



# Years 10 and 11 Curriculum Brochure

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



## ICHK

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ICHK Secondary



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# Head of School's Message

Dear Parents and Students,

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

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

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

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

You will read about 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](mailto:smcdermott@ichk.edu.hk)

# Our Mission & Vision

## Mission

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

## Vision

Learning together, thoughtfully



## Teaching & Learning

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

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

In Years 10-11 students are moving into the 'journeyman' and 'mastery' phases of their epistemic apprenticeship. We ensure progression and continuity by building on the achievements of the earlier years and by preparing students for the rigours of the International Baccalaureate Diploma Programme (IBDP) offered in Years 12 and 13.

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



# The IB Learner Profile

ICHK has chosen the IB 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:

<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	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.
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers</b>	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.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	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.

## A Learning Culture



ICHK is a community school. It is intentionally small and our policies, approaches and culture all flow from this deliberate decision.

We are guided by research that indicates that smaller communities do a better job of recognizing and catering for the needs of their members.

Small classes allow our teachers to design and deliver their lessons to meet the needs of individual students.

With a low student to teacher ratio, learners receive the individual attention and guidance they need; there is a high degree of interaction between teacher and student, and also between students, which is key to our learning philosophy.

Students with a specific interest or passion are more likely to find these noticed and built upon, while learners experiencing difficulty are quickly identified and issues rapidly addressed. Teachers are also more likely to notice any changes in behaviour or performance immediately and are able to take the necessary steps to address these issues right away.

A small academic organisation can provide the assurance that many parents seek for their children and for their own relationship with a school.

Community spirit is encouraged in the small environment. Strong relationships can be developed across the home-school partnership and school leaders can be far more involved with individual students than they could be in a larger school situation. At ICHK, staff pride themselves on knowing every child by name.

A smaller student body also offers greater opportunity for each student to experience participation and leadership growth. It is a circle that promotes a sense of belonging in students: a sense of pride in their community, their school, and themselves.

Finally, a small school allows for flexibility within the curriculum. At ICHK we recognise that one size does not fit all, and there is strong investment in personalised education.

## 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.

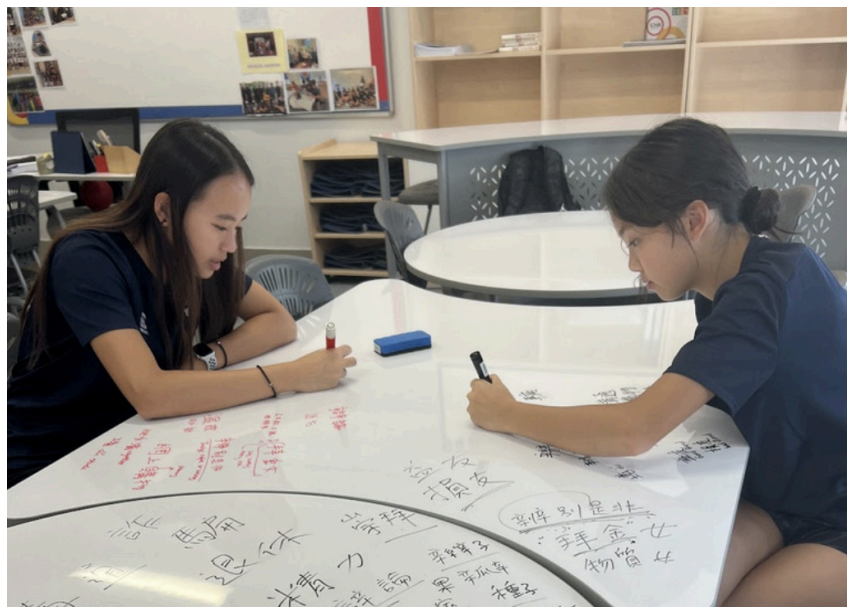
Surrounded by country parks and spectacular scenery, our school offers the ideal location for students to develop a deeper appreciation for their place in the grander scheme of natural history and human culture, developed on a global scale, as measured in both space and time. We draw on our local environment 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 sport 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.

