CURRICULUM BROCHURE

YEARS 12 & 13

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ICHK SECONDARY



ICHK

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ICHK Secondary

The IB Diploma and BTEC at ICHK

Dear Students,

We would first like to congratulate you on successfully reaching this pivotal stage in your educational journey. Secondly, we extend a warm welcome to you as you explore the diverse and rewarding pathways available for your final two years of secondary education at ICHK: the globally renowned International Baccalaureate Diploma Programme (IBDP) and the career-focused BTEC International Level 3. You are about to embark on challenging yet immensely rewarding learning experiences that will empower you to become more independent, inquisitive, skilled, and well-rounded individuals, always encouraged to step out of your comfort zones and push the boundaries of your capabilities.

ICHK welcomes you to Years 12 & 13, and we trust you are excited and responsible as you consider the comprehensive opportunities available. This handbook will provide detailed information about both the IBDP and BTEC, helping you to decide which course or pathway best aligns with your academic strengths, passions, and future aspirations.

In Years 12 & 13 we offer two distinct yet equally valuable pathways for highly motivated students who come from varying educational backgrounds and interests, and who are seeking tertiary opportunities or direct employment both locally and abroad. We also offer a hybrid pathway for students wishing to incorporate elements of both of the following programmes.

The IB Diploma Programme provides a rigorous, cohesive, and comprehensive two-year programme of concurrent academic study. It is a pre-university programme that promotes learning and creativity, recognised globally for its promotion of critical thinking, international-mindedness, and its sound basis for lifelong learning.

The BTEC International Level 3 Courses offer a practical, industry-aligned, and comprehensive two-year programme focused on applied learning. It is a pre-career and pre-university programme that fosters specialist skills and knowledge, equipping you for immediate professional impact or progression to higher education, and is highly regarded by employers and universities worldwide.

At ICHK, you will have a variety of courses and levels of focus within each pathway from which to choose, complemented by a wide selection of co-curricular activities to provide a truly well-rounded education. This handbook is intended to give you a clear overview of what to expect over the next two years. Your educational experience here is not simply meant to develop your academics but will also work to strengthen your physical, emotional, ethical, creative, and professional advancement.

Sincerely
Erin Loges and Stewart Ross
IB and BTEC Coordinators

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

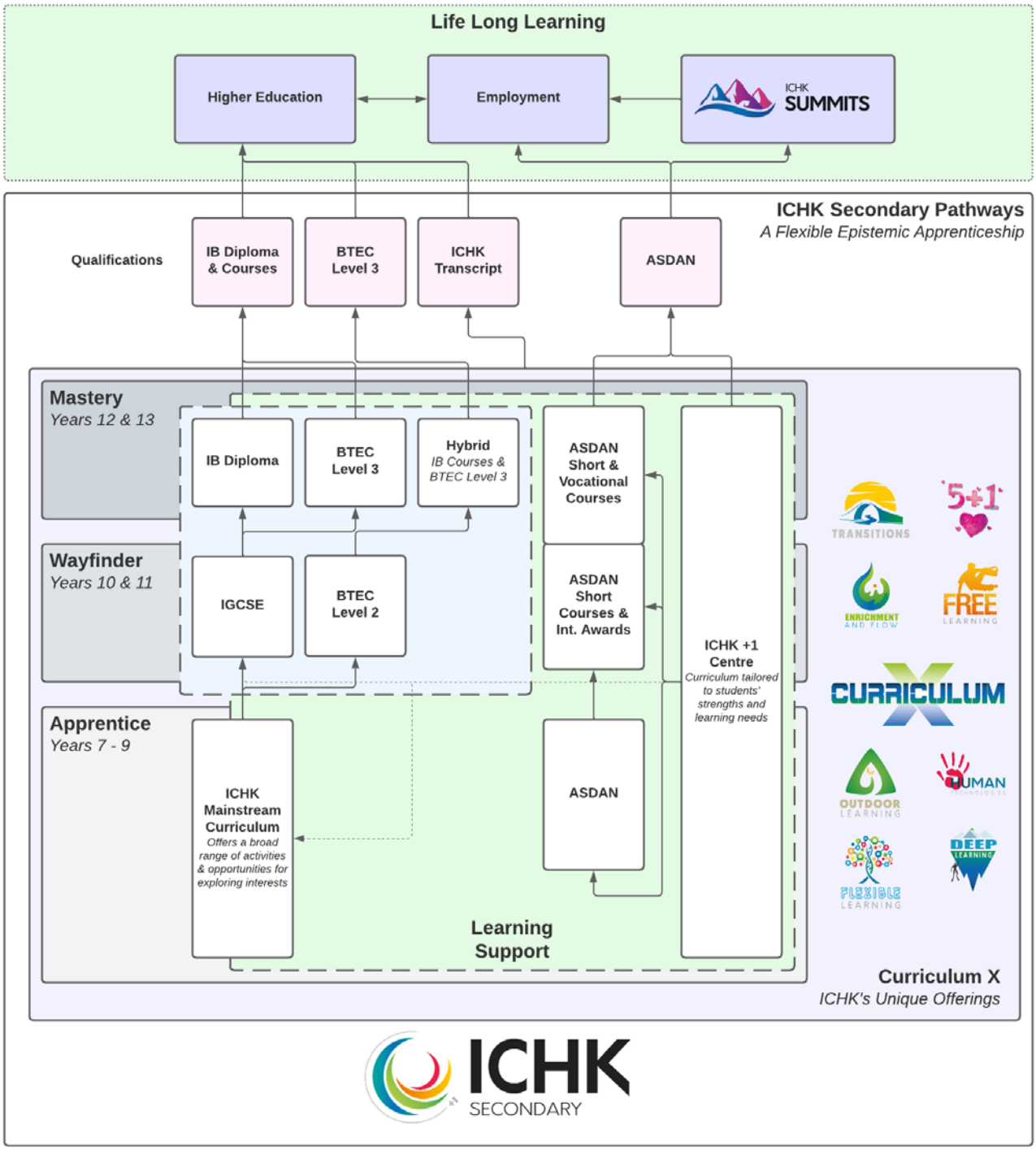
ICHK believes that the secondary school experience should help children achieve both character development and academic achievement. Our philosophy is grounded in the conviction that young people should be supported in developing their all–round characters, including but not confined to the academic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



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:



The IB Learner Profile

ICHK has chosen to become an IBO World School as we believe in developing internationally minded people who help to create a better and more peaceful world. In keeping with this vision for education, and our commitment to the IB, we will aim to ensure that ICHK students strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in–depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open–minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of others. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk–takers	They approach unfamiliar situations with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well–being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

What is the International Baccalaureate?

The International Baccalaureate (IB) is a rigorous, international curriculum which offers high quality programmes of education to a worldwide community of schools. There are more than 850,000 IB students at 2,935 schools in 139 countries. The IB incorporates the best elements of several national educational systems with a focus on academic rigour, an international perspective and the interrelationship of all knowledge.

What is the IB Organisation's mission statement?

"The International Baccalaureate Organisation (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."



Alignment between the IBO and ICHK

The IB Diploma is a natural progression of our school's ethos and vision. ICHK is a community school, locally-rooted but globally minded. As an international school, we foster the fundamental principles of the International Baccalaureate:

- International Mindedness/Global Understanding
- Holistic Education
- Communication

In line with the IBO and our 5+1 model, ICHK students benefit from an international education by gaining historical and contemporary knowledge of the world, acquiring second or third languages, developing an awareness and understanding of global issues and interacting with people of differing views and perspectives.

Moreover, ICHK students are principled and they critically examine the viewpoints of others while acting in support of others. They think and act critically, creatively and independently and understand the relationship between rights and responsibilities while practising tolerance and acceptance.

Furthermore, our partner schools, ICHK Kindergarten and Primary, Japanese International School and Kingston International School all run the IB Primary Years Programme and the IB Diploma has been deemed the logical and most beneficial conclusion to their primary and secondary schooling.



From Teaching Adolescents to Become Learners: Literature Review 2012 - University of Chicago Consortium on School Research

The Benefits of the IB Diploma

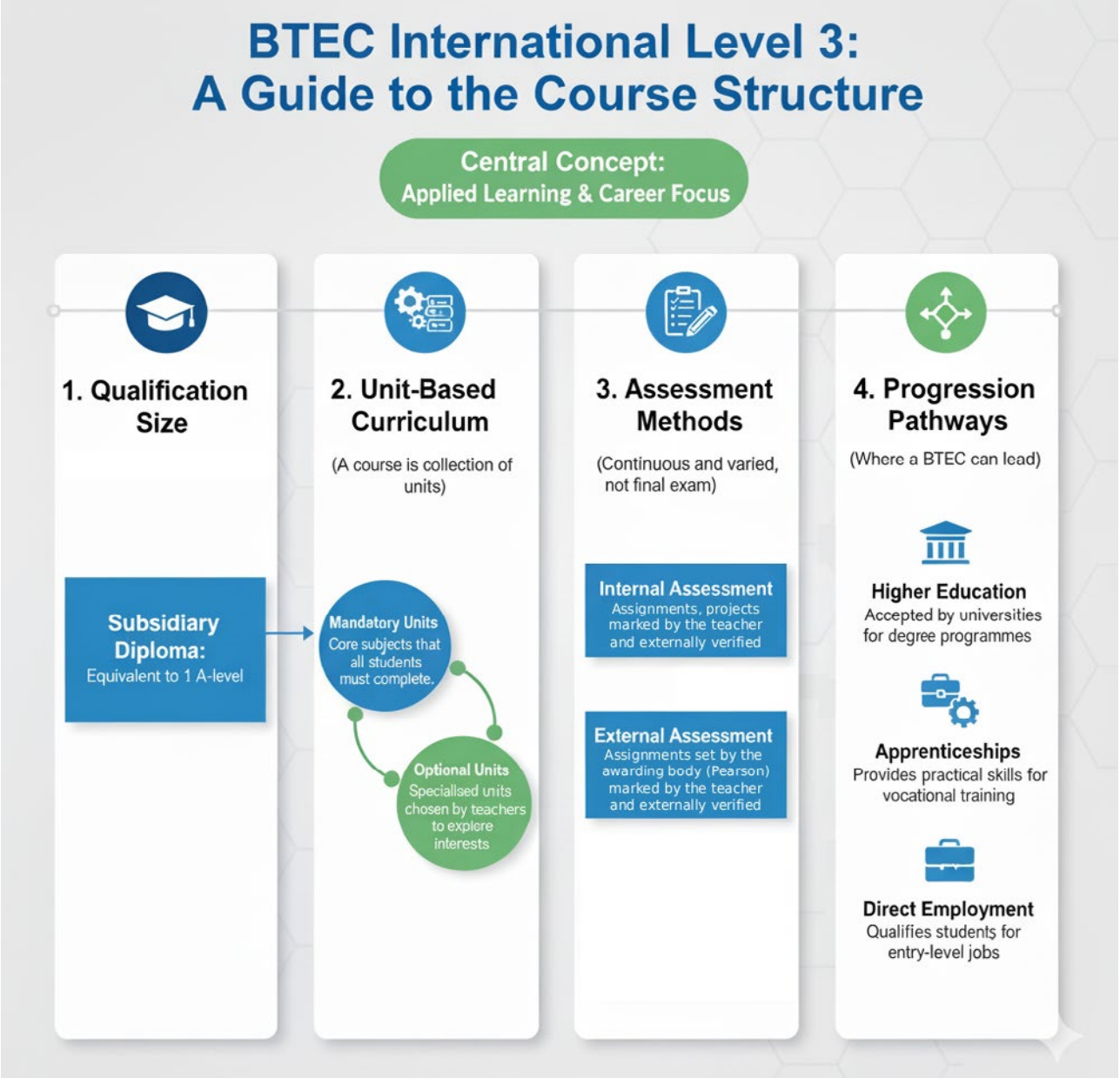
The advantages afforded to a student earning an IB Diploma are many. Since the Diploma is internationally recognised, universities throughout the world are eager to admit Diploma-holders into their institutions because it produces students who are well-rounded, possess depth and breadth in their studies, take on challenging risks and learn to reflect on their growth. IB graduates are knowledgeable thinkers who critically analyse the worldaround them and work towards creating a better, more peaceful world. They have very strong communication skills and are able to adapt creatively and flexibly to a wide range of circumstances.

