



## PRINCIPAL'S WELCOME

"Creative is our name and it is creativity that defines us. As a world-class Direct Subsidy Scheme secondary school offering the International Baccalaureate's Middle Years and Diploma Programmes as well as the Hong Kong Diploma of Secondary Education, we provide our students multiple pathways to the world of higher education, further study and work. Innovative, caring, rigorous and supportive, Creative Secondary School offers a unique learning environment where our students acknowledge that "through this place, we thrive, we serve and find our place in this world."



From the moment a new student walks through the school gate, s/he joins a community whose warmth and inviting nature ensures seamless integration. Our positive education ethos, underpinning our diverse and rigorous curriculum, enables support for development in academic, aesthetic, physical as well as personal growth. Through broad and engaging learning experiences, each child develops the necessary knowledge, skills and attitudes to face the opportunities and challenges of this 21st Century global society and to thrive. We don't just educate our community of learners, we engage them and facilitate opportunities for them to develop a global perspective, rooted locally to become active citizens, at ease at home and abroad.

Parents are warmly invited to engage in multiple groups, organizations and teams to support their children and to develop a sense of belonging to the Creative Secondary School community. It is therefore my pleasure to invite you to visit us and experience for yourself the vibrancy and warmth of our IB World School.

Dr. Anthony Adames  
Principal

「啓思中學」的英文名字是「Creative Secondary School」，創意是我們的重心。作為一所提供國際文憑中學及預科課程，以及香港中學文憑課程的世界級直資中學，我們為學生提供不同的升讀大學和就業途徑。啓思中學的創新、關愛、嚴謹和富支援的校園氛圍，營造出獨特的學習環境，讓學生體驗到本校校訓：「在這裏，我們茁壯成長，服務社群，立足世界」的意義。

由學生踏入校園的一刻開始，他們會加入我們溫暖和友善的社群，很容易便可以融入學校的大家庭。我們正面的學習氛圍，支撐著學校多元而嚴謹的課程，為學術、美學、體育以及個人發展提供支援。透過廣闊和使人投入的學習經歷，每個學生都裝備必要的知識、技巧和態度，以面對廿一世紀全球化社會的機遇和挑戰，並茁壯成長。我們不僅培育學生成為學校社群內的學習者，亦會引導及提供大量機會，發展學生的國際視野，植根本地，在香港或海外均能成為積極參與社會的良好公民。

我們誠邀家長積極參與不同的小組、組織和團隊，支援其子女和建立對啓思中學社群的歸屬感。因此，本人邀請你來學校探訪，親自體驗我們這所多姿多采、充滿關愛的國際文憑世界學校。

Dr. Anthony Adames  
校長

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## Subjects Offered in F4 - F6

### Faculty of Arts

F4 - F6 HKDSE		F5 - F6 IBDP	
Music	<b>F4-6 E</b> 24	Music	<b>6</b> 25
Visual Arts	<b>F4-6 E</b> 26	Visual Arts	<b>6</b> 27
F4 Drama	<b>F4 E</b> 28	Theatre	<b>6</b> 29
		Film	<b>P 6</b> 31

### Faculty of Chinese

F4 - F6 HKDSE		F5 - F6 IBDP	
Chinese Language (and Literature)	<b>C</b> 32	Chinese A: Literature	<b>1</b> 36
Chinese GCSE (Non-Chinese Speaking)	<b>C</b> 33	Chinese B	<b>2</b> 37
Chinese GCE (Non-Chinese Speaking)	<b>C</b> 34		

### Faculty of English

F4 - F6 HKDSE		F5 - F6 IBDP	
F4 English Language	<b>C</b> 38	English A: Language and Literature	<b>1</b> 42
F4 English Language and Literature	<b>C</b> 39	English B	<b>2</b> 43
F5-F6 English Language	<b>C</b> 40		
F5-F6 Literature in English	<b>F5-6 E</b> 41		

### Faculty of Individuals and Societies

F4 - F6 HKDSE		F5 - F6 IBDP	
Business, Accounting and Financial Studies	<b>F4-6 E</b> 44	Business Management	<b>3</b> 45
Economics	<b>F4-6 E</b> 46	Economics	<b>3</b> 47
Geography	<b>F4-6 E</b> 48	Geography	<b>3</b> 49
History	<b>F4-6 E</b> 50	History	<b>3</b> 51
Liberal Studies	<b>C</b> 52	Environmental Systems and Societies	<b>4 3</b> 53

### Faculty of Mathematics

F4 - F6 HKDSE		F5 - F6 IBDP	
Mathematics Compulsory Part	<b>C</b> 54	Mathematics: Analysis and Approaches	<b>5</b> 58
F5-F6 Mathematics Extended Part Module 1 (Calculus and Statistics)	<b>F5-6 E</b> 55	Mathematics: Applications and Interpretation	<b>5</b> 59
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### Faculty of Physical Education

F4 HKDSE	
F4 Physical Education	<b>C</b> 60

### Faculty of Sciences

F4 - F6 HKDSE		F5 - F6 IBDP	
Biology	<b>F4-6 E</b> 62	Biology	<b>4</b> 63
Chemistry	<b>F4-6 E</b> 64	Chemistry	<b>4</b> 65
Physics	<b>F4-6 E</b> 66	Physics	<b>4</b> 67
		Environmental Systems and Societies	<b>3 4</b> 69

### Faculty of Technology

F4 - F6 HKDSE		F5 - F6 IBDP	
Design and Applied Technology	<b>F4-6 E</b> 70	Design Technology	<b>4</b> 71
Information and Communication Technology	<b>F4-6 E</b> 72		
Technology and Living	<b>F4-6 E</b> 73		

### Others

F5 - F6 IBDP	
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## Other Components in Senior Curriculum

F4 - F6 HKDSE		F5 - F6 IBDP	
<b>C</b> (Creativity, Activity, Service) CASOLE (Other Learning Experiences)	<b>C</b> 76		
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		Extended Essay (EE)	<b>C</b> 79
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### F4 - F6 HKDSE (Key)

<b>C</b> Core Subject
<b>F4-6 E</b> F4-F6 Elective Subject
<b>F5-6 E</b> F5-F6 Elective Subject
<b>F4 E</b> F4 Elective Subject

### F5 - F6 IBDP (Key)

<b>1</b> Group 1: Studies in Language and Literature	<b>5</b> Group 5: Mathematics
<b>2</b> Group 2: Language Acquisition	<b>6</b> Group 6: The Arts
<b>3</b> Group 3: Individuals and Societies	<b>P</b> Online course offered by Pamoja (additional tuition fee)
<b>4</b> Group 4: Sciences	<b>C</b> Core

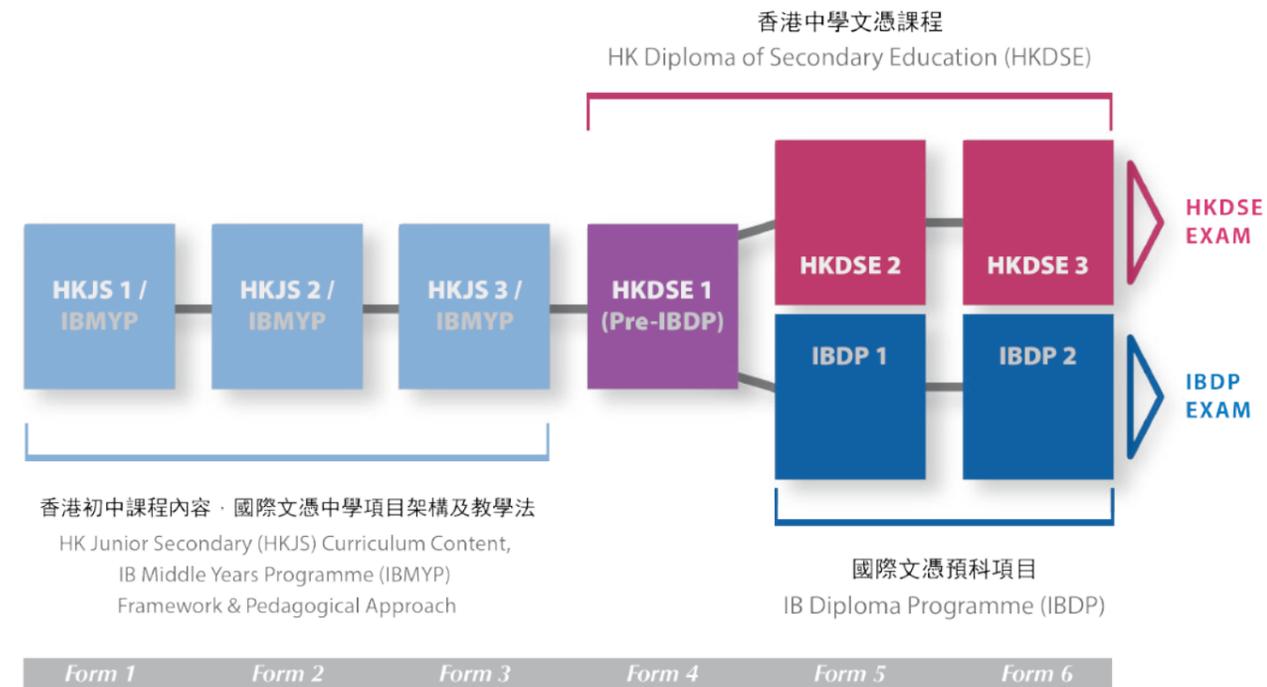
# OVERVIEW OF SENIOR CURRICULUM

## Introduction

At CSS we offer two senior secondary school diplomas, the HKDSE and IBDP. The Form 1-3 MYP curriculum has been designed to feed equally well into both pathways. Both diplomas enable students to fulfil the requirements for university entry in Hong Kong as well as overseas and both are widely recognised internationally by universities.

The HKDSE is a three-year programme starting in Form 4, whereas the IBDP is a two-year programme starting in Form 5. The Form 4 curriculum serves as a solid foundation for those who opt for the IBDP programme in Form 5 as well as those who choose to continue with the HKDSE through to Form 6.

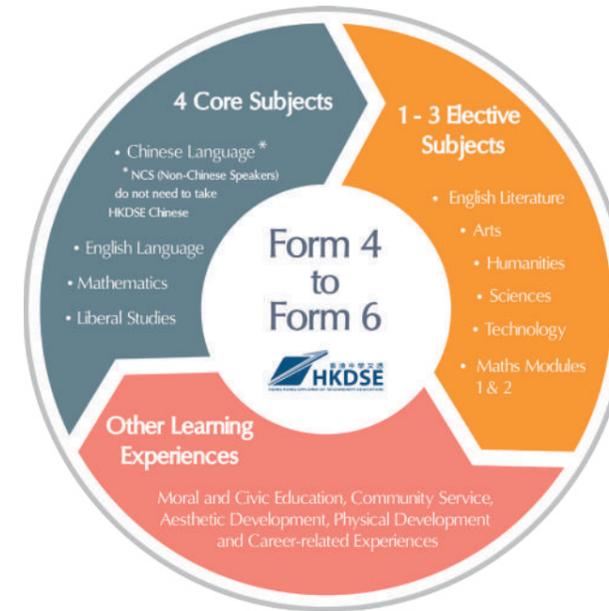
## CSS Curriculum Structure



The CSS curriculum structure showing the MYP, HKDSE and IBDP programmes across all six years

## Common Experiences

Although students in Form 5-6 take different sets of exams, there is a common core of experiences that all senior diploma students at CSS share. This common core includes Form 5 camp, Personal Growth Programme (PGP), Creative Week, as well as a bespoke CASOLE programme that combines the best elements of the HKDSE OLE and IBDP CAS programmes to engage students in a wide range of experiential learning activities and events.



## Hong Kong Diploma of Secondary Education (HKDSE)

The HKDSE is a three-year programme. Students take four compulsory core subjects (Chinese Language, English Language, Liberal Studies and Mathematics) and another one to three additional subjects of their choosing. Chinese LA students are exempted from the HKDSE Chinese Language examination and sit the GCSE Chinese examination instead, usually at the end of Form 4. The vast majority of HKDSE students take two electives.

There is also a school-based experiential learning component known as OLE (Other Learning Experiences) which at CSS comes under our CASOLE programme.



## International Baccalaureate Diploma Programme (IBDP)

The IBDP is a two-year programme. Students select one subject from each of the six subject groups. Three of the subjects are studied at higher level (HL) and the other three at standard level (SL). Students are able to select another subject other than those from the Arts at the discretion of the school. It is possible to take two Arts subjects, but only if Environmental Systems and Societies (ESS) is taken as both group 3 and group 4 subject.

In addition to HL and SL subjects, students should complete three compulsory core components, which are Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity and Service (CAS). At CSS, CAS is run under our CASOLE programme.



# CAREERS AND UNIVERSITY GUIDANCE

## The Team

The Careers and University Guidance Team comprises of two Higher Education Counselors and one administrative support staff responsible for careers guidance, university applications and work placement opportunities.

## Our Aim

Our aim is to support and guide students in making realistic choices about their future university and career pathways. Students are encouraged to take into account their interests and abilities as well as their current academic progress in their curriculum subjects. The Higher Education team focuses on achieving the “best fit” for students. Students and parents are welcome to make an appointment with the team during school hours. Students can also drop in when they have time in study periods, lunch or after-school times.

## Shared Responsibilities

The Careers Team works closely with the Head of Senior School and Deputy Heads of Senior School and house tutors who see their tutees on a daily basis. Tutors play a crucial role in guiding students and also in sharing information on visiting speakers and university representatives. Other important events include the annual CSS University Fair with over forty institutions represented.

A number of international and local university representatives hold lunchtime face-to-face or virtual workshops on a regular basis, which students are encouraged to attend. This gives them the opportunity to ask specific questions and also network with university staff. Students are encouraged to visit university campus open days and to sign up for summer schools in order to broaden their knowledge and skills. The Careers Team publishes details of various courses, camps and sessions taking place both in Hong Kong and overseas.

The Progress and Growth Programme (PGP) plays an important role in careers guidance throughout the years. Careers related activities and presentations are offered, which streamline with university application deadlines. These include college choices and the process for university applications, Oxbridge early applications, personal statement writing and JUPAS forms. The Careers Team answers questions regarding entry requirements for Hong Kong, UK, USA, Australia and Canada. Princeton Review gives advice on SAT and PSAT testing. It is strongly advised that students take the IELTS test to support visa and university applications worldwide. Students attend the CSS University Fair annually.

Our comprehensive careers and university guidance programme takes place in F4, F5 and F6.



University Fair



University Fair

## Careers and University Guidance Framework



<b>F4</b>	<ul style="list-style-type: none"> <li>Overview of Careers Curriculum Framework</li> <li>Complete Interest Questionnaire + Holland Test</li> <li>“At a Glance” information &amp; YouTube list</li> <li>1-2-1 interviews to discuss interests/subjects</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Qs to research at University Fair</li> <li>Attend University Fair. Research study choices</li> <li>Reflect on information from University Fair</li> <li>Visiting speakers to talk about job roles</li> </ul>	<ul style="list-style-type: none"> <li>Research careers/job roles</li> <li>Attend Diploma subject presentation</li> <li>Good combinations of IBDP/ HKDSE subject choices</li> <li>Summer School possibilities</li> </ul>
<b>F5</b>	<ul style="list-style-type: none"> <li>Overview of Careers Curriculum Framework</li> <li>Digital footprint. How do you present yourself?</li> <li>Discussion with visiting university representatives</li> <li>1-2-1 discussions with House Tutors</li> <li>Discussion with alumni</li> <li>Write Personal Statements for university applications</li> </ul>	<ul style="list-style-type: none"> <li>University research – student exploration</li> <li>University representatives visits &amp; talks</li> <li>Opt for Work Placements in Creative Week</li> <li>University Fair - explore university requirements</li> <li>Additional tests needed e.g. LNAT, BMAT - UK</li> <li>Research summer programmes/ internships</li> </ul>	<ul style="list-style-type: none"> <li>Plan, apply, attend Summer Programmes or internships</li> <li>Complete HE Action Plan - university selections</li> <li>1-2-1 HE interview with Careers Team</li> <li>Art portfolio building for university selection</li> <li>Register &amp; take IELTS tests</li> <li>Open UCAS account for UK applications &amp; online HK</li> </ul>
<b>F6</b>	<ul style="list-style-type: none"> <li>Submit Personal Statement for university applications</li> <li>Write College Essays for US applications.</li> <li>1-2-1 discussions with Careers’ Team</li> <li>Network - visiting university representatives</li> <li>Interview practice – selected universities</li> <li>Review digital footprint</li> </ul>	<ul style="list-style-type: none"> <li>University representative visits &amp; workshops</li> <li>Visiting speakers</li> <li>Individual research - controversial topics e.g. medicine</li> <li>University Fair – networking</li> <li>Alumni sharing about specific university courses</li> <li>Visit UAL for art portfolio assistance &amp; interview</li> </ul>	<ul style="list-style-type: none"> <li>Register &amp; take tests e.g. IELTS, LNAT</li> <li>UK &amp; JUPAS application process</li> <li>US/Canada/Australia university application process</li> <li>Consider strategy for multiple country applications</li> <li>Apply to chosen universities</li> <li>Review strategy &amp; offers. Confirm acceptances</li> </ul>



# STUDENT DEVELOPMENT AND WELL-BEING

## Learning Support

CSS has a clear ethos of inclusive education. Our Learning Support Team collaborates with teachers to support students with special educational needs, to help students be integrated into whole-class learning. A range of strategies used include small group workshops, 1:1 sessions, and co-teaching with subject teachers. Students are also individually advised on how they can best advocate for their learning needs. The Learning Support team works with other departments to ensure that pastoral care and academic development are holistically addressed.

## Counselling

The Guidance & Counselling Team at CSS comprises of two Guidance Counsellors and two Social Workers from the Hong Kong Federation of Youth Groups (HKFYG). The team supports students to develop self-respect, self-discipline, positive attitudes, sense of responsibility, respect for others, understanding of their personal growth and development. Members of the Guidance & Counselling Team would support students through offering advice, and run various exciting and meaningful programmes and activities for students to participate in.

## Experiential Learning

Experiential learning at CSS plays a major role in student development both in the classroom and beyond. During the year, a number of experiential learning opportunities are provided for students to participate in, such as curriculum related trips and excursions.

Co-curricular Activities (CCA) are vital to the all-round development of students, to help them acquire a healthy, well-balanced lifestyle and to extend their learning experiences beyond the formal curriculum. Students are encouraged to take full advantage of these opportunities to broaden their horizons, excel in interest areas and to develop leadership skills. Students in lower school take part in at least one activity during each school year, while students in upper school and middle school are encouraged to take leadership roles. Our vibrant school life allows students to choose activities from five domains: Language and Communication, Problem-solving and Inquiry, Creativity and Arts, Sports and Action, Leadership and Service. Our school provides a range of CCAs, from music related ones such as the Singing Ensemble, Orchestra, to STEAM related activities, language speech festival team, and different sports interest classes and teams.

