and traditional hand tools.

We aim to enable students to:

- Develop their skills in research, investigation, organisation and creativity.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Develop sketching and technical drawing skills (both hand-drawn and CAD).
- Think critically about solving problems through design in order to achieve logical, practical and innovative solutions.
- Critique, evaluate and test their ideas and products and the work of their peers

## Course Content

YEAR 7	YEAR 8	YEAR 9
Litter picker - Using levers to make a mechanical picker	Acrylic desk tidy - Manipulating acrylic by using a range of plastic production methods	Bluetooth speaker - Using a range of modelling skills to develop and make a Bluetooth speaker using CAD, laser cutter and a range of machinery and tools
Shoehorn - Cutting, shaping and manipulating sheet metal	Mechanical toy project - Using cams and levers to make a moving mechanical toy	Designer shoe - Research branding, logos and packaging to develop a high street shoe using a range of materials
Night light - Making and creating a Destijl themed light using a range of hand tools, machinery and laser cutter	Model hotel project - Using a range of materials and modelling skills to develop a scaled themed hotel room	Accessory holder/occasional table - Develop workshop practice by making a project using both traditional and industrial methods
Introduction to single and two-point perspective using A3 drawing boards		

# DESIGN TECHNOLOGY

**Assessment:**

At the end of each unit, the student's design project will be assessed with ongoing formative or summative assessment. Their grades will be determined by their creativity through the design process, innovation, sketches, modelling, technical drawings and completed prototypes.

At the end of the year, students will complete an end of year examination reflecting on the knowledge students have gained within each practical project over the year.

**Course Information**

Useful websites:

<http://www.bbc.co.uk/schools/gcsebitesize/design>

<http://www.design-technology.info>

<http://www.technologystudent.com>

<http://www.designandtech.com>

# MODERN LANGUAGES (FRENCH)

## Aims

In Key Stage 3, our aim is that every student in the school learns to speak, read, write and understand an additional language to the best of their ability. In doing so, our students will become confident, independent learners with an interest in the wider context of that language, a respect for people of other origins and an understanding of their cultures. With the highest expectations for each student, we hope to encourage life skills in language learning and to develop their ability to play a meaningful role as global citizens.

## Course Content

YEAR 7	YEAR 8	YEAR 9
Self-portrait	Leisure Activities	Social Life
School	I Love Paris	Healthy Lifestyle
Hobbies and Sports	My Personality	Jobs and Future
At Home	Food	Holidays
Holidays and Travel		Shopping

## Assessment:

For Modern Languages, the four attainment targets are equally weighted.

LISTENING AND RESPONDING (AT1)	READING AND RESPONDING (AT3)
SPEAKING (AT2)	WRITING (AT4)

Students might be working at different levels in each of the four attainment targets in their Modern Language.

There will be two kinds of assessments:

- Formative assessments are designed to reinforce learning as students progress through each unit of the course.
- Summative assessments are designed to provide a snapshot of a student's progress at the end of each unit, each term and at the end of the year and offer an indication of attainment at that time.

## Course Information

Useful websites:

<http://www.education.vic.gov.au/languagesonline/french/french.htm>  
<http://www.lepointdufle.net>  
<http://www.linguascope.com>  
<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)  
<https://quizlet.com>  
[www.reverso.net](http://www.reverso.net)  
[www.conjuguemos.com](http://www.conjuguemos.com)  
[www.wordreference.com](http://www.wordreference.com)  
[www.languagegym.com](http://www.languagegym.com)



# MODERN LANGUAGES (MANDARIN)

## Aims

In Key Stage 3, our aim is that every student in the school learns to speak, read, write and understand an additional language to the best of their ability. In doing so, our students will become confident, independent learners with an interest in the wider context of that language, a respect for people of other origins and an understanding of their cultures. With the highest expectations for each student, we hope to encourage life skills in language learning and to develop their ability to play a meaningful role as global citizens.