What is BTEC?

This is a rigorous, vocational qualification from exam body Pearson, with each Level 3 qualification equivalent to one UK A-level. BTECs focus on hands-on, applied learning in a professional context, helping students build specialist knowledge and practical skills through projects. This prepares them for direct employment, apprenticeships, or higher education worldwide.

Pearson's Approach to BTEC International

Pearson champions "learning by doing" to create globally-minded professionals. By collaborating with industry experts, Pearson designs challenging programs with a unit-based structure and continuous assessment, which mirror real-world workplaces. This approach helps students become adaptable, lifelong learners with strong problem-solving skills.



Alignment with ICHK

ICHK's use of the BTEC International Level 3 program aligns with its focus on diverse, holistic education. Embracing the BTEC's core principles of Applied Learning, Career Readiness, and Global Recognition, ICHK integrates academic theory with professional application, including opportunities for internships. This qualification, following the BTEC Level 2 course completed by students in earlier years, helps them develop transferable skills and create strong portfolios for future global opportunities.

At ICHK, we proudly offer four specialised BTEC International Level 3 Courses:

- Sport
- Business
- Art and Design
- Creative Media

The Benefits of the BTEC International Level 3

The BTEC International Level 3 offers candidates the opportunity to apply for higher education, and supports them as they seek employment. BTEC Level 3s are recognised by a range of universities worldwide, particularly in the UK, and open doors to a variety of degree and sub-degree programmes, along with university foundation years.

BTEC students emerge as well-rounded professionals with specialist knowledge and practical skills, adept at tackling real-world projects and reflecting critically on their growth. They are knowledgeable practitioners who can innovate and contribute effectively to a better world, possessing strong communication, teamwork, and problem-solving skills that enable creative adaptation to diverse professional and global career opportunities.

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.

Admissions Requirements

The Head of School makes the final decision on admission of students into the school.

- As English is the language of instruction in all years, applicants must demonstrate a satisfactory level of English proficiency in order to access the curriculum.
- Students should have a record of commitment to learning and good behaviour at school.
- ICHK is a community school. Parents should be supportive of their children's education and be willing to become involved in the life and ethos of the school.
- Students with learning needs are welcomed, and the Learning Support team works closely with families to ensure students receive the right support and take the most suitable pathway.

Admission into the IB Diploma

- We have an open-door IB policy which honours our foundational principle to offer a well-rounded, aspirational, and growth-oriented education to all students.
- Students not currently attending ICHK who have completed their Year 11 course of study (GCSE/ IGCSE or equivalent) are eligible to apply for the IBDP by submitting a written application to the admissions office followed by an interview with the IB coordinator.
- All admissions are subject to the overriding proviso that we can provide an appropriate curriculum to meet the student's needs. Timetabling constraints may mean that some courses are unavailable.
- Subject teachers and the pastoral team will advise each student as to his or her suitability for a particular course.
- Students whose ability to undertake the IB Diploma is under review will initially be accepted on a provisional basis. If it is clear, following internal assessments, that the student is not coping with the level of academic work, we may recommend a change of level, course, or pathway in consultation with the student and the student's parents.
- Students are able to transfer from the IB Diploma pathway to the Hybrid pathway at any point through term 2 of Year 13; however, students may not be able to add BTEC courses to their timetable after half-term of Term 1 in Year 12.
- Students who do not meet necessary Diploma requirements including submission of internal coursework are not eligible to sit the final exams – we will work with students to implement measures to avoid this happening, potentially including recommendations to change a student's pathway or programme of study.

Senior School Curriculum Pathways

The Senior School curriculum is currently comprised of four possible pathways:

- International Baccalaureate Diploma
- BTEC International Level 3s
- Hybrid (mix of IB Courses and BTEC International Level 3 Courses)
- ASDAN

The first three of these pathways:

- Meet entry requirements for a broad range of university and/or tertiary institutions around the world.
- Support all students in attaining their educational goals. Our admission policies are not selective and are supported by our SEN staff.
- Require a high level of English language proficiency, thus students requiring EAL support must make appropriate arrangements outside of school.
- Are comprised of courses which have external verification and grading.
- Contain a core element, as well as a wide range of examined subjects from which students may select a field of study appropriate to their ability and interests. The core is designed to ensure that the student's education is kept within a broad context, and may include Creativity, Activity and Service (CAS), the Extended Essay (EE), Theory of Knowledge (TOK), as well as a range of experiences from Curriculum X and the ICHK transcript.

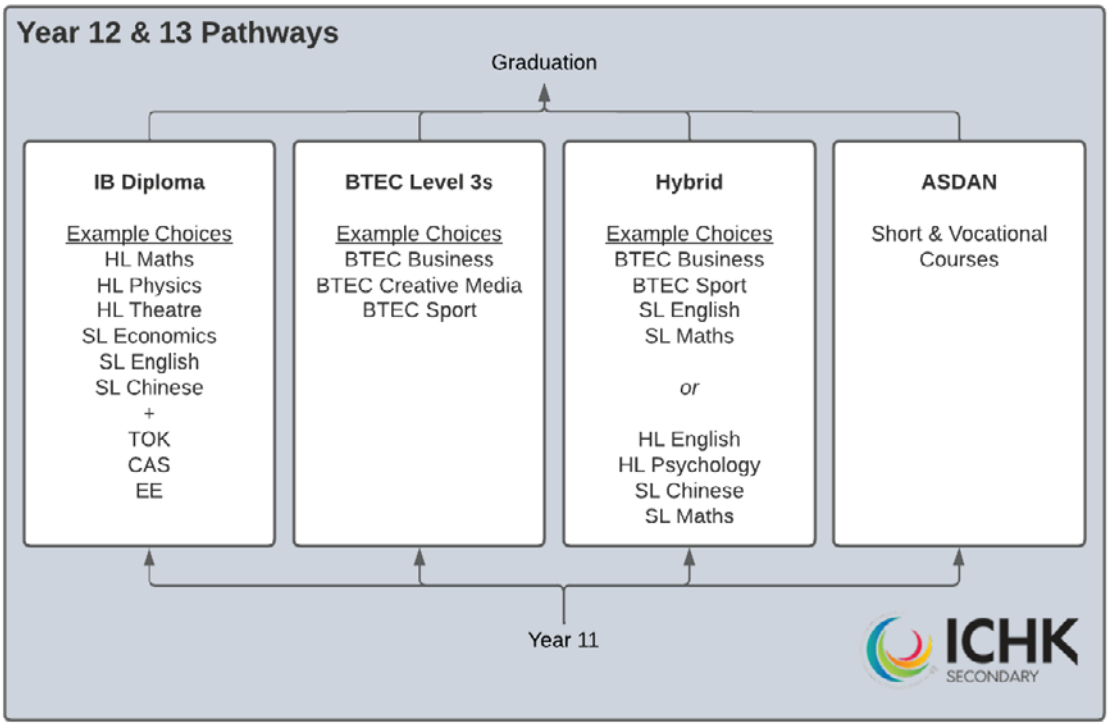
For students who require a modified curriculum to suit their individual needs, the ASDAN pathway offers learning experiences focused on developing life skills and preparing for work after school.

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.

Example Choices



The IB Diploma Programme

The IB Diploma programme consists of 6 subject groups:

- Group 1 - Studies in Language and Literature
- Group 2 - Language Acquisition
- Group 3 - Individuals and societies
- Group 4 - Sciences
- Group 5 - Mathematics
- Group 6 - The Arts

Students wishing to take the full IB Diploma must:

- Choose ONE subject from every group except for Group 6; students who do not wish to take a Group 6 subject may choose to do any other course from Groups 1 through to 4. (6 subjects in total)
- Choose 3 Higher Level and 3 Standard Level courses
- Satisfy the 3 elements of the Diploma core: CAS, Theory of Knowledge and Extended Essay

BTEC International Level 3s

Each BTEC International Level 3 subject counts as the equivalent of a single A Level course, and so many students will look to select 3 of the available courses. Other configurations are also permissible.

Hybrid

Students wishing to take IB Courses and BTEC International Level 3 Courses instead of the full IB Diploma, may take a mixture of subjects from the available IB (Higher or Standard Level) and BTEC International Level 3 Courses.

In addition, students must:

- Demonstrate a commitment to the IB and BTEC programmes
- Consult carefully with parents, form tutor and the IBDP/BTEC Coordinators on subject choices and/or changes

Who is the IB Diploma Pathway for?

The IB is suited to motivated and responsible students with a combination of the following characteristics:

- An ability to cope with university courses when they leave ICHK
- The willingness to develop positive study characteristics, including self-discipline, self-motivation and time management
- A capacity for thinking critically and creatively
- Some fluency in a second language, or willingness to become fluent
- An international outlook and genuine concern for other

Throughout their studies students discover that effective learners following an IB curriculum need to be motivated, knowledgeable, reflective and socially interactive.

Who are the BTEC and Hybrid Pathways for?

BTEC International Level 3s offer a vocational, hands-on post-16 pathway for motivated students.
It is ideal for those who:

- Possess a clear passion for a specific industry (Sport, Business, Art, Design, Creative Media).
- Thrive on practical, project-based learning and continuous assessment, favouring it over solely exam-based approaches.
- Are eager to develop specialist skills directly applicable to a career or further study.
- Are self-disciplined, organised, and capable of managing professional assignments and deadlines.
- Aim to build a strong portfolio of evidence showcasing their abilities.
- Seek a globally recognised qualification offering diverse routes to universities, apprenticeships, or direct employment.

You can select a mix of IB courses and BTEC International Level 3 courses to personalise your academic journey in Years 12 and 13.

