



Year 7-9

Curriculum Brochure

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





ICHK

60 Sha Tau Kok Road,
Shek Chung Au,
Sha Tau Kok,
New Territories, Hong Kong

Phone: (852) 2655 9018

Fax: (852) 2655 9788

General Information: info@ichk.edu.hk

Admissions: admissions@ichk.edu.hk

Recruitment: recruitment@ichk.edu.hk

Website: www.ichk.edu.hk

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ICHK: International College Hong Kong Hong Lok Yuen & Secondary



@ICHK_edu

Dear Parents and Students,

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

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

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

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

You will read about the unique and innovative Year 7-9 curriculum, which offers students a stimulating and challenging learning journey. Key to this journey is ensuring that they develop resilience and the attitudes and mindsets that will underpin ongoing enjoyment of life, performance and success. All students, not just a minority, participate in the full range of school activities – sports teams, drama productions, outdoor expeditions, service projects – which stretch and stimulate them as fully rounded young learners.

We are committed, through our 5+1 pastoral model, to the work of educational philosopher Kieran Egan, who states that children slowly climb through five different ecological zones as they journey to adulthood. In each zone, they come to understand the world in different ways. As students move from primary to secondary, they experience the shift from the 'Romantic' phase to the 'Philosophic' phase, and in Year 7, a weekly Transitions programme has been specifically developed to help students through this period.

The brochure also provides details of our extensive and diverse activities programme, our off-site Deep Learning+ Week and our pastoral support structures, which place student wellbeing at the centre of school life and underpin all learning and teaching. These all play an important part in the holistic development of our students, and you will come to discover that in an environment of safety and trust, growth, mutual understanding and shared respect, all students are enabled to flourish.

Please take the time to look through this Curriculum Brochure and feel free to contact us, or the appropriate teacher, with any additional questions you may have.

Yours faithfully,

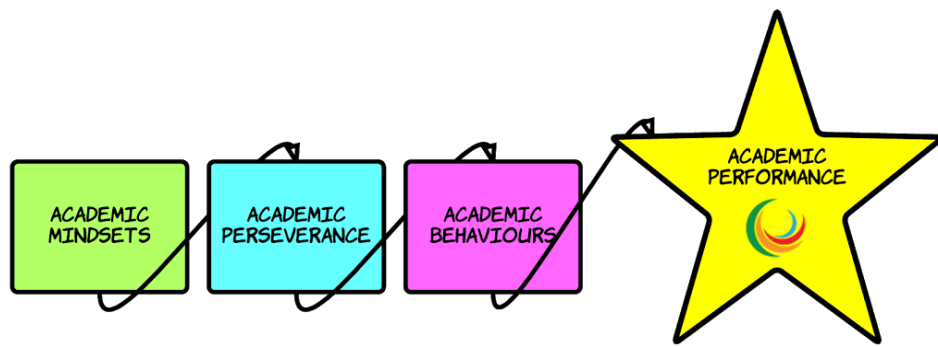
Toby Newton

Head of School

Email: tnewton@ichk.edu.hk



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

OUR MISSION & VISION

Mission

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

Vision

Learning together, thoughtfully

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.



students are:

Happy, confident, intelligent warriors

Collaborative, dependable, considerate

Gracious, self-motivating

Ethical

Proactive

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:

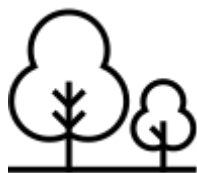
- Developing skills and knowledge that support leadership
- Solving problems independently and with others
- Encouraging and supporting others
- Reflecting on their contribution and setting targets for improvement
- Displaying sound decision-making skills
- Building understanding and trust

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.

OUR CAMPUS & LOCATION



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

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



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.

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 between 20 to 22 students.

TEACHING AND LEARNING: GENERAL CHARACTERISTICS

It is our commitment to ensure that all students will continue to find enjoyment in their learning and develop as independent learners and critical thinkers.

In honouring this commitment, ICHK offers an approach to teaching and learning with several key characteristics.

Structured Inquiry

One of the key aspects of our approach is to provide students with opportunities to formulate their own questions related to significant content in real-world contexts. They are required to assess the various means they have available to answer these questions, and to proceed with research, experimentation, observation and analysis that will help them establish their own responses to issues.

As in the students' primary schools, this process of inquiry is supported and structured by the teacher. The starting point is a student's current understanding. The goal is the active construction of meaning by building connections between that initial understanding and the new information and experience derived through the process.

Not all learning takes place using this method - however, when it is used, an inquiry-based approach provides students with the opportunity to take ownership of their own learning and to be motivated to look deeply into key issues.

Assessment for Learning

Students learn best when: they understand clearly **what they are to learn** and what is expected; they are given **feedback and advice** which explains what they can do to make their work better; and they are **fully involved** in deciding what they need to do next. While assessment at ICHK will take many forms, our primary focus is to enable students to improve and thus our approach will reflect these principles.

Some ICHK teachers will make use of rubrics as a means for students to understand the criteria by which they will be assessed and so as to show them what they will need to do to realize a higher level of achievement. Others will prefer a less structured, more dialogic approach. In each instance, the intention is to optimise the benefit students take from feedback.



With our smaller class sizes and via Gibbon, our custom designed virtual learning environment (VLE), all students can expect to receive more frequent feedback. A student can expect to receive upwards of one hundred items of written feedback each year.

SMART Targets

In order to maximize the assessment for learning strategies discussed above, students are given time to **reflect** on their progress and **set new targets**. This occurs at the end of a unit of work, term, or the school year.

