



IGCSE and BTEC Curriculum Brochure

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





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ICHK Secondary

HEAD OF SCHOOL'S WELCOME

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 these years represent the move into 'journeyman', 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 brochure.

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 brochure, 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 Year 10-11 programme, we offer a more personalized course of study. Students will follow IGCSE and BTEC 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.

Toby Newton

Head of School

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OUR MISSION & VISION

Mission

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

Vision

Learning together, thoughtfully



TEACHING AND LEARNING

ICHK believes that the secondary school experience should deliver both character and academic achievement in the same child. Our philosophy is grounded in the conviction that young people should be supported in developing their all-round characters, including but not confined to the academic dimension, so that they experience themselves as strong, confident, impassioned learners.

We configure students' experience of school around the notion of an 'epistemic apprenticeship', which underscores the ways in which school provides guidance and role modelling for every aspect of students' performance – including the academic, social, emotional and values-driven dimensions of students' lives.

In Years 10-11 students are moving into the 'journeyman' and 'mastery' phases of their epistemic apprenticeship. We ensure progression and continuity by building on the achievements of the earlier years and by preparing students for the rigours of the International Baccalaureate Diploma Programme (IBDP) offered in Years 12 and 13.

All students take the core subjects of English, Mathematics, Science, Second Language, Human Technologies, Enrichment and Flow and PE. Students also select two options from subjects including Art, Drama, Creative Media, Music, Environmental Management, Economics and History.

THE IB LEARNER PROFILE

ICHK has chosen the IB as we believe in developing internationally minded people who help to create a better and more peaceful world. In keeping with this vision for education, and our commitment to the IB, we will aim to ensure that ICHK students strive to be:

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

A LEARNING CULTURE

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

We are guided by research that indicates that small communities do a better job of recognizing and catering for the needs of their members.

Small classes allow our teachers to design and deliver their lessons to meet the needs of individual students.

With a low student to teacher ratio, learners receive the individual attention and guidance they need; there is a high degree of interaction between teacher and student, and also between students, which is key to our learning philosophy.

Students with a specific interest or passion are more likely to find these noticed and built upon, while learners experiencing difficulty are quickly identified and issues rapidly addressed. Teachers are also more likely to notice any changes in behaviour or performance immediately and are able to take the necessary steps to address these issues right away.

A small academic organisation can provide the assurance that many parents seek for their children and for their own relationship with a school.

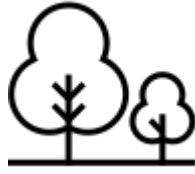
Community spirit is encouraged in the small environment. Strong relationships can be developed across the home – school partnership and school leaders can be far more involved with individual students than they could be in a larger school situation. At ICHK, staff pride themselves on knowing every child by name.

A smaller student body also offers greater opportunity for each student to experience participation and leadership growth. It is a circle that promotes a sense of belonging in students: a sense of pride in their community, their school, and themselves.

A small school allows for flexibility within the curriculum. At ICHK we recognise that one size does not fit all, and there is strong investment in personalised education.



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.



SUCCESSFUL STUDY

The IGCSE and BTEC 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 an IGCSE/BTEC 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;
- work consistently throughout the two years of study. If homework is not specified, students should use this time to review topics, work on any coursework, 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/work 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/work regimes, with planned brain breaks to recharge mental energy after a period of sustained, uninterrupted study/work;
- 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.

INTRODUCING IGCSE EXAMINATIONS

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

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

EXAMINATION BOARDS (UK)

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

INTRODUCING BTEC INTERNATIONALS

A BTEC is a vocational qualification studied at school. The new BTEC International courses have been developed for international schools and ICHK is one of the first schools in Asia to offer the new innovative programmes. BTECs tend to be skills related and are ideal for any student who enjoys more practical-based learning.

You will be studying BTEC International Level 2 Award. This is equivalent to a GCSE at grade A* - C.

DIFFERENCES BETWEEN IGCSE AND BTEC

BTECs are vocational qualifications rather than traditional academic courses. BTECs and IGCSEs also differ in the way they are assessed. IGCSEs mainly involve two years of study with assessments and examinations at the end of the course.

BTECs at ICHK are also a two year course but are continually assessed through coursework and practical projects. The BTEC International courses you will study at ICHK are 100% teacher assessed and externally verified by the examination body Pearson.