IB Diploma Subject Choices 2027-29

In 2027-29 ICHK intends to offer the following IB Diploma programme courses:

Group	Subject	Level
Studies in Language and Literature ***Group 1***	English A: Language and Literature	HL & SL
	Chinese A: Language and Literature *Bilingual diploma*	SL
	Japanese A: Language and Literature *Bilingual diploma*	SL
	Self-Taught Language A Literature *Bilingual diploma*	SL
Language Acquisition ***Group 2***	Language B Chinese	HL & SL
	Language B Spanish	HL & SL
	Ab initio Language (French, Spanish, Mandarin) *Online taught through Pamoja*	SL
Individuals & Societies ***Group 3***	Economics	HL & SL
	Geography	HL & SL
	History	HL & SL
	Psychology	HL & SL
	Environmental Systems and Society *Transdisciplinary, can be Group 3 or 4 subject*	SL
Sciences ***Group 4***	Biology	HL & SL
	Chemistry	HL & SL
	Physics	HL & SL
	Environmental Systems and Society *Transdisciplinary, can be Group 3 or 4 subject*	SL
Mathematics ***Group 5***	Mathematics: Analysis and Approaches	HL & SL
	Mathematics: Applications and Interpretation	SL
The Arts * ***Group 6***	Film	HL & SL
	Music	HL & SL
	Theatre	HL & SL
	Visual Arts	HL & SL

** Students who do not wish to take a Group 6 Arts subject may elect to do any other course from Groups 1-4.*

Pamoja

Each year at ICHK, we aim to offer a diverse range of IB subject choices for students to choose from. Whilst it is not possible for us to offer all subjects as a taught course, a range of those subjects that we do not teach can still be taken through the IB authorised online platform Pamoja Education. These courses will involve an additional cost as they are taken online and led by experienced IB teachers. Students who sign up for a Pamoja course will work online with a Pamoja instructor, participate in forums with other students and submit work electronically.

IB courses available through Pamoja currently not taught in ICHK are:

- Group 2 - Ab Initio Language (Mandarin, French and Spanish) (SL)
- Group 3 - Business Management (HL & SL)
- Group 3 - Digital Society (HL & SL)
- Group 3 - Philosophy (SL)
- Group 4 - Computer Science (HL & SL)

Other subjects that are taught in ICHK might also be available through Pamoja Education, in the case that a student's combination of subject choices is not possible due to time-tabling constraints. These subjects currently include: Economics (HL & SL), Psychology (HL & SL), and Film (SL only)

Pamoja Site-Based Coordinator in ICHK (Mr. Nicolas Arriaga) and/or a teacher familiar with the syllabus, will act as internal advisor, ensuring that the student stays on track and liaising with teachers at Pamoja.

These courses are only suitable for students who are highly independent, responsible and self-motivated. Pamoja courses fee is in the range of USD $1,700 to $2,000 per academic year, depending on the course and the year level. ICHK charges no administration fee. Learn more about online taught IB courses at www.pamojaeducation.com

See Appendix on Pamoja Education for further information on technicalities of this course option on Page 57. For inquiries, contact Pamoja Site-Based Coordinator, Mr. Nicolas Arriaga (narriaga@ichk.edu.hk), or IB Coordinator Ms. Erin Loges (eloges@ichk.edu.hk) directly.

Assessment in the IB Diploma

The IB grading system is criterion-based. Results are determined by performance against set standards, not by each student's position in the overall rank order.

In nearly all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of the course study. Examples include oral exercises, projects, portfolios, presentations, practical laboratory work and mathematical investigations. Some assessments are conducted and overseen by teachers but marked and moderated externally.

IB Diploma Programme students take written examinations in May of their senior year. These exams are sent to external IB examiners and results are available at the beginning of July.

Higher Level (HL) & Standard Level (SL) Courses

The distinction between Higher Level and Standard Level courses is an important feature of the IB Diploma Programme and details vary from subject to subject. Some subjects have a common examination and the distinction is on the quantity of material covered while others have a different curriculum for each of the levels (for example, Chemistry).

Higher Level subjects will involve 240 hours of instruction over two years and they generally reflect the student's interests and strengths. HL courses are more lengthy and difficult and their internal assessments are more thorough and demanding.

Standard Level subjects are less demanding but still comparable to introductory college level courses. Standard Level subjects will involve 150 hours of instruction over two years.

Choosing Your Courses

There are many questions to ask yourself and your parents when choosing your IB Diploma courses. As you consider your choices, use these questions to guide your decision making:

- What is my primary motivation for choosing the IB Diploma Programme?
- How successful have I been in the past in challenging courses?
- Do I enjoy educational challenges?
- How much do I contribute in the classroom?
- Do I enjoy reading?
- Do I draw my own conclusions or do I want the teacher to tell me what I am supposed to think?

When choosing your courses, you should be considering the following:

- Which subjects you possess the most ability or talent in
- Which subjects you enjoy learning about the most
- What you would like to study in university
- Which subjects may be deemed important for your own career path or for projected employment trends
- Which subjects provide the right degree of challenge for you
- Which subjects lend themselves to a holistic balance
- Which subjects provide you with intellectual stimulation
- A realistic balance of higher and standard level subjects

When planning an IBDP course, students should bear the following in mind:

- The same subject cannot be taken at both HL and SL.
- The same language cannot be taken in both Group 1 and Group 2.
- A student who is bilingual may take two Language A courses (with approval from the IB Coordinator).

Students should take into account future study and career plans. As previously mentioned, certain selections or omissions from the programme will limit study choices in some university systems. Therefore, before planning their IB programme, students should become familiar with the requirements and expectations of the universities in the country or countries to which they intend to apply. They should consult with the Higher Education Advisor for information about specific university requirements.

The Bilingual Diploma

A Bilingual Diploma is considered very prestigious and can improve a student's profile on application to university. It is granted to a student who:

- Takes two different language courses from Group 1 (cannot be 2 English courses)
- Takes a language in Group 1 which is different from the language used in all other courses (currently Chinese A, Japanese A, or School-supported self-taught Language A: Literature).

Reasons to consider a Bilingual Diploma:

- You might be considering studying at a university that does not teach exclusively through the medium of English. For example, you may decide to study self-taught Dutch because you want to study at a university in the Netherlands.
- Many employers insist on fluency in two languages. For example, in Hong Kong, many employers expect fluency in Chinese and English.
- You want to develop fluency in two languages because you want to keep your options open in terms of where you study, live or work.

Who Should Do a Bilingual Diploma?

Attempting to do a Bilingual Diploma is a challenging undertaking as it involves a lot of intensive reading and critical analysis as well as literary essay writing and oral commentaries. Students who wish to do a Bilingual Diploma must first check with the DP Coordinator, his/her parents and university requirements for tertiary study. Students who choose this route should:

- Possess a talent for critical analysis and ability to craft persuasive literary arguments
- Be able to think quickly in both languages and understand the subtleties and nuances of different languages
- Attain at least a 'B' in IGCSE First Language English and World Literature as well as a 'B' in Chinese or Japanese First Language or the equivalent in another language

Teacher Responsible: Ms. Erin Loges, IB Diploma Coordinator

BTEC International Level 3s

Students may select a combination of courses from the IB Diploma above and BTEC International Level 3 outlined below.

Subject	Level
BTEC International Level 3 Art and Design	Level 3 Subsidiary Diploma (360 hours)
BTEC International Level 3 Creative Media	Level 3 Subsidiary Diploma (360 hours)
BTEC International Level 3 Sport	Level 3 Subsidiary Diploma (360 hours)
BTEC International Level 3 Business	Level 3 Subsidiary Diploma (360 hours)

In order to provide students with the 360 hours required per subject, BTEC students will continue their studies into Term 3 of Year 13, continuing to just before the graduation dinner. In addition, they will continue to receive 4 lessons per week per subject, when IB HL students drop from 4 to 3.

Assessment in BTEC International Level 3

Each BTEC Level 3 course is considered to be the equivalent to a single A Level subject. BTEC assessment is criterion-referenced, meaning student achievement is measured directly against specific learning outcomes and industry standards, rather than comparative ranking. This ensures a clear demonstration of acquired knowledge and practical skills.

All units are internally assessed by teachers, encompassing a diverse range of vocational tasks such as practical assignments, projects, research write-ups, case studies, and presentations. This allows for the development and assessment of a broad range of transferable skills. These internal assessments are subject to external standards verification by Pearson to ensure national consistency and quality.

For some mandatory units, assessment is conducted using Pearson Set Assignments (PSAs). These assignments are set by Pearson and marked by teachers, ensuring all learners undertake the same assessment for that specific unit. PSAs are also subject to the same rigorous external verification processes. Learners are permitted to resit set assignment units if needed.

Units are graded individually as Distinction (D), Merit (M), Pass (P), or Unclassified (U). These unit grades contribute proportionately to the overall qualification grade, which can range from Pass (P) to Distinction (D)** for each BTEC International Level 3 course, reflecting the depth of study, acquisition of practical skills, and development of transferable skills.

Pastoral Guidance

Attitude to Study

The IB is not a course purely based on academic rigour - it focuses on the individual as a whole and guides them to build on key skills as well as academia. The key expectations ofall IB students are that they are organised, focused, dedicated and communicative, with a desire to be challenged and pushed. This builds a foundation of the skills needed to cope with higher education and beyond that, the workplace.

Students are expected to come to all of their classes ready to learn. They should be focused and engaged and display a willingness to learn. They must be properly equipped, as if they are not, it is quite likely they will be unable to participate in the lesson. Any missed work due to disorganisation must be caught up in the student's own time.

In order to succeed in the course, we expect students to be able to meet strict deadlines and to deal with a much higher workload. Of course, guidance will be given in this aspect, but students are of an age where they should be becoming more independent in their daily lives and study. This requires a degree of focus which is demanding of both their time and their resources.

A student may struggle or have areas of weakness which may be a drawback to the study of IB, but if they are willing to communicate clearly and effectively with their teachers and the staff, asking for help and allowing themselves appropriate time to complete work and meet deadlines, then they will have achieved what is necessary to continue.

In the BTEC, meeting deadlines is equally important. There will be set dates for projects and assignments to be handed in for assessment during the course of the two years and it is vitally important that students meet these deadlines. Therefore consistency in effort is a requirement throughout.

Homework

Given the rigorous demands of both the IB Diploma and the BTEC International Level 3 Subsidiary Diploma, and the substantial volume of study and project material, it is essential that students maintain continuous engagement and keep up to date with their work at all times. Students should note the following:

- Prompt Completion: All assigned work, whether academic homework, practical tasks, or project components, should ideally be attempted on the day it is set or assigned.
- Optimal Study Times: To ensure maximum effectiveness and focus, independent study should not be left until late at night when fatigue may hinder concentration.
- Seeking Support: Should students encounter difficulties in completing assignments, they are strongly encouraged to seek advice from their teachers, review their notes, utilise online resources for research, or collaborate with classmates for assistance.
- Responsibility for Catch-Up: If any work is missed for any reason, the student is fully responsible for catching up independently and submitting it to the teacher as appropriate, adhering to established deadlines.
- Beyond Set Tasks: Independent study should not be limited solely to work explicitly set by teachers. For both pathways, students are expected to:

- IB Diploma: Actively consolidate learning through revision notes, summaries, and practice questions in preparation for both internal assessments and final examinations.
- BTEC International Level 3: Proactively refine project work, gather additional evidence, conduct further research relevant to assignments, and prepare for any controlled assessments or external verifications.
- Additionally, students on both pathways should engage in extra reading and research relevant to their subjects or chosen vocational fields, deepening their understanding and broadening their perspectives (recommended resources and reading lists will be provided by teachers for each course).

Checklist for Successful Study

The attitude that we expect from our students is highlighted above, but there are a series of practical steps that students can take to make their study successful.

