CURRICULUM BROCHURE

YEARS 7–9

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ICHK SECONDARY



ICHK

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ICHK Secondary

Head of School's Message

Dear Parents and Students,

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

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

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

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

You will read about the unique and innovative Year 7–9 curriculum, which offers students a stimulating and challenging learning journey. Key to this journey is ensuring that they develop resilience and the attitudes and mindsets that will underpin ongoing enjoyment of life, performance and success. All students, not just a minority, participate in the full range of school activities – sports teams, drama productions, outdoor expeditions, service projects – which stretch and stimulate them as fully rounded young learners.

We are committed, through our 5+1 pastoral model, to the work of educational philosopher Kieran Egan, who states that children slowly climb through five different ecological zones as they journey to adulthood. In each zone, they come to understand the world in different ways. As students move from primary to secondary, they experience the shift from the 'Romantic' phase to the 'Philosophic' phase, and in Year 7, a weekly Transitions programme has been specifically developed to help students through this period.

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

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

Yours faithfully,

Sean McDermott
Email: smcdermott@ichk.edu.hk

Our Mission & Vision

Mission

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

Vision

Learning together, thoughtfully



Transitioning To Secondary

ICHK is a dynamic IB World School which is proud to embrace innovation in learning. This focus has led, over the past 17 years, to a unique and stimulating curriculum being developed for our students. We are proud to be one of Cambridge University's 100 most innovative schools in the world and winner of 'Innovative Teaching and Learning' and 'Diversity, Equity and Inclusion' in the Greater Bay Area International School Awards.

When students join us in Year 7, they benefit from our innovative Transitions course, specially designed to support them in their move to secondary school. Throughout the year, they follow a unique programme, which aids them with their training to become 'happy, confident, intelligent warriors'.



It aims to support our youngest students to respond to changes in both their thinking and their environment with confidence and resilience. The programme emphasises our school's commitment, through the 5+1 pastoral model, to the work of educational theorist Kieran Egan. According to Egan's model of learning and language development, students at different ages are likely to engage in different kinds of thinking, and these insights drive our aim of delivering a dynamic and exciting education during this transitional period, from primary to secondary school.

Weekly Transitions lessons are held, with a particular emphasis on literacy and public speaking – the skill sets necessary for academic, personal, and social engagement and learning. Completing the Transitions programme ensures that our students are best prepared for the years ahead.

Teaching & Learning

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

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

In Years 7–9 we offer an exciting and innovative curriculum aimed at preparing students for those courses that they will encounter in the senior school, including IGCSE, BTEC, IB, ICHK Transcript and ASDAN. Learning is centred on emerging best practices, using insights and innovations from around the world.





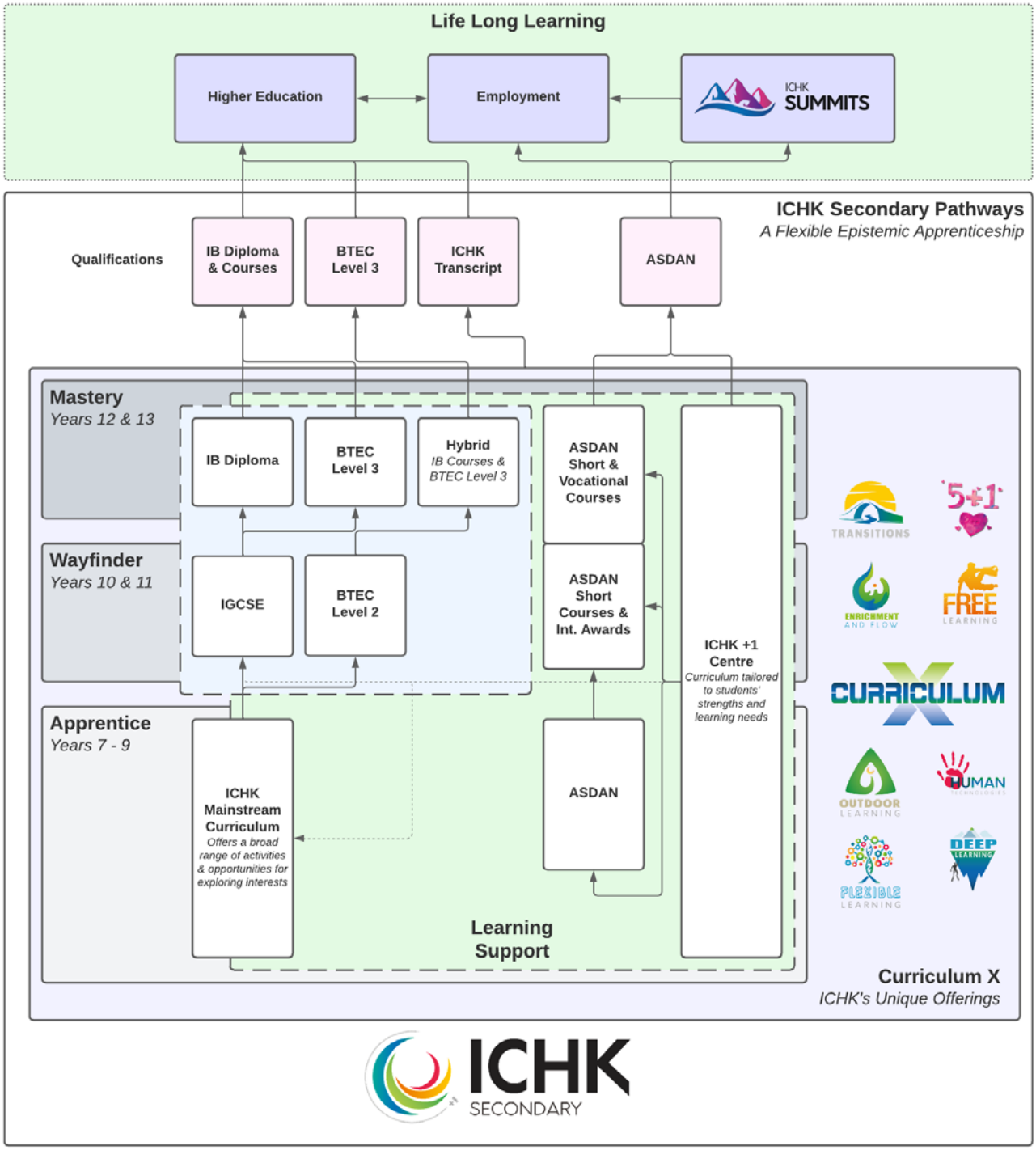


Our programme features a combination of established subjects including English, Mathematics, Science and Languages, along with our innovative and award winning Curriculum X, which encompasses everything we offer beyond the traditional curriculum.

The keystone of our educational approach is Human Technologies, and as a lens for thought and action, this informs all aspects of the educational experience.

Learning Pathways

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



A Learning Culture



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

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

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

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

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

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

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

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

Our Campus & Location

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

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



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

Student Support

Our aim at ICHK is to help students to be, and to want to be, the best they can.

Pastoral Care

By providing personal, social, emotional and academic guidance, our pastoral team, which includes form tutors and heads of year, provides a secure and caring environment for students to develop as learners and become happy and fulfilled individuals. To enable this, tutors work closely with heads of year to ensure that students are engaged in activities and content around a variety of areas and issues. Our primary aim is to equip them with the skills necessary to deal with these issues, as and when they arise, and to boost our students' confidence in feeling equal to the challenges of their rapidly evolving lives. For those students who need personal, social and/or emotional support, our team includes an educational psychologist and counsellors with experience in dealing with young people in an educational setting.

Teacher Responsible: Ms Jennie Davies, Director of Student Welfare

Learning Support

As an inclusive school, we recognise that individual students learn in different ways, and at a pace which is dependent on many factors. For these reasons, our Learning Support team takes great care to differentiate and accommodate according to student needs. This team includes specialist teachers with expertise in planning and developing strategies for students with a wide range of learning profiles. Together with a large team of learning support assistants (LSAs) who are trained in implementing student support plans, the Learning Support team plays a pivotal role in helping our students realise their potential. We believe that students grow and progress best when involved in the learning process, and therefore we take great care in listening to each individual, valuing and respecting their opinion when putting thoughtful support provision in place. The learning support department offers support plans at different levels, and there is a LSA attached to Y7-9 class to provide support.

