

A photograph of the KUSK building, a large, modern, multi-story structure with a blue and white facade. The building is surrounded by a green lawn and some trees. The image is framed by a large, curved, light blue shape that overlaps the building and the text below.

# Curriculum

**Intensive English Program (KUSK IEP)  
Upper Secondary Education Level**

**KASETSART UNIVERSITY LABORATORY SCHOOL  
KAMPHAENG SAEN CAMPUS EDUCATIONAL  
RESEARCH AND DEVELOPMENT CENTER**

[www.kus.kps.ku.ac.th](http://www.kus.kps.ku.ac.th)

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# PREFACE

The Kasetsart University Laboratory School Kamphaengsaen Campus Educational Research and Development Center Intensive English Program (KUSK IEP) Curriculum was created to provide students the opportunity to study intensive learning courses using English language as a medium of instruction in different learning areas. This curriculum was based on the Ministry of education's Basic Education Core Curriculum of 2008, the Standard Based Curriculum and the School Curriculum that aimed to enhance the capacities, abilities, talents and skills of all learners, who constitute as the major force of the country. The main goal of this curriculum is to ensure balanced development of all learners in all respects, physical strength, knowledge and morality.

This program desires to strengthen learners' learning skills in various aspects: language abilities, the academic knowledge, and the analytic, synthetic, critical and constructive thinking skills. This KUSK IEP curriculum was carefully designed by the expert teaching professors who utilized a specific goal that is to attain not only the KUSK Intensive English Program Learning Management procedures intended for the Upper Secondary Education Level (Mathayom Suksa 4-6) but also the school's vision and mission and the vision and mission of the Basic Education Core Curriculum.

The KUSK Intensive English Program (IEP) Department encourages learners to improve their comprehension and communication skills in English language as its primary goal. Students who are under this program are expected to fully develop their listening, speaking, reading and writing skills and will be globally competent

KUSK Intensive English Program (IEP) Committee



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## Vision Mission Goals: Basic Education Core Curriculum

### ◆ Vision

The Basic Education Core Curriculum is aimed at enhancing capacity of all learners, who constitute the major force of the country, so as to attain a balanced development in all respects - physical strength, knowledge and morality. They will fully realize their commitment and responsibilities as Thai citizens and members of the world community. Adhering to a democratic form of government under a constitutional monarchy, they will be endowed with basic knowledge and essential skills and favorable attitude towards further education, livelihood and lifelong learning. The learner-centered approach is therefore strongly advocated, based on the conviction that all are capable of learning and developing themselves to their highest potentiality.

### ◆ Principles

Notable principles underlying the Basic Education Core Curriculum are as follow.

1. The ultimate aim is the attainment of national unity; learning standards and goals are therefore set with a view of enabling the children and youths to acquire knowledge, skills, attitude and morality to serve as a foundation for Thai-ness and universal values.
2. The curriculum facilitates education for all, who have equal access to high education quality.
3. The curriculum facilitates decentralization of authority by allowing society to participate in educational provision, which suits prevailing situations and serves local needs.
4. Structure of the curriculum enjoys flexibility regarding learning contents, time allotment and learning management.
5. The learner-centered approach is strongly advocated.
6. The curriculum is intended for education of all types - formal, non-formal and informal, covering all target groups and facilitating transfer of learning outcomes and experiences.

## ◆ Goals

The Basic Education Core Curriculum is aimed at the full development of learners in all respects - morality, wisdom, happiness, and potentiality for further education and livelihood. The following goals have consequently been set for achievement upon completing basic education:

1. Morality, ethics, desired values, self-esteem, self-discipline, observance of Buddhist teachings or those of one's faith, and applying principles of Sufficiency Economy Philosophy;
2. Knowledge and skills for communication, thinking, problem-solving, technological know-how, and life skills;
3. Good physical and mental health, hygiene, and preference for physical exercise;
4. Patriotism, awareness of responsibilities and commitment as Thai citizens and members of the world community, and adherence to a democratic way of life and form of government under a constitutional monarchy.
5. Awareness of the need to preserve all aspects of Thai culture and Thai wisdom, protection and conservation of the environment, and public-mindedness with dedication to public service for peaceful and harmonious coexistence.

## Vision Mission Goals: School

### ◆ Vision

Kasetsart University Laboratory School Kamphaeng Saen Campus Educational Research and Development Center as a leading learning organization with global focus, a research and innovation community and civilized leader.

### ◆ Mission

1. Develop students at the basic education level to acquire knowledge in science, mathematics, technology, language skills for communication.
2. Develop curricula and learning management that emphasizes on the thinking process, use of technology and wisdom in the university.
3. Develop children in all 4 areas to have appropriate development according to their age.
4. Develop every student to be a complete human being, possessing potential for self-development, family, community, nation and world society to be good leaders and be a quality citizen.
5. Develop research and educational innovations.
6. Develop a standard source for teaching professional experience.
7. Preserving the arts and culture of the nation.
8. Develop teachers and personnel to have a society of cooperation in education and professional standards.
9. Manage the organization and resources effectively

### ◆ Goal

1. The curriculum has international standards. and learning management that has been developed to excellence.
2. Students have good knowledge and skills necessary for life able to sustain themselves in a creative economic society.
3. Students at the basic education level develop a body of knowledge in Science, Mathematics, Technology, and Language Skills for Communication.
4. Develop children in all 4 areas to have appropriate development according to their age.

5. Develop students to be healthy with good aesthetics and able to live in society happily.
6. Faculty, staff and students are moral and ethical with desirable values.
7. Faculty members and educational personnel are capable of conducting quality educational research.
8. Create new knowledge through research processes and educational innovations that will benefit society.
9. To be a learning center and academic service in the community that brings benefits to society.
10. It is a center for teaching professional experience with standards.
11. Students are qualified teachers with ethics and professional love.
12. Preserving and continuation of arts, culture and national identity.
13. Faculty and staff have knowledge and abilities that meet professional standards of teachers.
14. Build and expand academic cooperation networks education with various institutions both domestically and internationally.
15. There is a proactive organizational management that is effective in accordance with good governance principles to support changing situations.
16. There is an efficient management of personnel development.
17. There is effective budget management, income generation, and resource mobilization for education.
18. Management Facility and environment to be a source of quality learning.

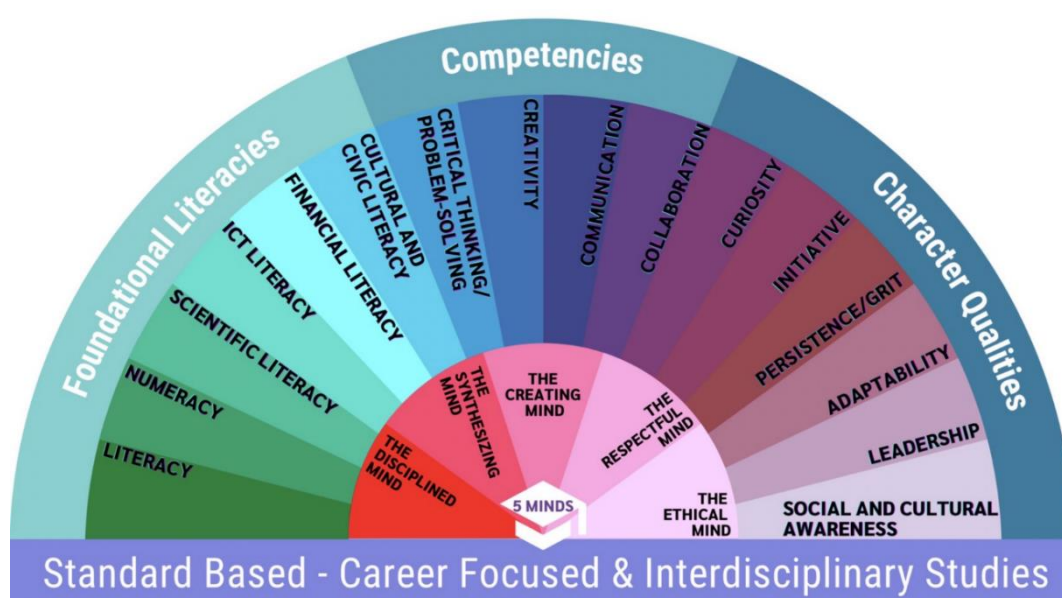
### ◆ Desired Characteristics

1. Having the academic knowledge, the ability to analytical, synthetic, critical and constructive thinking and as a person in learning society.
2. Having the language skills for communication and using the technology for education.
3. Having the leadership personality, knowing their own, self – reliance and working with others.
4. Having morality, ethics and desirable values.
5. Having aesthetics and habitual characteristics in arts, music and sports.
6. Having hygiene, good physical and mental health.
7. Having a democracy, think of common interest and conserve Thai wisdom, arts, Thai culture, natural resources and environment.