One of our key highlights of experiential learning is the Creative Week. During spring time each year, classes would not take place in the classrooms but away from the normal routine. F1 students would take part in an adventurous outdoor educational overnight camp where students spend time with their housemates and tutors for five days together, participating in a range of activities such as rock climbing, kayaking and other team building games. Students in other year groups would go on programmes in Hong Kong and beyond, with some that involve physical challenges such as skiing and fitness challenge, community and service activities, as well as STEAM and Cultural Exchanges.



Co-curricular Activities and Experiential Learning



## Houses

It is a Vertical House System to strengthen student development and well-being and enhance students' academic, social and leadership development.

There are six houses in CSS. They are named after six flowering trees commonly found in Hong Kong, each with a distinctive flower color. The trees were chosen through a contest involving the first cohort of students.

### Creative Week



Hong Kong



The Philippines



Fujian



Langkawi

# CHINESE LANGUAGE & LITERATURE, ARTS, CULTURE AND HISTORY (CLACH)

## Background

The Education Bureau has taken a number of steps in recent years to ask schools to deliver learning opportunities for students related to Chinese Language, Arts, Culture and History, including:

1. Providing funding to HK schools to provide Moral, Civil and National Education for students (one-off funding almost exhausted)
2. Promoting "sister school" programmes to encourage HK schools to establish partnership with schools in mainland China (yearly recurrent funding)
3. Directing schools to teach a mandatory junior secondary Chinese History course to F1-F3 students (started already in 2019-20 school year in F1)
4. Promoting the teaching of Chinese language through the medium of Putonghua (ongoing since the beginning of CSS in 2006)

We could expect more directives and funding to schools in the future. In order to respond to these as positive opportunities for the school's development, and to take proactive steps to consolidate the school's core values, CSS has taken the initiative in 2018-19 to develop a programme to promote Chinese Language & Literature, Arts, Culture and History (CLACH). The year of 2019-20 is the start of a structured three-year implementation plan to provide learning opportunities for CSS students.

## Strategic Approach

The range of learning activities that we should plan for will be multi-faceted, to take place through the formal timetabled curriculum as well as beyond, but they should have these common elements:

- **Knowing** (認知) - gaining knowledge of the breadth and depth of the historical, and geographical context of Chinese cultural heritage
- **Experiencing** (體驗) - gaining exposures through related activities, events, visits to sites, museums and exhibitions and study trips, student exchanges, and community services etc
- **Enthusiating** (激勵) - engaging our students through personal interests and pride, the rich historical and cultural heritage of China and of this region they live in, but also Hong Kong and China's modernisation and engagement with the international community



Cantonese Opera Workshop  
粵劇工作坊

Dragon Dance  
舞龍

CLACH  
中語藝文史

## Programmes and Activities

CLACH is intended to be embedded over the next three years through the school's curriculum - themes within specific MYP unit plans in different MYP subjects, as well as inter-disciplinary learning experiences wherever appropriate. Likewise in the senior secondary years, CLACH is an inter-disciplinary dimension to be introduced into both the HKDSE and IBDP programmes at appropriate points e.g. Liberal Studies, TOK, Chinese, Arts or I&S-related courses of study, as well as CASOLE. CLACH is also an initiative to enrich the school's Experiential Learning programme.

In the previous years, the school has already conducted a number of CLACH-related projects and activities, including:

1. **Visits to places or events of Chinese cultural interest in Hong Kong itself** – art galleries, performances, museums, special exhibitions, workshops, seminars etc
2. **Annual celebrations of key festivals and events** – Mid-Autumn Festival, Chinese New Year Festival & Dragon Dance, Chinese performing arts items in Arts Show etc
3. **CCA activities** – Cantonese opera, Chinese Speech School Festival, debating, Battle of the Books Chinese, Chinese music, Chinese ink painting, martial arts, taiji etc (some CCAs welcome staff to join)
4. **Cultural excursions to China/Sister Schools Exchange Programme** – Hangzhou International Cultural Festival Trip, other study trips to China etc



Chinese Calligraphy Workshop  
中文書法工作坊 – 練寫揮春



Cantonese Opera Workshop  
粵劇工作坊 – 認識粵劇 · 學唱工尺譜



Mid-Autumn Festival - Riddles Guessing  
中秋節慶祝活動 – 猜燈謎



Chinese New Year Festival - Dragon Dance  
中國農曆新年慶祝活動 – 舞龍



Designated Chinese Literature Study  
中國文學指定讀物研習



Cultural exchange with sister schools in Hangzhou  
與杭州姊妹學校文化交流

# LANGUAGES & CENTRE FOR ACADEMIC LANGUAGE PROFICIENCY (CALP)

## What is CALP?

CALP continues to be a successful school-wide programme designed to give bi-lingual and multi-lingual students greater experience with the formal and academic English needed to access the curriculum. Our programme includes Academic Language Proficiency courses (ALP) for Form 1, 2 and 3 that prepare students to join IBMYP and HKDSE English courses. We also offer ALP as an elective in Form 4 and 5 that provides extra language support in addition to students' regular English course. We work with teachers and students in other subject classes to support subject specific academic language across the curriculum.

## What are our programme aims?

- Take into account the cultural and linguistic diversity of our students
- Recognise the central role that language plays in learning
- Promote teaching practices that can be used across the curriculum to address the language-related needs of English Language Learners in an explicit way
- Develop collaborative working relations with all teachers by promoting a shared understanding of how to support English Language Learners
- Promote a whole-school approach to support English Language Learners



Form 2 Writer's Workshop

## What is Academic Language Proficiency (ALP)?

ALP courses are designed for bi-lingual and multi-lingual students whose lack of exposure to academic English creates barriers to access the English curriculum. Our students have acquired basic interpersonal communicative skills but are lacking in what is called cognitive academic language proficiency which can take many years to fully develop. ALP courses are designed to be a bridge to IBMYP and HKDSE English courses and to give our students the formal language exposure and the skills to be successful in all of their subjects.

We use a functional grammar approach which recognises that everything we do in English to communicate and to get things done is a culturally determined genre that can be explicitly taught. Further, all language exists on a continuum from the more spoken, situational, and common place to the more written, abstract, and academic. We teach the specific genres of school: recount, narrative, procedure, information report, explanation, argument, discussion, and response, and the specific language features of these genres. We also teach the specialised language requirements of subjects such as Individuals and Societies, and Sciences, for example.

## What are ALP learning aims?

- Strengthen academic language skills in writing, reading, listening, speaking, viewing, and presenting
- Develop confidence in the use of academic English
- Encourage active learners of English across the curriculum inside and outside of school

## How do we assess?

**School-wide testing**, including OOPT, Lexile, and CAT4, is used to identify language instruction needs and to track progress.

**Formative assessment**, the on-going monitoring of understanding, skills development, and the attitudes of our learners, makes up the bulk of our assessment and provides regular feedback and informs our instructional planning.

**Summative assessment** is framed by the MYP Assessment Criteria for Language Acquisition on the right:

## Language Acquisition (Phase 3)

<p>Criterion A Comprehending spoken and visual text</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. show understanding of information, main ideas and supporting details, and draw conclusions</li> <li>2. understand conventions</li> <li>3. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ol>
<p>Criterion B Comprehending written and visual text</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. show understanding of information, main ideas and supporting details, and draw conclusions</li> <li>2. understand basic conventions including aspects of format and style, and author's purpose for writing</li> <li>3. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ol>
<p>Criterion C Communicating in response to spoken and/or written and/or visual text</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. respond appropriately to spoken and/or written and/or visual text</li> <li>2. interact in rehearsed and unrehearsed exchanges</li> <li>3. express ideas and feelings, and communicate information in familiar and some unfamiliar situations</li> <li>4. communicate with a sense of audience and purpose.</li> </ol>
<p>Criterion D Using language in spoken and/or written form</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</li> <li>2. organize information and ideas and use a range of basic cohesive devices</li> <li>3. use language to suit the context.</li> </ol>

**To summarise**, language has a central role in all learning, and the development of academic language is a key goal of CSS. The role of CALP is to address the development of academic English across the school.



Form 1 Novel Study



Form 1 Literature Circle



Form 2 Presentation



Form 2 Writer's Workshop

# SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS (STEAM)

## What is the STEAM Group?

The STEAM Group is a new initiative intended to build on the school's successful development of a holistic curriculum. It consists of a team of teachers from a broad range of Faculties who have an interest in the teaching and learning of science, technology, engineering, arts and maths, and who are enthusiastic about working beyond their own academic field. Increasingly, the solving of real-life problems in the above areas requires an integrated approach using many common concepts and ideas, with individuals bringing subject-specific knowledge, methods and skills. This can be seen in fields as diverse as medicine, underwater exploration, architecture and aerospace engineering. The STEAM Group has come together to further create and coordinate opportunities for students to experience this multidisciplinary approach through regular lessons, interdisciplinary units, CCAs and experiential learning during events such as Creative Week, and so develop skills, understanding and attitudes that will help them make the most of their talents both at school and beyond.

## What are some examples of STEAM activities?

In 2018-19, the Individuals and Societies Faculty and Sciences Faculty came together to deliver an interdisciplinary unit called Rivers to Form 2. This began in the classroom with the teaching of discipline-specific knowledge and skills, which was followed by combined fieldwork looking at land use, development and water quality. Another example involved Form 5 students working with an external agency to design, build and deploy a marine robot to survey the health of coral reefs in the Sai Kung area. Finally, during Creative Week, a group of F3-5 students travelled to the Philippines to learn to scuba dive. As well as mastering dive skills, the beginner certification required that students learn and apply some dive physics and physiology. Students who could already dive had the opportunity to learn underwater navigation, additional dive theory for deeper diving and the use of additional equipment for safe wreck penetration and night diving.

## Why is a focus on STEAM helpful to students?

CSS has a strong track record of students getting places on prestigious Higher Education courses in STEAM-related subjects, universities often making generous offers to our graduates. Any good school can teach subject knowledge and many will use technology to achieve this, but the holistic and coordinated way in which we deliver our curriculum and extracurricular opportunities helps students to present themselves to universities and prospective employers in a particularly good light and as a consequence they have been successful at university entry. Some examples of the skills that we help to develop that universities look for include problem solving, divergent thinking, design thinking, taking the initiative, digital literacy, programming and robotics. The courses that CSS offers all have a substantial component of assessments based around critical thinking. Focusing on concepts and experiences that cross subject boundaries and provide a real-world context for problem solving allows students to demonstrate the information literacy and transfer skills that are so important to strong critical thinking. Another focus of the STEAM Group is helping with the development and outfitting of teaching spaces to allow multidisciplinary activities to take place. The school recently built a new multi-function space that is suitable for theatre, film-making, robotics workshops and more, which now needs to be equipped. We hope this is the first such project of many.



# DIGITAL LEARNING

We live in a world where digital technologies are becoming ever more important. At CSS, we believe it is vital that students learn to use these technologies in responsible and productive ways. We are committed to using the International Society for Technology in Education (ISTE) Standards as a framework for the effective integration of technology into learning and teaching across the school. These standards help us to focus on the development of learners who are:

- Empowered learners
- Digital citizens
- Knowledge constructors
- Innovative designers
- Computational thinkers
- Creative communicators
- Global collaborators

We know that this can only be achieved by the school working in partnership with parents to promote positive and productive attitudes and behaviours. To enable us to develop this working relationship, we offer seminars on different aspects of technology use to inform and support parents. We also conduct surveys to help us to better understand parents' views regarding the use of technology so that we can reflect them in both our development plans and the support that we provide to parents and students.

## THE LIBRARY

### The Team

The CSS library exists to support teaching and learning across the school. It plays a particularly important role in the development of English, Chinese and other literacies and a lifelong love of reading among the school's students.

The library's opening hours are from 8:00 am to 5:00 pm (Monday to Friday).

**Borrowing:** Students may borrow resources using their Student Card. All students may borrow up to five items (including books, magazines and graphic novels) for a period of two weeks. Students with overdue items may not borrow until the book(s) are returned. Lost or damaged books must be replaced for the same title.

### Library Collection

The CSS library collection is divided into eight sections:

1. Fiction books, including graphic novels
2. Non-fiction books
3. Curriculum resources such as past papers and study guides
4. Pedagogical resources (also known as the teaching collection)
5. Electronic resources
6. Magazines and periodicals
7. Audio-visual resources
8. Reading time resources

Its resources support the three curriculums taught at the school, which are:

- The International Baccalaureate Middle Years Programme (IBMYP);
- The International Baccalaureate Diploma Programme (IBDP); and
- The Hong Kong Diploma of Secondary Education (HKDSE).

To meet these objectives, the library team endeavours to provide resources that reflect the full range of students' literacy levels, interests and learning styles, abilities, and needs. In doing so, the library team seeks active engagement with the wider school community including students, parents and teachers. Besides, the library team works particularly closely with academic faculties to select resources that support student learning and allow students to move quickly through the locating phase into working with information and gaining deeper understanding.

# THE LIBRARY (continued)

## Databases

<p><b>JSTOR</b> is an integrated database of academic journal articles, scholarly books and primary sources across multiple disciplines, e.g. sustainability, science and technology, sociology, history, and economics. The database is mainly used to support academic research such as IBDP extended essay, HKDSE IES and IBMYP community project.</p>	<p><b>Global Issues in Context</b> provides access to regularly updated references, newspapers, magazines, and overview articles on countries and issues. It is suitable for understanding cross-disciplinary global issues, and is particularly useful for research projects about history, the environment, science and technology, health, business and economics, and politics.</p>
<p><b>NewsBank</b> is an archive of current and past primary sources from newspapers, videos, broadcast transcripts, business journals to government documents and other publications. The data can be used for comparing viewpoints on different topics, developing critical thinking, and supporting inquiry-based research. Highlighted topics on the archive include mental health, the environment and world economics.</p>	<p><b>Britannica</b> is an encyclopedia. It contains numerous articles aimed at upper, middle and lower school students across three reading levels, with some articles supplemented by videos. Text-to-speech function is available. The encyclopedia serves as a good introduction for learning about new topics.</p>

The wide range of resources available in the Library catalogue, Follett Destiny and online databases provides an invaluable aid to research both at home and at school. Students should use their student email address and password to access Follett Destiny.

## Academic Honesty (from student handbook)

The principle of academic honesty is vital to the integrity of the school. As a school community, we all are working towards becoming principled, honest and ethical global citizens. It is therefore important that we are honest about where the ideas and information in our work come from. The following seven points are the key points for parents and students to be aware of in upholding academic honesty:

1. The work that a student presents as their own must be completely their own original work.
2. A student's work cannot include material written by their friends or their tutor.
3. Students must avoid copying text from websites and pasting it into their assignments.
4. Students must check the credibility of any sources that they use by using the Origins-Purpose-Value-Limitations (OPVL) system (Lower and Middle School) or the Origins-Purpose-Context-Value-Limitations (OPCVL) (Upper School).
5. Students must include in-text citations using the APA style whenever they refer to information or ideas from other sources.
6. Students must include an APA style reference page in their assignments where required listing all the sources that they have used.
7. Students must ask their teacher or a member of the library team if they are unsure about how to use APA style citations and reference pages.



Student Librarians Team



Battle of the Books English Team



Battle of the Books Chinese Team

## CCAs in the Library

### Battle of the Books English

The Battle of the Books is a live school-on-school battle to find the book trivia champion school. The competition is open to international primary and international secondary schools. The Battle of the Books programme was introduced to Hong Kong international schools in 1999. It is designed to introduce students to a variety of reading material, build teamwork skills, and ensure that reading is fun.

### Battle of the Books Chinese

This is a popular Chinese reading competition in Hong Kong English schools, which is the successful expansion of the Hong Kong Battle of the Books. The English reading competition was introduced to Hong Kong by Bryant McEntire, a librarian from North Carolina, USA. In view of the decreasing interest of Chinese students in Chinese reading in middle school, we specially organize this activity, and we hope to help young people in English schools to broaden their horizons and improve their interest in Chinese reading. At the same time, teamwork is facilitated, and students and teachers are encouraged to actively use Chinese resources in the school library.

中文閱讀擂台賽是在香港英文學校中盛行的英文閱讀比賽 (Hong Kong Battle of the Books) 的成功延伸。英文閱讀比賽由來自美國北卡羅來納州的圖書館員Bryant McEntire介紹到香港。鑑於同學對中文閱讀的興趣在中學階段日益降低，我們特地組織這一活動，期望幫助就讀英文學校的青少年拓寬視野，提高中文閱讀興趣，同時提倡團隊合作，鼓勵同學和老師積極利用學校圖書館的中文資源。

### Student Librarians

Every year, a team of Student Librarians is recruited. The school library is expected to provide a comfortable environment for library users when they are looking for and using resources, to run the library book circulation smoothly, to keep book shelves tidy and in good order, and to display library collection and promote it to borrowers. In all of these, Student Librarians play an important role in helping the library and giving other library users a positive role model.

Five sessions of training are provided for students before they become Student Librarians. Daily duties include:

- Circulation (borrowing, returning and renewing library resources)
- Tidying up shelves and shelving books to make sure books are in order
- Helping others locate resources in both print and non-print formats by using the library catalogue "Follett Destiny"
- Covering books and helping with displays

### Reading Buddies

To strengthen Lower School students' literacy skills, they are invited to join the Reading Buddies scheme, in which they are partnered with student tutors to read together. Student tutors are selected from F4 and F5 students who have advanced literacy skills and are enthusiastic about promoting reading to Lower School students. Through participating in the scheme, senior students have the opportunity to share book recommendations with junior students and gain experience in language tutoring.

