



WELLINGTON
COLLEGE
INTERNATIONAL SCHOOL
BANGKOK



Chinprasitchai, Supavich (Wish)

9 Anglesey B

SCHOOL FULL REPORT

Lent 2025

Miss Nakkeeran's Review

Wish has shown enthusiasm across subjects and excelled in science and maths, often exceeding expectations. His participation in FOBISIA table tennis is commendable, and the house is proud of his achievements. To continue his progress, Wish should focus on refining exam techniques, maintaining focus in Mandarin, and extending creative thinking in art and drama. Improving time management and organization will help him balance academics and extracurriculars effectively.

Student Reflection

This term, I feel like I have been more consistent with lessons and prep than last term. In terms of extracurricular activities, I did quite well in table tennis and math competitions.



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Year 9 Lent Term Full Report 2025

Chinprasitchai, Supavich (Wish)

Art

CAG	LB	Progress
C3	2	

This term's course content: skills, knowledge and understanding

The Year 9 students have been investigating form through ceramic sculpture. They learned to develop a 2D design into a relief ceramic tile, drawing inspiration from natural forms and geometric patterns. Most recently, they have transformed their working drawings into maquettes—small-scale versions of their final sculptures. They hope to refine these designs into full-scale, complex, and contemporary ceramic sculptures.

Teacher's comment

Wish has made good progress this year in developing his skills in drawing, painting, and sculpture. While he has found the drawing and ceramics tasks challenging, his painting last term showed significant improvement. Despite these difficulties, he consistently approaches learning with a positive attitude, remains attentive, and demonstrates perseverance.

Next Steps

I encourage Wish to independently practice the skills he finds most challenging, as this will help him build confidence and further develop his abilities in the subject.

Duna Carbonell Martinez, April 2025

Learning Behavior (LB) Criteria

- Punctual and fully for lessons with equipment and prep work.
- Works hard, preserves and repeats work where necessary.
- Values and acts on feedback as forming part of a learning process.
- Reflects on how learning is taking place and how to improve by trying again when things do not go right.
- Contributes positively in lessons, works with others and shows a willingness to take risks and explore new ideas.

Current attainment Grade (CAG)

Every half term, teachers will provide a Current Attainment grade which best reflects the student's current level of academic achievement. In Years 7-9 an A1 reflects attainment of the highest level and D3 the lowest.

Progress

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- **AMBER**- Not on track to meet expectation

Year 9 Lent Term Full Report 2025

Chinprasitchai, Supavich (Wish)

Biology

CAG	LB	Progress
AI	2	

This term's course content: skills, knowledge and understanding

This term, Year 9 students have studied Topic 9B: Plant Growth; exploring photosynthesis, plant products, transport in plants, plant tissues, and plant adaptations. They have developed scientific enquiry skills through practical investigations, improving their ability to observe, measure, and analyse data. This topic has strengthened their understanding of plant biology and its real-world applications.

Teacher's comment

Wish is a very capable biologist with a wide breadth of knowledge beyond the curriculum. He applies his knowledge well and consistently demonstrates a strong understanding of key concepts. His curiosity and practical skills are excellent, and he engages thoughtfully in lessons. To maximise his progress, Wish should focus on improving his organisation and refining his exam technique to ensure he can demonstrate his knowledge clearly in assessments.

Next Steps

Wish should practise answering exam questions under timed conditions and focus on refining his scientific explanations in written responses to enhance his exam technique.

Urmilla Nakkeeran, April 2025

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Year 9 Lent Term Full Report 2025

Chinprasitchai, Supavich (Wish)

Chemistry

CAG	LB	Progress
A3	2	

This term's course content: skills, knowledge and understanding

This term's Course Content: Skills, Knowledge and Understanding: The topics covered this term are: Atomic Structure, Types of Reactions, and latterly Acids and Bases. This is followed by the topics such as Salt Preparation, Ionic and Covalent Compounds, and finally Energetics. These topics cover the very basics of IGCSE Chemistry.

Teacher's comment

Wish is performing exceptionally well in Year 9 Chemistry. He engages well in class, demonstrating a strong understanding of key concepts. His practical skills are good, as he works safely and efficiently during experiments. End-of-topic test results reflect his dedication, with consistently high marks. I would like to see his enthusiasm and curiosity turn into him being a great role model for peers.

Next Steps

Wish should now begin to consolidate their notes and their understanding of the topics learnt so far as these will be examined in the end of year exam in the summer term. Guidance will be given to the students prior to the examination.

