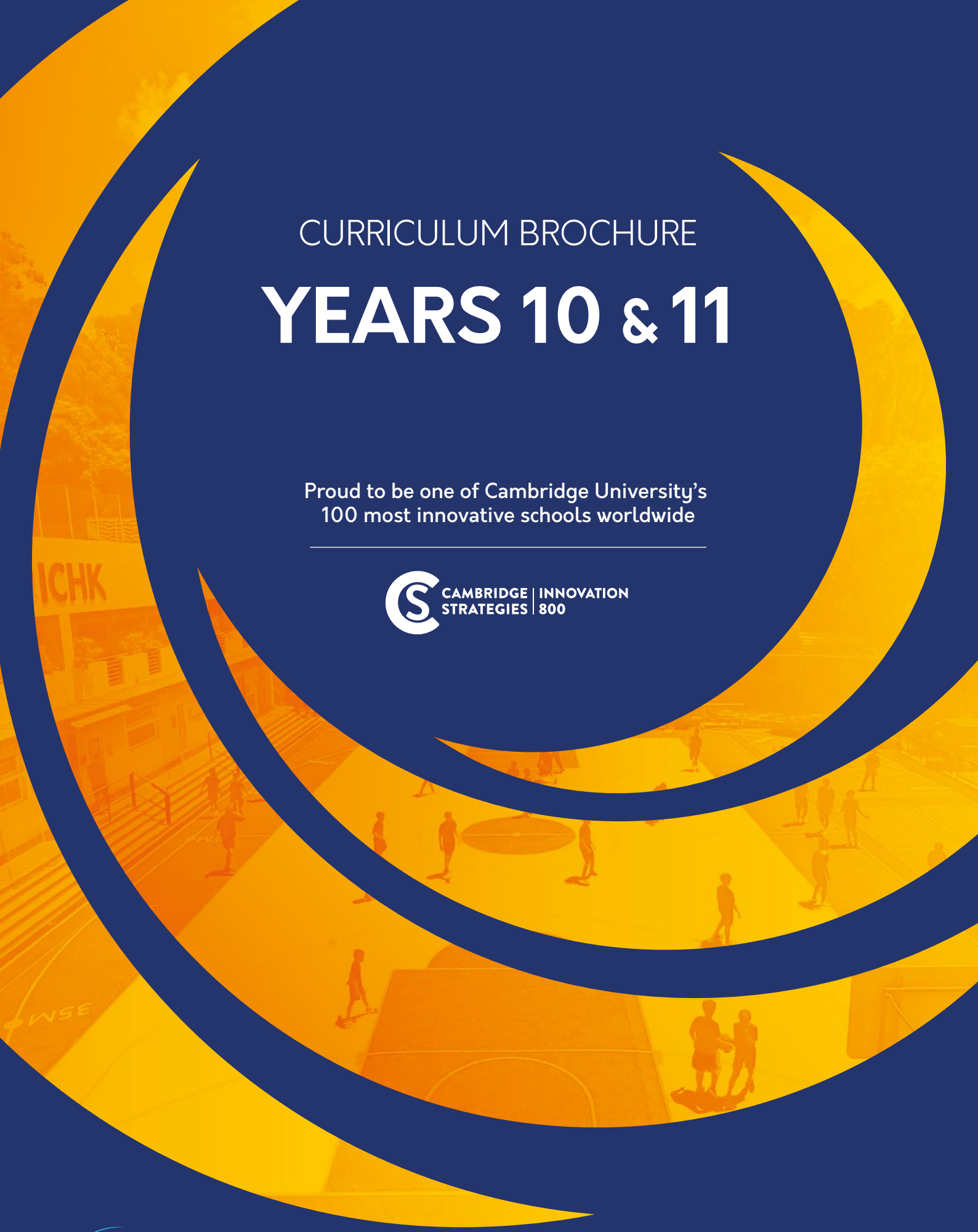
CURRICULUM BROCHURE

YEARS 10 & 11

Proud to be one of Cambridge University's
100 most innovative schools worldwide

CAMBRIDGE STRATEGIES | INNOVATION 800



ICHK SECONDARY



ICHK

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ICHK Secondary

Head of School's Message

Dear Parents and Students,

A school's curriculum includes all those student activities — academic and non–academic — for which the school takes responsibility, as they all have a significant impact on student learning.

The secondary school years are vital in terms of all–round character development. In this bridging period between childhood reliance and adult responsibility, students take further steps in their journey to self–realisation, which include adopting approaches and attitudes to challenges which will remain with them for the rest of their lives.

With this in mind, at ICHK we configure our students' experience of school around the notion of an "epistemic apprenticeship". This concept, introduced by British professor of education, Guy Claxton, indicates an apprenticeship in ways of thinking, knowing, doing, and being. Following Professor Claxton's lead, we are committed to working with young people to encourage and foster their holistic development, in ways that best equip them for rewarding lives beyond school. This includes academic success, social fluency, citizenship, and self–understanding.

The purpose of this brochure is to ensure that parents and students are familiar with the aims of the various components of our curriculum, and of the methods we use to catalyse and report on student growth and achievement.

You will read about ICHK's unique and innovative approaches to learning in Years 10 and 11, which offer our students a stimulating and challenging learning journey that resonates. Key to this journey is ensuring that they continue to build the resilience, attitudes and mindsets that underpin ongoing enjoyment of life, academic performance and success. All students continue to participate in the full range of school activities, from sports teams to drama productions, outdoor expeditions and service projects.

We are committed, through our 5+1 pastoral model, to the work of educational philosopher Kieran Egan, who states that children move through five different ecological zones as they journey to adulthood. In Years 10 and 11, this is represented through a transition from Romantic to Philosophic understanding. The Philosophic mind focuses on the connections among things, seeing laws, theories, and larger purpose as tying together previously disconnected phenomena and experiences. One of the most important connections being established at this age is between the individual and the world, and an essential component of our students' learning at this phase is that it is relevant, engaging and 'makes sense' to them.

The brochure also provides details of our extensive and diverse activities programme, our off–site Deep Learning+ Week and our pastoral support structures, which place student wellbeing at the centre of school life and underpin all learning and teaching. These all play an important part in the holistic development of our students, and you will come to discover that in an environment of safety and trust, growth, mutual understanding and shared respect, all students are enabled to flourish.

Please take the time to look through this brochure and feel free to contact us, or the appropriate teacher, with any additional questions you may have.

Yours faithfully,

Sean McDermott
Email: smcdermott@ichk.edu.hk

Our Mission & Vision

Mission

Our mission is to educate all our students, unlock their potential and offer an experience that best prepares them for life beyond school.

Vision

Learning together, thoughtfully



Teaching & Learning

ICHK believes that the secondary school experience should help children achieve both character development and academic achievement. Our philosophy is grounded in the conviction that young people should be supported in developing their all–round characters, including but not confined to the academic dimension, so that they experience themselves as strong, confident, impassioned learners.

We design students' experience of school around the notion of an 'epistemic apprenticeship', which underscores the ways in which school provides guidance and role modelling for every aspect of students' performance – including the academic, social, emotional and values–driven dimensions of their lives.

In Years 10-11 students are moving into the Wayfinder phase of their epistemic apprenticeship. We ensure progression and continuity by building on the achievements of the earlier years and by preparing students for the rigours of the International Baccalaureate Diploma Programme (IBDP) and BTEC Level 3 courses offered in Years 12 and 13. In addition, students are also invited to start working on their ICHK Transcript, a document that showcases their own, unique, ICHK Journey.

The majority of our students take the core subjects of English, Mathematics, Science, Second Language, Human Technologies, Enrichment & Flow and PE. Students also select two options from subjects including Art, Drama, Creative Media, Music, Information Technology, Environmental Management, Economics, Geography and History. In addition, some students may take ASDAN courses as an alternative pathway.

