



IGCSE

Curriculum Brochure

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100 most innovative schools worldwide.*





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Dear Parents and Students,

You have arrived at a transitional point in a student's learning journey: a point at which some initially limited, but nonetheless significant, decisions are called for. Up until now, students' experience of school has largely been one of adjusting to a curriculum that is the same for all, in order to cover some basic ground that every secondary-level learner needs as a foundation to what follows. We have built in some choice via Free Learning and Deep Learning, but, by and large, students have followed a prescribed path.

In Year 10 and 11, students begin to exercise a little more choice. This reflects our sense as a school that the IGCSE years represent the move into 'journeymanship', following the successful apprenticeship of years 7 to 9. The journeyman is someone who is beginning to demonstrate the critical skills, faculties, and attitudes that, in time, will provide for mastery. To help strengthen this new profile, two things need to happen. First, students should be provided with the opportunity to extend and expand the range of activities and challenges they take on; second, so far as possible, these activities and challenges should be those that the students feel the most interest in pursuing.

These are the basis for the decisions that face you in Years 10 and 11.

The initial choice is to be taken very shortly and resides within the programme of examined subjects selected by each student. All students need to keep studying English, Mathematics, Science and Modern Languages, and will be allocated to classes across these subject areas. They also need to study one subject in each of Arts and Humanities, and it is here that a selection must be made. Information intended to help guide in that selection can be found within this booklet.

Additional choice will come once Year 10 gets underway and students are introduced to their Enrichment & Flow lessons. Here, students have the opportunity to elect to consolidate, extend or innovate their school experience. They can also begin their journey towards the Mastery Transcript, working towards becoming a 'journeyman', through engagement with projects, activities, and other learning experiences.

What, precisely, this means will become clear as their first term unfolds; suffice to say now that it means additional decision-making with potentially far-reaching effects for their profile as an ICHK learner.

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

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

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

For the 2021-2023 IGCSE programme, we offer a more personalized course of study. Students will follow seven IGCSE courses, plus a non-examined programme that provides opportunities for elective courses, physical education and curriculum consolidation.

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

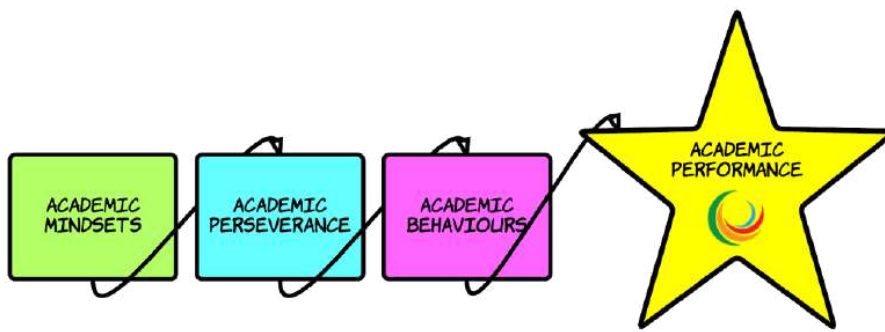
Yours faithfully,

Toby Newton

Head of School

Email: tnewton@ichk.edu.hk

Mission & Vision	5
Profile of an ICHK student	6
The IB Learner Profile	7
Our Campus & Location	8
A Learning Culture, Curriculum & Class Sizes	9
Successful Study	10
Introducing GCSE & IGCSE Examinations	11
Method of Assessment, Exam Fees & Weekly Timetable	13
GCSE & IGCSE: Core subjects <ul style="list-style-type: none"> English (Language) & World Literature International Mathematics Combined Science Languages Chinese as a First Language Chinese as a Second Language Chinese as a Foreign Language Japanese Language Spanish as a Foreign Language Physical Education (PE) (Not examined) 	14-29 14 16 18 19 21 22 23 24 25 26
Curriculum X	27
Human Technologies	28
Enrichment and Flow	29
Deep Learning	30
Deep Learning+ Week	31
Extra-Curricular Activities	32
GCSE & IGCSE: Option subjects <ul style="list-style-type: none"> Economics Environmental Management History Drama Media Studies Painting, Printing Making and 3D Design (IGCSE Art & Design) Photography, Digital and Lens-Based Media (IGCSE Art & Design) 	33-40 34 35 36 37 38 39 40
Years 12 & 13: Looking ahead to the IB Diploma	41



