



Years 12 and 13 Curriculum Brochure

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





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ICHK Secondary



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The IB Diploma at ICHK

Dear Students,

I would first like to congratulate you on having successfully come this far in your educational journey. Secondly, I would like to welcome you to the world of the International Baccalaureate Diploma (IBDP). You are about to embark on a challenging yet highly rewarding learning experience which will hopefully enable you to become more independent, inquisitive, caring and well-rounded individuals who would always step out of their comfort zones in your learning.

ICHK welcomes you to the final two years of your secondary school life and we hope that you are responsible and enthusiastic about what is being offered to you. This handbook will provide information about the IB Diploma Programme (IBDP) curriculum and help you in deciding which courses or pathway best suit you.

The IBDP curriculum offered by ICHK provides a rigorous, cohesive and comprehensive two-year programme of concurrent study for highly motivated students who come from varying educational backgrounds, abilities and interests, and who are seeking tertiary opportunities both locally and abroad. Thus, the IBDP is a rigorous pre-university programme which promotes learning and creativity and provides a sound basis for lifelong learning. The IB Diploma is recognised as an excellent university preparatory course and is highly regarded by universities and colleges around the world.

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

Enjoy the journey.

Sincerely
Erin Loges

IB Coordinator



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.

All 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, Environmental Management, Economics and History.



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:

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

What is the International Baccalaureate?

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

What is the IB Organisation's mission statement?

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

Alignment between the IBO and ICHK

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

- International Mindedness/Global Understanding
- Holistic Education
- Communication

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

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

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

The Benefits of the IB Diploma

The advantages afforded to a student earning an IB Diploma are many. Since the Diploma is internationally recognised, universities throughout the world are eager to admit Diploma-holders into their institutions because the IB Diploma produces students who are well-rounded, possess depth and breadth in their studies, take on challenging risks and learn to reflect on their growth. IB graduates are knowledgeable thinkers who critically

analyse the world around them and work towards creating a better, more peaceful world. They have very strong communication skills and are able to adapt creatively and flexibly to a wide range of circumstances.



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

Admissions Requirements

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

- As English is the language of instruction in all years, applicants must demonstrate a satisfactory level of English proficiency in order to access the curriculum.
- Students should have a record of commitment to learning and good behaviour at school.
- ICHK is a community school. Parents should be supportive of their children's education and be willing to become involved in the life and ethos of the school.
- Students with learning needs may be admitted if the school believes that their needs can be met by the school's Learning Support Programmes and the student can be placed in a mainstream classroom without jeopardising the education of other students.

Admission into the IB Diploma

(Students must first meet all admission requirements as stated above.)

Students who have completed their Year 11 course of study (GCSE/IGCSE or equivalent) are eligible to apply for the IBDP by submitting a written application to the Head of School followed by an interview with the IB coordinator or Head of School.

Whilst IGCSE results can be a useful indicator of success in the IB Diploma, we don't have a formal set of minimum grades for admission to this programme. Rather, we work with families in cases where a student's ability to successfully undertake the IB Diploma might be in doubt, in order to work out the best way forward.

- All admissions are subject to the overriding proviso that we can provide an appropriate curriculum to meet the student's needs. Sometimes timetabling constraints and a lack of numbers for a particular subject may mean that some courses are unavailable.
- In addition, students should have demonstrated a commitment to CAS. Subject teachers and the pastoral team will advise each student as to his or her suitability for a particular course.
- Students whose ability to undertake the IB Diploma is under review will initially be accepted on a provisional basis. If it is clear, following internal assessments, that the student is not coping with the level of academic work, we may recommend a change of level or course, in consultation with the student and the student's parents.
- It is recognised that some students will have to transfer between IB Higher and Standard Level courses or from the full IB Diploma to the IB Diploma Courses (formerly known as IB Certificates), and most of these changes will be made by the half term holiday in the Autumn Term of Year 12.
- We reserve the right to withdraw a student or revise his/her programme of study in the IB Diploma Programme at the end of Year 12 if we judge that they will not meet the necessary Diploma requirements, including submission of internal coursework as required by the IB.

Senior School Curriculum Pathways

The Senior School curriculum is currently comprised of two possible pathways. There is coherency in both programmes and aspects of each are common to all students. Each pathway is part of a continuous educational opportunity for the student.

Two academic pathways:

- Full International Baccalaureate Diploma
- Diploma Programme Courses (IB Courses)

Both pathways:

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

Pathway One - The IB Diploma Programme

The IB Diploma programme consists of 6 subject groups:

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

Students wishing to take the full IB Diploma must:

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

Pathway Two - IB Courses

Students wishing to take IB Courses instead of the full IB Diploma, may:

- Take as many subjects as they like including core elements: ToK, EE, CAS (suitable to their ability and effort)

- Take these courses at either Higher or Standard level

In addition, students must:

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

Who is the IB for?

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

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

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

Subject Choices 2025-27

In 2025-2027 ICHK intends to offer the following IB Diploma programme courses:

| Group | Subject | Level |
|---|--|---------|
| Studies in Language and Literature <i>Group 1</i> | English A: Language and Literature | HL & SL |
| | Chinese A: Language and Literature <i>Bilingual diploma</i> | SL |
| | Self - Taught Language A <i>Bilingual diploma</i> | SL |
| Language Acquisition <i>Group 2</i> | Language B Chinese | HL & SL |
| | Language B Spanish | HL & SL |
| | Ab initio Language <i>Online taught through Pamoja</i> | SL |
| Individuals & Societies <i>Group 3</i> | Economics | HL & SL |
| | Psychology | HL & SL |
| | History | HL & SL |
| | Environmental Systems and Society <i>Transdisciplinary, can be Group 3 or 4 subject</i> | SL |
| Sciences <i>Group 4</i> | Biology | HL & SL |
| | Chemistry | HL & SL |
| | Physics | HL & SL |
| | Environmental Systems and Society <i>Transdisciplinary, can be Group 3 or 4 subject</i> | SL |
| Mathematics <i>Group 5</i> | Mathematics: analysis and approaches | HL & SL |
| | Mathematics: applications and interpretation | SL |
| The Arts * <i>Group 6</i> | Film | HL & SL |
| | Music | SL |
| | Theatre | HL & SL |
| | Visual Arts | HL & SL |

* Students who do not wish to take a Group 6 Arts subject may elect to do any other course from Groups 3 and 4.

