



# 2018-2020 Year 10-11 Curriculum Brochure



International College Hong Kong

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



Dear Parents and Students,

You have arrived at a transitional point in a student's learning journey: a point at which decisions are called for!

These are decisions that should reflect the growing sense that students have developed of themselves as learners, specifically, and as people, more generally. I invite you please to take the time to look through this brochure together. Our aim in providing the information it contains is to help students to make the best choices to suit their interests, aptitudes and long-term educational objectives. You are not making any terminal decisions here - in other words, the consequences of these decisions are not final or definitive - but it is worth taking the time to think seriously about the direction to which some choices might lead.

In Years 10 and 11, we encourage students to capitalise on the growth mindset they have developed in the junior years. They can do this by tackling, head on, the challenges they face at school, which are likely to be a combination of the academic, the social and the personal, both in terms of self-growth and self-determination. Approached in the right spirit, these are challenges that enable students to demonstrate the value of effort, persistence and resilience in the face of setbacks. As we know, stretching oneself out of everyday comfort zones leads to further growth, development and, ultimately, success and the confidence to repeat the process, in the IB Diploma and beyond.

In this Handbook, in addition to information about the courses students might study, we have also provided details of the extra-curricular activities on offer, and some practical tips on developing successful study-habits.

For the 2018 - 2020 IGCSE programme, we offer a more personalized course of study. Students will follow eight IGCSE courses, plus a non-examined programme that provides opportunities for elective courses, physical education and curriculum consolidation.

Once you've been through this information, please feel free to contact me or the appropriate teacher with any additional questions you may have

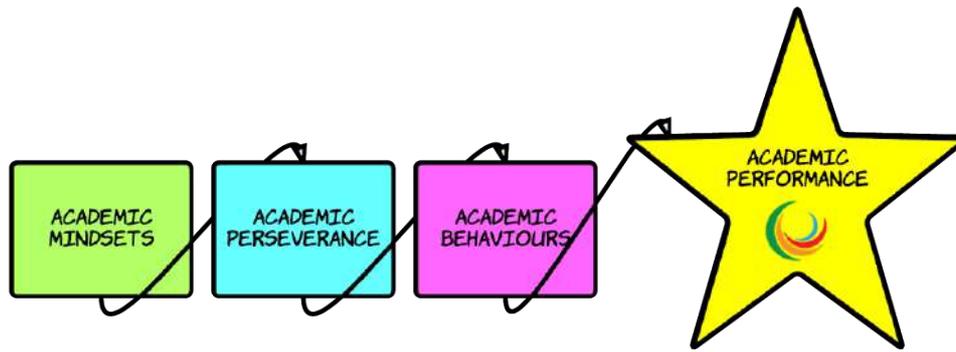
Yours faithfully,

**Toby Newton**

Head of School

Email: [tnewton@ichk.edu.hk](mailto:tnewton@ichk.edu.hk)

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

## OUR MISSION & VISION

Learning together, thoughtfully

### **Mission**

ICHK is a vibrant and caring community school, where staff, parents and students work in partnership to unlock potential, inspirational teachers share a passion to be the best educators they can be and students thrive in small classes in a stunning natural environment.

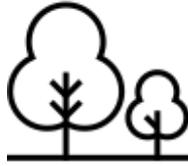
### **Vision**

Our vision is to inspire all our students to realise their potential as leaders and learners, to develop creative, inquiring, confident young adults who will exceed expectations, to attract the best teachers, and to ignite a passion for learning which will last a lifetime.

ICHK is a community school and, as a community, we expect each individual to be principled, to appreciate and critically examine different viewpoints and to act in support of each other's learning and development.

Our curriculum has been designed to support these aims and expectations. We recognise that both the material that students engage with and the means and methods of engagement are important factors in their intellectual and emotional development. The ICHK curriculum is our best attempt to create the conditions in which this can happen in ways that are creative, stimulating, well-balanced and challenging for all students.

## OUR CAMPUS & LOCATION



ICHK's spacious, green and low-rise campus is set in an area of outstanding natural beauty in the northern New Territories.

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

## A LEARNING CULTURE, CURRICULUM & CLASS SIZES



Our commitment to small class sizes promotes a genuinely intimate and sharing learning culture. Small classes allow for a higher degree of interaction between teacher and student, and between student and student.<sup>1</sup>

Through inquiry we encourage creative thinking and innovation. We develop students with technological know-how, a critical perspective on how technologies are most sensibly deployed, and with the knowledge and skills to appreciate and act on issues of local and global importance.

Our Year 10 and 11 Curriculum reflects our belief that students benefit from breadth, balance, progression, continuity and an increasing level of agency in their education. We achieve this *breadth and balance* by offering a diverse range of subjects and a wide selection of extra-curricular activities.

We ensure *progression and continuity* by building on the achievements in Years 7 to 9, and by preparing students for the requirements of the International Baccalaureate Diploma Programme (IB) offered in Years 12 and 13.

And we build in opportunities for *agency* through Enrichment & Flow sessions that give students the chance to build and experience learning opportunities of their own design, with the expert guidance and support of teaching staff.

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<sup>1</sup> We have a maximum class size of 20.

## CHECKLIST FOR SUCCESSFUL STUDY

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



### To realise your potential, as a IGCSE student you should:

- stretch and challenge yourself in ways you may not have in the past;
- understand and appreciate the transformative power of effort, determination and openness to learning ;
- take a more self-directed approach to learning, relying less on others for determining your success;
- work consistently throughout the two years of study. Designate between 1.0 and 1.5 hours each evening to augment and consolidate your schoolwork. If homework is not specified, students should use this time to review topics, extend their knowledge through independent research and read widely for pleasure, as a way of enriching vocabulary;
- learn to make study plans for the critical periods: anticipating due dates for essays, assignments, research projects and so on;
- make use of a favoured organiser to coordinate an increasingly demanding academic programme, record details of homework and deadlines, and still allow space for personal interests and relaxation;
- create a suitable study area. While every student is different, a quiet, well-lit room without the distractions of television, computer games or social media is likely to be advisable. Ambient music may aid learning for some students;
- create realistic study regimes, with planned brain breaks to recharge mental energy after a period of sustained, uninterrupted study;
- learn to organise class notes, so that they are tidy and systematically reviewed. And develop the confidence to seek clarification where needed and to follow up with your teacher;
- discipline yourself to ask questions and engage in lively discussions and debates with fellow students and teachers;
- take pride in your work. Present it with your audience's needs in mind and check for spelling and grammatical errors.