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

OUR MISSION & VISION

Learning together, thoughtfully

Mission

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

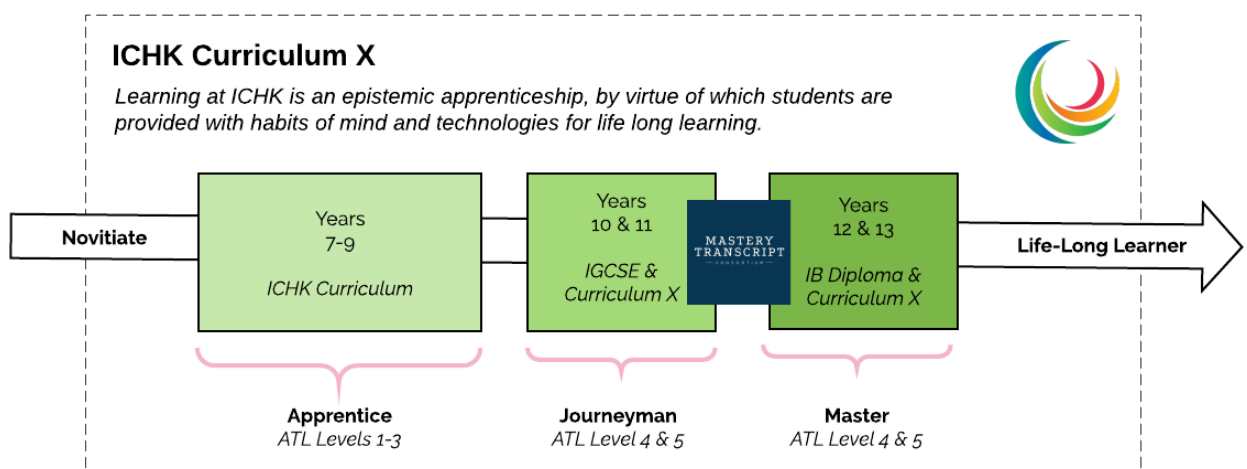
Vision

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

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

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

Journey



PROFILE OF AN ICHK STUDENT



To achieve the mission and vision for ICHK, we ensure that every student:

Benefits from an international education by:

- Gaining historic and contemporary knowledge of the world
- Acquiring international understanding through interaction with others, and by studying and experiencing other cultures and belief systems
- Developing personal values while respecting those of others
- Valuing their language and culture
- Maintaining the fluency of their mother tongue and valuing the acquisition of other languages
- Understanding global issues and problem resolution
- Knowing they can make a difference to global issues
- Engaging in offsite activities to enhance personal, social and physical development, and to appreciate the beauty of our environment

Is principled, critically examines viewpoints and acts in support of others by:

- Sharing, cooperating and contributing responsibly
- Thinking and acting critically, creatively, and independently
- Understanding the relationship between rights and responsibilities
- Practicing acceptance
- Taking action to protect our environment

Strives to realise their potential as a learner by:

- Learning how they learn best
- Sustaining the joy of learning
- Attaining depth and breadth of knowledge and understanding
- Acquiring the skills that support intellectual and academic success
- Understanding and developing their Human Technologies
- Preparing themselves for the demands of higher education

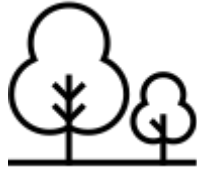
Strives to realise their potential as a leader by:

- Developing skills and knowledge that support leadership
- Solving problems independently and with others
- Encouraging and supporting others
- Reflecting on their contribution and setting targets for improvement
- Displaying sound decision-making skills
- Building understanding and trust

THE IB LEARNER PROFILE

ICHK has recently enjoyed and successfully satisfied its IB 5-Year Review. We have chosen the IB as we believe in developing internationally minded people who help to create a better and more peaceful world. In keeping with this vision for education, and our commitment to the IB, we will aim to ensure that ICHK students strive to be:

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



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

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



A LEARNING CULTURE, CURRICULUM & CLASS SIZES



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

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

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

Our Year 10 and 11 Curriculum reflects our belief that students benefit from breadth, balance, progression, continuity and an increasing level of agency in their education.

We achieve this *breadth and balance* by offering a diverse range of subjects and a wide selection of extra-curricular activities.

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

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

¹ We aim to cap our classes at 20 students.

CHECKLIST FOR SUCCESSFUL STUDY

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



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

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

INTRODUCING GCSE & IGCSE EXAMINATIONS

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

The grades available range from A* to G (or 1 to 9). Normally a grade C or above is recommended for a student to continue studying a subject at IB Diploma in Year 12 (with a B normally required for a Higher-Level Subject).

EXAMINATION BOARDS (UK)

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

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

SELECTING THE RIGHT SUBJECTS

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

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

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

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

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

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

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

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

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

Core: Compulsory Subjects

(i) – Examined

- English
- World Literature
- International Mathematics
- Combined Science
- Languages (Chinese, Japanese or Spanish)

(ii) – Non-examined

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

Options: Select one option from each group

Group A (Individuals & Societies):

- Economics
- History
- Environmental Management

Group B (Arts/Technology):

- Painting, Printing Making and 3D Design (IGCSE Art & Design)
- Photography, Digital and Lens-Based Media (IGCSE Art & Design)
- Drama
- Media Studies

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



METHODS OF ASSESSMENT

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

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

EXAMINATION FEES

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

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



WEEKLY TIMETABLE

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

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

CORE SUBJECTS

The following seven subjects are compulsory.