BTEC International Level 2 qualifications are assessed using a combination of internal assessments, which are set and marked by teachers, and Pearson Set Assignments, which are set by Pearson and marked by teachers. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade. BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. This applied learning is achieved through students performing real-world tasks that encourage the development of skills and experiences within the arts industry.

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 a 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
- Physical Education
- Enrichment & Flow

Options: Select one option from each group

Group A (Individuals & Societies):

- Economics
- History
- Environmental Management

Group B - BTEC Internationals

(Arts/Technology):

- Art and Design
- Creative Media
- Performing Arts
- Music

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 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 IGCSE examinations and BTEC assessments (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 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

Students follow seven compulsory subjects.

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: Mr Richard Barnes

ENGLISH: WORLD 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: Mr Richard Barnes.

INTERNATIONAL MATHEMATICS

Cambridge IGCSE International Mathematics – 0607

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

The aims of the course are to enable students to:

- develop a positive attitude towards mathematics in a way that encourages enjoyment, establishes confidence and promotes enquiry and further learning
- develop a feel for number and understand the significance of the results obtained
- apply their mathematical knowledge and skills to their own lives and the world around them
- use creativity and resilience to analyse and solve problems
- interpret a situation or problem, and use an investigative approach or mathematical model to explore it
- communicate mathematics clearly
- develop the ability to reason logically, make inferences and draw conclusions
- develop fluency so that they can appreciate the interdependence of, and connections between, different areas of mathematics
- appreciate how use of technology supports understanding and offers opportunities to explore mathematics
- acquire a foundation for further study in mathematics and other subjects.

Content Overview

Students may follow either the Core curriculum or the Extended curriculum and they will be eligible for grades A* to G. However, it should be noted that students who follow the Core curriculum will only be eligible for grades C to G. Students who follow the Extended curriculum will be eligible for grades A* to E.

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. Mensuration
7. Trigonometry
8. Transformations and vectors
9. Probability
10. Statistics

Students should have access to a graphic display calculator and calculators with symbolic algebraic logic are not permitted.

Assessment Overview

All students take three papers. Students will be eligible for grades A* to G.

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

Students who study the Extended syllabus content, or who are expected to achieve grade C or above, 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 students take:	Extended students take:
<p>Paper 1 (1 hour 15 minutes)</p> <ul style="list-style-type: none"> Structured and unstructured questions based on the Core curriculum Calculators are not permitted 60 marks: 40% of the final total mark 	<p>Paper 2 (1 hour 30 minutes)</p> <ul style="list-style-type: none"> Structured and unstructured questions based on the Extended curriculum Calculators are not permitted 75 marks: 40% of the final total mark
<p>Paper 3 (1 hour 15 minutes)</p> <ul style="list-style-type: none"> Structured and unstructured questions based on the Core curriculum Graphic display calculators are required 60 marks: 40% of the final total mark 	<p>Paper 4 (1 hour 30 minutes)</p> <ul style="list-style-type: none"> Structured and unstructured questions based on the Extended curriculum Graphic display calculators are required 75 marks: 40% of the final total mark
<p>Paper 5 (1 hour 15 minutes)</p> <ul style="list-style-type: none"> One investigative task based on the Core curriculum Graphic display calculators are required 40 marks: 20% of the final total mark 	<p>Paper 6 (1 hour 30 minutes)</p> <ul style="list-style-type: none"> One investigative task and one modelling task based on the Extended curriculum Graphic display calculators are required 50 marks: 20% of the final total mark
<p>Total: 160 marks</p>	<p>Total: 200 marks</p>

Teacher Responsible: Dr. Mico Wong

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 coordination 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