## Course Content

YEAR 7	YEAR 8	YEAR 9
Greetings	Countries & Languages	Family members
Dates	Subjects of Study	Appearance
Age	Making Phone Calls	Seeing a doctor
Telephone Numbers	Weather	Seasons
Family Members	Seasons	Occupations
Self-introduction	Sickness	Hobbies
Occupation	Hobbies	School Subjects
Time	Vegetables and Fruits	School Facilities
Daily Routine	Three Meals a Day	Stationery
Means of Transport	Eating Out	Fresh Market
Colours	House	Eating Out & Snacks
Clothing	Furniture	Neighbourhood & Neighbours
Parts of the Body	Neighbourhood	Asking the Way

# MODERN LANGUAGES (MANDARIN)

## Assessment:

For Modern Languages, the four attainment targets are equally weighted.

LISTENING AND RESPONDING (AT1)	READING AND RESPONDING (AT3)
SPEAKING (AT2)	WRITING (AT4)

Students might be working at different levels in each of the four attainment targets in their Modern Language.

There will be two kinds of assessments:

- Formative assessments are designed to reinforce learning as students progress through each unit of the course.
- Summative assessments are designed to provide a snapshot of a student's progress at the end of each unit, each term and at the end of the year and offer an indication of attainment at that time.

## Course Information

Useful websites:

<https://quizlet.com>

<https://play.kahoot.it>

<http://www.education.vic.gov.au/languagesonline/default.htm>

<http://www.purpleculture.net/chinese-pinyin-converter/>

[http://bihua.51240.com/e58da1\\_bihuachaxun/](http://bihua.51240.com/e58da1_bihuachaxun/)

<http://ce.linedict.com/dict.html#/cnen/home>

[www.linguascope.com](http://www.linguascope.com)

# MODERN LANGUAGES (SPANISH)

## Aims

In Key Stage 3, our aim is that every student in the school learns to speak, read, write and understand an additional language to the best of their ability. In doing so, our students will become confident, independent learners with an interest in the wider context of that language, a respect for people of other origins and an understanding of their cultures. With the highest expectations for each student, we hope to encourage life skills in language learning and to develop their ability to play a meaningful role as global citizens.

## Course Content

YEAR 7	YEAR 8	YEAR 9
Vamos! – Introduction to Spanish (numbers, the alphabet, yourself)	People – friends and celebrities	Modes of Communication
School	Going Out	Teachers and School
My Family	My Holidays	Health
At home and where we live	Mealtimes and Restaurants	The Future – The World of Work
My Free Time	Clothes and Fashion	Spanish-Speaking Countries and Key Issues
My Town and Weather	Barcelona	My Home and Your Home

## Assessment

For Modern Languages, the four attainment targets are equally weighted.

LISTENING AND RESPONDING (AT1)	READING AND RESPONDING (AT3)
SPEAKING (AT2)	WRITING (AT4)

There will be two kinds of assessments:

- Formative assessments are designed to reinforce learning as students progress through each unit of the course.
- Summative assessments are designed to provide a snapshot of a student's progress at the end of each unit, each term and at the end of the year and offer an indication of attainment at that time.

## Course Information

Useful websites:

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

<https://quizlet.com>

[www.linguascope.com](http://www.linguascope.com)

[www.conjuguemos.com](http://www.conjuguemos.com)

[www.wordreference.com](http://www.wordreference.com)

[www.languagegym.com](http://www.languagegym.com)

# THAI STUDIES

## Aims

This course offers opportunities for students not learning Thai A to undertake activities to cover the Thai language and culture competency standards prescribed by the Ministry of Education of Thailand (MOE). These include:

- To engage in conversations, obtain and provide information, express feelings and exchange opinions in Thai
- To demonstrate an understanding of the relationship between Thai language and culture, and use Thai appropriately for different occasions both within and beyond the school setting
- To demonstrate an understanding of the similarities and differences between the Thai culture and the students' cultures and apply themselves appropriately with the Thai cultural practice
- To use English to communicate their knowledge and understanding of Thai culture, Thai society, Thai literature, Thai traditional practices in different regions, and participate in Thai cultural activities appropriately