Pamoja

Each year at ICHK, we aim to offer a diverse range of IB subject choices for students to choose from. Whilst it is not possible for us to offer all subjects as a taught course, a range

of those subjects that we do not teach can still be taken through the IB authorised online platform Pamoja Education. These courses will involve an additional cost as they are taken online and led by experienced IB teachers. Students who sign up for a Pamoja course will work online with a Pamoja instructor, participate in forums with other students and submit work electronically.

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

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

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

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

These courses are only suitable for students who are highly independent, responsible and self-motivated. Pamoja courses fee is in the range of USD1,400 to 1,600 per academic year, depending on the course and the year level. ICHK charges no administration fee. Learn more about online taught IB courses at www.pamojaeducation.com

See Appendix on Pamoja Education for further information on technicalities of this course option on Page 57. For inquiries, contact Pamoja Site-Based Coordinator, Mr. Arriaga, or IB Coordinator Ms. Loges directly.

Assessment

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

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

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

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

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

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

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

Choosing Your Courses

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

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

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

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

A realistic balance of higher and standard level subjects When planning an IBDP course, students should bear the following in mind:

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

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

The Bilingual Diploma

A Bilingual Diploma is granted to a student who:

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

N.B. This is considered very prestigious and can improve a student's profile on application to university.

Reasons to consider a Bilingual Diploma:

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

Who Should do a Bilingual Diploma?

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

- Exhibit a love for literature (they read frequently for pleasure because they enjoy it)
- Possess a talent for critical analysis and ability to craft persuasive literary arguments
- Be able to think quickly in both languages and understand the subtleties and nuances of different languages
- Attain at least a 'B' in IGCSE English Language and Literature as well as a 'B' in Chinese 1st Language

Teacher Responsible: Ms. Erin Loges, IB Diploma Coordinator

Pastoral Guidance

Attitude to Study

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

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

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

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

Homework

Because of the demands of the IB and the volume of study material, it is essential that students keep up to date with their work at all times. Students should note the following:

- Homework should undoubtedly be attempted on the day that it is set.
- Homework should not be done late at night when a student will be tired or less focused.
- If students have problems in completing homework and there is no one at home who can help them, they could seek advice from their teachers, go over their notes, go online to research the topic and/or contact another member of their class for help.
- If any homework is missed, for any reason, the student is fully responsible for catching up and submitting it to the teacher when appropriate.
- Homework should not be limited to that set by the teachers. If a unit of work has been completed then students are expected to make revision notes/cards of condensed information (as necessary) in preparation for exams. In addition to this, students should be partaking in extra reading for a range of subjects (book lists will be provided by teachers for each subject).

Checklist for Successful Study

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

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

Dealing With Stress

The jump from IGCSE to IB is a big one and students will have far more subject content to cover as well as extra-curricular and CAS commitments, which all count towards their final course grade. In addition to this, students' work is continually assessed and examinations and coursework take place throughout the course of both years. Being under this kind of pressure over an extended period of time can lead to a great deal of stress. Unlike university, we are able to provide a lot of support and to give students the skills needed to deal with this stress; something that will help them throughout life.

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

Meeting Deadlines

To be a successful IB Diploma student, it is necessary to be punctual both to classes and to school, to have an excellent attendance record, and to complete work on time and to an appropriate standard. In all courses, students must complete mandatory coursework assignments; typically, this coursework amounts to 25% of the final grade for each course, although in some cases it may be higher or lower. The key to doing this work to an acceptable standard is organisation, and the importance of keeping to internal deadlines cannot be stressed enough.

Teacher Responsible: Ms. Erin Loges, IB Diploma Coordinator

Completing The IB Diploma

There is a maximum of 7 points available for each of the six required elective courses; in addition, there are 3 points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be at Higher Level. In general, in order to receive the IB Diploma, a student will have to score at least a 4 in each subject, or 24 points or more in total. The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

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

The IB Diploma Core

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

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

These are not additional subjects and must be satisfactorily completed by every IB Diploma student. They are intended to act as an interdisciplinary link between the subject areas and enhance the holistic educational experience of IB students.

Those taking academic Pathway Two (IB Diploma Programme courses) are able to take these elements as subjects and receive certification for them.



Theory of Knowledge (TOK)

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

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

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

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

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

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

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

TOK Assessments

There are two assessment tasks in the TOK course:

1. The **TOK Exhibition** assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.
2. The **TOK Essay** engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

Unlike Group 1-6 subjects, TOK and the Extended Essay are graded on an A-E scale, both final grades being combined to yield an overall 1-3 score on the points matrix.

Teacher Responsible: Mr. Jon Rees, Sustainability Coordinator

The Extended Essay

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

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

Subject Choice

In choosing a subject, an essential consideration should be the personal interest of the student. The subject should offer the opportunity for in depth research but should also be limited in scope. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation. Students may choose any subject currently being taught or offered at ICHK but may also do an essay in a subject not on this list, provided a teacher on staff can act as supervisor and has competence and experience in the subject and/or topic.

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

Structure

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

Assessment

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

| TOK/EE | A | B | C | D | E |
|--------|--------------------|---|---|---|-----------------------|
| A | 3 | 3 | 2 | 2 | Failing Conditions |
| B | 3 | 2 | 2 | 1 | |
| C | 2 | 2 | 1 | 0 | |
| D | 2 | 1 | 0 | 0 | |
| E | Failing Conditions | | | | |

TOK and the Extended Essay

TOK and the Extended Essay both reinforce the skills of inquiry specific to a subject area, but they differ markedly in their scope. They move in opposite directions from the knowledge given by the IB subjects. The Extended Essay moves in to examine a particular topic within a particular subject more closely, while TOK moves back to consider a subject's knowledge more broadly.

Teacher Responsible: Ms. Erin Loges, IB Coordinator

Creativity, Activity & Service

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

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

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

ICHK's CAS Vision

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

What is CAS?

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

Creativity

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

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

Activity

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

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

Service

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

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

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

Assessment

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

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

Some learning outcomes may be achieved many times, while others may be achieved less frequently.

CAS cannot be made up; it must be a regular continuous commitment for 18 months.