# SUBJECT PATHWAYS FROM JUNIOR TO SENIOR CURRICULUM

Form 1 - 3 IBMYP	Form 4 HKDSE	Form 5 - 6 HKDSE / IBDP		
<b>Language Acquisition (LA)</b> Chinese LA English LA Academic Language Proficiency	Chinese Language Acquisition	Chinese GCSE	Chinese B SL/HL	Spanish ab initio SL (Eng LL students only)
	English Language	English Language	Academic Language Proficiency	Academic Language Proficiency
<b>Language and Literature (LL)</b> Chinese LL English LL	Chinese Language & Literature	Chinese Language	Chinese A: Literature SL/HL	Literature in English
	English Language & Literature	English Language	English A: Language & Literature SL/HL	Literature in English

Form 1 - 3 IBMYP	Form 4 HKDSE	Form 5 - 6 HKDSE / IBDP		
<b>Mathematics</b>	Mathematics	Mathematics	Maths Extended Module 1 (Calculus & Statistics)	Maths Extended Module 2 (Algebra & Calculus)
	Maths: Analysis & Approaches SL/HL	Maths: Applications & Interpretation SL/HL		
<b>Physical and Health Education</b>	Physical Education & Other Learning Experiences (OLE)	Other Learning Experiences (OLE)	Creativity, Action, Service (CAS)	
<b>Arts</b> Subjects (1) Drama (2) Music (3) Visual Arts Form 1 and Form 2 Study all three subjects Form 3 Choose one subject as option	Music	Music	Visual Arts	
	Visual Arts	Film SL/HL	Music SL/HL	
	Drama	Theatre (F4 Drama) HL	Visual Arts SL/HL	
<b>Design</b> Subjects (1) Design Technology (2) Food Technology (3) Information and Communication Technology Form 1 and Form 2 Study all three subjects Form 3 Choose one subject as option	Design & Applied Technology	Design & Applied Technology	Information & Communication Technology	
	Information & Communication Technology	Technology & Living (Food Technology)		
	Technology & Living (Food Technology)	Design Technology (F4 DAT) SL/HL		

F4 - F6 HKDSE (Key)	F5 - F6 IBDP (Key)	
Core Subject F4-F6 Elective Subject F5-F6 Elective Subject F4 Elective Subject	Group 1: Studies in Language and Literature Group 2: Language Acquisition Group 3: Individuals and Societies Group 4: Sciences	Group 5: Mathematics Group 6: The Arts Online course offered by Pamoja (additional tuition fee) Core

**Form 1 - 3  
IBMYP**

**Form 4  
HKDSE**

**Form 5 - 6  
HKDSE / IBDP**

Individuals and Societies	Liberal Studies	Liberal Studies	Liberal Studies	Business, Accounting & Financial Studies (BAFS)
	Business, Accounting & Financial Studies (BAFS)	Economics	Economics	Geography
	Economics	History	History	
	Geography	Business Management (F4 BAFS) SL/HL	Economics SL/HL	
	History	Geography SL/HL	History SL/HL	
		Environmental Systems & Societies SL		
Integrated Sciences	Biology	Biology	Chemistry	
	Chemistry	Physics		
	Physics	Biology SL/HL	Chemistry SL/HL	
		Physics SL/HL	Environmental Systems & Societies SL	

**HKJSC**  
Chinese History

**COMPARISON OF ASSESSMENTS**

**Faculty of Arts**

HKDSE			IBDP		
Exam	Coursework	Subject	Subject	Exam	Coursework
100%	-	Music	Music	-	100% (HL/SL)
50%	50%	Visual Arts	Visual Arts	-	100% (HL/SL)
			Theatre	-	100% (HL)
			Film	-	100% (SL)

**Faculty of Chinese**

HKDSE			IBDP		
Exam	Coursework	Subject	Subject	Exam	Coursework
80%	20%	Chinese Language	Chinese A: L	80% (HL) 70% (SL)	20% (HL) 30% (SL)
			Chinese B	75% (HL/SL)	25% (HL/SL)

**Faculty of English**

HKDSE			IBDP		
Exam	Coursework	Subject	Subject	Exam	Coursework
85%	15%	English Language	English A: LL	80% (HL) 70% (SL)	20% (HL) 30% (SL)
80%	20%	Literature in English	English B	75% (HL/SL)	25% (HL/SL)

**Faculty of Individuals and Societies**

HKDSE			IBDP		
Exam	Coursework	Subject	Subject	Exam	Coursework
100%	-	Bus, Acc & Fin Studies	Bus Man	75% (HL/SL)	25% (HL/SL)
100%	-	Economics	Economics	80% (HL) 70% (SL)	20% (HL) 30% (SL)
100%	-	Geography	Geography	80% (HL) 75% (SL)	20% (HL) 25% (SL)
100%	-	History	History	80% (HL) 75% (SL)	20% (HL) 25% (SL)
80%	20%	Liberal Studies	Env Sys & Soc	75% (SL)	25% (SL)

**Faculty of Mathematics**

HKDSE			IBDP		
Exam	Coursework	Subject	Subject	Exam	Coursework
100%	-	Maths Compulsory	Maths: A&A	80% (HL/SL)	20% (HL/SL)
100%	-	Maths Extended M1/M2	Maths: A&I	80% (HL/SL)	20% (HL/SL)

**Faculty of Sciences**

HKDSE			IBDP		
Exam	Coursework	Subject	Subject	Exam	Coursework
80%	20%	Biology	Biology	80% (HL/SL)	20% (HL/SL)
80%	20%	Chemistry	Chemistry	80% (HL/SL)	20% (HL/SL)
80%	20%	Physics	Physics	80% (HL/SL)	20% (HL/SL)
			Env Sys & Soc	75% (SL)	25% (SL)

**Faculty of Technology**

HKDSE			IBDP		
Exam	Coursework	Subject	Subject	Exam	Coursework
60%	40%	Design & Applied Tech	Design Tech	60% (HL/SL)	40% (HL/SL)
80%	20%	Info & Com Technology			
70%	30%	Technology & Living			

**Others**

IBDP		
Subject	Exam	Coursework
Spanish AB	75% (SL)	25% (SL)

### Learning Aims

- Develop creativity and nurture aesthetic sensitivity
- Further develop musical competence
- Construct knowledge and understanding of diverse music cultures
- Build a foundation for pursuing further studies in music and preparing for careers in music and related areas
- Cultivate a lifelong interest in music and develop positive values and attitudes towards music



Form 4 music performing

### Who is This Course Suitable for?

Students choosing DSE Music can become better equipped for studying Music at tertiary level. The course helps lay a firm foundation for further artistic, academic and intellectual development, and for further studies and future careers. The study of DSE Music connects well with other subjects. For instance, Visual Arts, Design and Applied Technology, and the Applied Learning (APL) courses related to the arts contribute to students' development in multi-media and web page production, advertisement and theatre production, television and film production, broadcasting and record production as well as other creative industries; language subjects contribute to students' development in arts management, scriptwriting, critiquing and mass media related to the arts; Biology, as well as health management and social care, contribute to students' development in music therapy; and Physics contributes to students' development in sound engineering as well as architectural acoustics design.

### Course Content

Compulsory	Electives Choose ONE paper
Paper 1: Listening Paper 2: Performing I Paper 3: Creating I	Paper 4A: Special Project Paper 4B: Performing II Paper 4C: Creating II

### Assessment

Component	Duration	Weighting
Public examination	Paper 1: Listening	2 hrs 30 mins
	Paper 2: Performing I	About 30 mins
	Paper 3: Creating I	Ongoing
	One elective paper	Ongoing

### Learning Aims

- Explore a range of musical contexts and make links to and between different musical practices, conventions and forms of expression
- Acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
- Evaluate and develop critical perspectives on their own music and the work of others
- Explore the diversity of the arts across time, cultures and contexts
- Develop as imaginative and skilled creators and collaborators
- Express ideas creatively and with competence in forms appropriate to the artistic discipline



Form 6 students analysing music

- Critically reflect on the process of creating and experiencing the arts
- Develop as informed, perceptive and analytical practitioners
- Enjoy lifelong engagement with the arts

### Who is This Course Suitable for?

This course intends to be inclusive of students with wide-ranging personal and cultural music backgrounds. It has been designed for students who may pursue music at university or conservatoire level and to prepare students to be able to strategize, plan, execute and justify creative choices, which are valuable skills in the contemporary world. Careers the course leads to include composer, film composer, jingle writer, songwriter, music transcriber, copyist, musicologist, studio/live musician, conductor, music technician, programmer, performing synthesist, sound designer, music business/management, music education and music therapy.

### Course Content

Musical roles (Standard Level and		Researcher	Creator	Performer
Musical processes	Exploring music in context	Yes	Yes	Yes
	Experimenting with music	Yes	Yes	Yes
	Presenting music	Yes	Yes	Yes

#### The contemporary music maker (Higher Level only)

Students at HL plan and create a music project that is rooted in the learning of the course and inspired by real-life practices of music-making.

### Assessment

Component	External/ Internal	Standard Level (SL)	Higher Level (HL)
Exploring music in context	External	30%	20%
Experimenting with music	Internal	30%	20%
Presenting music	External	40%	30%
The contemporary music maker	Internal	-	30%

## Learning Aims

- Enrich aesthetics and arts experience
- Strengthen abilities to appreciate and create various forms of visual arts work aesthetically and critically
- Develop perceptual abilities, generic skills, multiple perspectives and metacognition through autonomous and open-ended processes of enquiry in art learning
- Enhance cultural and cross-cultural understanding through exploration of the art of diverse cultures
- Acquire a foundation for pursuing education and career opportunities in the art and creative industries



Form 6 HKDSE Visual Arts

## Who is This Course Suitable for?

Visual Arts is for students with a passion for art and for those thinking of pursuing art or design at college and university level. Careers that require art can range from traditional occupations such as graphic designer, illustrator, architect, and art historian to more contemporary careers such as video game designer, makeup artist, art therapist, film production designer and so on.

## Course Content

Compulsory	
<b>Form 4</b>	Graphic design and social awareness Contemporary Hong Kong and Chinese Art Mixed Media
<b>Form 5</b>	Personal projects
<b>Form 6</b>	Personal projects

## Assessment

Component		Duration	Weighting	
Public examination	Part A - Art / Design appreciation and criticism	45 mins	10%	50%
	Part B - Art making / Design	3 hrs 15 mins	40%	
School-based assessment (SBA)	Research workbook	Ongoing	20%	50%
	Artwork / Artwork and critical studies of a theme	Ongoing	30%	

## Learning Aims

- Become informed critical observers and makers of visual culture and media
- Understand the dynamic and changing nature of the arts
- Develop perceptual and analytical skills
- Make artwork that is influenced by personal and cultural contexts
- Develop skills, techniques and processes in order to communicate concepts and ideas



Form 6 IBDP Visual Arts

## Who is This Course Suitable for?

Visual Arts is for students with a passion for art and for those thinking of pursuing art or design at college and university level. Careers that require art can range from traditional occupations such as graphic designer, illustrator, architect, and art historian to more contemporary careers such as video game designer, makeup artist, art therapist, film production designer and so on.

## Course Content

Standard Level (SL) and Higher Level (HL)	
<b>Part 1: Comparative study</b>	Students are required to analyse and compare artworks, objects or artifacts by different artists. This independent critical and contextual investigation should explore artworks, objects and artifacts from differing cultural contexts. Students use research and inquiry skills to investigate and interpret the selected pieces, applying aspects of critical theory and methodologies to the works examined and presenting their findings as a personal and critically reflective analysis, using both visual and written forms of notation.
<b>Part 2: Process portfolio</b>	Students submit carefully selected materials, which demonstrate their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. The selected process portfolio work should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.
<b>Part 3: Exhibition</b>	Students submit for assessment a selection of resolved artworks for their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices to realize their intentions. Students also evidence the decision-making process, which underpins the selection of this connected and cohesive body of work for an audience in the form of a curatorial rationale.

## Assessment

Component	Standard Level (SL) and Higher Level (HL)	
	Duration	Weighting
Part 1: Comparative study	Ongoing	20%
Part 2: Process portfolio	Ongoing	40%
Part 3: Exhibition (internal assessment)	Ongoing	40%

## Learning Aims

- Create and present Drama
- Engage in a process of creative exploration and (self-) discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between Drama and its contexts

## Who is This Course Suitable for?

Drama is for students with an interest in not just performance but all aspects of theatre, such as designing and directing. It is also the first step for those thinking of pursuing the performance arts at college and university level. Possible careers leading from the course include Costume Designer, Broadcast Technician, Production Assistant, Drama/Speech Coach, Drama Therapist, Business & Arts Administration.



Form 4 students exploring the physicality of Commedia Dell'Arte characters

## Course Content

### Compulsory

#### Unit 1 – Stanislavski and Naturalism

In this unit students will investigate the changes in theatrical traditions that brought about the development of Naturalism, championed by Konstantin Stanislavski. They will be assessed on their ability to choose, prepare and perform a dramatic monologue as well as reflect on and evaluate this process.

#### Unit 2 – Commedia Dell'arte and Improvisation

In this unit students will be asked to interrogate the role of theatre and performance through history as a tool for commenting on and criticizing elements of society. In particular they will explore the conventions of Commedia Dell'arte and develop their own modern-day adaptation of this satirical art form.

#### Unit 3 – Verbatim Theatre

Verbatim Theatre provides students with an opportunity to understand and utilize the power of theatre to raise awareness and critically address topical social issues. Students will first undergo detailed research then devise and perform their own piece of Verbatim Theatre and investigate the wider application of this art form.

#### Unit 4 – Augusto Boal and Forum Theatre

We finish the year by encouraging students to realize the applied significance of theatre traditions by understanding the highly influential work of Augusto Boal. Students will develop a detailed artistic vision and intention before developing their own piece of Invisible Theatre or Forum Theatre and evaluating the effectiveness of their project.

## Assessment

Criteria	Duration	Weighting
Knowledge and understanding	Ongoing	25%
Developing skills	Ongoing	25%
Thinking creatively	Ongoing	25%
Responding	Ongoing	25%

## Learning Aims

- Explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
- Understand and engage in the processes of transforming ideas into action (theatre processes)
- Develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)
- (For HL only) Understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre)

## Who is This Course Suitable for?



Form 5 students exploring Anne Bogart's theatrical theory of Viewpoints

Photo credit: ISTA (ISKL - TaPS 2019)

Theatre is for students with a passion for theatre and for those thinking of pursuing the performance arts at college and university level. The course is a multifaceted theatre-making course of study, which gives students the opportunity to make theatre as creators, designers, directors and performers. Possible careers leading from the course include Costume Designer, Broadcast Technician, Production Assistant, Drama/Speech Coach, Drama Therapist, Business & Arts Administration.

## Course Content

### Higher Level (HL)

Due to the practical nature of the work and the integrated approach of the tasks, only HL is currently offered.

#### Part 1: Theatre in context

This area of the syllabus addresses the students' understanding that theatre does not occur in a vacuum. Students examine the personal, theoretical and cultural contexts that inform theatre-making and the ways in which these affect and influence creating, designing, directing, performing and spectating.

#### Part 2: Theatre processes

This area of the syllabus addresses the students' exploration of the skills, techniques and processes involved in theatre-making. Students reflect on their own creative processes and skills acquisition as well as gaining a practical understanding of the processes of others; creators, designers, directors and performers.

#### Part 3: Presenting Theatre

This area of the syllabus addresses the staging and presentation of theatre as well as the presentation of ideas, research and discoveries through diverse modes of presentation, both practical and written. Students consider the impact theatre can have on the spectator. They are encouraged to think about their own artistic intentions as creators, designers, directors and performers and the impact they wish to have on an audience.

## Assessment

Component	Higher Level (HL)	
	Duration	Weighting
Task 1: Solo theatre piece (HL only) To research a theatre theorist and create and present a solo theatre piece	Ongoing	35%
Task 2: Director's notebook To choose a published play text and develop ideas regarding how it could be staged for an audience	Ongoing	20%
Task 3: Research presentation To plan and deliver an individual presentation, outlining and physically demonstrating the research into a convention of a theatre tradition	Ongoing	20%
Task 4: Collaborative project (internal assessment) To create and present an original piece of theatre for and to a specified target audience	Ongoing	25%

*Careers-led Visits to Organizations*



Visiting Canossa Hospital



Visiting SCAD Hong Kong and attending an illustration workshop



Campus tour at School of Hotel and Tourism Management, The Hong Kong Polytechnic University



**Learning Aims**

Film SL develops students' skills so that they become adept in interpreting and making film texts. Through the analysis of film texts and exercises in film-making, the course explores film history and theory. It also develops students' critical abilities, enabling them to appreciate the variety of cultural and historical perspectives in film.

**Who is This Course Suitable for?**

Students wanting to:

- enhance their passion for the subject
- deepen their understanding of the how and why of filmmaking
- develop intercultural understanding which is sought by the world's top universities
- develop 21st century skills like time management, communication and digital literacy which are much in demand by employers

**Course Content**

Course Components	Nature of Component
<b>Textual analysis</b>	Topics include the language of Film, mise-en-scene, costume, music, cinematography, lighting and camera movement. These are studies in the context of the prescribed film for the Film SL course.
<b>Film history and theory</b>	Topics include early cinema, German expressionism, musicals of the 30s and 40s, Italian neo-realism, film noir, French new wave, Japanese cinema, Mexican cinema, gender theory, auteur theory, Marxist cinema, and psychoanalytical film theory.
<b>Film production</b>	There are several practical production projects. These short films (1-2 minutes) usually focus on a particular area of the creative process, such as lighting, editing, how to film a dinner table conversation, diegetic and Foley sound, and the visual interpretation of a poem.

**Assessment (100% Coursework)**

Component	Duration	Weighting
Textual analysis	Ongoing	30% (Externally assessed)
Film history and theory	Ongoing	30% (Externally assessed)
Film production	Ongoing	40% (Externally assessed)

### Learning Aims

- Develop the students' ability to read, write, listen to and speak Chinese, think critically, appreciate aesthetics, and self-learn
- Enhance students' interest, attitude and habit in learning Chinese
- Encourage students to appreciate Chinese literature, culture and morals
- Promote in students the sense of responsibility towards family, country and the world



Form 6 students preparing for small group discussion

### Who is This Course Suitable for?

Chinese Language is one of the core subjects in the New Senior Secondary Curriculum in Hong Kong. Through diversified teaching and learning, and extensive reading, students can fully develop their powers of language proficiency, critical thinking, aesthetic qualities and interdisciplinary analyses. All these powers can help students lay a very solid language foundation for tertiary studies in different disciplines like translation, journalism, mass media, education and so on.

### Course Content

Compulsory	Electives
<b>Paper 1 Reading 卷一 閱讀能力</b> Reading including comprehension, analysis and appreciation is assessed. Prescribed classical texts are assessed in Section A (30%), whereas both classical and modern Chinese texts outside of classroom are assessed in Section B (70%). All questions in different formats like question and answer, multiple choice, filling the table and blank are compulsory.	<b>Translated Works</b> <ul style="list-style-type: none"> <li>• Extend range of reading, knowledge and horizon</li> <li>• Appreciate and accept cultural diversity</li> <li>• Understand thoughts and feelings in translated works in order to enhance the power to appreciate and analyse</li> </ul>
<b>Paper 2 Writing 卷二 寫作能力</b> Organisation, expression, ideas and creativity are assessed. Students are asked to write one long essay or two to three short ones.	
<b>Paper 3 Listening and Integrated Skills 卷三 聆聽及綜合能力</b> Listening and integrated skills including comprehension, discernment, organisation and written expression are assessed. Students answer questions and complete writing tasks while listening to dialogues and reading data.	<b>Cultural Topics</b> <ul style="list-style-type: none"> <li>• Study relevant cultural materials</li> <li>• Investigate the significance of cultural phenomena</li> <li>• Enhance the understanding of and identification with the Chinese culture</li> <li>• Think critically</li> </ul>
<b>Paper 4 Speaking 卷四 說話能力</b> Through small group discussion, expression, response and communication are assessed. There are five students in each group, and each student has 10 minutes to prepare and one minute in the first round to speak. The total discussion duration for the whole group is 15 minutes.	