ENGLISH LANGUAGE

Cambridge IGCSE First Language English 0500

The student will:

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

Assessment

Paper 1: 50% of total mark:

- Reading. Written examination in May of Year 11, with the *majority* of marks awarded for reading skills.
- The paper consists of three sections, based on three texts. Candidates will be assessed for comprehension, summary skills, analytical skills and their ability to match written form to purpose.

Paper 2: 50% of total mark:

- Directed writing and composition. Written examination in May of Year 11, with the *majority* of marks awarded for writing skills. All candidates take this paper.

Teacher Responsible: Ms. Victoria Lee

LITERATURE

Cambridge IGCSE World Literature 0408

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

The aims are to:

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

Assessment

50% of mark:

- The coursework portfolio which includes two written assignments (empathic and critical analysis) based on two text types and drawn from two different countries/cultures.

50% of mark :

- Paper 2 is a written examination based on unseen poetry.
- Paper 3 is a written examination based on set texts studied.

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

Teacher Responsible: Ms. Victoria Lee

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

The aims of the course are to enable students to:

- develop mathematical skills and apply them to other subjects and to the real world
- develop methods of problem-solving
- interpret mathematical results and understand their significance
- develop patience and persistence in solving problems
- develop a positive attitude towards mathematics which encourages enjoyment, fosters confidence and promotes enquiry and further learning
- appreciate the elegance of mathematics
- appreciate the difference between mathematical proof and pattern spotting
- appreciate the interdependence of different branches of mathematics and the links with other disciplines
- appreciate the international aspect of mathematics, its cultural and historical significance and its role in the real world
- read mathematics and communicate the subject in a variety of ways
- acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics.

Content Overview

Students may follow either the Core curriculum or the Extended curriculum. Students aiming for grades A* to B should follow the Extended curriculum.

All Year 10 students will follow the Extended curriculum in Term 1, and parents of students will be contacted should they be recommended to follow the Core curriculum.

All candidates will study the following topics:

1. Number
2. Algebra
3. Functions
4. Coordinate geometry
5. Geometry
6. Vectors and transformations
7. Mensuration
8. Trigonometry
9. Sets
10. Probability
11. Statistics

Students should have access to a graphic display calculator to do the following:

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

Assessment Overview

All students take three papers.

Students who study the Core syllabus content should be entered for Paper 1, Paper 3 and Paper 5. These students are eligible for grades C to G.

Students who have studied the Extended syllabus content should be entered for Paper 2, Paper 4 and Paper 6. These students are eligible for grades A* to E.

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

Core curriculum	Extended curriculum
Paper 1 (45 minutes) Short-answer questions based on the Core curriculum Calculators are not permitted 40 marks: 25% of the final total mark	Paper 2 (45 minutes) Short-answer questions based on the Extended curriculum Calculators are not permitted 40 marks: 20% of the final total mark
Paper 3 (1 hour 45 minutes) Structured questions based on the Core curriculum Graphic display calculators are required 96 marks: 60% of the final total mark	Paper 4 (2 hours 15 minutes) Structured questions based on the Extended curriculum Graphic display calculators are required 120 marks: 60% of the final total mark
Paper 5 (1 hour 10 minutes) One investigative task based on the Core curriculum Graphic display calculators are required 36 marks: 15% of the final total mark	Paper 6 (1 hour 40 minutes) One investigative task and one modelling task based on the Extended curriculum Graphic display calculators are required 60 marks: 20% of the final total mark
Total: 172 marks	Total: 220 marks

Teacher Responsible: Mr. Sean McDermott

COMBINED SCIENCE

Cambridge IGCSE Combined Science 0653

The student will:

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

The syllabus is designed to:

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

Assessment

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

Paper 1 – Core students:

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

Paper 2 – Extended students:

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

Paper 3 – Core students:

- 50% of mark
- 1 Hour 15 minute exam comprising short answer and structured questions

Paper 4 – Extended students:

- 50% of mark
- 1 Hour 15 minute exam comprising short answer and structured questions

Paper 6 – All students:

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

Teacher Responsible: Mr. Stephen Kay

LANGUAGES

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

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

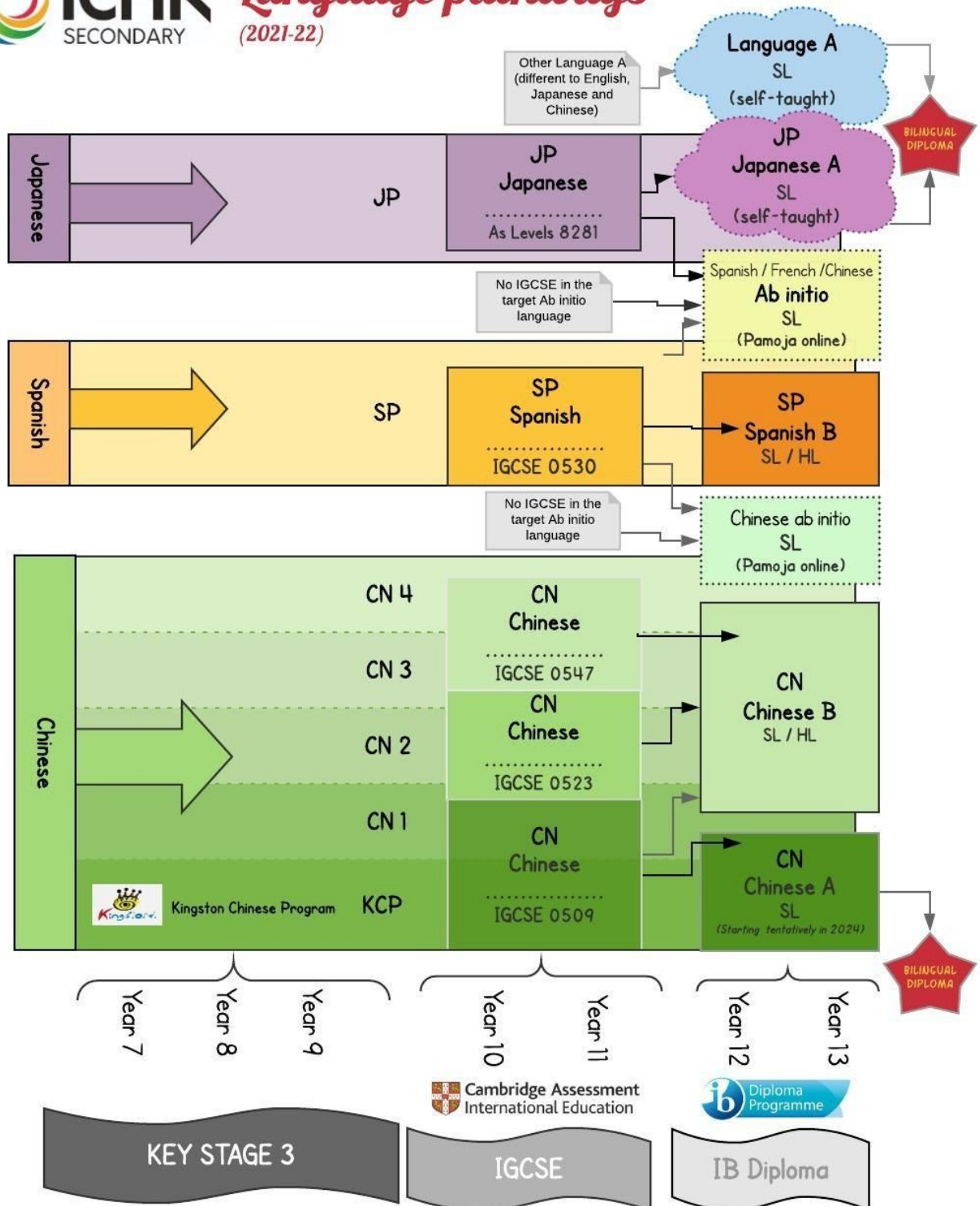
At ICHK we nurture linguistic skills and we treasure all native languages in our community. English language is our medium of instruction and, therefore, every student follows a comprehensive programme of study in English Language and Literature. In addition to English, students follow a programme in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

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

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

Teacher Responsible: Mr. Nicolás Arriaga





CHINESE AS A FIRST LANGUAGE

Cambridge Assessment International Education IGCSE 0509

As an additional first language programme for those students who speak Mandarin, Cantonese or other Chinese dialect at home and have developed their native-like competence in previous years.

The aims of this course are to:

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

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

Assessment

Paper 1: 50% of total mark:

- 2 hours 15 minutes, 60 marks
- Reading, Directed Writing and Classical Chinese.
- Candidates answer all the questions in three compulsory sections. Candidates write all their answers in the spaces provided on the question paper. Dictionaries may not be used.

Paper 2: 50% of total mark:

- 2 hours, 50 marks.
- Written examination consisting of two sections, section 1 is Argumentative/Discursive Writing, section 2 is Descriptive/Narrative Writing. Candidates answer two questions, one from each section.
- Candidates write all their answers in the spaces provided on the question paper. Dictionaries may not be used.