It is important to remember that CAS is not about the quantity of activities, nor the hours, but instead is about the quality of experiences that students have.

What Helps in CAS?

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

ICHK CAS Handbook accessible in this link t.ly/vdNuX

Teacher Responsible: Mr. Nicolas Arriaga, CAS Coordinator

Language A - Studies in Language & Literature

Group 1

All students must study a Group 1 course. Your choice of Group 1 subject should be based on your first or best language in an academic context. It should be the language you are most confident using for writing essays, oral presentations and reading literary texts. All students at ICHK take English Language and Literature as their Group 1 subject.

All Group 1 courses contain a high degree of literature and, as such, require close analytical reading. These courses are designed to develop your critical faculty, language competence as well as communication skills. All courses, except for Self-Study, are available at Higher and Standard Levels.

Langue A: English Language & Literature

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

Aims & Objectives

The aims of all subjects in studies in language and literature are to enable students to:

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of the relationships between studies in language and literature and other disciplines
- Communicate and collaborate in a confident and creative way
- Foster a lifelong interest in and enjoyment of language and literature.

Syllabus Details

The course covers three 'Areas of Exploration': Readers, Writers and Texts, Time and Space and Intertextuality: Connecting Texts.

Readers, Writers & Texts

Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The

study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.

Time & Space

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

Intertextuality: Connecting Texts

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

Possible texts of study include:

- The Things They Carried
- The World's Wife
- Exit West
- Hedda Gabler
- A Doll's House
- A Streetcar Named Desire
- Kitchen

Assessment Overview

| Higher Level | | Standard Level | |
|---|------------|--|------------|
| External Assessment | 80% | External Assessment | 70% |
| Paper 1: Guided textual analysis (2 hrs 15 min) | 35% | Paper 1: Guided textual analysis (1hr 15 mins) | 35% |
| Paper 2: Comparative essay (1hr 45 mins) | 25% | Paper 2: Comparative essay (1hr 45 mins) | 35% |
| HL essay | 20% | | |
| Internal Assessment | 20% | Internal Assessment | 30% |
| Individual Oral | 20% | Individual Oral | 30% |

Teacher Responsible: Mr Richard Barnes, Head of English

Language A: Chinese Language & Literature

The language A: Chinese Language & Literature is organised into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the Chinese A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of Chinese literary and textual analysis, and also the ability to present their ideas effectively. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. A key aim is the development of critical literacy.

Aims & Objectives

The aims of all subjects in studies in language and literature are to enable students to:

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of the relationships between studies in language and literature and other disciplines
- Communicate and collaborate in a confident and creative way
- Foster a lifelong interest in and enjoyment of language and literature.

Syllabus Details

The course covers three 'Areas of Exploration': Readers, Writers and Texts, Time and Space and Intertextuality: Connecting Texts.

Readers, Writers & Texts

Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.

Time & Space

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and

cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

Intertextuality: Connecting Texts

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

Possible texts of study include: (In SL students will read 4 texts)

- 《白鹿原》White Deer Plain by CHEN Zhongshi
- 《圍城》Fortress Besieged by QIAN zhongshu
- 《活著》To live by YU Hua) 《徬徨》Wandering by LU Xun
- 《邊城》Border Town by SHEN Congwen 《駱駝祥子》Camel Xiangzi by LAO She
- 《台北人》Taipei people by BAI Xianyong
- 《雷雨》Thunderstorm by CAO Yu
- 《芳華》Youth by YAN Geling
- 《目送》Seeing beloved one off by LONG Yingtai
- Madame Bovary by Gustave Flaubert 《包法利夫人》
- The Kite Runner by Khaled Hosseini 《追風箏的人》
- Adventures of Huckleberry Finn by Mark Twain 《頑童歷險記》
- Jane Eyre by Charlotte Brontë 《簡愛》
- Tu Fu: China's Greatest Poet by HUNG William 《杜甫：中國最偉大的詩人》
- The Great Gatsby by F. Scott Fitzgerald 《了不起的蓋茨比》
- Never Let Me Go by Kazuo Ishiguro 《別讓我走》
- A Doll's House by Henrik Ibsen 《玩偶之家》

Assessment Overview

| Standard Level | |
|--|------------|
| External Assessment | 70% |
| Paper 1: Guided textual analysis (1hr 15 mins) | 35% |
| Paper 2: Comparative essay (1hr 45 mins) | 35% |
| Internal Assessment | 30% |
| Individual Oral | 30% |

Teacher Responsible: Mr Nicolas Arriaga, Head of Languages

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

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

As of the 2025-26 academic year, Japanese A will be available as a fully taught SL taught course, with two contact periods per week instead of one.

Aims & Objectives

The aims of all subjects in studies in language and literature are to enable students to:

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of the relationships between studies in language and literature and other disciplines
- Communicate and collaborate in a confident and creative way
- Foster a lifelong interest in and enjoyment of language and literature

Syllabus Details

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

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

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

The course covers three 'Areas of Exploration': Readers, Writers and Texts, Time and Space and Intertextuality: Connecting Texts.

Readers, Writers & Texts

Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.

Time & Space

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

Intertextuality: Connecting Texts

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

Assessment Overview

| Standard Level | |
|--|------------|
| External Assessment | 70% |
| Paper 1: Guided textual analysis (1hr 15 mins) | 35% |
| Paper 2: Comparative essay (1hr 45 mins) | 35% |
| Internal Assessment | 30% |
| Individual Oral | 30% |

Reading Lists

Students must study seven works written by authors on the Prescribed reading list, of which:

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

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

Teacher Responsible: Ms. Erin Loges, IB Coordinator

Language Acquisition

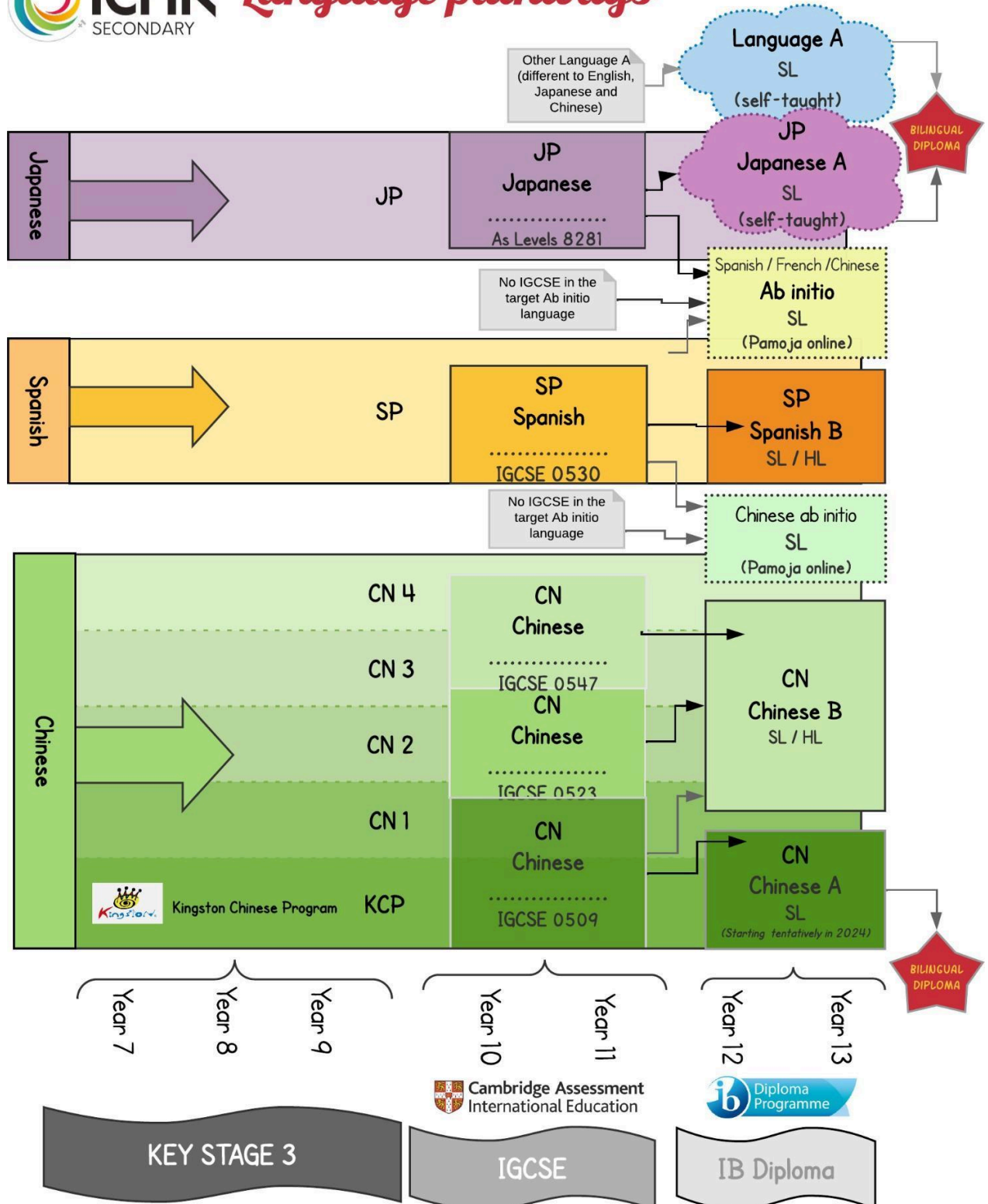
Group 2

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

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

Ab initio Language (Standard Level Only, and offered online through Pamoja) is a second language programme for students who have no previous experience learning the language, or who wish to study a new language in the Senior School.

Students may study one language in Group 1 and one in Group 2 or two different languages in Group 1. The last option leads to a Bilingual Diploma.



Language B: Chinese or Spanish

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

Aims & Objectives

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

Syllabus Details

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

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

Assessment Overview

| Higher Level | | Standard Level | |
|--|------------|---|------------|
| External Assessment | 75% | External Assessment | 75% |
| Paper 1: Productive skills (writing) | 25% | Paper 1: Productive skills (writing) | 25% |
| Paper 2: Receptive skills (listening & reading) | 50% | Paper 2: Receptive skills (listening & reading) | 50% |
| Internal Assessment | 25% | Internal Assessment | 25% |
| A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. | 25% | Individual oral assessment: A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. | 25% |

Teacher Responsible: Mr Nicolas Arriaga, Head of Languages

Ab initio Language: Pamoja-Taught (Online)

French, Spanish & Mandarin (SL only)

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

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

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

How is Pamoja Different?

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

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

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

- Study alongside students from around the world
- Gain experience of using the latest online learning tools
- Regularly communicate with teachers and fellow students

- Take part in interactive and engaging lessons that allow them to learn, review and practice easily
- Practise essential 21st century skills such as digital literacy, collaboration and self-organisation

Aims & Objectives

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

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

The five prescribed themes are:

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

Language Learning Online

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

Standards and expectations for this online course will be just as high as in a face to face classroom. In order to succeed in ab initio SL, students are recommended to set aside five to six hours a week.

There will be one dedicated period per week to meet with Pamoja Site-Based Coordinator.

Assessment Overview

Assessment will be both formative and summative and fully in accordance with IB criteria.

| Standard Level | |
|---|------------|
| External Assessment | 75% |
| Paper 1: Productive skills (writing) Two written tasks of 70-150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions. | 25% |
| Paper 2: Receptive skills (separate sections for listening & reading) <ul style="list-style-type: none"> • Listening comprehension (1 hour) 25 marks • Reading comprehension (1 hour) 40 marks Comprehension exercises on three audio passages and three written texts, drawn from all five themes. | 50% |
| Internal Assessment | 25% |
| Individual oral assessment: A conversation with the teacher via skype, based on a visual stimulus, and at least one additional theme. | 25% |

Teacher Responsible: Mr Nicolas Arriaga, Head of Languages

Individuals & Societies

Group 3

Group 3 subjects equip students with the skills of analysis, evaluation and critical thinking. They also develop a student's ability to present their conclusions in a logical and clear manner in both written and oral situations. All courses are designed to be international in character, drawing examples from around the world.

ICHK students will have gained prerequisite skills in their IGCSE Economics, History and Environmental Management courses and should be able to critically analyse information, evaluate their intentions and meanings and draw conclusions from a wide variety of sources. Good essay writing skills and the ability to do extensive academic research are beneficial.