Targets are designed to guide and support each student carefully in their personal learning journey, which will be different for each child.

School-based problem-solving

In keeping with our aim to ensure that students become critical and creative thinkers and problem solvers, ICHK students begin to learn and practice how to use problem solving strategies both in Human Technologies and in Free Learning. School issues are among those used to provide a meaningful and real-world context for investigations. The skills generated in the early years are further explored and developed in the senior school.

Independent Learning

As students mature and gain in confidence, subject teachers ensure that they experience opportunities to work independently and with less direction from the teacher. A central strand of Human Technologies is designed to provide opportunities for students to develop their communication and ICT skills, and provide more occasions for them to work with greater independence.

Sources:

- *International Baccalaureate (2008) 'Middle Years Programme: From Principles into Practice', Cardiff, U.K.*
- *Youth Learn (2010) 'Intro to Inquiry Learning', Education Development Centre, Newton, MA*

www.youthlearn.org/learning/general-info/our-approach/intro-inquiry-learning/intro-inquiry-learning

- *Department for Education (2010) 'Assessing Pupil's Progress'*

<http://nationalstrategies.standards.dcsf.gov.uk/secondary/assessment/assessingstudentsprogressap>

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LEARNING AND PASTORAL SUPPORT

Our aim at ICHK is to help students to be and to *want to be* the best they can.

By providing Personal, Social, Emotional and Academic guidance, the pastoral team, including form tutors and teachers, provides a secure and caring environment for students to develop as learners and become happy and fulfilled individuals. To enable this tutors facilitate a Health for Being programme, which explores many of the topics that students are interested in and often concerned about. Our primary aim is to equip them with the skills necessary to deal with these issues, as and when they arise, and to boost our students' confidence in feeling equal to the challenges of their rapidly evolving lives.

For those students who need personal, social and/or emotional support, our team includes an educational psychologist and counselors with experience of dealing with young people in an educational setting. Where needs are more academic, the team includes specialist teachers with expertise in developing Individual Education Plans (IEPs), which provide teaching strategies and targets for each individual, and Learning Support Assistants trained in implementing this support. IEPs are a powerful weapon in helping students who would otherwise struggle to realize their potential. We believe that students grow and progress best when involved in the learning process, and therefore take great care in listening to each individual, valuing and respecting their opinion when putting support provision in place.

Our open door policy means that parents have a direct route through which to gain advice and support should they require it. With everyone working together, in a sympathetic and responsive environment, we aim to develop mentally and physically healthy individuals who are able to take the best possible benefit from their school experience.

Teachers Responsible: Ms Erin Loges

ASSESSMENT & REPORTING

The school makes use of Assessment for Learning strategies and has students set SMART targets to help understand and work towards ways to improve. The rationale, process and dates for reporting to parents is shown below. Please note that tutors and teachers can also be contacted outside of these times.

Written Reports

Parents receive one full report each year: these written reports provide a summary of student progress, and use comments, rather than grades, to inform. As these full reports may be shown to other schools or universities, teachers generally focus on the positive aspects of a student's efforts and achievements, while setting at least one area for improvement. At the end of the school year they will also receive a transcript summarizing the courses their child has completed over the year.

Grades

As a school, we prefer to give comment-based feedback, which is in keeping with our focus on growth mindset and developing a love of learning. In addition to this, we do offer the following grades:

- In Years 10 and 11, the UK examination boards award students a grade from A* to G or 1-9.
- For Year 12 and 13, the IB awards points ranging from 1 to 7 (with 7 being the highest).

Consultations

The main purpose of assessment is to ensure that students know where they are and how they can improve. Face-to-face meetings are a good way for students, parents and teachers to exchange views and come to an understanding on how to support the student's academic improvement, especially when students are facing particular challenges in their work.

Parent-tutor meetings allow parents to meet with the student's tutor. These meetings provide an opportunity to have more holistic discussions about the learning and the progress of a student. Your child's tutor can offer details about a student's development, involvement in activities, and areas of both strength and concern. In any academic year, there will be one meeting with the form tutor in the first term, followed by subject teacher consultations later in the year. These sessions provide an opportunity to delve deeper into issues and agree challenging targets so the student can optimise progress.

Teacher Responsible: Mr. Ross Parker, Director of Technology, Pedagogy & Assessment

SETTING

In order to ensure that students are able to realise their academic potential they must be suitably challenged, motivated and supported. In order to accomplish this, students are placed into attainment groups (or sets) based on their knowledge and performance in Mathematics and Languages, the two areas where research suggests working in a “setted” environment is a significant boon to learning. These sets enable the students to learn at the appropriate pace using the most appropriate teaching resources. Class sizes may be smaller for those students requiring any additional support and guidance.

It is important for their learning that students have the opportunity to move between sets, so subject teachers meet regularly to discuss student performance. At the beginning of Year 7, teachers will wait for several weeks before placing students into the appropriate sets. They will use the following data to inform their decision: primary school reports, information from conversations with primary teachers, and their own assessments.

If a change is to be made during the year, the subject coordinator will inform parents and discuss such changes with the student concerned.

TEXTBOOKS

The school has selected publishers who offer differentiated textbooks for each year.

The Mathematics books are differentiated as follows: Plus, Core, Star with the 7+ book having more difficult questions than the 7* books. In terms of the assessment levels described in the appendix available from our school website, the books cover the levels as follows: 7+ (4 to 7), 7 (4 to 6) and 7* (2 to 4). This is similar for year 8 and 9.

The Chinese and Japanese books for native language students are all written in the target language, while those for the non-native speakers of the language (Chinese or Spanish) are written with English Instructions.