### Assessment

Component	Duration	Weighting	
Public examination	Paper 1: Reading 卷一 閱讀能力	1 hr 30 mins	24%
	Paper 2: Writing 卷二 寫作能力	1 hr 30 mins	24%
	Paper 3: Listening and integrated skills 卷三 聆聽及綜合能力	About 1 hr 30 mins	18%
	Paper 4: Speaking 卷四 說話能力	25 mins	14%
School-based assessment (SBA)	Reading activities 閱讀活動	Ongoing	6%
	Electives (2 units) 選修部分 (兩個單元)	Ongoing	14%

### Learning Aims

- Develop students' ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy, and express and develop thoughts and ideas spontaneously and fluently
- Listen to and understand clearly articulated and standard speech at near normal speed, deepen their knowledge about how language works, and enrich their vocabulary in order to increase their independent use and understanding of extended language in a wide range of contexts
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written materials, adapted and abridged, as appropriate, including literary texts
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken



Students learning vocabulary through games

### Who is This Course Suitable for?

Chinese GCSE is designed for students with some previous Chinese learning experience. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken materials. Students can develop language learning skills, both for immediate use and further language study in school like higher education or employment. The course also provides students with a basis for further study, work and leisure through the use of an additional language.

### Course Content

Compulsory
<b>Theme 1: Identity and culture</b> <ul style="list-style-type: none"> <li>• Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socializing with friends and family; role models</li> <li>• Daily life: customs and everyday life; food and drink; shopping; social media and technology</li> <li>• Cultural life: celebrations and festivals; reading; music; sport; film and television</li> </ul>
<b>Theme 2: Local area, holiday and travel</b> <ul style="list-style-type: none"> <li>• Holidays: preferences; experiences; destinations</li> <li>• Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping</li> <li>• Town, region and country: weather; places to see; things to do</li> </ul>
<b>Theme 3: School</b> <ul style="list-style-type: none"> <li>• What school is like: school types; school day; subjects; rules and pressures; celebrating success</li> <li>• School activities: school trips; events and exchanges</li> </ul>
<b>Theme 4: Future aspirations, study and work</b> <ul style="list-style-type: none"> <li>• Using languages beyond the classroom: forming relationships; travel; employment</li> <li>• Ambitions: further study; volunteering; training</li> <li>• Work: jobs; careers and professions</li> </ul>
<b>Theme 5: International and global dimension</b> <ul style="list-style-type: none"> <li>• Bringing the world together: sports events; music events; campaigns and good causes</li> <li>• Environmental issues: being 'green'; access to natural resources</li> </ul>

### Assessment

Component	Duration	Weighting	
Public examination	Paper 1: Listening and understanding in Chinese	45 mins	25%
	Paper 2: Speaking in Chinese	10-12 mins plus 12 mins preparation time	25%
	Paper 3: Reading and understanding in Chinese	1 hr 5 mins	25%
	Paper 4: Writing in Chinese	1 hr 25 mins	25%

## Learning Aims

- Enhance students' linguistic skills and promote and develop capacity for critical thinking on the basis of knowledge and understanding of the language, culture and society of the country or countries where the language is spoken
- Develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes to become increasingly confident, accurate and independent users of the language
- Engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- Equip students with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment, and develop as independent researchers through the study of language

## Who is This Course Suitable for?

Chinese GCE is designed for students with advanced Chinese learning experience. The main focus of the course is on linguistic skills, language and literature. These language skills should be developed through the study and use of a range of written and spoken materials. Students can develop language learning skills, both for immediate use and further language study in school like higher education or employment.

## Course Content

Compulsory	
<b>Paper 1 and Paper 3</b>	
<b>Theme 1 當代華人社會變遷</b> <ul style="list-style-type: none"> <li>• 家庭: 家庭結構和代溝; 家庭計劃和人口老齡化</li> <li>• 教育與工作: 學校生活和學生議題; 工作機會; 工作和生活的平衡</li> </ul>	<b>Theme 3 演變中的華人社會</b> <ul style="list-style-type: none"> <li>• 通訊與科技: 互聯網和社交媒體</li> <li>• 經濟與環境: 經濟發展; 環境保護</li> </ul>
<b>Theme 2 中國文化</b> <ul style="list-style-type: none"> <li>• 傳統: 節日 (春節; 端午節; 中秋節; 清明節) 和習俗</li> <li>• 文化活動: 電影; 電視; 音樂和閱讀 (與中國文化有關)</li> </ul>	<b>Theme 4 1978年改革開放對中國的影響</b> <ul style="list-style-type: none"> <li>• 變革: 貧富差距; 超級大都市; 城市移民</li> <li>• 中英關係: 貿易; 文化交流; 教育交流</li> </ul>
<b>Paper 2 Prescribed Literary Texts and Films</b>	
<b>Part 1: Literary Text</b> <ul style="list-style-type: none"> <li>• 《一隻叫鳳的鴿子》(作者 曹文軒), 2014</li> </ul>	<b>Part 2: Film</b> <ul style="list-style-type: none"> <li>• 《天水圍的日與夜》(導演 許鞍華), 2008</li> </ul>

## Assessment

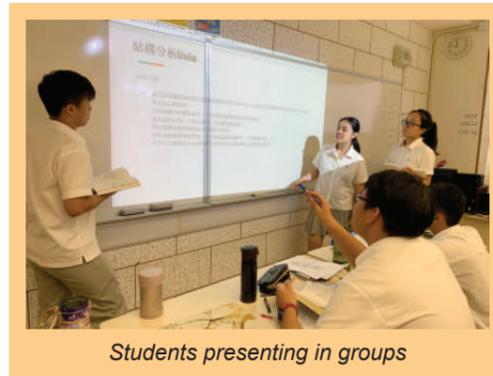
Component		Duration	Weighting
Public examination	Paper 1: Listening, reading and translation	2 hrs	40%
	Paper 2: Written response to works and translation	2 hrs 40 mins	30%
	Paper 3: Speaking	21-23 mins (including 5 mins of preparation)	30%

## Oliver! Performance



## Learning Aims

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of the relationships between studies in language and literature and other disciplines
- Communicate and collaborate in a confident and creative way
- Foster a lifelong interest in and enjoyment of language and literature



Students presenting in groups

## Who is This Course Suitable for?

Chinese Literature is suitable for those who are interested in Chinese language and literary works. Through appreciating literature and engaging in oral and written communication, students can fully develop their powers of language proficiency, critical thinking, aesthetic qualities and inter-disciplinary analyses. All these powers can help students lay a very solid language foundation for tertiary studies in different disciplines like translation, journalism, mass media, education and so on.

## Course Content

Syllabus 課程部分	Selected Works 選書
Exploration area 1: Readers, writers and texts 探索領域一：讀者、作者和文本	<ul style="list-style-type: none"> <li>Yu, Guang Zhong. <i>Yu Guang Zhong 60 Years Selected Poetry</i>. 余光中《余光中60年詩選》</li> <li>Lu, Xun. <i>Weeds</i>. 魯迅《野草》</li> <li>Xi, Xi. <i>The Woman Like Me</i>. 西西《像我這樣一個女子》</li> <li>Lao, She. <i>Teahouse</i>. 老舍《茶館》 (HL only)</li> <li>Shakespeare, William. <i>Hamlet</i>. 莎士比亞《哈姆雷特》 (HL only)</li> </ul>
Exploration area 2: Time and space 探索領域二：時間和空間	<ul style="list-style-type: none"> <li>The Old Man Who Embraces an Urn. <i>The Spectacles in Ancient and Modern Times</i>. 抱甕老人《今古奇觀》</li> <li>Gustave, Flaubert. <i>Madame Bovary</i>. 福樓拜《包法利夫人》</li> <li>Chekhov, Anton. <i>The Short Stories of Anton Chekhov</i>. 契訶夫《契訶夫短篇小說》</li> <li>Lee, Lilian Pik-Wah. <i>Rouge</i>. 李碧華《胭脂扣》 (HL only)</li> </ul>
Exploration area 3: Intertextuality and how texts connect with each other 探索領域三：互文性：文本的相互聯繫	<ul style="list-style-type: none"> <li>Cao, Yu. <i>Thunderstorm</i>. 曹禺《雷雨》</li> <li>Ibsen, Henrik. <i>A Doll's House</i>. 易卜生《玩偶之家》</li> <li>Yu, Wah. <i>To Live</i>. 余華《活著》</li> <li>Guan, Hanqing. <i>The Injustice to Dou E</i>. 關漢卿《竇娥冤》 (HL only)</li> </ul>

## Assessment

Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1: Guided literary analysis 文學分析	1 hr 15 mins	35%	2 hrs 15 mins	35%
Paper 2: Essay 論文	1 hr 45 mins	35%	1 hr 45 mins	25%
Written assignment 書面作業	-	-	Ongoing	20%
IA 內部評估 - Individual oral 個人口語	15 mins	30%	15 mins	20%

## Learning Aims

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance in order to enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures
- Develop students' understanding of the relationship between languages and cultures with which they are familiar and students' awareness of the importance of language in relation to other areas of knowledge
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative thinking skills
- Foster curiosity, creativity and a lifelong enjoyment of language learning



Form 5 students making posters on healthy lifestyle

## Who is This Course Suitable for?

Chinese Language Acquisition is designed to provide students with the necessary skills and intercultural understanding to communicate successfully in an environment where Chinese language is spoken. This process allows students to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity. Besides, the course provides students with a basis for further study, work and leisure through the use of an additional language.

## Course Content

Standard Level (SL) and Higher Level (HL)	
HL students are required to study two original literary works and demonstrate a higher level of competency in the receptive, productive and interactive skills.	
<b>Theme 1: Identities</b> Explore the nature of the self and what it is to be human. Recommended topics are: <ul style="list-style-type: none"> <li>Lifestyles, health and wellbeing, beliefs and values</li> <li>Subcultures, language and identity</li> </ul>	<b>Theme 4: Social organization</b> Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests. Recommended topics are: <ul style="list-style-type: none"> <li>Social relationships, community, social engagement</li> <li>Education, the working world, law and order</li> </ul>
<b>Theme 2: Experiences</b> Explore and tell the stories of events, experiences and journeys that shape our lives. Recommended topics are: <ul style="list-style-type: none"> <li>Leisure activities, holidays and travel, life stories</li> <li>Rites of passage, customs and traditions, migration</li> </ul>	<b>Theme 5: Sharing the planet</b> Explore the challenges and opportunities faced by individuals and communities in the modern world. Recommended topics are: <ul style="list-style-type: none"> <li>The environment, human rights, peace and conflict</li> <li>Equality, globalization, ethics, urban and rural areas</li> </ul>
<b>Theme 3: Human ingenuity</b> Explore the ways in which human creativity and innovation affect our world. Recommended topics are: <ul style="list-style-type: none"> <li>Entertainment, artistic expressions, communication and media</li> <li>Technology, scientific innovation</li> </ul>	

## Assessment

Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1: Productive skills – writing (30 marks)	1 hr 15 mins	25%	1 hr 30 mins	25%
Paper 2: Receptive skills – listening and writing (65 marks)	1 hr 45 mins	50%	2 hrs	50%
Internal assessment (IA) – Individual oral assessment (30 marks)	15 mins	25%	15 mins	25%

## Learning Aims

- Broaden and deepen the language competencies students have developed, so that they are able to use English with increasing proficiency for personal and intellectual development, effective social interaction and leisure
- Further develop students' interest and confidence in using English as their understanding and mastery of the language grow
- Further broaden students' knowledge, understanding and experience of various cultures in which English is used
- Develop and prepare students for further study, vocational training or work
- Further develop learning skills and positive values and attitudes conducive to meeting the needs of our rapidly changing knowledge-based society, including the interpretation, use and production of texts for pleasure, study and work in the English medium

## Who is This Course Suitable for?

As a core subject, this English language course is suitable for those students who have completed MYP language acquisition. English is an important requirement for all students studying at diploma level and aids in their study of most other subject areas. As an official language in Hong Kong, and as one of the most widely spoken languages globally, English is an invaluable communicative tool for students hoping to study in tertiary education and in their future careers. This course considers the use of English in the context of local and global issues, and so it prepares students for further local study as well as studying overseas.

## Course Content

Compulsory
<ol style="list-style-type: none"> <li>1. Perspectives on life</li> <li>2. Personal development</li> <li>3. Human rights</li> <li>4. Nature and the environment</li> </ol>

## Assessment

Component	Duration	Weighting	
Internal assessment	Reading	Ongoing	20%
	Writing (including research essay)	Ongoing	25%
	Listening and integrated skills	Ongoing	30%
	Speaking	Ongoing	25%

## Learning Aims

- Broaden and deepen the language competencies students have developed, so that they are able to express themselves fluently for a range of purposes, including oral presentations, academic essays and creative tasks
- Further broaden students' knowledge, understanding and experience of various cultures in which English is used
- Develop students' ability to engage in close, detailed analysis of texts from different periods, styles and genres
- Learn to recognise the importance of the contexts in which texts are written and received
- Develop an appreciation of the formal, stylistic and aesthetic qualities of texts
- Develop and prepare students for further study, vocational training or work
- Further develop learning skills and positive values and attitudes conducive to meeting the needs of our rapidly changing knowledge-based society, including the interpretation, use and production of texts for pleasure, study and work in the English medium

## Who is This Course Suitable for?

This English language course is suitable for those students who have completed MYP Language and Literature. As well as preparing students for the study of HKDSE English in Forms 5 and 6, this course also introduces key concepts and skills relevant to the study of the IB Diploma.

## Course Content

Compulsory
<ol style="list-style-type: none"> <li>1. Perspectives on life</li> <li>2. Personal development</li> <li>3. Human rights</li> <li>4. Nature and the environment</li> </ol>

## Assessment

Component	Duration	Weighting	
Internal assessment	Analysis	Ongoing	35%
	Writing (including research essay)	Ongoing	25%
	Listening and integrated skills	Ongoing	30%
	Speaking	Ongoing	10%

## Learning Aims

- Broaden and deepen the language competencies students have developed, so that they are able to use English with increasing proficiency for personal and intellectual development, effective social interaction and leisure
- Further develop students' interest and confidence in using English as their understanding and mastery of the language grow
- Further broaden students' knowledge, understanding and experience of various cultures in which English is used
- Develop and prepare students for further study, vocational training or work
- Further develop learning skills and positive values and attitudes conducive to meeting the needs of our rapidly changing knowledge-based society, including the interpretation, use and production of texts for pleasure, study and work in the English medium

## Who is This Course Suitable for?

As a core subject, this English language course is suitable for all students. English is an important requirement for all students studying at diploma level and aids in their study of most other subject areas. As an official language in Hong Kong, and as one of the most widely spoken languages globally, English is an invaluable communicative tool for students hoping to study in tertiary education and in their future careers. This course considers the use of English in the context of local and global issues, and so it prepares students for further local study as well as studying overseas.

## Course Content

Form 5	Form 6
<ol style="list-style-type: none"> <li>1. Language &amp; Culture</li> <li>2. Health &amp; Wellness</li> <li>3. Technology &amp; Innovation</li> <li>4. Popular Culture &amp; the Digital Age</li> </ol>	<ol style="list-style-type: none"> <li>1. Sport &amp; Fitness</li> <li>2. Family &amp; Relationships</li> <li>3. Exam Skills</li> </ol>

## Assessment

Component		Duration	Weighting
Public examination	Paper 1: Reading	1 hr 30 mins	20%
	Paper 2: Writing	2 hrs	25%
	Paper 3: Listening and integrated skills	Around 2 hrs	30%
	Paper 4: Speaking	25 mins	10%
School-based assessment (SBA)	Part A: Group interaction	Ongoing	15%
	Part B: Individual presentation		

## Learning Aims

- Develop familiarity with the background and content of literary and film texts as well as the techniques employed by the writers/filmmakers in their works
- Articulate an informed personal response
- Write clear, succinct answers which demonstrate critical and analytical skills
- Help students express themselves freely, informally and imaginatively in topics of literary significance to issues of importance in contemporary culture

## Who is This Course Suitable for?

Students who see a future for themselves in the humanities or those specialising in other disciplines seeking to broaden their knowledge and experience will develop important skills in text analysis, essay writing and language appreciation. Students who greatly enjoy reading literature and are keen to develop a greater appreciation of English and literature would gain the most from studying Literature in English.

## Course Content

Genre	Texts
Novels	To Kill a Mockingbird, Harper Lee <b>OR</b> The Great Gatsby, F. Scott Fitzgerald
Plays	The Taming of the Shrew, William Shakespeare <b>OR</b> Educating Rita, Willy Russell
Films	The Remains of the Day (1993) Dir: James Ivory <b>OR</b> Vertigo (1958) Dir: Alfred Hitchcock
Short stories	<b>Alice Munro:</b> The Bear Came over the Mountain <b>Margaret Atwood:</b> Happy Endings <b>Washington Irving:</b> Rip Van Winkle <b>James Joyce:</b> Araby <b>Eudora Welty:</b> A Memory <b>Gish Jen:</b> In the American Society <b>Lorrie Moore:</b> How to Become a Writer <b>Jhumpa Lahiri:</b> A Temporary Matter
Poetry	<b>Sylvia Plath:</b> 'Crossing the Water', 'Mushrooms', 'Poppies in July' <b>Dylan Thomas:</b> 'Do not go gentle into that good night', 'Poem in October', 'The hand that signed the paper felled a city' <b>Wallace Stevens:</b> 'Disillusionment of Ten O'Clock', 'Earthy Anecdote', 'Thirteen Ways of Looking at a Blackbird' <b>William Carlos Williams:</b> 'Flowers by the Sea', 'The Last Words of My English Grandmother', 'Raleigh Was Right' <b>William Blake:</b> 'The Chimney Sweeper', 'A Poison Tree', 'The Tyger'

## Assessment

Component		Duration	Weighting
Public examination	Paper 1: Essay writing	3 hrs	50%
	Paper 2: Appreciation	2 hrs	30%
School-based assessment (SBA)	Paper 3: Portfolio	Ongoing	20%

## Learning Aims

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of the relationships between studies in language and literature and other disciplines
- Communicate and collaborate in a confident and creative way
- Foster a lifelong interest in and enjoyment of language and literature



Form 5 students exploring Gatsby's mansion on Long Island, New York

## Who is This Course Suitable for?

This course is suitable for those who have studied IBMYP English Language and Literature or IBMYP English Language Acquisition to Phase 6. Students should be interested in studying a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study include literary theory, sociolinguistics, media studies and critical discourse analysis among others, making this course suitable preparation for a wide range of tertiary subjects.