Economics

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

Aims & Objectives

- To develop skills of economic reasoning.
- To develop the ability to use economic tools to analyse and to explain past and contemporary issues.
- To enhance understanding of how individuals and societies pursue their economic objectives.
- To evaluate theories and real-life situations in an unbiased and rational manner.
- To cultivate a respect for and knowledge of the interdependence and diversity of economic realities in which the international community operates.
- To develop critical thinking skills.

Syllabus Details

- **Part 1: Introduction to Economics** - Students explore how to approach the subject, the nature of Economics, and development of Economic thought.
- **Part 2: Microeconomics**: students explore how competitive markets operate and the forces of supply and demand, elasticity and consumer choice. Market failure and need for government intervention and planning are also addressed. Higher Level students will cover Behavioural Economics
- **Part 3: Macroeconomics**: students explore the workings of the economy as a whole using the concepts of Aggregate Supply and Demand, the Circular Flow of Income and National Income Accounting. The problems of Inflation, Unemployment and their possible solutions in terms of Fiscal, Monetary and Supply-Side policies are addressed in detail.
- **Part 4: The Global Economy**: this section focuses on theories of Trade and Specialisation, Economic Integration and Trading Blocs, and barriers to international trade. Balance of Payments and issues surrounding trade surpluses and deficits are

also covered, along with Terms of Trade problems and their particular impact upon LEDCs.

Assessment Overview

| Higher Level | | Standard Level | |
|---|------------|---|------------|
| External Assessment | 80% | External Assessment | 70% |
| Paper 1: 1 hour and 15 minutes | 20% | Paper 1: 1 hour and 15 minutes | 30% |
| Paper 2: 1 hour and 45 minutes | 40% | Paper 2: 1 hour and 45 minutes | 40% |
| Paper 3: 1 hour and 45 minutes | 30% | | |
| Internal Assessment | 20% | Internal Assessment | 30% |
| Students produce a portfolio of three commentaries based on different units of syllabus | 20% | Students produce a portfolio of three commentaries based on different units of syllabus | 30% |

Teachers Responsible: Mr. Martin Clarke & Mrs. Cathy Tang-Hales, Teachers of Economics

History

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation, continuity, consequence, perspectives and significance.

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

The IB history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasises the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

Aims & Objectives

The aims of the history course are to:

- Develop an understanding of, and continuing interest in, the past
- Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- Promote international-mindedness through the study of history from more than one region of the world

- Develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- Develop key historical skills, including engaging effectively with sources
- Increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

Syllabus Details

Standard Level History students will study two 20th Century world history topics and a prescribed subject.

- Topic 1: Authoritarian States - this topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power, including the impact of the leaders' policies, both domestic and foreign, upon the maintenance of power. Examination questions for this topic will expect students to make reference to specific authoritarian states in their responses, and may require students to make reference to examples of states from two different regions of the world. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that a minimum of three authoritarian states should be studied.
- Topic 2: The Cold War: Superpower tensions and rivalries (20th century) - the Cold War dominated global affairs from the end of the Second World War to the early 1990s. This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states. The topic aims to promote an international perspective on the Cold War by requiring the study of Cold War leaders, countries and crises from more than one region of the world.
- Prescribed subject 4: Rights and protest - this prescribed subject focuses on struggles for rights and freedoms in the mid-20th century. Two case studies are prescribed, from two different regions of the world, and both of these case studies must be studied. The first case study explores the civil rights movement in the US between 1954 and the passing of the Voting Rights Act in 1965. The second case study explores protests against apartheid in South Africa. It focuses specifically on the years 1948–1964, beginning with the election of the National Party in 1948 and ending with the imprisonment of Nelson Mandela and his co- defendants following the Rivonia trial in 1964.

Higher Level History students will study three topics related to the Asia Pacific region as well as the material covered in the SL course.

- **11. Japan (1912–1990):** this section begins with post-Meiji Japan and the reasons for Japan's failure to successfully establish a democratic system of parliamentary government. It explores the rise of militarism and extreme nationalism that led to expansion in Manchuria and China. It also examines the desire to establish a Japanese empire in East and South-East Asia and the Pacific, known as the Greater East Asia Co-Prosperity Sphere.

Or (depending on student interest):

- **13. Impact of the Second World War on South-East Asia:** this section focuses on the changes produced in the region by the Second World War. The defeat of the colonial powers by Japan lowered the prestige of the European powers and provided opportunities for nationalists to assert their claims for independence.

And:

- **14. The People's Republic of China (1949–2005):** this section focuses on China under the rule of the Chinese Communist Party, and the great changes as the Communist Party under Chairman Mao Zedong extended its rule and Mao's vision of a socialist state. The focus of this section is on the impact of domestic political, social and economic policies. It also examines modernization of China's economy since Mao's death.
- **15. Cold War conflicts in Asia:** this section focuses on the impact of the Cold War and communism on Asia after the Second World War. It examines the reasons for the outbreak of conflict in Malaya, the Korean peninsula, Vietnam, Cambodia and Afghanistan, as well as the nature of these conflicts and the significance of foreign involvement. The impact of these conflicts in the following 10 years will also be explored.

Assessment Overview

| Higher Level | | Standard Level | |
|--|------------|--|------------|
| External Assessment | 80% | External Assessment | 75% |
| Paper 1 (1 hour): a document-based paper with four short answer/structured questions on the prescribed subject | 20% | Paper 1 (1 hour): a document-based paper with four short answer/structured questions on the prescribed subject | 30% |
| Paper 2 (1.5 hours): Students write 2 essays based on the two world history | 25% | Paper 2 (1.5 hours): Students write 2 essays based on the two world history | 45% |
| Paper 3 (2.5 hours): Students write 3 essays based on regional HL topics | 35% | | |
| Internal Assessment | 20% | Internal Assessment | 25% |
| A historical investigation on a topic, that occurred no earlier than 10 years ago, of the student's choosing that includes a summary of evidence, an evaluation of sources and a reflection. | 20% | A historical investigation on a topic, that occurred no earlier than 10 years ago, of the student's choosing that includes a summary of evidence, an evaluation of sources and a reflection. | 25% |

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

Psychology

A new subject guide for Psychology is due to be released in February 2025. The following section contains information on the old syllabus, but the major themes studied will remain unchanged.

