



Po Leung Kuk
Choi Kai Yau School
保良局蔡繼有學校

Secondary Section Years 11–12 IB Diploma Programme Prospectus 2014



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The IB Diploma Programme: Introduction

Message from the Head Principal

We are pleased to offer the IB Diploma Programme (DP) at Po Leung Kuk Choi Kai Yau School (CKY). This handbook contains information about the DP at our school. It also explains more about the curriculum for each course and provides more information about how to select a course of study in Year 11 and Year 12.

The DP is a challenging two-year course, which prepares students for success in life beyond secondary education. The curriculum is specifically designed to promote international understanding through a broad and balanced academic experience. The DP allows students to embrace a strong commitment to learning skills that are required in the contemporary world and leads to a qualification that is widely recognized by the world's leading universities. Although the DP is examination based, it also enhances the development of life-long skills. Through the study of DP courses students develop critical thinking skills, independent learning skills and participate in creative, physical and service activities in the local community. This extra level of enrichment distinguishes the DP from other qualifications.

Language is an essential tool to allow students to investigate and preserve personal development, cultural identity and intercultural understanding. The DP strives to ensure that students can effectively communicate in two or more languages with people who may have different cultural identities or perspectives on life. The DP offers an opportunity for students to explore a wide plethora of real world issues under the guidance and support of teachers so that they can develop into caring, globally aware and ethically sensitive young people.

We are confident that the DP will open many doors for our students and by providing a world-class course of study at CKY. I would like to thank you for taking an interest in the DP at CKY. If you have any queries or need more information about the IBDP programme at CKY, please contact our IBDP Coordinators, Ms Jenny Chong and Mr James Kuan:

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Kind regards

Dr. Lau Siu Ling

Our Vision and Mission

Our Vision

Experience and vision complement each other.

We believe that each child loves learning and has different potentials. Provided that their interest is stimulated, that they are given appropriate guidance, that they are given opportunities to develop their confidence, that they are cared for and constantly encouraged, they will become outstanding people.

Our Mission

To produce students who are assets to Hong Kong, China and the world.

The school offers an excellent learning environment, including appropriate teaching objectives, effective teaching strategies, well-qualified teaching staff, a student-centred curriculum and ideal teaching facilities.

In addition, the school values the co-operation of parents, cultivates a desire for learning among students, fosters an ethos of a learning community, and aims to provide a happy and stress-free environment in which students can develop into righteous, responsible, knowledgeable, internationally-minded and independent life-long learners who can face the challenges of the future.



IB Learner Profile

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

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Courageous They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical, spiritual and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The IBO and the Diploma Programme

Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Broad education

Central to the IB philosophy is an education that is broad based, and students therefore study a range of six academic subjects. The programme, however, does not focus only on academic ability, and a broad education deals with the complete individual. Students will also have the opportunity to develop their sense of belonging to a global and local community, as well as their physical and creative skills. The IB Diploma provides an education for problem solving which guides young people through education as well as adults throughout their life.

International mindedness and positive attitudes

Students develop their global perspectives of issues in the world as well as their sense of global citizenship. They will understand how events in different parts of the world can have an impact on them. The IB aims to provide an education for a better world, where students develop their sense of duty and commitment to helping other people. This values-based education depends on all students learning and thinking about the impact of what they do – on themselves and on other people. IB Diploma students will grow in international mindedness. Students gain an understanding of their cultural and national identity, and a sense of belonging, as well as a sense of what is happening elsewhere in the world.

IB Diploma students take on a positive attitude to learning and, through a student-centred and inquiry-based approach, they will want to learn. Teachers will provide students with formative assessment: constant feedback and encouragement that shows students what they need to do to improve. Students are encouraged to ask challenging questions; reflect critically; develop research skills; learn how to learn; and participate in community service. The IB Diploma aims to develop inquiring, knowledgeable, caring young people who help to create a slightly better and more peaceful world.

Why the IB Diploma Programme at CKY

Students choose to follow the IB Diploma because it is a challenging programme which offers both breadth and depth of learning. The IB Diploma provides students with a wide range of knowledge and skills, and an ideal preparation for university education. In addition, the rigorous assessment procedures provide universities and employers with confidence in the quality and strength of the qualification. The IB Diploma is unique in developing the international mindedness of students. The flexibility of the combinations that students can select enables them to follow a programme which is broad, balanced and tailored to their interests.

At CKY, the IB Diploma provides a perfect continuum in a multilingual and multicultural learning environment, building on the knowledge and skills gained at IGCSE level, and offering an ideal bridge to university education as well as adult learning and training.



The Curriculum Model

The curriculum is modelled by a hexagon with six academic areas surrounding the core requirements.



Key Contacts

IB Diploma Programme Coordinators

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Creativity, Action and Service (CAS) Coordinator

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Theory of Knowledge (TOK) Coordinator

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University Guidance Team

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Admission into the DP

1. Language

1.1 The language of teaching and delivery at the school is English and Chinese (Putonghua).

1.2 All students seeking admission to CKY will be required to undertake an admissions test to assess the level of competency in both English and Chinese for entry to the DP.

1.3 Any student who is admitted to CKY but has no knowledge of Chinese will be encouraged to include elements into their programme, such as through CAS, which will give him/her exposure to Chinese culture.

1.4 CKY is committed to assisting students with other language backgrounds to access the DP and such arrangements are outlined in the CKY Language Policy.

2. Special Educational Needs and Inclusion

2.1 At CKY students are encouraged to achieve their personal best.

2.2 We aim to provide an inclusive, challenging, stimulating environment for all of our students and we seek to admit and include our admitted students according to the CKY Special Educational Needs Policy.

2.3 The school is committed to catering for different ability levels and actively differentiates learning to allow access to the curriculum for a broad range of mild to moderate Specific Learning Difficulties (SLD).

2.4 The school offers support to students who require additional help; this ranges from counselling from Student Guidance Officers to additional lessons.

2.5 Any admitted student who is identified, as potentially requiring assistance with an SLD will be evaluated, by member of our learning support staff. The procedures set out in the CKY Special Educational Needs Policy shall then apply, as will those put in place by the IB.

2.6 CKY is able to cater for students who are visually impaired or with different forms of physical accessibility issues, as the school site is disability friendly.

3. Equality, diversity

3.1 The school's pupils are mainly drawn from the local Hong Kong Chinese population, though we are committed to delivering education to all.

3.2 All nationalities, cultural and religious denominations are welcome at the school.

3.3 We are a secular, open and diverse school committed to serving the needs of the Hong Kong community and developing our students to be internationally minded and tolerant individuals capable of working in the world today.

3.4 External applications for our DP places are open to both males and females without bias.

4. Academic Achievement

4.1 CKY offers a stimulating and challenging range of courses and can accommodate students with a range of academic abilities, provided they are able to adequately access and benefit from our curriculum. We make this determination primarily by reviewing an outside applicant's school records and teacher recommendations.

4.2 Admission to Year 11 is based on IGCSE grades attained in full courses.

4.3 The equivalency of other qualifications obtained will be taken into consideration.

4.4 For progression to Year 11, students are expected to attain a minimum of 6Cs in the IGCSE.

For IB course selection, students are expected to attain

- i. a minimum of grade B in IGCSE for all Higher Level subjects, except Mathematics;
- ii. a minimum of Grade A in IGCSE Mathematics for Higher Level Mathematics.
- iii. a minimum of grade C in IGCSE for all Standard Level subjects;
- iv. a minimum of grade B in Science (Double Award) or in TWO Science subjects for the selection of more than one Group 4 subject.

Students who do not meet the above course selection requirement are advised to opt for the IB Certificates.

4.5 In the event that a student cannot demonstrate the basic admission requirement stated in clause 4.4, each case will be reviewed on its merits to determine whether a DP would be beneficial to that student.

4.6 As part of the application process, a pastoral teacher (form tutor) of the student is required to confirm their potential for completing and learning from the core aspects of the DP.

4.7 CKY School will do its best to devise an appropriate DP programme for each student.

4.8 Should the unexpected situation arise where a student was found to be not suitable to embark upon the DP, a course of certificates would be offered which would enable that student to attend a limited range of post-secondary courses.

5. Day School

5.1 CKY is a private day school and as such has no boarding or residential places.

5.2 We currently operate a weekly five (5) day timetable, which is comprised of eight (8) lessons per day.

5.3 In addition to timetabled lessons some Extra Curricular activities (Year 1 to Year 10) and the CAS programme (DP) will also take place at various times during the day including before school, after school and on Saturdays and Sundays, in some cases.

5.4 Opportunities to meet with the CAS Coordinator are timetabled into the weekly timetable.

6. Screening interviews and selection

6.1 Prospective students, who are not already CKY students and wish to pursue the DP, will be required to attend a 'testing day' where they will be assessed in Maths and Language (English and Chinese) competencies.

6.2 The tests will not aim to replicate any external formal examinations but will seek to establish the level of competency in Mathematics and Languages (Chinese and English).

6.3 Student assessment is undertaken to ascertain whether that student would be able to access the DP and also to help us evaluate what (if any) additional support would be required to aid their learning through the course.

6.4 Following student assessment, an interview will be conducted between both the Principals and the student and parents to determine whether the candidate would benefit from an educational experience at CKY and is committed to perform at their personal best on the DP, including the requirements of the core (Extended Essay, CAS and Theory of Knowledge).

7. Waiting List

7.1 If the course is over subscribed or positions are already full prospective students will be placed on a waiting list where parents will be kept up to date and advised when a place becomes available.

7.2 The school will endeavour to offer a timescale on the likelihood of a place becoming available.

8. Admissions decisions

8.1 All decisions regarding admissions to the school are considered to be final.

8.2 The Head Principal may agree to an appeal under exceptional circumstances.

9. Over subscription

9.1 In cases of over subscription, places will be offered first to all internal applicants who can satisfy the standard entry requirement and then to external applicants.

9.2 Each individual applicant must meet the same criteria for admission to the specific year of entry and places are offered in descending rank order.

10. Advice on DP Course Selection

10.1 All students will be encouraged to pursue a DP course appropriate for their individual needs at CKY School.

10.2 In the exceptional cases where it is not appropriate for a student to pursue the DP, please refer to the process outline in Section 4.8 above.

10.3 All students and parents from Year 5 upwards are invited to attend an annual information sharing session, which will be presented by the Head Principal, Diploma Programme Coordinator (DPC) and University Guidance Director to provide students and parents with general information regarding the DP at CKY.

10.4 In Year 10, students will be required to attend special information sessions regarding the DP. Parents will be invited to attend these or any other such sessions in order to be presented with more detailed information regarding the DP at CKY.

10.5 Regular assemblies will be held with Year 10 students to inform them about the demands and the requirements of the DP.

10.6 Subject teachers will make specific presentations to Year 10 students to inform them about the courses which will be offered in the DP.

10.7. Students will be expected to complete a preliminary survey to indicate their provisional course selection in January of Year 10.

10.8 The DPC in conjunction with the University Guidance Team will provide students with individual counseling to assist students with making the appropriate course selections.

10.9 The DPC will ensure that the entire school community is informed about the philosophy of the DP and the benefits and demands of the programme via oral presentations at other school functions and through published literature, including the school website.

10.10 The DPC will ensure that materials relevant to admission to the DP are widely distributed and readily available to the whole school community to allow students to make informed choices.

11. Transition to the DP

11.1 CKY is committed to ensuring the continuum of education and smooth transition from Year 10 to the DP in Year 11.

11.2 At CKY School, students engage in a holistic style of education and are exposed to the strategies and attitudes of the Learner Profile From Year 1 throughout.

11.3 Students at CKY School are also involved in a rigorous programme of developing independent learning and research skills, which are consistent with academic honesty from Year 1 throughout.

11.4 All students who have been conditionally admitted to enter the DP in 2013 must attend an induction course, which shall take place during the month of June and July.

11.5 This course is intended to focus on the core competencies including, but not limited to the following skills:

- (a) Effective time management and planning
- (b) Independent study
- (c) Research skills
- (d) Writing skills
- (e) Presentation skills
- (f) Oral communication skills
- (g) Reflective practice
- (h) Collaboration and team building activities
- (i) Introduction to the three core elements: Extended essay, theory of knowledge and creativity, action and service (CAS).

11.6 Specific reference will be made to the Learner Profile attributes during the induction course.

11.7 An intensive induction day will be organised at the start of the academic year for students who are new to the school and could not attend the June/July induction session.

12. Specialist Equipment

12.1 All students to the DP may bring their own laptop computer to lessons to assist their learning.

12.2 All mathematics students are required to provide their own specialist calculator, which conforms to the IB specifications.