Scott Sneddon, April 2025

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Year 9 Lent Term Full Report 2025

Chinprasitchai, Supavich (Wish)

Computing

CAG	LB	Progress
AI	2	

This term's course content: skills, knowledge and understanding

This term, Year 9 students have started to explore Artificial Intelligence and Python next steps in Computer Science. They have studied machine learning and deep learning and developed simple Ai programs such as image recognition, virtual assistant and sentiment analysis. In Python they are studying decision structures, iteration, arrays and higher-level Python coding.

Teacher's comment

Wish has been very consistent this year. He has great potential in computer science, he applied critical and logical thinking when solving coding challenges. Wish has contributed positively to group work as he won one of the prizes in the MakeCode Arcade competition. He demonstrated excellent management and time management skills. Wish completes his assignment to a very high standard, however there have been some missing assignments. This term Wish is studying Python and I am expecting excellent work and grades. I am happy with his progress but he can achieve more

Next Steps

To build on existing strengths Wish should keep track of Teams so he does not miss any assignments. Wish should continue to research topics and additional materials found online in Teams to deepen her subject knowledge and coding skills.

Mark Ward, April 2025

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Year 9 Lent Term Full Report 2025

Chinprasitchai, Supavich (Wish)

Design Technology

CAG	LB	Progress
BI	2	

This term's course content: skills, knowledge and understanding

This term, Year 9 revisited AutoCAD Fusion 360, to enhance their skills and techniques. They have developed a deeper understanding of creating detailed and complex 3D engineering models, incorporating advanced features, and applying trigonometry to achieve greater accuracy in angles and dimensions. Their growing technical expertise is evident in the precision of their work. Also, Year 9's focus on producing detailed accurate third-angle orthographic drawings has improved.

Teacher's comment

Wish is currently achieving a BI grade in Fusion 360, indicating performance meeting expectations for this stage of the year. He demonstrates perseverance and values feedback, engaging in tasks such as parametric modelling to develop his skills. His progress is on track to meet his end-of-year target. Time management challenges have been noted, requiring better organisation and prioritisation of tasks. Additionally, Wish should focus on improving precision and accuracy by addressing repeated mistakes and actively seeking guidance. With dedication, he can significantly enhance his outcomes and overall performance.

Next Steps

Wish should focus on improving time management and organization to address missed deadlines. Prioritizing observation, precision, and accuracy will help him enhance his performance and achieve his target.

Rachel Astor, April 2025

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Year 9 Lent Term Full Report 2025

Chinprasitchai, Supavich (Wish)

Drama

CAG	LB	Progress
BI	2	

This term's course content: skills, knowledge and understanding

This term, Year 9 explored theatre design through the theme 'Post-Apocalyptic Worlds'. They built set models, crafted radio dramas with layered soundscapes, and designed detailed costumes. Each task focused on survival, decay, and dystopia, deepening their understanding of how design creates mood, narrative, and emotion in theatre.

Teacher's comment

Wish has begun to explore theatre design through the Arstotzka model, though there were challenges from the initial planning stages through to final construction. Some creative effort was evident, but the design would benefit from more originality and conceptual development. With a stronger focus on abstract thinking and technique, Wish has the opportunity to grow artistically. There is potential here, greater confidence and curiosity will help unlock it.

Next Steps

For future design projects, I would like Wish to actively contribute to class discussions and peer-feedback sessions, in addition to the design and construction process.

Ashley Edwards, April 2025

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English

CAG	LB	Progress
BI	2	

This term's course content: skills, knowledge and understanding

This term in English, we have studied the following topics: Rhetoric and Shakespeare's 'Macbeth'. During this time, students have undertaken analytical reading assignments, and a persuasive writing assignment aimed at developing the following skills: comprehension, language analysis, evaluation, making links between a text and its context, planning, composition, written accuracy and using an appropriate register.

Teacher's comment

Wish is a polite, motivated student who contributes regularly to class discussions. Last term, Wish demonstrated a good understanding of the conventions of narrative writing, and he can write from interesting narrative perspectives. This term, Wish has demonstrated a strong understanding of persuasive language techniques and their effects. Wish has also improved his analytical paragraphs; he has offered insightful comments when analysing the way Shakespeare presents his characters in 'Macbeth', and in class discussions, Wish has shown that he can tackle the text's difficult language with ease. A good year so far, Wish, well done!

Next Steps

Wish should ensure that he fully develops his explanations in essay style responses. Wish should also ensure that he organises his notes carefully so that he is always prepared for tasks.