- Complete revision notes/summative notes after each unit of study since if you leave it until just before the deadline, then you will have too much work to do at once.
- Keep your files up to date both on paper and on your computers (make sure you have backup for electric files).
- Keep your working files up to date, so that you never come to a class without the correct materials (this is especially important at IB as if you do not have the correct materials, it is often not possible for you to participate in class).
- If you are absent from school, you must ensure you contact your teacher directly for any work missed.
- Keep a clear track of upcoming deadlines and attempt to have first drafts of work and projects completed well before these deadlines.
- If you have misunderstood any part of your course, address it with the teacher immediately.
- If you are feeling stressed and are not sure how to handle the workload, do not hide from it: speak to your form tutor/subject teachers and they will help you prioritise and balance what needs to be completed.

Dealing With Stress

The jump from IGCSE to IB and BTEC International Level 3 is a big one and students will have far more subject content to cover as well as additional commitments, many of which count towards their final course grade. In addition to this, students' work is continually assessed and examinations and coursework take place throughout the course of both years. Being under this kind of pressure over an extended period of time can lead to a great deal of stress.

ICHK ensures a balance between academic study and holistic welfare, and staff work to support students through the academic demands they face, whilst prioritising their well-being. Our unique 5+1 model guides our work in this area and allows us to help students to experience school in positive ways.

We place strong emphasis on developing a culture that supports healthy relationships, shared

responsibility and effective collaboration. We provide extensive services to support all students in the areas of physical, emotional, career and personal counselling, and academic guidance.

If a student finds themselves stressed, has feelings of being unable to cope, being overwhelmed or overloaded, they must not suffer in silence. The quickest and most effective way of dealing with stress is to communicate it to someone. Students can speak to parents, subject teachers, form tutors, Heads of Years, or other members of the pastoral team in school. It is highly important that stressful situations and feelings are addressed as soon as possible so that they do not grow unnecessarily.

Meeting Deadlines

To be a successful IB Diploma and BTEC student, it is necessary to be punctual both to classes and to school, to have an excellent attendance record, and to complete work on time and to an appropriate standard. In all IB courses, students must complete mandatory coursework assignments; typically, this coursework in the IB amounts to 25% of the final grade for each course, although in some cases it may be higher or lower. In the BTEC there are no examinations, instead there is continuous assessment of coursework. The key to doing this work to an acceptable standard is organisation, and the importance of keeping to internal deadlines cannot be stressed enough.

Teachers Responsible: Ms. Erin Loges, IB Diploma Coordinator and Mr Stewart Ross, BTEC Coordinator

Passing the IB Diploma

There is a maximum of 7 points available for each of the six required elective courses; in addition, there are 3 points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be at Higher Level. In order to receive the IB Diploma, a student will have to score 24 points or more in total. The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

The IB Diploma Core

Beyond the 6 subjects studied by IB Diploma candidates, the qualification also features a three-part core:

- Theory of Knowledge (TOK)
- Extended Essay (EE)
- Creativity, Activity and Service (CAS)

These must be satisfactorily completed by every IB Diploma student. They are intended to act as an interdisciplinary link between the subject areas and enhance the holistic educational experience of IB students.

Those taking the Hybrid pathway are able to take these elements as subjects and receive certification for them.



Theory of Knowledge (TOK)

The Theory of Knowledge course is an interdisciplinary course designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. It is concerned with the nature of knowledge within, beyond, and through each of the subject areas.

TOK is in part intended to encourage students to reflect on the huge cultural shifts worldwide around the digital revolution and the information economy. The extent and impact of the changes vary greatly in different parts of the world, but everywhere their implications for knowledge are profound.

TOK encourages critical thinking about knowledge itself, and aims to help young people develop the skills to critically evaluate the claims to knowledge they encounter. Its core content focuses on questions such as:

- What counts as knowledge?
- How does knowledge grow?
- What are the limits of knowledge?
- Who owns knowledge?
- What is the value of knowledge?
- What are the implications of having, or not having, knowledge?

TOK activities, assessments and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen and learn from what others think. In this process, students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Connections may be made between knowledge encountered in different Diploma Programme subjects, in CAS experiences or in Extended Essay research. Distinctions between different kinds of knowledge may also be clarified.

The TOK course is central to the entire Diploma Programme and a dedicated TOK teacher will teach the course. Each subject teacher in groups 1-6 should be considered a TOK teacher and will highlight the relevance of TOK in his/her subject area.

The course comprises 100 hours of lessons spread over the two years with the majority of the course and assessments completed by March of Year 13.

Course Guide

For further details, including an assessment overview, see the subject brief.

Teacher Responsible: Ms. Erin Loges, IB Coordinator

The Extended Essay

The Extended Essay is an in-depth study of a limited topic within a subject. Its purpose is to provide a student with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the Extended Essay in compliance with IB guidelines.

Students are required to devote 40+ hours to the essay over the course of ten months.

Subject Choice

In choosing a subject, an essential consideration should be the personal interest of the student. The subject should offer the opportunity for in depth research but should also belimited in scope. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation. Students may choose any subject currently being taught or offered at ICHK but may

also do an essay in a subject not on this list, provided a teacher on staff can act as supervisor and has competence and experience in the subject and/or topic.

Extended Essays submitted in Language B or Studies in Language & Literature A must be written in that language. All other essays must be in English.

Structure

The Extended Essay is limited to 4,000 words and should include an introduction, a development methodology, a conclusion, a bibliography, and any necessary appendices.

Assessment – TOK and the Extended Essay

The Extended Essay is externally examined. Marks are awarded against a set of published criteria (both general and subject specific). The final Extended Essay grade and the final TOK grade are entered into the Diploma Points Matrix to award a maximum of 3 extra points to be added to a student's Diploma score. Candidates not submitting at least satisfactory work in either area will fail the Diploma.

<table>
<tr><th>TOK/EE</th><th>A</th><th>B</th><th>C</th><th>D</th><th>E</th></tr>
<tr><td>A</td><td>3</td><td>3</td><td>2</td><td>2</td><td rowspan="4">Failing Conditions</td></tr>
<tr><td>B</td><td>3</td><td>2</td><td>2</td><td>1</td></tr>
<tr><td>C</td><td>2</td><td>2</td><td>1</td><td>0</td></tr>
<tr><td>D</td><td>2</td><td>1</td><td>0</td><td>0</td></tr>
<tr><td>E</td><td colspan="5">Failing Conditions</td></tr>
</table>

Teacher Responsible: Ms. Erin Loges, IB Coordinator

Creativity, Activity & Service

Creativity, Activity & Service (CAS) is an integral part of the International Baccalaureate Diploma Programme as well as that of ICHK's culture.

Not only does the CAS program encourage experiential learning, it also helps students develop into their desired future self.

In order to obtain their Diploma, students must successfully complete the CAS component. At ICHK all students are expected to participate in CAS throughout their school careers. However, students studying for their Diploma are required to be more involved and proactive in CAS, learning to be much more independent and developing their own CAS programme rather than having teachers organise it for them. This, in turn, provides an integral part of a holistic education and helps develop a more balanced lifestyle, hopefully something that will be lifelong.

ICHK's CAS Vision

CAS provides students with opportunities to go beyond their classroom learning into genuine, real world experiences of growth and personal development. It offers a vital pathway to meeting the ICHK vision of inspiring students to realise their full potential as responsible, principled and respectful global citizens. At the core of our philosophy, we seek to develop a culture in which all members of the ICHK community are committed to supporting students as they challenge themselves to grow through CAS, across the school, and in the wider world.

What is CAS?

CAS gets its name from the three main strands it splits experiential learning into: Creativity, Activity and Service. The exact portfolio of CAS experiences is up to the students' preference, but students are expected to participate equally in each of the three areas.

Creativity

Exploring and extending ideas leading to an original or interpretive product or performance: arts, and other experiences that involve creative thinking. Some examples are:

- Arts (e.g. theatre, music, painting)
- Teaching (e.g. sports coaching, peer mentoring)
- Thinking (e.g. debating, orienteering, computer programming)

Activity

Physical exertion contributes to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme. Tuesday after-school activities run through ICHK. Students can also engage in their own activities independently from school. Some examples are:

- Sports (e.g. tennis, rugby, football, cricket).
- Outdoor pursuits (e.g. hiking, camping, kayaking)
- Other physical activities (e.g. tree planting, theatre set design)

Service

Collaborative and reciprocal engagement with the community in response to an authentic need. Some examples are:

- Volunteering (e.g. beach cleanup, helping the disadvantaged)
- Helping others to do something; coaching (eg. helping the basketball coach; reading a book to younger children)

Experiences must challenge students, and that usually means trying something new or taking learning to a new level. Some might take place intensively, others weekly. Some might be at school (Deep Learning, Curriculum X Activities) whilst most others will be initiated by the students themselves.

Assessment

Completion of CAS is based on the achievement of the 7 CAS learning outcomes, which are realised through a student's uninterrupted, 18-month commitment to their CAS program. Reflections and evidence of their achievement should be put together in a digital portfolio ofcreativity, physical activity

and service learning experiences and projects over a period of 18 months.

1. **Identify own strengths and develop areas for growth:** Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
2. **Demonstrate that challenges have been undertaken, developing new skills in the process:** A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
3. **Demonstrate how to initiate and plan a CAS experience:** Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
4. **Show commitment to and perseverance in CAS experiences:** Students demonstrate regular involvement and active engagement in CAS.
5. **Demonstrate the skills and recognize the benefits of working collaboratively:** Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6. **Demonstrate engagement with issues of global significance:** Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
7. **Recognise and consider the ethics of choices and actions:** Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. CAS cannot be made up; it must be a regular continuous commitment for 18 months. It is important to remember that CAS is not about the quantity of activities, nor the hours, but instead is about the quality of experiences that students have.

What Helps in CAS?

Attitude! To make the most of CAS, students need a positive attitude, a willingness to learn, an appetite for challenge and an open mind. These are all traits that can be learned through the CAS journey. A successful CAS programme should provide a real sense of accomplishment. It will teach you more about yourself, and often will lead you outside your comfort zone.

ICHK CAS Handbook accessible in this QR code.

Teacher Responsible: Mr. Nicolas Arriaga, CAS Coordinator

Language A – Studies in Language & Literature

Group 1

All students must study a Group 1 course. Your choice of Group 1 subject should be based on your first or best language in an academic context. It should be the language you are most confident using for writing essays, oral presentations and reading literary texts. All Group 1 courses contain a high degree of literature and, as such, require close analytical reading.

All students at ICHK take English Language and Literature as their Group 1 subject – the course is offered at Higher and Standard level. Students may also choose to take Chinese or Japanese A: Language & Literature or Self-Study Language A: Literature as an additional Group 1 course at Standard Level to receive the Bilingual Diploma.

Language A: Language & Literature

The Language A: Language and Literature course develops skills of textual analysis. Texts are analysed for their form and how their meaning is affected by reading practices that are culturally defined. Students will explore the ways in which language is used to construct meaning in a range of contexts, both literary and non-literary. Students will engage in both written and oral literary analysis based on familiar and unfamiliar texts. Texts are chosen from a variety of sources, genres and media including works in translation. This course will foster the students' ability to decode various modes of writing, organise a logical and sustained argument, and use sophisticated language with coherence, precision and clarity.