13. Transition from the DP

13.1 The school fully supports student transitions from the DP at CKY to University programs worldwide.

13.2 The University Guidance Team is available to aid students in their preparations for University and their academic development is closely monitored and supported by our pastoral support system.

14. School visit

14.1 Parents and prospective students are encouraged to visit the school and are welcome to talk with the teachers and current students to determine whether or not CKY would be appropriate for their child.

14.2 Guided visits of the school are pre-arranged for parents and prospective students who wish to visit CKY.

14.3 These dates and times will be published on the CKY School website and in the local press.

14.4 Appointments can be made via the CKY school office.

15. Prior learning

15.1 The DP builds upon student's previous knowledge. However, there are various educational programmes and certificates, which can prepare students to embark upon the DP course.

15.2 It is anticipated that prior to embarking on the DP, students will have completed their secondary education following the IGCSE programme or an equivalent course of study.

15.3 Whilst it is desirable that study for a particular subject at DP level has been completed at a secondary educational level (e.g. IGCSE), this is not required for some

subjects and students may be admitted to study a new subject (such as Economics), although previous subject area knowledge is always helpful.

16. Transparency

16.1 A CKY we operate a culture of transparency.

16.2 The admissions procedure and policy is transparent and open to all that would like to view it.

17. Entry Grade Level

17.1 The standard age entry level of students is based on the correct age as on 1st September.

17.2 The standard age of admission into Year 11 is sixteen (16) years of age.

17.3 The standard age of admission into Year 12 is seventeen (17) years of age.

17.4 Exceptions to the standard age entry level are possible in cases of higher ability/exceptional students or with students entering from a foreign education system of a higher level or in any other exceptional circumstances.

17.5 Applications from students who wish to enter the DP prior to the standard age entry level will be assessed on a case-by-case basis.

Planning a Course of Study

Education at CKY is an on-going continuum with clear links between the different stages. The IB Diploma builds upon the previous knowledge, skills and interests of each student. Diploma students take six courses during the IB Diploma: three at Higher Level (HL) and three at Standard Level (SL). The HL courses enable students to undertake more work in disciplines relevant to their intended university course. Students at CKY will have five lessons per week at HL, and three lessons per week at SL. The SL lessons form the common core of the subject, and HL students, in some subjects, share the same three lessons with SL students. The two additional lessons which HL students attend enable them to study them in greater depth. The IB Diploma is not exclusively for the academically able. There are many paths and course combinations which cater for a wide range of interests and aptitudes. Students choose to take one SL or HL course from each of the following groups:

(1) Studies in Language & Literature	English A Literature English Language & Literature Chinese A Literature Chinese Language & Literature
(2) Language Acquisition	English B (HL only) Chinese B (HL only) <i>Or another Group 1 language</i>
(3) Individuals and Societies	Business and Management Economics Geography History
(4) Experimental Sciences	Biology Chemistry Design & Technology Physics
(5) Mathematics	Mathematics Mathematical Studies (SL only)
(6) The Arts	Music Visual Arts
CORE (taken by all students)	Theory of Knowledge, see p.23 Extended Essay, see p.25 Creativity, Action and Service (CAS), see p.28

Assessment of the Diploma

The strength of the IB Diploma depends on the rigour of its assessment procedures. The IB Diploma, compared with alternative qualifications, is and has always been of a consistent quality and standard. The distribution of IB Diploma grades, and confidence in the results, has been maintained thanks to the criteria for assessment. Students are assessed against specific criteria (criterion-referenced) rather than compared against each other (norm referenced) in order to determine their grade.

The six IB courses selected by students are assessed on a 1–7 scale. Theory of knowledge and Extended essay are assessed on a A to E scale, with the students gaining up to three additional points depending on his or her achievements in these two requirements. To earn an IB Diploma, a student must achieve a minimum total score of 24 points without any failing conditions.

Generally speaking, the final IB grade of 1–7 consists of two major elements:

- More than 20 per cent of the grade is based on internal assessment, classroom work done during the IB course and graded by IB teachers against specific published criteria. The IBO will request samples of internally assessed work which are then moderated, thereby assuring the rigour of internal assessments
- The remaining 50-80 per cent of the grade is based on external assessments which are marked by IB appointed external examiners. The external assessments are developed by an international board of chief examiners, with input from IB teachers from around the world.

Awarding of the Diploma

What scores must a student earn in order to gain the diploma?

To obtain a Diploma a student has to obtain **24** points at least and at least a grade **D** in the Extended Essay and Theory of Knowledge.

Grade E in either the extended essay or theory of knowledge results in no diploma being awarded for a candidate whose total score is **24, 25, 26 or 27 points**. A candidate must obtain at least a grade **D** in both these requirements in order for a diploma to be awarded.

Academic Honesty

The IBO has strict rules regarding the conduct of Diploma Programme students. Students must refer to the **CKY Academic Honesty Policy** which provides the rules and regulations for conduct in this area. There are two forms of Academic Malpractice as identified by the IBO; Academic Infringement (not clearly acknowledging all ideas and words of other persons) and Academic Malpractice (which includes plagiarism, collusion, duplication of work, or any other behaviour that gains an unfair advantage for a candidate).

IB Diploma Core Competencies

The IB Diploma seeks to develop active, compassionate, lifelong learners who possess the following skills:

- **Independent study skills** – where students are able to undertake research under the teacher's guidance
- **Ability to work collaboratively in groups** – for example in experiments, where students work together in teams of two or three
- **Language and expression skills** – written and oral expression in a minimum of two languages; students will be assessed on their ability to speak and communicate effectively during presentations
- **Research skills** – students should be able to find out, sift and organise information meaningfully, discerning which material to keep or discard
- **Investigative science** – practical experimentation skills
- **Literacy skills** – including reading and translation
- **ICT skills** – integral to the educational programme, such as safe and intelligent internet research, and evaluating the quality of the information
- **Presentation skills** – in class or to other groups
- **Time management** – devoting specific time to specific activities, and being personally organised as a preparation for university and adult life
- **Reflective practice** – students will be required to submit a reflection on an interactive oral exercise

(Adapted from *The Diploma Programme: From principles into practice*)

Our teachers exemplify the skills required of students, such as collaboration between colleagues, and their professional development is central to IB pedagogy. Indeed, a good teacher is a good student.

IB Core Component

Overview

The three course requirements which make up the core of the IB Diploma Programme consist of:

Theory of Knowledge (TOK) – A course based on the fundamental skills of critical thinking and reasoning, where students are asked to understand what they know, how they know this, and to develop an appreciation for learning how to learn. Students are encouraged to ask challenging questions and think about the comparative value of their subjects of study. Students attend weekly TOK lessons over the course of the Diploma, and are assessed by a maximum 1600 word essay and an individual or small group oral presentation.

Extended Essay (EE) – a 4,000 word essay on a chosen area of special interest. Empowering students by giving them their choice of essay topic enables them to take greater ownership of their work. It also encourages them to develop the skills of independent research that will be required at university.

Creativity, Action and Service (CAS) – which encourages students to: explore their creative and artistic talents; become physically active; and develop their sense of service to other people in the community.



Theory of Knowledge (TOK)

Aims

As a compulsory element of the IB Diploma, students are required to develop skills of critical thinking, reasoning and analysis, primarily focused on an understanding of the comparative links and differences between all forms of enquiry and their subjects of study. The TOK course examines how we know what we claim to know, by encouraging students to analyse knowledge claims and explore some key knowledge questions. In this manner, TOK acts as a focal point of reference in the Diploma Programme, coherently bringing together all courses of study as well as reflecting on the importance of all the learner profile attributes.

Course description

The TOK course is delivered through the study of specified ways of knowing (WOK) and areas of knowledge (AOK) which together form the structure of the taught syllabus over the entire IB Diploma. Schools are free to concentrate on any four of eight WOK's, chosen from sense perception, logic and reason, emotion, language, imagination, faith, intuition, and memory. Schools must also concentrate on any six of eight AOK's, chosen from ethics, natural sciences, the arts, history, mathematics, human sciences, religious knowledge systems, and indigenous knowledge systems. Students are then encouraged to examine the complementary links, and sources of tension that exist between all WOK's and AOK's. Furthermore, there is also an emphasis placed on understanding the difference between personal knowledge, and shared knowledge, and how this can be put within a more holistic knowledge framework.

The TOK course thus draws heavily upon (though not reducible to) philosophy, current affairs, general studies and critical thinking courses. The primary focus is upon nurturing comprehension and skills in key areas that are tested in assessment: independent thinking, critical analysis and reflection, articulate and sophisticated expression and exemplification, lucidity and coherence of thought in speaking and writing, and an interest in divergent arguments.



Assessment

Assessment Component	Marks Available and Weighting
Part 1: Essay on a prescribed title One essay on a title chosen from six published by IB for each session. Maximum length of 1600 words. Externally assessed by IB.	10 marks 67% of final grade
Part 2: Oral presentation An individual or small group presentation on a TOK related issue of students' own choice. Approximately 10 minutes per student. Internally assessed by teacher and externally moderated by IB via presentation planning document.	10 marks 33% of final grade

From the calculation of their final marks in the above assessments, students will be awarded an achievement grade by IB of between A – E. In combination with their final performance grade for their Extended Essay (EE), students can be awarded up to a maximum of three bonus points towards their IB Diploma.

Career prospects

Although the TOK course is not designed as any separate unit of study, and therefore does not translate directly into any potential future university degree or career area, the transferable skills developed in the subject are of significant interest to any higher education institution or future employer. These include articulate reading, writing and speaking exercising clarity, precision and confidence, and employing critical reasoning, sound argument and thoughtful judgment.

The TOK course also acts as a substantial foundation towards further studies in areas such as comparative philosophy, and academic research.

Extended Essay

Aims

The Extended Essay (EE) is a central element in the educational philosophy of the IBO and is compulsory for every Diploma student. The extended essay is defined as an in-depth study of a limited topic within a subject area. Emphasis is placed on the process of engaging in personal research, on communicating ideas and information in a logical and coherent manner, and on the student's overall presentation of the essay.

The aims of the extended essay are to provide students with the opportunity to:

- Pursue independent research on a focused topic
- Develop research and communication skills
- Develop the skills of creative and critical thinking
- Engage in a systematic process of research appropriate to the subject
- Experience the excitement of intellectual discovery.

Course description

What is the extended essay?

The extended essay in the Diploma Programme is a piece of academic writing and the result of independent research carried out by students. The writing must be supported by the data and evidence collected. Since the essay is a formal piece of writing, its style must follow that of an academic thesis or dissertation at tertiary level. This means that the giving of citations, references and bibliography will adhere strictly to accepted academic practices. At CKY, we adopt the Modern Language Association (MLA) system.

How long is the essay and how long should students spend on it?

The essay should contain no more than 4,000 words, excluding the abstract, contents page bibliography and appendices. Essays containing more than 4,000 words are subject to penalties and examiners are not required to read material in excess of the word limit. Students who complete an essay in Chinese should write no more than 4,800 characters.

The actual time students should spend on the essay is around 40 hours, including the research and writing stages. Students can make use of their study periods for essay work.

What language should the essay be written in?

Students who choose a topic from Group 1 and Group 2 must write the essay in the language corresponding to those groups. For example, if a student chooses to write the extended essay in Group 1, and his/her subject in this group is Chinese, then the extended essay must be written in Chinese. Students who choose a topic from Groups 3-6 must write the essay in English.

What is the role of the supervisor?

Each student will be assigned a supervisor, usually someone who is a specialist in the topic the student has chosen. Students will meet their supervisor six or seven times during the entire process, with each meeting lasting around 45 minutes.

In addition to playing an advisory role, giving moral support, discussing the choice of topic and helping to formulate a well-focused research question, the supervisor also:

- Reads and comments on (but does not edit) the first draft of the extended essay
- Has a concluding interview, or a viva voce, with the student
- Reads the final version of the essay and confirms the essay's authenticity
- Submits a predicted grade to the IBO
- Writes a supervisor's report and sends it to IBO.

Will students need to do anything else apart from completing the writing?

Yes. Shortly after completing the extended essay, students will have a brief interview, or viva voce, with their supervisors to talk about their essay. The interview lasts around 15 minutes and serves the following purposes:

- Checks for academic infringement
- Provides an opportunity to reflect on what has been learned
- Provides more information for the supervisor to write a report.

Assessment

The essay is marked externally according to detailed criteria, the descriptors of which can be found in the Guide to the Extended Essay (2013).

