



# IB

## Curriculum Brochure

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





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ICHK: International College Hong Kong Hong Lok Yuen & Secondary



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## THE IB DIPLOMA AT INTERNATIONAL COLLEGE HONG KONG

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 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 Diploma is recognized as an excellent university preparatory course and is thus 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

Flora Lai  
IB Diploma Coordinator



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*If you believe in something, you must  
not just think or talk or write, but must act.”*  
Alec Peterson, Head of the IBO, 2003

International College Hong Kong (ICHK) is a secondary school offering quality education, small class sizes and is set on a green and spacious campus.

ICHK inspires its students to realise their full academic and personal potential. Our inquiry based approach to learning is designed to help students develop the knowledge, understanding and skills to participate actively and responsibly in a changing world.

ICHK is a community school. 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.

## THE IB LEARNER PROFILE

The aim of *all* IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB Learners 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 other individuals and communities. 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 and uncertainty 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 (IB)?

The International Baccalaureate 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

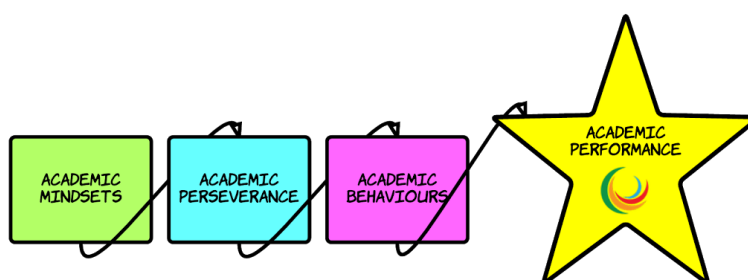
The IB Diploma is a natural progression of our school's ethos and vision. ICHK is a community school, locally-rooted but globally minded. As an international school, we foster the fundamental principles of the International Baccalaureate:

- 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 Hong Lok Yuen International School, Japanese International School and Kingston International School all run the IB Primary Years Programme and the IB Diploma has been deemed the logical and most beneficial conclusion to their primary and secondary schooling.



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

### How do students benefit from earning an 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 analyze 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.

## ADMISSIONS REQUIREMENTS

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

1. 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.
2. Students should have a record of commitment to learning and good behaviour at school.
3. 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.
4. 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 jeopardizing the education of other students.

### **Admission into the IB Diploma Programme:**

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

Students who have completed their Y11 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.

In order for students to meet with success in the IBDP, it is recommended that students have a minimum of 5 A\*- C grades at GCSE or equivalent and a minimum of grade B for Higher Level subjects.

- 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.
- When we accept a student into the IB Diploma with the minimum requirements (Grade Cs), we do so in the first place, provisionally. If it is clear, following Internal assessments, that the student is not coping with the level of academic work, we may need to 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 he or she 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**

- a. Full International Baccalaureate Diploma
- b. 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 examination 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. It comprises Creativity, Activity and Service (CAS), Careers Guidance, as well as Physical Education.

**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 or Electives (another subject from Group 3 or 4)

Students wishing to take the full IB Diploma must:

- a. 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)
- b. choose 3 Higher Level and 3 Standard Level courses
- c. satisfy core elements: CAS, Theory of Knowledge and Extended Essay

**Pathway Two - Diploma Programme Courses**

Students wishing to take Diploma Programme courses (IB Courses) instead of the full IB Diploma Programme, May

- a. take as many subjects as they like including core elements: ToK, EE, CAS (suitable to their ability and effort)
- b. take these courses at either Higher or Standard level (except for core courses)

Must

- a. demonstrate a commitment to the IB
- b. 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 2021-2022

In 2021-2022 ICHK intends to offer the following IB Diploma programme courses:

Group 1 Studies in Language and Literature	English A: Language and Literature	HL & SL
	Self - Taught Language A	SL only
Group 2 Language Acquisition	Language B (Chinese or Spanish)	HL & SL
	Ab initio Language (online taught through Pamoja)	SL only
Group 3 Individuals & Societies	Economics	HL & SL
	Psychology	HL & SL
	Environmental Systems and Society (Transdisciplinary - counts as Gr. 3 or 4 subject)	SL only
	History	HL & SL
Group 4 Sciences	Biology	HL & SL
	Chemistry	HL & SL
	Physics	HL & SL
	Environmental Systems and Society (Transdisciplinary - counts as Gr. 3 or 4 subject)	SL only
Group 5 Mathematics	Mathematics: applications and interpretation	SL only
	Mathematics: analysis and approaches	HL & SL
Group 6 The Arts	Film	HL & SL
	Theatre	
	Visual Arts	

**Electives** - students who do not wish to take a Group 6 Arts subject may choose to do any other course from Groups 3 and 4.

### **Pamoja Online Education Courses**

Each year at ICHK, we aim to offer a diverse range of IB subject choices for students to choose from. However, some students may wish to take subjects which we do not currently offer as a taught course.

A range of these subjects can be taken through an IB authorized 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 - Information Technology in a Global Society (ITGS) (HL / SL)
- Group 3 - Philosophy (SL)

Other subjects that are taught in ICHK might also be available through Pamoja Education, in case that a student's combination of subject choices is not possible due to time-tabling constraints.