## Course Content

Syllabus Topics	Selected Literary Works	Selected Bodies of Non-literary texts
How do <b>personal circumstances</b> affect the way we perceive and are perceived?	<ul style="list-style-type: none"> <li><i>The Great Gatsby</i> by F. Scott Fitzgerald</li> <li><i>Antigone</i> by Sophocles</li> </ul>	<ul style="list-style-type: none"> <li><i>Lemonade</i> visual album by Beyonce</li> <li>Political speeches</li> </ul>
How do <b>cultural norms</b> affect our sense of right and wrong?	<ul style="list-style-type: none"> <li>Extract from <i>Antigone</i> by Jean Anouilh</li> </ul>	<ul style="list-style-type: none"> <li>Extract from <i>The Communist Manifesto</i> (manifesto) (HL only)</li> <li>Children's stories by Julia Donaldson</li> </ul>
(HL only) How do different <b>economic systems</b> affect social relationships?	<ul style="list-style-type: none"> <li><i>Songs of Innocence and Experience</i> by William Blake (poetry) (HL only)</li> <li><i>Heart of Darkness</i> by Joseph Conrad (novel)</li> </ul>	<ul style="list-style-type: none"> <li>Columns by George Monbiot</li> <li>Chinua Achebe essay on <i>Heart of Darkness</i></li> </ul>
How can we attempt to reconcile competing <b>interpretations of the past</b> ?	<ul style="list-style-type: none"> <li><i>Chronicle of a Death Foretold</i> by Gabriel Garcia Marquez (novel)</li> </ul>	<ul style="list-style-type: none"> <li><i>Apocalypse Now</i></li> <li><i>Travels in the Congo</i> by Andre Gide (travel writing)</li> </ul>
How are <b>individuals shaped by the societies</b> in which they live?	<ul style="list-style-type: none"> <li><i>A Small Place</i> by Jamaica Kincaid (HL only)</li> </ul>	<ul style="list-style-type: none"> <li>'I am Tourist' by Adrian Mitchell (HL only)</li> <li>Travel brochures (HL only)</li> </ul>
(HL only) How do <b>emerging voices</b> challenge global norms?		<ul style="list-style-type: none"> <li>'World Hello Day' by Kobina Eya Acquah (HL only)</li> </ul>

## Assessment

Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1: Guided textual analysis	1 hr 15 mins	35%	2 hrs 15 mins	35%
Paper 2: Comparative essay	1 hr 45 mins	35%	1 hrs 45 mins	25%
Essay	-	-	Ongoing	20%
Individual oral (IA)	15 mins	30%	15 mins	20%

## Learning Aims

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

## Who is This Course Suitable for?

English Language B is a language acquisition course designed for students with some previous experience of the target language; they will come to diploma level with a good command of the language. Through the course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course, and upon completion of the diploma, students will have the confidence and ability to converse in the target language about issues of global significance.

## Course Content

DP Year 1	DP Year 2
Language & Culture Health & Wellness Innovations & Technology Popular Culture & the Digital Age Literature 1	Family & Relationships Sport & Fitness Celebrations & Experiences Literature 2

## Assessment

Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1: Written productive skills	1 hr 15 mins	25%	1 hr 30 mins	25%
Paper 2: Receptive skills – listening comprehension	45 mins	25%	1 hr	25%
Paper 2: Receptive skills – reading comprehension	1 hr	25%	1 hr	25%
Internal assessment (IA) Individual oral	15 mins	25%	15 mins	25%

## Learning Aims

- Provide students with business knowledge and skills so they can confidently explore opportunities as investors, employees and/or entrepreneurs
- Develop transferable skills in research, analysis, leadership, team building, communication, problem solving, creativity and critical thinking
- Develop positive values and attitudes and have a holistic understanding of the role business plays in society especially regarding ethics and corporate social responsibility

## Who is This Course Suitable for?

Business management helps students to develop skills and approaches that are useful in making business decisions and starting and running a business. These skills include the ability to be analytical, rigorous and critical in their approach to tackling a variety of business scenarios. Students who are interested in pursuing accounting and/or finance in tertiary education would be particularly suited to the business, accounting and financial studies curriculum as the accounting unit builds a solid practical foundation for further studies in accounting and finance.

## Course Content

Compulsory	Electives for business management module
Business environment Introduction to management Introduction to accounting Basics of personal financial management	Financial management Human resources management Marketing management

## Assessment

Component		Duration	Weighting
Public examination	Paper 1: Compulsory part	1 hr 15 mins	40%
	Paper 2: Business management module	2 hrs 15 mins	60%

## Learning Aims

- Develop a holistic view of the world of business
- Think critically about individual and organisational behaviour
- Develop an understanding of the importance of innovation in a business environment
- Develop an awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations

## Who is This Course Suitable for?

Business management helps students to develop skills and approaches that are useful in making business decisions and starting and running a business. These skills include the ability to be analytical, rigorous and critical in their approach to tackling a variety of business scenarios. If you are interested in exploring real businesses and evaluating real life business situations inside and outside the class, then business management is the course for you!

## Course Content

<b>Standard Level (SL)</b> <ul style="list-style-type: none"> <li>• Internal assessment is commentary based on predominantly secondary research</li> </ul>	<b>Higher Level (HL)</b> <ul style="list-style-type: none"> <li>• Extra breadth and depth for specific topics within all units is required</li> <li>• Internal assessment is a report based on predominantly primary research</li> </ul>
<b>Core Units</b> Unit 1 Business organization and environment Unit 2 Human resources management Unit 3 Finance and accounts Unit 4 Marketing Unit 5 Operations management	

## Assessment

Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1	1 hr 15 mins	35%	2 hrs 15 mins	35%
Paper 2	1 hr 45 mins	40%	2 hrs 15 mins	40%
Internal assessment (IA)	Ongoing	25%	Ongoing	25%

## Learning Aims

- Develop an understanding of what economics is and what it studies
- Understand how the various parties in an economy interact with each other economically
- Appreciate what is happening around us on a daily basis
- Construct and apply economic tools to analyse economic events
- Develop skills for making informed and rationalized decisions

## Who is This Course Suitable for?

Economics is suitable for those who are interested in understanding how and why people in our modern society behave the way they do, having a bigger grasp of why things around us happen the way they do, as well as appreciating how big decisions that impact us on a regular basis are made.

## Course Content

Compulsory	Electives Students study 1 of the 2 electives
1. Basic Economic Concepts 2. Firms and Production 3. Market and Price 4. Competition and Market Structure 5. Efficiency, Equity and the Role of Government 6. Measurement of Economic Performance 7. National Income Determination and Price Level 8. Money and Banking 9. Macroeconomic Problems and Policies 10. International Trade and Finance	Elective 1: Monopoly Firm Monopoly Pricing Anticompetitive Behaviour and Competition Policy  Elective 2: Trade Extension of Trade Economic Growth and Development

## Assessment

Component		Duration	Weighting
Public examination	Paper 1	1 hr	30%
	Paper 2	2 hrs 30 mins	70%
Part 1: Compulsory part (Compulsory) (includes ONE data-response question)			
Part 2: Elective part (select one out of two questions)			

## Learning Aims

- Develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
- Develop an appreciation of the impact on individuals and societies of economic interactions between nations
- Develop an awareness of development issues facing nations as they undergo the process of change

## Who is This Course Suitable for?

Economics is the study of how individuals, businesses and governments make decisions on how scarce resources are allocated. Traditionally, economics appealed to those wishing to join a career in finance and government. The new IB syllabus equips students with a broader range of skills that are transferable to most professions. The study of economics provides valuable knowledge for making decisions in everyday life. It teaches analytical skills to enable us to make the right choice about the desirability of a particular financial investment opportunity, whether or not to attend college or postgraduate school, the benefits and costs of alternative careers, and the ability to evaluate government policies. The new syllabus has embraced the new behavioural economic theory that takes into account human psychology in explaining the behaviour of individuals, and how firms and government can 'nudge' individuals to making a preferred choice. Sustainability and equity is emphasised in the new course because of its importance to long-term growth and development.

## Course Content

Standard Level (SL) and Higher Level (HL)	
<b>UNIT 1: INTRODUCTION TO ECONOMICS</b> 1.1 What is Economics? 1.2 How do economists approach the world?  <b>UNIT 2: MICROECONOMICS</b> 2.1 Demand 2.2 Supply 2.3 Competitive market equilibrium 2.4 Critique of the maximizing behavior of consumers & producers 2.5 Elasticities of demand and income elasticity of demand 2.6 Supply-side policies 2.7 Role of government in microeconomics 2.8 Market Failure-externalities and common pool or common access resources 2.9 Market Failure- public goods 2.10 Market Failure- Asymmetric information 2.11 Market Failure-market power 2.12 The Market inability to achieve equity	<b>UNIT 3: MACROECONOMICS</b> 3.1 Measuring economic activity and illustrating its variations 3.2 Variations in economic activity - AD and AS 3.3 Macroeconomic Objectives 3.4 Economics of inequality and poverty 3.5 Demand management - monetary policy 3.6 Demand management fiscal policy 3.7 Supply-side policies  <b>UNIT 4: THE GLOBAL ECONOMY</b> 4.1 Benefits of international trade 4.2 Types of trade protection 4.3 Arguments for and against trade control/protectionism 4.4 Economic integration 4.5 Exchange rates 4.6 Balance of payments 4.7 Sustainable development 4.8 Measuring development 4.9 Barriers to economic growth and or economic development 4.10 Economic growth and or economic development strategies

## Assessment

Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1	1 hr 15 mins	30%	1 hr 15 mins	20%
Paper 2	1 hr 45 mins	40%	1 hr 45 mins	30%
Paper 3	-	-	1 hr 45 min	30%
Internal assessment (IA)	Ongoing	3%	Ongoing	20%

## Learning Aims

- Understand the Earth we are living on from a spatial perspective
- Formulate and explore enquiry into questions about the world that surrounds us
- Bridge the social sciences and the physical sciences
- Explore and appreciate the dynamics of cultures, societies and economies as well as those of physical landscapes and environmental processes

## Who is This Course Suitable for?

Geography is a suitable subject for students who have a natural curiosity about the world, its natural systems and processes, and the interaction that occurs between the physical landscape and human development/progression. This course will examine a number of issues arising from human development e.g. deforestation, reclamation, urban landscapes, farming, and explore potential solutions/methods to mitigate the issue. This course is ideal for students who want to understand the way the natural world works, and the role that humans play on Earth. A curious and critical mind, coupled with a positive attitude to learn make all the difference in a subject that brings together the physical/natural and human sciences!

## Course Content

Compulsory	Electives
	Not all elective subjects are required; the elective units offered are at the discretion of the school
Opportunities and Risks – Is it rational to live in hazard-prone areas?	Dynamic Earth – The building of Hong Kong
Managing river and coastal environments: A continuing challenge	Weather and Climate
Changing Industrial Location – How and why does it change over space and time	Transport development, planning and management
Building a sustainable city – Are environmental conservation and urban development mutually exclusive?	A regional study of the Zhujiang Delta – From agricultural region to world factory
Combating famine – Is technology a panacea for food shortages?	
Disappearing green canopy – Who should pay for the massive deforestation in rainforest regions?	
Global warming – Are humans responsible?	

## Assessment

Component	Duration	Weighting	
Public examination	Paper 1 (Core/compulsory part) Section A: Multiple-choice questions Section B: Fieldwork-based question Section C: Data/Skill-based/Structured questions Section D: Short essay questions	2 hrs 45 mins	20% 15% 30% 10%
	Paper 2 (Elective part) Section E: Data/Skill-based/Structured questions Section F: Short essay questions	1 hr 15 mins	15% 10%

## Learning Aims

- Develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
- Understand and evaluate the need for planning and sustainable development through the management of resources at varying scales
- Develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including: a) acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes; b) synthesizing diverse geographic knowledge in order to form viewpoints about how these issues could be resolved

## Who is This Course Suitable for?

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It is suitable for students who see a future for themselves in geology, metrology, travel and tourism, architecture, medicine, engineering etc. The Higher Level Geography is very demanding and requires a large amount of self-study in addition to timetabled lessons (240 hours). Students do the core, 3 optional themes and an HL core extension on global interactions. The Standard Level Geography is pitched at a slightly less challenging level (150 hours) with only 2 optional themes and the core.

## Course Content

Part 1 - Standard Level (SL)/ Higher Level (HL) Optional Themes	Part 2 - Standard Level (SL)/ Higher Level (HL) Core	Part 2 - Higher Level (HL) Core Extension
Two options are studied at SL, and three at HL 1. Freshwater - drainage basins 2. Oceans and coastal margins 3. Extreme environments 4. Geophysical hazards 5. Leisure, tourism and sport 6. Food and health 7. Urban environments	Geographic perspectives - <b>global change</b> 1. Population distribution - changing population 2. Global climate - vulnerability & resilience 3. Global resource consumption and security	Geographic perspectives - <b>global interactions</b> 1. Power, places & networks 2. Human development and diversity 3. Global risks & resilience
<b>Internal assessment - SL and HL Fieldwork</b> Fieldwork leads to one written report based on a fieldwork question, information collection and analysis with evaluation. Fieldwork question is based on any suitable topic from the syllabus.		

## Assessment

Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1: Optional themes	1 hr 30 mins	35%	2 hrs 15 mins	35%
Paper 2: Core	1 hr 15 mins	40%	1 hr 15 mins	25%
Paper 3: HL Core extension	-	-	1 hr	20%
Internal assessment (IA)	Ongoing	25%	Ongoing	20%

## Learning Aims

- Develop an understanding of, and continuing interest in, the past
- Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- Promote international mindedness through the study of history from more than one region of the world
- Develop key historical skills, including engaging effectively with sources

## Who is This Course Suitable for?

History is suitable for all students who want to know more about the past and how events in the past can shape the future. It is for students who want to challenge different perspectives, compare different sources of information and develop an understanding of the development of different countries. History is for those who enjoy reading, who have a passion for learning and who want to know more about the world around them. Students should be interested in not only 20th Century Asian History, but also 20th Century European History. Students should have a good understanding of source evaluation, essay writing and a proficient level of English to be able to succeed in DSE History.

## Course Content

Compulsory
Theme A: Modernization and Transformation in Twentieth-Century Asia Modernization and transformation of Hong Kong Modernization and transformation of China Modernization and transformation of Japan and South East Asia
Theme B: Conflicts and Cooperation in the Twentieth-Century World Major conflicts and the quest for peace The quest for cooperation and prosperity

## Assessment

Component	Duration	Weighting
Public examination	Paper 1: Data based questions	2 hrs 60%
	Paper 2: Essay questions	1 hr 30 mins 40%

## Learning Aims

- Develop an understanding of, and continuing interest in, the past
- Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- Promote international mindedness through the study of history from more than one region of the world
- Develop key historical skills, including engaging effectively with sources

## Who is This Course Suitable for?

History is suitable for all students who want to know more about the past and how events in the past can shape the future. It is for students who want to challenge different perspectives, compare different sources of information and develop an understanding of the development of different countries. History is for those who enjoy reading, who have a passion for knowledge and who want to know more about the world around them. Students should have a good understanding of source evaluation, essay writing and a proficient level of English to be able to succeed in IB History. There is a lot of overlap with SL and HL History, therefore it is advised that students take HL history if possible.

## Course Content

Compulsory Standard Level (SL) and Higher Level (HL)	Compulsory Higher Level (HL) only
Paper One: The move to global war	Paper Three: History of Europe
Paper Two: Authoritarian states	
Paper Two: Causes and Effects of 20th Century Wars OR Paper Two: The Cold War	
Internal assessment (IA)	

## Assessment

Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1	1 hr	30%	1 hr	20%
Paper 2	1 hr 30 mins	45%	1 hr 30 mins	25%
Paper 3	-	-	2 hrs 30 mins	35%
Internal assessment (IA)	Ongoing	25%	Ongoing	20%

## Learning Aims

- Enhance students' understanding of themselves, their society, their nation, the human world and the physical environment
- Enable students to develop multiple perspectives on issues in different contexts and become independent thinkers
- Develop in students a range of skills for life-long learning, including critical thinking skills, creativity, problem-solving skills, communication skills and information technology skills
- Help students appreciate and respect diversity in cultures and views in a pluralistic society and handle conflicting values
- Help students become informed and responsible citizens of society, the country and the world

## Who is This Course Suitable for?

To broaden students' knowledge base and enhance their social awareness through the study of a wide range of issues, Liberal Studies is set as a core subject and assessed like other subjects in the three-year senior secondary curriculum. Students are expected to be independent thinkers with critical thinking skills that enable them to analyse issues from multiple perspectives, and express their opinions with logical justification. The learning experiences provided foster students' capacity for life-long learning so that they are equipped to face the future challenges with confidence and the necessary generic skills.

## Course Content

Compulsory	
1.	Personal Development and Interpersonal Relationships
2.	Hong Kong Today
3.	Modern China
4.	Globalisation
5.	Public Health
6.	Energy Technology and the Environment

## Assessment

Component		Duration	Weighting
Public examination	Paper 1: Data-response questions	2 hrs	50%
	Paper 2: Extended-response questions	1 hr 15 mins	30%
School-based assessment (SBA)	Independent Enquiry Study (IES)	Ongoing	20%

## Learning Aims

IB Environmental Systems and Societies (ESS) provides students with a coherent perspective on the environment. The emphasis is on the scientific and geographic details of our local environment with practical experiments. Students will draw on concepts from the natural sciences and apply this scientific understanding to political and social issues. Students will be expected to build on what they learn to establish positions on public policy, to consider diverse environmental perspectives, and to appreciate the international nature of resolving major environmental issues.

## Who is This Course Suitable for?

ESS is an interdisciplinary group 3 and 4 course that is offered only at Standard Level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with group 4 (Sciences) with those associated with group 3 (Individuals and Societies). Because it is an interdisciplinary course, students can study ESS and have it count as either a group 3 or a group 4 course, or as both. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group, including an additional group 3 or group 4 subject.

## Course Content

Core content - 120 hours (Standard Level (SL) only)
Topic 1 - Foundations of environmental systems and societies
Topic 2 - Ecosystems and ecology
Topic 3 - Biodiversity and conservation
Topic 4 - Water and aquatic food production systems and societies
Topic 5 - Soil systems and terrestrial food production systems and societies
Topic 6 - Atmospheric systems and societies
Topic 7 - Climate change and energy production
Topic 8 - Human systems and resource use
Practical scheme of work - 30 hours
Practical activities
Individual investigation

## Assessment

Assessment component (Standard Level (SL) only)	Duration	Weighting	Approximate weighting of objectives in each component	
			1 and 2	3
Paper 1 Case study	1 hr	25%	50%	50%
Paper 2 Short answers and structured essays	2 hrs	50%	50%	50%
Internal assessment (IA) Individual investigation	Ongoing	25%	-	

## Learning Aims

- Further develop students' mathematical knowledge, skills and concepts
- Provide students with mathematical tools for their personal development and future career pathways
- Provide a foundation for students who may further their studies in mathematics or related areas
- Develop in students the generic skills, and in particular, the capability to use mathematics to solve problems, reason and communicate
- Develop in students interest in and positive attitudes towards the learning of mathematics

## Who is This Course Suitable for?

Mathematics (Compulsory Part) is one of the four core subjects in HKDSE. It aims to prepare students for a range of post-secondary pathways, including tertiary education, vocational training and employment. Mathematics consists of a Compulsory Part and an Extended Part. In order to broaden students' choices for further study and work, two modules in the Extended Part are provided to further develop their knowledge of mathematics. Please refer to Mathematics Module 1 and Mathematics Module 2 for more details.