**The Kasetsart University Laboratory School  
Kamphaengsaen Campus Educational Research and  
Development Center  
Intensive English Program (KUSK IEP) Curriculum  
For Upper Secondary Education Level**



**Curriculum Conceptual Framework for Kasetsart University  
Laboratory School Kamphaengsaen Campus Educational Research  
and Development Center  
Intensive English Program (KUSK IEP) Curriculum  
Upper Secondary Education Level**



## Lifelong Learning

### Foundational Literacies

- How the students apply core skills to deal with everyday tasks.

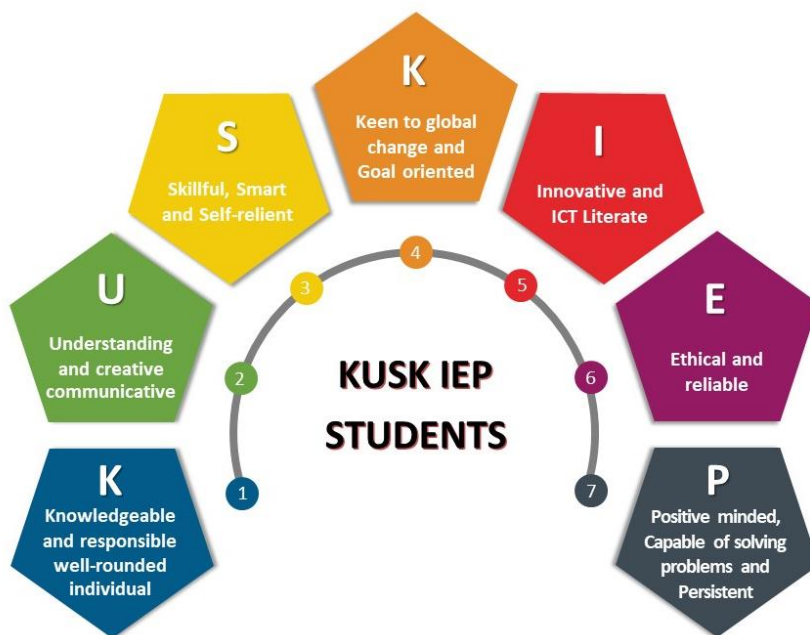
### Competencies

- How students approach complex challenges they encounter in real life.

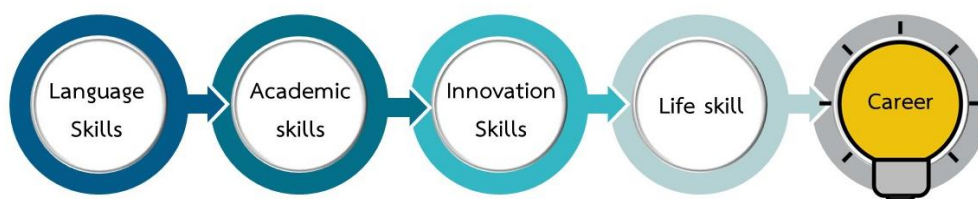
### Character Qualities

- How the students' approach and adapt to their ever-changing world.

## KUSK IEP Student s Identity Image.



### The focus of the KUSK IEP Curriculum



## 1. Introduction

Kasetsart University Laboratory School Kamphaeng Saen Campus Educational Research and Development Center IEP Curriculum for the Upper Secondary Level.

From the acknowledgement, commendations, recommendations and close supervision of the School Administrators with the extensive and intensive research together with the collaborative minds of the IEP curriculum development committee chairman and members of Kasetsart University Laboratory School Kamphaeng Saen Campus Educational Research and Development Center, this KUSK IEP curriculum of B.E. 2566 was developed and materialized.

The KUSK IEP Curriculum carries out learning standards and indicators from School Curriculum (Revised B.E. 2560), the learning standards and indicators from the core curriculum of Basic Education Core Curriculum, B.E. 2560 and the Competency Based Curriculum (CBC) as a

framework for the development of the KUSK IEP Curriculum B.E. 2565 including vision and determination Important competencies of students and desirable characteristics by emphasizing that the students of the Kasetsart University Laboratory School Kamphaeng Saen Campus Educational Research and Development Center IEP is a person who is well behaved and have knowledge as the school philosophy prescribes including having the skills necessary in living in a rapid changing society and the pursuit of knowledge in order to continuously develop oneself throughout life focusing on the development of English language proficiency to be used in applying to study at leading universities across the country and worldwide.

The KUSK IEP Curriculum 2022 (B.E. 2566) consists of basic and additional subjects covering 8 subject areas, additional subject areas and elective subjects, and Intensive clubs which are created according to the interest and needs of the students in order to enhance their potentials, aptitudes, talents and skills. All of which were aimed to enable students to develop themselves to their full potential and in line with the focus of the institution's curriculum and national education's curriculum.

In addition, the KUSK IEP Curriculum B.E. 2566 is tailored based on the Competency Based Curriculum (CBC) an education system that emphasizes on the learner's unique talents and abilities rather than focusing wholly on academics and exams. The major aim of the KUSK IEP Curriculum B.E. 2566 is to help identify learner's special capabilities and nurturing them through various relevant teaching techniques so that learners benefit from talents and skills.

This curriculum will also help learners to achieve complex outcomes of the learning process, knowledge, skills, and attitudes necessary to build a successful career in their area of specialization.

## **2. KUSK IEP Curriculum Vision**

To be the leading academic and language institution and center of excellence in a global scale.

## **3. KUSK IEP Curriculum Mission**

Our mission is to mold every learner to become an analytic-critical thinker, an innovator, a work value, moral and research-oriented citizen.

## **4. KUSK IEP Curriculum Philosophy**

Empowering students with confidence to succeed equipped with competitive skills, wisdom, responsibility, pride and honor.

## 5. KUSK IEP Curriculum Goal

Kasetsart University Laboratory School Kamphaeng Saen Campus Educational Research and Development Center IEP Curriculum B.E. 2566 aims to:

5.1 develop a curriculum and learning management which emphasize on the thinking process, use of technology, use of English language fluently and comprehensively.

5.2 develop students equally to have various knowledge consistent with their potential, aptitude, interest and self-realization.

5.3 develop students to be knowledgeable and responsible well-rounded individuals with a global mindset able to approach and deal complex challenges.

5.4 develop students to be confident, creative and smart communicator and guide them in their cultural adjustment within a professional, respectful, and supportive environment.

5.5 develop knowledge of process and thinking skills, equipped with special abilities in mathematics, science, technology, innovation languages in a global scale.

5.6 develop students to have good knowledge in various academic areas and feel confident in learning and using English language in their everyday tasks.

5.7 develop the student's English language proficiency and information technology skills to international standard.

5.8 develop students to be knowledgeable in the integration of knowledge gained about languages, cross-cultures, mathematics, science, technology, innovation and arts to create works with confidence and applying the skills in real life situations both inside and outside the classroom.

5.9 develop students to be moral and ethical, who are public minded and committed to the compassion of helping each other.

5.10 develop specialized English language instruction to help students acquire the skills necessary to achieve their goals.

## 6. Key competencies of KUSK IEP Learners

In order to achieve the vision, mission and goals of the Kasetsart University Laboratory School Kamphaeng Saen Campus Educational Research and Development Center Intensive English Program (KUSK IEP) Curriculum for the Upper Secondary Level, the following learning competencies should be developed among the learners.