The total number of marks for the extended essay is 36. The marks achieved in the essay can be converted into a grade according to the boundaries below. The number of bonus points awarded can then be found in conjunction with the grade obtained in the TOK essay.

Marks	0-7	8-15	16-22	23-28	29-36
Grade	E	D	C	B	A

NB: If a student attains an "E" grade in either the Extended Essay or Theory Of Knowledge, a minimum of 28 points overall is required to be eligible for the Diploma. Attaining a grade "E" in both the Extended Essay and Theory of Knowledge is an automatic failure.

Career prospects

Throughout the essay process, students build a host of skills that prepare them for the type of independent learning they will encounter at university. Admissions tutors, and employers, value students' enhanced ability to work well independently; undertake methodical research and analysis; and produce effective and professional reports. Students will find themselves better equipped for the rigorous challenges of academic writing in tertiary education.

The Diploma point Matrix

		Theory of knowledge					
Extended essay		A	B	C	D	E	Not submitted
	A	3	3	2	2	1+ failing condition *	N
	B	3	2	1	1	Failing condition *	N
	C	2	1	1	0	Failing condition *	N
	D	2	1	0	0	Failing condition *	N
	E	1+ failing condition *	Failing Condition *	Failing Condition *	Failing Condition *	Failing Condition *	N
	Not submitted	N	N	N	N	N	N



28 points overall is required to be eligible for the diploma if a student attains an “E” grade in either the Extended Essay or Theory Of Knowledge (TOK) . A grade “A” in one of the requirements earns an extra point even if the other is a grade “E”. Attaining a grade “E” in both the Extended Essay and Theory of Knowledge is an automatic failure.

Creativity, Action and Service (CAS)

Aims

Creativity, Action and Service (CAS) is at the heart of the IB Diploma Programme. The emphasis in CAS is on helping students develop their own identities in accordance with the ethical principles embodied in the IB mission statement and the IB Learner Profile. CAS contributes to the IB's mission to create a better and more peaceful world through understanding and respect.

Through its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS develops the attributes of the IB Learner Profile through a variety of individual and group experiences that provides students opportunities to express their passions, personalities and perspectives. At the same time, CAS counterbalances the academic pressures of the Diploma Programme by being enjoyable and relevant for the IB Diploma student.

Course description

The CAS programme aims to have its students ultimately fulfill the learning outcomes. These learning outcomes are manifested throughout the entire experience of CAS. Students must integrate the outcomes during the 5 stages of the CAS Cycle (investigation, preparation, action, reflection and demonstration of results). Each stage will require documentation and evidence to show that the diploma student has completed it.

The course is 18 months long and consists of completing 3 majors, 6 minors and 2 challenge weeks experiences as the base requirement. Each experience is defined through different time frame of commitment but ultimately help students create valuable, balanced experiences in all of 3 major areas of creativity, activity and service.



Assessment

Commitment Requirements		
3 Majors (Must complete one in each area of C, A and S)	6 Minors (Must complete 2 in each area of C, A and S)	1 Challenge Week
Plan, Do, Reflect based on the 8 learner outcomes		
3 Interviews		
Final Portfolio		

CAS is first assessed through its structured form of major, minor and Challenge Week activities. These criteria are met and completed by creating a details plan and a final written reflection. Self-evaluation encourages students to reflect and become aware of the benefits of CAS activities. Records of each reflection must be kept in detail, noting about their experiences with evidence of what the entire process was like in reference to the 8 learner outcomes. This documentation must be supported by evidence such as illustrated displays or videos and perhaps certificates of completion.

More importantly, the final portfolio that is presented during the 3 interviews evaluates CAS. The interviews are spread out through the 18 months and require students to present what they have done through presentations and also go through a one to one interview where they defend their rationale and actions behind their activities.

Career prospects

CAS brings diverse experience and character to the table. It may develop students to have a better understanding to service based fields such as social work, counseling, teaching and even medicine to name a few. CAS provides so much more than words can express as it gives the students legitimate actions in all that they have learned.

Group 1 Studies in Language and Literature

Overview and General Aims

Students have to take two languages as part of their IB Diploma programme, one from Group 1 and a second from Group 2. At the moment we are offering the following Group 1 courses:

- English A: Literature
- English Language and Literature.
- Chinese A: Literature
- Chinese Language: Language and Literature.

Bilingual Diploma at CKY

Students may opt to take **two Group 1 languages**, English and Chinese, if they are proficient enough in both languages; subsequently this means that they do not need to take a further language from the Group 2 languages. If they choose to take two Group 1 courses, they will be awarded a bilingual diploma. Similarly, students can be awarded a bilingual diploma if they study another Group 3 or Group 4 subject in a language other than that studied in Group 1. All courses can either be taken as at Standard or Higher Level. It is recommended that students talk to their teachers before they make their choices to ensure that they are suitable for the course that they wish to follow and that they will be suitably challenged. The following table shows general information that students should consider when deciding which Group 1 language they should study.

Language A Literature: English/Chinese	Language A Literature is a pre-university course in Literature which allows students to study a range of literature that they would otherwise not study. It opens up their minds to consider literature from a range of places, times, cultures and genres. This is not only an essential course for those who plan to study literature at university but is also a useful course for those who do not plan to take formal study of literature beyond this level. A- Literature is: <ul style="list-style-type: none">• For a fluent user of the language who is a native or near native speaker.• Usually studied in the language in which the student is most competent. This will usually be the language which the student has been exposed to since an early age or for an extended period of time.
Language A Language and Literature English/ Chinese	Language A – Language and Literature is a course which is directed at developing and understanding meanings generated by language and the function of context in this process. The course has two units focused on literature and two units on language. A Literature and Language is: <ul style="list-style-type: none">• For a fluent user of language who is a native or near native speaker.• Suitable for a student who is able to question the meaning of language used in a text whilst at the same time becoming aware of the role of a text's wider context in shaping its meaning.

The aims of language A: literature and language A: language and literature at SL and HL are:

1. to introduce students to a range of texts from different periods, styles and genres
2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
3. develop the students' powers of expression, both in oral and written communication
4. encourage students to recognize the importance of the contexts in which texts are written and received
5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
7. promote in students an enjoyment of, and lifelong interest in, language and literature.

In addition, there are aims specific to the different courses:

Literature	Language and Literature
8. develop in students an understanding of the techniques involved in literary criticism.	8. develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts.
9. develop the students' ability to form independent literary judgements and to support those ideas.	9. encourage students to think critically about the different interactions between text, audience and

Available subjects

Subject	Level available
English Literature	SL; HL
English Language and Literature	SL; HL
Chinese Literature	SL; HL
Chinese Language and Literature	SL; HL

English A: English Literature

Aims

The aim of this course is to expose students to a range of texts from different periods, genres and times. Students will learn how to engage in close detailed analysis of the texts and be able to make relevant connections and show appreciation of different cultures and they affect the understanding. Through this students will learn how to express themselves both orally and through writing whilst also showing an appreciation of the context of the texts. Students will also learn how to form independent literary judgments and be able to support these ideas. It is hoped that students will develop a lifelong love of literature that they will take beyond the classroom.

Course Description:

It is essential that students continue their learning outside of the classroom and that they have an appreciation of varying literary criticism and interpretations of the texts. Students will be required to conduct their own research outside of the classroom and be prepared to share their findings with other students.

Part 1 - Works in Translation

This will involve students studying two works (standard) or three works (higher) which have originally been written in a language other than English. This unit is assessed in four parts- a discussion, a reflection, a timed piece of writing and a final essay which allows you to focus on an aspect of the texts that you choose.

Texts studied:

Chronicle of a Death Foretold – Gabriel Garcia Marquez

If This is a Man- Primo Levi

Antigone- Jean Anouilh (HL)

Part 2 - Detailed study

You will study two works (standard) or three works (higher) which are chosen from a prescribed list of authors. Each work has to be from a different genre. This unit is assessed by individual oral commentary. In addition to this higher level students have to complete an additional 10 minute discussion on a second work from the group.

Texts studied:

Twelfth Night- Shakespeare

Collection of poetry- Wilfred Owen

Jane Eyre- Charlotte Bronte

Part 3 - Groups of work

Three (standard) or four (higher) works are studied from the same genre. The genre that will be covered is poetry. This part will be examined in paper 2 (no texts allowed). The

study of poetry will also help to prepare for the Paper 1 exam which contains unseen and unprepared texts.

Texts studied:

A Collection of poetry from: Seamus Heaney, Emily Dickinson, Grace Nicholls, John Donne (HL)

Part 4 – School's Free Choice

Three works will be studied which have been freely chosen by the teacher. This part is assessed by a 10-15 minute presentation on an aspect of any of the texts from this part.

Texts studied:

The Color Purple – Alice Walker

Moll Flanders – Daniel Defoe

Testament of Youth- Vera Brittain.

Assessment

<i>Part</i>	<i>Assessment</i>	<i>Percentage</i>
<i>Part 1- Works in Translation</i>	One essay – 1200-1500 words plus 300 word reflection	25%
<i>Part 2- Detailed Study</i>	Individual Oral Commentary SL- 10 minutes on either text. HL- 10 minute commentary on poetry plus 10 minute discussion on another text	15%
<i>Part 3- Groups of works</i>	Exam paper 2 - 2 hour (HL) 1 hour 30 (SL)- 1 essay question on conventions of the genre. No texts allowed	25%
<i>Part 4- Schools Free Choice</i>	Individual Oral Presentation	15%
<i>Paper 1</i>	Unseen prose or poetry analysis – 2 hour (HL) or 1 hour 30 (SL)	20%

Career Prospects

Studying Literature for IB can open up possibilities in a number of disciplines including journalism, publishing, law, politics, public relations and marketing. As well as this, it is suitable preparation for a number of subjects and careers which require analytical and critical thinking.

中文 A：文學

課程目標

本課程旨在引導學生學習一系列不同時期、不同風格和不同題材的作品，培養學生的文學批評技巧的理解，做到言之有據，並發展、完善學生的文學判斷能力及對語言的駕馭能力，更注重使學生於各種領域的語言表達能力和理解能力得到不斷發展。

課程大綱

本課程是一門靈活的課程，允許教師從指定作家名單中選擇不同作品，並根據學生的特殊需要和興趣安排教學。課程分為翻譯作品、精讀作品、按文學體裁編組的作品和自選作品四個部份，學生能從中閱讀和學習詩歌、散文、小說、戲劇等不同體裁的文學作品。

課程分為普通課程和高級課程。普通課程的學生須學習 10 部作品，而高級課程的學生則須學習 13 部作品。此外，普通課程的學生在知識與理解的深度、分析、綜合、評價與組織等方面的技能都有相應的要求，高級課程的學生則應顯示出對作品內容和寫作技巧有更深刻的理解。



評估

校內評估	比重	校外評估	比重
個人口頭評論 -普通課程（10分鐘）：學生就精讀作品中一部作品的節選做正式的口頭評論，並回答後續問題。 -高級課程（20分鐘）：學生對精讀作品中學習過的一首詩詞做出正式的口頭評論，並回答後續問題，並對另一部作品進行討論。	15%	試卷一：附有引導題的文學分析 -普通課程（1小時30分鐘）：試卷中包含一篇散文和一首詩詞，學生選擇其一，撰寫文學分析，應回答所提供的2道引導題。 -高級課程（2小時）：試卷中包含一篇散文和一首詩詞，學生選擇其一，撰寫文學分析，不附引導題。	20%
個人口頭表達 -學生對自選作品中學習過的三部作品進行表達。 -普通課程、高級課程：10-15分鐘	15%	試卷二：論文 -試卷中每種文學體裁都有3道題，學生根據精讀作品中學過的至少兩部作品，撰寫一篇論文來回答其中的一道題。 -普通課程：1小時30分鐘。 -高級課程：2小時。	25%
		書面作業 -就翻譯作品中的一部作品，撰寫一份反思陳述和文學論文；反思陳述須為360-480字，論文須為1440-1800字。	25%

升學要求

語文科為入讀大學的基本要求，學生完成課程後，能夠入讀世界各地大學的課程。若學生在語言 A 中選擇兩門不同語種的課程，則能獲得大學預科雙語文憑。如有志對本科進行更深層次學習的同學，可考慮報讀大學的中文、教育、新聞、戲劇等與中文專業相關的課程。

English A: English Language and Literature

Aims

English Language and Literature at Diploma Level is a course which aims to develop in students a sophisticated understanding of the links between practical English use in a wide variety of written and spoken contexts, and the creativity of language in the form of poetry, prose and drama. It is primarily designed for native or near-native ability students who have enjoyed and demonstrated successful skills in reading and writing in their IGCSE First Language English course. Students will develop to a high level their knowledge of and ability in applied writing techniques, as well as presentation and oral speaking skills.