In general, we do not group students by their current academic level, as we find such "setting" tends to promote a fixed mindset, and induces unhealthy competition. However, in Maths, English and Languages, we do stream students to a certain degree, as learning in these subjects can benefit from certain complementary groupings. Often these groupings take the form of a smaller support class (for students who need more focused teacher help), an extension class (for students requiring a faster pace), and then several mixed classes in between. It is important for their learning that students have the opportunity to move between classes, and so subject teachers meet regularly to discuss student growth and development. If a change is to be made during the year, the Head of Department will discuss such changes with the student and parents concerned.

Teacher Responsible: Miss Sammi Chan, Head of Learning Support

Asking Questions

Our open door policy means that parents have a direct route through which to gain advice and support should they require it. This process generally begins with the form tutor, and can then extend to include the head of year and members of the Learning Support team. With everyone working together, in a supportive and responsive environment, we aim to develop mentally and physically healthy individuals who are able to take the best possible benefit from their school experience.

Assessment & Reporting



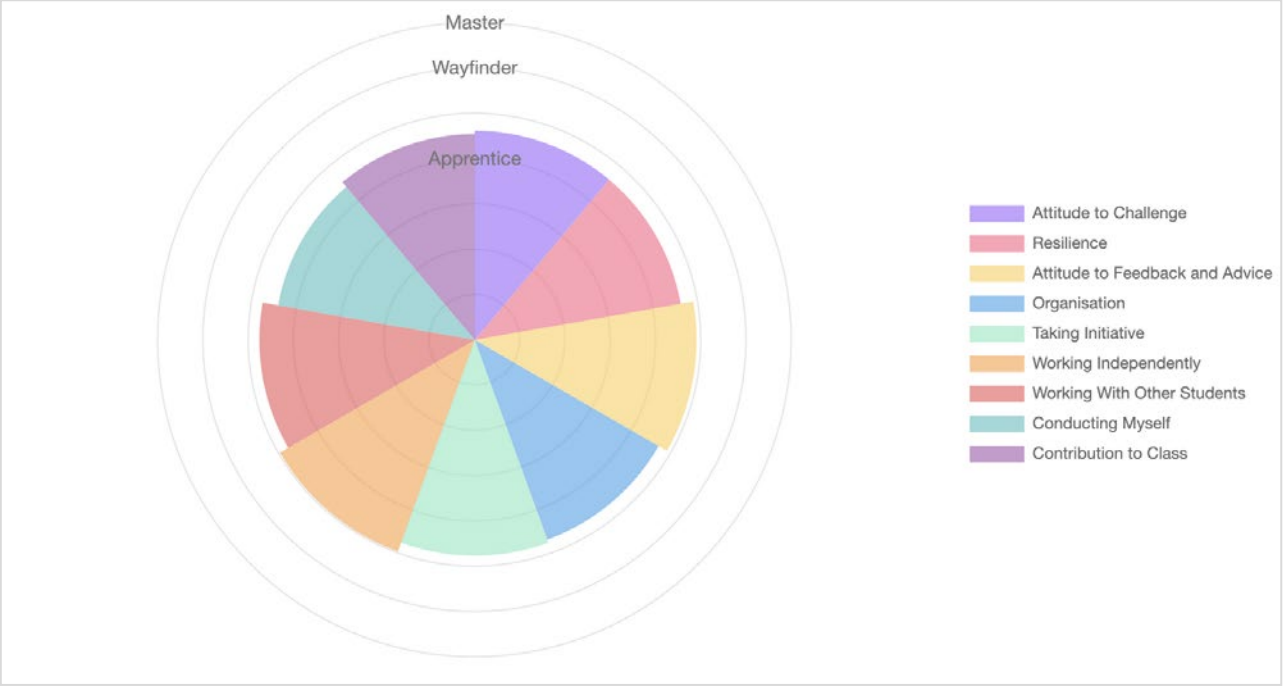
From Teaching Adolescents to Become Learners: Literature Review 2012 - University of Chicago Consortium on School Research

The rationale, process and dates for reporting academic progress are shown below. Please note that tutors and teachers can always be contacted outside of these times, should concerns or questions arise.

Approaches to Learning (ATLs)

The goal of school is to prepare young people for the lives they want to lead. Attaining academic results is a significant part of this, but so too is promoting the personal qualities that underpin good learning – and living – habits.

The ICHK Approaches to Learning, on which we report specifically twice a year, give students feedback in respect to some of these habits of mind: their attitude to challenge, resilience and motivation, attitude to feedback and advice, organisation, initiative and decision–making, ability to work independently and with others, self–regulation and contribution to class.



Written Reports

Parents receive one full report each year: these written reports provide a summary of student progress, and use comments, rather than grades, to inform. In keeping with our emphasis on growth, teachers generally focus on the positive aspects of a student's efforts and achievements, while setting at least one area for improvement. At the end of the school year they will also receive a transcript summarising the courses their child has completed over the year.

Grades

As a school, we give comment–based feedback, which is in keeping with our focus on growth mindset and developing a love of learning. This research-informed approach relies on helping students to see intelligence as a changeable property, and one that they can grow through hard work and the application of positive behaviours for learning. Such growth is promoted by an environment in which students feel challenged yet safe, and supported by teachers with whom they have positive relations with. In all of this, grades tend to nudge students back towards a fixed mindset, and for this reason we do not use grades in Years 7 to 9.

As students move into their Upper School, and begin preparing for exams, we use grades as one element in a broad and balanced feedback diet, knowing that our students are generally secure in their belief that their intelligence is growable.

Consultations

The main purpose of assessment is to ensure that students know where they are and how they can improve. Face–to–face meetings are a good way for students, parents and teachers to exchange views and come to an understanding on how to support the student's academic improvement, especially when students are facing particular challenges in their work.

Parent–tutor meetings allow parents to meet with the student's tutor. These meetings provide an opportunity to have more holistic discussions about the learning and the progress of a student. Your child's tutor can offer details about a student's development, involvement in activities, and areas of both strength and concern. In any academic year, there will be one meeting with the form tutor in the first term, followed by subject teacher consultations later in the year. These sessions provide an opportunity to delve deeper into issues and agree challenging targets so the student can optimise progress.

Teacher Responsible: Mr. Ross Parker, Deputy Head of School (Curriculum & Assessment)

Subjects in Years 7 to 9

The Year 7 to 9 curriculum includes the subjects below, with the number of periods per week shown for each year of study. These subjects are carefully selected and arranged to ensure breadth and balance is maintained and that students will have the requisite knowledge and experience for the IGCSE/ BTEC/ IB programmes in the senior school.

Subject	Year 7	Year 8	Year 9
English	2	3	3
Transitions	2		
Mathematics	3	3	3
Science	3	3	3
Languages *	3	3	3
Human Technologies	2 ½	2 ½	2
Free Learning	1 ½	1	1
Arts Carousel	2	2 ½	2 ½
Humanities	2	3	3
Physical Education	2	2	2 ½
Curriculum X Activities	1	1	1
Total	**24**	**24**	**24**

Notes

- We run a two week timetable cycling, and so the ½ periods per week for some subjects become whole numbers over two weeks.
- * Students enrolled in the Kingston Chinese Programme have 5 periods of Language learning a week. This is achieved by dropping one period from another subject in each of Years 7 to 9, as well as the use of the Wednesday Curriculum X period.

English

In English, we aim to teach our students to be clear, coherent and accurate in both spoken and written communication, as well as reading and understanding a range of texts and responding appropriately. Focusing and building on the areas of reading, writing and speaking and listening enables pupils to successfully engage in the classroom and with the world beyond; they are able to communicate effectively and to function in a wide range of situations and contexts. Through the study of English, we encourage students to not only demonstrate secure understanding of the conventions of written language, including grammar, spelling and punctuation, but also to focus on creativity, cultural understanding and critical understanding.

Through the study of literature, we explore how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions, whilst at the same time gaining an understanding of the English literary heritage. Students thus gain a sense of the culture of their society and the sub-groups in which they participate, whilst also considering questions of local and national identity. Additionally, developing critical skills allows pupils to challenge ideas, interpretations and assumptions on the grounds of logic, evidence or argument, and is essential if students are to form and express their own views independently.