### 6.1 Communication ability

Communication ability is the ability to receive and send messages.

There is a culture of using language to convey ideas, knowledge and understanding of one's own feelings and views. Communication is to exchange information and experiences that

will be beneficial to self and social development including negotiation skills to eliminate and reduce conflicts. Choosing to receive or not to receive information for a reason and accuracy as well as choosing to use effective methods of communication with regard to the impact on oneself and the society is crucial.

#### 6.2 Thinking ability

Thinking ability is the ability to think critically, creatively, and synthetically.

Thinking critically and thinking systematically are essential skills leading to the creation of knowledge or information in making appropriate decisions for oneself and society.

#### 6.3 Problem solving ability

Ability to solve problems is the ability to solve problems and various obstacles that are faced correctly and appropriately on the basis of moral reasoning and information. Understanding the relationships and changes of various events in society. Seeking knowledge and applying this knowledge to prevent or solve problems, and make effective decisions, taking into account the effects to themselves, society and environment.

#### 6.4 The ability to use life skills.

The ability to use life skills is the ability to use various processes in daily and real-life situations effectively by self-learning, continuous learning, working and coexistence with others in society fostering good relationship between people, proper management of problems and conflicts, adapting to social and environmental changes, and avoiding unwanted behavior that affects oneself and others.

#### 6.5 The ability to use technology

Ability to use technology is the ability to choose and use various technology having technological process skills for personal and social development in the areas of learning, communication, work, and creative problem solving, accurate, appropriate and virtuous.

#### 6.6 Innovation skills

Innovation skills are the knowledge and abilities you use to create and adapt to changes. They allow learners to use their existing knowledge to discover original ideas that benefit them and others. Being innovative requires learners to envision situations from multiple perspectives and think critically about the best approach to a problem. Having strong innovation skills at school or work means learners have the personal characteristics, interpersonal intelligence and technical expertise to drive progress in their scholastic tasks or future careers.

## 7. Desirable characteristics

The KUSK IEP Curriculum focuses on students' development to have desirable characteristics in order to be able to live happily with other people in the society as a Thai citizen and world citizen as follows :

- 7.1 The love of the King and the nation
- 7.2 Have value of Honesty
- 7.3 Have self-discipline
- 7.4 Eagerness to learn
- 7.5 Live Sufficiently
- 7.6 Commitment to work
- 7.7 Love being Thai
- 7.8 Have a public mind
- 7.9 Have aesthetics.
- 7.10 Have good habits, physical health, and good mental health.

## 8. The focus of the KUSK IEP Curriculum

Kasetsart University Laboratory School Kamphaeng Saen Campus Educational Research and Development Center IEP Curriculum B.E. 2566 is a curriculum with a focus on the following areas.

8.1 Focuses on the development of students in knowledge Process skills and mathematical ability Science, Technology, Innovation and Languages to globally competent.

8.2 Focuses on organizing the subject matter in the basic course to cover the Basic Education Core Curriculum 2008 of the Ministry of Education, the School Curriculum and the KUSK IEP curriculum and learning management which aimed to develop learner's potentials and competencies.

8.3 Focuses on arranging additional subject matters and learning management which are interdisciplinary studies and career focused in accordance with the potential, aptitude and interest of each learner.

8.4 Focuses on providing KUSK IEP students high-quality learning experiences based on a broad and balanced curriculum.

8.5 Focus on organizing a variety of student development activities both inside and outside the school. To develop students to have desirable characteristics in accordance with the objectives and goals of the curriculum. Students must practice the student development activities in accordance with the minimum required criteria in order to be considered graduate according to the curriculum.

8.6 Focuses on enabling and encouraging our IEP students to feel confident in learning and using the English Language in pursuit variety of knowledge.

8.7 Focuses on providing superior English Language training to help our KUSK IEP students acquire the skills necessary to achieve their goals, and promote the consistent use of English both inside and outside the classroom.

8.8 Focuses on integrating knowledge gained about language and cross-cultural understanding in dealing with complex and diverse real-life situations.

8.9 Focuses on providing our students a venue where they can develop the knowledge of process skills and special abilities in languages, mathematics, science, technology, and innovation for future career.

## **9. Student Development Objectives**

IEP Students will be encouraged and developed to be talented and have desirable characteristics as follows:

9.1 See one's own value- has self-discipline, follows the principles of Buddhism or religion that they respect, moral, ethical, poses good personality and has traits of a good leader.

9.2 Knowledge and understanding of basic principles of mathematics and science in accordance with the international standards.

9.3 Be creative - Have the spirit of being a researcher, inventor, innovator and a good developer of math, science and technology according to the same international standards

9.4 Love to learn, love to read, love to write, love to research systematically, knowledgeable and able to integrate knowledge learned to real life.

9.5 Has the knowledge and skills in using foreign languages and information technology effectively.

9.6 Has awareness of the prestige and dignity being Thai, understands and proud in the history of the nation, has love and proud of the country, and locality. Being a good citizen adhering to the democratic regime of government with the King as Head of State.

9.7 Has the consciousness in preserving the Thai language Thai arts and culture, Thai traditions, and Thai wisdom as well as conserve natural resources and the environment despite of various cultural diversities. Has a good attitude towards fellow global citizen and nature.

9.8 Has the intention to be useful, create good things beneficial to the society, and socially responsible wanting to continuously return good deeds to the country according to his ability.

9.9 Has good health, loves exercise and know how to take care of oneself, both physically and mentally.

## **10. Curriculum Management: Upper Secondary Education Level**

10.1 Manage learning areas that covers basic course to cover basic education core curriculum B.E. 2551 of Ministry of Education, and the school curriculum to develop the specialized KUSK IEP curriculum.

10.2 Provide additional courses which emphasize on interdisciplinary studies integrating languages, mathematics, science and technology which encourage and enable learners to create innovations based on the STEM education concept leading to future career paths.

10.3 Focus on promoting learners to develop with emphasis on English application skills for communication and encourage learners to study a second foreign language as the additional subject by choosing one of the elective languages besides studying English.

10.4 Provide the variety elective subjects as alternatives for learners to choose according to their potentials, aptitudes and interests, correlating to further education in professional fields at College or University level, in line with the learners' future career.

10.5 Provide a venue and learning program where learners can use their skills to explore and discover their potential future career through career immersion programs.

## **11. Learning Management**

Learning management is an important process for curriculum implementation. The Basic Education Core Curriculum prescribes learning standards and learners' major capacities and desirable characteristics, which are the main goals of children and youth development.

In the efforts to develop learners, enabling them attain various characteristics prescribed in the curriculum goals, attempts will be made by teachers to select appropriate learning processes. Learning is provided by assisting learners to master all the eight learning areas, as well as by inculcating and strengthening desirable characteristics, and developing various skills essential for acquiring major capacities as envisaged in the goals.



### 11.1 Principles of learning management

The principles of learning management enabling the learners to attain knowledge and competencies for the standards required, major capacities and desirable characteristics as prescribed in the Basic Core Curriculum are: learners are most important; all are capable of learning and self-development; priority is given to learners' benefits; the process of learning management must enable learners to develop themselves naturally to their highest potentiality; consideration must be given to differences among individuals and their brain development; and emphasis must be given to both knowledge and morality.

### 11.2 Learning process

For learning management through the learner-centered approach, learners will depend on a variety of learning processes that serve as tools for enabling them to achieve the curriculum goals. Among the essential learning processes for learners are: integrated learning process; knowledge-creating process; thinking process; social process; heuristic learning process; learning process from actual experience; process of actual practice; management process; research process; self-learning process; and process of developing characteristics.

Learners should be trained and receive further development for acquiring competence in these processes, which will facilitate their learning, enabling them to achieve the curriculum goals. Teachers are therefore required to study and understand various learning processes in order to be able to make judicious choices.

### 11.3 Designing learning management

Teachers are required to study the curriculum of the educational institution concerned in order to understand the learning standards, indicators, learners' major capacities, desirable characteristics and learning contents suitable to the learners. The teachers then proceed to design learning management by choosing teaching methods and techniques, learning media/resources, and evaluation measures, so as to allow the learners to develop to their highest potentiality and thereby attain the established goals.