Course description

The course is divided into several core topics and set texts (for both SL and HL students) with additional topics and further reading texts (HL students only). Furthermore, HL students will explore the core topics in greater detail, with the expectation of an increased sophistication in understanding and evident skills.

Part One examines Language in Cultural Context, as an introduction to basic sociolinguistics, in which the core topics explore the links between language and power, language and gender, and language change and diversity. Part Two focuses on Language and Mass Communication, as an introduction to basic media studies and media literacy, in which the core topics are Advertising and Consumer Culture, News Journalism, and Entertainment and Popular Culture. These two parts together represent the Language element of the course.

Part Three, Literature: Texts and Contexts, involves students reading set texts and establishing a greater awareness of the relationship between reader, writer, culture and tradition. Part Four, Literature: Critical Study, involves students reading texts from different genres (poetry and prose) and developing an understanding of the literary mechanics and poetic techniques of English. These two parts together represent the Literature element of the course.



Assessment

Assessment Component		Weighting
External Assessment		70%
Paper One Examination	(SL – Textual Commentary, 1 hour 30 minutes) (HL – Comparative Textual Analysis, 2 hours)	25%
Paper Two Examination	(SL – Literary Studies Essay, 1 hour 30 minutes) (HL – Literary Studies Essay, 2 hours)	25%
Written Tasks	(SL – one from three completed during the course) (HL – one from three completed during the course, plus a critical response essay on a compulsory set question)	20%
Internal Assessment		30%
Individual Oral Commentary	(Recorded oral commentary on a literary extract)	15% (SL and HL)
Further Oral Presentation Activity	(one of two completed during the course)	15% (SL and HL)

Career prospects

Considering the syllabus content, and besides the obvious link to any future English Linguistics degree at university, this course offers an excellent complementary foundation for any student considering a degree in the fields of various Social Sciences, including Anthropology, Sociology, Psychology, Law, or Political and Government Studies. The activities and assessments being conducted throughout the course promote transferable skills of relevance to careers in broadcasting, journalism, social work, academic research, advertising and marketing, and teaching.

中文 A：語言與文學

課程目標

本課程旨在培養讓學生在語言與文學範疇有均衡的發展，發展學生口頭和書面的表達能力。在學習的過程中，啟發學生理解語言、文化和語言環境如何決定了文本含義的形成，及啟發學生批判地思考文本、受眾和目的之間的互動。

課程大綱

本課程分為四部分，其中「第一部分：文化環境中的語言」和「第二部分：語言和大眾交流」為語言的部分；「第三部分：文學—文本和環境」和「第四部分：文學—批判性學習」為文學的部分。

語言教學的部分以議題為主，在教學過程中會涉及不同的文本類型，議題包括：性別問題、語言和權力、語言和禁忌、語言和社會群體、官方文章、媒體與偏見、潮流文化、演講宣傳式的語言、廣告及媒體機構等。文學教學的部分以文本為主，在教學過程中啟發學生理解語言、文化和語言環境如何決定文本含義的形成及啟發學生批判地思考文本、受眾和目的之間的互動。

普通課程的學生須學習 4 部作品及 6-8 個議題，高級課程的學生則須學習 6 部作品及 8-10 個議題。普通課程的學生對作品的分析評價，以及對知識理解的綜合分析等方面的技能都有相應的要求，而高級課程的學生應顯示出對作品的分析評價和知識理解的綜合分析等方面有更高的能力。



評估

校內評估	比重	校外評估	比重
個人口頭評論 -評論在第四部分中習得作品中的選段，提供2道引導題。	15%	卷一：文本分析/文本比較分析 （1小時30分鐘/2小時） -普通課程：分析及評論未曾見過的文本一篇。 -高級課程：分析、比較和評論未曾見過的文本和非文學文本。	25%
擴展口頭活動 -完成兩次活動，第一、二部分各一次。 -每次活動完成後需提交反思陳述	15%	卷二：命題論文 （1小時30分鐘/2小時） -普通課程：六道問題中選一題作答。 -高級課程：六道問題中選一題作答。 問題與普通課程相同，評分準則不同。	25%
		書面作業 -普通課程：完成三篇書面作業，其中一篇作為校外評估。字數960-1200字（正文），240-360字（陳述）。 -高級課程：完成四篇書面作業，其中兩篇作為校外評估，語言和文學各一篇。字數 960-1200 字（正文），240-360 字（陳述）。	20%

升學要求

語文科為入讀大學的基本要求，學生完成課程後，能夠入讀世界各地大學的課程。若學生在語言 A 中選擇兩門不同語種的課程，則能獲得大學預科雙語文憑。如有志對本科進行更深層次學習的同學，可考慮報讀大學中文、新聞、傳理等與語文專業相關的課程。

Group 2 Language Acquisition

Overview and General Aims

This course is designed to develop students' intercultural understanding and awareness as well as language skills. Through a range of texts and media, students have the opportunity to be exposed to global and local issues or situations, ranging from social relationships to cultural diversity to science and technology. Their language skills are honed and broadened through interaction with literary and everyday texts, along with visual and oral media such as films or broadcasts. The course is a forum where students are intellectually stimulated to expand on previously acquired knowledge, and in the process refine fundamental elements such as grammar structures and vocabulary.

By the end of the course you should be able to:

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding;
2. use language appropriate to a range of interpersonal and/or cultural contexts;
3. understand and use language to express and respond to a range of ideas with accuracy and fluency;
4. organize ideas on a range of topics, in a clear, coherent and convincing manner;
5. understand, analyse and respond to a range of written and spoken texts;
6. understand and use works of literature written in the target language of study (HL only).

Available subjects

Subject	Level available
English B	HL
Chinese B	HL



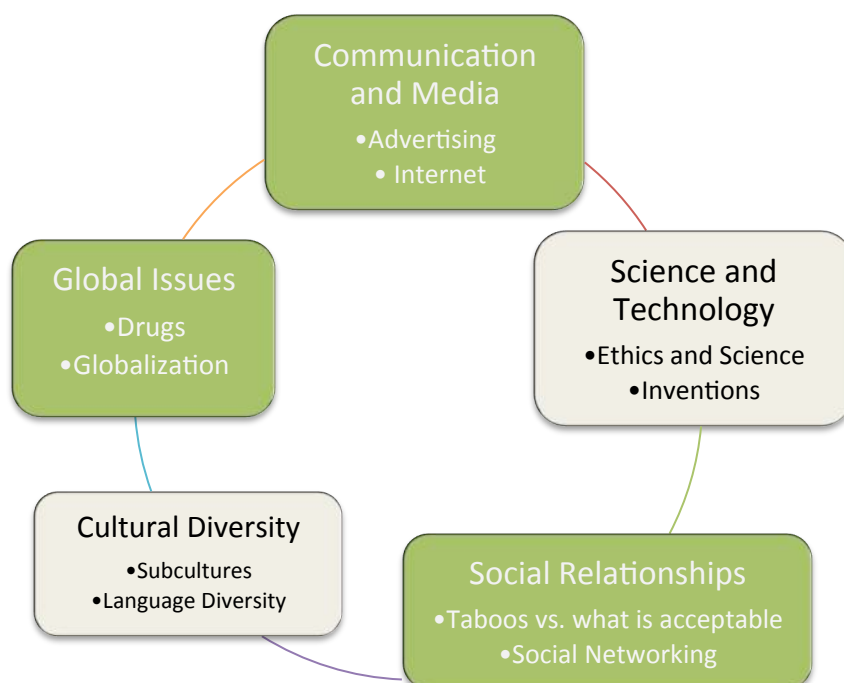
English B (HL only)

Aims

The English Language B HL course is appropriate for students with prior experience with English who intend to reinforce their language skills to help them achieve greater linguistic proficiency. As one of the focuses is communication, students are expected to participate actively throughout this course and make use of opportunities to strengthen their abilities both in and outside of the classroom.

Course description

HL students cover all the topics—three core units plus two selected options. In addition to differentiated teaching hours, HL students take on two literary texts: *The House On Mango Street* by Sandra Ciscernos and *The Curious Incident of the Dog in the Night Time* by Mark Haddon. This aspect will incorporate students' ability to analyse literature while adhering to the overall aims of the course.



Assessment

Throughout the programme students are assessed internally and externally on receptive, productive and interactive skills.

External assessment makes up **70%** of the total mark.

Internal assessment makes up **30%** of the total mark.

External Assessment	HL
Paper 1	1 hour 30 minutes: questions on four texts
Paper 2	1 hour 30 minutes: two written tasks—one creative response (250-400 words) and one argumentative response (150-200 words)
Written assignment (2 nd year)	500-600 words + 150 word rationale: creative response to literature

Internal Assessment	HL
Individual Oral	15-18 minutes: individual oral presentation followed by conversation with the teacher
Interactive Oral	Classroom interaction: three tasks including one listening task

Career prospects

Language B HL aims to bring the students' level of English up to a level of proficiency that will allow them to enter into any field. By equipping the students with a wide range of vocabulary, analytical skills and nurturing their curiosity, their knowledge is applicable to any real life situation.

中文 B (HL only - SL will only be available in exceptional circumstances, to be determined by the DP Coordinator 在特殊情況下，學生可選擇修讀普通課程，IB 預科統籌員留有最終決定權。)

課程目標

本課程旨在鼓勵學生認識和理解多元文化，為學生深入學習一門外語以及通過應用外語開展工作和休閒娛樂打下基礎，同時也幫助學生掌握各種語言技能，更注重培養學生成為現今社會的雙語人才。

課程大綱

本課程作為一門外語學習課程，最注重的是語言的習得、語言技能的培養和多元文化的理解。通過學習和運用一系列與相關文化專題相關的書面材料和視聽材料，來培養學生的語言技能。

課程分為普通課程和高級課程兩個水平。普通課程的學生須通過學習三個核心主題和兩個選修主題，發展接受技能、表達技能和互動交流技能；而高級課程的學生在此基礎上還須學習兩部文學作品。



評估

校內評估	比重	校外評估	比重
個人口頭活動 -基於選修課程進行，學生有 15 分鐘的準備時間，然後進行 10 分鐘的口頭表達並與教師進行討論。	20%	試卷一：接受技能（90分鐘） -普通課程：針對基於核心主題的4篇書面材語料完成文字應答練習。 -高級課程：針對基於核心主題的5篇書面材料完成文字應答練習。	25%
互動口頭活動 -基於核心課程進行，完成三次課堂活動，由教師進行評估。	10%	試卷二：書面表達技能（90分鐘） -普通課程：從基於選修主題的 5 道題中選擇一道，完成一項 300-480 字的寫作練習。 -高級課程：需進行兩項規定性寫作練習 A 部分：從基於選修主題的五道題中選擇其一，完成 300-480 字的寫作練習。 B 部分：針對基於核心主題的啟發材料寫 180-300 字的應答。	25%

		書面作業：接受技能和書面表達技能 -普通課程：學生需與老師商討並準備3至4份閱讀材料，然後完成篇幅為360-480字的寫作練習，且要寫出180-240字的寫作說明。 -高級課程：基於學習過的1-2篇（部）文學作品，完成600-720字的創作，附加180-300字的寫作說明。	20%
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升學要求

語文科為入讀大學的基本要求，學生完成課程後，能夠入讀世界各地大學的課程。修讀完本課程，學生能展現出對多元文化和跨文化交流的理解，以及良好的雙語語言技能，從而提升個人競爭力。

Group 3 Individuals and Societies

Overview and General Aims

The aims of all subjects in group 3, individuals and societies are to:

1. Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions
2. Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
4. Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
5. Develop an awareness in the student that human attitudes and opinions are widely diverse and that study of society requires an appreciation of such diversity
6. Enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

Group 3 subjects are collectively known as the human sciences or social sciences. In essence, group 3 subjects explore the interactions between humans and their environment in time, space and place. At CKY we offer Geography, History, Economics and Business and Management.

Available subjects

Subject	Level available
Business and Management	SL; HL
Economics	SL; HL
Geography	SL; HL
History	SL; HL

Business and Management

Aims

Business management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the ways in which individuals and groups interact in an organisation, and of the transformation of resources. Business management is, therefore, perfectly placed within the Individuals and Societies subject group.

Emphasis is placed on strategic decision making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course, as this integration promotes a holistic overview of business management.

Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalisation, innovation and strategy), the business management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective.

Who is the course suitable for?

- Both the SL and HL courses are designed for students who have an interest in management; the real business world; and wish to study the discipline in depth.
- No previous knowledge of management is presumed, although it is recommended that IGCSE Business students will have achieved a Grade C or above. A Grade C or above in Mathematics is also preferred for the quantitative components of the course.