The curriculum provides opportunities for students to:

Speaking and Listening

- Present information and points of view clearly and appropriately in different contexts, adapting for a range of formal and informal purposes and audiences
- Use a range of ways to structure and organise their speech to support their purposes and guide the listener

- Vary vocabulary, structures and grammar to convey meaning, including speaking standard English fluently
- Engage an audience, using a range of techniques to explore, enrich and explain their ideas
- Listen and respond constructively to others, taking different views into account and modifying their own views in the light of what others say
- Understand explicit and implicit meanings
- Make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions
- Take different roles in organising, planning and sustaining talk in groups
- Sift, summarise and use the most important points
- Use different dramatic approaches to explore ideas, texts and issues
- Use dramatic techniques to convey action, character, atmosphere and tension
- Explore the ways that words, actions, sound and staging combine to create dramatic moments.

Reading

- Extract and interpret information, events, main points and ideas from texts
- Infer and deduce meanings, recognising the writers' intentions
- Understand how meaning is constructed within sentences and across texts as a whole
- Select and compare information from different texts
- Assess the usefulness of texts, sift the relevant from the irrelevant and distinguish between fact and opinion
- Recognise and discuss different interpretations of texts, justifying their own views on what they read and see, and supporting them with evidence
- Understand how audiences and readers choose and respond to texts
- Understand how the nature and purpose of texts influences the selection of content and its meanings
- Understand how meaning is created through the combination of words, images and sounds in multimodal texts
- Consider how texts are crafted to shape meaning and produce particular effects
- Recognise how writers structure and organise different texts, including non–linear and multimodal
- Articulate how writers' uses of language and rhetorical, grammatical and literary features influence the reader
- Recognise how writers present ideas and issues to have an impact on the reader
- Analyse how form, layout and presentation contribute to effect how themes are explored in different texts
- Explore how texts relate to the social, historical and cultural context in which they were written.

Writing

- Write clearly and coherently, including an appropriate level of detail
- Write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader

- Generate and harness new ideas and develop them in their writing
- Adapt style and language for a range of forms, purposes and readers
- Maintain consistent points of view in fiction and non–fiction writing
- Use imaginative vocabulary and varied linguistic and literary techniques to achieve particular effects
- Structure their writing to support the purpose of the task and guide the reader
- Use clearly demarcated paragraphs to organise meaning
- Use complex sentences to extend, link and develop ideas
- Vary sentence structure for interest, effect and subtleties of meaning
- Consider what the reader needs to know and include relevant details
- Use formal and impersonal language and concise expression.
- Develop logical arguments and cite evidence.
- Use persuasive techniques and rhetorical devices.
- Form their own view, taking into account a range of evidence and opinions
- Present material clearly, using appropriate layout, illustrations and organisation
- Use planning, drafting, editing, proofreading and self–evaluation to shape and craft their writing for maximum effect
- Summarise and take notes.
- Write legibly, with fluency and, when required, speed.
- Use the conventions of standard English effectively
- Use grammar accurately in a variety of sentence types, including subject–verb agreement and correct and consistent use of tense.
- Signal sentence structure by the effective use of the full range of punctuation marks to clarify meaning
- Spell correctly, increasing their knowledge of regular patterns of spelling, word families, roots of words and derivations, including prefixes, suffixes and inflections.

Teacher Responsible: Mr. Richard Barnes, Head of English

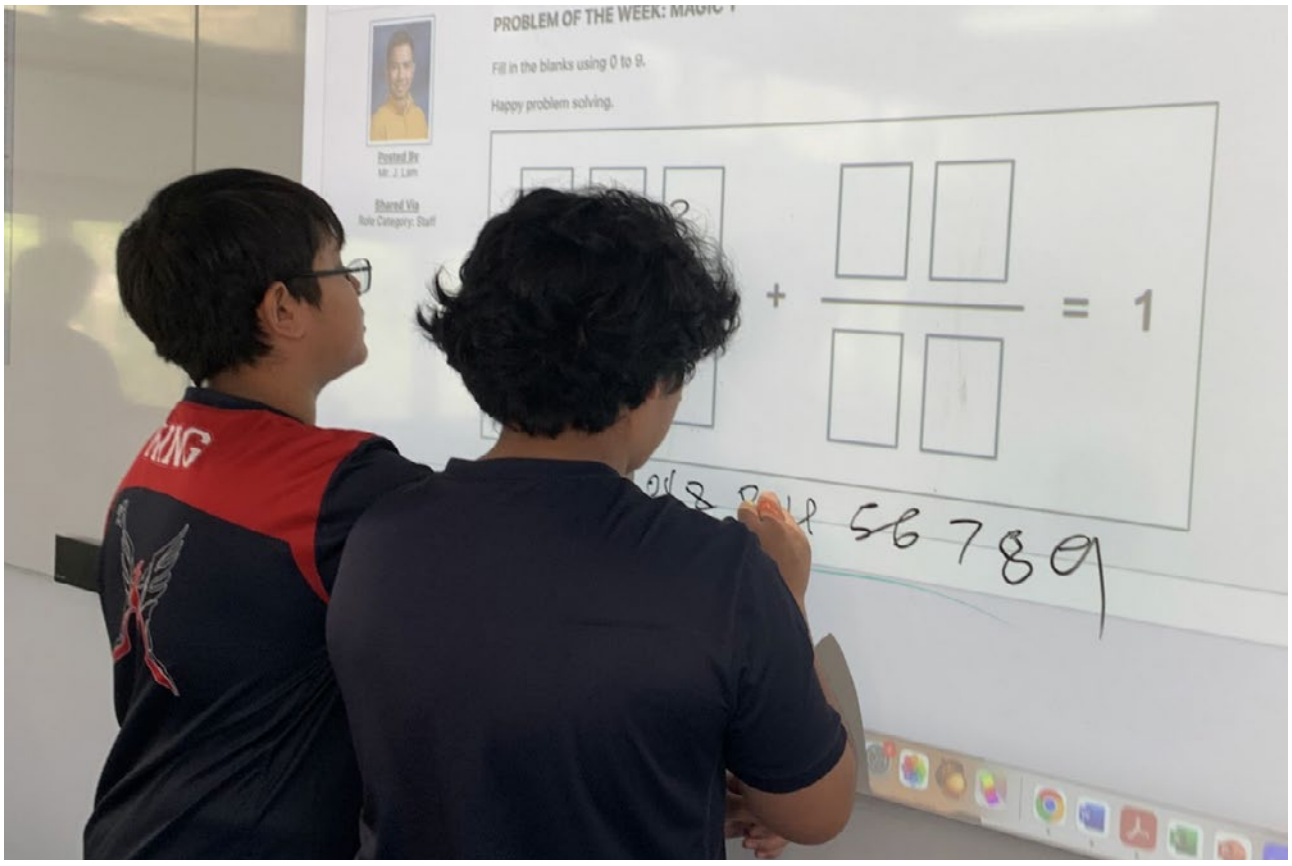
Mathematics

Much of what we describe as understanding or skill in mathematics is the ability to recognise patterns, and this is exactly what mathematicians are good at. To that end, themes have been developed in Years 7 to 9 to support students' understanding of mathematical concepts. They are as follows:

Visualisation: The ICHK Mathematics department embraces the philosophy of "Seeing as Understanding". This approach recognises the power of visual aids in enhancing comprehension and fostering a deeper understanding of mathematical concepts. By incorporating visualisation into mathematics instructions, students can grasp abstract ideas more effectively, improving their understanding and retention of mathematical concepts.

Communication: The ICHK Mathematics department is dedicated to empowering students to explore the critical question of "Why?" The aim is to strengthen foundational skills and hone students' ability to articulate their understanding. By emphasising communication skills, students not only master the use of appropriate mathematical language (notation, symbols, terminology) but also learn to express their reasoning and logic clearly, engaging with mathematical concepts on a deeper level.

Relationships: The ICHK Mathematics department prioritises building relationships that enable students to make sense of the world around them. The aim is to explore the relationships within mathematics and those that connect to other learning areas. The students can then develop a holistic understanding of how mathematical concepts interrelate with various disciplines, fostering a deeper appreciation for the interconnectedness of knowledge.



The three themes - Visualisation, Communication and Relationships (VCR) - constitute the foundation of our work as Year 7 students embark on their first unit, "Working Mathematically," in which they learn how to develop a growth mindset in Mathematics, understanding that with hard work, everyone can thrive in this subject.