### 11.4 Roles of teachers and learners

In regard to learning management enabling learners to attain the quality as prescribed in the curriculum goals, teachers and learners should play the following roles.

#### 11.4.1 Roles of teachers

Teachers should:

- 1) Study and analyze individual learners, and then use the data obtained for planning learning management in order to stimulate and challenge the learners' capacities;
- 2) Set the targets to be achieved by the learners in regard to knowledge, skills, process of conceptualization, principles, relationships as well as desirable characteristics;

3) Design and organize learning responsive to individual differences and different levels of brain development, so as to enable the learners to attain the goals of learning;

4) Provide an ambience and atmosphere conducive to learning, and provide necessary care and assistance enabling the learners to learn;

5) Prepare and utilize media that are suitable to the activities organised, and avail of local wisdom and appropriate technologies for teaching-learning activities;

6) Assess the learners' progress through a variety of methods suitable to the intrinsic nature of the subjects and the learners' developmental level; and

7) Analyze assessment results for remedial and developmental measures for the learners' benefit, as well as improve their own teaching-learning methods and activities.

#### 11.4.2 Roles of learners

Learners should:

1) Set the goals of learning, make plans and take responsibility for their own learning;

2) Seek knowledge, make serious efforts to access learning resources, analyze and synthesize bodies of knowledge, raise questions and search for answers or problem solutions through various methods;

3) Take action, draw conclusions regarding what has been learnt, and apply the knowledge gained to various situations;

4) Interact, work and join in activities organized by their peers and their teachers; and

5) Continuously assess and improve their own learning process.

## 12. Learning Media

Learning media serve as tools for promoting and supporting management of the learning process, enabling learners to efficiently acquire knowledge, skills, processes and characteristics as prescribed in the curriculum standards. There are several kinds of learning media, i.e., natural media, print media, technological media and various local learning networks. With a view to making judicious choices of learning media, attention should be paid to their suitability to the learners' different developmental levels and paces of learning.

For provision of learning media, learners and teachers can produce and develop media themselves or make judicious choices from among the various media of quality around them, as well as improve the chosen media as appropriate. These media can be utilized in the learning process, enabling learners to learn through appropriate communication. Educational

institutions should provide sufficient learning media to ensure proper learning by learners. Schools, educational service areas, relevant agencies and actors responsible for provision of basic education are therefore advised to:

12.1 Provide learning sources, learning media centers, learning information systems and efficient learning networks both in schools and communities for the purposes of study, research and exchange of learning experiences among educational institutions, local areas, communities and the world community;

12.2 Provide and procure learning media for study and research by learners to whom additional knowledge is given, and utilize duly adjusted locally available materials as learning media;

12.3 Choose and utilize learning media of high quality, which are suitable, diversified and consistent with the learning methods, the intrinsic nature of the learning contents and individual differences among learners;

12.4 Evaluate quality of the learning media selected for use on a systematic basis;

12.5 Study, explore and conduct research for development of learning media that are appropriate to the learners' learning process; and

12.6 Periodically and continuously supervise, monitor and assess the quality and efficiency of the learning media and their application.

In producing, selecting and evaluating the quality of learning media utilized in educational institutions, regard should be given to their major principles, e.g., harmony with the curriculum, learning objectives, design of learning activities; provision of experiences to learners; accuracy and timeliness of contents that are not detrimental to national security or morality; proper use of language; and presentation models that are easily understood and interesting.

**LEARNING STRUCTURE of Kasetsart University Laboratory School  
Kamphaeng Saen Campus Educational Research and Development  
Center Intensive English Program (KUSK IEP)  
for Upper Secondary Education Level**

Subject Areas/Activities	Credits						Total
	G. 10		G. 11		G. 12		
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
Subject Areas							
Thai	1.0	1.0	1.0	1.0	1.0	1.0	6.0
Mathematics	1.0	1.0	1.0	1.0	1.0	1.0	6.0
Science and Technology	1.0	1.0	1.0	1.0	1.0	1.0	6.0
Social Studies, Religion and Culture	1.5	1.5	1.5	1.5	1.0	1.0	8.0
Health and Physical Education	1.0	1.0	1.0	1.0	1.0	1.0	6.0
Arts	1.0	1.0	1.0	1.0	-	-	4.0
Occupation	1.0	1.0	1.0	1.0	1.0	1.0	6.0
Foreign Languages	1.0	1.0	1.0	1.0	1.0	1.0	6.0
Credits	8.5	8.5	8.5	8.5	7.0	7.0	48.0
Additional subjects/Activities	7.5	7.5	7.5	7.5	6.5	6.5	43.0
Total (Credits)	16.0	16.0	16.0	16.0	13.5	13.5	91.0
Period/Week	32.0	32.0	32.0	32.0	27.0	27.0	
Learner Development Activities	4.0	4.0	4.0	4.0	4.0	4.0	
Total (Periods/week)	36.0	36.0	36.0	36.0	31.0	31.0	

## KUSK IEP Curriculum Learning Structure for Grade 10

Semester 1				Semester 2			
Course code	Courses	Time Periods /week	Credit	Course code	Courses	Time Periods/ week	Credit
<b>Core courses</b>				<b>Core courses</b>			
TH31111	Thai for communication	2	1.0	TH31112	Thai Culture and Tradition	2	1.0
MA31111	Sets and Logic	2	1.0	MA31112	Function	2	1.0
ST31111	Basic Biology and Living World	2	1.0	ST31112	General Chemistry	2	1.0
SO31101	Religious Studies and Moral for Life	2	1.0	SO31102	Human and Society	2	1.0
SO31103	Thai History	1	0.5	SO31104	World History	1	0.5
HP31111	Healthy Behavior	1	0.5	HP31112	Self-Care and First Aid	1	0.5
HP31113	Sports for Life	1	0.5	HP31114	Body Weight	1	0.5
AR31111	Fine Arts	2	1.0	AR31112	Thai and International Music	2	1.0
OC31111	Agricultural Science and SMART Farming	2	1.0	OC31112	Agricultural Product Processing	2	1.0
EN31111	English for Communication	2	1.0	EN31112	English Culture and Tradition	2	1.0
<b>Total</b>		<b>17</b>	<b>8.5</b>	<b>Total</b>		<b>17</b>	<b>8.5</b>
<b>Selective courses</b>				<b>Selective courses</b>			
MA30211	Analytic Geometric-Matrix	3	1.5	MA30212	Real numbers and Polynomials	3	1.5
ST30241	World of balance of living things	2	1.0	ST30223	Special Topics in Chemistry	2	1.0
ST30283	Robotics and Coding	3	1.5	ST30284	3D Fabrication Technology	3	1.5
EN30211	Effective Speech and Oral Communication	2	1.0	EN30212	Creative Writing	2	1.0
EN30213	English Literature	2	1.0	EN30214	Prose and Poetry	2	1.0
EN30223	English for Specific Purposes 1	1	0.5	EN30224	English for Specific Purposes 2	1	0.5
.....	Elective subjects*	2	1.0	.....	Elective subjects*	2	1.0
<b>Total</b>		<b>15</b>	<b>7.5</b>	<b>Total</b>		<b>16</b>	<b>7.5</b>
<b>Learner Development Activities</b>				<b>Learner Development Activities</b>			
Counseling Activities + Career Immersion		1		Counseling Activities + Career Immersion		1	
Student Activities				Student Activities			
- Intensive Clubs/Military Training		3		- Intensive Clubs/ Military Training		3	
Activities for Social and Public Interest				Activities for Social and Public Interest			
<b>Grand Total</b>		<b>36</b>	<b>16.0</b>	<b>Grand Total</b>		<b>36</b>	<b>16.0</b>

\* Elective subjects for medical students

ST30242 World of Human and animal 1 (Biology) 3 Periods 1.5 Credit (Semester 1)

ST30224 Analytical Chemistry (Chemistry) 3 Periods 1.5 Credit (Semester 2)