Teacher Responsible: Mr. Nicolás Arriaga



CHINESE AS A SECOND LANGUAGE

Cambridge Assessment International Education IGCSE 0523

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

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

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

Assessment

Paper 1: 60% of total mark:

- Reading and Writing. Written examination in May of Year 11, with the *majority* of marks awarded for writing skills.
- Written examination consisting of five exercises that test a range of reading and writing skills. Types of task include: information transfer, short-answer questions, multiple-matching, functional writing and extended writing.

Paper 2: 20% of total mark:

- Listening. Written examination in May of Year 11.
- Written examination consisting of four exercises that test listening skills. Candidates listen to recordings of short and longer spoken texts. Types of task include: short-answer questions, gap-fill sentences, information correction and multiple-choice questions. All listening material is recorded in Mandarin Chinese.

Paper 3: 20% of total mark:

- Speaking. Written examination in May of Year 11.
- The Speaking test is conducted in Mandarin Chinese. The Speaking test consists of three parts: candidates give a two-to three-minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics.

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

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

Teacher Responsible: Mr. Nicolás Arriaga

CHINESE AS A FOREIGN LANGUAGE (MANDARIN)

Cambridge Assessment International Education IGCSE 0547

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

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

Assessment

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

Paper 1 – Listening: 25% of total mark

- Candidates listen to a number of recordings and answer questions testing comprehension

Paper 2 – Reading: 25% of total mark

- Candidates read a number of texts and answer questions testing comprehension

Paper 3 – Speaking: 25% of total mark

- Candidates complete two role plays, a topic presentation/conversation and a general conversation

Paper 4 – Writing: 25% of total mark

- Candidates respond in the target language to three tasks

Teacher Responsible: Mr. Nicolás Arriaga

JAPANESE LANGUAGE

This language path is designed for students who have formally learnt Japanese before, as they are expected to speak, read and write in Japanese. Japanese is spoken at home and/or the student should bring a strong background (e.g. lived or studied in Japan). Admission is subject to level test and dependant on numbers.

ICHK follows the Japanese national curriculum, though, as in other language courses, evaluation is based on ICHK assessment criteria and will also train the students to take an international Japanese language exam in Yr 11, where students will be guided through a syllabus that provides an appropriate challenge. Options are:

- Japanese Cambridge As Levels 8281 : For those who have followed the Japanese as a first language courses in years 7 to 9.

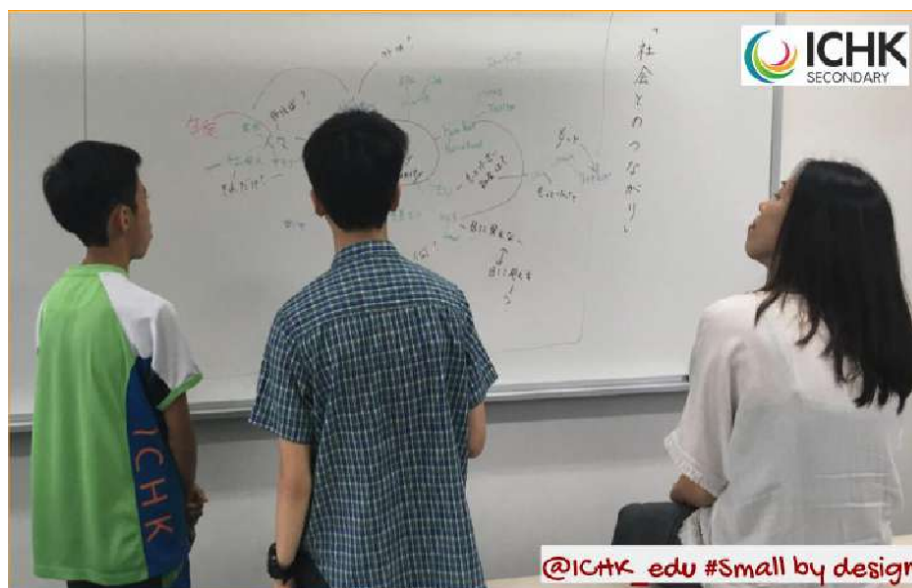
*There is currently no native language exam provided at IGCSE level.

- Cambridge Japanese as a foreign language IGCSE 0519: For those who have followed the courses of Japanese as a foreign language in years 7 to 9. The 2 year course aims at IGCSE Cambridge syllabus and exam coded 0519.