## Course Content

Number and Algebra Strand	Measures, Shape and Space Strand	Data Handling Strand
<ol style="list-style-type: none"> <li>1. Quadratic equations in one unknown</li> <li>2. Functions and graphs</li> <li>3. Exponential and logarithmic functions</li> <li>4. More about polynomials</li> <li>5. More about equations</li> <li>6. Variations</li> <li>7. Arithmetic and geometric sequences and their summations</li> <li>8. Inequalities and linear programming</li> <li>9. More about graphs of functions</li> </ol>	<ol style="list-style-type: none"> <li>10. Basic properties of circles</li> <li>11. Locus</li> <li>12. Equations of straight lines and circles</li> <li>13. More about trigonometry</li> </ol>	<ol style="list-style-type: none"> <li>14. Permutation and combination</li> <li>15. More about probability</li> <li>16. Measures of dispersion</li> <li>17. Uses and abuses of statistics</li> </ol>

## Assessment

Component	Duration	Weighting
Public examination	Paper 1: Conventional questions	2 hrs 15 mins
	Paper 2: Multiple-choice questions	1 hr 15 mins

## Learning Aims

- Provide students with skills and concepts beyond the Compulsory Part
- Emphasise applications rather than mathematical rigour with a view to widening students' perspectives on mathematics
- Provide students with intuitive concepts of calculus and statistics, related basic skills and useful tools for their future studies and careers

## Who is This Course Suitable for?

Apart from studying Mathematics Compulsory Part, students can choose either Module 1 or Module 2 according to their choices for further study and work. Module 1 (Calculus and Statistics) is intended to cater for those students who would like to learn more mathematical applications at the senior secondary level. This course is aimed at students who will go on to study subjects such as actuarial science, natural sciences, statistics and economics for example.

## Course Content

Foundation Knowledge and Calculus	Statistics
<ol style="list-style-type: none"> <li>1. Binomial expansion</li> <li>2. Exponential and logarithmic functions</li> <li>3. Limit and derivative of a function</li> <li>4. Differentiation and its applications</li> <li>5. Indefinite integration and its applications</li> <li>6. Definite integration and its applications</li> <li>7. Approximation of definite integrals using the trapezoidal rule</li> </ol>	<ol style="list-style-type: none"> <li>1. Conditional probability and Bayes Theorem</li> <li>2. Discrete random variables</li> <li>3. Probability distribution, expectation and variance</li> <li>4. Binomial distribution and its applications</li> <li>5. Poisson distribution and its applications</li> <li>6. Basic definition and properties of the normal distribution</li> <li>7. Standardisation of a normal variable and use of the standard normal table</li> <li>8. Applications of the normal distribution</li> <li>9. Sampling distribution and point estimates</li> <li>10. Confidence interval for a population mean</li> </ol>

## Assessment

Component	Duration	Weighting
Public examination	Only one paper - conventional questions	2 hrs 30 mins

## Learning Aims

- Provide students with skills and concepts beyond the Compulsory Part
- Emphasise understanding of mathematics for further progress in mathematically inclined disciplines
- Provide students with a concrete foundation in algebra and calculus for their future studies and careers

## Who is This Course Suitable for?

Apart from studying Mathematics Compulsory Part, students can choose either Module 1 or Module 2 according to their choices for further study and work. Module 2 (Algebra and Calculus) is designed to suit the needs of students who would like to learn more in-depth pure mathematics at the senior secondary level. This course is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering and physical sciences for example.

## Course Content

Foundation Knowledge and Calculus	Algebra
<ol style="list-style-type: none"> <li>1. Mathematical Induction</li> <li>2. Binomial Theorem</li> <li>3. More about Trigonometric Functions</li> <li>4. Introduction to the Number <math>e</math></li> <li>5. Limits and Differentiation</li> <li>6. Integration</li> <li>7. Applications of Differentiation and Integration</li> </ol>	<ol style="list-style-type: none"> <li>1. Operations and Properties of Matrices</li> <li>2. Systems of Linear Equations</li> <li>3. Operations and Properties of Vectors</li> <li>4. Applications of Vectors in 2D and 3D Spaces</li> </ol>

## Assessment

Component	Duration	Weighting
Public examination	Only one paper - conventional questions	2 hrs 30 mins 100%

*Students in Science Laboratory*



## Learning Aims

- Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- Develop an understanding of the concepts, principles and nature of mathematics
- Communicate mathematics clearly, concisely and confidently in a variety of contexts
- Develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities



Form 5 IB Unit Circle

## Who is This Course Suitable for?

There are two different courses in mathematics. Mathematics: Analysis and Approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: Analysis and Approaches will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.

Students who choose Mathematics: Analysis and Approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: Analysis and Approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

## Course Content

### Core - Standard Level (SL) and Higher Level (HL)

All topics are compulsory. HL students study each topic in greater depth

Suggested teaching hours: SL - 150 hours; HL - 240 hours

Topic 1: Number and Algebra (SL-19 hrs; HL-39 hrs)	Topic 4: Statistics and probability (SL-27 hrs; HL-33 hrs)
Topic 2: Functions (SL-21 hrs; HL-32 hrs)	Topic 5: Calculus (SL-28 hrs; HL-55 hrs)
Topic 3: Geometry and trigonometry (SL-25 hrs; HL-51 hrs)	

Investigative, problem-solving and modelling skills development leading to an individual exploration (SL-30 hrs; HL-30 hrs)

## Assessment

Component	SL		HL	
	Duration	Weighting	Duration	Weighting
Paper 1 (No technology allowed)	1 hr 30 mins	40%	2 hrs	30%
Paper 2 (Technology required)	1 hr 30 mins	40%	2 hrs	30%
Paper 3 (Technology required)	-	-	1 hr	20%
Internal assessment (IA)	Ongoing	20%	Ongoing	20%

## Learning Aims

- Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- Develop an understanding of the concepts, principles and nature of mathematics
- Communicate mathematics clearly, concisely and confidently in a variety of contexts
- Develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities



Form 5 IB Unit Circle

## Who is This Course Suitable for?

There are two different courses in mathematics. Students have to choose one based on their ability in mathematics, interest and academic plans. Mathematics: Applications and Interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models.

Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, economics, psychology, and design, for example. Students who choose Mathematics: Applications and Interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and solving real-world problems. Students who wish to take Mathematics: Applications and Interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

## Course Content

### Core - Standard Level (SL) and Higher Level (HL)

All topics are compulsory. HL students study each topic in greater depth

Suggested teaching hours: SL - 150 hours; HL - 240 hours

Topic 1: Number and Algebra (SL-16 hrs; HL-29 hrs)	Topic 4: Statistics and probability (SL-36 hrs; HL-52 hrs)
Topic 2: Functions (SL-31 hrs; HL-42 hrs)	Topic 5: Calculus (SL-19 hrs; HL-41 hrs)
Topic 3: Geometry and trigonometry (SL-18 hrs; HL-46 hrs)	

Investigative, problem-solving and modelling skills development leading to an individual exploration (SL-30 hrs; HL-30 hrs)

## Assessment

Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1 (Technology required)	1 hr 30 mins	40%	2 hrs	30%
Paper 2 (Technology required)	1 hr 30 mins	40%	2 hrs	30%
Paper 3 (Technology required)	-	-	1 hr	20%
Internal assessment (IA)	Ongoing	20%	Ongoing	20%

## Learning Aims

- Develop knowledge and understanding in a variety of sporting activities.
- Enhance interpersonal skills through performance as a participant, official and coach
- Evaluate performance in individual and team sports



Athletics

## Who is This Course Suitable for?

All Form 4 students will participate in four lessons of PE per cycle across a range of sporting activities. Links are made to Sports, Exercise and Health Science within numerous units of work. Contrasting opportunities within the course will help aspiring leaders to develop their skills, through leading others and taking the role of a coach or official in the sporting environment.

## Course Content

### Compulsory

Athletics, Fitness, Yoga, Netball, Volleyball, Swimming, Ball Games and Racket Sports

## Assessment

Criteria	Duration	Weighting
Knowledge and Understanding	Ongoing	25%
Performance	Ongoing	50%
Reflection and Learning Attitude	Ongoing	25%

## Learning about Approaches to Learning (ATLs)



## Learning Aims

- Develop interest and maintain a sense of wonder and curiosity about biology
- Construct and apply knowledge of biology, and appreciate the relationship between biology and other disciplines
- Appreciate and understand the evolutionary nature of science
- Develop skills for making scientific inquiries



Students in laboratory

## Who is This Course Suitable for?

Biology is for students who see a future for themselves in medicine, sports science, environmental science, psychology or one of the wide range of life sciences. The required concepts and skills are highly transferable to the human sciences and to non-science disciplines such as finance, law or journalism. Biology is very demanding and requires a large amount of self-study in addition to timetabled lessons. It requires students to do well in Science. As some ideas are expressed through the language of mathematics (for example in the genetics topic), students are also expected to have scored a reasonable grade at Mathematics.

## Course Content

Compulsory	Electives Students study 2 of the 4 electives
1. Cells and Molecules of Life 2. Genetics and Evolution 3. Organisms and Environment 4. Health and Diseases	5. Human Physiology: Regulation and Control 6. Applied Ecology 7. Microorganisms and Humans 8. Biotechnology
9. Investigative Study in Biology (20 hours)	<i>Elective units offered are at the discretion of the school</i>

## Assessment

Component	Duration	Weighting
Public examination	Paper 1: Compulsory part	2 hrs 30 mins
	Paper 2: Elective part	1 hr
School-based assessment (SBA)	Ability area A (Practical skills abilities)	1 x Assessment in F5 1 x Assessment in F6
	Ability area B (Reporting of investigative work)	1 x Assessment in F5 1 x Assessment in F6

## Learning Aims

- Develop interest and maintain a sense of wonder and curiosity about biology
- Construct and apply knowledge of biology, and appreciate the relationship between biology and other disciplines
- Appreciate and understand the evolutionary nature of science
- Develop skills for making scientific inquiries



Students in laboratory

## Who is This Course Suitable for?

Biology is for students who see a future for themselves in medicine, sports science, environmental science, psychology or one of the wide range of life sciences. The required concepts and skills are highly transferable to the human sciences and to non-science disciplines such as finance, law or journalism. Higher Level Biology is very demanding and requires a large amount of self-study in addition to timetabled lessons. It requires students to do well in Science. As some ideas are expressed through the language of mathematics (for example using statistics to check the validity of methods and conclusions), students are also expected to have scored a reasonable grade at Mathematics. Standard Level Biology is pitched at a slightly less challenging level in terms of the scientific concepts covered.

## Course Content

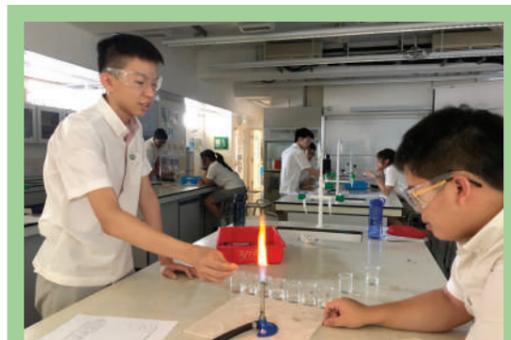
Core	Option
<b>Standard Level (SL)</b> students study Topics 1-6 <b>Higher Level (HL)</b> students study Topics 1-11	<b>Standard Level (SL)</b> students study one option <b>Higher Level (HL)</b> students study one option in greater depth
Topic 1: Cell biology Topic 2: Molecular biology Topic 3: Genetics Topic 4: Ecology Topic 5: Evolution & biodiversity Topic 6: Human physiology Topic 7: Nucleic acids Topic 8: Metabolism, cell respiration & photosynthesis Topic 9: Plant biology Topic 10: Genetics & evolution Topic 11: Animal physiology	A. Neurobiology & behaviour B. Biotechnology & bioinformatics C. Ecology and conservation D. Human physiology  <i>Option offered is at the discretion of the school</i>
<b>Practical scheme of work</b> Practical activities Individual investigation (internal assessment - IA) Group 4 project	

## Assessment

Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1	45 mins	20%	1 hr	20%
Paper 2	1 hr 15 mins	40%	2 hr 15 mins	36%
Paper 3	1 hr	20%	1 hr 15 mins	24%
Internal assessment (IA)	10 hrs	20%	10 hrs	20%

## Learning Aims

- Develop interest and maintain a sense of wonder and curiosity about chemistry
- Construct and apply knowledge of chemistry, and appreciate the relationship between chemistry and other disciplines
- Appreciate and understand the evolutionary nature of science
- Develop skills for making scientific inquiries



Students in laboratory

## Who is This Course Suitable for?

Chemistry is for students who see a future for themselves in medicine, engineering or one of the wide range of physical and biological sciences that require a functional understanding of chemistry. It requires students to do well in Science. As a lot of ideas are expressed through the language of mathematics (for example moles, equations and graphs), students are also expected to have scored a good grade at Mathematics.

## Course Content

Compulsory	Electives Students study 2 of the 3 electives
1. Planet Earth 2. Microscopic World I 3. Metals 4. Acids and Bases 5. Fossil Fuels and Carbon Compounds 6. Microscopic World II 7. Redox Reactions, Chemical Cells and Electrolysis 8. Chemical Reactions and Energy 9. Rate of Reaction 10. Chemical Equilibrium 11. Chemistry of Carbon Compounds 12. Patterns in the Chemical World	13. Industrial Chemistry 14. Materials Chemistry 15. Analytical Chemistry  <i>Elective units offered are at the discretion of the school</i>
16. Investigative Study in Chemistry (20 hours)	

## Assessment

Component		Duration	Weighting
Public examination	Paper 1: Compulsory part	2 hrs 30 mins	60%
	Paper 2: Elective part	1 hr	20%
School-based assessment (SBA)	Two assessments in F5 1 x Volumetric Analysis 1 x Qualitative Analysis 2 x Other Experiments or Investigative Study (1 x proposal and 1 x process and report)	Ongoing	10%
	Two assessments in F6	Ongoing	10%

## Learning Aims

- Develop interest and maintain a sense of wonder and curiosity about chemistry
- Construct and apply knowledge of chemistry, and appreciate the relationship between chemistry and other disciplines
- Appreciate and understand the evolutionary nature of science
- Develop skills for making scientific inquiries

## Who is This Course Suitable for?

Chemistry is for students who see a future for themselves in medicine, engineering or one of the wide range of physical and biological sciences that require a functional understanding of chemistry. The required concepts and skills are highly transferable to the human sciences and to non-science disciplines such as finance, law or journalism. Higher Level Chemistry is very demanding and requires a large amount of self-study in addition to timetabled lessons. It requires students to do well in Science. As a lot of ideas are expressed through the language of mathematics (for example mole calculations, molecular geometry and thermodynamic equations), students are also expected to have scored a good grade at Mathematics. Standard Level Chemistry is pitched at a slightly less challenging level both mathematically and in terms of the scientific concepts covered.

## Course Content

Core	Option
<b>Standard Level (SL)</b> students study Topics 1-11 <b>Higher Level (HL)</b> students study Topics 1-11 and Topics 2-11 in greater depth	<b>Standard Level (SL)</b> students study one option <b>Higher Level (HL)</b> students study one option in greater depth
Topic 1: Stoichiometric relationships Topic 2: Atomic structure Topic 3: Periodicity Topic 4: Chemical bonding and structure Topic 5: Energetics/thermochemistry Topic 6: Chemical kinetics Topic 7: Equilibrium Topic 8: Acids and bases Topic 9: Redox processes Topic 10: Organic chemistry Topic 11: Measurement and data processing	A. Materials B. Biochemistry C. Energy D. Medicinal chemistry  <i>Option offered is at the discretion of the school</i>
<b>Practical scheme of work</b> Practical activities Individual investigation (internal assessment - IA) Group 4 project	

## Assessment

Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1	45 mins	20%	1 hr	20%
Paper 2	1 hr 15 mins	40%	2 hr 15 mins	36%
Paper 3	1 hr	20%	1 hr 15 mins	24%
Internal assessment (IA)	10 hrs	20%	10 hrs	20%

## Learning Aims

- Develop interest and maintain a sense of wonder and curiosity about physics
- Construct and apply knowledge of physics, and appreciate the relationship between physics and other disciplines
- Appreciate and understand the evolutionary nature of science
- Develop skills for making scientific inquiries



Group discussion

## Who is This Course Suitable for?

Physics is for students who see a future for themselves in engineering, computer science or one of the wide range of physical sciences, which include a number of medical disciplines. The required concepts and skills are highly transferable to the human sciences and to non-science disciplines such as finance, law or journalism. Physics is very demanding and requires a large amount of self-study in addition to timetabled lessons. It requires students to do well in Science. As a lot of ideas are expressed through the language of mathematics (for example mechanics), students are also expected to have scored a good grade at Mathematics.

## Course Content

Compulsory	Electives Students study 2 of the 4 electives
1. Heat and Gases 2. Force and Motion 3. Wave Motion 4. Electricity and Magnetism 5. Radioactivity and Nuclear Energy	6. Astronomy and Space Science 7. Atomic World 8. Energy and Use of Energy 9. Medical Physics  <i>Elective units offered are at the discretion of the school</i>
10. Investigative Study in Physics (20 hours)	

## Assessment

Component	Duration	Weighting
Public examination	Paper 1: Compulsory part	2 hrs 30 mins 60%
	Paper 2: Elective part	1 hr 20%
School-based assessment (SBA)	One assessment in F5 1 x Experiment	Ongoing 6%
	Two assessments in F6 1 x Experiment 1 x Experiment with detailed report or Investigative Study	Ongoing 14%

## Learning Aims

- Develop interest and maintain a sense of wonder and curiosity about physics
- Construct and apply knowledge of physics, and appreciate the relationship between physics and other disciplines
- Appreciate and understand the evolutionary nature of science
- Develop skills for making scientific inquiries



Students performing calculations

## Who is This Course Suitable for?

Physics is for students who see a future for themselves in engineering, computer science or one of the wide range of physical sciences, which include a number of medical disciplines. The required concepts and skills are highly transferable to the human sciences and to non-science disciplines such as finance, law or journalism. Higher Level Physics is very demanding and requires a large amount of self-study in addition to timetabled lessons. It requires students to do well in Science. As a lot of ideas are expressed through the language of mathematics (for example mechanics), students are also expected to have scored a good grade at Mathematics. Standard Level Physics is pitched at a slightly less challenging level both mathematically and in terms of the scientific concepts covered, however the mathematical demands are still substantial.