N.B. Maths, Science & Language Textbooks: in order to **reduce the weight** of student textbooks each student is given a workbook to take home rather than the text. This workbook summarises the concepts/methods along with providing suitable questions.

YEAR 7 TO 9 SUBJECTS

The Year 7 to 9 curriculum comprises the subjects below. These subjects ensure that breadth and balance is maintained and that students will have the requisite knowledge and experience for the IGCSE/IB programmes in the senior school.

Compulsory Subjects/Activities

1. English
2. Mathematics
3. Science
4. Language (Chinese, Spanish or Japanese)
5. Human Technologies (including Big History and Digital Creativity & Visual Thinking)
6. Free Learning
7. The Arts (Art, Drama, Music & Multi-media)
8. Humanities (Years 8 and 9)
9. Physical Education
10. Deep Learning as part of Curriculum X
11. Extra-Curricular (CAS) Activities

Timetable:

	E	M	S	L	HT	A	Arts	Hum	PE	Act	Tot
Y7	3	3	3	3	4	1	2	3	2	1	24
Y8	3	3	3	3	3	1	2	3	2	1	24
Y9	3	3	3	3	3	1	2	3	2	1	24

Kingston Chinese Programme (KCP): in Year 7 in 2020-2021 the programme will occupy 5 periods per week.

Deep Learning is accommodated through periodic days when the scheduled timetable is collapsed to allow for immersive learning experiences.

ENGLISH

In English, we aim to teach our students to be competent in being clear, coherent and accurate in both spoken and written communication as well as reading and understanding a range of texts and responding appropriately. Focusing and building on the areas of reading, writing and speaking and listening enables pupils to be successful and to engage with the world beyond the classroom. They are able to communicate effectively and to function in a wide range of situations and contexts. In being able to speak or write correctly, read or listen reliably and accurately, they are able to adapt to the demands of work or study and be successful. Through the study of English, we encourage students to not only demonstrate secure understanding of the conventions of written language, including grammar, spelling and punctuation, but to focus on creativity, cultural understanding and critical understanding.

Through the study of literature, we explore how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions, whilst at the same time gaining an understanding of the English literary heritage. Students thus gain a sense of the culture of their society, the groups in which they participate and questions of local and national identity. Additionally, developing critical skills allows pupils to challenge ideas, interpretations and assumptions on the grounds of logic, evidence or argument, and is essential if students are to form and express their own views independently.

The curriculum provides opportunities for students to:

a) Speaking and Listening

- Present information and points of view clearly and appropriately in different contexts, adapting talk for a range of purposes and audiences, including the more formal
- Use a range of ways to structure and organise their speech to support their purposes and guide the listener
- Vary vocabulary, structures and grammar to convey meaning, including speaking standard English fluently
- Engage an audience, using a range of techniques to explore, enrich and explain their ideas
- Listen and respond constructively to others, taking different views into account and modifying their own views in the light of what others say
- Understand explicit and implicit meanings
- Make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions
- Take different roles in organising, planning and sustaining talk in groups
- Sift, summarise and use the most important points
- Use different dramatic approaches to explore ideas, texts and issues
- Use different dramatic techniques to convey action, character, atmosphere and tension
- Explore the ways that words, actions, sound and staging combine to create dramatic moments.

b) Reading

- Extract and interpret information, events, main points and ideas from texts
- Infer and deduce meanings, recognising the writers' intentions
- Understand how meaning is constructed within sentences and across texts as a whole
- Select and compare information from different texts
- Assess the usefulness of texts, sift the relevant from the irrelevant and distinguish between fact and opinion
- Recognise and discuss different interpretations of texts, justifying their own views on what they read and see, and supporting them with evidence
- Understand how audiences and readers choose and respond to texts
- Understand how the nature and purpose of texts influences the selection of content and its meanings
- Understand how meaning is created through the combination of words, images and sounds in multimodal texts

- Understand how texts are crafted to shape meaning and produce particular effects
- Recognise how writers structure and organise different texts, including non-linear and multimodal
- Articulate how writers' uses of language and rhetorical, grammatical and literary features influence the reader
- Recognise how writers present ideas and issues to have an impact on the reader
- Analyse how form, layout and presentation contribute to effect how themes are explored in different texts
- Explore how texts relate to the social, historical and cultural context in which they were written.

c) Writing

- Write clearly and coherently, including an appropriate level of detail
- Write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader
- Generate and harness new ideas and develop them in their writing
- Adapt style and language appropriately for a range of forms, purposes and readers
- Maintain consistent points of view in fiction and non-fiction writing
- Use imaginative vocabulary and varied linguistic and literary techniques to achieve particular effects
- Structure their writing to support the purpose of the task and guide the reader
- Use clearly demarcated paragraphs to organise meaning
- Use complex sentences to extend, link and develop ideas
- Vary sentence structure for interest, effect and subtleties of meaning
- Consider what the reader needs to know and include relevant details
- Use formal and impersonal language and concise expression
- Develop logical arguments and cite evidence
- Use persuasive techniques and rhetorical devices
- Form their own view, taking into account a range of evidence and opinions
- Present material clearly, using appropriate layout, illustrations and organisation
- Use planning, drafting, editing, proofreading and self-evaluation to shape and craft their writing for maximum effect
- Summarise and take notes
- Write legibly, with fluency and, when required, speed
- Use the conventions of standard English effectively
- Use grammar accurately in a variety of sentence types, including subject–verb agreement and correct and consistent use of tense
- Signal sentence structure by the effective use of the full range of punctuation marks to clarify meaning
- Spell correctly, increasing their knowledge of regular patterns of spelling, word families, roots of words and derivations, including prefixes, suffixes and inflections.