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 USD1,300 to 1,500 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](http://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. Lai 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) and 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 assessment 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 Director of Upper School).

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:

- a. takes two different language courses from Group 1 (cannot be 2 English courses)
- b. takes a language in Group 1 which is different from the language used in all other courses (currently 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 risky 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

**IB Diploma Coordinator: Ms. Flora Lai**

## PASTORAL GUIDANCE

### Attitude to Study

The IB is not a course purely based on academic rigor - 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 should go over their notes, go online to research the topic and/or contact another member of their class for help.
- If a student still does not understand, email the teacher that evening to arrange an appointment to see them the next day (in most cases, this will still allow them time to complete the homework within the deadline as it is being first attempted on the day it is set).
- If any homework is missed, for any reason, the student is fully responsible for catching up and submitting it to the teacher for the next day.
- 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.
- 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, mentors, subject teachers, form tutors and pastoral coordinators 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**



## GRADUATION REQUIREMENTS

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 PROGRAMME CONSISTS OF THREE CORE ELEMENTS:

- 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 February of Year 13.

### **ToK Assessment:**

ToK Assessments are changing in the new academic year. The IB will be releasing the subject guide with details in early 2021.

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**

## 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 or staff can act as supervisor and has competence and experience in the subject and/or topic.

Extended Essays submitted in Language B or Literature A1 must be written in that language. All other essays must be in English.

### Organisation of the Extended Essay

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. Flora Lai**

## CREATIVITY, ACTIVITY & SERVICE (CAS)



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 CAS Vision

CAS provides students with opportunities to transform 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, in the classroom, 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. Some experiences are CAS, and some are not. Some experiences can be easily placed into one of the three categories, and some cannot. 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 means usually trying something new. If a student wishes to continue with an activity they have been engaged before, they could still approach it in a different way: for example, a student who has played rugby for 5 years might wish to try rugby coaching or refereeing as a way to add a new element to something familiar.

### **Assessment**

Students are considered to have successfully completed CAS if, by the end of their Diploma studies, they have met the 7 learning outcomes set down by the IBO. These outcomes will be presented to students during the CAS programme: to begin with it is enough for students to know that they need to challenge themselves in the three CAS areas. The IB Coordinator, in conjunction with the CAS Coordinator, will ultimately decide whether a student has successfully met the learning outcomes and will have thereby satisfied the CAS requirement of the Diploma.

### **What CAS is Not?**

The following are examples of experiences that do not count as CAS:

- Classes and activities that are already part of the Diploma
- Any activities where students are given financial or material rewards
- All forms of duty within a family
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance. This adult cannot be a member of your family
- Fund-raising with no clearly defined end in sight
- Simple, repetitive or tedious work (e.g. photocopying, washing dishes)
- Passive activities (e.g. watching a movie, attending the theatre or watching sports)
- Activities that cause political, social or religiously division amongst different groups in the community (e.g. work on a political campaign or attending a demonstration)
- Work experience that only benefits the student
- Unplanned sports (e.g. lunchtime football kick around)

CAS cannot be made up; it must be a regular continuous commitment. Though hour counting is discouraged, CAS should be roughly ten hours for each strand a term (30 hours total each term). It is important to remember that CAS is not about the quantity of activities, but instead is about the quality of experiences that students have.

### **What Helps in CAS?**

Attitude! Students who are negative and resent the requirements of CAS find it very difficult to succeed. 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 CAS. A successful CAS experience 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 [goo.gl/V9NFAS](http://goo.gl/V9NFAS) and QR Code

**CAS Coordinator: Mr. Nicolas Arriaga**



## **GROUP 1: LANGUAGE A - STUDIES IN LANGUAGES AND LITERATURE**

### **The Nature of Group 1 Courses**

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.

### Introduction

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 and 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 and 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 and 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 Details

Higher Level		Standard Level	
<b>External Assessment</b>	<b>80%</b>	<b>External Assessment</b>	<b>70%</b>
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%)		
<b>Internal Assessment</b>	<b>20%</b>	<b>Internal Assessment</b>	<b>30%</b>
Individual Oral	(20%)	Individual Oral	(30%)

**Teacher Responsible: Ms. Victoria Lee**

## LANGUAGE A: SELF-TAUGHT LANGUAGE

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### Introduction: School - Supported Self - Taught Option

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.

### Aims and Objectives

The aims and objectives of this course are identical to the taught Language A: English Literature course and hence the aims are to:

1. Introduce students to a range of texts from different periods, styles and genres.
2. Develop in students' ability to engage in close, detailed analysis of individual texts and make relevant connections.
3. Develop students' powers of expression, both in oral and written communication.
4. Encourage students to recognize the importance of the contexts in which texts are written and received.
5. Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning.
6. Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts.
7. Promote students in an enjoyment of, and lifelong interest in, language and literature.
8. Develop students in an understanding of the techniques involved in literary criticism.
9. Develop students' ability to form independent literary judgments and to support those ideas.

### 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 exception:

- In part 4, only option 1 may be chosen and all three works must be chosen from the Prescribed List of Authors.