Reading Lists

Possible texts of study for English A include:

- The Things They Carried by Tim O'Brien
- The World's Wife by Carol Ann Duffy
- Exit West by Mohsin Hamid
- Hedda Gabler by Henrik Ibsen
- A Doll's House by Henrik Ibsen
- A Streetcar Named Desire by Tennessee Williams
- Kitchen by Banana Yoshimoto

Possible texts of study for Chinese A include:

- 《蘇軾詩文》Su Shi's Poetry and Prose by Su shi
- 《杜甫全集》The Complete Poetry and Prose of Du Fu by Du Fu
- 《契訶夫短篇小說選》Selected Short Stories of Anton Chekhov by Anton Chekhov
- 《台北人》Tai Pei People by Pai Hsien-yung
- 《魯迅短篇小說選》Selected Short Stories of Lu Xun by Lu Xun

Possible texts of study for Japanese A include:

- 「火の鳥 Phoenix」by Osamu Tezuka
- 「茨木のりこ詩集 Noriko Ibaragi poetry collection」by Noriko Ibaragi
- 「オセロ┌Othello」by Shakespeare
- 「 コンビニ人間 Convenience store woman」by Sayaka Murata
- 「故┌Hometown」by Lu Xun

Course Guide

For further details, including an assessment overview, see the subject brief linked here.

Teacher Responsible: Mr Richard Barnes, Head of English

Language A: Literature (School-Supported, Self Taught)

The IB has a policy of mother tongue entitlement that promotes respect for the literary heritage of a student's home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. If a student's mother tongue language is not English they may opt for the school-supported self-taught option at SL, allowing them to study the literature of their home language in one of 45 languages.

Syllabus Details

Self-taught students may study Language A: Literature at SL only. They are expected to meet the same syllabus requirements as for taught SL students but with the following exceptions:

- All works must be chosen from the Prescribed Reading List
- There is no question and answer component of the Individual Oral; instead, the student speaks for the entire fifteen minutes

Self-taught students will be given assistance with specific aspects of their studies. This will be done either by providing a special class for the self-taught students and/or allowing students to monitor taught Language A courses. Such an arrangement is especially useful in equipping self-taught students with the information and skills necessary for carrying out the individual oral and for writing paper 1 and paper 2. Students will also be given guidance in choosing extracts in preparation for the individual oral examination.

Reading Lists

Students must study seven works written by authors on the Prescribed Reading List, of which:

- a minimum of three must be written originally in the language studied
- a minimum of two must be works in translation.

Works must be selected to cover three literary forms, three periods, and three countries or regions in at least two continents.

Course Guide

For further details, including an assessment overview, see the subject brief.

Teacher Responsible: Ms. Erin Loges, IB Coordinator

Language Acquisition

Group 2

Learning a second language engages the mind and broadens a person's perspective on the world around them. Being able to think, decode, translate and express yourself in two languages has become an increasingly sought after, almost essential, requirement in this globally interconnected world we live in. Furthermore, a second language deepens awareness and understanding of other cultures and helps us better appreciate the exciting diversity of humanity in all its colours and flavours. A keystone of the IB Diploma Programme, which differentiates itself from many other educational programmes, is its insistence that all students successfully complete a second language.

Language B is a second language programme for students who have had previous experience of learning the language and have attained a relatively high degree of fluency and literacy and wish to pursue this further. Students should have studied either Chinese 1st or 2nd language or Spanish at IGCSE/GCSE level with a grade of at least 'C' or higher (a 'B' or higher would be recommended for Higher Level courses).

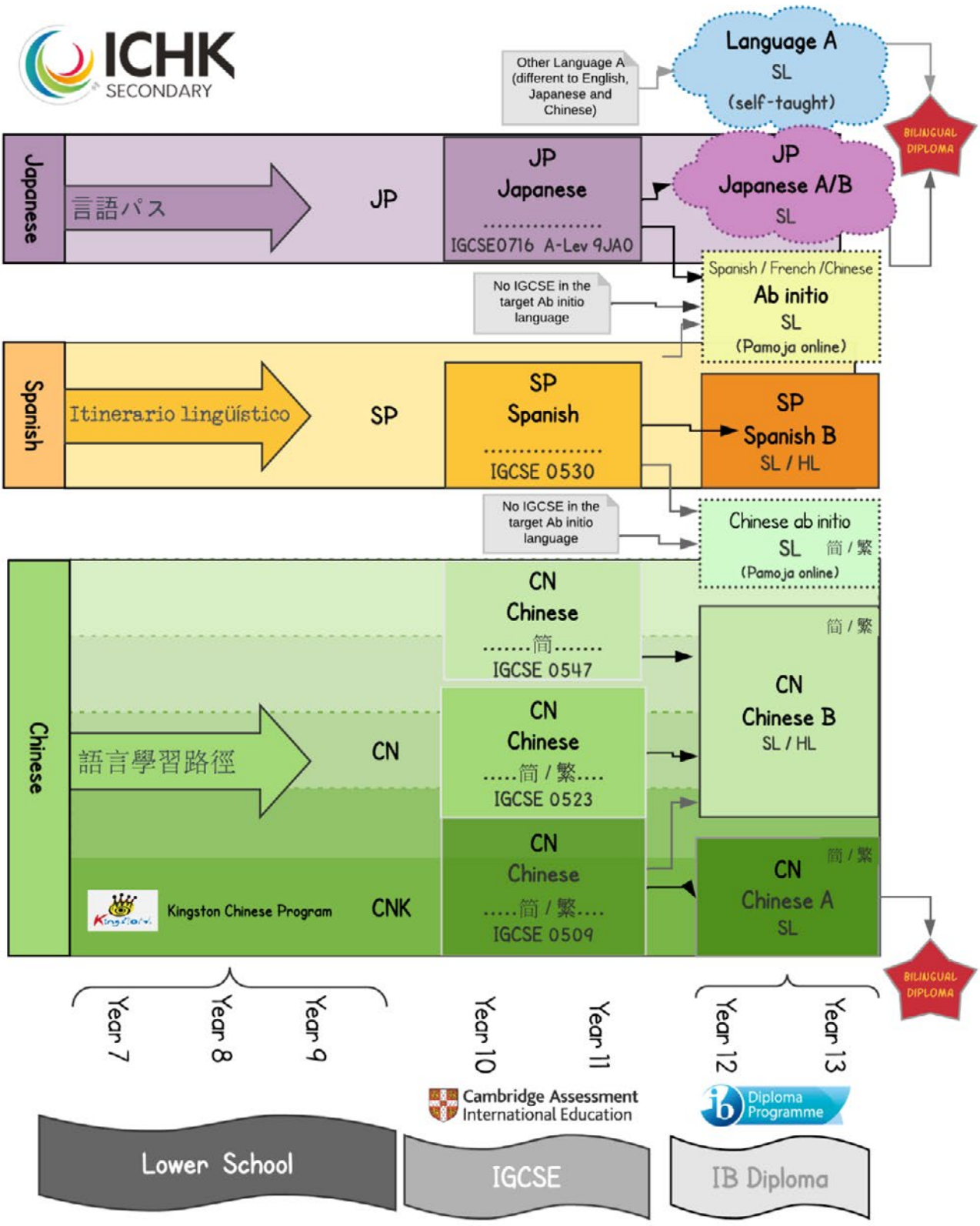
Ab initio Language (Standard Level Only, and offered online through Pamoja) is a second language programme for students who have no previous experience learning the language, or who wish to study a new language in the senior school. Students may study one language in Group 1 and one in Group 2 or two different languages in Group 1. The last option leads to a Bilingual Diploma.

Language B: Chinese or Spanish

ICHK offers two Language B programmes at IB DP level, Chinese B and Spanish B. For both it is an additional language- learning course designed for students with previous IGCSE-level learning of that language. Students will study at either Standard Level or Higher Level. The main focus of the course is on language acquisition and development of language skills. Students develop these language skills through the study and use of a range of written and oral material. The texts chosen will extend from everyday oral exchanges to literary texts, and should be related to the cultures concerned. The material is chosen to enable students to develop mastery of language skills and intercultural understanding.

Aims & Objectives

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.



Language pathways

Syllabus Details

Through the study of the five prescribed themes at Standard Level and Higher Level, plus two literary works at Higher Level, students build the necessary skills to reach the assessment objectives of the Language B course through the expansion of their receptive, productive and interactive skills.

- Part 1: The five prescribed themes are:
- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet
- Part 2: Literature (HL Only)
    - HL students study two literature works.
    - Possible texts of study include: prose fiction, prose non-fiction, poetry and drama.

Course Guide

For further details, including an assessment overview, see the subject brief.

Teacher Responsible: Mr Nicolas Arriaga, Head of Languages

Ab initio Language: Pamoja-Taught (Online)

French, Spanish & Mandarin (SL only)

The ab initio course is a second language learning programme designed to be studied for two years at Standard Level by students who have no previous knowledge of the language. The course is suitable for those students who have had little or no opportunity for Chinese / Spanish second language study in their earlier education and are therefore unable to fulfil IB Diploma requirements for Group 2.

This course is only available at Standard Level and offered as a self-taught mode through Pamoja online platform in the following target languages

- French ab initio
- Mandarin ab initio
- Spanish ab initio

How is Pamoja Different?

What is different in taking ab initio online through Pamoja www.pamojaeducation.com?

Pamoja ab initio courses are for students with no previous formal experience of learning the ab initio language of choice. It will enable them to communicate with people from a new culture and make a success of their time spent in a part of the world where the ab initio language of study is spoken, greatly expanding their possibilities for work, entertainment and travel.

Standards and expectations will be just as high as in a face to face classroom. Students will have the opportunity to:

- Study alongside students from around the world
- Gain experience of using the latest online learning tools
- Regularly communicate with teachers and fellow students
- Take part in interactive and engaging lessons that allow them to learn, review and practice easily
- Practise essential 21st century skills such as digital literacy, collaboration and self-organisation

Aims & Objectives

- Develop students' intercultural understanding.
- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures.
- Develop students' awareness of the role of language in relation to other areas of knowledge.
- Develop students' awareness of the relationship between the languages and cultures with which they are familiar.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Through the study of the five prescribed themes students, build the necessary skills to reach the assessment objectives of the Language B course through the expansion of their receptive, productive and interactive skills.

The five prescribed themes are:

- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet

Language Learning Online

Activities include live online discussions, creating presentations, learning from videos, contributing to blogs and wikis as well as exciting, writing practice and interactive tasks. The emphasis is on learning actively together. Of course, there will be some traditional activities such as essay writing and oral practice to prepare you for the exams.

Standards and expectations for this online course will be just as high as in a face to face classroom. In order to succeed in ab initio SL, students are recommended to set aside five to six hours a week. There will be one dedicated period per week to meet with Pamoja Site-Based Coordinator.

Course Guide

For further details, including an assessment overview, see the subject brief.

Teacher Responsible: Mr Nicolas Arriaga, Head of Languages

Individuals & Societies

Group 3

Group 3 subjects equip students with the skills of analysis, evaluation and critical thinking. They also develop a student's ability to present their conclusions in a logical and clear manner. All courses are designed to be international in character, drawing examples from around the world. Good essay writing skills and the ability to do extensive academic research are beneficial.

Economics

The study of Economics involves finding a solution to the basic problem of satisfying the unlimited and competing wants of society with the limited resources available. In the IB Economics course, students will study how the decisions of individuals, firms and governments affect their own economic well-being as well as other members of society. There is an emphasis placed upon the economics of developing countries in the belief that the study of economic development helps to provide part of the solution to the economic problem.