The curriculum provides opportunities for students to:

- Develop confidence in an increasing range of methods and techniques
- Work on sequences of tasks that involve using the same mathematics in increasingly difficult or unfamiliar contexts, or increasingly demanding mathematics in similar contexts
- Work on open and closed tasks in a variety of real and abstract contexts that allow them to select the mathematics to use
- Work on problems that arise in other subjects and in contexts beyond the school
- Work on tasks that bring together different aspects of concepts, processes and mathematical content
- Work collaboratively as well as independently in a range of contexts
- Become familiar with a range of resources, including ICT, so that they can select appropriately.

Teacher Responsible: Kirstyn Lowe, Head of Mathematics



Science

The study of science fires students' curiosity about phenomena in the world around them and offers opportunities to find explanations. It engages learners at many levels, linking direct practical experience with scientific ideas. Experimentation and modelling are used to develop and evaluate explanations, encouraging critical and creative thought. At ICHK, through explorations of the Scientific Method, students learn how to think like a scientist – they learn how knowledge and understanding in science are rooted in evidence. They also discover how scientific ideas contribute to technological change – affecting industry, business and medicine and improving quality of life. They trace the development of science worldwide and recognise its cultural significance. They learn to question and discuss issues that may affect their own lives, the directions of societies and the future of the world.

The curriculum provides opportunities for students to:

- Vertically integrates lower school science curriculum to IGCSE Combined Science and IB Diploma Science subjects.
- Research, experiment, discuss and develop arguments – thinking like a scientist
- Pursue an independent enquiry into an aspect of science of personal interest
- Use real–life examples as a basis for finding out about science
- Study science in local, national and global contexts, and appreciate the connections between these settings
- Experience science outside the school environment, including in the workplace, where possible
- Use creativity and innovation in science, and appreciate their importance in enterprise
- Recognise the importance of sustainability in scientific and technological developments
- Explore contemporary and historical scientific developments and how they have been communicated
- Prepare to familiarise themselves with a range of science subjects at IGCSE level and consider career opportunities both within science and in other areas that are provided by science qualifications
- Consider how knowledge and understanding of science informs personal and collective decisions, including those on substance abuse and sexual health
- Make links between science and other subjects and areas of the curriculum

Teacher Responsible: Mr. Baburam Niraula, Head of Science

Languages

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

Language courses at ICHK challenge students to view the world from different perspectives and to see how language is crucial in communicating our understanding. We aim to nurture an international outlook, thereby appreciating the richness and diversity of other cultures. In ICHK native and foreign language programmes we instil creativity and encourage critical thinking in the classroom, which is founded upon an inquiry–based approach.

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

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

A variety of options are available and the final decision about what language to study will affect the students' language education itinerary. Our general principle is that all students will be guided towards the language exam/class of the most appropriate level of challenge.

Parents of incoming Year 7 students are asked to complete an online "Language Learner Profile Questionnaire", available via this link bit.ly/42ToaCw or by scanning the QR code. Please, contact our Head of Languages, Mr. Arriaga (narriaga@ichk.edu.hk), if you have questions.

It is recommended that students complete Year 7 to Year 9 within the same language path. Based on the School's Language Policy, requests for language change once the programme has started will be examined case by case, but it might not always be possible once the programmes have started.

Please note that students joining a Language course in Year 8 and 9 without previous knowledge are expected to catch up with the syllabus. An individualised plan will be designed according to the stage of the course as well as the profile of the language learner after an overall linguistic aptitude assessment. The measures include support from the teacher during the breaks (Language Clinics) and the work with a student–mentor. Further external assistance might be recommended in some cases. Such cases will be assessed on an individual basis, and are more likely to be viable when there is ample time ahead to prepare (e.g. a summer holiday or a term prior to transition).

Develop their linguistic and communicative competence

- Applying linguistic knowledge and skills to understand and communicate effectively.
- Developing the skills of listening, speaking, reading and writing in a range of situations and contexts.
- Reading and understanding a range of texts, and responding appropriately.
- Being clear, coherent and accurate in spoken and written communication.
- Recognising that languages differ but may share common grammatical, morpho–syntactic or lexical features.
- Understanding of the conventions of written language, including grammar, writing systems of the target language as well as language–specific conventions both in handwritten production and in computer–assisted writing.
- Adapting to a widening range of familiar and unfamiliar contexts within the classroom and beyond.
- Making informed choices about effective ways to communicate formally and informally.
- Developing meta–linguistic awareness and language as a "way of knowing".

Stimulate their creativity

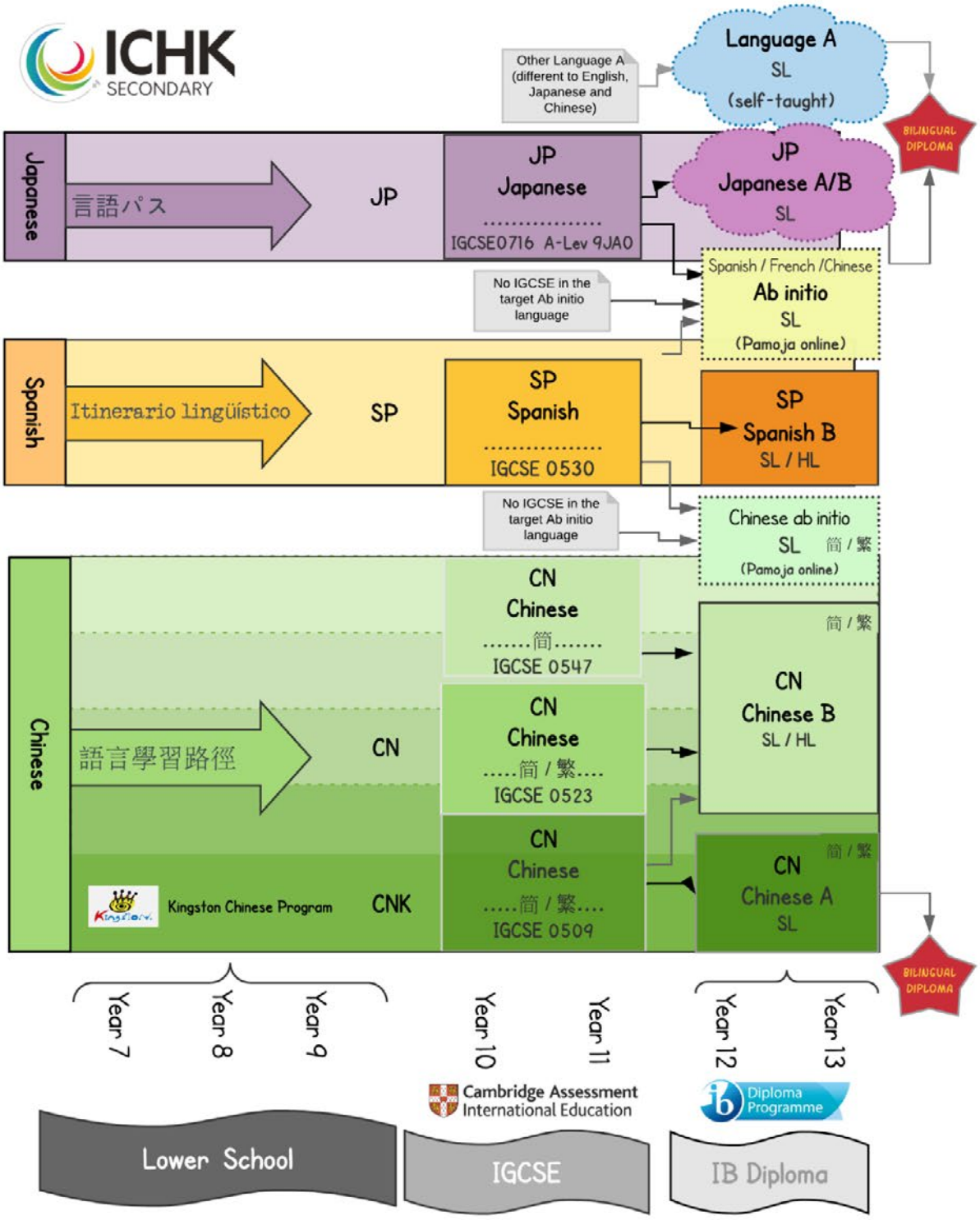
- Using familiar language for new purposes and in new contexts.
- Using imagination to express thoughts, ideas, experiences and feelings.
- Making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature.
- Using inventive approaches to making meaning, taking risks, playing with language and using it to create new effects.
- Using imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters.
- Using creative approaches to answering questions, solving problems and developing ideas.