Course description

Standard and Higher Level students study five common units. Higher Level students also study extension topics within each unit.

Standard Level	Higher Level
<i>(1) Business Organisation and Environment</i> The different types of business organisations, their objectives and the global environments in which they operate	
<i>(2) Human Resource Management</i> Exploring how businesses recruit, organise, develop and motivate their arguably most important resource—their people	

<p><i>(3) Finance and Accounts</i></p> <p>How business organisations manage their finances and the strengths / limitations of various tools for financial management and financial analysis</p>
<p><i>(4) Marketing</i></p> <p>Marketing strategies such as the 7Ps model, e-commerce and international marketing to achieve organisational objectives</p>
<p><i>(5) Operations Management</i></p> <p>Production planning, management and decision making, including issues of quality assurance and operational efficiency</p>

Assessment

Standard Level	Weighting	Higher Level	Weighting
<p><i>Internal Assessment</i></p> <p>Written commentary about a real issue or problem facing an organisation</p> <p>Commentary of 1,500 words (15 hours)</p>	25%	<p><i>Internal Assessment</i></p> <p>Research project that addresses an issue or problem facing an organisation</p> <p>Report of 2,000 words (30 hours)</p>	25%
<p><i>External Assessment</i></p> <p>Paper 1: Exam based on a case study issued in advance (1¼ hours)</p> <p>Paper 2: Structured questions based on stimulus material (1¾ hours)</p>	<p>35%</p> <p>40%</p>	<p><i>External Assessment</i></p> <p>Paper 1: Exam based on a case study issued in advance (2¼ hours)</p> <p>Paper 2: Structured questions based on stimulus material (2¼ hours)</p>	<p>35%</p> <p>40%</p>

Career prospects

Students of IB Business Management are well prepared and equipped for a wide range of business, management, and economics related courses at university. Students will learn valuable management theories as well as how to think and plan strategically. Employers in a variety of fields value business education for the practical knowledge and transferable skills which students develop; not least solid communication, analytical and problem solving skills.

Economics

Aims

Economics is a dynamic social science, forming part of Group 3. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

Economics emphasises the theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies.

These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Ethical dimensions involved in the application of economic theories and policies permeate throughout the course as students are required to reflect on human end-goals and values.

Economics encourages students to develop global perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities. The course also aims to build values that reflect a degree of personal commitment in trying to resolve these issues.

Who is the course suitable for?

- No prior knowledge of economics is presumed, although it is recommended that a Grade B or above in IGCSE Mathematics is achieved to cope with the quantitative methods of the course.

Course description

Standard and Higher Level students study four common sections. Higher Level students study extension topics within each section, and acquire a further body of knowledge as well as the quantitative skills to explain and analyse economic relationships.

Syllabus outline
<i>(1) Microeconomics</i> Competitive markets: demand and supply; Elasticity; Government intervention; Market failure; Theory of the firm and market structure (HL only)
<i>(2) Macroeconomics</i> The level of overall economic activity; Aggregate demand and aggregate supply; Macroeconomic objectives; Fiscal policy; Monetary policy; Supply-side policies

<p><i>(3) International economics</i></p> <p>International trade; Exchange rates; The balance of payments; Economic integration; Terms of trade (HL only)</p>
<p><i>(4) Development economics</i></p> <p>Economic development; Measuring development; The role of domestic factors; The role of international trade; The role of foreign direct investment (FDI); The roles of foreign aid and multilateral development assistance; The role of international debt; The balance between markets and intervention</p>

Assessment

Standard Level	Weighting	Higher Level	Weighting
<p><i>Internal Assessment</i></p> <p>A portfolio of three commentaries, based on various sections of the course</p> <p>Maximum 750 words x 3 (20 hours)</p>	20%	<p><i>Internal Assessment</i></p> <p>A portfolio of three commentaries, based on various course sections</p> <p>Maximum 750 words x 3 (20 hours)</p>	20%
<p><i>External Assessment</i></p> <p>Paper 1: An extended response exam (1½ hours)</p> <p>Paper 2: A data response exam (1½ hours)</p>	<p>40%</p> <p>40%</p>	<p><i>External Assessment</i></p> <p>Paper 1: An extended response exam (1½ hours)</p> <p>Paper 2: A data response exam (1½ hours)</p> <p>Paper 3: HL extension exam (1 hour)</p>	<p>30%</p> <p>30%</p> <p>20%</p>

Career prospects

Successful students of IB Economics are well regarded and sought after by both universities and employers. The course provides a solid grounding in economic concepts and theories, which places students in a stronger position when applying to related degrees in economics and business management. The study of economics at university offers a thorough training in quantitative skills and written analysis, which lends itself to careers in banking, finance, accounting, business management and consultancy, among others.

Geography

Aims

In addition to the wider aims of Group 3 – Individuals and Societies, Geography specifically aims to:

- Develop an understanding of the interrelationships between people, places, spaces and the environment
- Cultivate a concern for human welfare and the quality of the environment, as well as an understanding of the need for planning and sustainable management, and
- Appreciate the relevance of geography in analysing contemporary issues and challenges, as well as development.

Course description

Geography can be studied at either Standard Level (SL) or Higher Level (HL). There is no difference in the difficulty of the content of the two courses; however Higher Level students will study more topics. Although it would be advantageous to have completed Geography at IGCSE level, all students will be considered.

Part 1: Core theme—patterns and change (SL/HL)

There are four compulsory topics in the core:

1. Populations in transition
2. Disparities in wealth and development
3. Patterns in environmental quality and sustainability, and
4. Patterns in resource consumption.

Part 2: Optional themes (SL/HL)

There are seven optional themes: Students study two optional themes at SL and three optional themes at HL:

- A. Freshwater—issues and conflicts
- B. Oceans and their coastal margins
- C. Extreme environments
- D. Hazards and disasters—risk assessment and response
- E. Leisure, sport and tourism
- F. The geography of food and health
- G. Urban environments

Part 3: HL extension—global interactions (HL only)

There are seven compulsory topics in the HL extension:

1. Measuring global interactions
2. Changing space—the shrinking world
3. Economic interactions and flows
4. Environmental change

5. Socio-cultural exchanges
6. Political outcomes, and
7. Global interactions at the local level.

Fieldwork (SL/HL)

Fieldwork, leading to one written report based on a fieldwork question. Students collect and analyse information followed by an evaluation.

Assessment

Assessment components (SL/HL)	Weighting
Paper 1 (1 hour 30 minutes) Syllabus content: Core theme <i>Section A:</i> Students answer all short-answer questions. (45 marks) <i>Section B:</i> Students answer one extended response (essay) question. (15 marks) * Section A and section B are common to both SL and HL assessment.	40% (SL) 25% (HL)
Paper 2 (1 hour 20 minutes/2 hours) Syllabus content: Two/three optional themes Students answer two/three structured questions based on stimulus material, each selected from a different optional theme. For each theme there is a choice of two questions. (20 marks per question) * This paper is common to both SL and HL assessment.	35% (SL) 35% (HL)
Paper 3 (1 hour) Syllabus content: Higher level extension Students answer one of three essay questions. (25 marks) * This paper is a part of the HL assessment only.	20% (HL)
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Syllabus content: Any topic from the syllabus Written report based on fieldwork. Maximum 2,500 words (30 marks) * This paper is common to both SL and HL assessment.	25% (SL) 20% (HL)

Career prospects

Geography covers such a broad range of skills and knowledge that your preparation for almost any career path will be improved. Future career opportunities will include, but are not restricted to; business management and administration; finance and banking; sales and marketing; travel and tourism; town planning and environmental work; and let's not forget teaching, volcanology, oceanography and many more!

History

Aims

- Promote a deeper understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations.
- Encourage an understanding of the present through critical analysis of the past.
- Encourage an understanding of the impact of historical developments at national, regional and international levels.
- Develop an awareness of one's own historical identity through the study of the historical experiences of different cultures.

Course description

The course consists of standard level (SL) and higher level (HL) core syllabus comprising an in-depth study of an individual prescribed subject and the selection of two topics. Students will study route 2 that encompasses the main developments in 20th century world history and units will cover for SL – World Wars One and Two, Spanish and Chinese Civil Wars and the Falklands War; the rise to power and regimes of Mussolini, Stalin, Hitler and Mao and finally Communism in crisis 1976-1989 as their source-based unit. HL students will study all the above along with units on European democracy in the run up to both World War One and Two, and also a detailed study on the Soviet Union and Eastern Europe between 1924 and 2000.

History, like many other branches of knowledge, plays an essential part in every developed society. History and awareness of the past becomes essential in the maintenance of one's own identity whilst also having the ability to accept others'. This course will give opportunities to debate with students the concept of how the past gives meaning to the present. It will show how History has been used, abused and misinterpreted by those involved. We will understand the significance of key events in the past. It will also allow students to question the fragility of History, debating whether historical claims of the truth about events can be seen in the same way as scientific claims; this will allow the History course to delve into deeper Theory of Knowledge based questions. History will also question the issues of whether or not the pursuit of historical understanding or maintenance of history can cause harm, division or unity.

Assessment

Paper	Length	Remarks	Weighting – SL	Weighting - HL
Paper 1	1 hour	Route 2: Three Prescribed subjects Four short-answer/structured questions. Assessment objectives: 1-3 (25 marks)	30%	20%
Paper 2	1 hour 30 mins.	Route 2: Five topics: Two extended- response questions Assessment objectives: 1-4 (40 marks)	45%	25%
Paper 3 (HL only)	2 hours 30 mins.	Route 2: 12 topics: Three extended- response questions Assessment objectives: 1-4 (60 marks)	N/A	35%
Internal Assessment	Approx. 20 hours	Historical investigation on any area of the syllabus Assessment objectives: 1-4 (25 marks)	20%	20%

Career prospects

The skills developed through the history course are highly sought after in multiple fields; from the obvious teaching, curator and museum fields; through to law, business, and politics. History teaches the ability to process information and come to reasoned conclusions, to evaluate the reliability and validity of evidence and look for trends and patterns of behavior or events. History graduates have run banks, multi-national companies and countries. It truly is a pathway to almost any job field.

Together with Geography, History has been defined by the Russel Group of Universities (UK) as a 'facilitating subject', i.e. as one which provides more options for university.

Group 4 Sciences

Overview and General Aims

Group 4 students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

A compulsory project (Group 4 project) encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.

All Group 4 subjects at SL and HL should aim to:

1. provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students
2. provide a body of knowledge, methods and techniques that characterize science and technology
3. enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize scientific information
5. engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills
7. develop and apply the students' information and communication technology skills in the study of science
8. raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
9. develop an appreciation of the possibilities and limitations associated with science and scientists
10. encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Available subjects

Subject	Level available
Biology	SL; HL
Chemistry	SL; HL
Design and Technology	SL; HL
Physics	SL; HL

Biology

Aims

Biology at Diploma level aims to enable students to apply biological knowledge, scientific method and experimental techniques to discover the world around us. At the end of the course, students are expected to understand the connections between structure and function and between universality and diversity, to appreciate the importance of equilibrium within life systems and how evolution drives life as we know it.

Students will also become aware of how scientists work collaboratively in today's community.

Course description

The course is divided into a core section (for SL and HL students) and an additional higher level section (HL students only). Many of the topics in the two sections are interconnected but the additional higher level (AHL) section requires more in-depth learning for each topic.

Core subjects involve cell biology, molecular biology, genetics, ecology, evolution and biodiversity and human physiology. HL students will be required to study further in topics about nucleic acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution as well as animal physiology.

Furthermore, both SL and HL students must study one of four optional topic chosen by their teachers as well as completing the internal assessment component and group 4 project during the two years of study.

Assessment

Internal assessment	Overall percentage weighing	External assessment	Overall percentage weighing
Individual investigation (10 hours) Note that SL and HL students must engage in 20 hours and 40 hours of practical work respectively. Additionally, both SL and HL students must contribute in the group 4 project for 10 hours.	20%	Paper 1	20%
		- Multiple choice	
		Paper 2	40% for SL
		- Data based, short answer and extended response questions	36% for HL
		Paper 3	20% for SL
		- Short answer and extended response questions in core and option material	24% for HL

Career prospects

A background of biology is highly recommended for biological sciences courses at tertiary education. Biology is also essential in courses of medicine, physiotherapy, nursing, sports science, biochemistry, dentistry and veterinary science. Higher level Biology and Chemistry will also be required in some of these university courses.