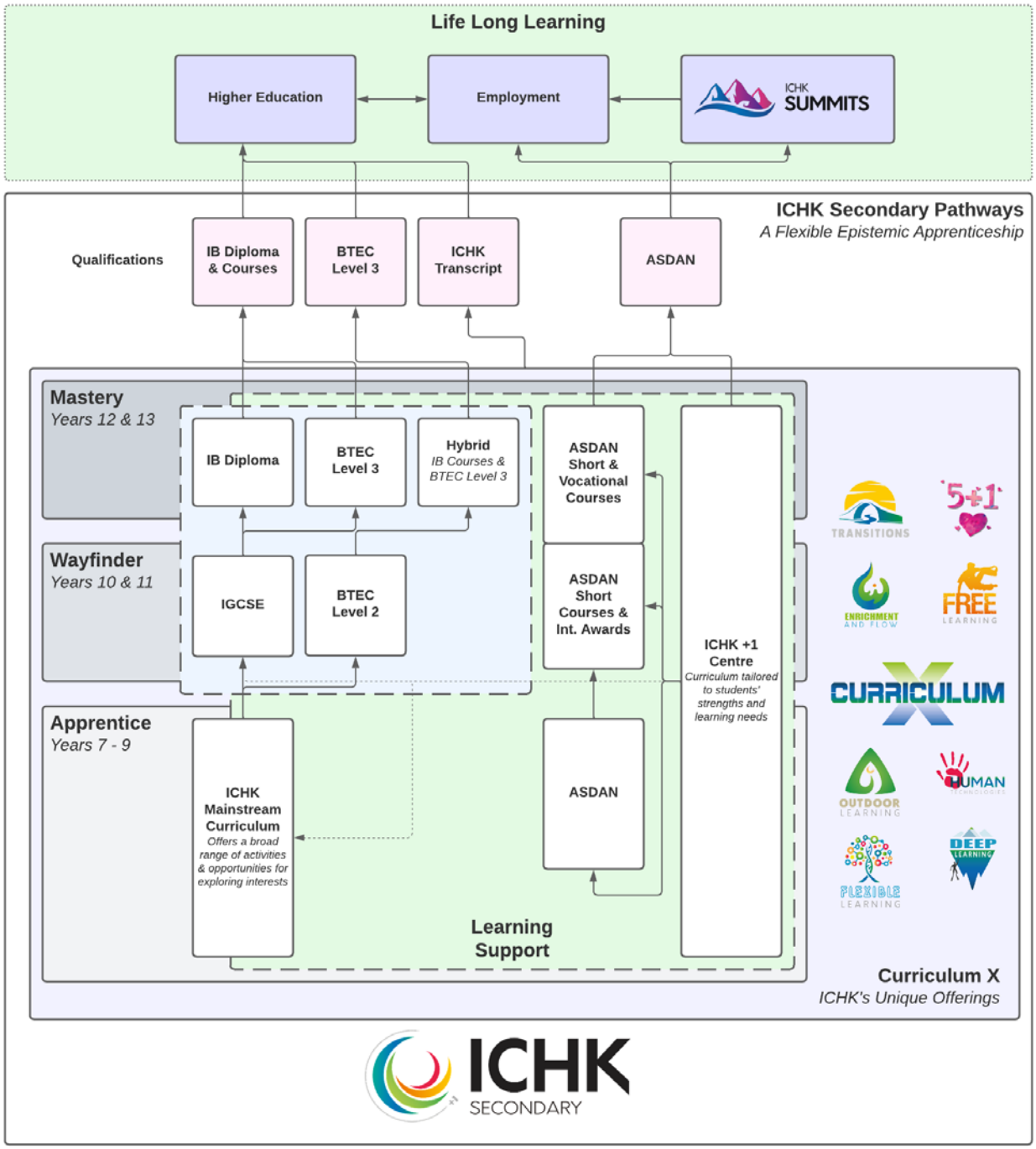






Learning Pathways

As an inclusive school serving a diverse student population, we seek to provide a wide range of pathways through Years 7 to 13. The diagram below shows the various paths that our students may take:



A Learning Culture



ICHK is a community school. While we have grown in numbers in recent years, we remain intentionally small in the way we structure learning and build relationships. Our classes are small by design, and our policies, approaches and culture all flow from this deliberate commitment to create a close-knit, highly connected community.

We are guided by research indicating that smaller learning communities are better able to recognise and respond to the individual needs of their members.

Small classes enable our teachers to design and deliver learning that is responsive to individual students. With a low student-to-teacher ratio, learners receive the individual attention, guidance and challenge they need. By design, there is a high degree of interaction between teachers and students, as well as between students themselves, which is central to our learning philosophy.

This means that students' individual interests, strengths and passions are more likely to be noticed and developed, while learners experiencing difficulties can be identified early and supported promptly. Teachers are also better placed to notice changes in behaviour, engagement or performance and to respond quickly and appropriately.

Our deliberately close-knit structure also supports the kind of relationships that are central to a strong school community. Community spirit is fostered through meaningful connections between students, teachers and families. The home-school partnership can be strengthened, while school leaders are able to maintain a much more direct connection with individual students than would typically be possible in a larger, more impersonal environment.

A strong sense of community also creates greater opportunities for students to participate, contribute and develop as leaders. When students know that their contribution matters, they develop a stronger sense of belonging and a sense of pride in their community, their school and themselves.

Finally, keeping things small by design gives us greater flexibility in how we approach learning. At ICHK, we recognise that one size does not fit all. Our structure allows us to invest in personalised education and to respond to the individual needs, interests and aspirations of our learners.

Being small by design is therefore not simply about numbers. It is about creating the conditions for strong relationships, personalised learning and a genuine sense of belonging.

Our Campus & Location

ICHK's spacious, green and low–rise campus is situated in a stunning location in the New Territories, providing students with unrivalled opportunities for outdoor learning.

Surrounded by country parks and spectacular scenery, our school offers the ideal location for students to develop a deeper appreciation for their place in the grander scheme of natural history and human culture, developed on a global scale, as measured in both space and time. We draw on our local environment as an invaluable resource for the teaching of science, the humanities, arts, physical fitness and leadership, and our innovative outdoor education programme has been firmly established as one of the central pillars of our school.



In our uniquely natural environment, students play sports and enjoy after school activities from dozens of choices ranging from sailing and horse–riding, to environmental action. They are able to make full use of the nearby coastline and country parks for hiking, sailing, kayaking, cross country running and cycling.

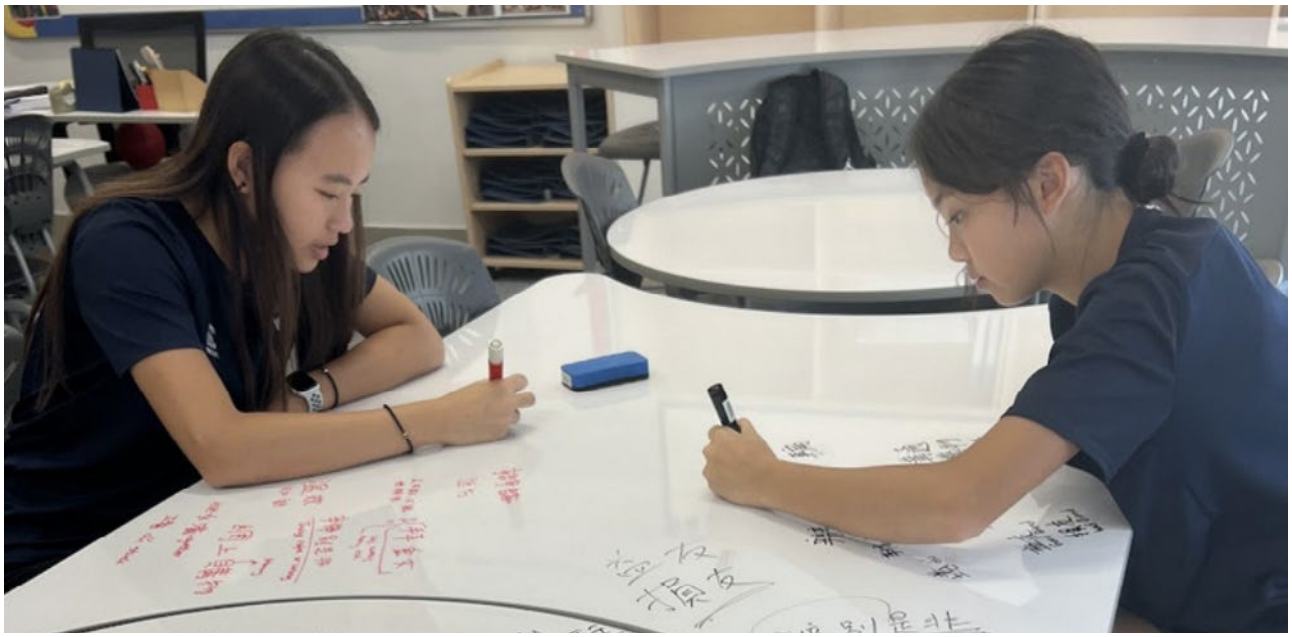
Learning Support

As an inclusive school, we recognise that individual students learn in different ways, and at a pace which is dependent on many factors. For these reasons, our Learning Support team takes great care to differentiate and accommodate according to student needs. This team includes specialist teachers with expertise in planning and developing strategies for students with a wide range of learning profiles. Together with a large team of learning support assistants (LSAs) who are trained in implementing student support plans, the Learning Support team plays a pivotal role in helping our students realise their potential. We believe that students grow and progress best when involved in the learning process, and therefore we take great care in listening to each individual, valuing and respecting their opinion when putting thoughtful support provision in place. The learning support department offers different levels of support plans. In the upper school, learning support is structured differently than the lower school in which a LSA provides targeted assistance in certain subjects or lessons.

Teacher Responsible: Miss Sammi Chan, Head of Learning Support

Successful Study

The IGCSE and BTEC courses require students to be well-organised and able to meet deadlines. Students develop the skills required to balance completion of core and options subjects with time for other activities both within and outside school.



To realise your potential, as an IGCSE, BTEC or ASDAN student you should seek to:

- Stretch and challenge yourself in ways you may not have in the past
- Understand and appreciate the transformative power of effort, determination and openness to learning
- Take a more self-directed approach to learning
- Work consistently throughout the two years of study. If homework is not specified, students should use this time to review topics, work on any coursework, extend their knowledge through independent research and read widely for pleasure, as a way of enriching vocabulary
- Learn to make study plans for the critical periods: anticipating due dates for essays, assignments, research projects and so on;
- Make use of a favoured organiser to coordinate an increasingly demanding academic programme, record details of homework and deadlines, and still allow space for personal interests and relaxation
- Create a suitable study/work area. While every student is different, a quiet, well-lit room without the distractions of television, computer games or social media is likely to be advisable. Ambient music may aid learning for some students
- Create realistic study/work regimes, with planned brain breaks to recharge mental energy after a period of sustained, uninterrupted study/work
- Learn to organise class notes, so that they are tidy and systematically reviewed. And develop the confidence to seek clarification where needed and to follow up with your teacher
- Discipline yourself to ask questions and engage in lively discussions and debates with fellow students and teachers
- Take pride in your work

External Assessments

During Years 10 and 11, students work towards their IGCSE examinations (International General Certificate of Education) and BTEC (Business and Technology Education Council) qualifications.

IGCSE

IGCSE examinations are typically taken at the end of Year 11, and follow two years of studying, coursework and preparation.