## Course Content

	YEAR 7	YEAR 8	YEAR 9
TERM 1	Wai Kru	Wai Kru	Wai Kru
	Thai Greetings	Thai Greetings	Thai Greetings
	Self introduction	Useful Daily Phrases	Thai National Holidays
	Thai Etiquettes	Feelings	Loy Krathong
	Loy Krathong	Loy Krathong	
TERM 2	Useful Daily Phrases	Weather and Seasons	Thai Society and Wisdom
	Sizes/Adjectives	Houses and Locations	Places of Attraction
	Days/Months	Food/Drink	Thai Nation
	Family	Community Places	
TERM 3	Pets	Shopping	Thai Monarchs
	Food and Fruits	Clothes	Thai Culture and Products
	Time	Directions/Transport	Thai Arts
	Directions and Transport	Occupations/Jobs	Thai Leisure
	Thai Sports and Games	Thai Sports and Games	

# THAI STUDIES

**Assessment:**

Students follow the set course and are assessed as being completed. This requires the meeting of key expectations and full study of the outlined units. It is a statutory requirement that all students follow the Thai Studies course at Key Stage 3 for 1 hour per week.

**Course Information**

Useful websites:

[https://www.youtube.com/watch?v=mJNrs4z\\_Pn0](https://www.youtube.com/watch?v=mJNrs4z_Pn0)

[https://en.wikipedia.org/wiki/Loi\\_Krathong](https://en.wikipedia.org/wiki/Loi_Krathong)

[https://en.wikipedia.org/wiki/Wai\\_khru](https://en.wikipedia.org/wiki/Wai_khru)

# FIRST LANGUAGE THAI

## Aims

- Offering opportunities to learn and undertake activities to achieve Prathom 6 Thai language (Tor) and culture (Sor) standards prescribed by the Ministry of Education of Thailand (MOE) whilst covering the content for this:
- To develop a reading habit, knowledge and thoughts to support decision making
- To write efficiently in different forms
- To make a sound choice in listening and watching and to speak constructively and creatively on different occasions
- To understand Thai language nature, conventions, changes, power and wisdom and conserve it as a national asset
- To appreciate Thai literature and to apply the knowledge in real life situations
- To observe Thai traditions and culture and live peacefully in the Thai and global society
- To understand and uphold the Thai constitutional monarchy
- To conserve the Thai nation, Thai culture and Thai wisdom
- To understand the relationship between man and their physical environment that has led to the creation of its culture and to conserve nature for giving sustainable development in Thailand

## Course Content

	YEAR 7	YEAR 8	YEAR 9
TERM 1	Reading Comprehension	Reading comprehension	Reading Comprehension or Critical Reading
	Literal Meanings	Summary Writing	Narrative Writing
	Facts and Opinions	Personal Letters/Form Filling	Global Issues
	Important People of Phuket	Current Issues/Articles	Descriptive Writing
	Elements of Writing	Non-literary works/Media	Thai Festivals
	Creative Writing	Public speaking	Thai Manners and Etiquettes
	Thai Festivals	Thai Writing Conventions	Thai Arts and Architecture
	Descriptive Writing	Thai Literary Works	Literary Devices
	Phuket people ways of life	Formal Letters	Short story
	Summary Writing	Persuasive Writing	
	Essay Writing	Thai History: Sukhothai Period	

# FIRST LANGUAGE THAI

## Content

	YEAR 7	YEAR 8	YEAR 9
TERM 2	Narrative Writing	Important People of Thailand	World's Important people
	Short Story	Elements of short story	Report/Bibliography Writing
	Phuket local festivals	Thai Novels	Novels
	Thai Literature	Thai Festivals and National Holidays	Natural and Social Environment in Thailand
	Report Writing	Argumentative Writing	Persuasive Writing
	Thai Festivals	Reading comprehension	
	Important places of Phuket		
	Descriptive Writing		
TERM 3	Journal Writing	Thai Way of life and wisdom	Argumentative/Discursive Writing
	Poetry/Figures of Speech	Poetry/Figures of Speech	Poetry/Figures of Speech
	Thai History: Chakkri Dynasty	Thai History: Ayudhaya Period	Democratic Processes
			Thai Governance
			Thai History: Thonburi /Rattanakosin Period

### Assessment:

Each unit will assess a student's level for one of the Thai language and culture skills. Students will practise each of the skills throughout the year. On completion of each unit, students will do an assessment task either orally or in writing and receive a level for this. The average of these assessment points will make up 70% of their overall mark for the year.