Psychology is the systematic study of the human condition through a variety of approaches. Such investigative approaches include the experimental method, observation, clinical interviews, and questionnaires. Seen through three major perspectives - biological, cognitive and sociocultural the study of Psychology offers students in ICHK a field of study that brings together several academic traditions.

IB Psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that produce human behaviour and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding. Furthermore, students learn to understand and analyse normal and abnormal human behaviour in the biological, cognitive and sociocultural perspectives, and explore alternative explanations of these behaviours.

Aims & Objectives

IB Psychology analyses the causes of individual and group behaviour at three prescribed levels of analysis: biological, cognitive and sociocultural. Assumptions of Psychology that are addressed include motivations underlying human behaviour, social interaction, language and thinking, memory and emotion. The students will be engaged in a variety of practical activities including observations, experiments and interviews. There is an emphasis on writing as a way of thinking. Students will also study abnormal psychology at Standard Level and both abnormal and developmental psychology at Higher Level. All students will complete a simple experimental study and research report.

The aims of the Psychology course at Standard Level and at Higher Level are to:

- Develop an awareness of how psychological research can be applied for the benefit of human beings
- Ensure that ethical practices are upheld in psychological inquiry
- Develop an understanding of alternative explanations of behaviour
- Understand and use diverse methods of psychological inquiry

Syllabus Details

- **Part 1: Introduction to Research in Psychology:** students explore the scientific methods to study human behaviour and the statistical techniques to measure human behaviour. Students will learn to take the ethical considerations into account in studying and measuring human behaviour. In addition, the skills used in evaluating the methodology of psychological experiments will be introduced for application throughout the course.
- **Part 2: The Biological Level of Analysis:** students explore the genetic and physiological influences on human behaviour. The topics include localisation of brain function, the effects of neurotransmission and functions of hormones in behaviour. Students evaluate the use of brain imaging technologies in investigating the

relationship between biological factors and behaviour. During this unit, students are exposed to relevant research studies on the influence of genetic inheritance and the evolutionary explanation of behaviour. Students engage in discussion on ethical considerations related to research studies at the biological level of analysis.

- **Part 3: The Cognitive Level of Analysis:** students engage in deeper analysis of human behaviour by considering the correlation between cognition and emotion, with a specific focus on the cognitive process of memory and motivation. Students explore how to handle emotions, from anger to happiness. During this unit, students study various examples of experiments relevant to cognition and emotion, in preparation for developing their own research proposal.
- **Part 4: The Social-Cultural Level of Analysis:** students explore the social norms and the cultural norms in analysing human behaviour. With a focus on marketing, students consider the social and cultural factors that influence our decision making. Students also look at the socio-cultural explanations for behaviour with a physiological origin, such as depression and stress.
- **Part 5 (Both HL and SL): Abnormal Psychology:** students evaluate the theories and studies relevant to the study of abnormal behaviour, referring to biological, cognitive and sociocultural factors that influence abnormal behaviour. Students examine the concepts of normality and abnormality, and the cultural and ethical considerations in making diagnosis of psychological disorders. In particular, students look at the symptoms, diagnosis and treatment for depression.
- **Part 6: (Both HL and SL) Developmental Psychology:** students examine the theories relevant to how and why people's behaviour and thinking changes over time. Students will explore how knowledge about the influence of biological, social and cultural factors in the development of an individual is helpful not only for families, but also in childcare and education. They will see how these things create opportunities for children and young people all over the world, this topic draws on what has been learned in the biological, cognitive and sociocultural approaches to behaviour.
- **Internal Assessment (Both HL and SL): Experimental Study:** the Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after the course has been taught.

The internal assessment requirements at SL and at HL are the same. Students will investigate a published study, theory or model relevant to their learning in psychology by conducting an experimental investigation and reporting the findings. The requirements will be explained in more detail in the internal assessment details.

Assessment Overview

| Higher Level | | Standard Level | |
|---|------------|---|------------|
| External Assessment | 80% | External Assessment | 75% |
| Paper 1 (2 hours): Short answer questions on the three Levels of Analysis | 40% | Paper 1 (2 hours): Short answer questions on the three Levels of Analysis | 50% |
| Paper 2 (1 hour): Answer two questions | 20% | Paper 2 (1 hour): Answer one question | 25% |

| | | | |
|---|-----------------------|---|-----------------------|
| in an extended essay form from the options studied Paper 3 (1 hour): Three compulsory questions based on an unseen text, covering Qualitative Research Methods | 20% | in an extended essay form from the option studied | |
| Internal Assessment Students plan, undertake and report on a replication of a simple experimental study | 20% 20% | Internal Assessment Students plan, undertake and report on a replication of a simple experimental study | 25% 25% |

Teachers Responsible: Ms. Sammi Chan, Assistant Head of Learning Support

Environmental Systems & Societies

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

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

Aims & Objectives

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

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

Syllabus Details

- Topic 1: Foundation
 - 1.1 Perspectives
 - 1.2 Systems
 - 1.3 Sustainability
- Topic 2: Ecology
- Topic 3: Biodiversity and conservation

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

Assessment Overview

| Standard Level | |
|--|----------------------------------|
| External Assessment Paper 1 (1 hour): Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory. Paper 2 (2 hours) <ul style="list-style-type: none"> • Section A (40 marks) is made up of short-answer and data-based questions. • Section B (20 marks) requires students to answer one structured essay question from a choice of two. Each question is worth 20 marks. | 75% 25% 50% |
| Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. The internal assessment consists of one task: the individual investigation. | 25% 25% |

Teachers Responsible: Mrs. Jane Thomas, Head of Science

Experimental Sciences

Group 4

Group 4 subjects are necessary in developing the skills of inquiry, hypothesis, application, evaluation and reflection. Group 4 courses are excellent preparation for university study. ICHK will be offering Biology, Chemistry and Physics at Higher and Standard Levels as well as the transdisciplinary subject, Environmental Systems and Society at Standard Level.

The new Biology, Chemistry, and Physics Curriculum launched in August 2023 with the first assessment occurring in 2025. These new courses move towards a reduction in content and a greater emphasis on the underlying concepts in each subject. The move away from larger volumes of content will allow students to focus on factual connections, procedural and metacognitive knowledge, and place a greater emphasis on skill development.