## Successful Study

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



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

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

# External Assessments

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

## IGCSE

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

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

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

## BTEC Internationals

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

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

## Differences Between IGCSE & BTEC

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

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

BTEC International Level 2 qualifications are assessed using a combination of internal assessments, which are set and marked by teachers, and Pearson Set Assignments, which are set by Pearson and marked by teachers. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade. BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. This applied learning is achieved through students performing real-world tasks that encourage the development of skills and experiences within the arts industry.

# Selecting The Right Subjects

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

- Choose subjects that you enjoy
- Consider how decisions taken now may affect choices at IB Diploma and eligibility for university or college courses.<sup>1</sup>

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

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

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

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

In this way, the core and option subjects ensure that breadth and balance are maintained and that students have the requisite knowledge and experience for the IB Diploma Programme.

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

## Required Subjects

- Examined
  - English
  - World Literature
  - International Mathematics
  - Combined Science
  - Languages (Chinese, Japanese or Spanish)
- Non-examined
  - Human Technologies
  - Physical Education
  - Enrichment & Flow

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<sup>1</sup> For details on how the IGCSE/GCSE subjects support further study of the International Baccalaureate Diploma Programme (IBDP) please see the subject descriptions in this booklet

# Options

Students elect one option from each group:

- Humanities (IGCSE)
  - Economics
  - History
  - Environmental Management
- The Arts (BTEC)
  - Art and Design
  - Creative Media
  - Informational Technology
  - Performing Arts
  - Music

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

# Methods of Assessment

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

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

## Examination Fees

Entrance to examinations is made by the school on behalf of the student, and parents will be invoiced for the cost.

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

## Weekly Timetable

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

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

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

# Required Subjects

Students follow seven compulsory subjects, which are described below.

## English Language

*Cambridge IGCSE First Language English (0500)*

Through this course, student will:

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

## Assessment Overview

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

**Teacher Responsible: Mr Richard Barnes, Head of English**

## English World Literature

*Cambridge IGCSE World Literature (0408)*

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

The aims are to:

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

## Assessment Overview

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

**Teacher Responsible: Mr Richard Barnes, Head of English**

## **International Mathematics**

*Cambridge IGCSE International Mathematics (0607)*

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

The aims of the course are to enable students to:

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

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

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

All candidates will study the following topics:

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

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

### Assessment Overview

Core students take:	Extended students take:
Paper 1 (1 hour 15 minutes) <ul style="list-style-type: none"> <li>• Structured and unstructured questions based on the Core curriculum</li> <li>• Calculators are not permitted</li> <li>• 60 marks: 40% of the final total mark</li> </ul>	Paper 2 (1 hour 30 minutes) <ul style="list-style-type: none"> <li>• Structured and unstructured questions based on the Extended curriculum</li> <li>• Calculators are not permitted</li> <li>• 75 marks: 40% of the final total mark</li> </ul>
Paper 3 (1 hour 15 minutes) <ul style="list-style-type: none"> <li>• Structured and unstructured questions based on the Core curriculum</li> <li>• Graphic display calculators are required</li> <li>• 60 marks: 40% of the final total mark</li> </ul>	Paper 4 (1 hour 30 minutes) <ul style="list-style-type: none"> <li>• Structured and unstructured questions based on the Extended curriculum</li> <li>• Graphic display calculators are required</li> <li>• 75 marks: 40% of the final total mark</li> </ul>
Paper 5 (1 hour 15 minutes) <ul style="list-style-type: none"> <li>• One investigative task based on the Core curriculum</li> <li>• Graphic display calculators are required</li> <li>• 40 marks: 20% of the final total mark</li> </ul>	Paper 6 (1 hour 30 minutes) <ul style="list-style-type: none"> <li>• One investigative task and one modelling task based on the Extended curriculum</li> <li>• Graphic display calculators are required</li> <li>• 50 marks: 20% of the final total mark</li> </ul>
<b>Total: 160 marks</b>	<b>Total: 200 marks</b>

All students take three papers. Students will be eligible for grades A\* to G.

Students who study the Core course, or who are expected to achieve grade D or below, should be entered for Paper 1, Paper 3 and Paper 5. These students are eligible for grades C to G.

Students who study the Extended course, or who are expected to achieve grade C or above, should be entered for Paper 2, Paper 4 and Paper 6. These students are eligible for grades A\* to E.