Aims & Objectives

- To develop skills of economic reasoning.
- To develop the ability to use economic tools to analyse and to explain past and contemporary issues.
- To enhance understanding of how individuals and societies pursue their economic objectives.
- To evaluate theories and real-life situations in an unbiased and rational manner.
- To develop critical thinking skills.

Course Guide

For further details, including an assessment overview, see the subject briefs for HL and SL

Teacher Responsible: Cathy Tang Hales, Head of Humanities

Geography

Geography bridges the physical and social sciences to examine the dynamic relationships between people, places, and environments. By investigating critical global challenges such as climate vulnerability, resource security, demographic shifts, and rapid urbanization, students will develop competencies in critical systems thinking, spatial data analytics, and strategic risk management. These analytical and technical skills position IB Geography graduates for high-growth careers at the intersection of risk analysis, corporate strategy, and advanced technology.

Aims & Objectives

The course will enable students to:

1. Understand People and Places: Gain knowledge about how human societies and natural environments affect each other across the world.
2. Analyze Global Challenges: Assess how human actions and natural forces combine to create real-world issues.
3. Think Critically: Build clear, evidence-based arguments using maps, data, and geographical ideas.
4. Plan for the Future: Examine how communities can manage resources sustainably and protect the planet.
5. Learn Practical Skills: Use real-world tools like mapping software (GIS), fieldwork research, and data analysis.
6. Develop a Global View: Understand our shared responsibilities as citizens in an interconnected world.

Course Guide

For further details, including an assessment overview, see the subject briefs here.

Teacher Responsible: Anthony Brewer, Teacher of Humanities & Geography

History

History is a dynamic, evidence-based discipline that involves an exciting engagement with the past. It is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The IB History course involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasises the importance of encouraging students to develop historical skills as well asgaining knowledge. It puts a premium on developing critical thinking skills, and understanding multiple interpretations of history.

Aims & Objectives

The aims of the history course are to:

- Develop an understanding of, and continuing interest in, the past
- Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- Promote international-mindedness through the study of history from more than one region of the world
- Develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- Develop key historical skills, including engaging effectively with sources

Course Guide

For further details, including an assessment overview, see the subject briefs.

Teacher Responsible: Christina Hayes, Lead Teacher & Teacher of Humanities

Psychology

Psychology is the scientific study of human and animal cognition and behaviour with the goal of solving problems and increasing the quality of life for individuals and their communities. However, psychology is also a human science and looks for the meaning behind human behaviour through conversations and inquiry.

In the IB Psychology course, students will develop knowledge and understanding of psychological concepts, content and contexts, as well as the models and theories associated with these areas. Through the course, students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge. They will be encouraged to seek fresh information and generate understanding by employing research methodologies.

Aims & Objectives

The goal of the DP Psychology course is not to create psychologists, but to promote psychological literacy. What does this mean? Psychological literacy includes:

- understanding basic concepts and principles of psychology
- understanding scientific research processes
- having problem-solving skills
- applying psychological principles to personal, social or organizational problems
- acting ethically
- thinking critically
- communicating well in different contexts
- having cultural competence and respecting diversity
- having self-awareness

Course Guide

For further details, including an assessment overview, see the subject brief linked here.

Teacher Responsible: Ms. Sammi Chan, Head of Learning Support

Environmental Systems & Societies

As a transdisciplinary subject, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with Group 4 subjects (the Experimental Sciences) with those associated with Group 3 subjects (Individuals and Societies). By choosing to study a transdisciplinary course such as this as part of their Diploma, students are able to satisfy the requirements for both groups 3 and 4, thus allowing them to choose another subject from any group (including another Group 3 or 4 subject). The Environmental Systems and Societies course is offered at Standard Level only.

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face, their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies.

Aims & Objectives

Environmental systems and societies (ESS) aims to empower and equip students to:

- Develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere
- Develop knowledge of diverse perspectives to address issues of sustainability
- Engage and evaluate the tensions around environmental issues using critical thinking
- Develop a systems approach to provide a holistic lens for the exploration of environmental issues
- Be inspired to engage in environmental issues across local and global contexts.

Syllabus Details

- Topic 1: Foundation
- Topic 2: Ecology
- Topic 3: Biodiversity and conservation
- Topic 4: Water
- Topic 5: Land
- Topic 6: Atmosphere and climate change
- Topic 7: Natural resources
- Topic 8: Human populations and urban systems
- Experimental programme
- Practical work
- Collaborative sciences project
- Individual investigation

Course Guide

For further details, including an assessment overview, see the subject brief linked here.

Teachers Responsible: Mr. Babu Niraula, Head of Science

Experimental Sciences

Group 4

Group 4 subjects are necessary in developing the skills of inquiry, hypothesis, application, evaluation and reflection. ICHK offers Biology, Chemistry and Physics at Higher and Standard Levels as well as the transdisciplinary subject Environmental Systems and Society at Standard Level. These courses move towards a greater emphasis on the underlying concepts in each subject. The move away from larger volumes of content will allow students to focus on factual connections, procedural and metacognitive knowledge, and place a greater emphasis on skill development.

Students should carefully check university admission requirements regarding entry into Science or Technology degree programmes. Many universities require students to do two Sciences along with an appropriate IB Mathematics course.

Higher level courses are suitable for students who have a keen interest and ability in Science and who have preferably scored a grade 'B' or above in IGCSE Combined Science and Mathematics.

The Collaborative Sciences Project

The Collaborative Sciences Project is a collaborative activity where students from different Group 4 subjects work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared. Through this project students will:

- Integrate factual, procedural and conceptual knowledge developed through the study of their science discipline(s)
- Apply their collective understanding to develop solution-focused strategies that address the issue
- Develop an understanding of how interrelated systems, mechanisms and processes impact a problem
- Evaluate and reflect on the inherent complexity of solving real-world problems
- Develop an understanding of the extent of global interconnectedness between regional, national, and local communities
- Be empowered to become active and engaged citizens of the world
- Gain appreciation of collective action and international cooperation
- Strengthen their ATL skills, including team building, negotiation and leadership.

The Collaborative Sciences Project provides an excellent opportunity for students to work with those taking other DP sciences courses.

Group 4 Aims & Objectives

Through the overarching theme of the nature of science, these courses aims to enable students to:

- Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- Acquire and apply a body of knowledge, methods, tools and techniques that characterise science
- Develop the ability to analyse, evaluate and synthesise scientific information and claims

- Develop the ability to approach unfamiliar situations with creativity and resilience
- Design and model solutions to local and global problems in a scientific context
- Develop an appreciation of the possibilities and limitations of science
- Develop technology skills in a scientific context
- Develop the ability to communicate and collaborate effectively
- Develop awareness of the ethical, environmental, economic, cultural and social impact of science.

Teacher Responsible: Mr. Babu Niraula, Head of Science

Biology

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution, 4 billion species could have been produced. Most of these flourished for a period of time and then became extinct as new, while better adapted species took their place. There have been at least five periods when very large numbers of species became extinct and biologists are concerned that another mass extinction is under way, caused this time by human activity. Nonetheless, there are more species alive on Earth today than ever before. This diversity makes biology both an endless source of fascination and a considerable challenge.

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

Many areas of research in biology are extremely challenging and many discoveries remain to be made. Biology is still a young science and great progress is expected in the 21st century. This progress is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies and on the habitats of other species, and is threatening the very planet we occupy.

Syllabus Details

Unity and diversity

- Water
- Nucleic acids
- Origins of cells *
- Cell structure•
- Viruses *
- Diversity of organisms
- Classification and cladistics *
- Evolution and speciation
- Conservation of biodiversity

Form and function

- Carbohydrates and lipids
- Proteins
- Membranes and membrane transport
- Organelles and compartmentalization
- Cell specialisation
- Gas exchange
- Transport
- Muscle and motility *
- Adaptation to environment
- Ecological niches

Interaction and interdependence

- Enzymes and metabolism
- Cell respiration
- Photosynthesis
- Chemical signalling *
- Neural signalling
- Integration of body systems
- Defence against disease
- Populations and communities
- Transfer of energy and matter

Continuity and change

- DNA replication
- Protein synthesis
- Mutations and gene editing
- Cell and nuclear division
- Gene expression *
- Water potential
- Reproduction
- Inheritance
- Homeostasis
- Natural selection
- Sustainability and change
- Climate change

** Topics with content that will only be taught to HL students*

Course Guide

For further details, including an assessment overview, see the subject brief

Teacher Responsible: Mr. Babu Niraula, Head of Science

Chemistry

Chemistry has dramatically changed our lives from those of our great-grandparents; from plastics to fibres, from fuels to medicines, and it continues to influence our lives, especially in the new field of nanochemistry. Chemistry is a key science subject, and often considered the link between biology and physics. It is needed by students, often at Higher Level, who are considering any type of medical, zoological, pharmaceutical or chemical career. It may also be studied as a quantitative science in its own right.

In more formal terms Chemistry is the study of matter and the changes it can undergo. Here at ICHK, Chemistry will be taught very much as the practical, experiential, exploratory lab based subject that it is. Students must enjoy practical and investigative work, and be able to work individually, as well as in groups.

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasises the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking.

DP Chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By

exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP Chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Syllabus Details

- Structure 1. Models of the particulate nature of matter
    - Structure 1.1—Introduction to the particulate nature of matter
    - Structure 1.2—The nuclear atom
    - Structure 1.3—Electron configurations
    - Structure 1.4—Counting particles by mass: The mole Structure 1.5—Ideal gases
- Structure 2. Models of bonding and structure
    - Structure 2.1—The ionic model
    - Structure 2.2—The covalent model
    - Structure 2.3—The metallic model
    - Structure 2.4—From models to materials
- Structure 3. Classification of matter
    - Structure 3.1—The periodic table: Classification of elements
    - Structure 3.2—Functional groups: Classification of organic compounds
- Reactivity 1. What drives chemical reactions?
    - Reactivity 1.1—Measuring enthalpy change
    - Reactivity 1.2—Energy cycles in reactions
    - Reactivity 1.3—Energy from fuels
    - Reactivity 1.4—Entropy and spontaneity (Additional higher level)
- Reactivity 2. How much, how fast and how far?
    - Reactivity 2.1—How much? The amount of chemical change
    - Reactivity 2.2—How fast? The rate of chemical change
    - Reactivity 2.3—How far? The extent of chemical change
- Reactivity 3. What are the mechanisms of chemical change?
    - Reactivity 3.1—Proton transfer reactions
    - Reactivity 3.2—Electron transfer reactions
    - Reactivity 3.3—Electron sharing reactions
    - Reactivity 3.4—Electron-pair sharing reactions

Course Guide

For further details, including an assessment overview, see the subject brief.

Teacher Responsible: Mr. Babu Niraula, Head of Science

Physics

Physics is the most fundamental of the Experimental Sciences. It is the basis on which all the scientific principles in other sciences rely upon in the understanding of the universe, from the subatomic to the macroscopic and finally cosmological perspective.

Classical physics was based on Newtonian mechanics, electromagnetism and thermodynamics. This resulted in the idea of predictability in which the universe is deterministic and knowable. However, as the nature of any Experimental Science, new discoveries dating from the end of the 19th century eventually led to the demise of the classical picture of the universe as being knowable and predictable.