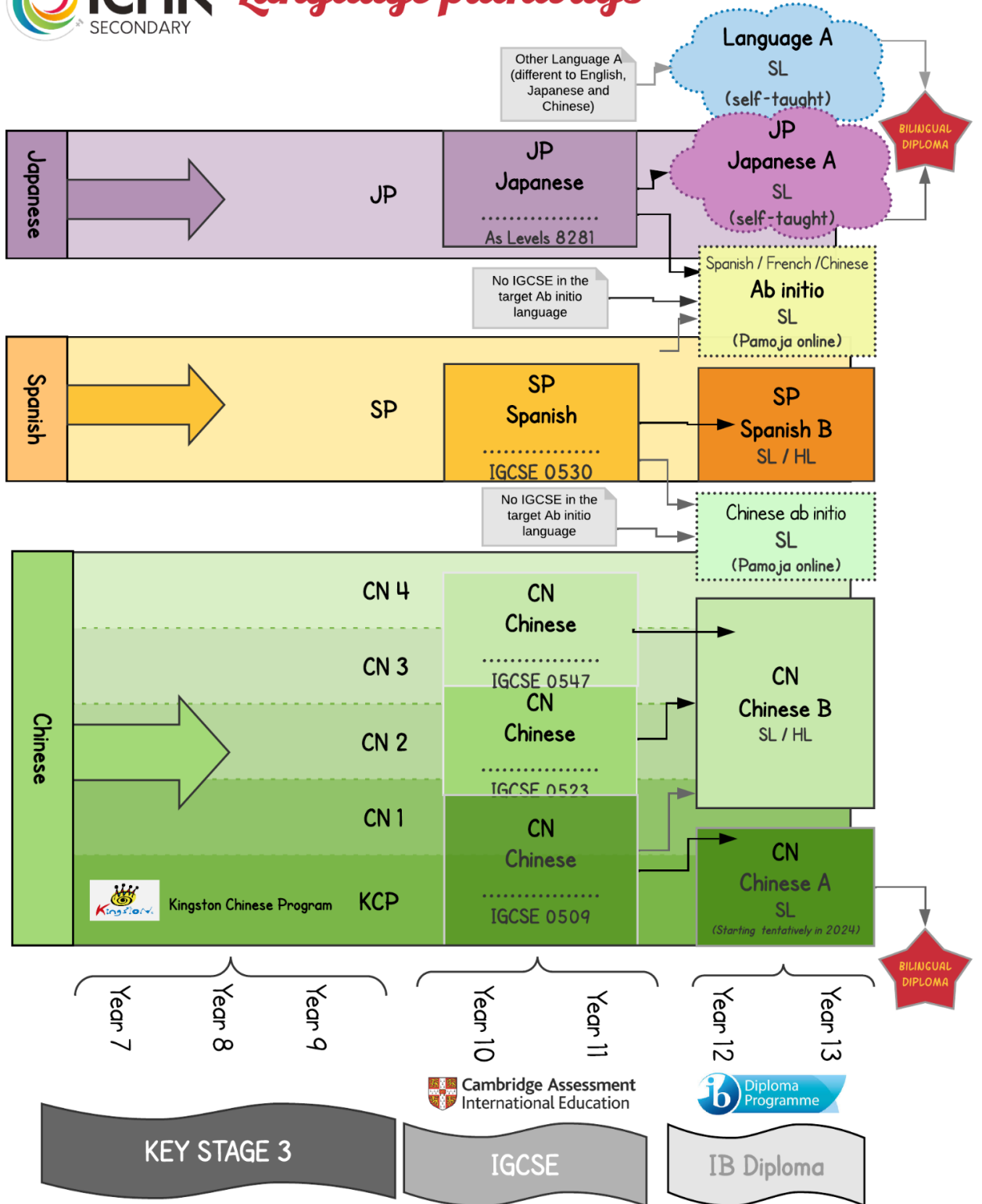
Paper 4 – Extended students:

- 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: Mrs. Jane Thomas



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 learners to take Chinese Language A: language and literature 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 consists 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 students 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 consists 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, as well as for preparation for speech contests, public speaking performances, and showcases in culture festivals.

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 the 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