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 part 1 written assignment task, and for answering paper 1 and paper 2. Students will also be given guidance in choosing extracts in preparation for section 1 of the alternative oral examination and in preparing their individual presentation for section 2. Please refer to the Assessment Details on p.25.

### Part 1: Works in translation (25% - externally marked written essay 1,200-1,500 words in length)

**SL students study two texts.**

**HL students study three texts.**

Students are encouraged to appreciate the different perspectives of people from other cultures and to consider the role that culture plays in making sense of literary works. Part 1 of the course aims to deepen students' understanding of works as being products of a time and place. Artistic, philosophical, sociological, historical and biographical considerations are possible areas of study to enhance understanding of the works.

### Part 2: Detailed study (15% - Individual Oral Commentary)

**SL students study two texts.**

**HL students study three texts.**

In part 2 the focus is on detailed analysis of a work, both in terms of content and technique. The detailed study is best achieved through approaches that ensure close reading and in-depth analysis of the significant elements of the works involved. Students will learn to form and articulate personal responses to the works, speaking about literature in a variety of contexts, as this part of the syllabus will be assessed orally.



**Part 3: Literary genres (25% - externally assessed written exam based on at least 2 works studied)****SL students study three texts.****HL students study four texts.**

Students will study the specific, recognizable techniques (referred to as literary conventions) and how writers use these conventions, along with other literary features, in order to achieve particular artistic ends for a specific genre of writing.

Students will make meaningful comparisons of the literary genre being studied, and will gain an understanding of the various ways in which conventions of the genre can be used.

**Part 4: Options (15% - Individual Oral Presentation based on two works studied)****SL and HL students study three texts.**

Students will be asked to respond orally and present aspects of texts through a variety of formats, in order to display their understanding of any key area of their choosing.

**Assessment Details**

Assessment component	
<b>External assessment (3 hours)</b> <b>Paper 1: Guided literary analysis (1 hour 30 minutes)</b> The paper consists of two passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions. (20 marks)  <b>Paper 2: Essay (1 hour 30 minutes)</b> The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)  <b>Written assignment</b> Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks) <ul style="list-style-type: none"> <li>The reflective statement must be 300–400 words in length.</li> <li>The essay must be 1,200–1,500 words in length.</li> </ul>	<b>70%</b> <b>(20% )</b>    <b>(25% )</b>    <b>(25%)</b>
<b>Alternative oral examination (20 minutes)</b> This component consists of two compulsory oral activities that are externally assessed by the IB.  <b>Section 1: Individual oral commentary (10 minutes)</b> Students present a formal oral commentary on an extract from a work studied in part 2. (30 marks)  <b>Section 2: Individual oral presentation (10 minutes)</b> Students make a presentation based on two works studied in part 4. (30 marks)	<b>30%</b>   <b>(15% )</b>  <b>(15% )</b>

**Teacher Responsible: Ms. Flora Lai**

## GROUP 2: LANGUAGE ACQUISITION

### The Nature of Group 2 Courses

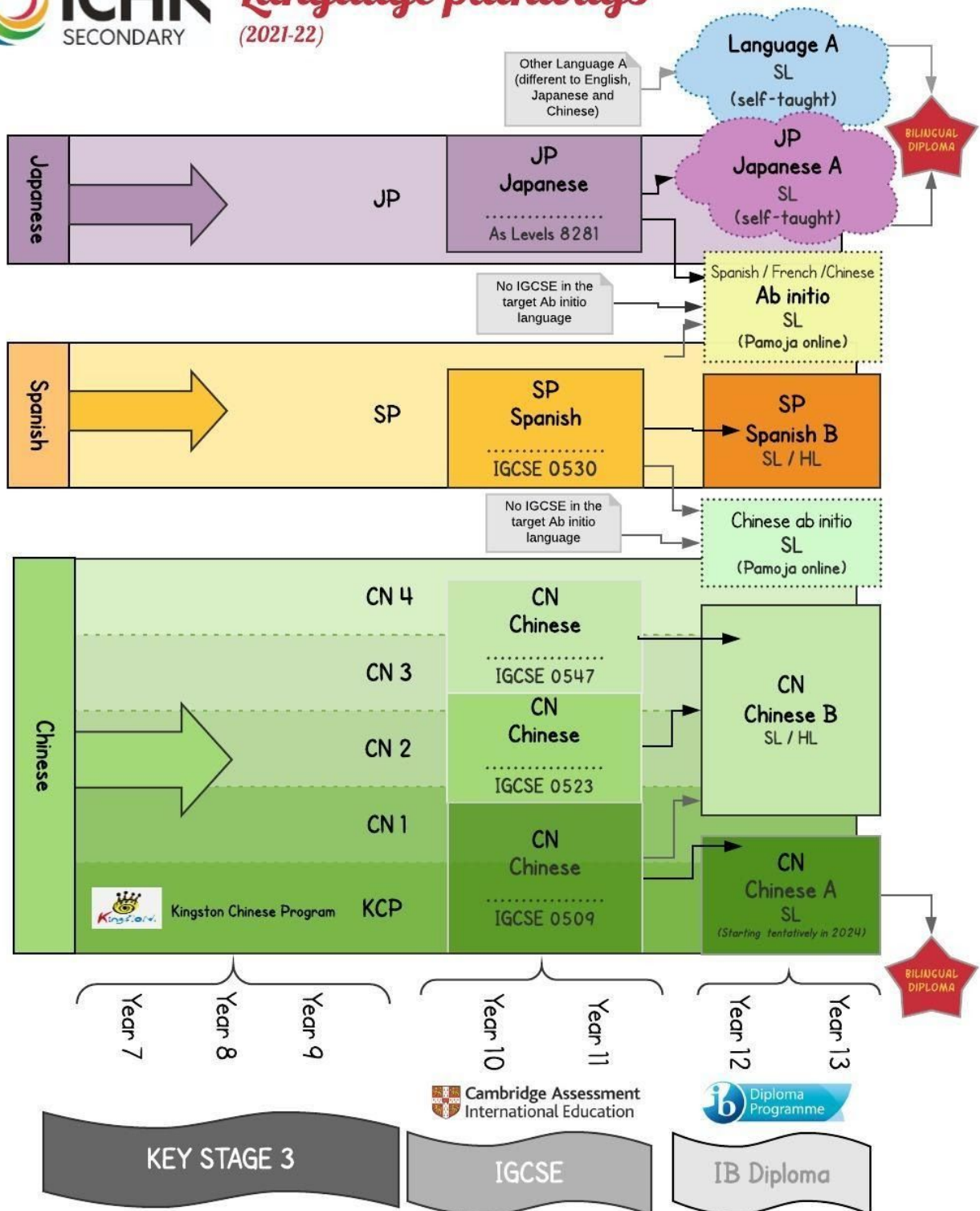
Learning a second language engages the mind and broadens a person's perspective on the world around them. Being able to think, decode, translate and express yourself in two languages has become an increasingly sought after, almost essential, requirement in this globally interconnected world we live in. 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