Increase their cultural appreciation and intercultural understanding

- Gaining a sense of the target language's literary heritage and engaging with important texts in it.
- Understanding how the target language varies locally and globally, and how these variations relate to identity and cultural diversity.
- Appreciating the richness and diversity of other cultures.

Foster critical understanding

- Engaging with ideas and texts, understanding and responding to the main issues.
- Assessing the validity and significance of information and ideas from different sources.
- Exploring others' ideas and developing their own.
- Analysing and evaluating spoken and written language to appreciate how meaning is shaped.
- Recognising that there are different ways of seeing the world.



Language pathways

Kingston Chinese Programme

Year 7 entrants at ICHK can opt to pursue our Kingston Chinese Programme (KCP). This programme is designed as a continuation of the primary Chinese programme in our partner primary, Kingston International School. The KCP runs from Year 7 to 11. It is an accelerated programme towards higher Chinese language and culture fluency levels and places prerequisite demands on existing language competence. Classes run five periods per week, instead of three as for other language courses. Those extra two periods consist of one period taken from another subject, and one Curriculum X period. The KCP assumes a higher commitment to the language on the part of the students in school and some degree of support at home.

This course aims to further develop the native Chinese linguistic competence and promote deeper understanding and appreciation for the Chinese literary heritage. It also provides an opportunity for students to further develop oral and written skills in Chinese language. Emphasis is in written language and we use mainly traditional characters, though it is expected that students also develop awareness of simplified writing.

Please note that in total, the students will have the equivalent of 5 periods per week, and it generally involves missing a period a cycle from another subject, apart from Curriculum X on Wednesdays.

Looking ahead to the IB Diploma Programme, this is the path that qualifies students to take Chinese Language A: Language and Literature in Years 12 and 13 (Bilingual Diploma).

Chinese

From Years 7 to 9, ICHK offers different streams of Chinese classes that cater to students' diverse language learning backgrounds. The courses aim to develop proficiency in Chinese linguistic competence and skills. Emphasis is placed on the development of language skills, learning strategies, and processes essential for promoting pupils' progress in speaking, listening, reading, and writing in Chinese. In Years 7 to 11, students receive Chinese lessons three times a week in preparation for various IGCSE syllabi. Traditional characters are used mainly for advanced streams and simplified characters for beginners' streams; however, students are introduced to both to attain some degree of familiarity with the less preferred option.

At ICHK, we view Chinese language learning as a dynamic continuum rather than a set of fixed, rigid tracks. Rather than labeling students or courses with traditional tags like First Language, Second Language, or Foreign Language, our pathway model acknowledges that multilingual students enter with diverse, evolving linguistic profiles. Students progress fluidly along this learning continuum based on their developing competence, literacy depth, and personal growth.

From Years 7 to 9, ICHK offers multiple distinct streams of Chinese classes designed to cater to this wide spectrum of backgrounds. Because learning is non-linear, we operate multiple class sets across the year groups—meaning several class sets often target the same IGCSE/IB examination syllabi while using tailored pedagogical strategies to meet students where they are on the continuum.

Japanese

Japanese is a key language in Asia, and ICHK introduced its study as a native language programme in the 2011/12 academic year, in coordination with our partner primary Japanese International School.

Designed primarily for native, heritage, or background speakers (e.g., those who speak Japanese at home or have previously lived/studied in Japan), this course provides an advanced environment to deepen literacy and language mastery. Students who have studied Japanese in primary school but do not speak it at home may also qualify, supported by tailored differentiation.

ICHK follows a combination of the Japanese national curriculum and, as in other language courses, the ICHK assessment philosophy. In Year 11, there will be different examination options, according to the most appropriate level of challenge.

Spanish

Spoken natively across 21 countries across Europe, the Americas, and Africa, and vibrant in many more worldwide, Spanish opens doors to a truly global community. Our program starts in Year 7 assuming no prior exposure, welcoming complete beginners from step one while providing tailored differentiation to challenge students entering with an existing foundation.

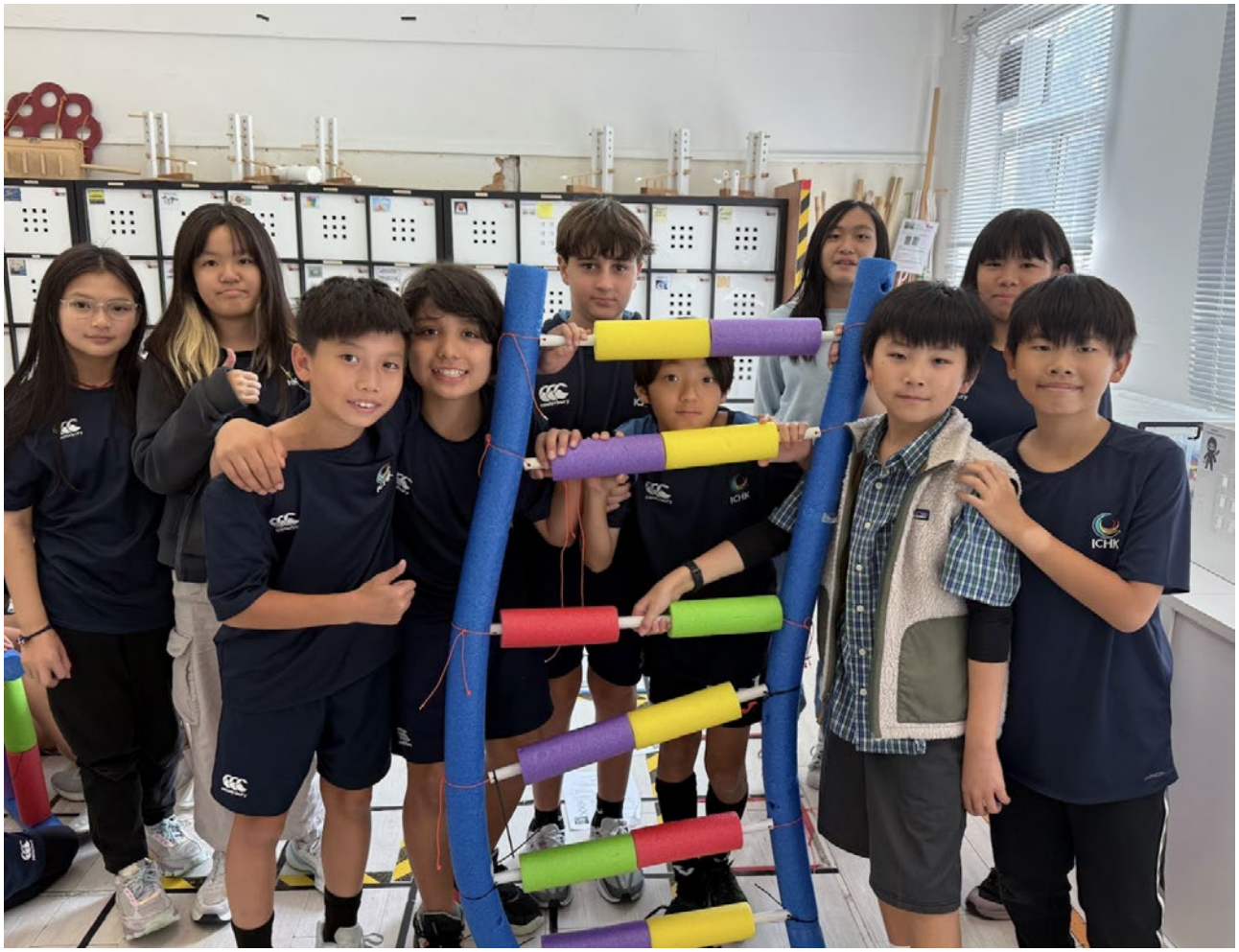
Designed as a seamless, long-term pathway, this course builds the linguistic confidence and cultural literacy required for students to comfortably qualify for IB Diploma Spanish B (Standard or Higher Level) in Years 12 and 13.