## Course Content

Core Standard Level (SL) students study Topics 1-8 Higher Level (HL) students study Topics 1-12	Option Standard Level (SL) students study one option Higher Level (HL) students study one option in greater depth
Topic 1: Measurement and uncertainties Topic 2: Mechanics Topic 3: Thermal physics Topic 4: Waves Topic 5: Electricity and magnetism Topic 6: Circular motion and gravitation Topic 7: Atomic, nuclear and particle physics Topic 8: Energy production Topic 9: Wave phenomena Topic 10: Fields Topic 11: Electromagnetic induction Topic 12: Quantum and nuclear physics	A. Relativity B. Engineering physics C. Imaging D. Astrophysics  <i>Option offered is at the discretion of the school</i>
<b>Practical scheme of work</b> Practical activities Individual investigation (internal assessment - IA) Group 4 project	

## Assessment

Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1	45 mins	20%	1 hr	20%
Paper 2	1 hr 15 mins	40%	2 hr 15 mins	36%
Paper 3	1 hr	20%	1 hr 15 mins	24%
Internal assessment (IA)	10 hrs	20%	10 hrs	20%

*Winter Arts Show*



**Learning Aims**

IB Environmental Systems and Societies (ESS) provides students with a coherent perspective on the environment. The emphasis is on the scientific and geographic details of our local environment with practical experiments. Students will draw on concepts from the natural sciences and apply this scientific understanding to political and social issues. Students will be expected to build on what they learn to establish positions on public policy, to consider diverse environmental perspectives, and to appreciate the international nature of resolving major environmental issues.

**Who is This Course Suitable for?**

ESS is an interdisciplinary group 3 and 4 course that is offered only at Standard Level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with group 4 (Sciences) with those associated with group 3 (Individuals and Societies). Because it is an interdisciplinary course, students can study ESS and have it count as either a group 3 or a group 4 course, or as both. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group, including an additional group 3 or group 4 subject.

**Course Content**

**Core content - 120 hours (Standard Level (SL) only)**

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

**Practical scheme of work - 30 hours**

- Practical activities
- Individual investigation

**Assessment**

Assessment component (Standard Level (SL) only)	Duration	Weighting	Approximate weighting of objectives in each component	
			1 and 2	3
Paper 1 Case study	1 hr	25%	50%	50%
Paper 2 Short answers and structured essays	2 hrs	50%	50%	50%
Internal assessment (IA) Individual investigation	Ongoing	25%	-	

## Learning Aims

- Become independent thinkers and innovative problem-solvers
- Develop practical skills and knowledge in technology and design
- Identify needs, wants and opportunities for improving the quality of living, and develop design and technological responses as well as entrepreneurship accordingly
- Become discriminating, informed and responsible users of products, and develop awareness of the interplay between technology and aesthetics, enterprise, social, cultural and ethical issues



Form 6 students creating a physical model

## Who is This Course Suitable for?

Students who intend to study areas such as design, engineering, applied science and media communication at the tertiary level will find Design and Applied Technology (DAT) helpful in making informed decisions about their future studies. The knowledge, experience and skills developed in DAT can complement those developed in other Key Learning Areas and contribute significantly to students' development. For example,

- DAT with Liberal Studies and Chinese Language can enrich students' cultural and social understanding in tackling design problems;
- DAT with Physics can enhance their knowledge in applied science;
- DAT with Visual Arts can develop their aesthetic sense in design; and
- DAT with Geography can develop their spatial and graphical perspectives, and awareness of environmental and urban planning concerns.

## Course Content

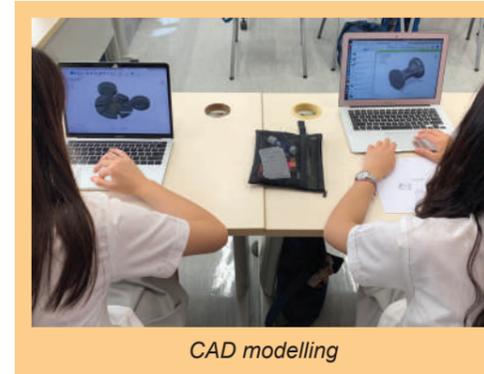
Compulsory Technology, Design and Society	Electives Students will study 2 of the 5 electives
S1 Design and Innovation S2 Technological Principles S3 Value and Impact	M1 Automation M2 Creative Digital Media M3 Design Implementation and Material Processing M4 Electronics M5 Visualisation and CAD Modelling
<i>Elective units offered are at the discretion of the school</i>	
Students are required to complete a design project as their SBA during F5 and F6	

## Assessment

Component		Duration	Weighting
Public examination	Paper 1: Compulsory part	2 hrs	30%
	Paper 2: Elective part Each candidate is required to choose any two of the following five modules: 2A: Automation 2B: Creative digital media 2C: Design implementation and material processing 2D: Electronics 2E: Visualisation and CAD modelling	2 hrs	30%
School-based assessment (SBA)	Design project	Ongoing	40%

## Learning Aims

- Understand and express ideas confidently and creatively using a variety of communication techniques
- Approach unfamiliar situations in an informed manner and explore new roles, ideas and strategies so students can articulate and defend their proposals with confidence
- Apply thinking skills critically and creatively to identify and resolve complex social and technological problems through reason and ethical decision-making
- Reflect on the impact of design and technology on society and the environment in order to develop own learning and enhance solutions to technological problems



CAD modelling

## Who is This Course Suitable for?

This course is suitable for students who are interested in developing their curiosity and problem solving abilities. Both the SL and HL courses require students to have an interest in the iterative design process as well as the theoretical concepts behind design and manufacture. There is a significant time investment required, especially with the HL course, in order to complete the Internal Assessment (IA). It is manageable with good time management skills. The course lends itself well to students wishing to pursue a creative course at university, including but not exclusive to Product Design, Fashion and Architecture.

## Course Content

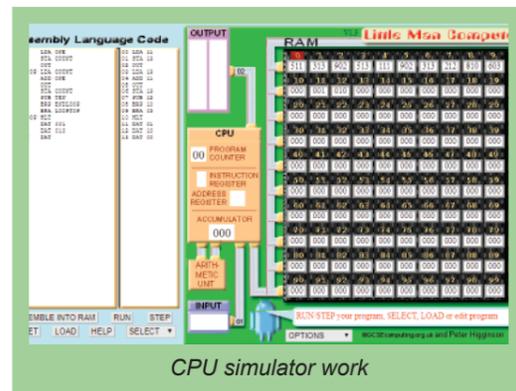
Core - Standard Level (SL) and Higher Level (HL)	Extension - Higher Level (HL) only
Topic 1: Human factors and ergonomics Topic 2: Resource management and sustainable production Topic 3: Modelling Topic 4: Final production Topic 5: Innovation and design Topic 6: Classic Design	Topic 7: User-centred design Topic 8: Sustainability Topic 9: Innovation and markets Topic 10: Commercial production
<b>Practical scheme of work</b> Practical activities Individual investigation (internal assessment - IA) Group 4 project	

## Assessment

Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1	45 mins	30%	1 hr	20%
Paper 2	1 hr 30 mins	30%	1 hr 30 mins	20%
Paper 3	-	-	1 hr 30 mins	20%
Internal assessment (IA)	Ongoing	40%	Ongoing	40%

## Learning Aims

- Provide students with a body of essential knowledge, concepts and applications of information, communication and computer systems;
- Equip students with problem-solving and communication skills, and encourage them to think critically and creatively;
- Develop students into competent, effective, discriminating, ethical and confident users of ICT, so as to support their lifelong learning
- Provide students with opportunities to appreciate the impact of ICT on our knowledge-based society, so as to nurture in them positive values and attitudes towards this area



## Who is This Course Suitable for?

It is for students who are creative and have a logical brain that can explore the possibilities of coding/programming and design. The course encourages students to solve real world problems. It is suitable for anyone interested in tertiary education associated with computer science, web development, software development, game design, ICT management and databases, or any ICT-related fields.

## Course Content

Compulsory	Electives Students study 1 of the 4 electives
A. Information Processing B. Computer System Fundamentals C. Internet and its Applications D. Basic Programming Concepts E. Social Implications	A. Databases B. Data Communications and Networking C. Multimedia Production and Web Site Development D. Software Development

## Assessment

Component	Duration	Weighting
Public examination	Paper 1: Compulsory part	2 hrs 55%
	Paper 2: Elective part	1 hr 30 mins 25%
School-based assessment (SBA)	Ongoing	20%

## Learning Aims

- Develop positive attitudes and values for the well-being of families and society as a whole
- Be responsible citizens and informed consumers, willing to contribute to the well-being of individuals, families and society
- Demonstrate good use of management and organisational skills in handling physical and socio-economic resources for individuals, families, the community and society as a whole
- Analyse contextual factors contributing to the well-being of individuals, families and society, by applying knowledge from the Food Science and Technology strand
- Devise and implement strategies independently to solve complicated problems in technological contexts, in particular food, using a range of appropriate techniques and procedures
- Evaluate critically the impact of social, cultural, economic, scientific and technological developments on the well-being of individuals, families and society as a whole



## Who is This Course Suitable for?

Technology and Living (T&L) is for students who see a future for themselves in nutrition, dietetics, medicine, food science or culinary arts that require a good understanding and foundation in food sciences and nutrition. It requires students to demonstrate their knowledge from various disciplines, ranging from science, humanities and technology. As a lot of ideas are expressed through the practical tasks like food science experiments and cooking practicals, students are also expected to have solid foundation in their MYP Food Technology.

## Course Content

Compulsory	Electives Students study 2 of the 3 electives
1. Family and Lifestyle 2. Consumer Behavior in Food Choices 3. Health and Nutrition 4. Chemistry of Foods 5. Diet and Meal Planning 6. Food Commodities 7. Food Preparation Technology 8. Food Hygiene 9. Food Spoilage and Food Poisoning 10. Food Preservation Technology	11. Food Culture 12. Food Science and Technology Extended Study 13. Food Product Development  <i>Elective units offered are at the discretion of the school</i>

## Assessment

Component	Duration	Weighting
Public examination	Paper 1: Compulsory part of the curriculum	1 hr 30 mins 30%
	Paper 2: Elective part of the curriculum (including knowledge from compulsory part)	2 hrs 40%
School-based assessment (SBA)	Food laboratory report	Ongoing 10%
	Food culture project	Ongoing 20%

Sports Day



Learning Aims

- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures
- Develop students' awareness of the importance of language in relation to other areas of knowledge
- Provide students with a basis for further study, work and leisure through the use of an additional language

Who is This Course Suitable for?

Spanish ab initio is a course for students with no previous formal experience of learning Spanish. It will enable them to communicate with people from a new culture and make the most of any time they spend in Spain and Latin America. Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

Course Content

Spanish ab initio is only available at Standard Level (SL)

Theme 1: Identities

- Personal attributes
- Personal relationships
- Eating and drinking
- Physical well-being

Theme 2: Experiences

- Daily routine
- Leisure
- Holidays
- Festivals and celebrations

Theme 3: Human ingenuity

- Transport
- Entertainment
- Media
- Technology

Theme 4: Social organisation

- Neighborhood
- Education
- The workplace
- Social issues

Theme 5: Sharing the planet

- Climate
- Physical geography
- The environment
- Global issues

Assessment

Component	Standard Level (SL)	
	Duration	Weighting
Paper 1: Productive skills – writing	1 hr	25%
Paper 2: Receptive skills – listening comprehension	45 mins	25%
Paper 2: Receptive skills – reading comprehension	1 hr	25%
Internal assessment (IA) Individual oral	15 mins	25%

**CASOLE**

The CSS CASOLE programme combines the best elements of the HKDSE Other Learning Experiences (OLE) and IBDP Creativity, Activity and Service (CAS) programmes to engage students in a wide range of experiential learning activities and events. OLE and CAS are compulsory components of their respective diplomas.

The main aim of the CASOLE programme is to provide students with the wider life skills that will enable them to become self-aware adults with a strong sense of international mindedness and social responsibility. Through the CASOLE programme, HKDSE students fulfil the OLE requirements of the HKDSE and IBDP students develop the skills required for successful completion of the CAS component of their diploma.

Reflection is an important part of CASOLE and is a key CSS learner attribute. During the programme, students are expected to reflect on their activities to help them make sense of their experiences and learn new things about themselves.

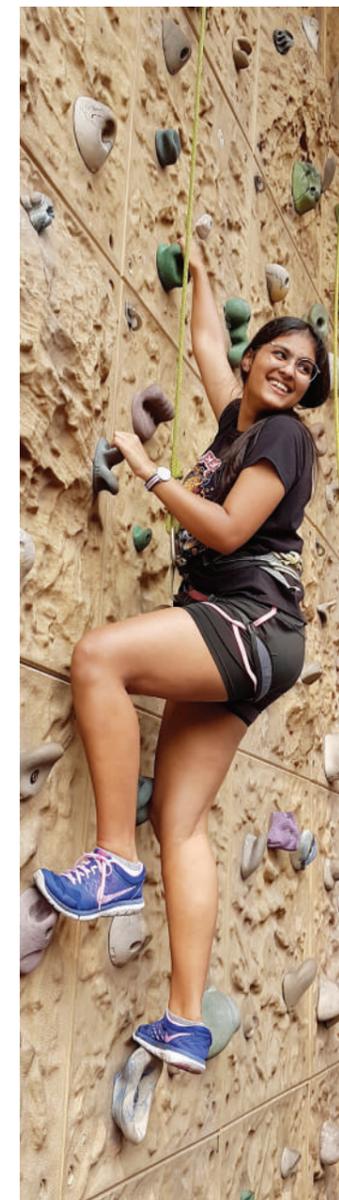
Components of CAS	Components of OLE
Creativity	Aesthetic Development
Activity	Physical Development
Service	Moral and Civic Education Community Service
	Career-Related Experiences



Dragon boating



Yoga



Wall climbing



Bubble football



Kindness mat

## Learning Aims

- Refine and develop academic language skills in writing, reading, listening and speaking
- Develop confidence in the use of academic English language skills
- Become proficient in articulating spoken and written views accurately in a range of curriculum subject areas



Form 5 students interviewing Mr Urquhart for writing a profile

## Who is This Course Suitable for?

Academic Language Proficiency (ALP) is for bi-lingual or multilingual students who use English as a second (or third) language. The central goal of this course is to enable students to use academic English confidently, accurately and creatively for the demanding tasks required in curriculum subject areas, coursework, exams and beyond. The ALP course complements the DSE and IB English courses and is intended to provide an additional support for students seeking to improve in the area of academic English language. Students must note, therefore, that ALP is **not** a stand alone English course, rather it is a supplementary programme, taken **in addition to DSE or IB English**.

## Course Content

Primary Skills	Academic Language Focus
Writing	Grammatical accuracy, paragraph control, essay structure, register, creating academic 'voice'
Reading	Reading efficiently, deducing meaning from context, understanding reference in the text, critical/active reading
Speaking	Language of presentation, leading and participating in discussion
Listening	Active listening and note-taking, listening for gist & detail, inferring meaning
Integrated skills	Academic Language Focus
Vocabulary & Grammar	Academic phrases, academic style, error correction
Referencing & Academic Honesty	Evaluating sources, referencing conventions, avoiding plagiarism through paraphrasing

## Assessment

Criteria	Duration	Weighting
Writing	Ongoing	20%
Reading	Ongoing	25%
Listening	Ongoing	30%
Speaking	Ongoing	25%

## EE

The extended essay is a unique opportunity for students to explore an academic area in which they have a personal interest on a focused topic chosen from one of the student's six chosen subjects for those taking the IB diploma. This takes the form of an independently written research paper that allows students to demonstrate their passion, enthusiasm, intellectual initiative and/or creative approach for their chosen topic, under approximately 3-5 hours of guidance of a qualified supervisor.

Students in CSS are expected to begin working on their extended essay in F5 and complete it in F6. They are expected to spend approximately 40 hours on the essay, when they will develop important transferable skills such as research, critical thinking, and self-management, which leads to a major piece of formally presented, structured, writing containing no more than 4,000 words, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. The essay is accompanied by a reflection form of no more than 500 words.

## Assessment

A student must achieve a D grade or higher to be awarded the Diploma; it is externally assessed and, in communication with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.

## TOK

Theory of knowledge (TOK) provides an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. There is a strong emphasis on critical thinking and on constructing well-evidenced, logical arguments. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.

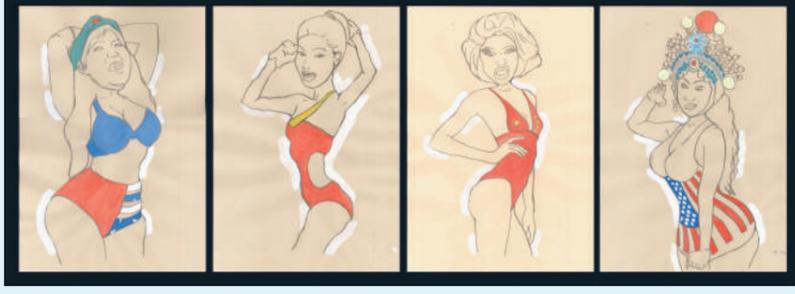
Through the course, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives. TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

The TOK course examines the scope, methodology, perspectives and ethical considerations of the five areas of knowledge of mathematics, the natural sciences, the human sciences, the arts and history. Three themes are also covered: the core theme of knowledge and the knower, and then two out of five optional themes chosen from knowledge and language, knowledge and politics, knowledge and technology, knowledge and religion, and knowledge and indigenous people.

Students will be encouraged to reflect critically on diverse ways of knowing and on the areas of knowledge. Students will also have to consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

## Assessment

The TOK course is assessed through an exhibition towards the end of Form 5 (33%) and a 1,600 word essay completed in Form 6 (67%). The exhibition assesses the ability of the student to apply TOK thinking to a real-life stimulus, while the essay takes a more conceptual starting point from a list of questions prescribed by the IB.



Student Artworks



## F4 HKDSE Option Form 2021 - 2022 (Current F3 Students)

Full Name: \_\_\_\_\_

Given Name: \_\_\_\_\_

House: \_\_\_\_\_

Student ID: \_\_\_\_\_

### Part I: Main Subjects (Mandatory)

- 1) Please choose **THREE** elective subjects, **ONE** only from each Block.
- 2) In F5 - F6 HKDSE, you are expected to study the same elective subjects chosen in F4, and most students study two.

Block 1 Choose ONE only	Block 2 Choose ONE only	Block 3 Choose ONE only
<input type="checkbox"/> Chemistry	<input type="checkbox"/> Biology	<input type="checkbox"/> Physics
<input type="checkbox"/> Economics	<input type="checkbox"/> History	<input type="checkbox"/> Geography
<input type="checkbox"/> Music	<input type="checkbox"/> Design and Applied Technology	<input type="checkbox"/> Business, Accounting and Financial Studies
<input type="checkbox"/> Visual Arts	<input type="checkbox"/> Information and Communication Technology	<input type="checkbox"/> Technology and Living
<input type="checkbox"/> Drama (F4 elective)		

### Part II: Reserve Subjects (Optional)

- 1) You can reserve up to two elective subjects. Please note that you **DO NOT** need to reserve any if you are pleased with what you have chosen in Part I.
- 2) If the school decides to offer the elective subject you reserve, you will be offered the subject concerned without further consultation.