Teacher Responsible: Ms. Victoria Lee

MATHEMATICS

Much of what we describe as understanding or skill in mathematics is the ability to recognize patterns and that's what mathematicians are good at. To that end, the Maths department has a theme for each of the groups in Years 7 to 9 to support students' understanding of mathematical concepts. They are as follows:

Visualisation: *The ICHK Mathematics department believes in 'Seeing as Understanding':* the goal of Year 7 is to demystify the behaviour of numbers by visualisation.

Communication: *The ICHK Mathematics department empowers our students to answer the 'Why?':* the goal of Year 8 is to build upon the students foundational skills and work with them on methods of communication.

Relationships: *The ICHK Mathematics department builds relationships that allow students to make sense of the world:* the goal of Year 9 is to explore the relationships that exist within Mathematics, as well as those that connect to other learning areas.

The three themes: Visualisation, Communication and Relationships (VCR) form the basis of our work and they are the human technologies that we use to enhance the learning experience for all students.

In Year 7, students will learn to express 'mathematics' as a picture. These pictures will include their thoughts, methods, processes and their mistakes. These pictures will allow students to make connections between the concrete and the abstract and allow them to start to appreciate the elegance of Mathematics.

In Year 8, students will concentrate on the ability to explain how a method, process or operation applies, which is usually more challenging than finding the final answer. Our students' curiosity will be cultivated as they learn to ask questions, discuss their process and reasoning and discover the various ways a problem could be approached. This will, in turn develop their skills of critical thinking and reasoning.

And in Year 9, students will be focused on making these relationships between areas of knowledge explicit, using visualisation and communication skills developed throughout Years 7 and 8. They will make connections and express them as models, statements or rules that they can apply and transfer to unfamiliar situations.

The curriculum provides opportunities for students to:

- develop confidence in an increasing range of methods and techniques
- work on sequences of tasks that involve using the same mathematics in increasingly difficult or unfamiliar contexts, or increasingly demanding mathematics in similar contexts
- work on open and closed tasks in a variety of real and abstract contexts that allow them to select the mathematics to use
- work on problems that arise in other subjects and in contexts beyond the school
- work on tasks that bring together different aspects of concepts, processes and mathematical content
- work collaboratively as well as independently in a range of contexts
- become familiar with a range of resources, including ICT, so that they can select appropriately.

Teacher Responsible: Mr. Sean McDermott

THE SCIENCES

The study of science fires students' curiosity about phenomena in the world around them and offers opportunities to find explanations. It engages learners at many levels, linking direct practical experience with scientific ideas. Experimentation and modelling are used to develop and evaluate explanations, encouraging critical and creative thought. At ICHK, through explorations of the Scientific Method, students learn how to think like a scientist - they learn how knowledge and understanding in science are rooted in evidence. They also discover how scientific ideas contribute to technological change – affecting industry, business and medicine and improving quality of life. They trace the development of science worldwide and recognise its cultural significance. They learn to question and discuss issues that may affect their own lives, the directions of societies and the future of the world.

The curriculum provides opportunities for students to:

- research, experiment, discuss and develop arguments - thinking like a scientist
- pursue an independent enquiry into an aspect of science of personal interest
- use real-life examples as a basis for finding out about science
- study science in local, national and global contexts, and appreciate the connections between these
- experience science outside the school environment, including in the workplace, where possible
- use creativity and innovation in science, and appreciate their importance in enterprise
- recognise the importance of sustainability in scientific and technological developments
- explore contemporary and historical scientific developments and how they have been communicated
- prepare to familiarise themselves with a range of science subjects at IGCSE level and consider career opportunities both within science and in other areas that are provided by science qualifications
- consider how knowledge and understanding of science informs personal and collective decisions, including those on substance abuse and sexual health
- make links between science and other subjects and areas of the curriculum

Teacher Responsible: Ms. Michelle Rines

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*.

**Based on School's current Language Policy, requests for language change once the programme has started will be examined case by case. It is recommended that students complete the Yr7 to Yr9 set in the same language path.*