## INTRODUCING GCSE & IGCSE EXAMINATIONS

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

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

### EXAMINATION BOARDS (UK)

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

- CIE - Cambridge International Examinations
- EDEXCEL - Edexcel Foundation (University of London)
- AQA - Academic Qualifications Alliance

### SELECTING THE RIGHT SUBJECTS

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

- Choose subjects that you enjoy
- Consider how decisions taken now may affect choices at IB Diploma and eligibility for university or college courses.<sup>2</sup>

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

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

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

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

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<sup>2</sup> For details on how the IGCSE/GCSE subjects support further study of the International Baccalaureate Diploma Programme (IBDP) please see the subject descriptions in this booklet.

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

The Enrichment & Flow strand provides students with the time and space to consolidate, expand or develop skills and subjects beyond the bounds of the standard curriculum. See Enrichment & Flow on page 36-37 for more detail.

### **Core: Compulsory Subjects**

#### (i) – Examined

- English
- World Literature
- International Mathematics
- Coordinated Sciences (represents 2 GCSEs)
- Language (Chinese 1st/2nd, Japanese 2nd or Spanish 2nd)

#### (ii) – Non-examined

- Human Technologies (Year 10 only)
- Physical Education
- Enrichment & Flow

### **Options: Select one option from each group**

#### Group A (**Individuals & Societies**):

- Economics *or* History *or* Environmental Management

#### Group B (**Arts/Technology**):

- Drama *or* Media *or* Art & Design

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



### **METHODS OF ASSESSMENT**

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

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

### **EXAMINATION FEES**

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

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



### **WEEKLY TIMETABLE**

Students have 22 learning sessions each week, plus additional periods for tutorial and CAS activities. Time is allocated equitably between the different examined subjects and the non-examined curriculum.

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

## CORE SUBJECTS

The following seven subjects are compulsory.

## ENGLISH LANGUAGE

Cambridge IGCSE First Language English 0500

### The student will:

- communicate accurately, appropriately and effectively in speech and writing
- understand and respond appropriately to what they hear, read and experience
- enjoy and appreciate a variety of language
- write in different forms to learn how to adapt and manipulate the style for different purpose and audiences.

### Assessment

#### 50% of total mark:

- Written examination in May of Year 11, assessing reading and writing skills. **Extended:** Candidates answer three questions on two passages of 600–700 words each, linked by a common theme. Eligible for Grades A–E on this component.\*
- **Core:** Candidates answer two questions on one passage of 700–800 words. Eligible for Grades C–G.

#### 50% of total mark:

- Candidates submit three assignments, each of 500–800 words.
- Eligible for Grades A–G on this component

OR

**Paper 3:** Composition

**Teacher Responsible: Ms. Victoria Lee**

## LITERATURE

*Cambridge IGCSE World Literature 0408*

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

### **The aims are to:**

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

### **Assessment**

#### **50% of mark:**

- Coursework portfolio which includes two written assignments and one oral assessment based on two text types and drawn from two different countries/cultures

#### **50% of mark :**

- One written examination based on unseen prose or poetry passage (critical commentary)
- One written examination based on set texts studied

Note: Students will be awarded a certificate in both English Language and World Literature and thus this subject counts as two IGCSEs.

**Teacher Responsible: Ms. Victoria Lee**

## International Mathematics

Cambridge IGCSE International Mathematics – 0607

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

There are two levels of the course: the Core Curriculum and the Extended Curriculum. Whilst students taking the Extended Curriculum can achieve grades A\* to E, students taking the Core Curriculum can achieve grades C to G.

All Year 10 students will follow the Extended Curriculum in Term 1. Parents of students will be contacted should they be recommended to follow the Core Curriculum.

### **The aims of the course are to enable students to:**

1. acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics;
2. develop a foundation of mathematical skills and apply them to other subjects and to the real world;
3. develop methods of problem solving;
4. Interpret mathematical results and understand their significance;
5. develop patience and persistence in solving problems;
6. develop a positive attitude towards mathematics which encourages enjoyment, fosters confidence and promotes enquiry and further learning;
7. appreciate the beauty and power of mathematics;
8. appreciate the difference between mathematical proof and pattern spotting;
9. appreciate the interdependence of different branches of mathematics and the links with other disciplines;
10. appreciate the international aspect of mathematics, its cultural and historical significance and its role in the real world;
11. read mathematics and communicate the subject in a variety of ways.

At all times during the course, students are expected to have access to a graphical calculator. They should be able to do the following using a graphics calculator:

- sketch a graph;
- produce a table of values for a function;
- find zeros and local maxima or minima of a function;
- find the intersection point of two graphs;
- find the mean, median, quartiles;
- find the linear regression equation.