The grades available range from A* to G. Normally a grade C or above is recommended for a student to continue studying a subject at IB Diploma in Year 12 (with a B normally recommended for a Higher-Level Subject).

There are a number of boards offering IGCSE examinations. At ICHK we select the appropriate board and syllabi to suit our students. In the syllabus details, covered in this booklet, you will see the exact details and course code for each subject.

BTEC International Level 2s

A BTEC is a vocational qualification studied at school. The new BTEC International courses have been developed for international schools and ICHK is one of the first schools in Asia to offer the new innovative programmes. BTECs tend to be skills related and are ideal for any student who enjoys more practical-based learning.

You will be studying for the BTEC International Level 2 Award. This is equivalent to a GCSE at grade A* to C.

Differences Between IGCSE & BTEC

BTECs are vocational qualifications rather than traditional academic courses. BTECs and IGCSEs also differ in the way they are assessed. IGCSEs mainly involve two years of study with assessments and examinations at the end of the course.

BTECs at ICHK are also a two year course but are continually assessed through coursework and practical projects. The BTEC International courses you will study at ICHK are 100% teacher assessed and externally verified by the examination body Pearson.

BTEC International Level 2 qualifications are assessed using a combination of internal assessments, which are set and marked by teachers, and Pearson Set Assignments, which are set by Pearson and marked by teachers. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade.

BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. This applied learning is achieved through students performing real-world tasks that encourage the development of skills and experiences within various creative industries.

Selecting The Right Subjects

Our priority is to ensure that each student makes the best possible choices. We suggest that there are two critical factors to take into account - which should not, ideally, be in tension:

- Choose subjects that you enjoy
- Consider how decisions taken now may affect choices at IB Diploma or BTEC Level 3, as well as eligibility for university or college courses.1

If you have not yet identified a university course or starting career path, this is perfectly understandable. You are, after all, only 13 or 14 years old! But perhaps you are starting to identify areas that hold your interest or arouse your curiosity or that give you intellectual satisfaction. These are the subjects to tend towards, as research overwhelmingly suggests that a happy learner is far more likely to be an engaged, resourceful, resilient and, therefore, successful learner.

We have designed the curriculum so that you will definitely get both 'the basics' and balance - now you need to decide on preferences around that framework.

The "core" takes care of the subjects that all subsequent educational programmes and employers will expect you to have demonstrated competency in, as markers of literacy, numeracy, conversancy with the scientific method and, ideally, knowledge of another language.

The options allow you to explore your individual strengths and interests in the humanities and the arts.

In this way, the core and option subjects ensure that breadth and balance are maintained and that students have the requisite knowledge and experience for our Year 12/13 programme.

The Enrichment & Flow strand provides students with the time and space to consolidate, expand or develop skills and subjects beyond the bounds of the standard curriculum. See Enrichment & Flow below for more detail.

Required Subjects

Examined

- English
- World Literature
- International Mathematics
- Combined Science
- Languages (Chinese, Japanese or Spanish)

Non-examined

- Human Technologies
- Physical Education
- Enrichment & Flow

For details on how the IGCSE/GCSE subjects support further study of the International Baccalaureate Diploma Programme (IBDP) please see the subject descriptions in this booklet.

Options

Students elect one option from each group:

Humanities (IGCSE)

- Economics
- Geography
- History
- Environmental Management

Creative Industries (BTEC)

- Art and Design (Art)
- Art and Design (Design)
- Creative Media
- Information Technology
- Performing Arts
- Music

While we strive to meet the preferences of students, the final range of options on offer will depend on overall uptake of courses. For this reason, students are advised to nominate a second choice in each category.

Other Information

Methods of Assessment

The emphasis is on allowing students to show what they understand and can demonstrate, rather than attempting to find gaps in their knowledge and understanding.

Depending on the subject, courses are assessed via written examinations, coursework, practical work and/or oral assessments. Our teachers mark coursework, which is then moderated by the examination board.

Examination Fees

The standard average cost for a full set of IGCSE examinations and BTEC assessments (including all subjects) is around HK$5,000. However, these fees can vary from student to student. Some examinations such as Art and Drama may require an external examiner to visit the school and thus cost more.

Weekly Timetable

Students have 23 learning sessions each week, plus additional periods for tutorial and activities. Time is allocated equitably between the different examined subjects and the non-examined curriculum.

Unique to ICHK is the allocation of two periods each Wednesday afternoon to Enrichment & Flow, a class in which students determine their own learning goals, and then work independently to reach them. This offers students a next-step in independent learning, and follows on from three foundational years of Free Learning.

The emphasis at ICHK is on developing the whole child - by the end of Year 11, our students tend to be self-directed, self-regulated, ambitious, critical and reflective learners, ready for the challenges of the IB Diploma and BTEC Level 3s.

Required Subjects

Students follow seven compulsory subjects, which are described below.

English Language

Cambridge IGCSE First Language English (0500)

Through this course, student will:

- Communicate accurately, appropriately and effectively in speech and writing
    - Understand and respond appropriately to what they hear, read and experience
    - Enjoy and appreciate a variety of language styles and techniques
    - Write in different forms to learn how to adapt and manipulate the style for different purposes and audiences.

Assessment Overview

- Paper 1: 50% of total mark
    - Reading. Written examination in May of Year 11, with the majority of marks awarded for reading skills.
    - The paper consists of three sections, based on three texts. Candidates will be assessed for comprehension, summary skills, analytical skills and their ability to match written form to purpose.
- Paper 2: 50% of total mark:
    - Directed writing and composition. Written examination in May of Year 11, with the majority of marks awarded for writing skills. All candidates take this paper.

Teacher Responsible: Mr Richard Barnes, Head of English

English World Literature

Cambridge IGCSE World Literature (0408)

This is an exciting course which will best prepare our students for the types of texts and assessments that they can expect at IB level. The Cambridge IGCSE World Literature syllabus encourages learners to engage with literature from other contexts, countries and cultures.

The aims are to:

- Engage with and respond to literary texts from around the world and develop a critical appreciation of poetry, prose and plays
- Explore literature of one's own culture as well as that of other societies
- Be encouraged to find enjoyment in reading literature and understand both how it is crafted and its influence on individuals and societies
- Gain a basis for further study of world literature at IB level
- Appreciate different ways in which writers achieve their effects

Assessment Overview

- Coursework: 50% of total mark
    - The coursework portfolio which includes two written assignments (empathic and critical analysis) based on two text types and drawn from two different countries/cultures
- Examinations: 50% of mark
    - Paper 2 is a written examination based on unseen poetry
    - Paper 3 is a written examination based on set texts studied

Teacher Responsible: Mr Richard Barnes, Head of English

International Mathematics

Cambridge IGCSE International Mathematics (0607)

Cambridge IGCSE International Mathematics (0607) is a two-year course that prepares students to use the power of mathematics in an increasingly technological world. It allows students to develop and sharpen their investigation and modelling skills, and introduces them to the use of graphic display calculators, directly leading to the IB Diploma Programme.

The aims of the course are to enable students to:

- Develop a positive attitude towards mathematics in a way that encourages enjoyment, establishes confidence and promotes enquiry and further learning
- Develop a feel for number and understand the significance of the results obtained
- Apply their mathematical knowledge and skills to their own lives and the world around them
- Use creativity and resilience to analyse and solve problems
- Interpret a situation or problem, and use an investigative approach or mathematical model to explore it
- Communicate mathematics clearly
- Develop the ability to reason logically, make inferences and draw conclusions
- Develop fluency so that they can appreciate the interdependence of, and connections between, different areas of mathematics
- Appreciate how use of technology supports understanding and offers opportunities to explore mathematics
- Acquire a foundation for further study in mathematics and other subjects.

Students may follow either the Core curriculum or the Extended curriculum and they will be eligible for grades A* to G. However, it should be noted that students who follow the Core curriculum will only be eligible for grades C to G. Students who follow the Extended curriculum will be eligible for grades A* to E.

Year 10 students who undertake the Extended curriculum will complete an assessment in Term 1, the results of which will be discussed with parents in cases where students are recommended to switch to the Core curriculum.

All candidates will study the following topics:

- Number
- Algebra
- Functions
- Coordinate geometry
- Geometry
- Mensuration
- Trigonometry
- Transformations and vectors
- Probability
- Statistics

Students should have access to a graphic display calculator and calculators with symbolic algebraic logic are not permitted.

Assessment Overview

Core students take:	Extended students take:
Paper 1 (1 hour 15 minutes) • Structured and unstructured questions based on the Core curriculum • Calculators are not permitted • 60 marks: 40% of the final total mark	Paper 2 (1 hour 30 minutes) • Structured and unstructured questions based on the Extended curriculum • Calculators are not permitted • 75 marks: 40% of the final total mark
Paper 3 (1 hour 15 minutes) • Structured and unstructured questions based on the Core curriculum • Graphic display calculators are required • 60 marks: 40% of the final total mark	Paper 4 (1 hour 30 minutes) • Structured and unstructured questions based on the Extended curriculum • Graphic display calculators are required • 75 marks: 40% of the final total mark
Paper 5 (1 hour 15 minutes) • One investigative task based on the Core curriculum • Graphic display calculators are required • 40 marks: 20% of the final total mark	Paper 6 (1 hour 30 minutes) • One investigative task and one modelling task based on the Extended curriculum • Graphic display calculators are required • 50 marks: 20% of the final total mark
Total: 160 marks	**Total: 200 marks**

Students should have a graphic display calculator for Papers 3, 4, 5 and 6.