Teacher Responsible: Mr. Nicolás Arriaga, Head of Languages

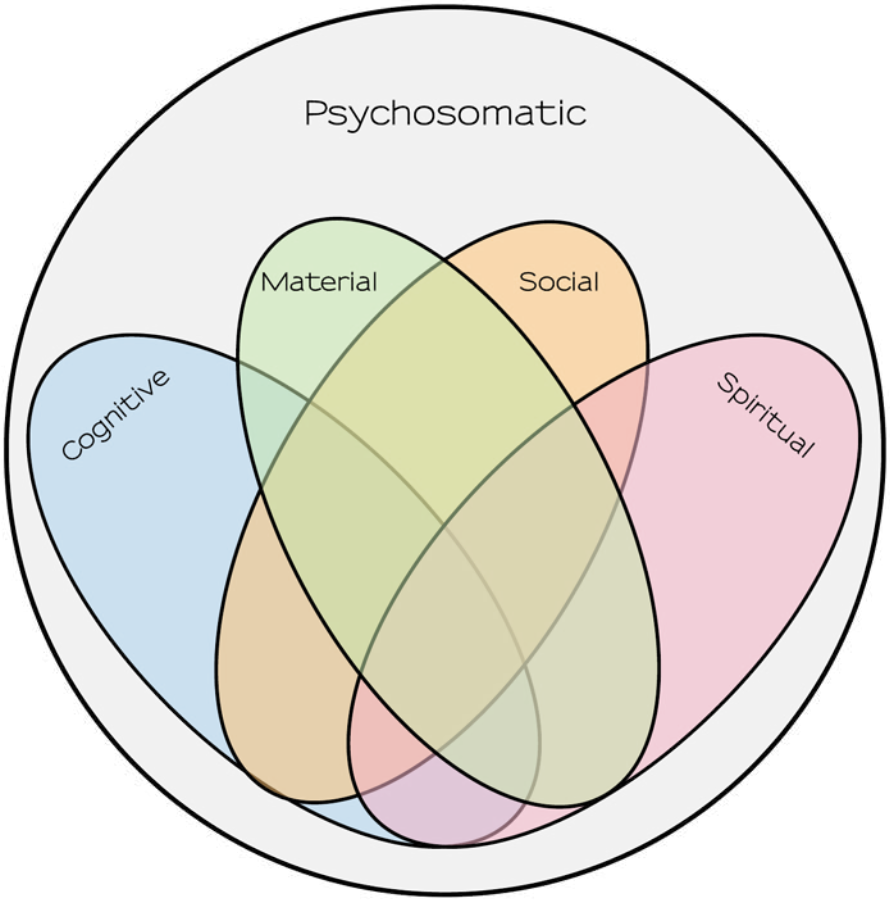
Human Technologies

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

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



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



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

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

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

Creative Industries

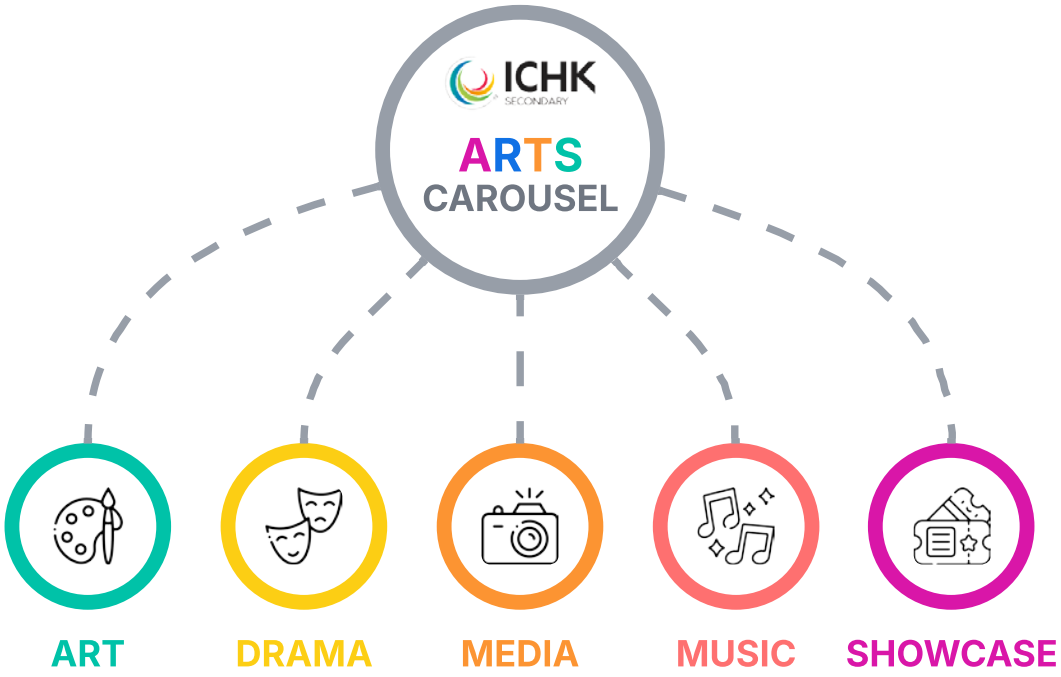
Department Mission

The Creative Industries Department at ICHK aims to create a vibrant learning environment anchored in the contemporary and expressive arts. It is our mission to celebrate experimentation, expression and risk-taking and we hope to develop leaders who will draw on their creativity to enrich society.

Department Vision

Inspire learners to be thinkers, makers and lovers of creativity, culture and the arts.

In Year 7 and Year 8, students engage with ICHK's Arts Carousel Curriculum in which they explore skills, techniques and practical projects in art, creative media, drama, music and then participate in an interdisciplinary 'showcase' towards the end of Term Three .



In Year 9, students select one arts elective from Visual Art, Creative Media, Design, Information Technology, Performing Arts or Music.

Visual Art

In Visual Art, students are encouraged to think like artists and let the classroom become their studio. They will have the opportunity to create authentic artwork and experience the power and significance of true self–expression.



The 7–9 Visual Arts programme employs The Studio Habits of Mind, a framework designed by practitioners at Project Zero, the research arm of Harvard's School of Education. This framework identifies a set of eight dispositions that an artist uses that guides our students in their creative works.

The curriculum should provide students opportunities to:

- Develop Craft: Learning to use tools, materials, artistic conventions; and learning to care for tools, materials, and space.
- Engage & Persist: Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus conducive to working and persevering at tasks.
- Envision: Learning to picture mentally what cannot be directly observed, and imagine possible next steps in making a piece.
- Express: Learning to create works that convey an idea, a feeling, or a personal meaning.
- Observe: Learning to attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.
- Reflect: Learning to think and talk with others about an aspect of one's work or working process, and learning to judge one's own work and working process and the work of others.

- Stretch & Explore: Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes.
- Understand Art Worlds: Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society.

Drama

Drama is an exciting, experimental and inspirational subject and every student is exposed to the innovative and dynamic world drama creates in their lessons.

The lessons are skills based and provide the students with:

- The opportunity to adopt the roles of theatre practitioners including actors, directors and designers.
- The opportunity to develop and demonstrate competence in a range of performance skills
- The opportunity to learn about the history of Drama and utilise this knowledge within their performance work.

The lessons, in addition, are focused on the communicative skills that they help the students to develop as a basis for their future role as active citizens in employment and society. These qualities are supportive of the ICHK school mission and vision, including:

- Encouraging co–operation and team working abilities
- Increasing social awareness
- Building self confidence
- Developing self–expression and sparking creativity
- Enhancing the skills of analysis, reflection, reasoning, enquiry and evaluation.



Music

In Music, we uphold the value – Music as a universal and uniting experience albeit differently experienced and enacted in different cultures. Through performing, listening and composing in every unit, we hope to engage and inspire students to develop a life–long love for music.

Students will learn to:

- Perform, listen to and analyse music from diversified periods, genres, styles and traditions
- Improvise, create and compose music on their own and with others
- Use music technology appropriately
- Use staff notations appropriately and accurately
- Develop a deepening understanding of the music that they perform and to which they listen, and its history

Students will have the opportunity to explore and learn these musical instruments:

- Vocal
- Drum
- Ukulele
- Guitar
- Bass
- Piano
- Recorder
- Kalimba
- Dizi
- Erh–hu
- Percussive instruments (Woodblock, Agogo bell, triangle...etc.)