## Assessment

<b>Core curriculum</b>	<b>Extended curriculum</b>
<b>Paper 1</b> Short response questions. No calculators are permitted. 40 marks: 25% of assessment	<b>Paper 2</b> Short response questions. No calculators are permitted. 40 marks: 20% of assessment
<b>Paper 3</b> 11 - 15 medium to extended response questions. A graphics calculator is required. 96 marks: 60% of assessment	<b>Paper 4</b> 11 - 15 medium to extended response questions. A graphics calculator is required. 120 marks: 60% of assessment
<b>Paper 5</b> One investigation question. A graphics calculator is required. 24 marks: 15% of assessment	<b>Paper 6</b> One investigation and one modeling question. A graphics calculator is required. 40 marks: 20% of assessment
<b>Total marks: 160 marks: 100% of assessment</b>	<b>Total marks: 200 marks: 100% of assessment</b>

Teacher Responsible: Mr. Jimmy Lam

## COORDINATED SCIENCE

Cambridge IGCSE Coordinated Sciences (Double Award) 0654

This subject counts as two IGCSEs, with students being awarded a double certificate at the end of the course.

### The student will:

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

### The syllabus is designed to:

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

### Assessment

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

#### Paper 1 – Core students:

- 30% of mark
- 45 minute exam with multiple choice questions (40 items)

#### Paper 2 – Extended students:

- 30% of mark
- 45 minute exam with multiple choice questions (40 items)

#### Paper 3 – Core students:

- 50% of mark
- 2 hour exam comprising short answer and structured questions

#### Paper 4 – Extended students:

- 50% of mark
- 2 hour exam comprising short answer and structured questions

#### Paper 6– All students:

- Alternative to Practical (1 hour and 30 minutes) - with questions covering experimental skills and procedures
- 20% of mark

**Teacher Responsible: Ms. Flora Lai**

## LANGUAGES

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

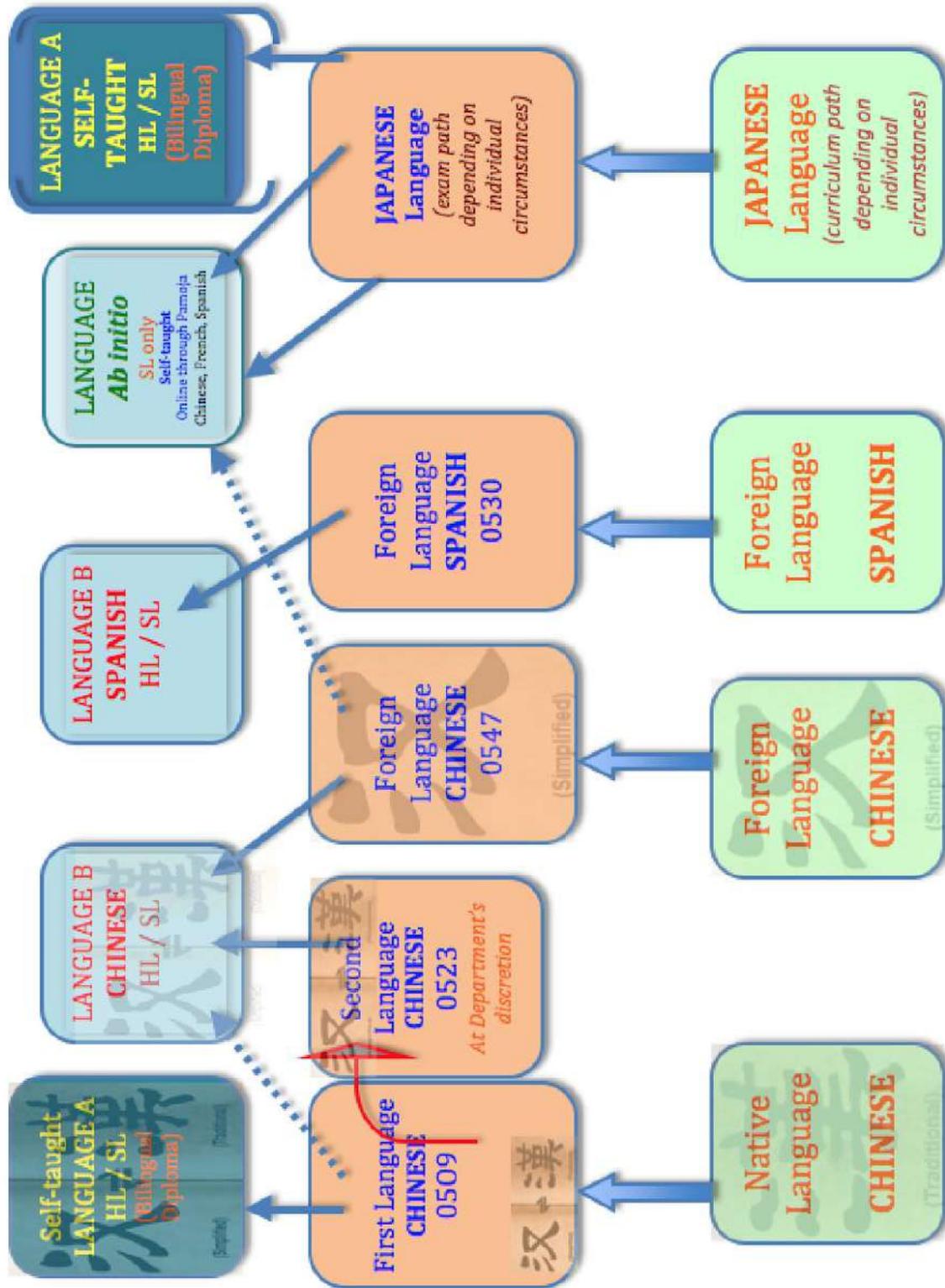
Language courses at ICHK challenge students to view the world from different perspectives and to see how language is crucial in communicating our understanding. We aim at nurturing an international outlook, thus appreciating the richness and diversity of other cultures. In ICHK native and foreign language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

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

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

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

Year 13	Year 12	Year 11	Year 10	Year 9	Year 8	Year 7
IB Diploma		IGCSE		KS3 Junior School		



CONTACT HOURS: Yr7-9; Yr 10-11 210 hrs/week    IB DP High Level (HL) = 240 hrs    Standard Level (SL) = 150 hrs

Based on current Language Policy, requests for language change in once the programme has started are not entertained.