## KUSK IEP Curriculum Learning Structure for Grade 11

Semester 1				Semester 2			
Course code	Course	Time Periods /week	Credit	Course code	Course	Time Periods /week	Credit
<b>Core courses</b>				<b>Core courses</b>			
TH32111	Thai for Intercultural Communication	2	1.0	TH32112	Thai for Networking	2	1.0
MA32111	Complex Numbers	2	1.0	MA32112	Exponential and Logarithm functions	2	1.0
ST32111	Genetics and Evolution Technology	2	1.0	ST32112	Classical Mechanics	2	1.0
SO32101	Geography	2	1.0	SO32102	Economics	2	1.0
SO32105	Personal Financial Management	1	0.5	SO32106	Human Rights and Social Responsivity	1	0.5
HP32111	Life Safety and Disaster Awareness	1	0.5	HP32112	Mental and Physical Health	1	0.5
HP32113	Ball Games	1	0.5	HP32114	International Sport Games	1	0.5
AR32113	Performing Arts	2	1.0	AR32114	International Arts	2	1.0
OC32111	International Cuisine	2	1.0	OC32112	Agribusiness	2	1.0
EN32111	English for Cross-cultural Communication	2	1.0	EN32112	English for Networking	2	1.0
<b>Total</b>		<b>17</b>	<b>8.5</b>	<b>Total</b>		<b>17</b>	<b>8.5</b>
<b>Selective courses</b>				<b>Selective courses</b>			
MA30213	Cone section-Vector	3	1.5	MA30214	Trigonometric function	3	1.5
ST30243	Project Process	2	1.0	ST30205	Project Design	2	1.0
ST30285	AI & IoT	3	1.5	ST30286	STEM Innovation	3	1.5
EN30215	Public Speaking	2	1.0	EN30216	Composition Studies	2	1.0
EN30217	Critical Reading	2	1.0	EN30218	English for Multi-media	2	1.0
EN30225	English for Specific Purposes 3	1	0.5	EN30226	English for Specific Purposes 4	1	0.5
.....	Elective subjects*	2	1.0	.....	Elective subjects*	2	1.0
<b>Total</b>		<b>15</b>	<b>7.5</b>	<b>Total</b>		<b>15</b>	<b>7.5</b>
<b>Learner Development Activities</b>				<b>Learner Development Activities</b>			
Counseling Activities + Career Immersion		1		Counseling Activities + Career Immersion		1	
Student Activities				Student Activities			
- Intensive Clubs/Military Training		3		- Intensive Clubs/Military Training		3	
Activities for Social and Public Interest				Activities for Social and Public Interest			
<b>Grand Total</b>		<b>36</b>	<b>16.0</b>	<b>Grand Total</b>		<b>36</b>	<b>16.0</b>

\* Elective subjects for medical students

ST30244 World of Human and animal 2 (Biology) 3 Periods 1.5 Credit (Semester 1)

MT30215 MATLAB (Mathematics) 4 Periods 2.0 Credit (Semester 2)

## KUSK IEP Curriculum Learning Structure for Grade 12

Semester 1				Semester 2			
Course code	Course	Time Periods/ week	Credit	Course code	Course	Time Periods/ week	Credit
<b>Core courses</b>				<b>Core courses</b>			
TH33111	Thai for Standardized Test	2	1.0	TH33112	Thai for Career and Services	2	1.0
MA33111	Probability	2	1.0	MA33112	Advanced Algebra	2	1.0
ST33111	Shock Wave and Nuclear Physics	2	1.0	ST33112	Data Science	2	1.0
SO33101	World Civilization	2	1.0	SO33102	Current World Events	2	1.0
HP33111	Population Education	1	0.5	HP33112	Social Life Skills	1	0.5
HP33113	Sports for Self-Defense	1	0.5	HP33114	Social Dancing	1	0.5
OC33111	Mechanical Design	2	1.0	OC33112	Woodworking	2	1.0
EN33111	English for Standardized Test	2	1.0	EN33112	World Englishes	2	1.0
<b>Total</b>		<b>14</b>	<b>7.0</b>	<b>Total</b>		<b>14</b>	<b>7.0</b>
<b>Selective courses</b>				<b>Selective courses</b>			
MA30216	Series-Calculus	4	2.0	MA30217	Statistics	4	2.0
ST30206	Project Presentation	2	1.0	ST30287	Design Thinking	2	1.0
EN30219	English for Business, Career and Services	2	1.0	EN30220	Dramas and Films	2	1.0
EN30221	English for Seminars and Workshops	2	1.0	EN30222	Technical English	2	1.0
EN30227	English for Specific Purposes 5	1	0.5	EN30228	English for Specific Purposes 6	1	0.5
.....	Elective subjects*	2	1.0	.....	Elective subjects*	2	1.0
<b>Total</b>		<b>13</b>	<b>6.5</b>	<b>Total</b>		<b>13</b>	<b>6.5</b>
<b>Learner Development Activities</b>				<b>Learner Development Activities</b>			
Counseling Activities + Career Immersion Student Activities		1		Counseling Activities + Career Immersion Student Activities		1	
- Intensive Clubs/Military Training		3		- Intensive Clubs/Military Training		3	
Activities for Social and Public Interest				Activities for Social and Public Interest			
<b>Grand Total</b>		<b>31</b>	<b>13.5</b>	<b>Grand Total</b>		<b>31</b>	<b>13.5</b>

**\* Elective subjects for medical students**

ST30207	Electricity and Magnets (Physics)	4 Periods	2.0 Credit	(Semester 1)
ST30225	Applied Chemistry (Chemistry)	3 Periods	1.5 Credit	(Semester 2)

# Elective Subjects.





## KUSK IEP Curriculum Additional Courses for Upper Secondary Education Level

### ♦ Thai Language

Level	Course code	Courses	Credit
Grade 10	TH31210	Literature History 1	1.0
	TH31211	Literature History 2	1.0
	TH31212	Advanced Social Media Languages	1.0
	TH31213	Foreign language in Thai 1	1.0
	TH31214	Foreign language in Thai 2	1.0
	TH31215	Thai language course IT	1.0
Grade 11	TH32210	Language and Culture	1.0
	TH32211	Heritage Literature	1.0
	TH32212	Advanced Speech	1.0
	TH32213	Pali 1	1.0
	TH32214	Pali 2	1.0
	TH32215	Thai language in mass media	1.0
Grade 12	TH33210	Thai language for university entrance exams	1.0
	TH33211	Language in songs	1.0
	TH33212	Language skills development	1.0

### ♦ Mathematics

Level	Course code	Courses	Credit
Grade 10	MA31210	Algebra	1.0
	MA31211	Predictive Equation	1.0
	MA31212	Preliminary Math Program	1.0
	MA31213	Applied mathematics Program	1.0
	MA31214	Scientific Math	1.0
	MA31215	Skills in using programs for mathematical calculation	1.0
	MA31216	Mathematical Operations	1.0

Level	Course code	Courses	Credit
Grade 11	MA32210	Consumer Math	
	MA32211	Insurance Mathematics	1.0
	MA32212	Applied Matrix	1.0
	MA32213	Introduction to Accounting	1.0
	MA32214	Dabble Math Problems	1.0
	MA32215	Mathematics with GSP	1.0
	MA30215	MATLAB	2.0
Grade 12	MA33210	Probability Theory	1.0
	MA33211	Applied Calculus	1.0
	MA33212	Analytical Statistics	1.0
	MA33213	Introduction to Economics Mathematics	1.0
	MA33214	Mathematical Aptitude 1	1.0
	MA33215	Mathematical Aptitude 2	1.0
	MA33216	Vectors in Three Dimensions	1.0

### ♦ Science and Technology

Level	Course code	Courses	Credit
Grade 10	ST31210	Artificial Intelligence Technology	1.0
	ST31211	Robot Technology	1.0
	ST31212	Image Processing Programs and Applications	1.0
	ST31213	Introduction to Natural Language Processing	1.0
	ST31214	Model Design and 3D Printing	1.0
	ST31215	Computer Graphics	1.0
	ST31216	Intensive Science Tutoring	1.0
	ST31217	Cash Crop Economy	1.0
	ST31218	Science Films for Learning	1.0
	ST31219	Marine Science	1.0
	ST31220	Petro Engineering	1.0
	ST30242	World of Human and animal 1	1.5
	ST30224	Analytical Chemistry	1.5