**This exam takes place in November. Note that it will be discontinued by Cambridge in November 2021. We are currently considering alternatives with Edexcel examination board.*

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

Teacher Responsible: Mr. Nicolás Arriaga



SPANISH AS A FOREIGN LANGUAGE

Cambridge Assessment International Education IGCSE 0530

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

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

Assessment

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

Paper 1 – Listening: 25% of total mark

- Candidates listen to a number of recordings and answer questions testing comprehension

Paper 2 – Reading: 25% of total mark

- Candidates read a number of texts and answer questions testing comprehension

Paper 3 – Speaking: 25% of total mark

- Candidates complete two role plays, a topic presentation/conversation and a general conversation

Paper 4 – Writing: 25% of total mark

- Candidates respond in the target language to three tasks

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

Teacher Responsible: Mr. Nicolás Arriaga



PHYSICAL EDUCATION

This course is not examined.

Our Mission:

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

Our Vision:

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

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

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

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

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

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

Teacher Responsible: Mr. Raymond Chan

CURRICULUM X

ICHK's inclusion by Cambridge University as part of their [Innovation 800](#) project in 2017 was formal recognition of our commitment to innovation and creativity across students' school experience. The ongoing development of Curriculum X charts the diverse ways in which we continue to explore new approaches, both within traditional school subjects and by the addition of a range of initiatives such as:

- Deep Learning
- The Activities and Clinics Programme
- The Outdoor and Experiential Programme
- Human Technologies
- The Apprenticeship Programme
- The Mastery Transcript

Three priorities are embedded within the overarching concept of Curriculum X:

Expand the curriculum:

- Introduce elements that change the way students think; encourage new passions; disrupt previous ways of looking at the world; open their eyes to novelty and opportunity.
- Customise and diversify so that the form these opportunities take depends on the student. For one it might be helping a primary school child to play in a waterfall on a Wild Science day; for another, it will be a hike or a day in a canyon with their friends; for a third, it will be learning teamwork in Human Technologies; and, for a fourth, volunteering at Crossroads Foundation. The common denominator is a chance to try something completely new: Cantonese opera, water sports, glass-blowing, indoor skiing; building a jungle gym - but always with the potential of trying it not just as a one-off experience, but as something that is a passion of one of their teachers, who will be there to support them in the journey should it becomes their passion too.

Learning to learn.

- All of these initiatives are different approaches to being at school. They organise the learning experience differently. They require students to think critically about how they learn.
- There is a greater onus on the students to be responsible for their experiences and their progress. In Deep Learning, they are choosing the subject for themselves; in Enrichment and Flow they develop their own course of study; as apprentices in learning, they are channelling energy where they feel most stimulated and inspired. The amount of support they seek, the effort they put into learning, the extent to which they challenge themselves are all in their own hands.
- These initiatives seek to disrupt and transcend the traditional curriculum. They alter the timetable, cross curricular boundaries, involve the students in the wider world of work, engage them in the environment around them, and encourage them to collaborate with people outside school.

A curriculum for self-creation.

- Curriculum X is designed to help students find their own place in school and the wider world. Session time, in its many forms, is intended to provide opportunities for students to follow their own passions and interests, and to exercise agency over their own learning, to reflect on their development, take ownership of and responsibility for next steps, and see themselves as empowered users of the culture they inherit as humans.

HUMAN TECHNOLOGIES

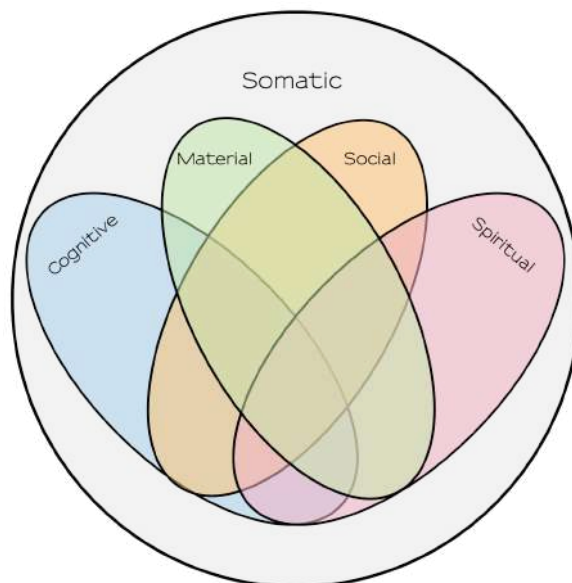
This course is not examined.