Biology is also preferred by any other course or career as students will be equipped with good personal and manipulative skills.

Chemistry

Aims

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

Course description

The International Baccalaureate at CKY aims to develop inquiring, knowledgeable and caring generation who help to create a better and more peaceful world through intercultural understanding and mutual respect.

The Higher Level IB Chemistry course has a wide and deep exposure of theory which spans over the full range of Chemistry knowledge. The curriculum content goes beyond Advanced Level in certain topics. It is a well-structured but challenging course and should only be considered by candidates who have achieved top grades at IGCSE Cambridge exam with a competitive proficiency of English language.

The Standard Level course is open to all candidates, including those without a chemistry background in IGCSE. The curriculum content does not require a mastery of advance mathematical skills. It provides opportunities for everyone to enjoy the interesting daily life chemistry phenomenon.

An Internal assessment scheme will be used to evaluate students experimental skills, including their data processing and drawing conclusion and evaluation. A Group 4 project (10-15 hours) must be completed in conjunction with other student which aims at students' collaboration.

Topics for IBDP Chemistry: Stoichiometric relationships, Atomic Structure, Periodicity, Chemical bonding, Energetics/thermochemistry, Chemical Kinetics, Equilibrium, Acids and Bases, Redox Processes, Organic Chemistry and Measurement and Processing. Option D: Medicinal Chemistry.

Assessment

Internal assessment	Overall percentage weighing	External assessment	Overall percentage weighing
Lab reports and group 4 project (SL/HL – 10 hours of Internal Assessment + 10 hours of group 4 project)	20%	Paper 1 - Multiple choice	20%
		Paper 2 - Data based, short answer and extended response questions	40% for SL 36% for HL
		Paper 3 - Short answer and extended response questions in two options studied	20% for SL 24% for HL

Career prospects

A good grade in HL Chemistry is almost a certain prerequisite for the application of medicine related discipline (MBBS, Dentistry and Pharmacy). Chemistry graduates also pursue many research fields in tertiary institutes as well as commercial industries. Top chemists also join the government lab crime scene investigation team and university lab for pioneer research.



Design Technology

Aims

The world needs creative thinkers and problem solvers. The course develops characteristics, which you will use throughout your lives and skills, which can be utilised in different IB subjects. You will learn about Design and Technology by designing and making products. So the learning is more practical and fun! If you decide to choose this course you will be stimulated by practical, motivated and challenging lessons. Design and Technology is a good choice for IB as it is a combination of practical and theoretical work. If you like learning by doing and using your creative potential then this could be the course for you!

Course description

There are many core options to be covered over the two years of the IB course and these match the current options that you may have studied at IGCSE level. These core topics are an extension of what you may have already studied at IGCSE level, with the higher level containing topics that you may not have covered yet. You also have the chance to take a further option as part of your IB Design and Technology IB course, which is assessed in your final examination.

The topics are as follows:

Topics to be covered			
Core		AHL	
Topic 1	Human factors and ergonomics	Topic 7	User-centred design (UCD)
Topic 2	Resource management and sustainable production	Topic 8	Sustainability
Topic 3	Modelling	Topic 9	Innovation and markets
Topic 4	Raw material to final product	Topic 10	Commercial production
Topic 5	Innovation and design		
Topic 6	Classic design		



Assessment

Component (SL/HL)	Overall weighting (%)	Approximate weighting of objectives (%) 1+2 3	Duration (hours)	Format and syllabus coverage
Paper 1	30	30	3/4	SL - 30 multiple-choice questions on the core
	20	20	1	HL - 40 multiple-choice questions (± 15 common to SL plus about five more on the core and about 20 more on the AHL)
Paper 2	30	12 18	1/1/2	SL - Section A: one data-based question and several short-answer questions on the core (all compulsory)
	20	8 12	1/1/2	Section B: one extended-response question on the core (from a choice of three) HL - Section A: one data-based question and several short-answer questions on the core and the AHL (all compulsory) Section B: one extended-response question on the core and the AHL (from a choice of three)
Paper 3 (HL only)	20	10 10	1/1/2	HL - Several short-answer questions and extended-response questions (all compulsory)
IA— Investigations, design project and group 4 project	40	All assessment objectives are tested equally	40	SL - Teacher choice—for investigations, student choice for design project
			60	HL - Teacher choice—for investigations, student choice for design project

Internal Assessment – Individual Design Project (40%)

SL - Four Assessment Criteria (40 hours)
 Criterion A: Analysis of a design opportunity
 Criterion B: Conceptual design
 Criterion C: Development of a detailed design
 Criterion D: Testing and evaluation

HL - Six Assessment Criteria (60 hours)
 Criterion A: Analysis of a design opportunity
 Criterion B: Conceptual design
 Criterion C: Development of a detailed design
 Criterion D: Testing and evaluation
 Criterion E: Commercial production
 Criterion F: Marketing strategies

Career prospects

A background in IB Design Technology can assist a student greatly in their progression into many courses at university level. Any student interested in studying further into industrial design, graphic design, product design, automotives, exhibition design, software, engineering, architecture, project management, manufacture, entertainment and multimedia arts, should consider this subject at IB level.

Physics

Aim

Physics is essential to understanding the world around us, the world inside us, and the world beyond us. Physics encompasses the study of the universe from the largest galaxies to the smallest subatomic particles. It challenges our imaginations with its abstract concepts and it leads to great discoveries that improve the technologies which change our lives.

Course Description

Physics is the most fundamental of the experimental sciences in that it seeks to explain the vast universe, from the smallest particles to the vast distances between galaxies. The course builds upon the fundamentals of classical Physics such as Newtonian mechanics and Maxwell's electromagnetism, to the latest development of modern Physics such as fibre optics and relativity. Students in the course will acquire theoretical concepts and develop practical skills and techniques in the use of mathematics.

Core – Standard / Higher Level	AHL – Additional Higher Level
Topic 1: Measurements and uncertainties	Topic 9: Wave phenomena
Topic 2: Mechanics	Topic 10: Fields
Topic 3: Thermal physics	Topic 11: Electromagnetic induction
Topic 4: Waves	Topic 12: Quantum and nuclear physics
Topic 5: Electricity and magnetism	
Topic 6: Circular motion and gravitation	
Topic 7: Atomic, nuclear and particle physics	
Topic 8: Energy production	

Both HL and SL students are required to study any ONE of the options from A to D

Options:

Option A: Relativity

Option B: Engineering physics

Option C: Imaging

Option D: Astrophysics

Assessment

Practical scheme of work (*covers objectives 1,2,3,4)	Overall weighting	External assessment (*covers objectives 1,2,3)	Overall weighting
<ul style="list-style-type: none"> SL – 20 hours of practical activities + 10 hours of Individual investigation (internal assessment – IA) + 10 hours of group 4 project HL – 40 hours of practical activities + 10 hours of Individual investigation (internal assessment – IA) + 10 hours of group 4 project 	20% (IA)	Paper 1: Multiple choice	20%
		Paper 2: Short-answer and extended-response questions	40% for SL 36% for HL
		Paper 3: Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from ONE option.	20% for SL 24% for HL

The recommended teaching time is 240 hours to complete HL courses and 150 hours to complete SL courses as stated in the document *General regulations: Diploma Programme* for students and their legal guardians (page 4, article 8.2).

** Refer to Physics guide (First examinations 2016) for more details.

Career prospects

A background of physics is mandatory or highly recommended for the following university programs / career paths:

Engineering, Aviation, Architecture, Optometry, Industrial Design, Space Science/Astrophysics, Environmental Science: Noise/Pollution control, Radiation Protection, Industry: Aerospace, Construction, Transportation, Energy, Fuel, etc

Group 5 Mathematics

Overview and General Aims

The aims of all courses in group 5 are to enable students to:

- appreciate the multicultural and historical perspectives of all group 5 courses
- enjoy the courses and develop an appreciation of the elegance, power and usefulness of the subjects
- develop logical, critical and creative thinking
- develop an understanding of the principles and nature of the subject
- employ and refine their powers of abstraction and generalization
- develop patience and persistence in problem solving
- appreciate the consequences arising from technological developments
- transfer skills to alternative situations and to future developments
- communicate clearly and confidently in a variety of contexts.

Having followed any one of the mathematics courses in Group 5, students are expected to know and use mathematical concepts and principles. In particular, students must be able to:

- read, interpret and solve a given problem using appropriate mathematical terms
- organize and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and the reasonableness of results
- recognize patterns and structures in a variety of situations, and make generalizations
- recognize and demonstrate an understanding of the practical applications of mathematics
- use appropriate technological devices as mathematical tools
- demonstrate an understanding of and the appropriate use of mathematical modelling.

Available subjects

Subject	Level available
Mathematics	SL; HL
Mathematical studies	SL

CKY offers three courses in Mathematics which are designed for different types of students: those who wish to study Mathematics in depth, either as a subject in its own right or to pursue their interests in areas related to Mathematics opt for Mathematics HL; those who wish to gain a degree of understanding and competence to better understand their approach to other subjects opt for Mathematics SL and those who need a basic understanding of Mathematics opt for Mathematical Studies SL. Before making this selection, students should consider their interest and ability in mathematics, other choices of subjects within the DP as well as their future academic and career plans.

Mathematics or Mathematical Studies (SL only)

Aims

Mathematics Course aims to students to develop an understanding of the principles and nature of the subject. The course focuses on introducing important mathematical concepts through the development of mathematical techniques. This course offers standard level to students with different abilities and covers a wide range of mathematical topics. The course emphasizes on the application of Mathematics and includes statistical topics. It prepares students to solve problems, develop sophisticated mathematical reasoning and critical thinking in their daily lives.

This course also provides for students who have a good background in mathematics who are competent in a range of analytical and technical skills, as well as a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Course description

The course is divided into two levels, ie. High Level (HL) or Standard Level (SL - MS, which includes Mathematical Studies). The topics in the two levels are interconnected but the additional higher level selection requires more in-depth learning for each topic.

Both HL and SL subjects involve Algebra, Functions and Equations, Circular Functions and Trigonometry, Vectors, Statistics and Probability and Calculus. HL students will be required to study further and detail Complex Numbers, Mathematical Induction and Vector Applications.

Mathematical Studies emphasizes on the application of Mathematics and includes statistical topics. It prepares students to solve problems, develop sophisticated mathematical reasoning and critical thinking in their daily lives.

Furthermore, HL students must study an optional topic consulted by their teachers. The further option topics on the IB Math HL exam are: 1.Statistics and probability 2.Sets, relations and groups 3.Calculus 4.Discrete mathematics

Students will involve in collection, analysis and evaluation of data to complete the projects. It provides an opportunity for students to apply the mathematical skills learnt throughout the two years of study.

Assessment

Internal Assessment	Overall Percentage Weighing	External Assessment	Overall Percentage Weighing
<p>A mathematical Exploration (HL and SL) / Project (MS) investigating a topic chosen by the student himself. 10 teaching hours for HL and SL, 25 teaching hours for MS</p>	20%	Paper 1 No Calculator (except Maths Studies) Short Answer and Extended Response Questions 2 hours for HL 1.5 hours for SL and MS	30% for HL 40% for SL and MS
		Paper 2 GDC Required Short Answer and Extended Response Questions 2 hours for HL 1.5 hours for SL and MS	30% for HL 40% for SL and MS
		Paper 3 - GDC Required Long questions based on the options (1 hour)	20% only HL

Career prospects

With a strong mathematical background, the student is much more flexible in choosing his future career path. In particular, HL mathematics is required for a physics, engineering, and computer sciences degree, amongst other popular subject areas. Statistics are also required in many fields. Students are encouraged to take SL courses (SL or MS) for further studies in social sciences, humanities, languages or arts at the tertiary education. The statistical topics in these courses provide students a concrete foundation for careers that require statistical knowledge and logical reasoning, such as psychology, translation, journalism and social work.

Group 6 The Arts



Overview and General Aims

The aims of all subjects in Group 6, The Arts, are to:

1. Encourage critical, reflective and informed artistic practice;
2. Help students understand the dynamic and changing nature of the arts;
3. Explore the diversity of the arts across time, place and cultures;
4. Foster confident and competent artistic expression.

In essence, Group 6 subjects foster students to become arts practitioners who are sensitive to the cultural context in which they live. The emphasis is on creativity in the context of disciplined, practical research into relevant genres. At CKY we offer Music and Visual Arts.