Level	Course code	Courses	Credit
Grade 11	ST32210	Cosmetic Chemistry	1.0
	ST32211	Alternative Fuels for Transportation	1.0
	ST32212	Data Structure	1.0
	ST32213	Writing Programs and Algorithms	1.0
	ST32214	Website Design and Development	1.0
	ST32215	Fundamental Knowledge of Atoms for Peace	1.0
	ST32216	Intensive Biochemistry Tutoring	1.0
	ST32217	Environmental Chemistry Laboratory	1.0
	ST32218	Community Biology Laboratory	1.0
	ST32219	Herbs Around you	1.0
	ST30244	World of Human and animal 2	1.5
Grade 12	ST33210	Industrial Chemistry	1.0
	ST33211	Learn Programming Skills	1.0
	ST33212	Learn Database Skills	1.0
	ST33213	Board Game Creation	1.0
	ST33214	Print and Digital Medias Design	1.0
	ST33215	Eliminate Biological Weaknesses	1.0
	ST33216	Intensive Physics Tutoring	1.0
	ST33217	Basic Forensic Science	1.0
	ST33218	Basic Analytical Chemistry Laboratory	1.0
	ST33219	Multimedia Creation	1.0
	ST33220	Science Seminar	1.0
	ST30207	Electricity and Magnets	2.0
	ST30225	Applied Chemistry	1.5

### ♦ Social Studies Religion and Culture

Level	Course code	Courses	Credit
Grade 10	SO31210	Awareness of media in Digital World	1.0
	SO31211	Thai Image	1.0
	SO31212	Love Builds Peace	1.0

Level	Course code	Courses	Credit
Grade 11	SO32210	Professional News Anchor	1.0
	SO32211	Life Skills in Today's Society	1.0
	SO32212	Online Careers	1.0
	SO32213	Laws Nearby	1.0
Grade 12	SO33210	Multidimensional World	1.0
	SO33211	Multidimensional ASEAN	1.0
	SO33212	World History Through Films	1.0
	SO33213	Knowledge Integration	1.0

### ♦ Health and Physical Education

Level	Course code	Courses	Credit
Grade 10	HP31210	Badminton for Competition	1.0
	HP31211	Football for Competition	1.0
	HP31212	Futsal for Competition	1.0
	HP31213	Takraw for Competition	1.0
	HP31214	Successful Movements	1.0
	HP31215	Volleyball for Competitions	1.0
	HP31216	Professional Handball	1.0
	HP31217	Petanque for competition	1.0
	HP31218	Softball for Competition	1.0
	HP31219	Baseball for Competition	1.0
	HP31220	Track and Field Athletics	1.0
	HP31221	Field Athletics for Competition	1.0
	HP31222	Table tennis for Competition	1.0
	HP31223	Social Biking	1.0
	HP31224	Sports Massage	1.0
	HP31225	Indoor hockey for Competition	1.0
	HP31226	Applied aerobics	1.0
	HP31227	Dance for fun	1.0
	HP31228	International boxing	1.0
	HP31229	Basketball for Competition	1.0
	HP31230	Rhythm activities for Competition	1.0
	HP31231	Frisbee for Competition	1.0

Level	Course code	Courses	Credit
	HP31232	Tennis for Competition	1.0
	HP31233	Swimming for competition	1.0
	HP31234	Handball for Competition	1.0
	HP31235	Hockey for Competition	1.0
	HP31236	Disease and Self care	1.0
	HP31237	Learn to be	1.0
	HP31238	Nutritionist	1.0
	HP31239	Pilates	1.0
	HP31240	X-Tream	1.0
	HP31241	Competitive Sports Skills	1.0
	HP31242	Sportsmanship Management 1	1.0
Grade 11	HP32210	Badminton for Excellence	1.0
	HP32211	Football for excellence	1.0
	HP32212	Futsal for Excellence	1.0
	HP32213	Takraw for Excellence	1.0
	HP32214	Movements that affect Behavior	1.0
	HP32215	Volleyball for Excellence	1.0
	HP32216	Handball for Health	1.0
	HP32217	Petanque for Excellence	1.0
	HP32218	Softball for Excellence	1.0
	HP32219	Baseball for Excellence	1.0
	HP32220	Track and Field for Athletic Excellence	1.0
	HP32221	Field Athletics for Excellence	1.0
	HP32222	Table tennis for Excellence	1.0
	HP32223	Weight Training	1.0
	HP32224	Folk Sports	1.0
	HP32225	Hockey for Competition	1.0
	HP32226	First Aid	1.0
	HP32227	Basketball for Excellence	1.0
	HP32228	Rhythm Activities for Excellence	1.0
	HP32229	Frisbee for Excellence	1.0
	HP32230	Tennis for Excellence	1.0
	HP32231	Swimming for Excellence	1.0
	HP32232	Handball for Excellence	1.0

Level	Course code	Courses	Credit
	HP32233	Hockey for Excellence	1.0
	HP32234	International Checkers	1.0
	HP32235	Sexuality Education	1.0
	HP32236	Creative Media Consumption	1.0
	HP32237	Innovation for Health	1.0
	HP32238	Sports Science	1.0
	HP32239	E-Sport	1.0
	HP32240	Sports Skills for Excellence	1.0
	HP32241	Sportsmanship Management 2	1.0
Grade 12	HP33210	Professional Badminton	1.0
	HP33211	Professional Football	1.0
	HP33212	Professional Futsal	1.0
	HP33213	Professional Takraw	1.0
	HP33214	Movement that accepts differences between individuals.	1.0
	HP33215	Professional Volleyball	1.0
	HP33216	Handball for Fun	1.0
	HP33217	Professional Petanque	1.0
	HP33218	Professional Softball	1.0
	HP33219	Professional Baseball	1.0
	HP33220	Professional Track and Field	1.0
	HP33221	Professional Field Athletics	1.0
	HP33222	Professional Table tennis	1.0
	HP33223	Judo	1.0
	HP33224	Homeopathic Food	1.0
	HP33225	Aerobics for Health	1.0
	HP33226	Social Dance	1.0
	HP33227	Professional Basketball	1.0
	HP33228	Professional Rhythmic Activities	1.0
	HP33229	Professional Frisbee	1.0
	HP33230	Professional Tennis	1.0
	HP33231	Professional Swimmer	1.0
	HP33232	Professional Handball	1.0

Level	Course code	Courses	Credit
	HP33233	Professional Hockey	1.0
	HP33234	Games and Recreations	1.0
	HP33235	Life and Family	1.0
	HP33236	Adjustment to Working Age	1.0
	HP33237	Stress manager	1.0
	HP33238	Sports Team Manager	1.0
	HP33239	Sports Psychology	1.0
	HP33240	Professional sports Skills	1.0
	HP33241	Sportsmanship Management 3	1.0

◆ **Arts**

Level	Course code	Courses	Credit
Grade 10	AR31210	Basic Poster Color Painting	1.0
	AR31211	Creative Poster Color Painting	1.0
	AR31212	Music According to Aptitude 1	1.0
	AR31213	Music According to Aptitude 2	1.0
	AR31214	Practice stringed Instrument 1	1.0
	AR31215	Practice stringed Instrument 2	1.0
	AR31216	Practice Pop Band	1.0
	AR31217	Practice Stringed Instrument Combos	1.0
	AR31218	Practice combining wood wind instruments.	1.0
	AR31219	Practice bands including brass	1.0
	AR31220	Thai Dance Ideas	1.0
	AR31221	Performing Arts of 4 Local Regions	1.0
Grade 11	AR32210	Basic Billboard Writing	1.0
	AR32211	Applied Billboard Writing	1.0
	AR32212	Watercolor Painting	1.0
	AR32213	Practicing the Piphat Orchestra 1	1.0
	AR32214	Practicing the Piphat Orchestra 2	1.0
	AR32215	Musical Composition 1	1.0
	AR32216	Music Composition 2	1.0
	AR32217	Chambered Woodwind Instrument	1.0
	AR32218	Chambered Brass wind Instrument	1.0