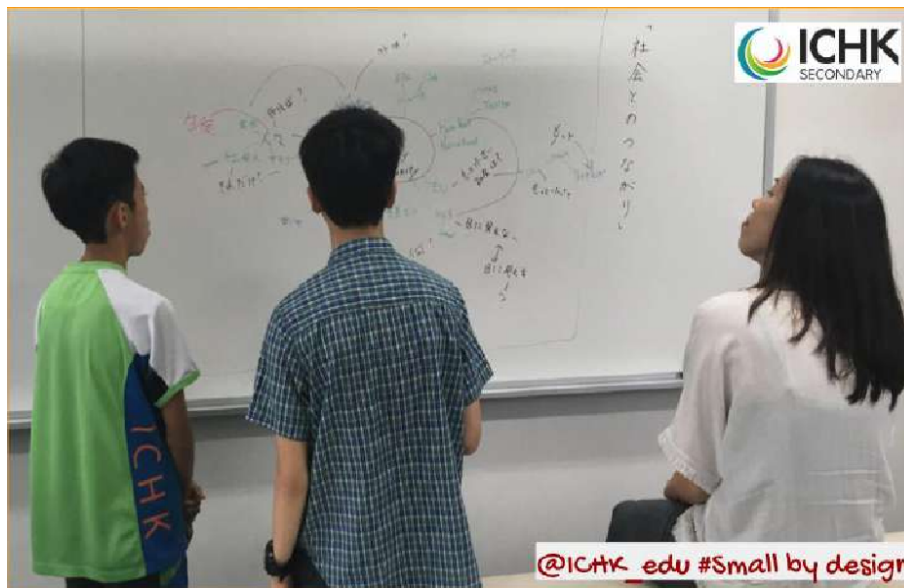
This language path is designed for students who have formally learnt Japanese before, as they are expected to speak, read and write in Japanese. Japanese is spoken at home and/or the student should bring a strong background (e.g. lived or studied in Japan). Admission is subject to level test and dependent 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 Language Proficiency Test \(JLPT\)](#) administered by Japan Foundation Exams. It offers different proficiency levels: N1, N2, N3, N4, N5 (N1 is the highest; N5 is the lowest). Decision on the target level will be at the discretion of the Languages Department, as students will be offered the most appropriate level of challenge.

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

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 - BTEC Internationals (Arts/Technology):

- Art and Design
- Creative Media
- Performing Arts
- Music

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.

Content:

The students will cover nine topics:

1. Rocks, minerals and their exploitation
2. Energy and the environment
3. Agriculture and the environment
4. Water and its management
5. Oceans and fisheries
6. Managing natural hazards
7. The atmosphere and human activities
8. Human population
9. Natural ecosystems and human activities.

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: Mrs. Jane Thomas

HISTORY

Cambridge IGCSE History 0470

The History IGCSE syllabus looks at some of the major international issues of the 20th Century, as well as covering the history of the region of China in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Students learn about the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. IGCSE History will stimulate any student already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject.

The student will:

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

Content

Students will cover 6 Core Topics that cover the 20th Century. These are taught chronologically to help students locate these events easily and effectively. The Core Topics are:

1. Was the Treaty of Versailles fair?
2. To what extent was the League of Nations a success?
3. How far was Hitler's foreign policy to blame for the outbreak of war in Europe in 1939?
4. Who was to blame for the Cold War?
5. How effectively did the United States contain the spread of communism?
6. How secure was the USSR's control over Eastern Europe, 1948–c.1989?

Students will also look in depth at a 20th Century topic which will cover a particular event, country, or period. It will further develop the students historical skills. The Depth Topic we will cover is:

- A. The First World War 1914-1918

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 (WWI).

Paper 2: Prescribed Topic (30% of overall grade)

Answer 5 questions based on a range of sources related to one prescribed topic chosen from the 20th Century core topics.

Paper 4: Alternative to Coursework (30% of overall grade)

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

Teachers Responsible: Mr. Alex Hall & Ms. Christina Hayes

ART AND DESIGN

Pearson BTEC International - Level 2 Award - Art and Design

This qualification is designed to support learners who are interested in learning about the art and design sector and its diverse range of specialisms. Students will develop ideas through use of materials, techniques and processes, refining their ideas and reviewing their working practices.

Year 10

Pre-Assessment Explorations

Over Term 1 of Year 10, you will participate in a range of practical and theoretical workshops that introduce you to a range of artists, movements, materials, techniques and processes.

Assessed Unit: Contextual References in Art and Design

In Year 11, you will investigate creative practice, researching examples of both historical and contemporary practitioners. An important part of your research will be learning to visually analyse the work of creative practitioners in order to understand how they use visual language, materials and media to communicate ideas. Based on your research you will then develop and produce your own work inspired by the creative practitioners you have looked at.

Throughout the year, you will:

- Investigate historical and contemporary creative practice
- Visually analyse the work of creative practitioners
- Develop and produce a creative response to contextual research

Year 11

Assessed Unit: Developing Art and Design in Response to a Theme

In this introductory year, you will explore, develop, and produce art and design in response to themes. You will be given thematic starting points from which you will experiment with ideas generation techniques and contextual research activities. You will develop your initial ideas through the use of materials, techniques, and processes, refining your ideas and reviewing your working practices. You will then apply your own creative process to plan and realise a piece of art and design work that responds to the theme.

Throughout the unit, you will:

- Generate ideas in response to a theme
- Explore practical skills to develop a response to a theme
- Plan and realise creative intentions in response to a theme.