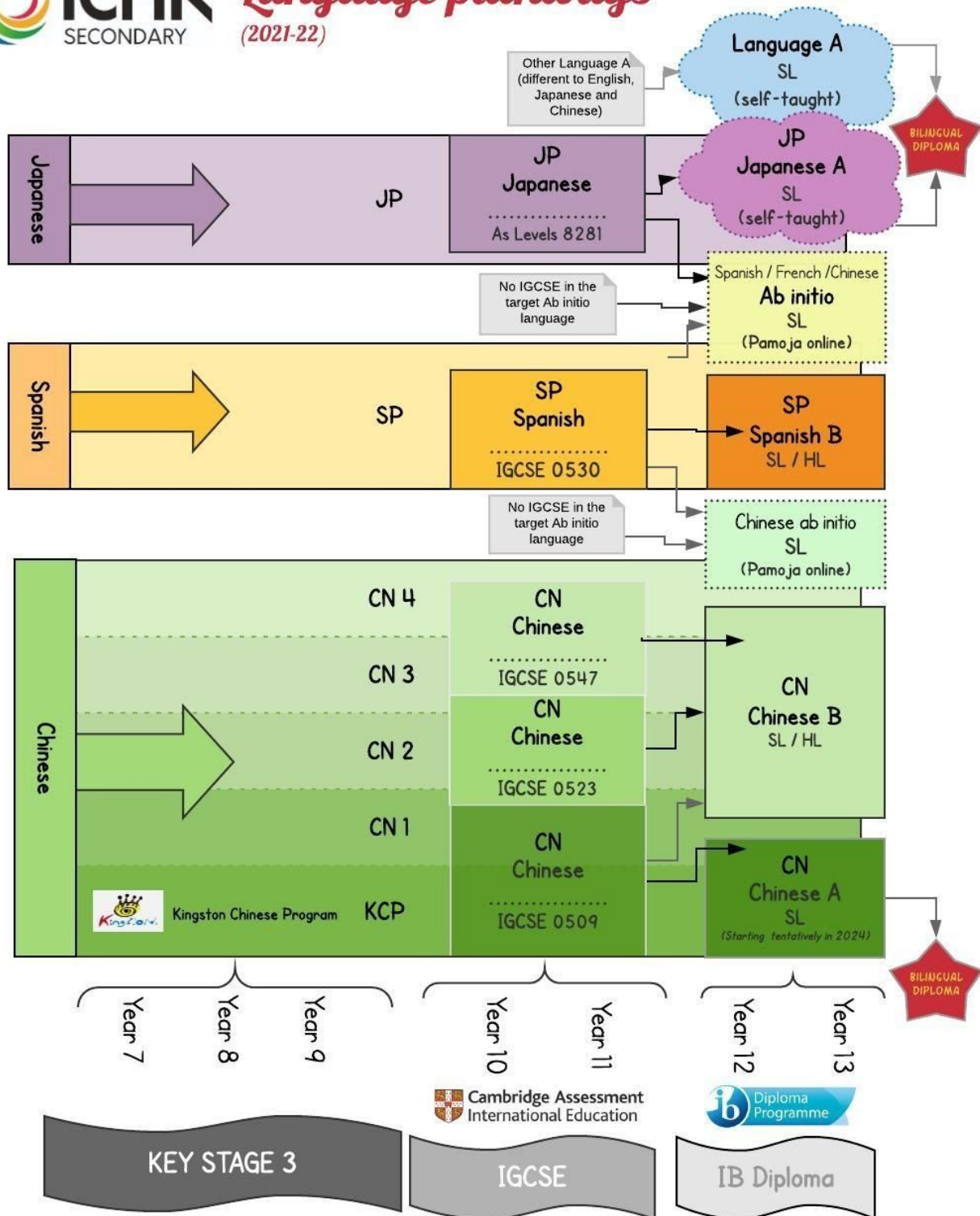
Yr 7 candidates need to complete an online "Language Learner Profile Questionnaire" hosted in this link <http://goo.gl/R2RVM> or scan this QR code. Please, consult with the Head of Languages, Mr. Arriaga if you have questions narriaga@ichk.edu.hk

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

LANGUAGE PATHWAYS



Language pathways (2021-22)



CHINESE

From Yr7 to 9 ICHK offers different streams of Chinese classes which are catered for different students' language learning backgrounds. The courses aim to develop the proficient Chinese linguistic competence and skills. We will focus on the development of language skills, learning strategies, and processes that are essential for promoting pupils' progress in speaking and listening, reading and writing in Chinese. In Years 7 to 11, students have Chinese lesson three times a week in preparation for different IGCSE syllabus (first/second/foreign language). We will be using mainly traditional characters for advanced streams and simplified characters for beginners' streams.

Looking ahead to the IB Diploma Programme, this is the path that qualifies to take *Chinese Language A: language and literature* and *Chinese Language B Higher and Standard Levels* depending on students' needs and levels.



KINGSTON CHINESE PROGRAMME

In 2020-21, Yr 7 entrants in ICHK can opt to pursue our newly introduced Kingston Chinese Programme (KCP). This programme is designed as a continuation of the primary Chinese programme in our partner primary, Kingston International School. Once the introduction phase is completed, the KCP will run in ICHK Secondary from Yr 7 to 11. It is an accelerated programme towards higher Chinese language and culture fluency levels and places prerequisite demands on existing language competence. Classes will run every day, 5 periods per week, instead of 3, as for other language courses. The KCP assumes a higher commitment to the language on the part of the students in school and some degree of support at home.

This course aims to further develop the native Chinese linguistic competence and promote deeper understanding and appreciation for the Chinese literary heritage. It will also provide an opportunity for students to further develop oral and written skills in Chinese language. Emphasis will be in written language and we will be using mainly traditional characters, though it is expected that students also develop awareness of simplified writing.

Looking ahead to the IB Diploma Programme, this is the path that qualifies to take *Chinese Language A: language and literature* in during Years 12 and 13 (Bilingual Diploma) that ICHK aims to offer after 2024.

JAPANESE

Japanese is a key language in Asia, and ICHK has introduced its study as native language programme in academic year 2011-12, in coordination with our partner primary Japanese International School.

This course is designed for students for whom Japanese is spoken at home and/or the student should bring a strong background (e.g. lived or studied in Japan). For non-native students who has learnt Japanese in primary school, they might be eligible to join the class with the appropriate differentiation. Admission is subject to level test and dependant on numbers.

ICHK follows the Japanese national curriculum, though, as in other language courses, it follows ICHK assessment philosophy.

SPANISH

Spanish is the first language in 21 countries in America, Europe, Africa, and has an important presence in many other countries around the world. Year 7 students who choose Spanish language courses will learn from zero, that is, no prior knowledge of Spanish is required. Differentiation will cater for those students who come with some foundation.

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.