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

**Teacher Responsible: Dr. Mico Wong, Co-Head of Mathematics**

# Combined Science

*Cambridge IGCSE Combined Science (0653)*

The student will:

- Acquire understanding and knowledge of the concepts, principles and applications of biology, chemistry and physics and, where appropriate, other related sciences
- Understand the principles and concepts specific to each science. Develop an informed interest in matters of scientific importance and be prepared to embark on future study in the pure and applied sciences
- Explore interdisciplinary inquiry through practical investigations and the coordination of the subject matter of the three sciences
- Discuss issues that arise from the interaction of science, technology and society.

The syllabus is designed to:

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

## Assessment Overview

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

- Paper 1 – Core students:
  - 30% of mark
  - 45 minute exam with multiple choice questions (40 items)
- Paper 2 – Extended students:
  - 30% of mark
  - 45 minute exam with multiple choice questions (40 items)
- Paper 3 – Core students:
  - 50% of mark
  - 1 Hour 15 minute exam comprising short answer and structured questions
- Paper 4 – Extended students:
  - 50% of mark
  - 1 Hour 15 minute exam comprising short answer and structured questions
- Paper 6 – All students:
  - Alternative to Practical (1 hour) - with questions covering experimental skills and procedures
  - 20% of mark
  -

**Teacher Responsible: Mrs. Jane Thomas, Head of Science**

## Languages

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

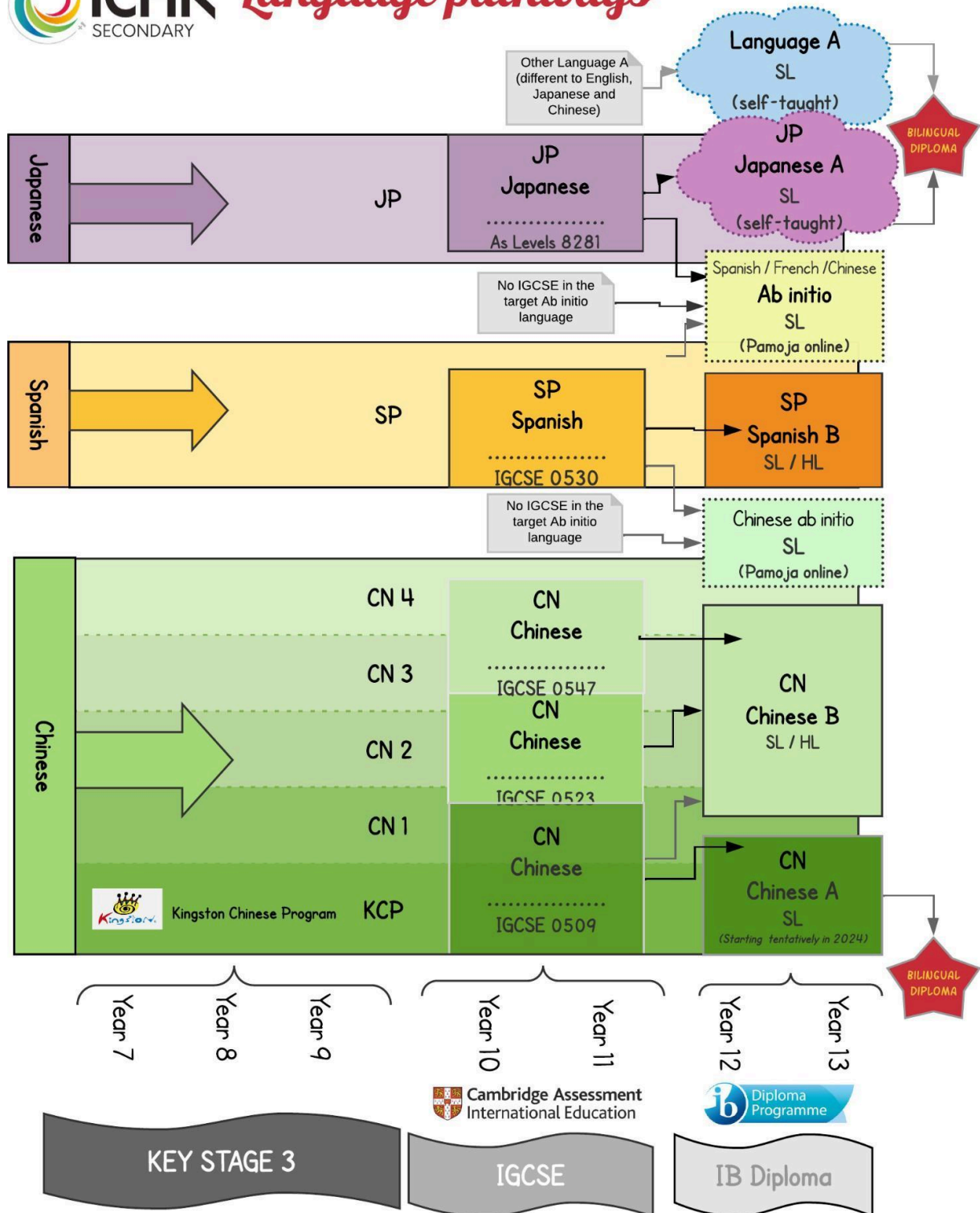
Language courses at ICHK challenge students to view the world from different perspectives and to see how language is crucial in communicating our understanding. We aim at nurturing an international outlook, thus appreciating the richness and diversity of other cultures. In ICHK native and foreign language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