Showcase and Exhibition

You will select and present your own original, resolved artworks accompanied by exhibition texts and a written curatorial rationale that supports your curatorial decisions. It is a culmination of your BTEC experience. You will present a selection of your best work that is curated in a final show, and articulate your purpose and intention in a written rationale.

Teacher in charge: Ms. Amy Thibeault

CREATIVE MEDIA

Pearson BTEC International - Level 2 Award - Creative Media

This qualification covers a variety of areas across creative media, namely researching and proposing ideas for creative media products. In addition, learners will participate in practical workshops that focus on particular specialisms, for example, digital photography, podcasting, video production and advertising.

Year 10

Pre-Assessment Explorations

Over Term 1 of Year 10, you will participate in a range of practical and theoretical study sessions and workshops that introduce you to the media studies framework, with a focus on media language, audience, representation and industry.

Assessed Unit: Research, Develop and Propose Ideas for a Digital Media Product

In this assessed unit, you will learn about research methods and use them to conduct research that will help you generate ideas for your own digital media product. You will select an idea and develop the skills to enable you to propose the idea effectively. The knowledge and skills you acquire will provide a foundation for developing ideas for other units in this qualification.

Throughout the year, you will:

- Use research methods to inform ideas for a digital media product
- Develop ideas for a digital media product
- Propose an idea for a digital media product.

Year 11

Assessed Unit: Digital Video Production

In this unit, you will explore the features of video products for different purposes and platforms. You will explore, plan and create music videos, short films and scenes for television. You will then use camerawork, mise-en-scene (setting, locations, props, costumes and make-up), lighting, sound and editing to create a video product for a specified purpose, which you will publish to a digital platform.

Throughout the unit, you will:

- Explore the purposes, features and platforms of digital video products
- Plan and shoot footage for a digital video
- Edit and publish a digital video

Showcase and Exhibition

At the end of Term 2, students will curate and organise a BTEC Festival. Their work from the two year programme will be showcased and exhibited as part of the festival.

Teacher in charge: Mr Liam Greenall

PERFORMING ARTS

Pearson BTEC International - Level 2 Award - Performing Arts

This qualification is designed to support learners who are interested in learning about, and developing skills in, performing arts. The highly practical course covers content from across a variety of areas of performing arts, namely focussed around putting on a production. Learners can take units to develop knowledge and skills in more specific areas, such as devising new material, multimedia performance and exploring the context in which a work was created.

Year 10

Pre-Assessment Explorations

Over Term 1 of Year 10, you will participate in a range of practical workshops that introduce you to a range of theatre practitioners, acting and performing skill, theatre styles and exploration of scripted drama.

Assessed Unit: Performing and Production Arts

Throughout the year, you will have the opportunity to explore a performing arts industry-related discipline, such as acting, devising, physical theatre and production roles, through practical workshops and activities. These workshops and activities will allow you to experiment with different techniques for producing a performing arts event, either as a performer or as part of the production team.

Throughout Year 10, you will:

- Develop skills in a performing arts industry role
- Develop collaborative and professional working practices
- Review own practice

Year 11

Assessed Unit: Performing Arts Production

In Year 11, you will plan and take part in the preparation for a full-scale performing arts production. You will learn and develop the skills needed for your role either as a performer or as part of the production team. You will need to prepare for the performance during rehearsals and in your own time. These rehearsals will develop and refine material, for example timing and communication. You will need to apply performance or production skills confidently during the development and performance in order to realise a successful performing arts event. You will work as part of a team and navigate 'showtime' with an approach that ensures an 'unforgettable show' for your audience.

Throughout the year, you will:

- Prepare for a professional role during rehearsal
- Refine skills needed for a professional role during rehearsal
- Apply skills to a performance

Showcase and Exhibition

At the end of Term 2, students will curate and organise a BTEC Festival. Their work from the Performing Arts Production unit will be showcased and performed as part of the festival.

Teacher in charge: Ms Jennie Davies

MUSIC

Pearson BTEC International - Level 2 Award - Music

This qualification is designed to support learners who are interested in learning about the music sector through applied learning. Students will learn about and develop skills in music composing, recording and performing.

Year 10

Pre-Assessment Explorations

Over Term 1 of Year 10, you will participate in a range of practical workshops that introduce you to a range of music styles and genres. You will be provided with opportunities to explore different instruments and ways of composing and performing music.