Available subjects

Subject	Level available
Music	SL; HL
Visual Arts	SL; HL

Music



Aims

- To enable students to demonstrate understanding, knowledge and perception of music in relation to time, place and cultures.
- To use appropriate musical terminology to describe and reflect their critical understanding of music
- To enable student to perform comparative analysis of music in relation to time, place and culture.
- To encourage creative skills through exploration, control and development of musical elements.
- To improve and develop performance skills through music making and creating
- To enable students to think critically and reflectively

Course Description

Year 11	Year 12
<u>Term 1</u> <ul style="list-style-type: none"> • What is music ? • Intro to Western Musical Culture • Intro to Jazz • Intro to Popular Music • Intro to World Music • Intro to Fusion • Recital 1 • Composition Portfolio 1 • Aural Skills • Score Reading • Musical Links 1 	<u>Term 1</u> <ul style="list-style-type: none"> • Western Music Practice Papers 1 • Jazz Practice Papers 1 • Popular Music Practice Papers 1 • World Music Practice Papers 1 • Recital 3 • Composition Portfolio 3 • Musical Links 3 • An American in Paris 2 • Petite Messe Solennelle 2
<u>Term 2</u> <ul style="list-style-type: none"> • Western Musical Culture in Details • Jazz in Details • Popular Music in Details • World Music in Details • Recital 2 • Composition Portfolio 2 • Musical Links 2 • An American in Paris 1 • Petite Messe Solennelle 1 	<u>Term 2</u> <ul style="list-style-type: none"> • Western Music Practice Papers 2 • Jazz Practice Papers 2 • Popular Music Practice Papers 2 • World Music Practice Papers 2 • Recital 4 • Composition Portfolio 4 • Musical Links 4 • An American in Paris 3 • Petite Messe Solennelle 3



As this is a vigorous course and you will be studying music at a high level, you must be playing or singing regularly on an instrument in order to easily achieve a higher mark on the practical assessment of the course. **Private tuition and involvement in ensembles is compulsory** as they provide access to more types of music that you may use as inspiration for your own compositions.

Assessment

Higher Level		Standard Level	
Performance	25%	Performance	50%
<ul style="list-style-type: none"> ● 20 minutes 		<ul style="list-style-type: none"> ● 15 minutes 	
Composition	25%	OR Composition	
<ul style="list-style-type: none"> ● 3 pieces of composition 		<ul style="list-style-type: none"> ● 3 pieces of composition 	
Musical Investigation	20%	Musical Investigation	20%
Exam Paper	30%	Exam Paper	30%
<ul style="list-style-type: none"> ● 2 Set Texts ● 4 Questions on Western, World, Popular, Jazz & Fusion ● 1x Musical Links 		<ul style="list-style-type: none"> ● 2 Set Texts ● 3 Questions on Western, World, Popular, Jazz & Fusion 	

Career Prospect

Musical skills will develop your confidence in performing in front of an audience. This is a valuable and useful skill to have especially in public speaking, used in every aspect of life. Also, nowadays universities are looking not only for students who do well academically but also a student's exposure and knowledge in a range of subjects such as sciences, arts and humanities making the student a 'Renaissance Man'. Student's knowledge of a range of contrasting subject also present the student as one who is more likely to succeed under various pressure. Some of the possible career prospect from studying IB music are studio musician, performer, arranger, composer, songwriter, teacher, sound designer, MIDI pre-producer, orchestrator, entertainment attorney, music publisher, conductor, jungle composer, sound technician, music editor and music supervisor of film and TV.



Visual Arts



Iscah Cheung



Ivan Ho

Aims

The aims of the Visual Arts course are to enable students to:

- become informed and critical observers and producers of past and emerging forms of visual culture and media;
- acquire an understanding of visual arts from a local, national and international perspective;
- develop skills in, and sensitivity to, the creation of works that is influenced by personal and cultural contexts;
- take responsibility for the direction of their learning through the acquisition of effective analytical skills and working practices.

Course description

The course consists of three parts; Visual Arts in Context, Visual Arts Methods and Communicating Visual Arts. Students are expected to create thoughtful and technically sound artworks. Drawing, painting, printmaking, photography, video and sculptural construction are just some of the techniques that will be covered over the course. In addition, students will learn to talk and write about art in an analytical and eloquent manner. They will also develop curatorial skills and learn how to effectively present and display their artwork, culminating in an IB Art Exhibition at the end of the course. Throughout the course, students will be recording their creative process in their Visual Arts Journals.

Higher Level students are expected to enter the course with prior art experience. It is suitable for those who want to further develop their passion in the arts. HL students are expected to produce more work and to be able to discuss art at a deeper level.

Standard Level Visual Arts is an option available to any IB student. Those who excel are the ones who show a genuine interest in art and who enjoy experimenting with materials.

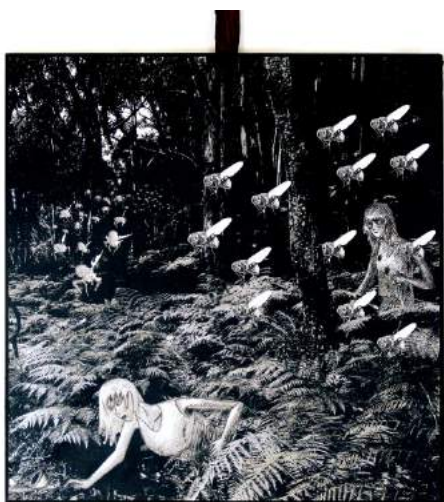
Assessment

		Overall Grade Percentage HL & SL
External Assessment	Visual Arts in Context: Comparative Study	20%
	Visual Arts Methods: Process Portfolio	40%
Internal Assessment	Communicating in Visual Arts: Exhibition	40%
All of the above are supported by their Visual Arts Journals		

Students should expect to make 3-4 pages in their Journals per week. They will put together a commentary comparing works by other artists, and present not more than 11 finished art pieces during the entire IB course.

Career prospects

A background in art is highly recommended for any creative or art courses at the tertiary level. HL Art is an ideal springboard for careers in any creative field, including graphic, product, interior or any other design, illustration, animation, film, architecture, video game development, etc. Visual Arts is useful for students who are interested in careers that value unconventional thinking and innovation, such as research and development, marketing or computer programming.



Ting Lai



Osanna Lau

Special Educational Needs Policy: Counselling, support and guidance

1. Preamble

1.1 At Po Leung Kuk Choi Kai Yau School (CKY) we aim to provide a stimulating environment in which each child can develop into an independent, creative thinker with a lively and enquiring mind.

1.2 At CKY every student is encouraged to reach his/her full potential intellectually, socially, emotionally and physically.

1.3 We value and respect all of our students equally and strive to ensure that all students have an equal opportunity to access and engage in the curriculum.

1.4 At CKY, the principals and teachers share a common aim with the parent's of every student, to foster the development of their child; and every parent is expected to take an active and supporting interest in all aspects of their child's school life.

1.5 We recognise that some students will need additional support during part or the whole of their education at CKY to ensure access to the curriculum and CKY is committed to ensuring that students are adequately supported.

1.6 We strive to offer students with Special Educational Needs (SEN) a broad, balanced and relevant education to enable those students to reach their personal best in school and to be fully included in the school community.

1.7 The School offers equal opportunities for all students regardless of differences of race, gender and seeks to include students with SEN who can be appropriately supported by the school or other services.

1.8 CKY is able to provide a challenging; stimulating learning environment for students and it is particularly well equipped to accommodate blind, partially sighted or physically impaired students.

2. Identification of Special Educational Needs

2.1 Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

2.2 CKY recognises four areas of need which are often inter-related:

- a) Communication and interaction
- b) Cognition and learning
- c) Behaviour, emotional and social development
- d) Sensory and/or physical

2.3 Students are not regarded as having a learning difficulty solely because their first language is different from the language in which they are taught.

3. Learning Support Provision

3.1 The curriculum, teaching methods, resources and expectations of the school will take into account the wide range of capability, prior learning and different learning styles of the students.

3.2 SEN provision is regarded to be a whole school matter. The responsibility for the learning needs of each student rests with the student's teachers, supported by the Principals, Senior Teachers, Diploma Programme Coordinator (DPC) and experienced Student Guidance Officers (SGO), which comprises of two full time professionally qualified student counselors who are based in a well established SGO office on the sixth floor.

3.2 Learning support will be provided in the form of assistance and support in or outside the classroom, individual or group, depending on what meets the best interest of the student.

3.4 We value the input and support of parents and aim to work in partnership with parents at all stages of intervention. Parents are informed when their child is referred to Learning Support and placed on the Learning Support/SEN Register, and to discuss progress or changes.

4. Admission/Screening

4.1 All prospective students will be tested to ascertain whether language support would be required through Intensive Language Classes (English or Chinese) should the student be admitted. Parents will be informed if this support is needed.

4.2 The admissions process will identify which students require support in respect of SEN.

4.3 The former school of every new student will be asked to forward any details of learning needs support provided, in addition to all appropriate testing results that are available.

4.4 See admissions policy

5. Identification Procedure

5.1 A teacher's personal observation of the student's performance could be the first method of identification of Learning Needs.

5.2 The personal observations of a teacher are followed up by:

a) Completion of a 'Student referral for assessment form'

b) Consultation with the student's other teachers, Senior Teacher Pastoral, Student Guidance Officers,

c) The school nurse and other personnel may be consulted if appropriate.

5.3 If it is determined that Learning Needs support is required, the parent(s) will be informed, and the Student Guidance Officers, with the approval of the parent(s), will carry out appropriate diagnostic testing.

5.4 Following testing, a student requiring Learning Needs support will have an Action Plan prepared which will be finalised at a special meeting between the student, parent(s), relevant teacher, DPC (if necessary), form tutor and SGO. If further testing is needed it will be recommended during that meeting.

5.5 Where an Educational Psychologist, Speech and Language Therapist, Play/Art Therapist etc. is deemed an appropriate form of professional support to assess and/or meet the needs of the student, the SGO will source and forward details of appropriate professional services to parents.

5.6 Whilst CKY could offer advice on acquiring additional support, this service shall be independently arranged and agreed to by parents.

5.7 The progress of the student will be assessed regularly and the programme reviewed and evaluated with dates of target achievements recorded on the Action Plan.

5.8 The results will be discussed with the student and parents at the next meeting and a new Action Plan completed, if necessary.

6. Assistance available to students

6.1 At CKY, learning support can be offered in or outside the classroom to individuals or small groups. The full time SGOs are always available to support students and can be found in the Student Guidance centre.

6.2 Individual subject teachers can work with students to provide more assistance with class work and assignments to meet that student's needs.

6.3 The organisation of seating arrangements in the classroom can be amended to achieve optimum concentration.

6.4 Teachers are encouraged to use incentives for meeting goals.

6.5 Teachers may set extra work from time to time to allow students to practice specific skills, which will enable parents to assist at home

6.6 Parents and teachers are able to remain in regular contact via the homework diary comments system.

6.7 Subject Teachers offer assistance, as and when required, to help students to record homework tasks accurately.

6.8 Individual subject teachers may also re-teach a skill on an individual basis during class time while other students are working on other set work.