### **I. FIRST LANGUAGE PROGRAMME (Chinese or Japanese)**

The study of first language (Chinese or Japanese) focuses on the development of language skills, learning strategies, and processes that are essential for promoting pupils' progress in speaking and listening, reading and writing in their native tongue.

#### **The curriculum provides opportunities for students to develop:**

##### **1. Competence**

- a. Being clear, coherent and accurate in spoken and written communication.
- b. Reading and understanding a range of texts, and responding appropriately.
- c. Demonstrating a secure understanding of the conventions of written language, including grammar, writing systems of the target language (Traditional/Simplified characters in Chinese; Hiragana, Katakana and Kanji, in the case of Japanese) as well as punctuation conventions.
- d. The ability to adapt to a widening range of familiar and unfamiliar contexts within the classroom and beyond.
- e. Making informed choices about effective ways to communicate formally and informally.

##### **2. Creativity**

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

##### **3. Cultural understanding**

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

##### **4. Critical understanding**

- a. Engaging with ideas and texts, understanding and responding to the main issues.
- b. Assessing the validity and significance of information and ideas from different sources.
- c. Exploring others' ideas and developing their own.
- d. Analysing and evaluating spoken and written language to appreciate how meaning is shaped.

## CHINESE AS A FIRST LANGUAGE

It aims to develop the native or nearly-native linguistic competence and skills of those students who speak Mandarin, Cantonese or other Chinese dialect at home, and can read and write at least at a basic level. Two streams are available, depending on the students' foundation and needs, and in Years 7 to 9, both groups will advance towards IGCSE first language curriculum. Emphasis will be in written language and we will be using mainly traditional characters, though it is expected that students also develop awareness of simplified writing.

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

## JAPANESE AS A FIRST LANGUAGE

Japanese is a key language in Asia, and ICHK has introduced its study as native Language in academic year 2011-12.

This course is designed for Students are expected to speak, read and write in Japanese. Japanese is spoken at home and/or the student should bring a strong background (e.g. lived or studied in Japan). ICHK follows the Japanese national curriculum, though, as in other language courses, evaluation is based on ICHK assessment criteria and will also train the students to take an international Japanese language exam in Yr 11.

Students taking this course should qualify to take Japanese *Language A* (and optionally its literature) in the IB Diploma programme during Years 12 and 13 (currently as a self-taught course option in ICHK).

Admission is subject to level test and dependant on numbers.

## II. FOREIGN LANGUAGES (Chinese or Spanish)

The development of communication skills, together with understanding of the structure of languages, lay the foundations for future study of other languages and support the development of literacy skills in a pupil's own language. Second language courses (students can choose between two options: Chinese or Spanish) focus on the development of language skills, learning strategies, and processes that are essential for promoting pupils' progress in speaking and listening, reading and writing in the target language, following the UK Key Stage 3 National Curriculum for Modern Foreign Languages.

Year 7 students are immersed in an introductory linguistic experience, which builds the foundation for the learning of the new language. Grammar is fully integrated into the teaching sequence though as needed it will be isolated and studied with explanations and further practice. Thus, basic skills are taught and revisited through a variety of age-appropriate and challenging exercises and fun-oriented tasks (games, songs, etc.).

Year 8 builds upon these foundations and encourages students to dig deeper and to employ a higher degree of sophistication and maturity in their approach to grammar, and culture. Assessment tasks require a greater degree of proficiency of skills as well as more communicative-oriented exercises.

Year 9 further builds upon this but also prepares students for the rigor of the GCSE courses and external examinations in Years 10 and 11.

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

**The curriculum provides opportunities for students to:**

- 1. Develop their linguistic competence**
  - a. Developing the skills of listening, speaking, reading and writing in a range of situations and contexts.
  - b. Applying linguistic knowledge and skills to understand and communicate effectively.
- 2. Extend their knowledge about the language**
  - a. Understanding how a language works and how to manipulate it.
  - b. Recognizing that languages differ but may share common grammatical, morpho-syntactical or lexical features.
- 3. Stimulate their creativity**
  - a. Using familiar language for new purposes and in new contexts.
  - b. Using imagination to express thoughts, ideas, experiences and feelings.
- 4. Increase their intercultural understanding**
  - a. Appreciating the richness and diversity of other cultures.
  - b. Recognizing that there are different ways of seeing the world.

### CHINESE AS A FOREIGN LANGUAGE

Yr 7 students will be streamed into two small groups based on their previous learning experience, so that this course is for both for students with no previous knowledge and for those who have followed a Chinese course at primary school.

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

### SPANISH AS A FOREIGN LANGUAGE

Year 7 students who choose Spanish language courses will learn “ab initio”, that is, no prior knowledge of Spanish is required. Students will study one of the three most spoken languages in the world, as Spanish is the first language in 21 countries in America, Europe, Africa, and has an important presence in many other countries around the world. Students taking Spanish as a foreign language programme will take IGCSE exam coded CIE0530 in Yr 11, and should qualify to take *Spanish Language B (Higher or Standard level)* in the IB Diploma during Years 12 and 13.

**Teacher Responsible: Mr. Nicolás Arriaga**

## Physical Education

This course is not examined.

### Our Mission:

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

### Our Vision:

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

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

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

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

**More to go:**

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

As we recognise that health and well-being also encompasses mental, emotional and psychological aspects, we have included a module into the year 10 scheme of work. This module will be based upon concepts and principles of well-being espoused by Martin Seligman in his books, "Authentic Happiness" and "Flourish". More specifically, we aim to broaden our students' understanding of PERMA.

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

**Teacher Responsible: Mr. Raymond Chan**

## HUMAN TECHNOLOGIES

This course is not examined.