Level	Course code	Courses	Credit
	AR32219	Practice Band with Combined Wind Instrument	1.0
	AR32220	Practice as a concert band	1.0
	AR32221	DRAMA	1.0
	AR32222	The Musical	1.0
Grade 12	AR33210	Fundamentals of Poster Design	1.0
	AR33211	Poster Design	1.0
	AR33212	Practice Orchestra 1	1.0
	AR33213	Practice Orchestra 2	1.0
	AR33214	Ensemble 1	1.0
	AR33215	Ensemble 2	1.0
	AR33216	Practice International Music Band	1.0
	AR33217	Practice Universal Band Combo	1.0
	AR33218	Practice for Chambered Instrument Bands	1.0
	AR33219	Practice combined Chambered Instrument Bands	1.0
	AR33220	Creative Dance	1.0
	AR33221	Applied Dance	1.0

### ♦ Occupation and Career

Level	Course code	Courses	Credit
Grade 10	OC31230	Fish Farming Economy	1.0
	OC31231	Agricultural Economics	1.0
	OC31232	Agribusiness Promotion	1.0
	OC31233	Applied Inventions	1.0
	OC31234	Applied Snacks	1.0
	OC31235	Gel Candle Craft	1.0
	OC31236	Applied one dish Meal	1.0
	OC31237	Hat Making	1.0
	OC31238	Glass Engraving	1.0
	OC31239	Landscaping in Limited Spaces	1.0
	OC31241	Motorcycle Maintenance Technician	1.0



Level	Course code	Courses	Credit
Grade 11	OC32230	Cactus Planting	1.0
	OC32231	Plant Propagation	1.0
	OC32232	Agribusiness Organization Administration	1.0
	OC32233	Agricultural Project	1.0
	OC32234	Beadwork	1.0
	OC32235	Thai food from 4 regions	1.0
	OC32236	Applied Embroidery	1.0
	OC32237	International food	1.0
	OC32238	Font Designer	1.0
	OC32239	Stucco Worker	1.0
	OC32240	small engine repair	1.0
Grade 12	OC33231	International Agriculture	1.0
	OC33232	Youth Animal Clinic	1.0
	OC33233	Applied Doll Clothing	1.0
	OC33234	Food Preservation	1.0
	OC33235	Origami	1.0
	OC33236	Healthy Food	1.0
	OC33237	Artificial Leather Design	1.0
	OC33239	Bamboo Product Craftsman	1.0
	OC33240	Artisan Product from Local Materials	1.0

### ◆ Foreign Languages

Level	Course code	Courses	Credit
Grade 10	EN31210	English History	1.0
	EN31211	Basic English Conversation	1.0
	EN31212	English from fairy Tales	1.0
	CH31210	Chinese History	1.0
	CH31211	Basic Chinese Conversation	1.0
	CH31212	Chinese from Fairy Tales	1.0
	JA31210	Japanese History	1.0
	JA31211	Basic Japanese Conversation	1.0
	JA31212	Japanese from Fairy Tales	1.0
	FR31210	French History	1.0

Level	Course code	Courses	Credit
	FR31211	Basic French Conversation	1.0
	FR31212	French from Fairy Tales	1.0
Grade 11	EN32210	English from the songs	1.0
	EN32211	English conversation in different situations	1.0
	EN32212	English language and culture	1.0
	CH32210	Chinese from the songs	1.0
	CH32211	Chinese conversation in different situations	1.0
	CH32212	Chinese language and culture	1.0
	JA32210	Japanese from the songs	1.0
	JA32211	Japanese Conversation in various situations	1.0
	JA32212	Japanese language and culture	1.0
	FR32210	French from the songs	1.0
	FR32211	French conversation in different situations	1.0
	FR32212	French language and culture	1.0
Grade 12	EN33210	English literature	1.0
	EN33211	English in ASEAN	1.0
	EN33212	English for the Service Industry	1.0
	CH33210	Chinese literature	1.0
	CH33211	Chinese in ASEAN	1.0
	CH33212	Chinese for the Service Industry	1.0
	JA33210	Japanese literature	1.0
	JA33211	Japanese in ASEAN	1.0
	JA33212	Japanese for the Service Industry	1.0
	FR33210	French literature	1.0
	FR33211	French in ASEAN	1.0
	FR33212	French for the Service Industry	1.0

## Criteria for Learning Assessment

### KUSK IEP Curriculum Criteria for Learning Assessment For Upper Secondary Education Level

#### 1. Judging Learning Outcomes

Judging the learning outcomes in secondary education level, lower and upper secondary education level, has the assessment criteria to judge learners' learning outcomes based on the Basic Education Core Curriculum 2008 (B.E.2551) as follows.

- 1) Teachers will judge the learning outcomes of all courses. Learners must have an attendance record not less than 80% of the total learning time required for the respective courses for each semester.
- 2) Learners must be assessed on all indicators and have the assessment outcomes in pass level not less than 60% of all indicators.
- 3) Learners must be judged 'Pass' on the learning outcomes of all basic courses of the minimum criteria (since 1.0 up).
- 4) Learners must be judged on the learning outcomes of additional courses.
- 5) The average level of learning outcomes in the academic year is not lower than 1.00.
- 6) Learners must pass the criteria of assessment on reading, analytical thinking and writing.
- 7) Learners must pass the criteria of assessment on desired characteristics. and
- 8) Learners must pass the criteria of assessment on every learner's development activity.

Regarding consideration of transition to next grade for both primary and secondary education levels, if learners have minor deficiencies which, in the view of the educational institutions, can be corrected and further developed with remedial measures, the educational institutions have the discretion to allow them to move to a higher grade. If, however, the learners have failed in many courses, and are likely to face problems in proceeding to a higher grade, the educational institutions can establish a committee to consider the possibility of repeating the year, with particular attention paid to the learners' maturity, knowledge and capacity.

## 2. Grading Learning Outcomes

🕒 Judging the learning outcomes of each course in all subject areas, the use of numerical system is prescribed in 8 levels to show the learning outcomes.

Judging the learning outcomes in basic education level are pass or fail system by prescribing the criteria to judge pass by each subject at 50 % and then, grade the level of learning outcomes that pass. For Secondary Education level and upper, the 8 level numerical system is used to show the learning outcomes as shown in the following table.

*Comparison between using the numerical system with the meaning and percent systems*

The Learning Outcomes Level	Meanings	Percent System
4	Excellent	80 – 100
3.5	Very Good	75 – 79
3	Good	70 – 74
2.5	Moderately Good	65 – 69
2	Average	60 – 64
1.5	Fair	55 – 59
1	Pass Minimum Criteria	50 – 54
0	Lower Than Minimum Criteria	0 – 49

In case of not being able to provide the learning outcomes as to the 8 levels numerical system, use the alphabet to indicate the condition of learning outcomes as follows:

- “le” means learners are not eligible to attend the final exam because they don't have the attendance record to 80% of the learning time of each course and are not permitted to attend the final exam.
- “l” means learners are waiting for judging and didn't judge because the learning outcomes of that subjects aren't complete like; not attend the midterm exam and final exam, not do the task assigned which was a part of the judging learning outcomes or having force majeure that the learning outcomes cannot be evaluated.

① Assessment in the reading, analytical thinking and writing, and desired characteristics, outcomes are graded as: Pass and Fail. In case of pass, the assessment outcomes are graded as: Excellent, Good and Pass.

1. In summarizing the assessment outcomes of reading, analytical thinking and writing to move to a higher level and to graduate prescribes the criteria of judging into 4 levels with the following meanings:

<b>Excellent</b>	means	having the works indicating the abilities of reading, analytical thinking and writing with regularly excellent quality.
<b>Good</b>	means	having the works indicating the abilities of reading, analytical thinking and writing with recognized quality.
<b>Pass</b>	means	having the works indicating the abilities of reading, analytical thinking and writing with recognized quality but still having some deficiencies.
<b>Fail</b>	means	no having the works indicating the abilities of reading, analytical thinking and writing or having the works with many deficiencies which have to be improved in many respects.