Creative Media

In Creative Media, students work in highly–practical workshops and projects based on photography, film and graphic communication. They use new media processes to produce outcomes such as photomontage, printed photography, digital photography, digital installations, animation, films, game design, advertisements, illustrations and graphic designs for a range of media and products.

Students will be introduced to a range of creative briefs from a selection of real world scenarios, clients and organisations. Examples include:

- Create a photo and digital–media campaign for an eco–fashion brand
- Research and plan a new social media campaign for the SRC
- Storyboard and film an advertisement for Hong Kong Dog Rescue
- Create a photomontage based on the culture and traditions of Chinese Opera

Students will:

- Record ideas and observations from first–hand studies, such as their own storyboards, designs and photography, as well as secondary imagery and sources
- Develop ideas and explored and experimented with different media, techniques and processes in photography, lens–based media and graphic communication
- Make reference to contextual sources where appropriate, e.g. artists, key art movements, historical events or local or national art, craft and design
- Select, review and refine their ideas as work progresses to plan and produce a personal and coherent final piece of work in either photography, film or graphic communication

Two additional Arts electives are available in Year 9 in preparation for studies in Y10 and Y11. They are:

Design

In Design, students engage in highly-practical workshops and projects based on design thinking and human-centered design. They will use an iterative design process to produce outcomes such as 3D-printed prototypes, laser-cut models, wearable tech, and interactive user interfaces for a range of media and products.

Students will:

- Develop an empathetic approach to design through observations, user interviews, task-step analysis
- Develop ideation, communication and presentation skills
- Develop ideas and explore and experiment with different materials, techniques, and processes, including 3D printing, laser cutting, and 3D modeling
- Collaborate and experience a team-based, multidisciplinary approach to designing and making
- Select, review, and refine their ideas as work progresses to plan and present a personal and coherent final piece of work for a user
- Be encouraged to explore interests and personalise learning through individual strengths (e.g

interaction design, 3D design, graphic design, programmable, game, character, product design)

Throughout the year, students will have the opportunity to showcase their work and compete in local and international design competitions.

Information Technology

IT is a vast and sprawling field, driven by software, hardware, networks and human systems. Rather than focusing purely on theory, this course introduces students to core computational principles by customizing and modding existing games, programming autonomous robotics using Python, and exploring computer architecture and digital ethics.

The course is delivered in a hands-on, play-based fashion, with students learning by doing, testing, and debugging. Assessments will, where possible, be grounded in real-world problems, challenging students to think and act in new ways. Students will have the opportunity to share the results of their work with others, using ICHK's White Cube space.

We recommend this course for students interested in computing generally, and for those considering taking the BTEC Level 2 IT course in Years 10 and 11.

Teacher responsible: Mr Liam Greenall, Head of Creative Industries

Humanities

Humanities subjects focus on knowledge about human beings, their culture and values to help us better understand ourselves. At ICHK, studying Humanities will introduce students to a broad view of the human experience and its development. Our mission is to support students as they learn to analyse information in a balanced manner and develop effective critical thinking skills.

In Year 7, we start with a big picture view of our place in the world. Students will explore how we got here, map skills, how we organise ourselves and the role of alternative sources of power. Students will explore topics that will help them to develop Humanities skills and knowledge.

In Year 8, students will build on what they learned in Year 7 by developing subject knowledge in geography and history. Where Year 7 has a broad focus, the Year 8 topics will use the approaches of different humanities subjects to develop a deeper conceptual understanding of these specific domains. The units are designed to give a broad overview of a concept and a manageable amount of depth.

In year 9, the units explore different aspects of human understanding and knowledge in more depth. The topics are examined using the filters of Economics, History, and Environmental Management. This approach allows students to develop the vocabulary and skills within each separate discipline. The intention is that students not only learn relevant knowledge but that they also appreciate the connections between different disciplines in the Humanities.

Year	**Key Concepts**	**Enquiry Questions**
Year 7	Origin stories Belief Exploration Civilisation Ideas Knowledge Sustainability Non renewable resources Renewable resources	• How do we explain how we got here? • How do we know when and where here is? How and why do we organise ourselves? • How do we find out about the past? • What is a civilization? • How did agriculture develop? • What have past civilizations added to our understanding of ourselves and the world? • How did new knowledge in agriculture change the world? How do we power our communities? • What is sustainable growth? • What is energy consumption? • How can we live more sustainably?

Year	Key Concepts	Enquiry Questions
Year 8	Anachronism Misconceptions Slavery Human trafficking Human rights Freedom The Middle Passage Refugees Migration Push and pull factors	How did the Silk Road shape the world? • Who travelled the Silk Road? • What was the impact of religion on the Silk Road? • What were the ancient cities of the Silk Road • How did China shape the Silk Road? How should the slave trade be remembered? • What was triangular trade? • How can the Slave Trade help us understand human rights and freedoms? • Does the slave trade still exist today? • What is human trafficking? • What does it mean to be free? • What made Thomas Clarkson so angry? • Who was Susan Anthony? Why do people migrate?
Year 9	Ideology Democracy Authoritarianism Left and right wing Cult of personality Scarcity The Economic problem Economic development Economic growth Microfinance	Types of government • Who rules who? • What are the features of different types of government? • What is fascism? Rise of the Dictators • How do we explain the rise of 20th century dictators? • What is the cult of personality? • Who was Hitler? Stalin? Franco? Mussolini? Judaism • Introduction to Judaism • What is antisemitism? • What can we learn about Jewish people's lives in Europe? • What happened during Kindertransport? • Why should we remember the holocaust? • What was life in the ghettoes? • What was the final solution? Economic Development • Why is scarcity so important to economists? • What is the role of happiness in economic development? • How can we support developing economies? • What is charity?

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

Physical Education

PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

A high–quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.



PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

The curriculum provides opportunities for pupils to:

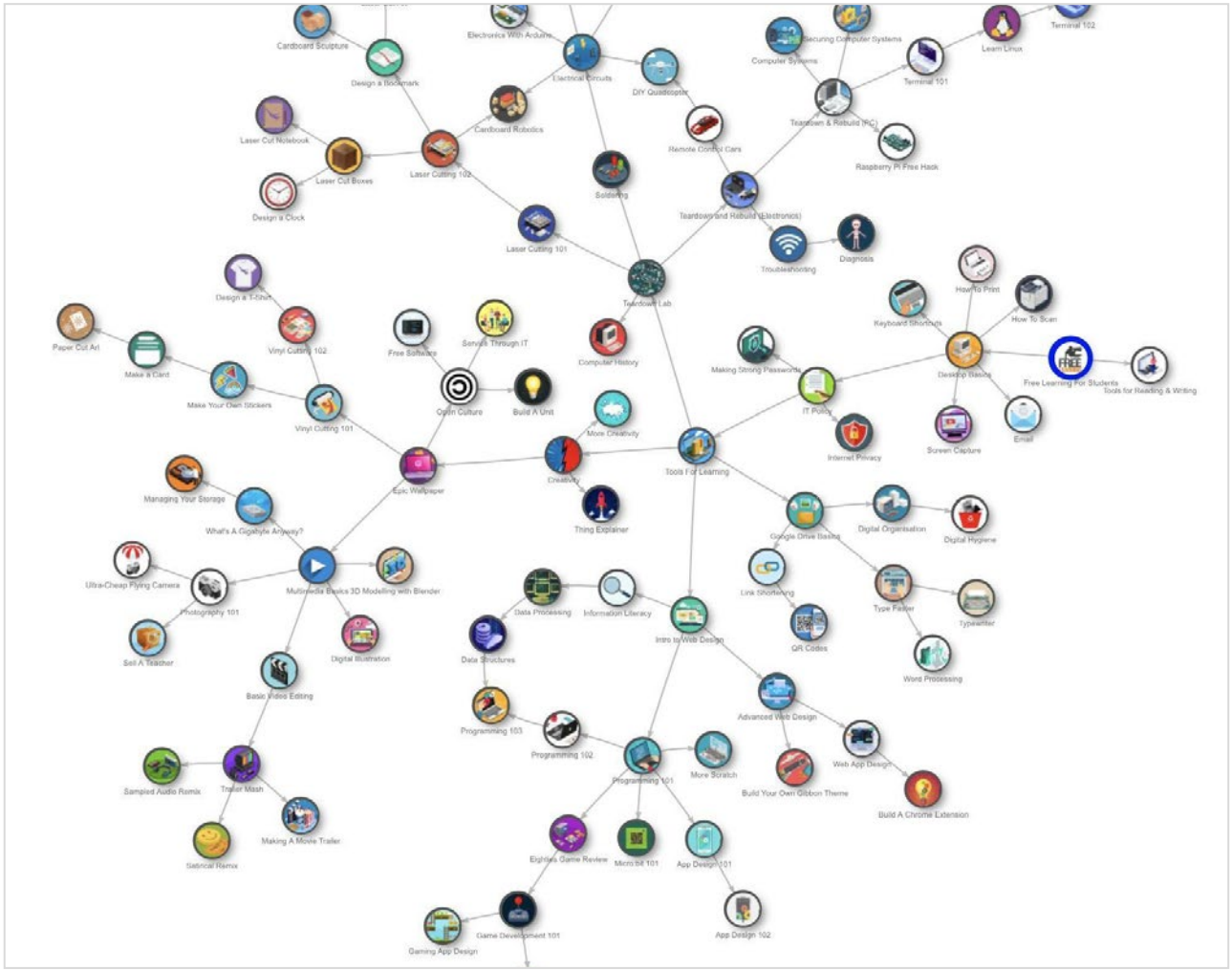
- Get involved in a broad range of different activities that, in combination, develop the whole body
- Experience a range of roles within a physical activity
- Specialise in specific activities and roles
- Follow pathways to other activities in and beyond school
- Perform as an individual, in a group or as part of a team in formal competitions or performances to audiences beyond the class
- Make links between PE and other subjects and areas of the curriculum.