At the end of the year students sit a final examination covering all of the units studied. The result from this will make up the other 30% of their overall mark.

### Course Information

Useful websites:

<http://www.dekgeng.com>

[http://www.karn.tv/index.php?option=com\\_content](http://www.karn.tv/index.php?option=com_content)

<http://www.thaigoodview.com>

<http://guru.sanook.com/encyclopedia>

<http://rirs3.royin.go.th/dictionary.asp>

# GEOGRAPHY

## Aims

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Competency in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## Course Content

	YEAR 7	YEAR 8	YEAR 9
TERM 1	What is Geography?	Patterns in Population	Unstable Earth
	Mapping	Migration (Refugees)	The Geography of Conflict
TERM 2	River Processes & Landforms	Weather and Climate	Talking Tourism
	Water Issues (Flooding)	Climate Change	Our Coastal Guardians - 'Reefs and Mangroves'
TERM 3	Farm & Factories	Endless Energy	Sprawling Cities
	Settlement Growth	Development	Going Global

## Assessment:

Each unit will contain tasks that assess a student's level. On-going formative assessment pieces and end of topic tests will be set both for homework and in class.

At the end of the year students will sit an end-of-year examination, which will be predominantly knowledge, understanding and skills.

## Course Information

Useful websites:

<http://www.geographyalltheway.com>

<http://www.google.com/earth>

<https://www.nationalgeographic.com/>

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>



# HISTORY

## Aims

- Know and understand how history forms a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped national cultures and how selected countries have influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-european societies; achievements and follies of mankind
- Gain an in-depth understanding of the historical concepts of causation, change and continuity, perspective and significance.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Course Content

YEAR 7	YEAR 8	YEAR 9
Thinking Like a Historian	Pre-colonial Asian and African Empires	The causes and impact of WWI
Life in the Roman Empire	The establishment of the Transatlantic Slave Trade	The campaign for votes for British women
Ancient China - The rule of Wu Zetian	European Conquest and Colonisation	The Holocaust
The Fall of Constantinople	The Age of Revolution	The Impact of WW2 on Asia
Warfare and Weapons through time	The Abolition of the Slave Trade	Decolonisation and the Cold War in Asia

# HISTORY

**Assessment:**

Each unit will contain at least one task that assesses a student's level. On-going formative assessment pieces and end of topic tests will be set both for homework and in class.

At the end of the year students will sit an end-of-year examination, which will be predominantly skills-based and will assess students historical understanding & knowledge.

**Course Information**

Useful websites:

<http://www.schoolshistory.org.uk>

<http://www.activehistory.co.uk>

<http://www.thinkinghistory.co.uk>

<http://www.historylearningsite.co.uk>

<http://www.bbc.co.uk/history>

# COMPUTER SCIENCE

## Aims

A high-quality Computing education equips students with computational thinking skills. At the core of Computing is Computer Science, which essentially develops in students a unique way of thinking about real-world problems and also, the skills required to create solutions to solve these problems.

Students at KS3 learn how digital systems work, the components that constitute them and how they communicate with one another and other systems. Students then build upon this knowledge to design and create their own products and solutions.

In the study of Computing, we additionally prepare our students to understand the consequences of technological change; how to adapt when using technologies, develop new technologies or even to work in jobs that haven't yet been invented. Not only is the 'what?' and 'how?' of the subject taught, but students also develop techniques to ask and be able to answer the question 'why?'