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

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

Some choices are available and the decision made will affect the students' language education itinerary. Our general principle is that all students will be guided through the language exam/class of the most appropriate level of challenge.

**Teacher Responsible: Mr. Nicolás Arriaga, Head of Languages**



# Chinese as a First Language

*Cambridge Assessment International Education IGCSE (0509)*

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

The aims of this course are to:

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

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

## Assessment Overview

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

**Teacher Responsible: Mr. Nicolás Arriaga, Head of Languages**

# Chinese as a Second Language

*Cambridge Assessment International Education IGCSE (0523)*

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

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

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

## Assessment Overview

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

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

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

**Teacher Responsible: Mr. Nicolás Arriaga, Head of Languages**

## **Chinese as a Foreign Language (Mandarin)**

*Cambridge Assessment International Education IGCSE (0547)*

This course is a continuation of the Mandarin courses started in Yr7 so it assumes previous knowledge. There might be different subgroups according to previous levels, learning preferences, and also depending on IB perspectives.

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

## Assessment Overview

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

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

**Teacher Responsible: Mr. Nicolás Arriaga, Head of Languages**

## **Japanese Language**

*Edexcel IGCSE (1JA0)/A Level (9JA0)*

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

- IGCSE Japanese (Edexcel, code 1JA0)
- A-level Japanese (Exexcel, code 9JA0). Students who pass this A-level exam should be eligible to enrol in Japanese Language A in the IB Diploma program during Years 12 and 13.

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

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

## IGCSE Japanese

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

This IGCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade

## A Level Japanese

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

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

**Teacher Responsible: Mr. Nicolás Arriaga, Head of Languages**

## **Spanish as a Foreign Language**

*Cambridge Assessment International Education IGCSE (0530)*

This course is a continuation of the Spanish courses started in Yr7 so it assumes previous knowledge.

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

## Assessment Overview

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

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

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

**Teacher Responsible: Mr. Nicolás Arriaga, Head of Languages**

## **Physical Education**

*This course is not examined*

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

We aim to be the leading school for Touch Rugby in Hong Kong and be known within the wider community for our sportsmanship and enjoyment of Hiking and Outdoor Pursuits.

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

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

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

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

In keeping with our departmental vision, to “be known within the wider community for our sportsmanship and enjoyment of Hiking and Outdoor Pursuits”, we will also prepare our year 10 students for a 2 day hiking and camping expedition, culminating in the expedition itself within the school’s locale.

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

## Human Technologies

*This course is non examined*

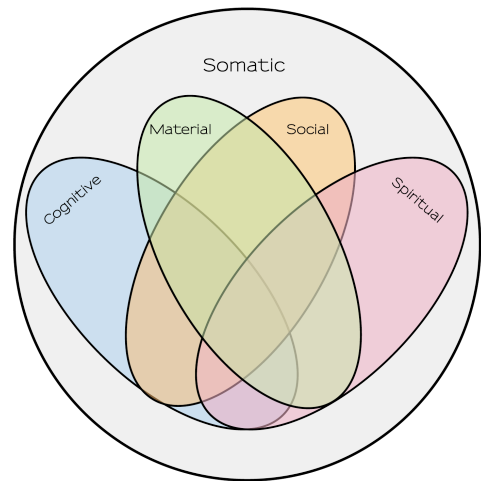
Human Technologies is a course of our own design focused on the art and craft of being human. It introduces students to a perspective on human intelligence, relationships, and actions, building a more connected and meaningful narrative than is typical of many traditional school curricula.