Human Technologies is a course of our own design - it introduces students to a perspective on human intelligence, relationships and actions that seeks to make more sense of the curriculum, the process of schooling and their lives in general. Our aim has been to create a course that:

- draws on mental, social, physical and spiritual tools and techniques to provide opportunities and experiences that encourage the development of skills for learning and living (including self management; collaboration; leadership; critical thinking; enquiry and ICT skills)
- encourages self awareness and reflection
- explores age-appropriate social and cultural issues
- employs a pedagogy that is active and engaging, and which enables students to express and share their thoughts and ideas
- encourages an empathetic and mindful approach to the diverse personalities, values and perspectives of others

Human Technologies adopts a central metaphor of tool acquisition and tool use to build a more connected and meaningful narrative than is typical of many traditional school curricula. We have developed a learning journey that encourages students to draw and explore connections between their broader experience as individuals and learners, within and beyond school.

The course revolves around the interconnectivity of four forms of technology whose development has accompanied and characterised the progress of humankind down the ages. The meaning of technology is understood as: the practical application of knowledge especially in a particular area; a capability given by the practical application of knowledge; a manner of accomplishing a task especially using processes, methods or knowledge; and the specialized aspects of a particular field of endeavour.

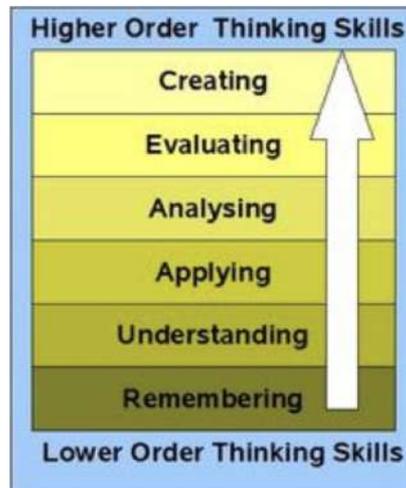
Following Vygotsky and others, a critical insight of the course is that much of what we call intelligence resides not within the individual mind but in how that mind relates to, and takes advantage of, the shared and social world around it and of which it is a part.

The course seeks opportunities to engage students mindfully and reflectively in individual, group and team work, skillfully using old and new technologies, to achieve ends that, without the thoughtful employment of human tools, would not otherwise be possible.

**Teacher Responsible: Mr. Ross Parker**

## Enrichment & Flow

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



Sir Ken Robinson, Professor of Education, author of the much-acclaimed Robinson Report (1999) to the UK Government and internationally recognised leader in the development of education, creativity and innovation, has gone so far as to suggest that schools actively “kill creativity” through their over-emphasis on this narrow range of skills, practiced in a similarly narrow range of contexts. To hear more, his arguments are given eloquent expression in talks he delivered for TED and the RSA: titled “Changing Paradigms” and “Do Schools Kill Creativity?”. Both are well worth watching and can be found on YouTube.

Enrichment & Flow programme offers a solution to the problems Sir Ken has identified by giving students an opportunity to take more control of their own learning. E&F provides students with time to:

- personalize;
- deepen;
- reinforce;
- extend; and
- diversify

Their work in other subjects or in other areas of interest to them which are not covered by the mainstream school curriculum.

**Examples of suggested uses of E&F time are:**

- Achieving 'flow' by immersing themselves in a creative activity such as producing a literary, art, music or a media text
- Deepening their understanding of a chosen topic and thereby creating the conditions for evaluation and analysis of self-selected materials
- Extending insight gained in lessons by synthesizing and applying their knowledge in trans-disciplinary projects
- Self-directing their own studies in areas adjacent to or suggested by but not contained within the curriculum

E&F invites students to take a first, meaningful step towards achieving the autonomy expected of them in university and the world of work. Sessions are overseen and guided by teaching staff, but the emphasis is on self-direction, personal responsibility, intrinsic motivation and genuine interest in and commitment to their chosen activities.

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

**Teacher Responsible: Mr. Douglas Kidd**

## Curriculum X

At ICHK we teach Curriculum X in Years 7 to 11, followed by the IB Diploma in Years 12 and 13. Curriculum X is an eXtended **Curriculum**, comprising the conventional core plus Human Technologies, Big History, DCVT, Free Learning and Deep Learning; with the core delivered through IGCSEs in Year 10 and 11.

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

### Deep Learning

Deep Learning units give teachers the freedom to be creative in designing modules which engage students and allow students to choose subjects and topics which are not typically available to them in a traditional curriculum, and which may not fit neatly into specific 'departments'. Units are designed to be delivered across multiple whole days, instead of being parcelled up into periods and taught intermittently over weeks and months. This provides for a deeper dive into a topic in greater detail. It lends itself, too, to an interdisciplinary approach, combining subjects such as Maths, History, PE and Art, for example, into an overarching theme that recognises the interconnectedness of human knowledge.

The student learning experience is extended to life beyond the confines of the classroom and school. Students join field trips and site visits across the whole of Hong Kong, engaging with relevant organisations and groups, meeting with experts, and undertaking activities that deepen understanding in ways only possible outside of the conventional timetable. Instead of taking students off timetable to take part in these important educational events, Deep Learning is embedded into ICHK school life.

In short, Deep Learning is a pioneering and progressive programme of study drawing upon the individual strengths of our teaching staff, environment and community and providing our students with a whole new perspective on the complexity of human culture, knowledge and enterprise.

Deep Learning is an evolving programme, however, some examples of courses of study that have already taken place are:

- Cantonese Opera
- Water Sports
- Zombie Apocalypse
- Positive Psychology - PERMA
- Rope Rigging for Adventure and Rescue
- A Life Well Lived for Happiness
- Bamboo Creativity
- Windows of the World
- Data Driven Sport
- Asian Food & Culture
- The Hakka Tribe
- Maps
- The Faces of War

**Teacher responsible: Mr. Raymond Chan**

## EXTRA CURRICULAR ACTIVITIES

Extra-curricular activities are a critical aspect of the social, emotional and physical development that students require to mature into successful and well-rounded young adults.