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### Introduction

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 and Objectives

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

i.

### 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 organization
- 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 Details

Higher Level		Standard Level	
<b>External Assessment</b>	<b>75%</b>	<b>External Assessment</b>	<b>75%</b>
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%)
<b>Internal Assessment</b>	<b>25%</b>	<b>Internal Assessment</b>	<b>25%</b>
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.		Individual oral assessment: A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.	

**Teacher Responsible: Mr. Nicolás Arriaga**





### **Introduction**

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**

### **What is different in taking ab initio online through Pamoja [www.pamojaeducation.com](http://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
- practice essential 21st century skills such as digital literacy, collaboration and self-organisation

### **Aims and Objectives**

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

Part 1: The five prescribed themes are:

- Language Learning Online:

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

**Teacher Responsible: Mr. Nicolás Arriaga**

### **GROUP 3: INDIVIDUALS AND SOCIETIES**

#### **The Nature of Group 3 courses**

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, Global Perspectives 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.

### Introduction

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

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

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: Macro-Economics

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 Details

Assessment component	Weighting
<b>External assessment (4 hours and 45 minutes)</b>	<b>80%</b>
<b>Paper 1 (1 hour and 15 minutes)</b> An extended response paper (25 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content including HL extension material. Students answer one question from a choice of three. (25 marks)	<b>20%</b>
<b>Paper 2 (1 hour and 45 minutes)</b> A data response paper (40 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content including HL extension material. Includes some quantitative questions. Students answer one question from a choice of two. (40 marks)	<b>30%</b>
<b>Paper 3 (1 hour and 45 minutes)</b> A policy paper (60 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content including HL extension material. Includes both quantitative and qualitative questions. Students answer two compulsory questions. (30 marks per question)	<b>30%</b>
<b>Internal assessment (20 teaching hours)</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. Maximum 800 words for each commentary (45 marks)	<b>20%</b>

**Teacher Responsible: Mr. Martin Clarke & Mr. Simon Tasker**

## HISTORY

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### Introduction

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 emphasizes 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:

1. develop an understanding of, and continuing interest in, the past
2. encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
3. promote international-mindedness through the study of history from more than one region of the world
4. 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
5. develop key historical skills, including engaging effectively with sources
6. 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.

### 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.

### 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 Details**

Higher Level		Standard Level	
<b>External Assessment</b>  <b>Paper 1</b> (1 hour): a document-based paper with four short answer/structured questions on the prescribed subject  <b>Paper 2</b> (1.5 hours): Students write 2 essays based on the two world history Topics  <b>Paper 3</b> (2.5hours): Students write 3 essays based on regional HL topics	<b>80%</b>  (20%)  (25%)  (35%)	<b>External Assessment</b>  <b>Paper 1</b> (1 hour): a document-based paper with four short answer/structured questions on the prescribed subject  <b>Paper 2</b> (1.5 hours): Students write 2 essays based on the two world history topics	<b>75%</b>  (30%)  (45%)
<b>Internal Assessment</b>  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.	<b>20%</b>	<b>Internal Assessment</b>  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.	<b>25%</b>

**Teacher Responsible: Mr. Alex Hall**

### Introduction

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 the 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 Details