Human Technologies helps students understand the concept of technology in its truest sense. It reclaims the term 'technology' from its modern, narrow definition centered around machines and tools. Instead, it harks back to the original Greek concept of 'techne', which encompasses art, craft, skill, and knowledge.

Human Technologies revolves around the interconnectivity of five forms of technology: somatic; cognitive; material; social and spiritual. It explores the cumulative cultural evolution of our species and delves into the vast body of inherited knowledge that has accompanied and characterised the progress of humankind through the ages which we see embedded in our daily routines, taboos, rituals, tastes, and mental models. All these elements, which contribute significantly to human thriving, are seen as technologies that can be studied, understood, and improved upon.

Our innovative curriculum redefines the conventional approach to education by focusing on the holistic development of individuals and their ability to engage with the world around them. Our aim is to create a learning journey that encourages students to explore connections between their broader experiences as individuals and learners, within and beyond school. It fosters students' agency and promotes interdisciplinary learning. It recognises the importance of teamwork and collaboration and moves away from high-stakes assessments that limit the scope of learning. Instead, it harnesses the power of motivation, positive emotions, engagement, a sense of purpose, and self-regulation; elements that are crucial to successful learning.



In essence, Human Technologies is not just about teaching students, it's about preparing them for life. It encourages them to see the world differently, to appreciate the significance of human ingenuity, and to recognise their own potential. By applying the HT lens, students learn to value sustainability and take a long-term view, equipping them with the essential skills needed to navigate and shape the future. Through looking at the world with this unique lens, they gain a profound appreciation for the art and craft of being human.