Teacher Responsible: Kirstyn Lowe, Head of Mathematics

Combined Science

Cambridge IGCSE Combined Science (0653)

The student will:

- Acquire understanding and knowledge of the concepts, principles and applications of Biology, Chemistry and Physics and, where appropriate, other related sciences
- Understand the principles and concepts specific to each science. Develop an informed interest in matters of scientific importance and be prepared to embark on future study in the pure and applied sciences
- Explore interdisciplinary inquiry through practical investigations and the coordination of the subject matter of the three sciences
- Discuss issues that arise from the interaction of science, technology and society.
- Give students a feel of individual science subjects Physics, Chemistry and Biology taught by subject experts. This will provide students an opportunity to explore their interest in science leading to a specific pathway into IB Diploma or other high school curriculum.

The syllabus is designed to:

- Encourage the consideration of science within an international context.
- Provide a challenging preparation for the IB Diploma Sciences.
- Be relevant to the differing backgrounds and experiences of the ICHK students.
- Provide differentiation at the Core and Extended levels.

Assessment Overview

Students enter either Core (Grade C-G) or Extended (Grade A*-G). For both levels, assessment is based on three written papers and one practical assessment. There is no coursework.

- Paper 1 – Core students:
    - 30% of mark
    - 45 minute exam with multiple choice questions (40 items)
- Paper 2 – Extended students:
    - 30% of mark
    - 45 minute exam with multiple choice questions (40 items)
- Paper 3 – Core students:
    - 50% of mark
    - 1 Hour 15 minute exam comprising short answer and structured questions
    - 80 marks, externally assessed.

- Paper 4 – Extended students:
    - 50% of mark
    - 1 Hour 15 minute exam comprising short answer and structured questions
    - 80 marks, externally assessed.
- Paper 6 – All students:
    - Alternative to Practical (1 hour) - with questions covering experimental skills and procedures
    - 20% of mark
    - 40 marks,externally assessed.

Teacher Responsible: Mr. Baburam Niraula, Head of Science

Languages

Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in different languages is a lifelong skill for education, employment and leisure.

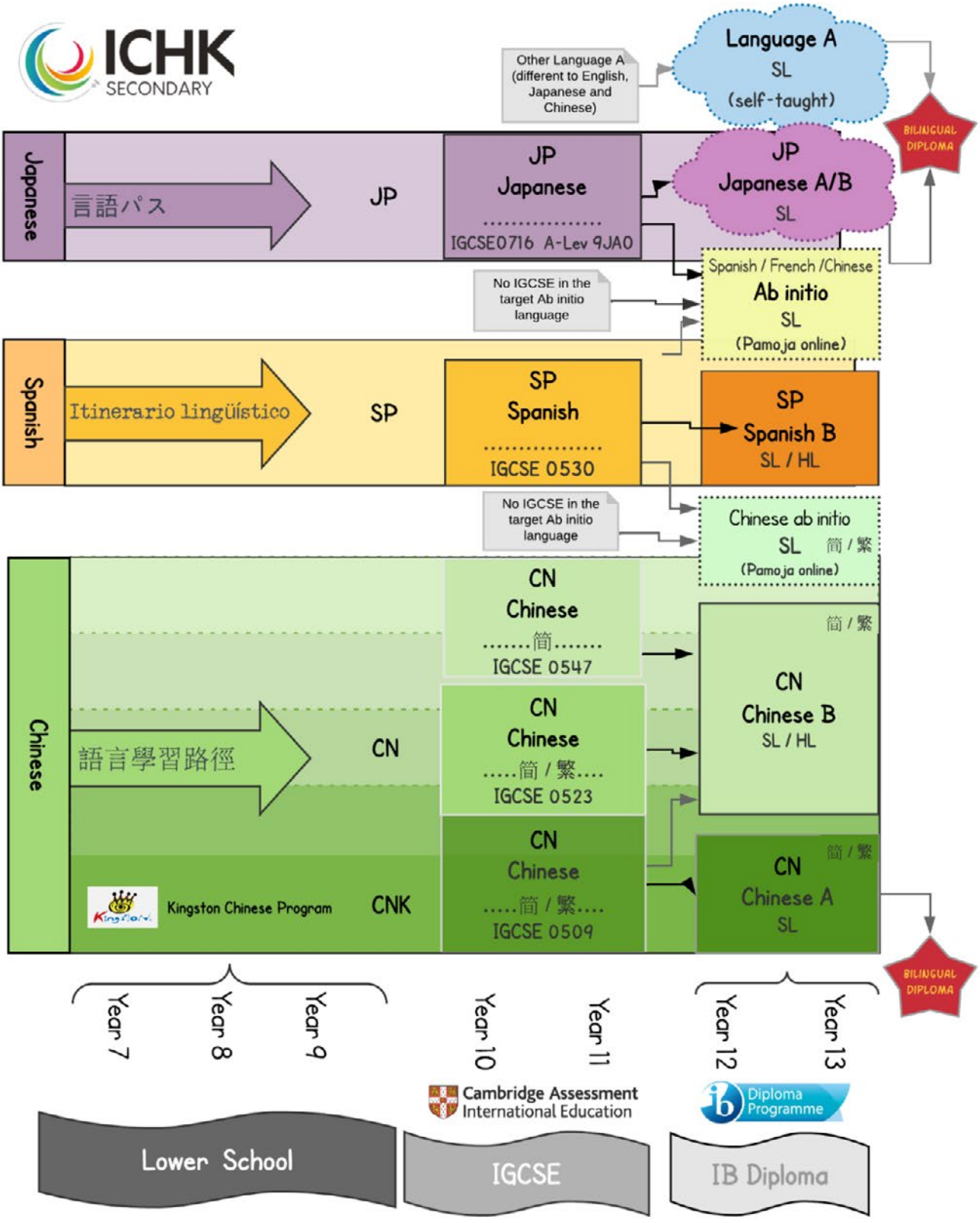
Language courses at ICHK challenge students to view the world from different perspectives and to see how language is crucial in communicating our understanding. We aim at nurturing an international outlook, thus appreciating the richness and diversity of other cultures. In ICHK native and foreign language programmes we instill creative thinking and encourage critical thinking in a classroom, which is founded on an inquiry-based approach.

At ICHK we nurture linguistic skills and we treasure all native languages in our community. English language is our medium of instruction and, therefore, every student follows a comprehensive programme of study in English Language and Literature. In addition to English, students follow a programme in one other language.

All students must do a programme in Languages, unless they are doing a self-taught language and/or receiving extra support in EAL (English as an Additional Language) running at the same time as the language lessons in the mainstream timetable.

Chinese, Spanish, and Japanese courses continue through Years 10 and 11, building directly on the foundation established in Years 7 to 9 and leading toward recognized external examinations. Our core principle is to guide every student into the course and exam pathway that offers the most appropriate level of challenge for their ongoing progress. Placement decisions are made at the discretion of the Languages Department to ensure each student is supported on their optimal learning path.

Teacher Responsible: Mr. Nicolás Arriaga, Head of Languages



Language pathways

Chinese as a First Language

Cambridge Assessment International Education IGCSE (0509)

This is an additional first language programme for those students who speak Mandarin, Cantonese or other Chinese dialects at home and have developed their native-like competence in previous years. This pathway is well suited to those students who have completed ICHK's Kingston Chinese Programme.

The aims of this course are to:

- Enable students to use Chinese to communicate accurately, appropriately and effectively in writing
- Enable students to understand and respond appropriately to the Chinese materials they read
- Encourage students to enjoy and appreciate the variety of language
- Complement the students' other areas of study by developing skills of a more general application. (e.g. analysis, synthesis, drawing of inferences)
- Promote the students' personal development and an understanding of themselves and others.

Looking ahead to the IB Diploma Programme, this is the path that qualifies learners to take Chinese Language A: language and literature during Years 12 and 13 (Bilingual Diploma).

Assessment Overview

- Paper 1: 50% of total mark:
    - 2 hours 15 minutes, 60 marks
    - Reading, Directed Writing and Classical Chinese
    - Candidates answer all the questions in three compulsory sections. Candidates write all their answers in the spaces provided on the question paper. Dictionaries may not be used
- Paper 2: 50% of total mark:
    - 2 hours, 50 marks
    - Written examination consists of two sections, section 1 is Argumentative/Discursive Writing, section 2 is Descriptive/Narrative Writing. Candidates answer two questions, one from each section
    - Candidates write all their answers in the spaces provided on the question paper. Dictionaries may not be used

Teacher Responsible: Mr. Nicolás Arriaga, Head of Languages

Chinese as a Second Language

Cambridge Assessment International Education IGCSE (0523)

This stream is also catered for students for whom Chinese language and culture are part of their background and heritage. It aims to develop nearly-native linguistic competence and skills but its emphasis (compared to First Language 0509) will be in written and spoken language. Its syllabus is not necessarily simpler than 0509, as it develops different skills and at a different depths. It is in fact more practical as it includes a strong oral component (not existent in the First Language curriculum).

Students will be using mainly traditional characters, though they are expected to develop awareness and familiarity handling simplified characters both in reading and writing.

Looking ahead to the IB Diploma Programme, this is the path that qualifies students to take Chinese Language B: Standard or High Levels during Years 12 and 13. It is not suitable for students who aim at pursuing a Bilingual Diploma in the IB Diploma Programme.

Assessment Overview

- Paper 1: 60% of total mark:
    - Reading and Writing. Written examination in May of Year 11, with the majority of marks awarded for writing skills
    - Written examination consists of five exercises that test a range of reading and writing skills. Types of tasks include: information transfer, short-answer questions, multiple-matching, functional writing and extended writing.
- Paper 2: 20% of total mark:
    - Listening. Written examination in May of Year 11.
    - Written examination consisting of four exercises that test listening skills. Candidates listen to recordings of short and longer spoken texts. Types of task include: short-answer questions, gap-fill sentences, information correction and multiple-choice questions. All listening material is recorded in Mandarin Chinese.
- Paper 3: 20% of total mark:
    - Speaking. Written examination in May of Year 11.
    - The Speaking test is conducted in Mandarin Chinese. The Speaking test consists of three parts: candidates give a two- to three-minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics.