ICHK Languages curriculum provides opportunities for students to develop:

A. Develop their linguistic and communicative competence

- a. Applying linguistic knowledge and skills to understand and communicate effectively.
- b. Developing the skills of listening, speaking, reading and writing in a range of situations and contexts.
- c. Reading and understanding a range of texts, and responding appropriately.
- d. Being clear, coherent and accurate in spoken and written communication.
- e. Recognizing that languages differ but may share common grammatical, morpho-syntactical or lexical features.
- f. Understanding of the conventions of written language, including grammar, writing systems of the target language as well as language-specific conventions both in handwritten production and in computer-assisted writing.
- g. Adapting to a widening range of familiar and unfamiliar contexts within the classroom and beyond.
- h. Making informed choices about effective ways to communicate formally and informally.
- i. Developing meta-linguistic awareness and language as a “way of knowing”.

B. Stimulate their creativity

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

C. Increase their cultural appreciation and intercultural understanding

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

D. Foster critical understanding

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



Teacher Responsible: Mr. Nicolás Arriaga

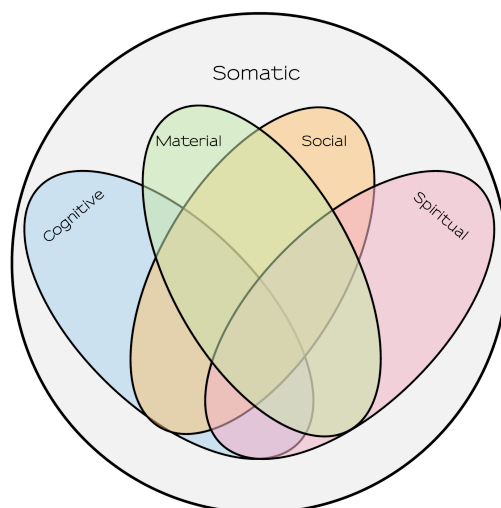
HUMAN TECHNOLOGIES

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

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

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

The course revolves around the interconnectivity of four forms of technology whose development has accompanied and characterised the progress of humankind down the ages. These four forms of technology are couched within the somatic, the technologies of the body, as distinct from those of the mind. 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 governing 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.

In addition to dedicated Human Technologies classes, students will also enjoy classes in Free Learning (which includes elements of our old ICT curriculum). In Free Learning students undertake structured inquiry, and choose a path of study through a map of learning options.

Teacher Responsible: Mr. Doug Kidd

THE ARTS

Department Mission:

To create a vibrant environment for learning that is anchored in the contemporary and expressive arts, celebrating **experimentation**, **expression** and **inquiry**, with the aim of sparking artistic flair and developing leaders who will draw on their **creativity** to enrich society.

Department vision:

Inspire learners to be thinkers, makers and lovers of arts, creativity and culture.

In Y7 and Y8, students engage with ICHK's Arts Carousel Curriculum in which they study art, drama, music, media and showcase. In Y9, students select one arts elective from fine art, drama, media studies and multi-media arts.



VISUAL ART

In Visual Arts students are encouraged to think like artists and let the classroom become their studio. They will have the opportunity to create authentic artwork and experience the power and significance of true self-expression.

The 7-9 Visual Arts program employs the The Studio Habits of Mind, a framework designed by practitioners at Project Zero, the research arm of Harvard's School of Education. This framework identifies a set of eight dispositions that an artist uses that guides our students in their creative works.

The curriculum should provide students opportunities to:

- **Develop Craft:** Learning to use tools, materials, artistic conventions; and learning to care for tools, materials, and space.
- **Engage & Persist:** Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus conducive to working and persevering at tasks.
- **Envision:** Learning to picture mentally what cannot be directly observed, and imagine possible next steps in making a piece.

- **Express:** Learning to create works that convey an idea, a feeling, or a personal meaning.
- **Observe:** Learning to attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.
- **Reflect:** Learning to think and talk with others about an aspect of one's work or working process, and learning to judge one's own work and working process and the work of others.
- **Stretch & Explore:** Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes.
- **Understand Art Worlds:** Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society.

DRAMA

Drama is an exciting, experimental and inspirational subject and every student is exposed to the innovative and dynamic world drama creates in their lessons.

The lessons are skills based and provide the students with:

- The opportunity to adopt the roles of theatre practitioners including actors, directors and designers.
- The opportunity to develop and demonstrate competence in a range of performance skills
- The opportunity to learn about the history of Drama and utilise this knowledge within their performance work.

The lessons, in addition are focused on the **communicative skills** that they help the students to develop as a basis for their future role as active citizens in employment and society. These qualities are supportive of the ICHK school mission and vision, including:

- Encouraging co-operation and team working abilities
- Increasing social awareness
- Building self confidence
- Developing self-expression and sparking creativity
- Enhancing the skills of analysis, reflection, reasoning, enquiry and evaluation.

MUSIC

Music as a universal and uniting experience albeit differently experienced and enacted in different cultures.

In ICHK's music lessons, students perform, listen to, review and evaluate music from a range of periods, genres, styles and traditions. They use their voices to create and compose music on their own and with others and have the opportunity to explore a musical instrument, and use music technology appropriately.

It is part of the carousel curriculum for students to understand and explore how music is created, produced and communicated, including a knowledge of pitch, dynamics, tempo, timbre etc.

MEDIA STUDIES

In Y9 students select which arts subject to study in-depth. They can select from Drama, Visual Art and Media Studies. If a student selects to study Media Studies they explore the definition of media and its role in contemporary society. They will also explore media's historical contexts and its influence on the shaping of narrative and representation in media forms.