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

## Enrichment & Flow

*This course is non examined*

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

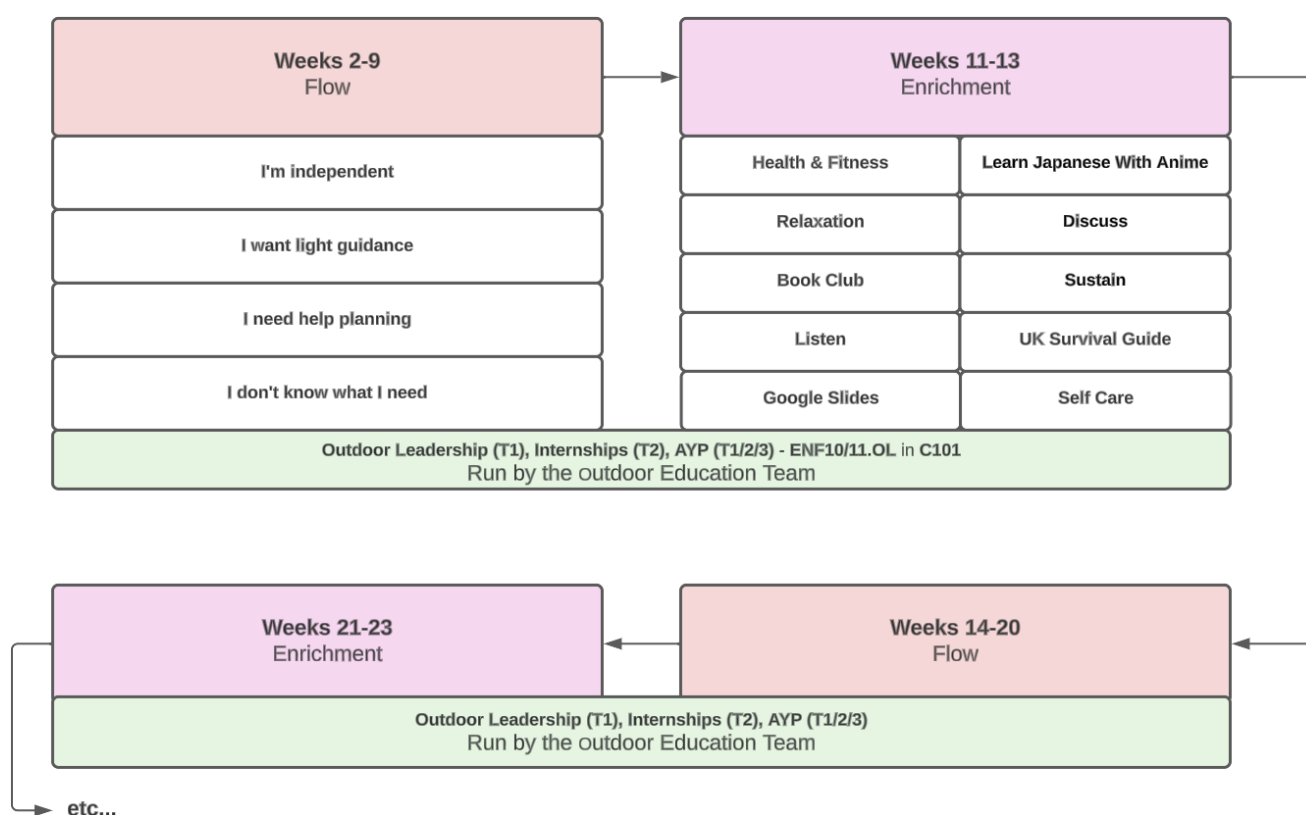


Sir Ken Robinson, Professor of Education, who was an internationally recognised leader in the development of education, creativity and innovation, has gone so far as to suggest that schools actively “kill creativity” through their over-emphasis on this narrow range of skills, practised in a similarly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

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

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

For the bulk of the year students learn in groups based on the aim of achieving “flow”, that particular state of deep focus that enables genuine creativity and productivity. However, blocks of flow are broken up by short periods of “enrichment” in which students undertake more directed activities that aim to maintain their energy and discover new passions. A variety of enrichment sessions are offered by teachers each term. An example of this pattern is shown in the diagram below:



ICHK Internships and the Outdoor Leadership Certificate are two programmes that many students opt to follow during ENF.

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

The programme has strong connections to our epistemic apprenticeship, with the focus not on the immediate performance, so much as the cumulative development that is going on behind the specific tasks. In addition, it invites students to take responsibility for their learning, a

foretaste of the self-starting and self-regulating skills that they will need for IB Diploma and at university.

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

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

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

**Teacher Responsible: Ms. Sandra Kuipers, IT Coordinator**

# Options

## Economics

*Cambridge IGCSE Economics (0455)*

The course is designed to give students a sound understanding of economic principles, and the ability to use this knowledge in the context of individual countries and the global economy.

The Cambridge IGCSE Economics syllabus develops an understanding of economic terminology and principles and of basic economic theory. Learners study the economics of developed and developing nations and how these interrelate. They also learn to handle simple data and undertake economic analysis, evaluate information and discriminate between facts and value judgements in economic issues. The syllabus also encourages a better understanding of the world in which learners live, and helps them play an active part in the decision-making process, whether as consumers, producers or citizens of the local, national and international community.

### Assessment Overview

Grades A\* to G may be awarded. Examination-based, No coursework

- Paper 1 – Multiple Choice (30% of overall grade) Candidates answer thirty multiple choice questions.
- Paper 2 – Structured Answer/Analysis and Critical Evaluation (70% of overall grade)
  - Candidates answer one compulsory question, which requires them to interpret and analyse previously unseen data relevant to a real economic situation, and three optional questions from a choice of six.

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

**Teachers Responsible: Mr. Martin Clarke and Mrs. Cathay Tang-Hales, Teachers of Economics**

## Environmental Management

*Cambridge IGCSE Environmental Management (0680)*

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

The student will:

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

The content of this course includes:

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

## Assessment Overview

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

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

**Teacher Responsible: Mrs. Jane Thomas, Head of Science**

## History

*Cambridge IGCSE History (0470)*

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

The student will:

- Gain an interest in and enthusiasm for learning and understanding about the past
- Gain an understanding of historical concepts such as cause and consequence, continuity and change, and similarity and difference

- Develop an appreciation of historical evidence and how to use it
- Gain a greater understanding of international issues and interrelationships
- Learn how to present clear, logical arguments

Students will cover 6 Core Topics that cover the 20th Century. These are taught chronologically to help students locate these events easily and effectively. The Core Topics are:

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

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

## Assessment Overview

At the end of two years, students complete three written exams:

- Paper 1: Core Topics and Depth Study (40% of overall grade)
  - Part A: Answer two questions from the core content (20th Century topics) Part B: Answer one question on a Depth Study (WWI).
- Paper 2: Prescribed Topic (30% of overall grade)
  - Answer 5 questions based on a range of sources related to one prescribed topic chosen from the 20th Century core topics.
- Paper 4: Alternative to Coursework (30% of overall grade)
  - Candidates write one essay based on an aspect of the the depth study (WWI).