Higher Level		Standard Level	
<b>External Assessment</b>	<b>80%</b>	<b>External Assessment</b>	<b>75%</b>
<b>Paper 1</b> (2 hours): Short answer questions on the three Levels of Analysis	(40%)	<b>Paper 1</b> (2 hours): Short answer questions on the three Levels of Analysis	(50%)
<b>Paper 2</b> (1 hour): Answer two questions in an extended essay form from the options studied	(20%)	<b>Paper 2</b> (1 hour): Answer one question in an extended essay form from the option studied	(25%)
<b>Paper 3</b> (1 hour): Three compulsory questions based on an unseen text, covering Qualitative Research Methods	(20%)		
<b>Internal Assessment</b>	<b>20%</b>	<b>Internal Assessment</b>	<b>25%</b>
Students plan, undertake and report on a replication of a simple experimental study		Students plan, undertake and report on a replication of a simple experimental study.	

**Teachers Responsible: Ms. Sammi Chan**

### Introduction

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

The aims of the ESS course are to enable students to:

1. acquire the knowledge and understandings of environmental systems at a variety of scales
2. apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
3. appreciate the dynamic interconnectedness between environmental systems and societies
4. value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
5. be critically aware that resources are finite, and that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
6. develop awareness of the diversity of environmental value systems
7. develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
8. engage with the controversies that surround a variety of environmental issues
9. create innovative solutions to environmental issues by engaging actively in local and global contexts.

### Syllabus Details

The following big questions are intended as a guide to shape an overall concept-based approach to the delivery of this subject, and to encourage a holistic perspective on the relationship between human societies and natural systems. They have been designed to engender a vision of the overarching principles that are central to the course, and to encourage students to revisit central ideas in different contexts.

- A. Which strengths and weaknesses of the systems approach and of the use of models have been revealed through this topic?
- B. To what extent have the solutions emerging from this topic been directed at preventing environmental impacts, limiting the extent of the environmental impacts or restoring systems in which environmental impacts have already occurred?
- C. What value systems are at play in the causes and approaches to resolving the issues addressed in this topic?
- D. How does your personal value system compare with the others you have encountered in the context of issues raised in this topic?
- E. How are the issues addressed in this topic relevant to sustainability or sustainable development?
- F. In which ways might the solutions explored in this topic alter your predictions for the state of human societies and the biosphere decades from now?

These big questions are addressed in the topics below:

- Topic 1— Foundations of environmental systems and societies
- Topic 2—Ecosystems and ecology
- Topic 3—Biodiversity and conservation
- Topic 4—Water and aquatic food production systems and societies
- Topic 5—Soil systems and terrestrial food production systems and societies
- Topic 6—Atmospheric systems and societies
- Topic 7—Climate change and energy production
- Topic 8—Human systems and resource use

### **Assessment Details**

Higher Level	Standard Level	
<i>IB does not offer Environmental Systems and Societies at Higher Level.</i>	<b>External Assessment</b>	<b>75%</b>
	<b>Paper 1:</b> Case study - 1h <b>Paper 2:</b> Short answers and Structured Essays - 2h	(25%) (50%)
	<b>Internal Assessment</b> <p>The individual investigation will be a single task taking about 10 hours. This time allocation includes time for consultation with the teacher to discuss the research question before the investigation is implemented, as well as time spent developing methodology and collecting data.</p> <p>The purpose of the internal assessment investigation is to focus on a particular aspect of an ESS issue and to apply the results to a broader environmental and/or societal context. The investigation is recorded as a written report.</p>	<b>25%</b>

**Teacher Responsible: Ms. Flora Lai**

## GROUP 4: EXPERIMENTAL SCIENCES

### The Nature of Group 4 Courses

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.

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 advanced Maths course.

Higher level courses are suitable for students who have a keen interest and ability in Science and who score a minimum 'B' in IGCSE Coordinated Science and Maths.

### The Group 4 Project

The Group 4 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 in line with Aim 10 of the program. It is also used toward Aims 7 & 8. The project may be done either as an internal or external field trip. In recent years, the project has been used to focus on local environment.

### Group 4 Aims & Objectives

1. Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. Acquire a body of knowledge, methods and techniques that characterize science and technology
3. Apply and use a body of knowledge, methods and techniques that characterize science and technology
4. Develop an ability to analyse, evaluate and synthesize scientific information
5. Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. Develop experimental and investigative scientific skills including the use of current technologies
7. Develop and apply 21st-century communication skills in the study of science
8. Become critically aware, as global citizens, of the ethical implications of using science and technology
9. Develop an appreciation of the possibilities and limitations of science and technology
10. Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

## Group 4 Assessment

### Assessment Weightings

Assessment	Standard Level (SL)		Higher Level (HL)	
	Duration (hours)	Weighting %	Duration (hours)	Weighting %
<b>Paper 1</b>	$\frac{3}{4}$	20	1	20
<b>Paper 2</b>	$1\frac{1}{4}$	40	$2\frac{1}{4}$	36
<b>Paper 3</b>	1	20	$1\frac{1}{4}$	24
<b>Internal Assessment (IA)</b>	10	20	10	20

### **Description of Papers**

Paper 1 is a multiple-choice examination consisting of 30 questions at Standard Level and 40 questions at Higher Level. The questions may address any learning area from the subject core material at Standard Level, and from the subject core and additional higher level material at Higher Level.