Students will be always directed by teachers to the most appropriate level of challenge. The suitability of exams as well as borderline cases of native/non-native language will be assessed by the Department of Languages.

Language Clinics are also available for students to catch up, practise, revise and extend their knowledge, as well as for preparation for speech contests, public speaking performances, and showcases in culture festivals.

Teacher Responsible: Mr. Nicolás Arriaga, Head of Languages

Chinese as a Foreign Language (Mandarin)

Cambridge Assessment International Education IGCSE (0547)

This course is a continuation of the Mandarin courses started in Year 7 so it assumes previous knowledge. There might be different subgroups according to previous levels, learning preferences, and also depending on IB perspectives.

ICHK students in the Chinese as a foreign language programme will take the IGCSE exam coded CIE0547 in Year 11, and should qualify to take Chinese Language B (Higher or Standard level) in the IB Diploma during Years 12 and 13.

Assessment Overview

All students enter four papers (Grade A*-G). Assessment is based on listening, speaking, reading and writing skills. Speaking assessment is internally assessed and externally moderated.

- Paper 1 – Listening: 25% of total mark
    - Candidates listen to a number of recordings and answer questions testing comprehension
- Paper 2 – Reading: 25% of total mark
    - Candidates read a number of texts and answer questions testing comprehension
- Paper 3 – Speaking: 25% of total mark
    - Candidates complete two role plays, a topic presentation/conversation and a general conversation
- Paper 4 – Writing: 25% of total mark
    - Candidates respond in the target language to three tasks

Teacher Responsible: Mr. Nicolás Arriaga, Head of Languages

Japanese Language

Cambridge Assessment International Education IGCSE (0716)
Edexcel A Level (9*JA0)*

This language path is designed for students who have formally learnt Japanese before, as they are expected to speak, read and write in Japanese. In general, this means that Japanese is spoken at home and/or the student brings a strong language background (e.g. they have previously lived or studied in Japan). Admission is subject to level test and dependent on student numbers. Japanese language students will be guided to one of these target exams:

- IGCSE Japanese (Cambridge, code 0716)
- A-level Japanese (Exexcel, code 9JA0). Students who pass this A-level exam should be eligible to enrol in Japanese Language A in the IB Diploma Program during Years 12 and 13.

Additionally, students might be offered to take a Japanese Language Proficiency Test (JLPT) administered by Japan Foundation Exams.

The decision on the exam board and target level will be at the discretion of the Languages Department, as students will be offered the most appropriate level of challenge.

IGCSE Japanese

- Paper 1: Listening (25% each)
- Paper 2: Reading (25% each)
- Paper 3: Speaking (25% each)
- Paper 4: Writing(25% each)

A Level Japanese

- Paper 1: Translation into English, reading comprehension and writing (40%)
- Paper 2: Translation into Japanese and written response to works (30%)
- Paper 3: Listening, reading and writing (30%)

This A Level qualification will be graded and certificated on a six-grade scale from A* to E using the total subject mark. Individual papers are not graded.

Teacher Responsible: Mr. Nicolás Arriaga, Head of Languages

Spanish as a Foreign Language

Cambridge Assessment International Education IGCSE (0530)

This course is a continuation of the Spanish courses started in Year 7 so it assumes previous knowledge.

Students taking Spanish as a foreign language programme should qualify to take Spanish Language B (Higher or Standard level) in the IB Diploma during Years 12 and 13.

Assessment Overview

All students enter four papers (Grade A*-G). Assessment is based on listening, speaking, reading and writing skills. Speaking assessment is internally assessed and externally moderated.

- Paper 1 – Listening: 25% of total mark
    - Candidates listen to a number of recordings and answer questions testing comprehension
- Paper 2 – Reading: 25% of total mark
    - Candidates read a number of texts and answer questions testing comprehension
- Paper 3 – Speaking: 25% of total mark
    - Candidates complete two role plays, a topic presentation/conversation and a general conversation
- Paper 4 – Writing: 25% of total mark
    - Candidates respond in the target language to three tasks

Language Clinics are available for students to catch up, practice, revise and extend their knowledge.

Teacher Responsible: Mr. Nicolás Arriaga, Head of Languages

Physical Education

This course is not examined

The ICHK Physical Education Programme challenges students to improve their conditioning while providing them with the skills, confidence and motivation to be lifelong exercisers and participants in many forms of physical activity. We also provide opportunities for students to develop a high standard in a select number of sports, to be proud to represent ICHK and to develop confidence and the skills needed.

We aim to be known within the wider community for our sportsmanship and enjoyment of outdoor learning.

Students will continue to have PE lessons during Years 10 and 11, currently two lessons a week in both years. The focus will be primarily on learning about and developing health and fitness for wellbeing. To support our vision for PE, we will be including a variety of sports and activities such as climbing, rounders, touch rugby, etc. which makes it fun and interesting.

Students will be required to learn about the fundamentals of fitness training by producing their own portfolio for assessment on topics such as:

- Types of fitness
- Fitness Testing
- Methods of training
- Analysing training sessions including the concept of the target zone and working heart rate

We will deliver practical lessons involving the students in physical activity and slot in theoretical aspects around it. It will require students to study some of the material, which is based upon the GCSE PE course, as part of their homework, consolidating learning that has taken place in lessons. A major component of the course will also be the personal exercise programme.

In keeping with our departmental vision, to "be known within the wider community for our sportsmanship and enjoyment of Hiking and Outdoor Pursuits", we will also prepare our year 10 students for a two day hiking and camping expedition, culminating in the expedition itself within the school's locale.

Teacher Responsible: Mr. Matthew Ho, Head of Physical Education

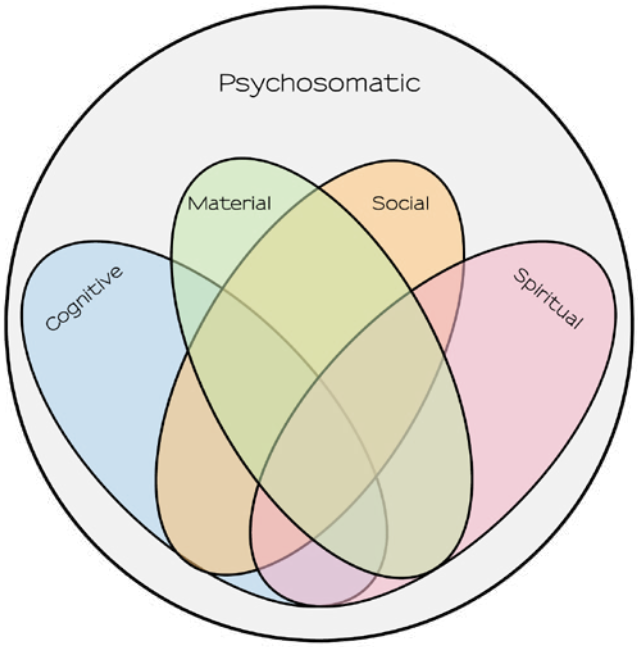
Human Technologies

This course is non examined

Human Technologies is an innovative course unique to our school, designed to explore **the art and craft of being human**. It offers students fresh perspectives on human intelligence, relationships, and actions, weaving together a more connected and meaningful narrative than is often found in traditional school subjects.

At its core, Human Technologies redefines the concept of technology, reclaiming it from the modern, narrow focus on machines and tools. Instead, it returns to its original Greek roots: **techne** (art, craft, and skill) and **-ology** (knowledge). This broader understanding of technology encompasses all the tools, methods, and systems, both material and immaterial, that humans use to shape their inner lives, relationships, and the world around them.

The course revolves around the interconnectivity of five domains of technology: psychosomatic, cognitive, material, social, and spiritual. These domains reflect the diverse ways humans engage with and influence their environments, from the practices that nurture the mind-body connection to the social structures and spiritual rituals that guide our collective and individual lives.



Through this HT lens, students explore the cumulative cultural evolution of humanity, uncovering how the knowledge, practices, and traditions passed down through generations shape our daily routines, values, and ways of thinking. From the rituals that give life meaning to the tools and systems we rely on, students learn to see these elements as technologies: dynamic, adaptable, and open to thoughtful improvement.

By engaging with Human Technologies, students develop critical and creative thinking, relational intelligence, and ethical discernment, equipping them to navigate the complexities of the modern world with purpose and integrity. They learn to see the world through a new lens, appreciating human ingenuity, valuing sustainability, and adopting a long-term perspective. In doing so, they cultivate the essential skills needed to shape the future and gain a profound appreciation for **the art and craft of being human**.

Teacher Responsible: Ms. Natalie Bailey, Head of Human Technologies

Enrichment & Flow

This course is non examined

Around the world schools are struggling with the same fundamental problem – how are we to encourage creativity, self-direction and passion in students when they must spend so much 'seat time' following courses that are designed by external authorities to be 'delivered' by teachers? These are courses that, by their nature, tend to position students as more or less passive consumers of knowledge, and which, for much of the time, draw only on skills such as remembering and understanding, which rate low in Benjamin Bloom's celebrated "taxonomy of thinking".

Sir Ken Robinson, Professor of Education, who was an internationally recognised leader in the development of education, creativity and innovation, suggested that schools actively "kill creativity" through their over-emphasis on this narrow range of skills, practised in a similarly narrow range of contexts. To hear more, his arguments are given eloquent expression in talks he delivered for TED and the RSA: titled "Changing Paradigms" and "Do Schools Kill Creativity?". Both are well worth watching and can be found on YouTube.