**Teachers Responsible: Ms. Christina Hayes, Teacher of Humanities / Mr. Alex Hall, Head of Humanities**

## **Art & Design**

*Pearson BTEC International - Level 2 Award*

This qualification is designed to support learners who are interested in learning about the art and design sector and its diverse range of specialisms. Students will develop ideas through use of materials, techniques and processes, refining their ideas and reviewing their working practices.

In Year 10, learners will explore a wide range of 2D and/or 3D media, materials, techniques, and processes with reference to formal elements such as line, tone, colour, shape, pattern, texture, form, and proportion. They will begin to develop their own visual language with which they can communicate ideas and concepts. This is an essential part of learning in art and design.

Learners will also undertake valuable research to learn how historical and contemporary artists, designers and craftspeople use visual language to communicate ideas and concepts. This research will help them to understand how to use visual communication techniques to explore ideas and produce a final outcome or outcomes. They will review

their progress and refine their work through ongoing and final reflection on their own work and working practices.

Throughout the unit, students will:

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

In Year 11, students investigate creative practice, researching examples of both historical and contemporary practitioners. An important part of your research will be learning to visually analyse the work of creative practitioners in order to understand how they use visual language, materials and media to communicate ideas. Based on their research they will then develop and produce their own work inspired by the creative practitioners they have looked at.

Throughout the year, students will:

- Investigate historical and contemporary creative practice
- Visually analyse the work of creative practitioners
- Develop and produce a creative response to contextual research

### Assessment Overview

- Year 10 Assessed Unit: Visual Communication
- Year 11 Assessed Unit: Developing Art and Design in Response to a Theme
- Showcase and Exhibition: students will select and present their own original, resolved artworks accompanied by exhibition texts and a written curatorial rationale that supports their curatorial decisions. It is a culmination of their BTEC experience. They will present a selection of their best work that is curated in a final show, and articulate their purpose and intention in a written rationale.

**Responsible Teacher: Ms. Amy Thibeault, Teacher of Art**

## **Creative Media**

*Pearson BTEC International - Level 2 Award*

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

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

Throughout the year, students will:

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

In Year 11 students explore the features of video products for different purposes and platforms. They will explore, plan and create music videos, short films and scenes for television. They will then use camerawork, mise-en-scene (setting, locations, props, costumes and make-up), lighting, sound and editing to create a video product for a specified purpose, which they will publish to a digital platform.

Throughout the year, students will:

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

## Assessment Overview

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

**Responsible teacher: Mr Liam Greenall, Director of Creativity, Head of The Performing & Visual Arts**

## **Information Technology**

*Pearson BTEC International - Level 2 Award*

This qualification is designed to support learners who want an introduction to the IT sector through applied learning. Learners will develop an understanding of the ways in which information technology can provide value to organisations. With the Internet being central to how most organisations and individuals communicate and do business, the creation and maintenance of websites is an important job role with strong demand in the job market. Learners will investigate the key features of websites and develop technical and creative skills to design, program and test websites.

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

Throughout Year 10, students will:

- Explore how IT meets the needs of organisations

- Plan an information campaign for an identified organisation
- Produce an information campaign for an identified organisation

In Year 11, students will investigate the features and uses of websites by exploring their purpose and function in different contexts, and how their integrated components and applications interact with each other. Students will also learn how to design, develop, and test a website to meet a given brief and user requirements.

Throughout the year, students will:

- Understand the uses and features of websites
- Design a website to meet user requirements
- Develop and test a website to meet user requirements.