Nothing is certain and everything is decided by probability. But there is still much that is unknown and there will undoubtedly be further paradigm shifts as our understanding deepens. Observations remain essential at the very core of physics, and this sometimes requires a leap of imagination to decide what to look for.

Models are developed to try to understand the observations, and these themselves can become theories that attempt to explain the observations. Theories are not directly derived from the observations but need to be created. These acts of creation can sometimes compare to those in great art, literature and music, but differ in one aspect that is unique to science: the predictions of these theories or ideas must be tested by careful experimentation. Without these tests, a theory is useless. At the school level, both theory and experiments should be undertaken by all students

Syllabus Details

- A. Space, time and motion
    - Kinematics •
    - Forces and momentum •
    - Work, energy and power •
    - Rigid body mechanics •••
    - Galilean and special relativity •••
- B. The particulate nature of matter
    - Thermal energy transfers •
    - Greenhouse effect •
    - Gas laws •
    - Thermodynamics •••
    - Current and circuits •
- C, Wave behaviour
    - Simple harmonic motion ••
    - Wave model •
    - Wave phenomena ••
    - Standing waves and resonance •
    - Doppler effect ••

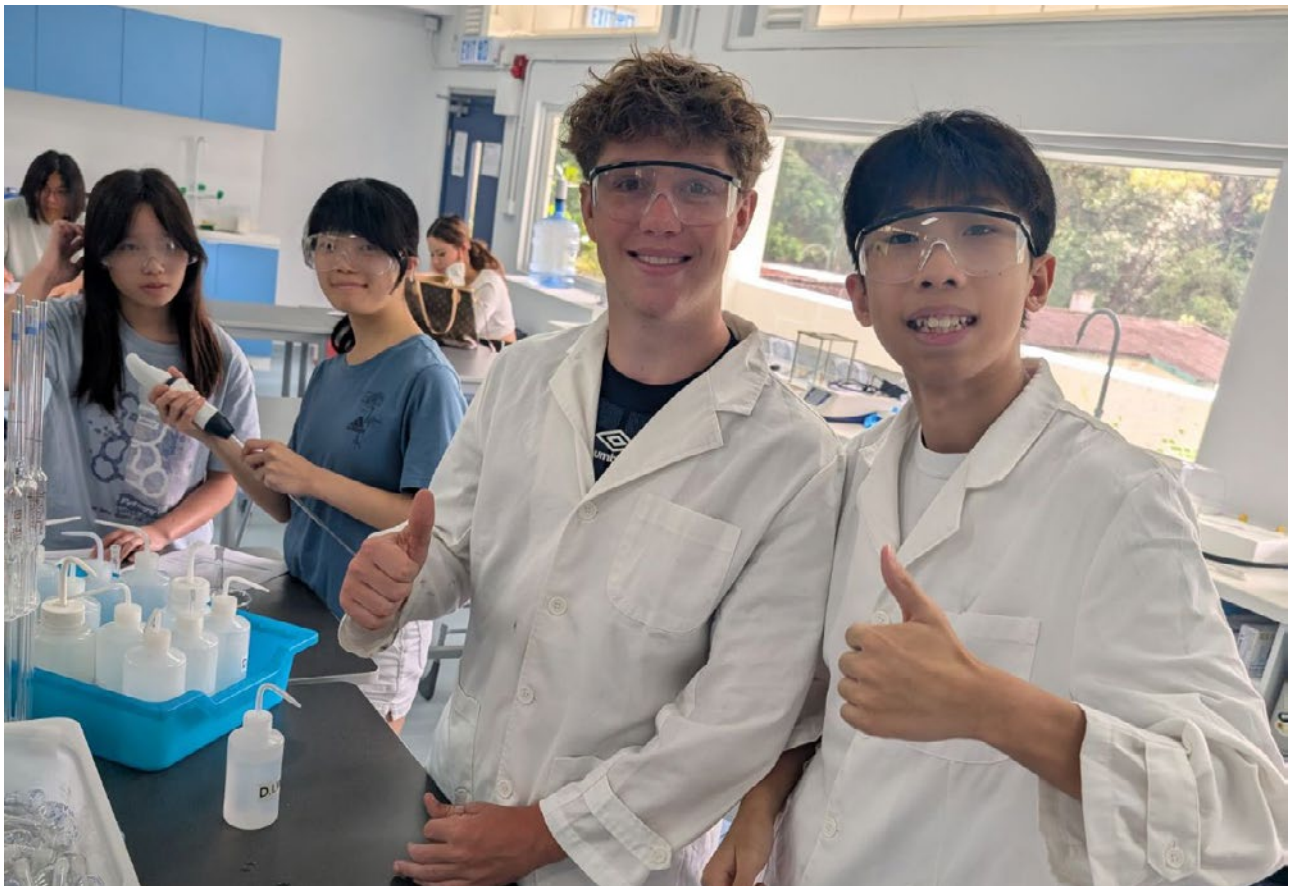
- D. Fields
    - Gravitational fields ••
    - Electric and magnetic fields ••
    - Motion in electromagnetic fields •
    - Induction •••
- E. Nuclear and quantum physics
    - Structure of the atom ••
    - Quantum physics •••
    - Radioactive decay ••
    - Fission •
    - Fusion and stars •

•Topics with content that should be taught to all students
••Topics with content that should be taught to all students plus additional HL content
••• Topics with content that should only be taught to HL students

Course Guide

For further details, including an assessment overview, see the subject brief.

Teacher Responsible: Mr. Babu Niraula, Head of Science



Mathematics

Group 5

Mathematics is a compulsory subject in the IB Diploma Programme. Individual students have different needs, aspirations, interests and abilities. For this reason there are two different subjects in mathematics:

- Mathematics: applications and interpretation (SL only)
- Mathematics: analysis and approaches (HL and SL)

In making this selection, individual students should be advised to take into account the following factors:

- Their own abilities in mathematics and the type of mathematics in which they can be successful
- Their own interest in mathematics and those particular areas of the subject that may hold the most interest for them
- Their other choices of subjects within the framework of the Diploma Programme
- Their academic plans, in particular the subjects they wish to study in future
- Their choice of career

Students should consider their needs carefully and discuss the selection with their Mathematics teacher. They are also advised to check the university entrance requirements in order to choose the most appropriate course from the two mathematics courses available.

Mathematics: analysis and approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments, and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization. Please note that Mathematics: analysis and approaches (HL) is a very demanding and challenging course and it is recommended that students attain a grade A at IGCSE Mathematics if they wish to pursue this course. A minimum of grade C is recommended for Mathematics: analysis and approaches (SL).

Mathematics: applications and interpretation (SL) is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: applications and interpretation (SL) are those who enjoy mathematics best when seen in a practical context.

The syllabus of all DP mathematics courses include:

- Topic 1 - Number and algebra
- Topic 2 - Functions
- Topic 3 - Geometry and trigonometry
- Topic 4 - Statistics and probability
- Topic 5 - Calculus
- The toolkit and mathematical exploration: investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.

Mathematics: Applications & Interpretations

This course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts.

Course Guide

For further details, including an assessment overview, see the subject brief linked here.

Mathematics: Analysis & Approaches

This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify mathematical arguments. Students taking this course are expected to need a sound mathematical background as they prepare for future studies.

Course Guide

For further details, including an assessment overview, see the subject brief linked here.

Teacher Responsible: Kirstyn Lowe, Head of Mathematics

The Arts

Group 6

The Group 6 subjects of Film, Visual Arts, Music, and Theatre Arts allow students to become creatively immersed in an art form that they are passionate about. Those students who have the capacity to discover, consider, challenge and extend new ideas, using these art forms' skills will achieve highly in these subject areas. In addition to skill, students need to be prepared to think 'outside the box' and become excited about their learning and their new creations in these subjects. By studying the arts and engaging with them practically, students will discover how elusive, fascinating and varied art forms can be. Through thinking further, their ideas can be used to frame, reflect, expose, critique and speculate new perspectives.

Through studying a creative subject, the students continue to gain an appreciation of how the arts have the power to entertain, enrich and transform peoples' everyday lives. Without the arts, life would be dull, lifeless and unrewarding. The arts exist to create new ideas, questions, experiences and opportunities for all. IBDP Arts students have the opportunity to consider how to do this and to experiment with their ideas.

The arts are a means of exploring society and relationships within it. Through them, there will emerge possibilities for individual and communal understanding. The students are encouraged to develop their social skills in order to learn how to work effectively with others, and to be successful in any line of work they decide to pursue. Students will be required to display a willingness to understand alternative views, and to respect and appreciate cultural diversity.

All arts courses are designed to encourage students to examine art forms and theatre in their diversity of forms from around the world. This may be achieved through a critical study of the theory, history and culture of visual art and theatre, and will find expression through research, group work, individual work and practical creation. Students will come to understand that the act of imagining, creating, presenting and critically reflecting on art and theatre in its past and present contexts embodies the individual and social need to investigate and find explanations for the world around us.

The practical experiences the students are involved in during each course will stay with them forever as they pursue their interests. By choosing an arts subject, they will be developing academically, socially and aesthetically.

In order to gain the broadest education possible, Group 6 subjects are highly recommended and encouraged.

Film Studies

Film is a powerful and stimulating art form and practice. The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.

DP film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.

The film course emphasises the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. DP film students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds.

At the core of the DP film course lies the need for creative exploration and innovation. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis that is achieved through practical engagement in the art, craft and study of film.

Syllabus Details

To fully prepare students for the demands of the assessment tasks, teachers should ensure that their planning addresses each of the syllabus activities outlined below, the content and focus of which is not prescribed.

- **Reading Film**: SL and HL students will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts and analysing how film elements combine to convey meaning.
- **Contextualising Film**: SL and HL students will explore the evolution of film across time, space and culture. Students will examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts.
- **Exploring Film Production Role**: SL and HL students will explore various film production roles through engagement with all phases of the filmmaking process in order to fulfill their own filmmaker intentions. Students acquire, develop and apply skills through filmmaking exercises, experiments and completed films.
- **Collaboratively Producing Film**: HL students focus on the collaborative aspects of filmmaking and experience working in core production teams in order to fulfill shared artistic intentions. They work in chosen film production roles and contribute to all phases of the filmmaking process in order to collaboratively create original completed films.

Course Guide

For further details, including an assessment overview, see the subject brief.

Teacher Responsible: Mr. Alistair Kanaan, Assistant IBDP Coordinator

Theatre

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through practical inquiry, experimentation, risk taking and the presentation of ideas to others. The IB Diploma Programme theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers.

It emphasises the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience.

The basis of theatre is inquiry into the human condition; what makes us human, the actions we take and the stories we tell, how we interact and how we share our visions.

Aims & Objectives

Inquire into theatre and its contexts

- Develop and practically apply theatre performance and production skills and elements, led by intentions
- Create, present and evaluate theatre work both independently and collaboratively
- Acquire the perspectives and intentions of an internationally-minded theatre-maker
- Understand, appreciate and explore the relationship between theory and performance.