In lessons, we actively encourage pupils to become independent learners, collaborators, problem solvers, evaluators, designers and creators of new technologies.

## Course Content

YEAR 7	YEAR 8	YEAR 9
Creative with Cryptocurrency - Google G-Suite Project	How computers work	HTML CSS & Javascript Website development
Game Theory, Design & Creation with MIT Scratch	Creativity and Innovation pt1 - Using BBC Microbit	Design and Programming Games in JavaScript with Make Code Arcade
Text-based Programming - Python Basics	Creating an Arduino-Programmable WIFI Lamp - Cross-Curricular with DT	Advanced Communications - Keeping the World Connected
Artificial Intelligence	Solving Real-world Problems using Robotics	Creativity and Innovation pt2 - Using BBC Microbit

# COMPUTER SCIENCE

By the end of the Key Stage 3 course, we aim to ensure that all students:

1. Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.
2. Understand several key algorithms that reflect computational thinking & use logical reasoning to compare the utility of alternative algorithms for the same problem.
3. Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems.
4. Understand simple Boolean logic and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers.
5. Understand the hardware and software components that makeup computer systems, and how they communicate with one another and with other systems.
6. Understand how instructions are stored and executed within a computer system; understand how data of various types can be represented and manipulated digitally, in the form of binary digits.
7. Undertake creative projects that involve selecting, using, and combining multiple applications, across a range of devices, to achieve challenging goals.
8. Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.

### **Assessment:**

Pupils are awarded an attainment grade for each project undertaken.

### **Course Information**

Useful websites:

<https://sites.google.com/a/bisphuket.ac.th/bisp-ks3-ict-computing>

# PHYSICAL EDUCATION

## Aims

- Develop pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.
- Develop pupils' ability to work individually, in groups and in teams, developing concepts of fairness and of personal and social responsibility.
- Pupils take on different roles and responsibilities, including leadership, coaching and officiating and through their experiences in PE they learn how to be effective in competitive, creative and challenging situations.
- Develop a wide range of skills, use tactics, strategies and compositional ideas to perform successfully. When performing pupils think about what they are doing, analyse situations and make decisions, reflect on their own and others' performances and find ways to improve them.
- Learn about the value of healthy, active lifestyles and how sport can lead towards these.

## Course Content

### Year 7

During Term 1 and 2 students will study the following units: Tennis, Personal Survival and Lifesaving, Cross Country, Basketball, Athletics, Yoga, Rounders.

During Term 3 students choose two optional units from: Golf, Basketball, Tennis, Volleyball, Aerial Arts, Gymnastics, Touch Rugby, Field Games Table tennis.

### Year 8

During Term 1 and 2 students will study the following units: Badminton, Personal Survival and Lifesaving, Cross Country, Football, Athletics, Yoga, Rounders.

During Term 3 students choose two optional units from: Golf, Basketball, Tennis, Volleyball, Aerial Arts, Gymnastics, Touch Rugby, Field Games Table tennis.

### Year 9

During Term 1 and 2 students will study the following units: Volleyball, Personal Survival and Lifesaving, Cross Country, Touch Rugby, Athletics, Yoga, Rounders.

During Term 3 students choose two optional units from: Golf, Basketball, Tennis, Badminton, Aerial Arts, Gymnastics, Football, Field Games Table tennis.

# PHYSICAL EDUCATION

**Assessment:**

All pupils will be assessed practiced in the activity areas they are covering throughout the course with a formal assessment being undertaken at the end of most units.

A pupil's level will be assessed using the following areas:

- Developing physical competence and performance
- Developing healthy, active lifestyles
- Evaluating and creating solutions

**Course Information**

Useful websites:

<http://www.bbc.co.uk/education/subjects/znyb4wx>

<http://www.teachpe.com>

<http://news.bbc.co.uk/sport2/hi/academy/default.stm>

<http://kidshealth.org/kid>

<http://www.nourishinteractive.com>

<http://www.nhs.uk/Change4Life/Pages/change-for-life.aspx>





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