ICHK's Enrichment & Flow (ENF) programme offers a solution to the problems identified by Sir Ken and other prominent educators, by giving students an opportunity to take more control of their own learning. ENF provides students in Years 10 and 11 with 140 minutes of timetabled freedom per week, in which to personalise, deepen, reinforce, extend and diversify their work in other subjects or in other areas of interest to them which are not covered by the mainstream school curriculum.

ENF builds on our Year 7 to 9 Free Learning programme, inviting students to take their next steps towards achieving the autonomy expected of them in university and the world of work. During ENF sessions, students work under the guidance of a team of teachers, selecting who exactly they wish to spend time with, according to the type of support offered by each member of staff. The emphasis is on self-direction, personal responsibility, intrinsic motivation and genuine interest in and commitment to their chosen activities. In approaching ENF, we ask ourselves "what is the minimum amount of support each individual student needs in order to grow?"

ICHK Internships and the Outdoor Leadership Certificate are two programmes that many students opt to follow during ENF. Students are also introduced to the ICHK Transcript, which showcases the full range of strengths of our students as well-rounded, responsible, ethical people – those qualities that examinations just do not capture.

Our unique internship programme offers students valuable work experience and the chance to learn new skills. We have developed partnerships with a range of organisations and specially designed work placements give students valuable opportunities to develop life skills, gain real life experience and build on their portfolios for university and life beyond school.

The programme has strong connections to our epistemic apprenticeship, with the focus not on the immediate performance, so much as the cumulative development that is going on behind the specific tasks. In addition, it invites students to take responsibility for their learning, a foretaste of the self-starting and self-regulating skills that they will need for IB Diploma and at university.

The ICHK Outdoor Leadership Certificate is an initiative which recognises students for their work in outdoor education. They are given opportunities to develop key life skills including communication, planning, organisation and problem solving.

Students help to lead sessions, organise activities and support younger students, and through a cycle of experiencing and reflecting, they help each other to develop their strengths. Anyone who volunteers for at least four activities during their time in Years 10-13 is entitled to the award of this certificate, which is a major addition to student portfolios and university applications.

The principles behind ENF are directly aligned with those that govern the IBO – and cover much of the same territory of skill acquisition and application as the MYP Personal Project and the IB Diploma Group 4 Project.

Teacher Responsible: Mr Stewart Ross, BTEC Coordinator

Options

Economics

Cambridge IGCSE Economics (0455)

The Cambridge IGCSE Economics syllabus is designed to give students a sound understanding of economic principles, and the ability to use this knowledge in the context of individual countries and the global economy. The syllabus supports students to better understand the world in which they live.

Students will develop an understanding of economic terminology and basic economic theory. They will learn to:

- Handle simple data
- Undertake economic analysis
- Evaluate information
    - Discriminate between facts and value judgements in economic issues

Assessment Overview

- Paper 1: Multiple Choice written exam
    - 30%
    - Time: 45 minutes
    - 30 marks
    - Candidates answer thirty multiple choice questions.
- Paper 2: Structured Questions written exam
    - 70%
    - Time: 2 hours 15 minutes
    - 90 marks
    - Candidates answer one compulsory question, which requires them to interpret and analyse previously unseen data relevant to a real economic situation and three questions from a choice of four.

This course is suitable as a foundation for students aiming to study IB Economics.

Teacher Responsible: Cathy Tang Hales, Head of Humanities

Environmental Management

Cambridge IGCSE Environmental Management (0680)

This course looks at sustainable development and the impact of humans on the security of resources and life-sustaining systems. The syllabus draws on biology, earth science, geography, economics and anthropology.

The student will:

- Acquire knowledge on the interdependence of the Earth's natural systems and how people use natural resources.
- Examine the impact of development on the environment.
- Explore environmental pollution and resource depletion, and how we can change the nature of development towards future sustainability.

The content of this course covers nine topics:

- Rocks, minerals and their exploitation
- Energy and the environment
- Agriculture and the environment
- Water and its management
- Oceans and fisheries
- Managing natural hazards
- The atmosphere and human activities
- Human population
- Natural ecosystems and human activities.

Assessment Overview

- Paper 1 Theory: 50% of marks
    - 1 hour 45 minutes written exam
    - The paper will consist of two sections:
        - Section A - Short-answer and structured questions. (20 marks)
        - Section B - Short-answer and extended response questions based on related source material. (60 marks)
    - 80 marks
- Paper 2 Management in context: 50% of marks
    - 1 hour 45 minutes written exam
    - Consisting of short-answer, data processing and analysis, and extended response questions based on source material.
    - Candidates will be expected to make use of information from the source material to help illustrate issues of environmental management.
    - 80 marks

This course provides experience and knowledge for IB Environmental Systems and Society.

Teacher Responsible: Mr. Babu Niraula, Head of Science

Geography

Cambridge IGCSE Geography (0460)

IGCSE Geography focuses equally on physical and human topics, with skills being embedded to encourage a more holistic approach to the subject. The syllabus includes contemporary and relevant topics which encourage learners to recognise the opportunities and challenges of our changing world. It encourages learners to develop an awareness of how the study of geography can help us understand and manage environmental, social and economic issues. Students will develop investigative and decision-making abilities and build a core foundation of knowledge and transferrable skills needed for further study or employment.

The subject content is arranged into three themes:

1. Population and settlement
2. The natural environment
3. Economic development

Students will also undertake fieldwork.

Assessment Overview

- Paper 1: Written exam
    - 45%
    - Time: 1 hour 45 minutes
    - Geographical Themes
    - 75 marks
- Paper 2: Written exam
    - 27.5%
    - Time: 1 hour 30 minutes
    - Geographical Skills
    - 60 marks
- Component 3: Coursework
    - 27.5%
    - Teachers set one centre-based assignment of up to 2000 words.
    - 60 marks

Teachers Responsible: Cathy Tang Hales, Head of Humanities

History

Cambridge IGCSE History (0470)

The History IGCSE syllabus explores some of the major international issues of the 20th Century, as well as covering the history of the region. The emphasis is on historical knowledge and the skills required for historical research. Students learn about the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. IGCSE History will stimulate any student already interested in the past and provide a basis for further study.

Students will:

- Gain an interest in and enthusiasm for learning and understanding about the past
- Gain an understanding of historical concepts such as cause and consequence, continuity and change, and similarity and difference
- Develop an appreciation of historical evidence and how to use it

- Gain a greater understanding of international issues and interrelationships
- Learn how to present clear, logical arguments

Students will cover 6 Core Topics that cover the 20th Century.

Core Topics

- Was the Treaty of Versailles fair?
- To what extent was the League of Nations a success?
- How far was Hitler's foreign policy to blame for the outbreak of war in Europe in 1939?
- Who was to blame for the Cold War?
    - How effectively did the United States contain the spread of communism?
- How secure was the USSR's control over Eastern Europe, 1948–c.1989?

Students will also look in depth at a 20th Century topic, the First World War 1914-1918, which will further develop the students' historical skills.

Assessment Overview

- Paper 1: Structured questions written exam
    - 40%
    - Time: 2 hours
    - Students answer two questions from Section A (Core content) and one question from Section B (Depth studies).
- Paper 2: Document questions written exam
    - 30%
    - Time: 1 hour 45 minutes
    - Students answer one question on one prescribed topic taken from Section A (Core content).
- Component 3: Coursework
    - 30%

Teacher Responsible: Cathy Tang Hales, Head of Humanities

Art & Design

Pearson BTEC International - Level 2 Award

At ICHK, students studying Art & Design in Years 10 and 11 can follow one of two creative pathways: an Art-focused pathway or a Design-focused pathway. Both routes are delivered through the Pearson BTEC International Level 2 Award in Art & Design, which supports learners in developing practical skills, creative thinking and an understanding of the wider art and design sector.

This qualification is designed for students who are interested in exploring the diverse specialisms within Art & Design. Across both pathways, students learn how to generate and develop ideas, experiment with materials, techniques and processes, refine their work, and review their own creative practice.

Art-Focused Pathway

The focus of this pathway is on the development of practical skills, including drawing, painting, mixed-media, printmaking, sculpture, textiles, installation, photography.

Year 10 - Visual Communication

In this unit, students will explore a wide range of 2D and/or 3D media, materials, techniques, and processes with reference to formal elements such as line, tone, colour, shape, pattern, texture, form, and proportion. They will begin to develop their own visual language with which you can communicate ideas and concepts. This is an essential part of learning in art and design.

Throughout the year, students will:

- Develop visual language and recording skills
- Use visual communication techniques
- Review visual communication techniques.

Year 11 - Developing Art in Response to a Theme

Throughout the year, students will explore, develop, and produce art works in response to a theme. Students will be given a thematic starting point from which they will experiment with ideas generation techniques and contextual research activities. Art students will develop their initial ideas through the use of materials, techniques, and processes, refining their ideas and reviewing their working practices. Students will then apply their own creative process to plan and realise a piece of art work that responds to the annual theme set by Pearson.

Throughout the year, students will:

- Generate ideas in response to a theme
- Explore practical skills to develop a response to a theme
- Plan and realise creative intentions in response to a theme

Design-Focused Pathway

The focus of this pathway is on the development of practical skills, including user-centred research methods, 3D CAD modeling, 3D printing, prototyping, rendering, material fabrication and programmable technologies.

Year 10 - Visual Communication

In this unit, students will explore a wide range of 2D and/or 3D media, materials, techniques, and processes with reference to formal elements of design. They will begin to develop an idea of ways in which they can communicate ideas and concepts.

Throughout the year, students will:

- Develop visual language and recording skills
- Use visual communication techniques
- Review visual communication techniques.