Terri-Anne Jones, April 2025

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Year 9 Lent Term Full Report 2025

Chinprasitchai, Supavich (Wish)

Geography

CAG	LB	Progress
A3	I	

This term's course content: skills, knowledge and understanding

This year students have studied areas of Geography that they can see with their own eyes. During the first term students grappled with the concept of Climate change and the impacts it is having today and into the future. During the second term students have gone on to learn about Coasts and just how important they are to Thailand and all around the world. They will soon be moving onto Economic Activity and look at how economy is a major factor in today's society.

Teacher's comment

Wish has demonstrated sharp skills and understanding throughout the year in his Geography lessons. This is particularly clear when explaining and evaluating more complex subject content. However, his written work often lacks quality as he rushes to complete tasks. With more careful proofreading, neater and more structured handwriting, he could produce work matching his clear potential. His consistent effort and engagement are good foundations to build upon but his prep completion although satisfactory, could look to improve in terms of quality and punctuality.

Next Steps

Wish should aim to complete classwork more carefully and consistently to a high standard.

Daniel Bell, April 2025

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Chinprasitchai, Supavich (Wish)

History

CAG	LB	Progress
A3	2	

This term's course content: skills, knowledge and understanding

This term we have explored the causes and nature of WWI, focusing on the long- and short-term factors that led to the conflict. We have studied key battles and the experiences of soldiers in the trenches. Students have developed key historical skills, including analysing primary sources from British, French, and colonial soldiers to gain deeper insights into the realities of war. Their ability to discuss cause and effect have also been significantly strengthened.

Teacher's comment

Wish is a confident and academically able student who has shown significant development in his skills throughout the term. He has made a concerted effort to increase the depth and detail in his writing, and he has responded well to feedback provided. This improvement is evident in the quality of his work. To continue his progress, Wish should now focus on engaging with more complicated sources and enhancing his source analysis skills. Developing this key skill will further strengthen his understanding and ability to critically evaluate historical events. With his continued dedication and focus on these areas, he is expected to achieve even greater success in his studies.

Next Steps

Wish should focus on expanding his reading of historical texts to enhance his understanding and ensuring he is always focused. It would be great to see him engage more frequently in class debates, sharing his insights with his peers. Well done Wish!

Stewart Findlay, April 2025

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Chinprasitchai, Supavich (Wish)

Mandarin

CAG	LB	Progress
AI	2	

This term's course content: skills, knowledge and understanding

This term, students have studied the topics of Built Environment, Clothes, and Shopping. Through this developmental theme, they expanded their vocabulary related to daily life and practiced using descriptive structures, opinions, and justifications. While all four language skills were covered, speaking was a key focus. Students engaged in a speaking project, applying their language skills in real-life contexts such as shopping and bargaining.

Teacher's comment

Wish is highly engaged in speaking activities and has made great progress in improving his communication skills. His writing and reading have also shown strong progress compared to last term. He enjoys challenges and approaches tasks with enthusiasm. However, he can occasionally get distracted by chatting with classmates, which may hinder his potential for further progress. With more focus, he can achieve even greater proficiency in Mandarin.

Next Steps

To maximise his progress, Wish should continue challenging himself in speaking while maintaining focus during lessons. Strengthening concentration and actively applying new vocabulary in writing will further enhance his overall language proficiency.

Xiuxian Mo, April 2025

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Chinprasitchai, Supavich (Wish)

Mathematics

CAG	LB	Progress
AI	2	

This term's course content: skills, knowledge and understanding

The Year 9 Maths course covered key topics to build strong problem-solving skills. In data and averages, students learned to calculate averages from frequency tables and grouped data. Equations and inequalities included solving linear and quadratic equations and factoring quadratics. Geometry covered angles in polygons and circle theorems. We also explored compound measures, travel graphs and presenting and interpreting data effectively.

Teacher's comment

Wish has had an excellent term, showing a strong grasp of all topics. He demonstrates great problem-solving skills and consistently produces high-quality work. His strongest area was Algebra, where he achieved an outstanding score of 100%, well done. To continue excelling, Wish should challenge himself further with more complex problems and deepen his understanding of mathematical concepts.

Next Steps

Keep pushing yourself by exploring more challenging problems and extending your learning.

Aibarsha Demezhan, April 2025

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Music

CAG	LB	Progress
A3	2	

This term's course content: skills, knowledge and understanding

This term, students explored jazz, learning about its key artists, subgenres, and musical features. They developed their instrumental technique and ensemble awareness while learning Watermelon Man, a jazz-funk classic. Students also began to build confidence in improvisation, applying new knowledge creatively in performance.

Teacher's comment

Wish has shown strong musical development in this term's jazz unit. He demonstrated secure piano technique and contributed consistently to rehearsals. His confidence in improvisation has grown, and he has shown creative flair when developing musical ideas. Wish frequently demonstrated independent thinking when experimenting with melodic ideas and worked with focus and energy during group tasks. His overall musicianship is developing well and GCSE Music is recommended.