Given our rural location and spacious campus, many of our activities focus on outdoor education and appreciation of the environment.

### **Activity Sessions (Mainly Tuesday Afternoons):**

Activity sessions mainly take place during Tuesday afternoons and are selected by students themselves.

The list below is not exclusive but we typically offer a combination of the following:

- Basketball
- Yoga/Dance/Crossfit
- Football
- Badminton/Table tennis
- Touch Rugby
- Performing Arts
- Horse Riding
- Rock Climbing
- Tennis
- Cycling
- Model United Nations
- Art

**Teacher responsible: Mr. Raymond Chan**

## CAS WEEK

*Community, Action, Service*

Once a year, all Year 10 and 11 students take part in CAS Week, engaging with a range of activities and challenges, most of them located away from the school campus. There are a rich combination of leadership, service and adventure opportunities which encourage students to extend and develop their learning beyond the classroom.

### **CAS week allows students to:**

- Develop as leaders and team members.
- Experience opportunities outside of school alongside work experience
- Demonstrate teamwork through physical activities and challenges

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

- Community Service at Crossroads
- Community Art (creating murals around the school)
- Student Leader for Y7-9 trips
- work experience in one of Hong Kong's leading hotels
- veterinarian assistant (Y11 only)
- CAS Media team
- Media experience in Ulan Bator, Mongolia
- Sai Kung Hiking Expedition
- Practical Science

**Teacher Responsible: Mr. Nicolás Arriaga**

## OPTION SUBJECTS

In addition to the Core subjects, each student will select two other subjects:

Options: Select two options – one from each of group A & B

### Group A (**Individuals & Societies**):

- Economics
- Environmental Management
- History

### Group B (**Arts/Technology**):

- Drama
- Media Studies
- Art & Design

Our teachers can assist in helping you to make the right decision for your interests, aptitude and possible future educational and career path.

## **ECONOMICS**

*Cambridge IGCSE Economics 0455*

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

### **The Course**

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

### **Assessment**

Grades A\* to G may be awarded.

examination-based, no coursework

#### **Paper 1 – Multiple Choice (30% of overall grade)**

Candidates answer thirty multiple choice questions.

#### **Paper 2 – Structured Answer/Analysis and Critical Evaluation (70% of overall grade)**

Candidates answer one compulsory question, which requires them to interpret and analyse previously unseen data relevant to a real economic situation, and three optional questions from a choice of six.

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

**Teacher Responsible: Mr. Martin Clarke**

## ENVIRONMENTAL MANAGEMENT

*Cambridge IGCSE Environmental Management 0680*

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

### **The student will:**

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

### **Assessment:**

#### **Paper 1 Theory: 50% of marks**

- 1 hour 45 minutes written exam
- The paper will consist of two sections:
  - Section A - Short-answer and structured questions. (20 marks)
  - Section B - Short-answer and extended response questions based on related source material. (60 marks)
- 80 marks

#### **Paper 2 Management in context: 50% of marks**

- 1 hour 45 minutes written exam
- Consisting of short-answer, data processing and analysis, and extended response questions based on source material.
- Candidates will be expected to make use of information from the source material to help illustrate issues of environmental management.
- 80 marks

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

**Teacher Responsible: Ms. Flora Lai**

## HISTORY

*Cambridge IGCSE History 0470*

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

### **The student will:**

- gain an interest in and enthusiasm for learning and understanding about the past
- gain an understanding of historical concepts such as cause and consequence, continuity and change, and similarity and difference
- develop an appreciation of historical evidence and how to use it
- gain a greater understanding of international issues and interrelationships
- learn how to present clear, logical arguments

### **Assessment**

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

#### **Paper 1: Core Topics and Depth Study (40% of overall grade)**

**Part A:** Answer two questions from the core content (20th Century topics)

**Part B:** Answer one question on a Depth Study (China).

#### **Paper 2: Prescribed Topic (33% of overall grade)**

Answer 6 questions based on a range of source related to one prescribed topic chosen from the 20th Century core topics.

#### **Paper 4: Alternative to Coursework (27% of overall grade)**

Candidates write one essay based on an aspect of the the depth study (China).

**Teacher Responsible: Mr. Alex Hall**

## Drama

### *Cambridge IGCSE Drama 0411*

Cambridge IGCSE Drama is accepted by universities and employers as proof of knowledge and understanding of both the theory and practical application of drama. Through practical and theoretical study, the Cambridge IGCSE Drama syllabus encourages students to understand and enjoy drama by:

- developing their performance skills, both individually and in groups
- understanding the role of actor, director and designer in creating a piece of theatre
- considering ways in which ideas and feelings can be communicated to an audience
- discovering the performance possibilities of plays and other dramatic stimuli
- devising dramatic material of their own.

For Cambridge IGCSE Drama, candidates take two compulsory components: Component 1 (Written examination) and Component 2 (Coursework), and are eligible for the award of grades A\* to G.

#### **The course aims to:**

- develop candidates' understanding of drama through practical and theoretical study
- enable candidates to understand the role of actor, director and designer in creating a piece of theatre
- develop candidates' acting skills, both individually and in groups
- enable candidates to develop their skills in devising original drama
- help candidates communicate feelings and ideas to an audience
- foster understanding of the performance process and enable candidates to evaluate the various stages of that process
- encourage enjoyment of drama.

### **Assessment objectives**

**AO1:** Understanding repertoire Candidates will be assessed on their ability to demonstrate knowledge and understanding of the possibilities of repertoire, and how to interpret and realise it in a live performance.

**AO2:** Devising Candidates will be assessed on their ability to devise dramatic material and reflect on its effectiveness.

**AO3:** Acting skills Candidates will be assessed on their acting skills and their ability to communicate effectively to an audience

### **Component 1 (40%)**

#### **Written examination (2 hours 30 minutes)**

The questions on this paper relate to pre-release material which is sent to Centres in advance of the examination. This material consists of three stimuli and an extended extract from a play (or an abridged version of an entire play).