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

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

The Collaborative Sciences Project

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

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

The collaborative sciences project provides an excellent opportunity for students to work with those taking other DP sciences courses, either in their own school or from other IB World Schools.

Group 4 Aims & Objectives

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

- Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects

- Acquire and apply a body of knowledge, methods, tools and techniques that characterise science
- Develop the ability to analyse, evaluate and synthesise scientific information and claims
- Develop the ability to approach unfamiliar situations with creativity and resilience
- Design and model solutions to local and global problems in a scientific context
- Develop an appreciation of the possibilities and limitations of science
- Develop technology skills in a scientific context
- Develop the ability to communicate and collaborate effectively
- Develop awareness of the ethical, environmental, economic, cultural and social impact of science.

Group 4 Assessment Overview

Group 4 courses have three types of assessments - Paper 1, Paper 2, and Scientific Investigation. Descriptions of each paper and its weighting can be found in the table below.

Assessment Weightings

| Type of Assessment | Format of Assessment | Time (hours) | | Weighting of Final Grade |
|---|----------------------|--------------|-----|--------------------------|
| | | SL | HL | |
| External Assessment Paper 1 (2 hours): Paper 1A: Multiple-choice questions, Paper 1B: Data-based questions and questions on experimental work Paper 2 (1 hour): Short answer and extended-response questions | | 3 | 4.5 | 80 |
| | | 1.5 | 2 | 36 |
| | | 1.5 | 2.5 | 44 |
| Internal Assessment Scientific investigation: the scientific investigation is an open ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words. | | 10 | | 20 |
| | | 10 | | 20 |

Practical Scheme of Work

Within each course there is ample room for practical work and students will experience a broad and balanced range of practicals that include open inquiry investigations, hands-on experimentation, and the use of simulations and modelling.

| Experimental Programme | SL | HL |
|--------------------------------|----|----|
| | 40 | 60 |
| Practical work | 20 | 40 |
| Collaborative sciences project | 10 | 10 |
| Scientific investigation | 10 | 10 |

Teacher Responsible: Mrs. Jane Thomas, Head of Science

Biology

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

An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more. From the earliest cave paintings to the modern wildlife documentary, this interest is as obvious as it is ubiquitous, as biology continues to fascinate young and old all over the world.

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

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

Syllabus Details

- Unity and diversity
 - Water
 - Nucleic acids
 - Origins of cells *
 - Cell structure•
 - Viruses *
 - Diversity of organisms
 - Classification and cladistics *
 - Evolution and speciation
 - Conservation of biodiversity
- Form and function
 - Carbohydrates and lipids
 - Proteins
 - Membranes and membrane transport
 - Organelles and compartmentalization
 - Cell specialisation
 - Gas exchange
 - Transport
 - Muscle and motility *
 - Adaptation to environment
 - Ecological niches

- Interaction and interdependence
 - Enzymes and metabolism
 - Cell respiration
 - Photosynthesis
 - Chemical signalling *
 - Neural signalling
 - Integration of body systems
 - Defence against disease
 - Populations and communities
 - Transfer of energy and matter
- Continuity and change
 - DNA replication
 - Protein synthesis
 - Mutations and gene editing
 - Cell and nuclear division
 - Gene expression *
 - Water potential
 - Reproduction
 - Inheritance
 - Homeostasis
 - Natural selection
 - Sustainability and change
 - Climate change

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

Teacher Responsible: Mrs. Jane Thomas, Head of Science

Chemistry

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

In more formal terms Chemistry is the study of matter and the changes it can undergo. Here at ICHK, Chemistry will be taught very much as the practical, experiential, exploratory lab based subject that it is. Students must enjoy practical and investigative work, and be able to work individually, as well as in groups, if they are to enjoy the two-year Diploma Programme course, and take full advantage of what the subject has to offer.

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

DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which

can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Syllabus Details

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

Teacher Responsible: Mrs. Jane Thomas, Head of Science

Physics

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

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

Nothing is certain and everything is decided by probability. But there is still much that is unknown and there will undoubtedly be further paradigm shifts as our understanding

deepens. Observations remain essential at the very core of physics, and this sometimes requires a leap of imagination to decide what to look for.

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

Syllabus Details

- A. Space, time and motion
 - Kinematics •
 - Forces and momentum •
 - Work, energy and power •
 - Rigid body mechanics ••
 - Galilean and special relativity •••
- B. The particulate nature of matter
 - Thermal energy transfers •
 - Greenhouse effect •
 - Gas laws •
 - Thermodynamics ••
 - Current and circuits •
- C. Wave behaviour
 - Simple harmonic motion ••
 - Wave model •
 - Wave phenomena ••
 - Standing waves and resonance •
 - Doppler effect ••
- D. Fields
 - Gravitational fields ••
 - Electric and magnetic fields ••
 - Motion in electromagnetic fields •
 - Induction •••
- E. Nuclear and quantum physics
 - Structure of the atom ••
 - Quantum physics •••
 - Radioactive decay ••
 - Fission •
 - Fusion and stars •

•Topics with content that should be taught to all students

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

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

Teacher Responsible: Mrs. Jane Thomas, Head of Science

Mathematics

Group 5

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

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

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

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

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

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

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

The aims of all DP mathematics courses are to enable students to:

- Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- Develop an understanding of the concepts, principles and nature of mathematics
- Communicate mathematics clearly, concisely and confidently in a variety of contexts
- Develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- Employ and refine their powers of abstraction and generalisation

- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- Appreciate how developments in technology and mathematics influence each other
- Appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- Appreciate the universality of mathematics and its multicultural, international and historical perspectives
- Appreciate the contribution of mathematics to other disciplines, and as particular “area of knowledge” in the TOK course
- Develop the ability to reflect critically upon their own work and the work of others
- Independently and collaboratively extend their understanding of mathematics

Mathematics: Applications & Interpretations

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

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

Syllabus Details

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

Assessment Overview

| Standard Level | |
|--|------------|
| External Assessment | 80% |
| Paper 1 (80 marks, 90 minutes): Technology required. Compulsory short-response questions based on the syllabus. | 40% |
| Paper 2 (80 marks, 90 minutes): Technology required. Compulsory extended-response questions based on the syllabus. | 40% |
| Internal Assessment | 20% |

| | |
|---|-----|
| This component (20 marks) is internally assessed by the teacher and externally moderated by the IB at the end of the course. The Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of Mathematics investigation. | 20% |
|---|-----|