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

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

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

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



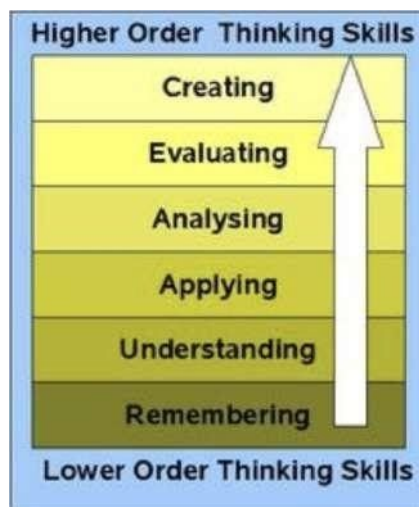
Following Vygotsky and others, a critical insight of the course is that much of what we call intelligence resides not within the individual mind but in how that mind relates to, and takes advantage of, the shared and social world around it and of which it is a part.

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

Teacher Responsible: Mr. Douglas Kidd

ENRICHMENT & FLOW

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



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

Enrichment & Flow programme offers a solution to the problems Sir Ken has identified by giving students an opportunity to take more control of their own learning. E&F provides students with time to personalize, deepen, reinforce, extend and diversify their work in other subjects or in other areas of interest to them which are not covered by the mainstream school curriculum.

E&F invites students to take a first, meaningful step towards achieving the autonomy expected of them in university and the world of work. Sessions are overseen and guided by teaching staff, but the emphasis is on self-direction, personal responsibility, intrinsic motivation and genuine interest in and commitment to their chosen activities. School staff will regularly offer opportunities to undertake particular activities, however much of the work that happens in Enrichment and Flow sessions is drawn from the students’ own passions and interests with the teachers available to them as facilitators, mentors, co-creators and critical friends.

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

Specific programmes and opportunities that take place within the E&F programme include:

- Internships with external companies and NGOs through our Apprenticeship Programme
- Our Outdoor Leadership Apprenticeship
- Creative or physical activities offered by staff such as walks in the local area, gym sessions and art activities.
- Workshops offered by staff on topics such as computing, environmental awareness and mindfulness.

Teacher Responsible: Mr. Douglas Kidd

DEEP LEARNING

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

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

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

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

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

Teacher responsible: Mr. Raymond Chan

DEEP LEARNING+ WEEK

Opportunities for creativity, activity, service + community and work experience

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

Deep Learning+ week allows students to:

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

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

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

Teacher Responsible: Mr Dave Addis.

Extra-curricular activities

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

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

Activity Sessions (Mainly Tuesday Afternoons).

Activity sessions mainly take place during Tuesday afternoons and are selected by students themselves. The list below is not exclusive but we typically offer a combination of the following:

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

Teacher responsible: Mr. Raymond Chan

OPTION SUBJECTS

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

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

Group A (Individuals & Societies):

- Economics
- History
- Environmental Management

Group B (Arts/Technology):

- Painting, Printing Making and 3D Design (IGCSE Art & Design)
- Photography, Digital and Len-Based Media (IGCSE Art & Design)
- Drama
- Media Studies

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

ECONOMICS

Cambridge IGCSE Economics 0455

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

The Course

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

Assessment

Grades A* to G may be awarded.

examination-based, no coursework

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

Candidates answer thirty multiple choice questions.

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

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

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

Teachers Responsible: Mr. Martin Clarke and Mr. Simon Tasker

ENVIRONMENTAL MANAGEMENT

Cambridge IGCSE Environmental Management 0680

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

The student will:

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

Assessment:

Paper 1 Theory: 50% of marks

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

Paper 2 Management in context: 50% of marks

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

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

Teacher Responsible: Ms. Flora Lai

HISTORY

Cambridge IGCSE History 0470

The History IGCSE syllabus looks at some of the major international issues of the twentieth century. The course focuses on both historical knowledge and on the skills required for historical research. Students learn about the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. IGCSE History will appeal to any student, not just those who are already interested in the past. The course will provide a basis for further study and engender a lifelong interest in the subject.

The student will:

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

Assessment

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

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

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

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

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

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

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

Candidates write one essay based on an aspect of the depth study (World War One).

Teacher Responsible: Mr. Alex Hall

DRAMA

Cambridge IGCSE Drama 0411

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

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

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

Assessment objectives

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

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

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

Component 1 (40%)

Written examination (2 hours 30 minutes)

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

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

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

Section B (25 marks) Candidates answer one longer-answer question from a choice of three on the extract from the play. •

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

Component 2 (60%)

Coursework

Candidates submit three pieces of practical work.

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

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

Internally assessed and externally moderated.

Teacher in charge: Ms. Jennie Davies

GCSE MEDIA STUDIES

AQA GCSE Media Studies (8572)

GCSE Media Studies offers students an interactive and engaging course that aims to broaden students' minds. They will cover all aspects of media including language, representations, industries and audiences, giving students both an overall and in-depth understanding of how media represents the world. The topics offer a broad overview of the subject as well as a more detailed study of relevant and contemporary content.

GCSE Media Studies engages students in the in depth study of media products in relation to the four areas of the theoretical framework:

- media language
- media representation
- media industries
- media audiences.