2. In summarizing the assessment outcomes of every desired characteristics to move to a higher level and to graduate prescribes the criteria of judging into 4 levels with the following meanings:

<b>Excellent</b>	means	learners follow to the desired characteristics habitually and apply in daily life for their own and social benefits by considering the assessment outcomes in excellent level and don't have any desired characteristics assessed lower than good level.
<b>Good</b>	means	learners have the desired characteristics to follow the regulations so as to be accepted of society.
<b>Pass</b>	means	learners accept and follow the regulations and conditions prescribed by the educational institution.
<b>Fail</b>	means	learners accept and follow not all of the regulations and conditions prescribed by the educational institution by considering the assessment outcomes in fail level since 1 characteristic.

⦿ Assessment in the learner development activities is considered from the time activities attendance, the activities practice and the works of learners according to the criteria prescribed by the educational institution and the assessment outcomes are graded as: Pass and Fail.

1. Counseling Activities

2. Student Activities includes:

◆ Boy Scout organization, Girl Guides, Social Service and Territorial Defense

(Learners must choose any one.)

◆ Activities of various clubs (Learners must choose one)

3. Activities for Social and Public Interest

Alphabets are used to show the assessment outcomes as follows:

“P” means learners have the time of participating the learner development activities, practice the activities and have the works as to the criteria prescribed by the educational institution.

“F” means learners have the time of participating the learner development activities, practice the activities but don’t have any works as to the criteria prescribed by the educational institution.

“I” means learners have the time of participating the learner development activities, practice the activities but don’t meet the criteria prescribed by the educational institution.

In case of “F” and “I” the educational institution must provide remedial to learners to do the activity that they didn't participate or didn't do completely and change “F” to “P” by finishing proceeding within the semester except having force majeure; be the discretion of the educational institution to consider and extend one more semester but have to finish proceeding within the academic year.

## Reporting on learning outcomes

Reporting on learning outcomes is a means of communicating to parents and learners the latter's progress of achievement. Educational institutions are required to summarize the assessment outcomes and prepare written reports for submission for the parents' information on a periodical basis or at least once every semester.

Reporting on learning outcomes can indicate quality level of learners' performance, which reflects the standard of achievement for the various learning areas.

## Transition to Higher Level

The learning outcomes in secondary education level are judged in several ways; course passing specified to be semester, transition to higher level specified to be the academic year, and level graduation specified to be lower secondary education level and upper. Principles and criteria of learning assessment for judging learners' learning outcomes based on Basic Education Core Curriculum 2008 (B.E. 2551) are as follows:

- 1) Teachers will judge the learning outcomes of all courses. Learners must have an attendance record of not less than 80% of the total learning time required for the respective courses for each semester;
- 2) Learners must be assessed on all indicators and have the assessment outcomes in pass level not less than 60% of all indicators;
- 3) Learners must be judged 'Pass' on the learning outcomes of all basic courses since the minimum criteria (1.0 up);
- 4) Learners must be judged on the learning outcomes of additional courses;
- 5) The average level of learning outcomes in the academic year is not lower than 1.00;
- 6) Learners must pass the criteria of assessment on reading, analytical thinking and writing;
- 7) Learners must pass the criteria of assessment on desired characteristics; and
- 8) Learners must pass the criteria of assessment on every learner development activity.

For the course which the learners didn't pass, the educational institution can provide them to get remedial in the next semester

## Graduation Criteria for Upper Secondary Education Level.

- 1) Learners take basic and additional courses at least 81 credits, of which 41 credits are basic courses and additional courses as specified by educational institutions.
- 2) Learners must earn at least 77 credits throughout the program, of which 41 credits are foundation courses and 36 credits are additional courses.
- 3) Learners received a “Pass” score in reading, critical thinking and writing.
- 4) Learners have a "Pass" assessment result in assessing desirable characteristics.
- 5) Learners have participated in the student development activities and received a “pass” rating in all activities of the student development activities.
- 6) Learners must be judged ‘Pass’ on the learning outcomes of all English subjects since the minimum criteria (2.0 up).
- 7) Learners need to learn foreign languages as a second language, at least 1 course, and get the judging learning outcomes since the minimum criteria (1.0 up).
- 8) Learners finishing the Upper Secondary Level (Grade 12) pass the CEFR evaluation at B1 – B2 level or higher.
- 9) All scholastic accounts, matriculations, and tuition fees must be settled otherwise the school will not process course completion documents.

## Documents Showing Evidence of Education

Documents showing evidence of education are highly important, as they record the learning outcomes, data and information on various aspects of learners’ development. These documents are divided into two categories as follow.

### 1. Documents showing evidence of education prescribed by the Ministry of Education

1.1 Record of learning outcomes shows and certifies learners’ achievement, based on assessment outcomes of the various courses, reading, analytical thinking and writing and desirable characteristics required by the educational institutions as well as learner development activities. Educational institutions are required to record relevant data and issue such documents to individual learners upon their graduation at primary education level (Grade 6), compulsory education level (Grade 9), and basic education level (Grade 12) or any other cases of school-leaving.



1.2 Certificate shows the learners' qualifications, certifying their achievements and rights. Educational institutions are responsible for issuing certificates to graduates of compulsory education and basic education as prescribed in the Basic Education Core Curriculum.

1.3 Report on graduates shows authorisation of graduation by recording the names and relevant data of graduates at primary education level (Grade 6), compulsory education level (Grade 9), and basic education level (Grade 12).

## **2. Documents showing evidence of education prescribed by educational institutions**

Educational institutions are required to prepare documents in order to keep record of learners' development, learning outcomes and essential data. These documents include a student's personal record, grade record for each course, cumulative record, learning outcome certificate and other documents required for specific purposes.

## **Transfer of Grades**

Educational institutions can transfer grades of students learned from educational institutions in various cases, such as relocating educational institutions, change of education course transfer, dropping out of studies, requesting to return to study from studying abroad and seeking admission to study in the country other than these, the institution can also compare knowledge transfer, skills and experiences from other learning sources such as enterprise, religious institution, occupational training institution, professional family education or home school.

Transfer of grades should be done before the beginning of the first semester or at the beginning of the first semester where the educational institution accepts the transfer of the applicant as a student. In this regard, students who receive the equivalency transfer must continue to study in an educational institution that accepts transfer, at least 1 semester. The transferee institution should specify the number of courses, the number of credits to be transferred as appropriate.

### **Transfer consideration can be done as follows:**

1. Considered from the evidence which provides information that shows knowledge students' abilities in various fields.
2. Based on knowledge Direct experience from real practice, tests, interviews, etc.
3. Considered from the ability and practice in real conditions.
4. In case of necessary reasons during the course of study Students can request to study some subjects in other educational institutes/business establishments. then can be

compared to transfer with the approval of the Program Administrative Committee and academics of the educational institutions.

5. The equivalency transfer is done in the form of a committee. The number of transfers must be at least 3 people, but should not exceed 5 people.

6. Transfer procedures are as follows:

6.1 In the case that the applicant transfers academic results from other courses Bring courses or credits that have indicators/learning standards/expected learning outcomes/objectives/contents corresponding to at least 60 percent to transfer grades and consider the grade level. in accordance with the courses that are transferred

6.2 In case of knowledge transfer skills and experience Consider from documentary evidence (if any) by assessing using a variety of tools and giving the level of results consistent with the curriculum that receives the transfer.

6.3 In the case of transferring students into foreign exchange programs Follow the announcement of the Ministry of Education. Principles and guidelines for equating education for students participating in exchange programs.

However, the method for transferring academic results shall be in accordance with the announcements of the Ministry of Education and related guidelines.

**For the purpose of transfer, the following should be taken into consideration:**

1. Certificates and other documents providing information on the learners' knowledge and capacity;
2. Learners' knowledge and capacity tested through various methods for assessment of both knowledge and capacity for practical work; and
3. Competence and performance in real situations.

Transfer of learning outcomes must follow the Ministry of Education's proclamations or guidelines. The transfer of learning outcomes at basic education level must follow the guidelines on transfer of learning outcomes at basic education level.

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