Year 11 - Developing Design in Response to a Theme

Throughout the year, students will apply human-centred design methodologies, primary user research, and material exploration to respond to an annual theme. Through iterative physical prototyping, CAD/CAM modeling, and testing, students will refine their ideas to realise a functional product design or 3D digital solution.

Throughout the year, students will:

- Generate ideas in response to a theme
- Explore practical skills to develop a response to a theme
- Plan and realise creative intentions in response to a theme

Although the two pathways have different areas of focus, all students develop core creative skills, including:

- Researching artists, designers and creative practitioners
- Generating and developing ideas
- Experimenting with materials, techniques and processes
- Refining outcomes through feedback and reflection
- Reviewing and evaluating their own work
- Presenting a final creative response

Both pathways support students in becoming confident, independent and reflective creative practitioners, while allowing them to follow an area of Art & Design that best matches their interests and strengths.

Teacher Responsible: Ms Erika Shiba, Teacher of Art

Creative Media

Pearson BTEC International - Level 2 Award

This qualification covers a variety of areas across creative media, namely researching, proposing ideas and creating a range of different creative media products. In addition, learners will participate in practical workshops that focus on particular specialisms, for example, digital photography, graphic design, video production and advertising.

In Year 10, learners participate in a range of practical and theoretical study sessions and workshops that introduce them to the media studies framework, with a focus on media language, audience, representation and industry.

Throughout the year, students will:

- Use research methods to inform ideas for a digital media product
- Develop ideas for a digital media product
- Propose an idea for a digital media product.

In Year 11 students explore the features of video products for different purposes and platforms. They will explore, plan and create music videos, short films and scenes for television. They will then use

camerawork, mise-en-scene (setting, locations, props, costumes and make-up), lighting, sound and editing to create a video product for a specified purpose, which they will publish to a digital platform.

Throughout the year, students will:

- Explore the purposes, features and platforms of digital video products
- Plan and shoot footage for a digital video
- Edit and publish a digital video

Assessment Overview

- Year 10 Assessed Unit: Research, Develop and Propose Ideas for a Digital Media Product.
    - In this assessed unit, students learn about research methods and use them to conduct research that will help generate ideas for their own digital media product. They will select an idea and develop the skills to enable them to propose the idea effectively. The knowledge and skills you acquire will provide a foundation for developing ideas for other units in this qualification.
- Year 11 Assessed Unit: Digital Video Production
- Showcase and Exhibition: at the end of Term 2, students will curate and organise a BTEC Festival. Their work from the two year programme will be showcased and exhibited as part of the festival.

Teacher Responsible: Liam Greenall, Head of Creative Industries

Information Technology

Pearson BTEC International - Level 2 Award

This qualification is designed to support learners who want an introduction to the IT sector through applied learning. Learners will develop an understanding of the ways in which information technology can provide value to organisations. They explore how computers and data systems can be used to collect data, assist with decision making, and make predictions about customers' needs. Students further explore IT through the lens of app design, studying the key features of developing and testing mobile applications, and user interface design.

In Year 10, students will explore the value IT provides for an organisation and its internal and external stakeholders, examining ways in which information is used by different stakeholders, and considering how that information is best presented to them to improve engagement and add value to the organisation. Students will apply these skills by planning and developing an information campaign aimed at internal and external stakeholders.

Throughout Year 10, students will:

- Explore how IT meets the needs of organisations
- Plan an information campaign for an identified organisation
- Produce an information campaign for an identified organisation

In Year 11, students will investigate how to design and create an app. The rise of mobile technology, particularly smartphones and tablets, has reinvigorated and transformed the software development market, with countless apps produced daily that inform, educate, or simply entertain.

Throughout the year, students will:

- Investigate apps and mobile devices
- Design an app to meet given requirements
- Develop and test an app to meet given requirements.

Assessment Overview

- Year 10 Assessed Unit: Using IT to Support Information and Communication in Organisations
- Year 11 Assessed Unit: Introduction to App Design

Teacher Responsible: Ms Samantha Magramo, Teacher of IT

Performing Arts

Pearson BTEC International - Level 2 Award

This qualification is designed to support learners who are interested in learning about, and developing skills in, performing arts. The highly practical course covers content from across a variety of areas of performing arts, namely focussed around putting on a production. Learners can take units to develop knowledge and skills in more specific areas, such as devising new material, multimedia performance and exploring the context in which a work was created.

Over Term 1 of Year 10, students will participate in a range of practical workshops that introduce them to a range of theatre practitioners, acting and performing skills, theatre styles and exploration of scripted drama. Throughout the year, they will have the opportunity to explore a performing arts industry-related discipline, such as acting, devising, physical theatre and production roles, through practical workshops and activities. These workshops and activities will allow them to experiment with different techniques for producing a performing arts event, either as a performer or as part of the production team.

Throughout Year 10, students will:

- Develop skills in a performing arts industry role
- Develop collaborative and professional working practices
- Review own practice

In Year 11, students will plan and take part in the preparation for a full-scale performing arts production. They will learn and develop the skills needed for their role either as a performer or as part of the production team. They will need to prepare for the performance during rehearsals and intheir own time. These rehearsals will develop and refine material, for example timing and communication. They will need to apply performance or production skills confidently during the development and performance in order to realise a successful performing arts event. They will work as part of a team and navigate 'showtime' with an approach that ensures an 'unforgettable show' for your audience.

Throughout the year, students will:

- Prepare for a professional role during rehearsal
- Refine skills needed for a professional role during rehearsal
- Apply skills to a performance

Assessment Overview

- Year 10 Assessed Unit: Performing and Production Arts
- Year 11 Assessed Unit: Performing Arts Production
- Showcase and Exhibition: at the end of Term 2, students will curate and organise a BTEC Festival. Their work from the Performing Arts Production unit will be showcased and performed as part of the festival.

Teacher Responsible: Ms Penny Hin, Teacher of Performing Arts

Music

Pearson BTEC International - Level 2 Award

This qualification is designed to support learners who are interested in learning about the music sector through applied learning. Students will learn about and develop skills in music composing, recording and performing.

Over Term 1 of Year 10, students will participate in a range of practical workshops that introduce them to a range of music styles and genres. They will be provided with opportunities to explore different instruments and ways of composing and performing music. In this unit, they will develop a range of skills required to give a successful performance. They will learn how to practise effectively, developing their technique and skills on chosen instrument/voice. They will also learn how to rehearse effectively and to improve their performance through self-reflection and acting on feedback from others. Finally, they will present the results of their rehearsals as a performance.

Throughout the year, students will:

- Develop and review technical skills
- Develop and review rehearsal skills and techniques
- Present a musical performance

Throughout the year, they will explore their own route through the compositional process and begin to develop their own creative voice by responding to a variety of stimuli. Students will develop a portfolio of ideas, some of which will be developed and one of which will be completed as a final composition.

Throughout the year, students will:

- Explore initial ideas
- Develop musical ideas
- Refine and present a completed composition

In Year 11, students will create a music product such as a live event or recording. They will experience the full creative process starting with developing their initial idea and following this through to completion and delivery. They will also explore the ways that music products are promoted, and produce marketing materials and activities for the product that they create. Students can work individually or as part of a group to develop and create a music product. They must clearly evidence their individual contribution to the planning, development and delivery of the final product.

Throughout the year, students will:

- Plan and develop a music product in response to a brief
- Promote a music product in response to a brief
- Deliver a music product in response to a brief

Assessment Overview

- Year 10 Assessed Unit: Introduction to Performing
- Year 10 Assessed Unit: Introduction to Composing
- Year 11 Assessed Unit: Plan and Create a Music Product for a Brief

Teacher Responsible: Ms Phoebe Wong, Teacher of Music

ASDAN Programme

As part of our commitment to the individual and inclusion at ICHK, we are extremely pleased to offer an alternative pathway for students for whom the IGCSE, BTEC or IB Courses are unsuitable.

ASDAN (Award Scheme Development and Accreditation Network), is a British education charity and awarding organisation, providing courses, accredited curriculum programmes and regulated qualifications to engage, elevate and empower young people aged 11 to 25 years.

Their goal is to engage students through relevant and motivating courses to achieve meaningful learning outcomes, which elevate them to go on to further education, training and work, and empower them to take control of their lives.

ASDAN Registered Centre

As an ASDAN Registered Centre, we offer a range of flexible and tailored options from the ASDAN Personal Development Programmes, Short Courses or Vocational Taster Courses, depending on the student's needs and interests.

Titles can include (subject to availability):

- The International Bronze, Silver or Gold Awards
- English Short Course
- Maths Short Course
- Languages Short Course
- Personal Finance Short Course
- Food Wise Short Course
- Geography Short Course
- Adventure and Residential Short Course
- PSHE Short Course
- Hospitality Vocational Taster Course
- Computer Vocational Taster Course

All courses focus on skill development and students are required to build a portfolio of evidence to demonstrate a range of skills across the different modules they complete as part of their chosen courses.

The skills covered include:

- Improving Own Learning and Performance
- Working with Others and
- Problem Solving
- Communication
- Application of Number
- ICT

ASDAN courses are managed by the Learning Support Department and may require an additional learning support fee. ASDAN courses are also the chosen pathway for the +1 Centre.

Teacher Responsible: Miss Sammi Chan, Head of Learning Support

Curriculum X

At ICHK all students in Years 7 to 11 take part in Curriculum X. This is an extended curriculum, comprising the conventional core plus Human Technologies, Free Learning and Deep Learning.