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

Free Learning

The sport of free running invites participants to use creativity, skill and strength to find new ways to navigate a landscape. It is fun, engaging and highly motivating for those who participate. It takes a space (urban or otherwise) and turns it on its head, drawing new functions from an existing, very fixed, form.

In much the same way, the Free Learning pedagogy aims to provide students with an intellectual landscape through which they can playfully discover their own path. It uses a map of interconnected units to promote creativity, independence, team work, freedom and taking responsibility:



Whilst doing Free Learning, students are required to work individually on some units, and collaboratively on others. Taken separately, units aim to develop a range of different skills and knowledge. More importantly, however, the wider process helps students to develop confidence, independence and resilience. Ultimately it is less about what students learn and more about how they learn: in this sense, Free Learning could well be called "Learning To Learn".

In starting Year 7, students generally have two periods of Free Learning per week and focus on the IT part of our map, learning to use their laptops sensibly, safely, effectively and creatively. In Years 8 and 9 students are invited to start exploring other parts of the map, which currently include Creative Industries, PE, Science, English, Maths and Computer Science.

Teacher Responsible: Ms. Sandra Kuipers, IT Coordinator

Curriculum X

At ICHK students enjoy Curriculum X in Years 7 to 11. Curriculum X is an extended Curriculum, comprising the conventional core plus Human Technologies, Free Learning and Deep Learning; with the core delivered through IGCSEs and BTECs in Year 10 and 11.

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

Outdoor Learning

ICHK takes pride in being at the forefront of outdoor education in Hong Kong.

We have long recognised the tremendous benefits that outdoor learning brings to our students' holistic development, and our approaches have won acclaim and been shared at global conferences.

Outdoor learning is built into the fabric of the curriculum, and carefully curated experiences foster creativity, resilience, teamwork, and a deep connection to the natural world. Our unique location allows unrivalled opportunities for outdoor learning. Surrounded by country parks and spectacular scenery, we draw on our environment as an invaluable resource for the teaching of science, the humanities, arts, physical fitness and leadership.

History hikes allow students to uncover the mysteries of the local history, geology and landscape. Through the Science curriculum, students learn about rivers and waterfalls, stream ecology and rock formations. Exploration of the nearby mangroves enables them to witness species in their natural habitats, and learn about the importance of the ecosystems both to humans and to the environment. Through our unique ICHK Starling Inlet Almanac project, students are able to catalogue the health of the estuary and make important contributions to environmental work.

In the lower years, students begin to explore the local environment, enjoying a series of specially created outdoor learning experiences with our educators. Stepping out of the classroom allows them to become involved and immersed in real life, real world environments and activities.

In the older years, many students complete the HKAYP and embrace roles as Outdoor Leaders. They support younger peers on outdoor days, mangrove explorations, WW2 trench outings, stream hikes, and abseiling. Our pioneering Outdoor Leadership Award recognises their work, and is a major addition to student portfolios and university applications.

Our pioneering programme ensures students learn the critical skills of leadership, dynamic problem solving, communication, teamwork, planning, organisation and the ability to think on their feet. In short, all the skills they will need to meet the challenges set by life in the twenty-first century.

The programme is led by our full-time team of experienced outdoor educators, all of whom are deeply embedded in school life. We are proud to hold the Hong Kong Outdoor Learning Association's Provider Badge. This recognises our unwavering commitment to upholding the highest standards in safety and risk management, child safeguarding, and comprehensive staff training and recruitment practices.

Deep Learning

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

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

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

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

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

Teacher Responsible: Ms Sanika Kulkarni, Deep Learning Coordinator

Curriculum X Activities

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

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

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

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

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

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

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

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

Teacher Responsible: Ms. Bop Laidler, Activities Coordinator

Deep Learning+

Deep Learning+ is a whole week of Deep Learning that traditionally takes place at the end of October or the start of November. Deep Learning+ in Years 7 - 9 allows students to:

- Develop as leaders and team members.
- Develop their knowledge of camping, hiking and orienteering.
- Demonstrate teamwork through physical activities and challenges.
- Develop independence and their organisation skills.

The focus for each year group is as follows:

Year 7 students (Camping/Team Building/Outdoor Activities) - In Year 7 the key focus for the students is to begin to develop an identity as a year group. The theme for the week is 'Happy, Confident, Intelligent Warriors'. Developed and led by the Head of Year, alongside The Hutong , this week is based around school, in the hills around Bride's Pool area and the coast of Tai Mei Tuk. The week will provide participants with structured challenges in order to develop the idea of comfort zone and the ZPD (zone of proximal development, or 'learning zone') and to deepen their appreciation of the school's unique location in Hong Kong.

Year 8 students (Outdoor Adventure Programme) - The experience in Year 8 extends on the skills and attitudes developed in Year 7, but this time a little further afield in Sai Kung Country Park. The focus is on 'Challenge by Choice' and gives the students more opportunities to develop their identity of self, work as part of a team and push their boundaries of the outdoors further. Again, all activities are created with the highest levels of safety in mind. This trip is organised in conjunction with Asia Pacific Adventure.

Year 9 students (Adventure Week and Service Learning) - In Year 9, the activities on offer become more individualised and students can follow pathways of their own interest. Students can choose between the Seas to Sky Expedition and develop their leadership skills, or undertake community service while also learning about food poverty in Hong Kong.

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

Looking Ahead

Years 10/11

During Years 10 and 11, students work towards their IGCSE examinations (International General Certificate of Education), and BTECs. Most examinations are taken at the end of Year 11.

For IGCSE subjects, The grades available range from A* to G. Typically a grade C or equivalent or above is recommended for a student to continue studying a particular subject in Year 12 (with a 'B' normally recommended for a Higher Level Subject), but in agreed circumstances this is open to review.

For BTEC subjects, students receive a "Pass", "Merit " or "Distinction".

Teacher Responsible: Ms Erin Loges, Director of Upper School

Years 12/13

ICHK offers both the IB Diploma and BTEC International Level 3s, both of which open doors to higher education. In addition, students can opt for our Hybrid programme, mixing BTEC and IB elements together. For students who require a modified curriculum to suit their individual needs, we also offer ASDAN qualifications, which focus on developing life skills and preparing for work after school.

The IB Diploma

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

The aims of the IB Diploma Programme are to:

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

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

Teacher Responsible: Ms Erin Loges, Director of Upper School

BTEC International Level 3

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

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

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

The aims of the BTEC International programme are to:

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

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

Teacher Responsible: Mr Stewart Ross, BTEC Coordinator

ASDAN

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

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

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

Teacher Responsible: Miss Sammi Chan, Head of Learning Support

What the Council of International Schools says about us:

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

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

Council of International Schools (CIS)
Evaluation Report 2023

ICHK
SECONDARY

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