Candidates devise a piece of drama based on one of the three stimuli and study the extract from the play. The questions on the paper will require candidates to have engaged with the pre-release material from the perspective of actor, director and designer. The question paper is structured as follows:

**Section A (30 marks)** Candidates answer 6–8 short-answer questions on the extract from the play (20 marks) and 2–4 questions on the drama devised from their chosen stimulus (10 marks).

**Section B (25 marks)** Candidates answer one longer-answer question from a choice of three on the extract from the play. • **Section C (25 marks)** Candidates answer one longer-answer question from a choice of three on the drama devised from their chosen stimulus. Externally assessed.

### **Component 2 (60%)**

#### **Coursework**

Candidates submit three pieces of practical work.

**One individual piece (3–5 minutes):** one performance of an extract from a play.

**Two group pieces (maximum 15 minutes each):** one performance of an extract from a play and one original devised piece.

*Note: the stimuli on the pre-release material for Component 1 may not be used as a basis for the devised piece on Component 2.*

Internally assessed and externally moderated.

**Teacher in charge: Mr. Liam Greenall**

## Media Studies

AQA GCSE Media Studies 4390

The current AQA GCSE Media Studies course attracts an increasingly large number of students every year because it makes learning interesting, challenging, creative and fun. It offers rigorous but accessible learning on a subject of key importance for young people's understanding of the world they experience.

**This course responds to new technologies and media practices. It offers:**

- Extensive and meaningful coverage of media theory and practice
- Practical work which integrates theories and concepts
- A choice of assignments for production and pre-production
- The chance to study across a range of different media
- Opportunities to learn about real media products and industries
- Opportunities for progression, especially to IB English and IB Film and Theatre Arts offered at ICHK

**Key Concepts GCSE Media Studies uses four major concepts which form the basis of the subject content.**

Media Language:

1. Forms and Conventions
2. Institutions
3. Audience
4. Representation.

3 Subject Content Media Forms/Platforms Underpinning the Key Concepts, the subject content is classified according to the following media forms/platforms:

- Print and Electronic Publishing including newspapers, comics, magazines etc.
- Television including genre study, franchises, scheduling etc.
- Film covering features, shorts, trailers, production, distribution and exhibition as well as genre study
- Radio including commercial, network, public broadcasting, community etc.
- Web-based Technologies/New Media including Internet, web design, social networking, weblogs, vblogs, podcasts, gaming etc.

**Advertising and Marketing** – including advertisements in print publications, on radio, on television, in the cinema, film trailers, billboards etc.

**Popular Music** – including Artistes & Repertoire (A & R), promotion, marketing etc.

**News** – including television, newspapers, internet, radio etc. Candidates must cover at least three discrete media forms/platforms.

Generally, a media form is a description of the type, content or communication you are using to create the content, whereas a media platform is the technology used to deliver and access the content. For example, television can be the form by which we create a new situation comedy, but it can be delivered via an internet platform to a PC/Mac, a cable platform via a set top box, a broadcast platform via an aerial. Media Skills Candidates are expected to be able to demonstrate competence in a range of media skills.

**These include:**

**Pre-production/planning skills:** storyboarding, poster design, print advertising design, scripting for television, film and radio, treatments for television programmes and films, flat plans for magazines and newspapers, news selection, mock-ups for comic panels, scheduling, sketching etc.

**Production Skills:** photography to create still image work, video/digital cameras to create moving image work, recording equipment for sound media, editing techniques to produce finished products, desk-top publishing packages to create finished newspapers, magazines, comic extracts or advertising examples etc.

**Evaluation:** candidates are expected to be able to effectively evaluate their production work in light of media practices.

### **Assessment Objectives**

- *Four Assessment Objectives are expected to be covered:*
- Knowledge and Understanding (AO1)
- Analysis and Response (AO2)
- Research, Planning and Presentation (AO3)
- Production and Evaluation (AO4)

**Aims and learning outcomes GCSE specifications in media studies must enable candidates to:**

- develop enquiry, critical thinking and decision making skills through consideration of issues that are important, real and relevant to them and to the world in which they live
- develop their appreciation and critical understanding of the media and its role in their daily lives
- develop their practical skills through opportunities for personal engagement and creativity
- understand how to use the key media concepts to analyse media products and their various contexts.

**Teacher in charge: Mr. Liam Greenall**

## Art and Design

Edexcel GCSE Art and Design 2AD01

Fine art includes painting, drawing, printmaking, sculpture and media. Work produced will demonstrate the use of formal elements and creative skills, and give form to thoughts, observations and ideas.

Students will have an introduction to media, technique, concept and analysis. As the course develops, students will be given more freedom to explore their own ideas for the development of their work. They will create a Personal Portfolio, which replaces the old notion of coursework.

### **The student will:**

- Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.
- Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
- Record ideas, observations and insights in visual and/or other forms.
- Present a personal and meaningful response demonstrating analytical and critical understanding, and, where appropriate, making connections between visual, written, oral or other elements.

### **Assessment**

#### **Unit 1: Personal Portfolio = 60% of marks**

Comprises work from the start of Year 10 until the beginning of the Externally Set Assignment (ESA) toward the end of Year 11.

#### **Unit 2: Externally Set Assignment (ESA) = 40% of marks**

Two five-hour sessions over two days. The theme is set by the exam board and given to students 12 weeks before the exam.