The Y9 Media Course is designed to encourage students to explore the convergent nature of the media across its various forms and platforms. The classes are organised in terms of the two central activities:

- Thinking about the media, involving investigating media products and their various contexts and
- Creating for the media, involving planning, producing and presenting media products.

The course provides the students to:

- develop investigative, critical thinking and decision-making skills through consideration of issues that are important, real and relevant to them and to the world in which they live
- develop their appreciation and critical understanding of the media and its role in their daily lives
- develop their practical and creative skills through opportunities for personal engagement and creativity

- understand how to use media concepts and ideas to analyse media productions in their various contexts

MULTI-MEDIA ARTS (PHOTOGRAPHY, FILM AND GRAPHIC DESIGN)

In this Y9 elective course, students work in highly-practical workshops and projects based on photography, film and graphic communication. They use new media processes to produce outcomes such as photomontage, printed photography, digital photography, digital installations, animation, films, game design, advertisements, illustrations and graphic designs for a range of media and products.

Students will be introduced to a range of creative briefs from a selection of real world scenarios, clients and organisations. Examples include:

- Create a photo and digital-media campaign for an eco-fashion brand
- Research and plan a new social media campaign for the SRC
- Storyboard and film an advertisement for Hong Kong Dog Rescue
- Create a photomontage based on the culture and traditions Chinese Opera

Students will:

- Record ideas and observations from first-hand studies, such as their own storyboards, designs and photography, as well as secondary imagery and sources
- Develop ideas and explored and experimented with different media, techniques and processes in photography, lens-based media and graphic communication
- Make reference to contextual sources where appropriate, e.g. artists, key art movements, historical events or local or national art, craft and design
- Select, review and refine their ideas as work progresses to plan and produce a personal and coherent final piece of work in either photography, film or graphic communication

Teacher responsible: Mr Liam Greenall

YEAR 7 BIG HISTORY

ICHK's course in Big History is an offshoot of a movement in schools towards synthesis and multidisciplinary that has been growing in confidence over the past ten to fifteen years.

Big History was originally the brainchild of American academic David Christian, who introduced it as a course at Macquarie University in the late 1980s. The course was intended to skill up and orientate undergraduates who had opted to study history, but who had little or no understanding of how humans had come to occupy the position they had on our planet or, indeed, how conditions on Earth impacted on human life – past, present and future.

Christian's course took a novel approach to address this gap in knowledge. It sketched out enough understanding of physics, chemistry and biology, cosmology and astronomy, geology and anthropology, to explain what happened before as well as after *homo sapiens* became prevalent on Earth.

As Big History flourished at universities, so philanthropist Bill Gates became interested in the course's potential. At the TED 2011 Conference in Long Beach, California, with Gates' backing, Christian announced his Big History Project, to teach the subject to secondary school students in Australia, the United States and Europe.

While the Big History Project (BHP) is aimed at senior high school students, at ICHK we have adapted and supplemented its materials to appeal to and engage our Year 7s, and it provides their introduction to Humanities in their first year of study. Our aim is to provide them with an exciting overview of the sweep of cosmic history, in order to deliver them to a better understanding of where we find ourselves now.

Taken together with Human Technologies, Big History offers the perfect framework within which to approach a more informed and situated appreciation of the factors influencing contemporary global society.

Teacher responsible: Mr. Alex Hall

In Years 8 and 9 at ICHK we focus on deepening the students understanding of aspects of the chronology we identified in year 7. Year 8 utilises some of the framework and concepts covered in Year 7, whereas Year 8 follows an integrated humanities approach.

YEAR 8 LITTLE BIG HISTORY

Year 8 focuses on improving and developing, subject knowledge, a chronological overview, and subject specific skills. We develop student understanding of specific areas, domains, or themes over time in a 'Little Big History' format. Little Big History uses the same approach as in Year 7 but rather than addressing a range of topics or themes over time, Little Big History focuses on one core theme or idea over time, which is then explored in depth. The Little Big History units cover a range of topics from religion to governments, stories of beginnings to those of conflict, our landscapes, beliefs and needs and their shaping of our humanity.

The Year 8 topics will use the approaches of different humanities subjects to give the students a deeper conceptual understanding of these specific domains. At the same time, they will be exploring the ideas that have shaped human understanding for thousands of years from different perspectives and in a variety of ways.

The units are designed to give a broad overview of a concept or an idea and a manageable amount of depth that allows students to gain a working knowledge whilst not overburdening them. This fits with the overall idea of, 'filling in the picture' for the students that was started in Year 7.

At the end of the year students will utilise the skills and knowledge they have developed and will create their own 'Mini Little Big History' selected from a range of topics and present this as an exhibition.

As well as deepening the understanding of the students, Year 8 lays the groundwork for further exploration in Year 9 that looks in greater detail at specific aspects of human understanding and knowledge.

YEAR 9 HUMANITIES

In year 9 we take an integrated approach to humanities, in which topics are examined using the filters of iGCSE Humanities subjects: Economics, History, and Environmental Management. This approach allows students to develop the language and skills within each separate discipline, but also to appreciate the connections between different disciplines in the Humanities.

Units covered Introductions

- The short 20th century.

History

- How different were Hitler and Stalin?
- “The greatest crime of the 20th century”. Why is the death of 6 million people something we should never forget?
- ‘Now I am become death, the destroyer of worlds’ How was the use of atomic weapons in 1945 justified?

Geography

- What do geographers actually do?
- Too many or too few: Do we have a problem with population?
- “Water, water everywhere, Nor any drop to drink” Is there a problem with our water?