Curriculum X, is an innovative approach to education providing an opportunity for students to learn, freed from the shackles and constraints of traditional timetables and subjects. X denotes mystery or the unknown and at ICHK we recognise that each teacher and student will have different interests and passions to bring to the extended curriculum. Accordingly, Curriculum X is an eclectic selection of units that changes and shifts over time, reflecting the evolution of the teaching staff and morphing as the teachers themselves grow and develop. Equally, a major component of the learning in Curriculum X is the personal interest of each individual student. The different choices that students make in terms of their units or routes of enquiry result in very personalised learning experiences.

Deep Learning

Deep Learning units give teachers the freedom to be creative in designing modules which engage students and allow them to choose subjects and topics which are not always available to them in a traditional format, and which may not conform to specific departments and exams. Units will be designed to be delivered across multiple whole days, instead of being parcelled up into periods and taught intermittently over weeks and months. It allows for a deeper study into a topic in greater detail, an interdisciplinary approach combining subjects such as Maths, History, PE and Art, for example, into an overarching theme that realistically recognises the interconnectedness of human knowledge.

The student learning experience is extended to life beyond the confines of the classroom and school, to go on field trips and site visits across the whole of Hong Kong, making the learning all the more pertinent. We are able to engage with relevant organisations and groups, meet with experts, or undertake other activities to deepen understanding which may be possible only outside of the conventional timetable. Instead of taking students off timetable to take part in these important educational events, Deep Learning is embedded into ICHK school life.

Deep Learning allows for activities which are difficult to be undertaken within the confines of a school or a normal school day. The units will cover a broad range of subject areas which may be an extension of subjects that already exist in the core curriculum or an extension of the curriculum into entirely new subject areas. Learning is modular, with students free to make their own choices, grouped by shared interests and across year groups. The main feature of this curriculum is an experiential and collaborative approach to education which fully supports ICHK's Four Strategic Directions: Thriving Student, Best Possible Teacher, Community & Partnership, Environment for Living & Learning.

In short, Deep Learning is a pioneering and progressive programme of study drawing upon the individual strengths of our teaching staff, environment and community.

Deep Learning is an evolving programme and there have been a variety of changes since its inception. Currently, we run four iterations of DL throughout the year, from September to June, including Deep Learning+ which is similar to a CAS week in other IB schools. Some examples of courses of study that have already taken place are watersports, HK in Literature, 3D printing,aviation, bread making, creative writing, glass blowing, woodwork, pottery, food and culture, photography, circus arts, trail running and bee farming.

Teacher Responsible: Ms Sanika Kulkarni, Deep Learning Coordinator

Curriculum X Activities

A huge range of activities outside of the traditional classroom curriculum provide wonderful learning experiences, whilst helping to broaden and enrich education.

Whilst many schools refer to their activities as Extra Curricular Activities (ECAs), at ICHK, we believe they are a core part of our programme rather than an optional extra.

Activities are therefore included as one of the compulsory periods in each student's schedule. Our unique location means that students are able to make full use of the nearby coastline and country parks for hiking, sailing, kayaking, cross country running and cycling.

Our programme, with its emphasis on exercise, outdoor learning and creativity is central to our approaches, as our philosophy is grounded in the conviction that young people should be supported in developing their all-round characters if they are to produce themselves as confident, self-directed, ambitious, and fearless learners.

Activities are also a critical part of the 'epistemic apprenticeship' which is built into the fabric of the school and includes not just academic work but the social, emotional and values-driven dimensions of students' lives.

Activity sessions mainly take place on Tuesdays. However, we also have a limited number of optional activities which take place on other days after school. They range from the sporting and physical to cultural and reflective practices.

A sample list of some of the activities that we offer includes, but is not exclusive to:

- Touch Rugby
- Volleyball
- Badminton
- Football
- Bouldering
- Horse Riding
- Rock Climbing
- Cycling
- Basketball
- Calligraphy
- Model United Nations
- Junior Achievers
- Yoga

Teacher Responsible: Ms. Bop Laidler, Activities Coordinator

Deep Learning+ Week

This is an annual week, dedicated to learning outside of the school environment, which traditionally takes place at the end of October or start of November. It is tailored to individual year groups and focuses on community service, outdoor pursuits and teamwork.

It is a vital part of the curriculum, and helps students to challenge themselves, to bond with their teachers and classmates, and to develop in ways which simply could not be duplicated within the classroom.

All Year 10 and 11 students take part in Deep Learning+ Week, engaging with a range of activities and challenges, most of them located away from the school campus. There is a rich combination of leadership, entrepreneurial, service and adventure opportunities which encourage students to extend and develop their learning beyond the classroom. Students are encouraged to participate in all aspects of Deep Learning+ during their time at ICHK.

Deep Learning + Week allows students to:

- Develop as leaders and team members.
- Continue their apprenticeship as learners across a range of opportunities.
- Experience learning outside of school alongside work experience
- Demonstrate teamwork through physical activities and challenges

In Years 10 & 11 students have a wide variety of community service and leadership opportunities to choose from. Some of the activities that have run in the past are outlined below:

- Community Service at Crossroads
- Community Art (creating murals around the school and the local area)
- Student Outdoor Leadership for Y7 and Y8 trips
- Work experience
- Veterinarian assistant (16 Years+ only)
- CAS+ Media team
- Entrepreneurial Research and Development
- Adventure Challenge Expedition
- First Aid training and Crisis management scenarios
- Primary Partner in class assistant
- Work Experience at LUSH! (16 Years+ only)
- International trips including Thailand, Japan, Cambodia, China, Germany

Teacher Responsible: Mr Dave Addis, Leader of Outdoor and Experiential Learning

Looking Ahead

ICHK offers both the IB Diploma as well as BTEC International Level 3s, both of which open doors to higher education. In addition, students can opt for our Hybrid programme, mixing BTEC and IB elements together

IB Diploma

The IB Diploma Programme (IBDP) is a leading, internationally recognised pre–university qualification, and is a symbol of high and sustained academic attainment worldwide. Students who undertake the IBDP demonstrate a strong commitment to learning, both in terms of the mastery of subject content and in the development of wide–ranging skills.

The aims of the IB Diploma Programme are to:

- Provide an internationally accepted qualification for entry into higher education.
- Promote international understanding.
- Educate the whole person, emphasising intellectual, personal, emotional and social growth.
- Develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically

The IB Diploma Programme ensures a balanced curriculum. Students select one subject from each of the 6 subject groups. In addition, students must also study the compulsory core, made up of the Extended Essay, Theory of Knowledge (TOK) and a CAS programme.



IB Diploma Subjects

Students select one subject from each group (see diagram below). In addition, students must also study the compulsory core, made up of the Extended Essay, Theory of Knowledge (TOK) and a CAS programme.

Teacher Responsible: Ms Erin Loges, IB Coordinator

BTEC International Level 3

BTEC International Level 3 qualifications offer a practical and career-focused experience for students. At ICHK, students will have already studied a BTEC Level 2 course as part of their learning in Years 10 and 11.

BTEC International qualifications are well-respected, work-related qualifications that provide students with a hands-on approach to learning, focusing on specific industry sectors. Widely recognised by universities and employers globally, they can lead to a variety of pathways, including higher education, apprenticeships, or direct employment. Currently we offer courses in Art & Design, Business, Sport, and Creative Media, with the possibility of an expanded selection in the future.

The curriculum ensures that students gain relevant and up-to-date skills. These courses are generally assessed through a combination of coursework, projects, and practical assignments rather than end-of-course examinations. This continuous assessment model allows students to build a portfolio of work, demonstrating their skills over time rather than relying solely on a final examination.

The aims of the BTEC International programme are to:

- Provide a practical and work-related learning experience
- Develop a range of transferable skills
- Offer a clear pathway to a chosen career
- Enable progression to higher education

BTEC Level 3 Subjects

One BTEC Level 3 course is equivalent to one A-Level in the UK. Students may elect to focus solely on BTECs, or combine a suite of BTEC International Level 3 courses and IB courses according to their interests and future aspirations.

Teacher Responsible: Mr Stewart Ross, BTEC Coordinator

Hybrid Pathway

In addition to electing to study either the IB Diploma or BTEC Level 3s, students may choose to combine a suite of BTEC Level 3 courses and IB courses according to their interests and future aspirations. This allows considerable flexibility in assembling a personalised learning plan, suited to each individual student.

Teacher Responsible: Ms Erin Loges, IB Coordinator

ASDAN

ASDAN (Award Scheme Development and Accreditation Network) is a British education charity and awarding organisation, providing courses, accredited curriculum programmes, and regulated qualifications to engage, elevate and empower young people aged 11 to 25 years.

Their goal is to engage students through relevant and motivating courses, enabling them to achieve meaningful learning outcomes that will elevate them to pursue further education, training, and employment, and empower them to take control of their lives.

The ASDAN pathway is coordinated by, and run through, either the Learning Support department or the +1 Centre.

Teacher Responsible: Miss Sammi Chan, Head of Learning Support

What the Council of International Schools says about us:

ICHK is a caring community that ensures members feel a strong sense of belonging and connection. The school provides a safe and nurturing environment where the well-being of all students is a priority. ICHK has cultivated an environment where students have multiple opportunities to thrive. ICHK's commitment to well-being is clear and is infused in all aspects of school life. As a small community that some students described as "like family", students' well-being needs are known by teachers and leaders, who are able to respond to those needs in a timely and effective way.

The respectful caring environment provided to students at the school is highly valued. The ICHK community, students, staff, and parents work together in an atmosphere of mutual respect to create a positive learning environment. Students are engaged in their learning, happy to be at school, and are focussed on achieving to the best of their ability. Students are articulate, invariably treat each other and teachers with respect, greet visitors warmly, and take obvious pride in their school.

Council of International Schools (CIS)
Evaluation Report 2023

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SECONDARY

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