Assessed Unit: Introduction to Performing

In this unit, you will develop a range of skills required to give a successful performance. You will learn how to practise effectively, developing your technique and skills on your chosen instrument/voice. You will also learn how to rehearse effectively and to improve your performance through self-reflection and acting on feedback from others. Finally, you will present the results of your rehearsals as a performance.

Throughout the year, you will:

- Develop and review technical skills
- Develop and review rehearsal skills and techniques
- Present a musical performance

Assessed Unit: Introduction to Composing

Throughout the year, you will explore your own route through the compositional process and begin to develop your own creative voice by responding to a variety of stimuli. You will develop a portfolio of ideas, some of which will be developed and one of which will be completed as a final composition.

Throughout the year, you will:

- Explore initial ideas
- Develop musical ideas
- Refine and present a completed composition

Year 11

Assessed Unit: Plan and Create a Music Product for a Brief

In Year 11, you will create a music product such as a live event or recording. You will experience the full creative process starting with developing your initial idea and following this through to completion and delivery. You will also explore the ways that music products are promoted, and you will produce marketing materials and activities for the product that you create. You can work individually or as part of a group to develop and create a music product. You must clearly evidence your individual contribution to the planning, development and delivery of your final product.

Throughout the year, you will:

- Plan and develop a music product in response to a brief
- Promote a music product in response to a brief
- Deliver a music product in response to a brief

Teacher in charge: Ms Phoebe Wong

ASDAN programme



ASDAN

Registered Centre

As part of our commitment to the individual and inclusion at ICHK, we are extremely pleased to offer an alternative pathway for students for whom the IGCSE or IB Courses are unsuitable.

ASDAN (Award Scheme Development and Accreditation Network), is a British education charity and awarding organisation, providing courses, accredited curriculum programmes and regulated qualifications to engage, elevate and empower young people aged 11 to 25 years.

Their goal is to engage students through relevant and motivating courses to achieve meaningful learning outcomes, which elevate them to go on to further education, training and work, and empower them to take control of their lives.

As an ASDAN Registered Centre, we offer a range of flexible and tailored options from the ASDAN Personal Development Programmes, Short Courses or Vocational Taster Courses, depending on the student's needs and interests.

Titles can include (subject to availability):

- The International Bronze, Silver or Gold Awards
- English Short Course
- Maths Short Course
- Languages Short Course
- Personal Finance Short Course
- Food Wise Short Course
- Adventure and Residential Short Course
- PSHE Short Course
- Hospitality Vocational Taster Course
- Computer Vocational Taster Course

All courses focus on skill development and students are required to build a portfolio of evidence to demonstrate a range of skills across the different modules they complete as part of their chosen courses.

The skills covered include:

- Improving Own Learning and Performance
- Working with Others and
- Problem Solving
- Communication
- Application of Number
- ICT

ASDAN courses are managed by the Learning Support Department and may require an additional learning support fee. ASDAN courses are also the chosen pathway for the +1 Centre.

Teacher in charge: Mrs Kathryn Lung



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 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 become 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 channeling 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

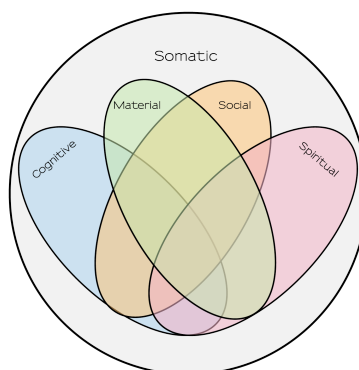
This course is non examined.



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, building a more connected and meaningful narrative than is typical of many traditional school curricula.

Human Technologies helps students understand the concept of technology in its truest sense. It reclaims the term 'technology' from its modern, narrow definition centered around machines and tools. Instead, it harks back to the original Greek concept of 'techne', which encompasses art, craft, skill, and knowledge.

Human Technologies revolves around the interconnectivity of five forms of technology: somatic; cognitive; material; social and spiritual. It explores the cumulative cultural evolution of our species and delves into the vast body of inherited knowledge that has accompanied and characterised the progress of humankind through the ages which we see embedded in our daily routines, taboos, rituals, tastes, and mental models. All these elements, which contribute significantly to human thriving, are seen as technologies that can be studied, understood, and improved upon.