Next Steps

To improve further, Wish should continue building confidence in ensemble work and extend improvisation fluency through more adventurous musical ideas.

Michael Whyte, April 2025

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Physics

CAG	LB	Progress
AI	2	

This term's course content: skills, knowledge and understanding

Students have revisited force fields in magnetism and gravity, including diagram representation. They have been introduced to electric fields and electrostatics to extend their knowledge. They modelled current electricity, investigated resistance, and deepened their understanding of gradients in graphs. They have also performed calculations with a focus on using appropriate significant figures.

Teacher's comment

Wish has worked with focus and care this year, producing thoughtful classwork that shows strong effort. He is focused and determined in lessons and demonstrates his openness to exploring new ideas and approaches. He is highly suited to following Separate Science at IGCSE. These qualities have supported steady progress and good engagement in class. Wish could push himself to extend ideas further where the material is well within his capabilities. He must also be mindful of his interactions with others as he has a tendency to aggravate some classmates which may be a sign he needs more challenge.

Next Steps

Keep challenging yourself with higher-level problems and careful reasoning. Begin using the correct number of significant figures in calculations.

Jamie Scammells, April 2025

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Thai

CAG	LB	Progress
BI	2	

This term's course content: skills, knowledge and understanding

ในภาคเรียนนี้ นักเรียนได้เรียนรู้ทักษะการอ่านจับใจความและตอบคำถามโดยใช้การคิดวิเคราะห์ ฝึกการเขียนโดยใช้โวหารหลากหลายประเภท รวมถึงการสร้างแผนภาพความคิด (Mind Mapping) การเขียนเรียงความ และการเขียนโต้แย้ง ซึ่งช่วยให้สามารถเรียบเรียงความคิด วิเคราะห์เหตุผล และเชื่อมโยงประเด็นต่าง ๆ ได้อย่างเป็นระบบและชัดเจนยิ่งขึ้น

Teacher's comment

วิษณุภาพ ช่างเจรจา และซึ้งสสัย มีพัฒนาการด้านการใช้ภาษาดีขึ้น สามารถวิเคราะห์เรื่องที่อ่านแล้วนำมาเขียนสรุปความได้ถูกต้อง ตรงประเด็นมากขึ้น เริ่มประยุกต์ใช้โวหารที่หลากหลายในงานเขียนได้มากขึ้น รู้จักการสร้างแผนภาพและจัดระบบความคิดอย่างมีประสิทธิภาพ สามารถเขียนโต้แย้งและแสดงความคิดเห็นได้สมเหตุสมผล เริ่มฝึกการเขียนโดยใช้โครงสร้างประโยคที่หลากหลายและซับซ้อนได้มากขึ้น มีการเขียนสะกดคำผิดพลาดบ้าง มีส่วนร่วมในการอภิปรายและแสดงความคิดเห็นในห้องดี และมีความรู้ความเข้าใจเกี่ยวกับวัฒนธรรมประเพณีไทย รวมถึงมีส่วนร่วมในการสืบทอดรักษาประเพณีและวัฒนธรรมไทยได้อย่างดีเยี่ยม

Next Steps

วิศควรพัฒนาด้านการอ่านและเขียน ผ่านการฝึกอ่านจับใจความสำคัญจากบทความอย่างรอบคอบ มีวิจารณ์ญาณ มีเหตุผล และฝึกจัดลำดับความคิดอย่างเป็นขั้นตอน เพื่อเตรียมพร้อมต่อการตีความและวิเคราะห์งานเขียนในลำดับต่อไป

Namphet Pathaphithong, April 2025

Learning Behavior (LB) Criteria

- Punctual and fully for lessons with equipment and prep work.
- Works hard, preserves and repeats work where necessary.
- Values and acts on feedback as forming part of a learning process.
- Reflects on how learning is taking place and how to improve by trying again when things do not go right.
- Contributes positively in lessons, works with others and shows a willingness to take risks and explore new ideas.

Current attainment Grade (CAG)

Every half term, teachers will provide a Current Attainment grade which best reflects the student's current level of academic achievement. In Years 7-9 an A1 reflects attainment of the highest level and D3 the lowest.

Progress

Students CAG is reflected on by the teacher who makes a decision of the progress of the student relative to data from base-line testing. Progress is indicated by a colour.

- **BLUE**- On track to exceed expectation
- **GREEN**- On track to meet expectation
- **AMBER**- Not on track to meet expectation