Business Economics

- “smoke and mirrors” Do economists just make it up as they go?
- “It's not personal, it's just business” How do businesses work?
- ‘Greed is good!’ The ICHK Entrepreneur challenge.

Pearl River Delta (PRD) - DEPTH STUDY

- The concept of a Region
- Economic and demographic change on the PRD
- Wetlands - environmental threats on the PRD (Mai Po Marshes Field Trip)
- The Opium Wars - History on the PRD

Teacher Responsible: Mr. Alex Hall

PHYSICAL EDUCATION (PE)

PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

A high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

The curriculum provides opportunities for pupils to:

- Get involved in a broad range of different activities that, in combination, develop the whole body
- Experience a range of roles within a physical activity
- Specialise in specific activities and roles
- Follow pathways to other activities in and beyond school
- Perform as an individual, in a group or as part of a team in formal competitions or performances to audiences beyond the class
- Use ICT as an aid to improving performance and tracking progress
- Make links between PE and other subjects and areas of the curriculum.

Teacher Responsible: Mr. Raymond Chan

DEEP LEARNING AS PART OF CURRICULUM X

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

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

Deep Learning

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

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

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

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

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

- Cantonese Opera
- Water Sports
- Simulations
- Climbing - Level 2
- Positive Psychology - PERMA
- Rope Rigging for Adventure and Rescue
- Independent Travel
- Bamboo Creativity
- Windows of the World
- Kiln Building
- Data Driven Sport
- Food & Culture
- Space Invader
- The Hakka Experience
- Creative Writing
- The Faces of War
- Math & Science around HK
- 3D Printing
- Coast
- Zombie Apocalypse
- The Neverheard Beforchestra
- Robotics

Teachers Responsible: Mr. Raymond Chan

EXTRA-CURRICULAR ACTIVITIES

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

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

Activity Sessions:

Activity sessions are compulsory for all students and mainly take place on Tuesdays. However, we also have a limited number of optional activities which take place on other days after school. They range from the sporting and physical to cultural and reflective practices.

Examples of activities include:

A sample list of some of the activities that we offer at school includes, but is not exclusive to, the list below.

- Touch Rugby
- Horse Riding
- Rock Climbing
- Cycling
- Gardening
- Drama
- Calligraphy
- Model United Nations
- Yoga

Teachers Responsible: Mr. Raymond Chan

DL+ WEEK

Creativity, Activity, Service, Work Experience Week traditionally takes place at the end of October, start of November.

CAS+ in Y7 - 9 allows students to:

- Develop as leaders and team members.
- Develop their knowledge of camping, hiking and orienteering.
- Demonstrate teamwork through physical activities and challenges.
- Develop independence and their organization skills.

Once a year, all Year 7, 8 and 9 students take part in an off-site CAS+ Week. The focus for each year group is as follows:

Year 7 students (Camping/Team Building/Outdoor Activities)

In Year 7 the key focus for the students is to begin to develop an identity as a year group. The theme for the week is 'Happy, Confident, Intelligent Warriors'. Developed and lead by the Head of Year, alongside A-Team Adventures, this week is based around school in the Bride's Pool area and hills of Luk Keng. The week will provide participants with structured challenges in order to develop the idea of comfort zone and the ZPD (zone of proximal development, or 'learning zone') and to deepen their appreciation of the school's unique location in Hong Kong.

Year 8 students (Outdoor Adventure Programme)

The experience in Year 8 extends on the skills and attitudes developed in Year 7, but this time a little further afield in Sai Kung Country Park. The focus is on 'Challenge by Choice' and gives the students more opportunities to develop their identity of self, work as part of a team and push their boundaries of the outdoors further. Again, all activities are created with the highest levels of safety in mind. This trip is organised in conjunction with Dragonfly.



Year 9 students (Creativity, Activity, Service)

In Year 9, the activities on offer become more individualised and students can follow pathways of their own design and interest. By choosing one activity from the range on offer, Year 9 students are encouraged to develop the ideas of IB CAS in preparation for the IB years. Whether they are learning First Aid, acting as a student leader, giving their time by volunteering, pushing the limits of endurance or developing the school environment, every student is encouraged to participate in at least one each of C, A and S over Y9, 10 and 11.

Teacher Responsible: Mr. David Addis

LOOKING AHEAD: GCSE & IGCSE EXAMINATIONS (YEAR 10/11)

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

The grades available range from A* to G or 1-9 in some subjects. Typically a grade C or equivalent or above is recommended for a student to continue studying a particular subject in Year 12 (with a 'B' normally recommended for a Higher Level Subject), but in agreed circumstances this is open to review.

LOOKING AHEAD: IB DIPLOMA PROGRAMME (IBDP)

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

The aims of the IB Diploma Programme are to:

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

The IB Diploma Programme ensures a balanced curriculum. Students select one subject from each of the 6 subject groups. In addition, students must also study the compulsory core, made up of the Extended Essay, Theory of Knowledge (TOK) and a CAS programme.

NOTES 

[illegible]



What the Council of International Schools says about us:

"The Council of International Schools recognises that ICHK is a wonderful school where community values are authentic at all levels.

There are excellent relationships between students and teachers, characterised by mutual respect and understanding. Students are happy and see themselves as learners, leaders and potential leaders. Thoughtful decisions have been made to bring the school's 5+1 model of education, comprising researched-based best practice to teaching and learning programmes. Innovative course such as Human Technologies, Enrichment & Flow, and Digital Creativity & Visual Thinking are designed to develop students' skills for learning.

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

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

**Council of International Schools (CIS)
Accreditation Report 2016**



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.