Our innovative curriculum redefines the conventional approach to education by focusing on the holistic development of individuals and their ability to engage with the world around them. Our aim is to create a learning journey that encourages students to explore connections between their broader experiences as individuals and learners, within and beyond school. It fosters students' agency and promotes interdisciplinary learning. It recognises the importance of teamwork and collaboration and moves away from high-stakes assessments that limit the scope of learning. Instead, it harnesses the power of motivation, positive emotions, engagement, a sense of purpose, and self-regulation; elements that are crucial to successful learning.

In essence, Human Technologies is not just about teaching students, it's about preparing them for life. It encourages them to see the world differently, to appreciate the significance of human ingenuity, and to recognise their own potential. By applying the HT lens, students learn to value sustainability and take a long-term view, equipping them with the essential skills needed to navigate and shape the future. Through looking at the world with this unique lens, they gain a profound appreciation for *the art and craft of being human*.

Teacher Responsible: Ms. Natalie Bailey

ENRICHMENT & FLOW



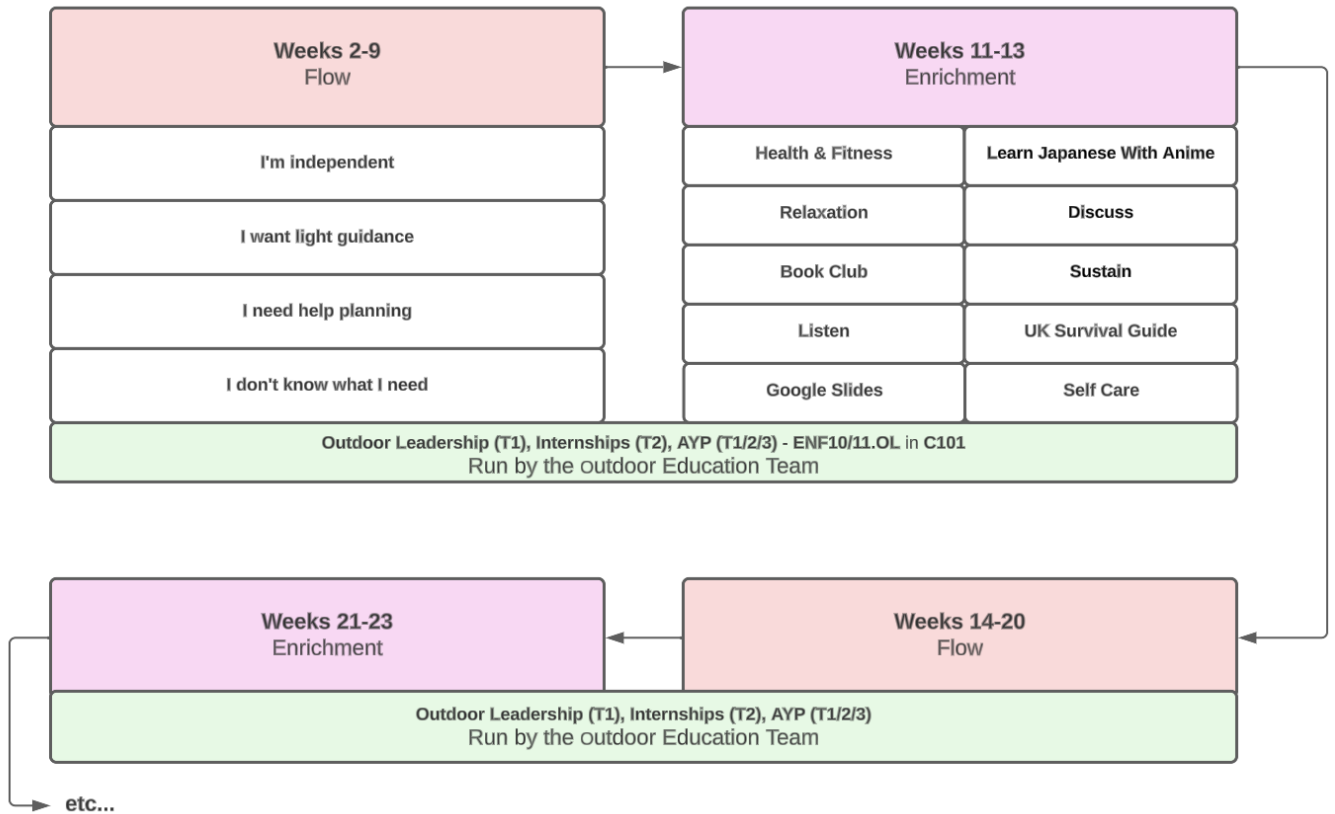
Around the world schools are struggling with the same fundamental problem – how are we to encourage creativity, self-direction and passion in students when they must spend so much ‘seat time’ following courses that are designed by external authorities to be ‘delivered’ by teachers? These are courses 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, which 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.