Paper 2 is a short-answer and extended-response examination. As with Paper 1, the questions may address any learning area from the subject core material at Standard Level, and from the subject core and additional higher level material at Higher Level.

Paper 3 is also a short-answer and extended-response paper. However, this paper focuses on the experimental nature of the subject, and will also contain questions on the subject Option Topic. See below for more details on available option topics for each subject. This paper is presented in two sections. Section A contains one data-based question and several short-answer questions on experimental work. Section B contains short and long answer questions on the subject Option Topic.

### **Description of Internal Assessment**

Each student is required to complete one investigation, assessed using the IB Group 4 Science Internal Assessment Criteria on: Personal Engagement, Exploration, Analysis, Evaluation, and Communication. Students make a proposal for a topic and area of study. Following which they may use 10 hours of class-time to plan, investigate, and report on their area of study

### **Practical Scheme of Work**

Students at Higher Level complete 60 hours of practical work during their program, while students at Standard Level complete 40 hours of practical work. Included in these hours are 10 hours for the group 4 project, and 10 hours for the Internal Assessment Project. This leaves 40 hours at Higher Level and 20 hours at Standard Level that are used for in- class experimentation.

**Teacher Responsible: Mrs. Michelle Rines**

## BIOLOGY

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### Introduction

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

**Core** (All students study at both SL & HL):

Topic 1: Cell biology  
Topic 2: Molecular biology  
Topic 3: Genetics  
Topic 4: Ecology  
Topic 5: Evolution and biodiversity Topic 6: Human physiology

**Advanced Higher Level (AHL):**

Topic 7: Nucleic acids  
Topic 8: Metabolism, cell respiration and photosynthesis  
Topic 9: Plant biology  
Topic 10: Genetics and evolution Topic 11: Animal physiology

**Options: (Choice of 1)**

A: Neurobiology and behaviour  
B: Biotechnology and bioinformatics  
C: Ecology and conservation  
D: Human physiology

**Teacher Responsible: Ms. Sharon Wong**

## CHEMISTRY

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### Introduction

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.

### Syllabus Details

**Core** (All students study at both SL & HL):

Topic 1: Stoichiometric Relationships Topic 2: Atomic Structure  
Topic 3: Periodicity  
Topic 4: Chemical Bonding and Structure  
Topic 5: Energetics/thermochemistry  
Topic 6: Chemical Kinetics  
Topic 7: Equilibrium  
Topic 8: Acids and Bases  
Topic 9: Redox Processes  
Topic 10: Organic Chemistry  
Topic 11: Measurement and Data Processing

**Advanced Higher Level (AHL):**

Topic 12: Atomic Structure  
Topic 13: The Period Table - The Transition Metals  
Topic 14: Chemical Bonding and Structure  
Topic 15: Energetics/thermochemistry  
Topic 16: Chemical Kinetics  
Topic 17: Equilibrium  
Topic 18: Acids and Bases  
Topic 19: Redox Processes  
Topic 20: Organic Chemistry  
Topic 21: Measurement and Analysis

**Options: (Choice of 1)**

A: Materials  
B: Biochemistry  
C: Energy  
D: Medicinal Chemistry

**Teacher Responsible: Mrs. Michelle Rines**

## PHYSICS

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### **Introduction**

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**

**Core** (All students study at both SL & HL):

- Topic 1: Measurement and Uncertainty
- Topic 2: Mechanics
- Topic 3: Thermal Physics
- Topic 4: Waves
- Topic 5: Electricity and Magnetism
- Topic 6: Circular Motion and Gravitation
- Topic 7: Atomic, Nuclear, and Particle Physics
- Topic 8: Energy Production

**Advanced Higher Level (AHL):**

- Topic 9: Wave Phenomena
- Topic 10: Fields
- Topic 11: Electromagnetic Induction
- Topic 12: Quantum and Nuclear Physics

**Options: (Choice of 1)**

- A: Relativity
- B: Engineering Physics
- C: Imaging
- D: Astrophysics

**Teacher Responsible: Mr. Alex Edwards**



## GROUP 5: MATHEMATICS

### The Nature of Group 5 Courses

Mathematics is a compulsory subject in the IB Diploma Programme. Since individual students have different needs, interests and mathematical abilities, two courses in mathematics are available:

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

These courses are designed for different types of students: those who wish to study mathematics in depth, either as a subject in its own right or to pursue their interests in areas related to mathematics; those who wish to gain a degree of understanding and competence better to understand their approach to other subjects; and those who may not as yet be aware how mathematics may be relevant to their studies and in their daily lives. Each course is designed to meet the needs of a particular group of students. Therefore, great care should be taken to select the course that is most appropriate for an individual student.

In making this selection, individual students should be advised to take account of the following types of factor:

- 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 (HL) is a very demanding and challenging course and it is recommended that students attain an A\* at IGCSE Maths if they wish to pursue this course. A minimum of grade B is recommended for Mathematics: analysis and approaches (SL).