### Assessment Overview

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

**Teacher Responsible: Ms. Sandra Kuipers, IT Coordinator**

## **Performing Arts**

*Pearson BTEC International - Level 2 Award*

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

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

Throughout Year 10, students will:

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

In Year 11, students will plan and take part in the preparation for a full-scale performing arts production. They will learn and develop the skills needed for their role either as a performer or as part of the production team. They will need to prepare for the performance during rehearsals and in their own time. These rehearsals will develop and refine material, for example timing and communication. They will need to apply performance or production skills confidently during the

development and performance in order to realise a successful performing arts event. They will work as part of a team and navigate 'showtime' with an approach that ensures an 'unforgettable show' for your audience.

Throughout the year, students will:

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

### Assessment Overview

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

**Responsible teacher: Mr Liam Greenall, Director of Creativity, Head of The Performing & Visual Arts**

## **Music**

*Pearson BTEC International - Level 2 Award*

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

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

Throughout the year, students will:

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

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

Throughout the year, students will:

- Explore initial ideas

- Develop musical ideas
- Refine and present a completed composition

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

Throughout the year, students will:

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

### Assessment Overview

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

**Responsible teacher: Ms Phoebe Wong, Teacher of Music**

# ASDAN Programme

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

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

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



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

Titles can include (subject to availability):

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

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

The skills covered include:

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

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

**Responsible teacher: Mrs Kathryn Lung, Deputy Head of School (Learning)**

# Curriculum X

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

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

## Deep Learning

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

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

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

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

Deep Learning is an evolving programme and there have been a variety of changes since its inception. Currently, we run four iterations of DL throughout the year, from September to June, including Deep Learning+ which is similar to a CAS week in other IB schools. Some examples of courses of study that have already taken place are:

- Cantonese Opera
- Water Sports
- Simulations
- Rock Climbing
- Positive Psychology – PERMA
- Rope Rigging for Adventure and Rescue
- Independent Travel
- Bamboo Creativity
- Windows of the World
- Data Driven Sport
- Breaducation
- Food & Culture
- Space Invader
- The Hakka Experience
- Creative Writing
- The Faces of War
- HK in Literature
- 3D Printing
- Zombie Apocalypse
- The Neverheard Beforchestra
- Robotics

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

### Curriculum X Activities

Curriculum X Activities are a critical aspect of the social, emotional and physical development that students require to mature into successful and well-rounded young adults. Given our location and space around the campus, many of our activities focus on outdoor education and appreciation of the environment.

Activity sessions are compulsory for all students and 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
- Horse Riding
- Rock Climbing
- Cycling
- Basketball
- Calligraphy
- Model United Nations
- Junior Achievers
- Yoga

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

## Deep Learning+ Week

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

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

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

Deep Learning + Week allows students to:

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

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

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

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

# Looking Ahead

## IB Diploma

ICHK offers the IB Diploma Programme. 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.

## Selecting IB Diploma Subjects

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



**Teacher Responsible: Ms Erin Loges, IB Coordinator**



### 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**



#### **Derek Pinchbeck, Head of School, ICHK Kindergarten and Primary**

ICHK Kindergarten and Primary and ICHK Secondary share a commitment to providing an holistic education for each and every one of our students. This strong commitment to ensuring that our learning communities deliver excellent academic progress and inculcate a deep sense of well being, purpose and joy in students permeates both schools. It is a pleasure to see the enthusiasm for learning that students at ICHK demonstrate and the commitment that the staff have to nurturing this enthusiasm. I look forward to our strong partnership flourishing as we continue to deliver an exceptional education to students of all ages.



#### **Joshua Blue, Principal JIS**

JIS is delighted to have been one of the founding members of the partnership that established ICHK. As a primary school only facility the school was keen to develop a positive alternative for secondary schooling to be offered to the JIS community. The heart and soul of ICHK builds on what we set as our mission and vision for JIS. We have worked hard to ensure that our strong community values are developed and extended by ICHK. Our school community appreciates this shared vision and, as ICHK continues to develop its positive academic status alongside these values, we look forward to many more significant years of development and partnership.



#### **Eliza Wong, Principal KIS**

KIS is excited to be a partner of ICHK and proud of what the school has achieved and promises to achieve in the future. ICHK is a school that is small by design and intention. As such, it is able to cater to the individual needs of its students. The teachers are passionate about education and dedicate themselves to helping their students reach their full potential. Within the school, caring and positive relationships are fostered between all staff and students leading to a collegiate and progressive school atmosphere. At KIS, we are delighted to watch our students continue to thrive on their educational journey at ICHK.