The Library's Role in the IBDP

Standard B1 Organisation Point 18:

“The school recognises and promotes the role of the library/media centre in the implementation of the programme” (p.5)

The goal of our library is to raise life-long learners. Our library

- Collects, organizes, and facilitates access to resources on curriculum and interests of the CKY community
- Supports education and research in an intellectually and culturally open environment
- Encourages students and staff to become effective users of ideas and information

IB Library Guidelines point out three directions for our library: inquiry-based research, elements of the learner profile and information literacy standards that prepare all students for higher education and beyond. In order to assist the students in successfully completing their IBDP, the library will support the Subject Matrix Groups 1-6:

- Working closely with DP management teams and subject teachers on collection development
- Providing library lessons to DP students
- Organizing library workshops for teachers
- With current subscription of ***Wisenews, Questia, JSTOR, and Britannica Encyclopedia***, considering expanding library subscription to ***Oxford Music Online*** and ***Art Online*** and introducing students to the Hong Kong Public Library e-Resources via the web; ***Science in Context, e-brary Academic Complete, Global Reference on the Environment, Energy, and Natural Resources (GREENR), Grolier Online, Omni file Full Text Mega***

The Learner Profile

The library is striving to reflect the learner profile by developing descriptors for each quality:

- **Thinker** - *What do you think of the information you just read? Is it reliable? Is it relevant?*
- **Courageous** - *Why not try a different approach to research, utilize reference books instead of “Google”, or explore a subject you never thought about?*
- **Reflective** - *What skills have you learned through the research process? How can you improve next time?*
- **Inquirer** - *Are you asking the right questions that lead to in depth answers? Are you being original in your research?*
- **Caring** – *Have you considered when utilizing the Library? Are you helping someone who is struggling with information? Did you put the resources back where others can find them?*

- **Principled** - *Have you acknowledged every source of information used in your work? Are you taking a stance in your research?*
- **Open-minded** - *Are you open to new ideas and different ways of learning? Are you respectful of others when presenting your research?*
- **Balanced** - *Have you given equal weight and looked at both sides of an issue?*
- **Communicators** - *Is this an effective tool for communicating your ideas? How can you demonstrate my point so others can comprehend?*
- **Knowledgeable** – *Are you thorough in your research? Have you obtained enough information to be a mini-expert on your findings?*

IBDP Research

Research undertaken identified reoccurring skills and qualities in abundant IBDP documents that are consistent with our Library's mission and core values (Andain, Rutherford, & Allen, 2006; Anderson, 1994; Coffey, 2006; Croft & Cross, 2003; Drake, 2004; Fox, 1998; Hill, 2003; Mathews & Hill, 2005; Spahn, 2001);

- | | |
|-----------------------------------------|--------------------------------------|
| • Critical thinking/reading/analysis | • Personal communication skills |
| • Learning skills/inquiry skills | • Higher-order thinking |
| • Reasoning skills | • Personal reflection |
| • Independent working | • Working cooperatively/team work |
| • Decision-making | • Confidence, independence, maturity |
| • Tolerance/open-mindedness | • Personal knowledge |
| • Asking and answering own questions | • Responsibility |
| • Creative thinking | • Study skills and habits |
| • Information literacy/Academic rigor | • Synthesize information/note-taking |
| • Self-discipline | • Planning skills |
| • Time management | • Writing skills |
| • Research skills | • Understanding and applying logic |
| • Deciphering between truth and opinion | • Emotional intelligence |

These skills are the foundation of library common cores today, but the challenge is how to introduce and reinforce these skills to students before they graduate from high school. Institutions of higher learning in English speaking countries expect students to have mastered these skills in order to excel. Our library has organized training workshops for teachers, library lessons for students and daily update of teaching resources to apply 21st information literacy standards.

The Library Supporting CAS:

The library has its first CAS Student Librarians. The CAS projects for students will encompass all three areas (creativity, action, service) and provide them with an understanding of five basic areas of library and information science. They will also be expected to complete tasks that demonstrate their overall comprehension. The five areas are:

1. Introduction to the library and information profession
2. Information technology
3. Organization of knowledge
4. Information access
5. Library and information services in the digital age

The Library supporting TOK:

- Collection development toward the central theme of critical thinking following key IB/TOK terminology such as, ways of knowing, areas of knowledge, truth, issues of knowledge, authority paradigm, knower, language, belief, reason and sense perception
- Promoting the concept of Dewey Classification Systems (000-099 = *Areas of Knowledge*)
- Develop collections, including books, journals, online databases, audio/ visual materials, and newspapers. Resource creative texts, film, multimedia and magazines including *Knowledge*, *New Scientist*, *Smithsonian* and so forth. In addition, promoting use of databases like *Opposing Viewpoints*
- Represent a variety of cultural viewpoints and international mindedness in the library collection

Supporting the Extended Essay

In addition to library catalogue, our current library automation system, “Destiny”, now serves a pathway to a collection of web sites. The library has been constantly adding resources to support all areas of the EE topics. The library has also created a web site that is also proved to be valuable assets to students in completing their EE. Combining with the library EE workshops targeted at Y11 students, the library is helping them in the following areas:

- Selection a good EE research question
- Advanced online searching
- Information evaluation
- Note taking
- Paraphrasing
- Using primary and secondary sources
- Referencing with MLA style
- Formulating Introductions and Conclusions
- Academic honesty

Factors and Challenges

The definition of information literacy has become more complex as resources and technologies have changed. Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as critical skills for this century.

School libraries are essential to the development of those learning skills. School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century. (ALA.)

ICT and how does it work at CKY School

The role of ICT in the IB Program:

ICT in the DP encompasses the use of a wide range of digital tools, laptops, media and learning environments for teaching, learning and assessing. ICT provides opportunities for the transformation of teaching and learning and enables students to investigate, create, communicate, collaborate, organize and be responsible for their own learning and actions.

ICT allows students to make connections through the internet and reach a deeper understanding of its relevance and applicability to their everyday lives. Through the use of ICT, learners develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new understandings and skills in different contexts.

➔ ICT in a transdisciplinary programme:

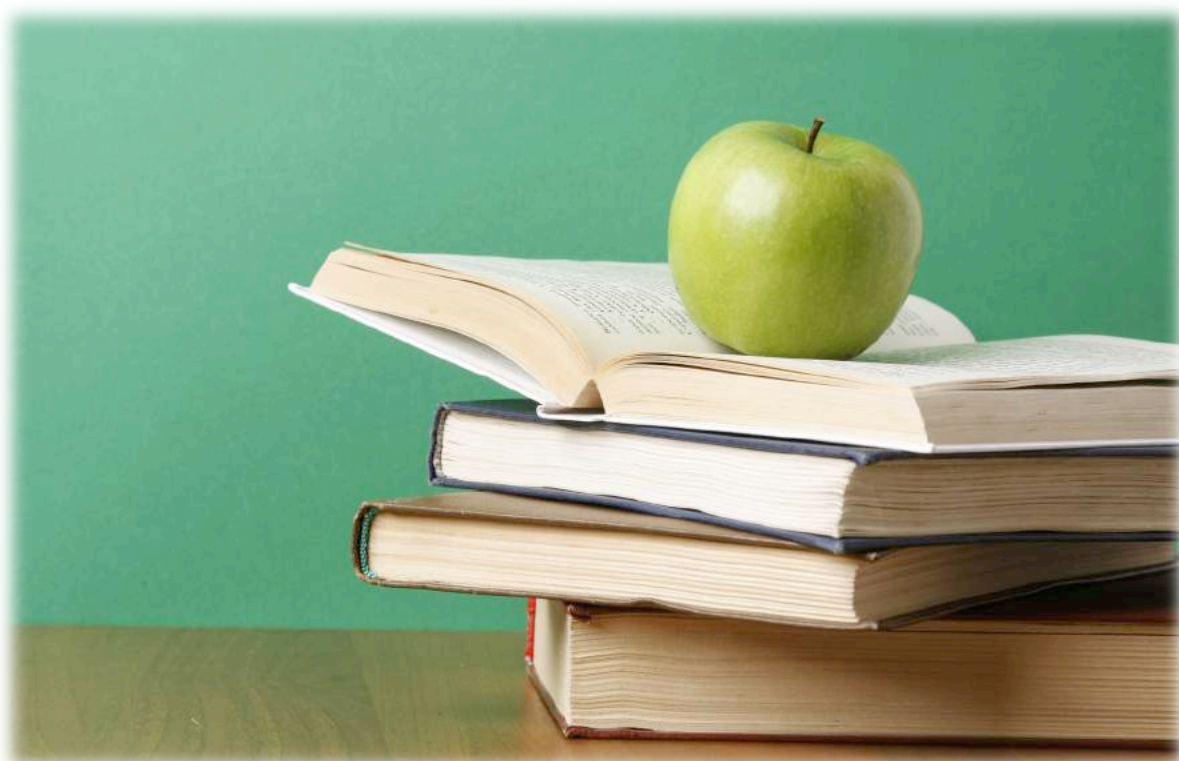
Teachers have a responsibility to help students to make explicit connections between different aspects of their learning. Students need opportunities to identify and reflect on significant ideas within the different skills of ICT, the trans-disciplinary themes, and other subject areas. The role of ICT to support inquiry is important as students engage in building understandings that contribute to their success as lifelong learners in a digital age.

ICT should be recognized that the responsibility for learning about and through ICT is shared among all teachers. It is acknowledged that in many schools, a single-subject teacher takes responsibility for ICT. Teachers see themselves primarily who teach and integrate ICT throughout the curriculum, and in so doing contribute to both the broad and specific learning outcomes of a trans-disciplinary programme.

ICT Policies at CKY School:

Because the amount of ICT infrastructure a school can afford is a significant financial issue, expectations for authorization and evaluation are not defined in absolute terms. The following points, however, should be considered:

- Information literacy, in the broadest sense, is a competence that students need to develop as part of learning how to learn.
 - **ICT** provides a rich environment for learning beyond the classroom. Therefore, the development of virtual learning environments should be encouraged as a means to enhance access to course materials and to extend collaborative learning.
 - **ICT** provides unique opportunities for creative learning through student collaboration and the use of digital media products.
 - **ICT** can be effectively used in supporting the school's assessment policy, particularly in formative and peer-evaluation activities.
 - **ICT** plays a critical role in accessing IB networks and communities of practice. Increasing access will support programme implementation, creative teacher professionalism and student learning.
 - Diploma Programme teachers need to understand how formal assessment is conducted. Formative assessment focuses on assessment as an essential learning process. To support this, includes Peer Evaluation mediated by the teacher (either face to face or using an ICT resource such as a blog).
-



FAQs about the IBDP

1. How do I choose my courses?

When selecting subjects for a diploma:

- a. at least three and not more than four subjects must be offered at higher level (HL) and the others at standard level (SL).
- b. one subject must be selected from each of groups 1 to 5
- c. a mathematics subject must be selected from group 5
- d. the sixth subject may be selected from group 6 or from groups 3 or 4.

It is important that the combination of courses selected is appropriate for each student's ability and interests, as well as their university and career aspirations. Students are advised to take IB Higher Level subjects that they enjoy the most and want to spend extra time on; and to research and consider the entry requirements of university courses of interest before making their selection.

2. Can I change my courses?

At CKY students are allowed to change courses within the first 2 weeks of the first year and if the subject combinations allow and depending on the subject teacher's recommendation.

3. Is the IB Diploma a lot of work?

IB Diploma is an intensive 2 year course for independent and motivated learners and is definitely enjoyable if the student manages her time well and does not allow work to accumulate too much. An IBDP student may be required to do at least two hours of solid work everyday.

4. When do I take the DP exams?

At CKY students write their IBDP written examinations in May. Retakes are conducted as of November of the same year. Students can enter for IBDP Examinations up to a maximum of **3** times. Results are normally issued in early July, following the May session of exams.

5. What can I do if I am unhappy with a result?

A student can **EITHER** ask for the school to request a review of her paper(s) upon payment of a required fee **OR** a candidate is not satisfied with the grade he or she has achieved in one or more subjects, or for theory of knowledge or the extended essay requirement, the candidate may take the subject(s) again. This

can be in the examination session six months later or, in principle, after any period of time. However, when a subject is taken again, if new curriculum or assessment requirements have been introduced the candidate must comply with those new requirements.

6. How do I apply for university or college?

Universities in Hong Kong accept Non-JUPAS applications from IBDP students. When applying to a university or college in the United States, the most common way is to apply through the Common Application. If applying to study in the United Kingdom, it is usually done through the Universities and Colleges Admissions Service (UCAS). Nevertheless, many institutions of higher learning accept direct applications from students.

Here are some useful steps that you need to follow:

- Step 1. Application Form
- Step 2. Application Fee
- Step 3. Predicted Grades (or High School Transcript if applicable)
- Step 4. Admission Test Scores (if applicable)
- Step 5. Letters of Recommendation
- Step 6. Personal Statement

For further instructions, please contact our University Guidance Team.



About the University Guidance Centre

The University Guidance Centre provides support to students by ensuring that their choices of study programmes and institutions are well-balanced. Staff at the Centre also work with teachers to provide predicted grades and testimonials to supplement students' applications to their chosen institutions. All outgoing official documents will be reviewed and signed by Dr. Lau Siu Ling, Head Principal of the school.

Students and parents can access reading and reference materials related to university and career planning at the library. In addition to general references on applying and on admission tests, prospectuses from a number of universities are also available for reference in the library.

Preparation for a university application should be an ongoing process. Many courses expect students to demonstrate a continued commitment to their subject and so it is imperative that students begin their research and preparation early. For courses like Medicine, Veterinary, Business and Law there is an expectation that students will have completed work placements. Some courses and universities require students to sit a preliminary test or submit an essay and this is best done in year 11 so that there is time to prepare and resit if necessary. The University Guidance Team also provides information about upcoming summer courses and events that are relevant to particular career paths. Ultimately the aim is that students compile a portfolio of evidence of their interests and experiences that will strengthen their application.

Students are strongly encouraged to seek early advice from the University Guidance Team on their post-IB plans. A well-prepared student is one who has done substantial research on their learning interests and prepares their application materials ready in adequate time for review.



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Communicators
Principled
Open-minded
Caring
Courageous
Balanced
Reflective