Mathematics: applications and interpretation (SL) will be appropriate for students who would previously have taken Mathematical Studies (SL). It is better suited for students who enjoy learning how their knowledge of mathematics can be applied in real life situations.

### The aims of all mathematics courses in Group 5 are to enable students to:

1. enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
2. develop an understanding of the principles and nature of mathematics
3. communicate clearly and confidently in a variety of contexts
4. develop logical, critical and creative thinking, and patience and persistence in problem-solving
5. employ and refine their powers of abstraction and generalization
6. apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
7. appreciate how developments in technology and mathematics have influenced each other
8. appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
9. appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

### Introduction

This course is appropriate 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 will be those who enjoy mathematics best when seen in a practical context. This course is for students who are interested in social sciences, natural sciences, statistics, business, some economics, psychology, and design.

### Syllabus Outline

Syllabus component	Teaching Hours
Topic 1 - Number and algebra	16
Topic 2 - Functions	31
Topic 3 - Geometry and trigonometry	18
Topic 4 - Statistics and probability	36
Topic 5 - Calculus	19
<b>The toolkit and mathematical exploration</b>  Investigative, problem-solving and modeling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30

### Assessment Outline

Assessment component	Weighting
<b>External assessment (3 hours)</b> <b>Paper 1 (90 minutes)</b> Technology required. (80 marks) Compulsory short-response questions based on the syllabus. <b>Paper 2 (90 minutes)</b> Technology required. (80 marks) Compulsory extended-response questions based on the syllabus.	80%
<b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. <b>Mathematical exploration</b> Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics (20 marks)	20%

**Teacher Responsible: Mr. Sean McDermott**

## MATHEMATICS: ANALYSIS AND APPROACHES (HL AND SL)

### Introduction

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content such as engineering, physical sciences, or some economics courses. It is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. Mathematics: analysis and approaches will be a development from the previous Mathematics HL and SL courses.

### Syllabus Outline

Syllabus component	Teaching Hours	
	SL	HL
Topic 1 - Number and algebra	19	39
Topic 2 - Functions	21	32
Topic 3 - Geometry and trigonometry	25	51
Topic 4 - Statistics and probability	27	33
Topic 5 - Calculus	28	55
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.	30	30

### SL Assessment Outline

Assessment component	Weighting
<b>External assessment (3 hours)</b> <b>Paper 1 (90 minutes)</b> No technology allowed. (80 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus. <b>Paper 2 (90 minutes)</b> Technology required. (80 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus.	80%
<b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. <b>Mathematical exploration</b> Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

## **HL Assessment Outline**

Assessment component	Weighting
<b>External assessment (5 hours)</b> <b>Paper 1 (120 minutes)</b> No technology allowed. (110 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus. <b>Paper 2 (120 minutes)</b> Technology required. (80 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus. <b>Paper 3 (60 minutes)</b> Technology required. (55 marks) Two compulsory extended-response problem-solving questions.	80%
<b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. <b>Mathematical exploration</b> Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

**Teacher Responsible: Mr. Sean McDermott**

## GROUP 6: THE ARTS

### Introduction

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, utilizing 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 both art forms the students will 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. Both art forms exist to create new ideas, questions, experiences and opportunities for all. The students, through these two Diploma courses, have the opportunity to consider how to do this and to experiment with their ideas. Their appreciation of the arts in their different forms will extend and develop as the courses progress.

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.

Both 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.

## Introduction

**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 emphasizes 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.

## Key Features of the Curriculum

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.

**CONTEXTUALIZING 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 ROLES:** 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 details**

	HL	SL
<p><b>TEXTUAL ANALYSIS</b></p> <p>External</p> <p>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.</p>	20%	30%
<p><b>COMPARATIVE STUDY</b></p> <p>External</p> <p>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.</p>	20%	30%
<p><b>FILM PORTFOLIO</b></p> <p>Internal</p> <p>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.</p>	25%	40%
<p><b>COLLABORATIVE FILM PROJECT</b></p> <p>Internal</p> <p>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</p>	35%	

**Teacher Responsible: Mr. Alistair Kanaan**

## THEATRE

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### Introduction

Theatre is a composite art that is forever evolving in new forms. It nourishes, sustains and extends the human spirit. It is a means of exploring society and relationships within it.

The Theatre Arts course is designed to encourage students to examine theatre in its diversity of forms from around the world. This may be achieved through a critical study of the theory, history and culture of theatre, and will find expression through workshopping, devised work or scripted performance. Students will come to understand that the act of imagining, creating, presenting and critically reflecting on theatre in its past and present contexts embodies the individual and social need to investigate and find explanations for the world around us.

At the core of the Theatre Arts course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis—all of which should be achieved through practical engagement in theatre.

### Aims and Objectives

1. Experience and participate in a wide and varied range of theatre activities and develop proficiency in more than one area of theatre technique.
2. Become familiar with forms of theatre from their own and different cultures.
3. Explore different theatre traditions in their historical contexts.
4. Develop academic skills appropriate for the study and understanding of theatre.
5. Become reflective and critical practitioners in theatre.
6. Develop the confidence to explore, to experiment and to work individually and collaboratively on innovative projects, which should involve challenging established notions and conventions of theatre.
7. Understand the dynamic, holistic and evolving nature of theatre and the interdependencies of all aspects of this art form.