Syllabus Details

The students cover four main areas of learning:

- Inquiry
    - Carry out academic and physical research and identify valuable information and resources to support work in theatre b. Inquire into, and contextualise, the theatrical work and ideas of others
- Development
    - Develop informed and imaginative theatre-maker intentions for making and staging theatre
    - Practically and collaboratively explore how performance and production elements combine in practice to create effective moments of theatre
- Presentation
    - Present theatre work to others in order to fulfil theatre-maker intentions
    - Communicate theatrical ideas in a variety of forms, formats and contexts
- Evaluation
    - Reflect on feedback from others and consider their own development as theatre-makers
    - Evaluate the effectiveness of theatre work.

Teacher Responsible: Ms Jennie Davies, Director of Student Welfare

Visual Arts

Visual arts are an integral part of our daily lives. They have social, political, ritual, spiritual, decorative and functional values. The theories and practices of visual arts are dynamic and ever-changing, connecting different areas of knowledge and human experience. Visual arts enable us to make sense of the world, to explore our place within it, and to transform our individual and collective ways of being in and with the world.

In this visual arts course students learn how to create, communicate and connect as artists. Students engage in creative practices and processes working with a variety of art-making forms and creative strategies, and learn art-making as inquiry. Teachers and students can adapt the curriculum to their unique contexts, interests and passions. Together, they are invited to transform the classroom into a contemporary visual arts studio. This becomes a collaborative, inclusive, creative and conceptually rich space where students develop their art through personal lines of inquiry guided by artistic intentions.

The course encourages students to engage with the world through individual and shared experiences, imagination and action, and it fosters creativity, communication, critical thinking and collaboration—skills essential in a variety of rapidly evolving fields and professions. The syllabus supports learning through authentic art-making experiences and student choice, encouraging teachers to support their students in becoming progressively more independent art practitioners.

Syllabus Details

The visual arts course is a creative, practice-based course where students work in the classroom as they would in an art studio. Art-making as inquiry is at the centre of the syllabus and students learn through three core areas—create, connect and communicate.

While these are introduced as discrete elements, in practice they integrate holistically to reflect the true nature of visual arts practice.

- Create
    - **Variety of Art-Making Forms:** Teachers introduce diverse techniques such as painting, sculpture, and digital media to broaden students' artistic skills.
    - **Idea Generation:** Students learn to generate ideas through investigation and observation, fostering creativity and originality in their work.
    - **Visual Language Development:** Students follow lines of inquiry from conception to realisation, developing a personal visual language that expresses their artistic intentions.
- Connect
    - **Art Investigation:** Teachers guide students in exploring artworks from various historical and cultural contexts, enhancing their understanding of art's evolution.
    - **Artist-Audience Relationships:** Students analyse the dynamics between the artwork, the artist, and the audience, considering how these relationships influence interpretation.
    - **Cultural Contextualisation:** Students situate their own art-making practices within broader cultural narratives, reflecting on the significance of their work in different contexts.

- Communicate
    - **Presentation Methods:** Teachers introduce both visual and written communication techniques, encouraging students to articulate their artistic processes and intentions.
    - **Dialogue and Critique Opportunities:** Students engage in critiques and discussions, developing their ability to articulate feedback and reflect on their own work.
    - **Digital Documentation:** Teachers provide methods for digitally documenting and curating artwork, helping students share their creations with a wider audience.
- Integration of Create, Connect, Communicate
    - **Art as Inquiry:** The curriculum emphasises art-making as a form of inquiry, allowing students to explore personal themes through their work.
    - **Coherent Body of Work:** Students develop a cohesive portfolio that reflects their artistic journey and personal lines of inquiry, integrating concepts from all three criteria.
    - **Artistic Intentions and Communication:** Students learn to connect their artistic intentions with the works of others, creating meaningful dialogues with audiences through their art.

Course Guide

For further details, including an assessment overview, see the subject brief.

Teacher Responsible: Mrs Amy Thibeault, Teacher of Art



Music

The Diploma Programme Music course has been designed to prepare the 21st-century music student for a world in which global musical cultures and industries are rapidly changing.

The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.

The music course aims to enable students to:

- Explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
- Acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
- Evaluate and develop critical perspectives on their own music and the work of others.

A Framework for Study and Assessment

Engagement with these areas of inquiry takes place across three contexts: personal, local and global. These contexts invite students to move beyond familiar musical material (personal context), to experience music from the culture or community around them (local context), as well as engaging with previously unfamiliar music (global context). Combined with the contexts, the areas of inquiry offer a "matrix" onto which students can plot the variety of their musical encounters.

All musical encounters are experienced in the roles of researcher, creator and performer, and are related through teaching and assessment to the processes of exploring, experimenting and presenting music. Academic rigour is assured through the requirement for students to critically analyse the music with which they engage, drawing information and conclusions which they then apply to their own practical music-making through creating and performing.

The course is ideal for students who:

- Are interested in both the practical and theoretical aspects of music-making
- Respond to a creative approach to composition and performance
- Value collaboration
- Wish to experience a DP arts course
- Plan to study music in university or college

Course Guide

For further details, including an assessment overview, see the subject brief.

Teacher Responsible: Ms Phoebe Wong, Teacher of Music

BTEC International Level 3 Courses

BTEC International Level 3 Subsidiary Diploma in Business

The BTEC International Level 3 qualification in Business is designed for students who want to pursue a career in business via higher education, graduate entry employment with businesses, or through junior business employment. This qualification gives learners experience of the breadth and depth of the business sector to prepare them for further study or training.

The learning programme covers content areas such as business environments, marketing, finance, international business and management.

Optional units will also cover content areas such as:

- Human resources
- Accounting
- Financial services
- Marketing
- Retail

The units studied will also provide opportunities for students to develop employability skills such as:

- Problem-solving skills (using critical thinking, applying creative solutions, using systems and technology)
- Interpersonal skills (verbal and written communication, working collaboratively, negotiating and self-presentation)
- Intrapersonal skills (self-management and adaptability)

Teacher Responsible: Mrs. Cathy Tang Hales , Head of Humanities



BTEC International Level 3 Extended Certificate in Sport

The BTEC International Level 3 Extended Certificate in Sport offers students an engaging and practical way to explore the dynamic world of sports. This qualification is designed for those who are passionate about sport and wish to develop their skills and knowledge in various areas, including coaching, fitness, and sports management.

Students will have the opportunity to participate in practical sessions, workshops, and real-world projects, providing hands-on experience in the sports industry.

The learning programme covers content areas such as:

- Health, Wellbeing and Sport, Careers in the Sport
- Active Leisure Industry, Ethics, Behaviours and Values
- Self-employment in Sport and Physical Activity

Optional units will also cover content areas such as:

- Business in Sport
- Applied Sports Anatomy and Physiology
- Nutrition for Physical Performance
- Influence of Technology in Sport and Physical Activity
- Sports Performance Analysis

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



BTEC International Level 3 Subsidiary Diploma in Art & Design

Art and design spans a broad range of specialisms and purposes, but all practitioners in the creative industries work to enrich or improve the world around us. Before entering the industry, creative practitioners need to explore and refine different interrelated art and design practices in order to develop technical and communication skills and build confidence for producing outcomes. And this course does just that!

This course is highly practical and designed to support progression, with assessment carried out 100% by teachers.

In Year 12, you will you will explore key fundamentals of art and design practice, learning how skills are integrated and connect to generate developed outcomes.

In Year 13, you will specialise in either Art Practices or Design Practices. A Pearson Set Assignment will be given to you at the start of the academic year that will have a vocational scenario. You will then investigate, explore and demonstrate the skills you have developed.

Across both years, you will explore and develop skills in a range of media, materials, techniques and processes relevant to art and design. You may use and integrate any content across areas of technical skills practices as outlined below.

The breadth of study in this course gives you opportunities to consider your craft in the context of professional practice with work from inception of ideas to completion. The course enables you to demonstrate skills that are valuable across the world such as analysis, planning, organisation and critical thinking in the context of developing practical outcomes.

All assessment in this course is holistic, based on portfolios of work. Evidence is generated through practical projects, briefs, workshops and engagement with the art and design industry. This prepares you for progression to higher education and employment in the art and design industry through the development of portfolios and materials for progression.

Teacher Responsible: Mr. Liam Greenall, Head of Creative Industries

Image and Mark You can explore skills relating to areas such as graphics, printmaking, illustration, painting and drawing	**Space and Form** You can explore skills relating to areas such as interior, architecture, product, sculpture, installation, exhibition, virtual, immersive, augmented and concept art.
Experience You can explore skills relating to areas such as games, VR, UI/UX, web, app, online and mixed/ augmented reality.	**Usable Product** You can explore skills relating to areas such as product, furniture, furnishings, consumables and devices, apparatus.

BTEC International Level 3 Subsidiary Diploma in Creative Media

Creative media spans a broad range of specialisms and purposes, but all practitioners in the creative industries work to enrich or improve the world around us. Before entering the industry, creative practitioners need to explore and refine different interrelated creative media practices in order to develop technical and communication skills and build confidence for producing outcomes to meet a need or fulfil a purpose. This can be done in a specialist area or across different specialisms.

The fundamentals covered in this two year course at ICHK will enable you to take ownership of your projects. You will explore ways of informing ideas, understand and develop solutions to creative challenges, acquire technical skills and develop professional practice and communication skills. You will develop these underpinning skills practically through producing work, experimenting with a range of ideas and technical practices. You will have the opportunity to bring them together in response to a creative brief.

This course is highly practical and designed to support progression, with assessment carried out 100% by teachers.

Year 12 focuses on skills development: you'll build the core fundamentals of media practice and learn how these skills integrate to produce well-developed outcomes. In Year 13, you'llapply them by responding to a creative brief through the Pearson Set Assignment, which presents a vocational scenario and gives you the opportunity to demonstrate what you've learned.

Across both years, you will explore and develop skills in a range of media practices. You may use and integrate any content across areas of technical skills practices as outlined below.

Moving Image You can explore skills relating to areas such as film, television, video, animation and motion graphics.	**Character and environment** You can explore skills relating to areas such as virtual, immersive, augmented, character/avatar design, set design and construction, location, styling and art direction, props, costume and makeup	**Experience** You can explore skills relating to areas such as games, VR, UI/UX, web, app, online, mixed reality and augmented reality.
Sound You can explore skills relating to areas such as radio, sound design, soundtrack, installation and sound effects.	**Graphic and Lens** You can explore skills relating to areas such as graphic design, print, illustration, concept art, photography.	**Text** You can explore skills relating to areas such as graphics, journalism, typograph, script/copywriting, publishing, web design.

To deepen and refine your skills over the two year course, you will access learning approaches that challenge you. This is supported by the five mandatory areas of content, which give you valuable transferable skills. The five content areas are:

- Informing ideas
- Problem solving
- Technical skills
- Professional practice
- Communication.

Teacher Responsible: Mr. Liam Greenall, Head of Creative Industries



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.

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

Titles can include:

- The International Bronze, Silver or Gold Awards
- English Short Course
- Maths Short Course
- Languages Short Course
- Food Wise Short Course
- Adventure and Residential Short Course
- Science Short Course
- Enterprise Short Course

All courses focus on skills development and students are required to build a portfolio of evidence to demonstrate a range of skills across their chosen courses.

The skills covered include:

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

ASDAN students focus on building the skills required for adulthood and the world of work. The Learning Support Team works closely with students to build on students' strengths and passions, preparing them for life beyond ICHK in a warm, supportive environment.

Teacher Responsible: Ms. 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

ICHK
SECONDARY

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