ICHK’s Enrichment & Flow (ENF) programme offers a solution to the problems identified by Sir Ken and other prominent educators, by giving students an opportunity to take more control of their own learning. ENF provides students in Years 10 and 11 with 140 minutes of timetabled freedom per week, in which 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.

ENF builds on our Year 7 to 9 Free Learning programme, inviting students to take their next steps towards achieving the autonomy expected of them in university and the world of work. During ENF sessions, students work under the guidance of a team of teachers, selecting who exactly they wish to spend time with, according to the type of support offered by each member of staff. The emphasis is on self-direction, personal responsibility, intrinsic motivation and genuine interest in and commitment to their chosen activities. In approaching ENF, we ask ourselves “what is the minimum amount of support each individual student needs in order to grow?”

For the bulk of the year students learn in groups based on the aim of achieving “flow”, that particular state of deep focus that enables genuine creativity and productivity. However, blocks of flow are broken up by short periods of “enrichment” in which students undertake more directed activities that aim to maintain their energy and discover new passions. This pattern is shown in the diagram below:



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

Teacher Responsible: Ms. Sandra Kuipers

DEEP LEARNING



Deep Learning is a pioneering study programme, designed to encourage independence, motivation, enjoyment and depth in student 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

This is an annual week, dedicated to learning outside of the school environment, which traditionally takes place at the end of October or start of November.

It is tailored to individual year groups and focuses on community service, outdoor pursuits and teamwork.

It is a vital part of the curriculum, and helps students to challenge themselves, to bond with their teachers and classmates, and to develop in ways which simply could not be duplicated within the classroom.

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 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

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 IGCSE and BTEC 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 or equivalent.

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



What the Council of International Schools says about us:

"ICHK is a caring community that ensures members feel a strong sense of belonging and connection. The school provides a safe and nurturing environment where the well-being of all students is a priority. ICHK has cultivated an environment where students have multiple opportunities to thrive. ICHK's commitment to well-being is clear and is infused in all aspects of school life. As a small community that some students described as "like family", students' well-being needs are known by teachers and leaders, who are able to respond to those needs in a timely and effective way.

"The respectful caring environment provided to students at the school is highly valued. The ICHK community, students, staff, and parents work together in an atmosphere of mutual respect to create a positive learning environment. Students are engaged in their learning, happy to be at school, and are focussed on achieving to the best of their ability. Students are articulate, invariably treat each other and teachers with respect, greet visitors warmly, and take obvious pride in their school."

**Council of International Schools (CIS)
Evaluation Report 2023**



Derek Pinchbeck, Head of School, ICHK Kindergarten and Primary

ICHK Kindergarten and Primary and ICHK Secondary share a commitment to providing a holistic education for each and every one of our students. This strong commitment to ensuring that our learning communities deliver excellent academic progress and inculcate a deep sense of well being, purpose and joy in students permeates both schools. It is a pleasure to see the enthusiasm for learning that students at ICHK demonstrate and the commitment that the staff have to nurturing this enthusiasm. I look forward to our strong partnership flourishing as we continue to deliver an exceptional education to students of all ages.



Joshua Blue, Principal JIS

JIS is delighted to have been one of the founding members of the partnership that established ICHK. As a primary school only facility the school was keen to develop a positive alternative for secondary schooling to be offered to the JIS community. The heart and soul of ICHK builds on what we set as our mission and vision for JIS. We have worked hard to ensure that our strong community values are developed and extended by ICHK. Our school community appreciates this shared vision and, as ICHK continues to develop its positive academic status alongside these values, we look forward to many more significant years of development and partnership.



Eliza Wong, Principal KIS

KIS is excited to be a partner of ICHK and proud of what the school has achieved and promises to achieve in the future. ICHK is a school that is small by design and intention. As such, it is able to cater to the individual needs of its students. The teachers are passionate about education and dedicate themselves to helping their students reach their full potential. Within the school, caring and positive relationships are fostered between all staff and students leading to a collegiate and progressive school atmosphere. At KIS, we are delighted to watch our students continue to thrive on their educational journey at ICHK.