**Teacher Responsible: Ms. Chris Cook**

## LOOKING AHEAD: IB DIPLOMA PROGRAMME (IBDP)

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

### **The aims of the IB Diploma Programme are to:**

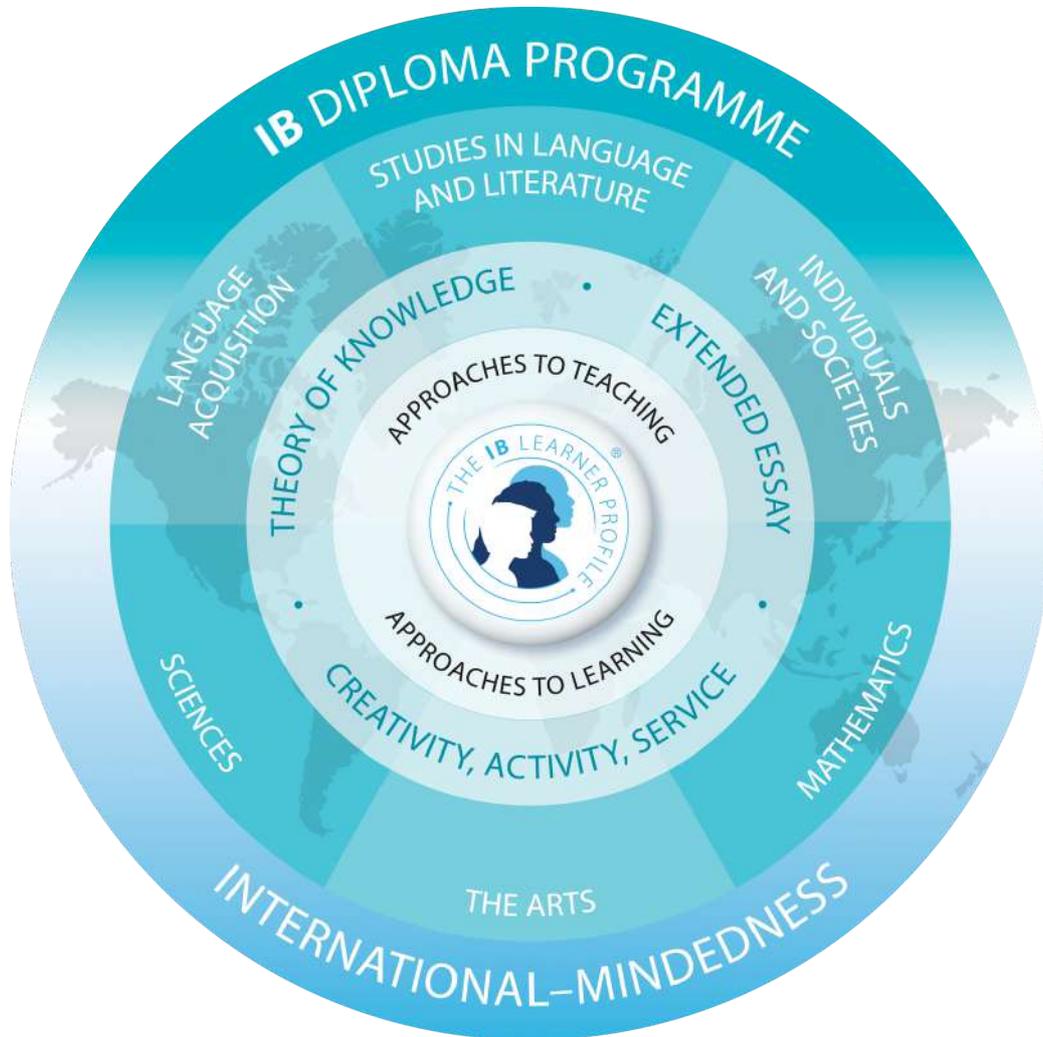
- Provide an internationally accepted qualification for entry into higher education.
- Promote international understanding.
- Educate the whole person, emphasizing intellectual, personal, emotional and social growth.
- Develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate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

The GCSE and IGCSE learning style and examinations prepare our students well for the rigours of the IB Diploma. However, we advise that students wishing to study the IB have a strong set of GCSE examination results with a minimum of five A\* to C grades.

## SELECTING IBDP SUBJECTS

The IB Diploma Programme ensures a balanced curriculum through the hexagon. Students select one subject from each group (see diagram below).

In addition, students must also study the compulsory core, made up of the Extended Essay, Theory of Knowledge (TOK) and a CAS programme.



Teacher Responsible: Ms Flora Lai



**What the Council of International Schools says about us:**

*"The Council of International Schools recognises that ICHK is a wonderful school where community values are authentic at all levels. There are excellent relationships between students and teachers, characterised by mutual respect and understanding. Students are happy and see themselves as learners, leaders and potential leaders. Thoughtful decisions have been made to bring the school's 5+1 model of education, comprising researched-based best practice to teaching and learning programmes. Innovative course such as Human Technologies, Enrichment & Flow, and Digital Creativity & Visual Thinking are designed to develop students' skills for learning.*

*All members of the learning community at ICHK are encouraged to embrace a 'growth mindset' where resilience and persistence are promoted daily throughout school life. Rather than giving up on a learning task and saying "I can't do it", ICHK students say, "I can't do that yet."*

*ICHK is fortunate to have a combination of like-minded school leaders and teachers who share a clear Mission and Vision of what the holistic education of a child can be, which leads to confident young people who believe in themselves and are curious about their world and understand their responsibilities as part of a larger community of citizens. The Head of School, the Deputy Head and the Board of Governors, should be very proud of the high quality community school they have created in ICHK."*

Council of International Schools (CIS) Accreditation  
Report 2016



**Ruth Woodward, Principal ICHK Hong Lok Yuen**

When HLY helped to set up the secondary school, the dream was that the school would wholly reflect the vision and mission we had created at HLY over the previous 30 years. I am continually overwhelmed on my visits to ICHK by just how happy the students are, how they are keen to talk, tell me about their adventures, how special they feel and how much support they get from their teachers. You can't ask for more than that from any school! I am incredibly proud to have been associated with the school, right from the very beginning. I look forward to a strong future together, where we continue to deliver the very best possible education to students of all ages.



**Simon Walton, 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.