Example	Reserve Subject 1	Reserve Subject 2																		
<table border="1"> <tr> <th>Subject to Reserve</th> <th>Subject to Drop</th> </tr> <tr> <td>Subject you cannot choose from the blocks in Part I but wish to study</td> <td>Subject from the blocks in Part I you wish to replace if the reserve subject (eg Economics) is offered</td> </tr> <tr> <td>Economics</td> <td>Biology</td> </tr> </table>	Subject to Reserve	Subject to Drop	Subject you cannot choose from the blocks in Part I but wish to study	Subject from the blocks in Part I you wish to replace if the reserve subject (eg Economics) is offered	Economics	Biology	<table border="1"> <tr> <th>Subject to Reserve</th> <th>Subject to Drop</th> </tr> <tr> <td>Subject you cannot choose from the blocks in Part I but wish to study</td> <td>Subject from the blocks in Part I you wish to replace if your Reserve Subject 1 is offered</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Subject to Reserve	Subject to Drop	Subject you cannot choose from the blocks in Part I but wish to study	Subject from the blocks in Part I you wish to replace if your Reserve Subject 1 is offered			<table border="1"> <tr> <th>Subject to Reserve</th> <th>Subject to Drop</th> </tr> <tr> <td>Subject you cannot choose from the blocks in Part I but wish to study</td> <td>Subject from the blocks in Part I you wish to replace if your Reserve Subject 2 is offered</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Subject to Reserve	Subject to Drop	Subject you cannot choose from the blocks in Part I but wish to study	Subject from the blocks in Part I you wish to replace if your Reserve Subject 2 is offered		
Subject to Reserve	Subject to Drop																			
Subject you cannot choose from the blocks in Part I but wish to study	Subject from the blocks in Part I you wish to replace if the reserve subject (eg Economics) is offered																			
Economics	Biology																			
Subject to Reserve	Subject to Drop																			
Subject you cannot choose from the blocks in Part I but wish to study	Subject from the blocks in Part I you wish to replace if your Reserve Subject 1 is offered																			
Subject to Reserve	Subject to Drop																			
Subject you cannot choose from the blocks in Part I but wish to study	Subject from the blocks in Part I you wish to replace if your Reserve Subject 2 is offered																			

Parent's signature: \_\_\_\_\_

Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Riddles Guessing in Mid-Autumn Festival



## F5 - F6 HKDSE Option Form 2021 - 2023 (Current F4 Students)

Full Name: \_\_\_\_\_ Given Name: \_\_\_\_\_ House: \_\_\_\_\_ Student ID: \_\_\_\_\_

Which diploma do you prefer? **HKDSE / IBDP** (please circle)

What are your current F4 elective subjects and English and Chinese courses?

F4 Elective Subject 1	F4 Elective Subject 2	F4 Elective Subject 3	F4 Chinese Course (please tick)	F4 English Course (please tick)
			<input type="checkbox"/> Chinese Language Acquisition <input type="checkbox"/> Chinese Language & Literature	<input type="checkbox"/> English Language <input type="checkbox"/> English Language & Literature

### Part I: Two Elective Subjects (Mandatory)

- In F5-F6 HKDSE, you are expected to study **TWO** elective subjects from the three you are studying in F4 (green boxes).
- You are allowed to choose new F5-F6 elective subjects (yellow boxes) if you meet the criteria.

Please choose TWO elective subjects from different blocks (only one is allowed in each block)	
Block 1	Block 2
<input type="checkbox"/> Chemistry <input type="checkbox"/> Economics <input type="checkbox"/> Music <input type="checkbox"/> Visual Arts	<input type="checkbox"/> Biology <input type="checkbox"/> Design and Applied Technology <input type="checkbox"/> Information and Communication Technology <input type="checkbox"/> Technology and Living <input type="checkbox"/> Literature in English (For English LL students only) <input type="checkbox"/> Mathematics Extended Part Module 1 (For students with maths grade 4+) <input type="checkbox"/> Mathematics Extended Part Module 2 (For students with maths grade 4+)
	Block 3
	<input type="checkbox"/> Business, Accounting and Financial Studies <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> Physics

### Part II: Third Elective Subject (Optional and Subject to Approval from Hong Kong Curriculum Coordinator)

For students wishing to take a third elective, they must ensure it fits into the above blocks. Final approval must be sought from the Hong Kong Curriculum Coordinator. Please indicate on the right the third elective subject that you wish to take:

Third Elective	Block

Parent's signature: \_\_\_\_\_ Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please return both HKDSE and IBDP Option Forms to the Curriculum Coordinators' Office at Room 3B04 by Tuesday 19th January 2021.**

## Creative Festival



# F5 - F6 IBDP Option Form 2021 - 2023 (Current F4 Students)

Full Name: \_\_\_\_\_

Given Name: \_\_\_\_\_

House: \_\_\_\_\_

Student ID: \_\_\_\_\_

Which diploma do you prefer? HKDSE / IBDP (please circle)

What are your current F4 elective subjects and English and Chinese courses?

F4 Elective Subject 1	F4 Elective Subject 2	F4 Elective Subject 3	F4 Chinese Course (please tick)	F4 English Course (please tick)
			<input type="checkbox"/> Chinese Language Acquisition <input type="checkbox"/> Chinese Language & Literature	<input type="checkbox"/> English Language <input type="checkbox"/> English Language & Literature

### IBDP Subjects

Please choose **THREE Higher Level (HL)** and **THREE Standard Level (SL)** subjects (IBDP Groups overleaf). You must tick one box in each block.

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
<input type="checkbox"/> Chinese A: Literature HL <b>1</b> <input type="checkbox"/> Chinese A: Literature SL <b>1</b> <input type="checkbox"/> Chinese B HL <b>2</b> <input type="checkbox"/> Chinese B SL <b>2</b> <input type="checkbox"/> # Spanish ab initio SL <b>P 2</b>	<input type="checkbox"/> English A: Language & Literature HL <b>1</b> <input type="checkbox"/> English A: Language & Literature SL <b>1</b> <input type="checkbox"/> English B HL <b>2</b> <input type="checkbox"/> English B SL <b>2</b>	<input type="checkbox"/> Maths: Analysis & Approaches HL <b>5</b> <input type="checkbox"/> Maths: Analysis & Approaches SL <b>5</b> <input type="checkbox"/> Maths: Applications & Interpretation HL <b>5</b> <input type="checkbox"/> Maths: Applications & Interpretation SL <b>5</b>	<input type="checkbox"/> Business Management HL <b>3</b> <input type="checkbox"/> Business Management SL <b>3</b> <input type="checkbox"/> Geography HL <b>3</b> <input type="checkbox"/> Geography SL <b>3</b> <input type="checkbox"/> History HL <b>3</b> <input type="checkbox"/> History SL <b>3</b> <input type="checkbox"/> Physics HL <b>4</b> <input type="checkbox"/> Physics SL <b>4</b>	<input type="checkbox"/> Economics HL <b>3</b> <input type="checkbox"/> Economics SL <b>3</b> <input type="checkbox"/> Chemistry HL <b>4</b> <input type="checkbox"/> Chemistry SL <b>4</b> <input type="checkbox"/> Visual Arts HL <b>6</b> <input type="checkbox"/> Visual Arts SL <b>6</b> <input type="checkbox"/> Theatre HL <b>6</b>	<input type="checkbox"/> Biology HL <b>4</b> <input type="checkbox"/> Biology SL <b>4</b> <input type="checkbox"/> Design Technology HL <b>4</b> <input type="checkbox"/> Design Technology SL <b>4</b> <input type="checkbox"/> Environmental Systems & Societies SL <b>3 4</b>
Reserve choice (1 subject only from any block)			Blocks 4 - 6 If you choose Music or Film on the right, you can leave one block above blank.		
			<input type="checkbox"/> Music HL <b>6</b> <input type="checkbox"/> Music SL <b>6</b> <input type="checkbox"/> # Film SL <b>P 6</b>		

## IBDP Subject Groups

<b>1</b>	<b>Group 1</b> Studies in Language and Literature	Choose ONE <ul style="list-style-type: none"> <li>if you are studying Chinese Language and Literature, choose Chinese A; if you are studying English Language and Literature, choose English A.</li> </ul>	<ul style="list-style-type: none"> <li>if you are studying both Chinese and English Language and Literature, you can choose Chinese A and English A. In this case, you do not need to choose any from Group 2.</li> <li>It is also viable for both Chinese and English Language and Literature students to replace Chinese A with Spanish ab initio SL in Group 2.</li> </ul>
<b>2</b>	<b>Group 2</b> Language Acquisition	Choose ONE <ul style="list-style-type: none"> <li>if you are studying Chinese Language Acquisition, choose Chinese B; if you are studying English Language, choose English B.</li> <li>Spanish ab initio SL is available as an alternative to Chinese B.</li> </ul>	
<b>5</b>	<b>Group 5</b> Mathematics	Choose ONE	
<b>3</b>	<b>Group 3</b> Individuals and Societies	Choose ONE	<ul style="list-style-type: none"> <li>if you do not choose any from Group 6, you can choose ONE MORE from Group 3 or Group 4.</li> <li>Environmental Systems and Societies SL is a Group 3 and Group 4 subject. If you take this course, you can choose to add:            1 x Group 3            1 x Group 4            1 x Group 6            2 x Group 6</li> </ul>
<b>4</b>	<b>Group 4</b> Sciences	Choose ONE	
<b>6</b>	<b>Group 6</b> The Arts	Choose ONE	

### Final Checklist (Please complete the following table)

		Higher Level (HL)		Standard Level (SL)	
		Subject	Group	Subject	Group
1)				1)	
2)				2)	
3)				3)	

Parent's signature: \_\_\_\_\_

Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Please return both HKDSE and IBDP Option Forms to the Curriculum Coordinators' Office at Room 3B04 by Tuesday 19th January 2021.**



# F4 HKDSE Option Form 2021 - 2022 (Current F3 Students)

Full Name: \_\_\_\_\_ Given Name: \_\_\_\_\_ House: \_\_\_\_\_ Student ID: \_\_\_\_\_

## Part I: Main Subjects (Mandatory)

- 1) Please choose **THREE** elective subjects, **ONE** only from each Block.
- 2) In F5 - F6 HKDSE, you are expected to study the same elective subjects chosen in F4, and most students study two.

Block 1 Choose ONE only	Block 2 Choose ONE only	Block 3 Choose ONE only
<input type="checkbox"/> Chemistry	<input type="checkbox"/> Biology	<input type="checkbox"/> Physics
<input type="checkbox"/> Economics	<input type="checkbox"/> History	<input type="checkbox"/> Geography
<input type="checkbox"/> Music	<input type="checkbox"/> Design and Applied Technology	<input type="checkbox"/> Business, Accounting and Financial Studies
<input type="checkbox"/> Visual Arts	<input type="checkbox"/> Information and Communication Technology	<input type="checkbox"/> Technology and Living
<input type="checkbox"/> Drama (F4 elective)		

## Part II: Reserve Subjects (Optional)

- 1) You can reserve up to two elective subjects. Please note that you **DO NOT** need to reserve any if you are pleased with what you have chosen in Part I.
- 2) If the school decides to offer the elective subject you reserve, you will be offered the subject concerned without further consultation.

Example		Reserve Subject 1		Reserve Subject 2	
Subject to Reserve	Subject to Drop	Subject to Reserve	Subject to Drop	Subject to Reserve	Subject to Drop
Subject you cannot choose from the blocks in Part I but wish to study	Subject from the blocks in Part I you wish to replace if the reserve subject (eg Economics) is offered	Subject you cannot choose from the blocks in Part I but wish to study	Subject from the blocks in Part I you wish to replace if your Reserve Subject 1 is offered	Subject you cannot choose from the blocks in Part I but wish to study	Subject from the blocks in Part I you wish to replace if your Reserve Subject 2 is offered
Economics	Biology				

Parent's signature: \_\_\_\_\_ Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this Option Form to the Curriculum Coordinators' Office at Room 3B04 by **Thursday 21st January 2021.**



# F5 - F6 HKDSE Option Form 2021 - 2023 (Current F4 Students)

Full Name: \_\_\_\_\_ Given Name: \_\_\_\_\_ House: \_\_\_\_\_ Student ID: \_\_\_\_\_

Which diploma do you prefer? **HKDSE / IBDP** (please circle)

What are your current F4 elective subjects and English and Chinese courses?

F4 Elective Subject 1	F4 Elective Subject 2	F4 Elective Subject 3	F4 Chinese Course (please tick)	F4 English Course (please tick)
			<input type="checkbox"/> Chinese Language Acquisition	<input type="checkbox"/> English Language
			<input type="checkbox"/> Chinese Language & Literature	<input type="checkbox"/> English Language & Literature

## Part I: Two Elective Subjects (Mandatory)

- 1) In F5-F6 HKDSE, you are expected to study **TWO** elective subjects from the three you are studying in F4 (green boxes).
- 2) You are allowed to choose new F5-F6 elective subjects (yellow boxes) if you meet the criteria.

Please choose TWO elective subjects from different blocks (only one is allowed in each block)		
Block 1	Block 2	Block 3
<input type="checkbox"/> Chemistry	<input type="checkbox"/> Biology	<input type="checkbox"/> Business, Accounting and Financial Studies
<input type="checkbox"/> Economics	<input type="checkbox"/> Design and Applied Technology	<input type="checkbox"/> Geography
<input type="checkbox"/> Music	<input type="checkbox"/> Information and Communication Technology	<input type="checkbox"/> History
<input type="checkbox"/> Visual Arts	<input type="checkbox"/> Technology and Living	<input type="checkbox"/> Physics
	<input type="checkbox"/> Literature in English (For English LL students only)	
	<input type="checkbox"/> Mathematics Extended Part Module 1 (For students with maths grade 4+)	
	<input type="checkbox"/> Mathematics Extended Part Module 2 (For students with maths grade 4+)	

## Part II: Third Elective Subject (Optional and Subject to Approval from Hong Kong Curriculum Coordinator)

For students wishing to take a third elective, they must ensure it fits into the above blocks. Final approval must be sought from the Hong Kong Curriculum Coordinator. Please indicate on the right the third elective subject that you wish to take:	Third Elective	Block

Parent's signature: \_\_\_\_\_ Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return both HKDSE and IBDP Option Forms to the Curriculum Coordinators' Office at Room 3B04 by **Tuesday 19th January 2021.**



# F5 - F6 IBDP Option Form 2021 - 2023 (Current F4 Students)

Full Name: \_\_\_\_\_ Given Name: \_\_\_\_\_ House: \_\_\_\_\_ Student ID: \_\_\_\_\_

Which diploma do you prefer? **HKDSE / IBDP** (please circle)

What are your current F4 elective subjects and English and Chinese courses?

F4 Elective Subject 1	F4 Elective Subject 2	F4 Elective Subject 3	F4 Chinese Course (please tick)	F4 English Course (please tick)
			<input type="checkbox"/> Chinese Language Acquisition	<input type="checkbox"/> English Language
			<input type="checkbox"/> Chinese Language & Literature	<input type="checkbox"/> English Language & Literature

## IBDP Subjects

Please choose **THREE Higher Level (HL)** and **THREE Standard Level (SL)** subjects (IBDP Groups overleaf). You must tick one box in each block.

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
<input type="checkbox"/> Chinese A: Literature HL ①	<input type="checkbox"/> English A: Language & Literature HL ①	<input type="checkbox"/> Maths: Analysis & Approaches HL ⑤	<input type="checkbox"/> Business Management HL ③	<input type="checkbox"/> Economics HL ③	<input type="checkbox"/> Biology HL ④
<input type="checkbox"/> Chinese A: Literature SL ①	<input type="checkbox"/> English A: Language & Literature SL ①	<input type="checkbox"/> Maths: Analysis & Approaches SL ⑤	<input type="checkbox"/> Business Management SL ③	<input type="checkbox"/> Economics SL ③	<input type="checkbox"/> Biology SL ④
<input type="checkbox"/> Chinese B HL ②	<input type="checkbox"/> English B HL ②	<input type="checkbox"/> Maths: Applications & Interpretation HL ⑤	<input type="checkbox"/> Geography HL ③	<input type="checkbox"/> Chemistry HL ④	<input type="checkbox"/> Design Technology HL ④
<input type="checkbox"/> Chinese B SL ②	<input type="checkbox"/> English B SL ②	<input type="checkbox"/> Maths: Applications & Interpretation SL ⑤	<input type="checkbox"/> Geography SL ③	<input type="checkbox"/> Chemistry SL ④	<input type="checkbox"/> Design Technology SL ④
			<input type="checkbox"/> History HL ③	<input type="checkbox"/> Visual Arts HL ⑥	
<input type="checkbox"/> # Spanish ab initio SL <b>P</b> ②			<input type="checkbox"/> History SL ③	<input type="checkbox"/> Visual Arts SL ⑥	<input type="checkbox"/> Environmental Systems & Societies SL ③ ④
			<input type="checkbox"/> Physics HL ④	<input type="checkbox"/> Theatre HL ⑥	
			<input type="checkbox"/> Physics SL ④		
Reserve choice (1 subject only from any block)			<b>Blocks 4 - 6</b>		<input type="checkbox"/> Music HL ⑥
					<input type="checkbox"/> Music SL ⑥
					<input type="checkbox"/> # Film SL <b>P</b> ⑥

If you choose Music or Film on the right, you can leave one block above blank.

# This is an online course provided by Pamoja Education at additional tuition fee. Only one online course is permitted.

(Please turn overleaf)

## IBDP Subject Groups

①	<b>Group 1 Studies in Language and Literature</b>	Choose ONE <ul style="list-style-type: none"> <li>If you are studying Chinese Language and Literature, choose Chinese A; if you are studying English Language and Literature, choose English A.</li> </ul>	<ul style="list-style-type: none"> <li>If you are studying both Chinese and English Language and Literature, you can choose Chinese A and English A. In this case, you do not need to choose any from Group 2.</li> <li>It is also viable for both Chinese and English Language and Literature students to replace Chinese A with Spanish ab initio SL in Group 2.</li> </ul>
②	<b>Group 2 Language Acquisition</b>	Choose ONE <ul style="list-style-type: none"> <li>If you are studying Chinese Language Acquisition, choose Chinese B; if you are studying English Language, choose English B.</li> <li>Spanish ab initio SL is available as an alternative to Chinese B.</li> </ul>	
⑤	<b>Group 5 Mathematics</b>	Choose ONE	
③	<b>Group 3 Individuals and Societies</b>	Choose ONE	<ul style="list-style-type: none"> <li>If you do not choose any from Group 6, you can choose ONE MORE from Group 3 or Group 4.</li> <li>Environmental Systems and Societies SL is a Group 3 and Group 4 subject. If you take this course, you can choose to add:               <ul style="list-style-type: none"> <li>1 x Group 3</li> <li>1 x Group 4</li> <li>1 x Group 6</li> <li>2 x Group 6</li> </ul> </li> </ul>
④	<b>Group 4 Sciences</b>	Choose ONE	
⑥	<b>Group 6 The Arts</b>	Choose ONE	

### Final Checklist (Please complete the following table)

Higher Level (HL)			Standard Level (SL)		
	Subject	Group		Subject	Group
1)			1)		
2)			2)		
3)			3)		

Parent's signature: \_\_\_\_\_ Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please return both HKDSE and IBDP Option Forms to the Curriculum Coordinators' Office at Room 3B04 by Tuesday 19th January 2021.**



**CREATIVE SECONDARY SCHOOL**

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