### Syllabus Details

The students cover three main areas during the course: Theatre in the Making, Theatre in Performance, Theatre in the World.

#### Theatre in the Making

This area is intended to equip the student with the knowledge and skills necessary to:

- perform
- devise, plan and realize a theatre performance
- observe theatre

#### Theatre in Performance

This area involves the application of the knowledge and skills developed in “Theatre in the Making” through participation in theatre performances in the different capacities of performer, director, designer and member of a production team.

#### Theatre in the World

This area involves the practical and theoretical exploration of a range of theatre traditions and cultural practices from around the world and from different historical periods.



## Assessment details

Higher Level		Standard Level	
<b>External assessment</b>  <b>Solo Theatre Piece</b> Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory.	<b>(75%)</b>  35%   20%   20%	<b>External assessment</b>  <b>Director's Notebook</b> Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.  <b>Research Presentation</b> Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.	<b>(65%)</b>  35%   30%
<b>Internal Assessment</b>  <b>Collaborative Project</b> Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13– 15 minutes) for and to a specified target audience, created from a starting point of their choice.	<b>(25%)</b>	<b>Internal Assessment</b>  <b>Collaborative Project</b> Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13– 15 minutes) for and to a specified target audience, created from a starting point of their choice.	<b>(25%)</b>

**Teacher Responsible: Mr. Liam Greenall**

### Introduction

**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.

### Key Features of the Curriculum

#### 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 Details

The assessment criteria are under three categories: Comparative Study (20% - external assessment); Process Portfolio (40% - external assessment); and Exhibition (40% - internal assessment)

	External Assessment		Internal Assessment
	Comparative Study 20%	Process Portfolio 40%	Exhibition 40%
SL students will need to submit:	<p>Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <p>Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 screens.</p>	<p>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.</p> <p>At SL: 9–18 screens. The submitted work should be in at least two different art-making forms.</p>	<p>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.</p> <p>At SL: 4–7 pieces with exhibition text for each. A curatorial rationale (400 words maximum).</p>
HL students will need to submit:	<p>Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <p>As SL plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3–5 screens).</p>	<p>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.</p> <p>At HL: 13–25 screens. The submitted work should be in at least three different art-making forms.</p>	<p>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.</p> <p>At HL: 8–11 pieces with exhibition text for each. A curatorial rationale (700 words maximum).</p>

**Teacher Responsible: Mrs Chris Cook**

## COURSES OFFERED BY PAMOJA EDUCATION

Pamoja Education ([www.pamojaeducation.com](http://www.pamojaeducation.com)) is the only provider approved by the International Baccalaureate to teach Diploma Programme courses online. Pamoja Site-Based Coordinator in ICHK 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. Students will have a scheduled period per week on their timetables to meet with the Site-Based Coordinator to check progress.

### Why do students choose IB online courses?

- Allows them to study IB subjects otherwise unavailable at their school.
- Allows them to take courses which would not otherwise fit in their schedules.
- Provides an exciting and truly global educational experience.
- Exposes them to a form of learning which they know will be important to their future studies and careers.

### Students will have the opportunity to:

- access a structured learning environment that provides flexibility and support in equal measure
- study alongside students from around the world
- gain experience of using the latest online learning tools
- regularly communicate with teachers, conversation teachers and fellow students
- take part in interactive and engaging lessons that allow them to learn, review and practice easily
- practice essential 21st century skills such as digital literacy, collaboration and self-organisation
- develop their receptive, productive and interactive skills

### Course quality:

- Courses are designed by IB-experienced instructional designers, working with IB-approved subject matter experts
- Each course is approved by the IB prior to delivery. Course delivery is monitored by the IB on an ongoing basis
- Teachers are IB-experienced and specially trained in online pedagogy – selected in accordance with strict IB guidelines
- Internal Assessments are subject to the same requirements as (including moderation) as in 'face2face' courses. Students sit the regular External Assessments in their own schools
- No distinction is made on the IB Diploma as to whether the course was taken face to face or online
- Final exams are the same

### Course delivery:

- Lessons follow a weekly schedule (that does not necessarily coincide with ICHK's calendar, term breaks and holidays)
- Students should expect to commit the same amount of time as they would with their face to face IB courses, to the online courses (including homework).
- During the week, students can work on courses anytime, anywhere
- Pamoja Education does encourage students to schedule regular 'in-school' and 'out of school' work periods. Students work closely with their online teachers
- In addition to direct support of class work, teachers provide extra support through monitored 'discussion threads' and 'real time' office hours

### What qualities make a successful online student?

- Self-motivated, disciplined and well-structured
- Independent learner
- Reasonably strong oral and written communication skills in the English language
- Tech-friendly (though not necessarily experienced in online learning or Web 2.0 tools)
- High level of interest in the course

**Teacher Responsible: Mr. Nicolás Arriaga (Pamoja Site-Based Coordinator)**

## NOTES

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NOTES 

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NOTES 

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### 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 courses 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**



#### **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.



#### **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.