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

Mathematics: Analysis & Approaches

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

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

Syllabus Details

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

Assessment Overview

| Higher Level | | Standard Level | |
|--|------------|--|------------|
| External Assessment | 80% | External Assessment | 80% |
| Paper 1 (110 marks, 120 minutes): No technology allowed. Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus. | 30% | Paper 1 (80 marks, 90 minutes): No technology allowed. Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus. | 40% |
| Paper 2 (110 marks, 120 minutes): Technology required. Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus. | 30% | Paper 2 (80 marks, 90 minutes): Technology required. Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus. | 40% |
| Paper 3 (55 marks, 60 minutes): | | | |

| | | | |
|--|-----------------------|--|-----------------------|
| Technology required. Two compulsory extended response problem-solving questions. | 20% | | |
| Internal Assessment This component (20 marks) is internally assessed by the teacher and externally moderated by the IB at the end of the course. The Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of Mathematics investigation. | 20% 20% | Internal Assessment This component (20 marks) is internally assessed by the teacher and externally moderated by the IB at the end of the course. The Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of Mathematics investigation. | 20% 20% |

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

The Arts

Group 6

The Group 6 subjects of Film, Visual Arts and Theatre Arts allow students to become creatively immersed in an art form that they are passionate about. Those students who have the capacity to discover, consider, challenge and extend new ideas, utilising these two art form skills will achieve highly in these subject areas.

In addition to skill, students need to be prepared to think ‘outside the box’ and become excited about their learning and their new creations in these subjects. By studying the arts and engaging with them practically, students will discover how elusive, fascinating and varied art forms can be. Through thinking further, their ideas can be used to frame, reflect, expose, critique and speculate new perspectives.

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

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

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

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

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

Film Studies

Film is a powerful and stimulating art form and practice.

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

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

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

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

Syllabus Details

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

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

Assessment Overview

| Assessment Type | HL | SL |
|---|------------|------------|
| External Assessment | 40% | 60% |
| Textual Analysis: students at SL and HL demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. Students consider the cultural context of the film and a variety of film elements. | 20% | 30% |
| Comparative Study: students at SL and HL carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study. | 20% | 30% |
| Internal Assessment | 60% | 40% |
| Film Portfolio: students at SL and HL undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film. | 25% | 40% |
| Collaborative Film Project: bringing together all they have encountered during the film course, students at HL work collaboratively in a core production team to plan and create an original completed | 35% | N/A |

Teacher Responsible: Mr. Alistair Kanaan, Head of Year 9 & 11

Theatre

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

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

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

Aims & Objectives

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

Syllabus Details

The students cover four main areas of learning:

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

Assessment Overview

| Assessment Type | HL | SL |
|---|------------|------------|
| External Assessment | 45% | 70% |
| Collaborative Theatre: students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience. | 25% | 40% |
| Research Presentation: students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. A video recording of the student's research presentation (15 minutes maximum). | 20% | 30% |
| Internal Assessment | 55% | 30% |
| Production Proposal: students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. | 20% | 30% |
| Solo Theatre Project: students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4–7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. | 35% | N/A |

Teacher Responsible: Ms Jennie Davies, Director of Student Welfare

Visual Arts

A new subject guide for Visual Arts is due to be released in February 2025. The following section contains information on the old syllabus, but the major themes studied will remain unchanged.

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding.

They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Syllabus Details

- **Theoretical Practice**
 - Students examine and compare the work of artists from different cultural contexts. Students consider the contexts influencing their own work and the work of others.
 - Students look at different techniques for making art. Students investigate and compare how and why different techniques have evolved and the processes involved.
 - Students explore ways of communicating through visual and written means. Students make artistic choices about how to most effectively communicate knowledge and understanding.
- **Art-Making Practice**
 - Students make art through a process of investigation, thinking critically and experimenting with techniques. Students apply identified techniques to their own developing work.
 - Students experiment with diverse media and explore techniques for making art. Students develop concepts through processes that are informed by skills, techniques and media.
 - Students produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.
- **Curatorial Practice**

- Students develop an informed response to work and exhibitions they have seen and experienced. Students begin to formulate personal intentions for creating and displaying their own artworks.
- Students evaluate how their ongoing work communicates meaning and purpose. Students consider the nature of Exhibition and think about the process of selection and the potential impact of their work on different audiences.
- Students select and present resolved works for exhibition. Students explain the ways in which the works are connected. Students discuss how artistic judgments impact the overall presentation.

Assessment Overview

The assessment criteria are under three categories:

- Comparative Study (20% - external assessment)
- Process Portfolio (40% - external assessment)
- Exhibition (40% - internal assessment)

| Assessment Type | HL | SL |
|---|----------------------------------|----------------------------------|
| External Assessment Comparative Study: Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. Process Portfolio: Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. | 60% 20% 40% | 60% 20% 40% |
| Internal Assessment Exhibition: Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. | 40% 40% | 40% 40% |

Teacher Responsible: Mrs Amy Thibeault, Teacher of Art

Music

Available as a Standard Level course at ICHK.

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

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

The music course aims to enable students to:

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

A Framework for Study and Assessment

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

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

The course is ideal for students who:

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

Assessment Overview

| Assessment Type | SL |
|---|------------|
| External Assessment | 70% |
| Exploring Music in Context Students select samples of their work for a portfolio submission. Students submit: a) written work demonstrating engagement with, and understanding of, diverse musical material b) practical exercises in creating and performing | 30% |
| Presenting Music Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: a) programme notes b) presenting as a creator: composition and/or improvisation c) presenting as a performer: solo and/or ensemble | 40% |
| Internal Assessment | 30% |

| | |
|--|-----|
| <p>Experimenting With Music</p> <p>Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/ or global context.</p> <p>The report provides a rationale and commentary for each process.</p> <p>Students submit: a) a written experimentation report that supports the experimentation b) practical musical evidence of the experimentation process in creating and performing</p> | 30% |
|--|-----|

Teacher Responsible: Ms Phoebe Wong, Teacher of Music

Notes



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.