Students are required to study media products from all of the following media forms:

- television / film / radio / newspapers / magazines / advertising and marketing / online, social and participatory media / video games / music video

ASSESSMENT:

MEDIA ONE: Written exam: 1 hour 30 minutes / 35% of GCSE

Section A will focus on Media Language and Media Representations. Section B will focus on Media Industries and Media Audiences. A range of questions relating to an unseen source and Close Study Products. An extended response question (20 marks).

MEDIA TWO: Written exam: 1 hour 30 minutes / 35% of GCSE

Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework. Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.

NON-EXAM ASSESSMENT (COURSEWORK)

Students produce:

- a statement of intent
- a media product for an intended audience

How is it assessed?

- A choice of one of five annually changing briefs, set by AQA.
- 60 marks
- 30% of GCSE
- Assessed by teachers
- Moderated by AQA.

Teacher in charge: Mr Liam Greenall

PAINTING, PRINTMAKING AND 3D DESIGN

Cambridge IGCSE Art and Design (0400)

This Cambridge Art and Design course helps equip learners with lifelong skills including:

- confidence and enthusiasm as they develop technical skills in painting, printmaking and 3D art and design
- the ability to identify and solve problems in visual and tactile forms
- the ability to develop ideas from initial attempts to outcomes.

In Y10, learners will experiment, explore and develop skills and techniques in:

- painting • drawing • assemblage/collage • printmaking • mixed media

And/or

- sculpture • product design • architectural: interior design/set design • jewellery and fashion accessories

In Y11, when completing the two components below, students will be encouraged to specialise in one or two of the art/design forms above.

ASSESSMENT

All learners take two components. Learners will be eligible for grades A* to G.

<p>Component 1 Coursework 50% 100 marks</p> <p>Candidates research, develop and realise a project from one or more of the areas of study and should explore a theme.</p> <p>There are two parts to the coursework: – a portfolio and – a final outcome.</p> <p>Externally assessed</p>	<p>Component 2 8 hours Externally Set Assignment 50% 100 marks</p> <p>Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same areas of study as Component 1, but they do not have to. There are two parts to the assignment: – supporting studies and – a final outcome, produced during a supervised test of 8 hours' total duration.</p> <p>Externally assessed</p>
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Over the two year course, students will:

- record their own experiences and observations from first-hand and secondary resources and personal research
- collect, record and respond to visual information using a range of techniques
- select, give context to and organise the information they collect in a coherent way
- effectively use a wide range of resources and use the information to develop their practice
- make personal investigations
- apply a range of skills to produce art and design work
- evaluate their own work, review and edit
- reflect, refine and adapt.

Teacher in charge: Ms Amy Thibeault

PHOTOGRAPHY, DIGITAL AND LENS-BASED MEDIA

Cambridge IGCSE Art and Design (0400)

This Cambridge Art and Design course helps equip learners with lifelong skills including:

- confidence and enthusiasm as they develop technical skills in photography, digital and lens-based media
- the ability to identify and solve problems in visual and tactile forms
- the ability to develop ideas from initial attempts to outcomes.

In Y10, learners will experiment with, explore and develop skills and techniques in:

- digital photography • moving image and film • animation • photo-collage

And/or

- illustration • printmaking • packaging design • advertising • typography

In Y11, when completing the two components below, students will be encouraged to specialise in one or two of the art/design forms above.

ASSESSMENT

All learners take two components. Learners will be eligible for grades A* to G.

<p>Component 1 Coursework 50% 100 marks</p> <p>Candidates research, develop and realise a project from one or more of the areas of study and should explore a theme.</p> <p>There are two parts to the coursework: – a portfolio and – a final outcome.</p> <p>Externally assessed</p>	<p>Component 2 8 hours Externally Set Assignment 50% 100 marks</p> <p>Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same areas of study as Component 1, but they do not have to. There are two parts to the assignment: – supporting studies and – a final outcome, produced during a supervised test of 8 hours' total duration.</p> <p>Externally assessed</p>
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Over the two year course, students will:

- record their own experiences and observations from first-hand and secondary resources and personal research
- collect, record and respond to visual information using a range of techniques
- select, give context to and organise the information they collect in a coherent way
- effectively use a wide range of resources and use the information to develop their practice
- make personal investigations
- apply a range of skills to produce art and design work
- evaluate their own work, review and edit
- reflect, refine and adapt.

Teacher in charge: Mr Liam Greenall

LOOKING AHEAD: IB DIPLOMA PROGRAMME (IBDP)

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

The aims of the IB Diploma Programme are to:

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

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

SELECTING IBDP SUBJECTS

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

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



Teacher Responsible: Ms Flora Lai

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.