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

Secondary Section
Years 11–12
IB Diploma Programme
Prospectus and Handbook
2023-24 entry

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The IB Diploma Programme: Introduction

Message from the Founding 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 Head Principal Ms Jenny Chong and our IBDP Coordinator, Dr James Kuan:

Email – jenny_chong@cky.edu.hk and james_kuan@cky.edu.hk
Tel. 21482052

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.

Risk-takers 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 though 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 a 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.
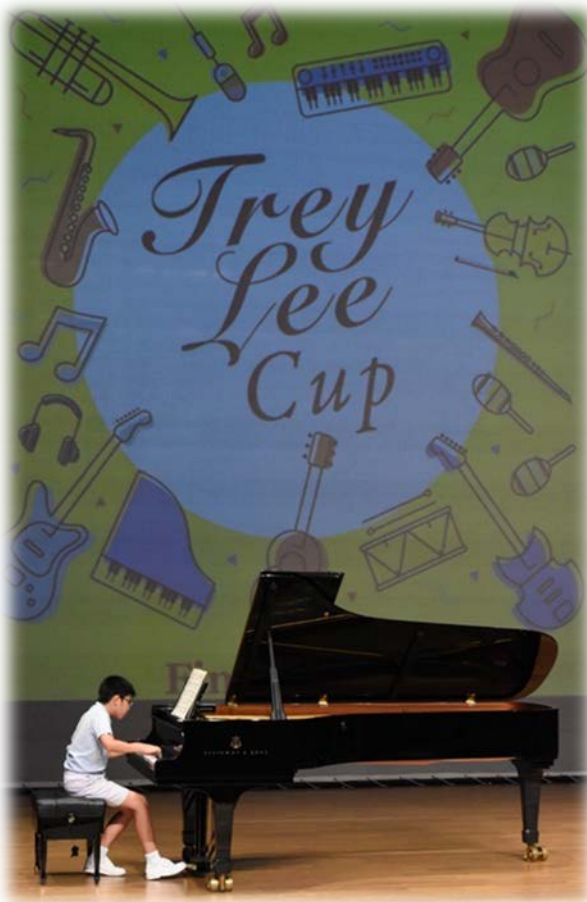
The Curriculum Model

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

Key Contacts

Head Principal	**Ms Jenny Chong** jenny_chong@cky.edu.hk
IB Diploma Programme Coordinator	**Dr James Kuan** james_kuan@cky.edu.hk
IB Diploma Programme Deputy Coordinator	**Mr Louis Wong** louis_wong@cky.edu.hk
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Theory of Knowledge (TOK) Coordinator	**Mr Timothy Tsoi** timothy_tsoi@cky.edu.hk
Extended Essay (EE) Coordinator	**Ms Christine Wong** christine_wong@cky.edu.hk
University Guidance Team	**Ms Lana Miskulin** **Ms Dorothy Ng** **Ms Elizabeth Chung** ugc@cky.edu.hk

Admission into the Diploma Programme

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 Inclusion 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 and 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 from Y10 in CKY is based on Cambridge IGCSE grades attained in full courses.

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

4.4 For progression to IB Diploma, students are expected to attain a minimum of 3Bs and 3Cs in the Cambridge IGCSE with additional requirements stated below:

   i.   A minimum of grade B in Cambridge IGCSE for all Higher Level subjects, except Mathematics;
   ii. A minimum of grade A in Cambridge IGCSE Mathematics for Higher Level Mathematics;
   iii. A minimum of grade C in Cambridge IGCSE for all Standard Level subjects, except ab initio;
   iv. A minimum of grade C in Cambridge IGCSE First language English for Higher Level English B.

For students who do not meet the above course selection requirement but achieved minimum of 6Cs for their chosen IBDP subjects in their respective Cambridge IGCSE grades are advised to opt for the IB Certificate courses.

If you would like to take a subject that you did not study at IGCSE, you might be allowed to take it at SL level, if permission is granted by both the relevant Head of Department and IBDP Coordinators.

Art & Design (Textiles) students may choose Visual Art in IBDP.
Computer Science students may choose Digital Society and/or Computer Science in IBDP.
ICT students may choose Digital Society only in IBDP.

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 extracurricular 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 oversubscribed 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- and under-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. The maximum number of students per class is 25. The school has the authority to amend this number if necessary.

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. If a student would like to apply for subject change, placement will be done in a first come first serve basis.

9.3 In cases of under-subscription, class will only be available in Y11 if five or more students have chosen the subject. Furthermore, at least three students need to choose it as an HL subject for it to become a SL and HL combined class. The school has the authority to amend these numbers if necessary.

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 Team 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 the first term 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 must attend an induction course, which shall take place during the month of June and July prior to the start of the DP.

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, activity 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), students may be admitted to study a new subject upon teachers' recommendation, although previous subject area knowledge is always desirable.

16. Transparency

16.1 At CKY we operate a culture of transparency.

16.2 The admissions procedure and policy are transparent and open to all that would like to view it. It is currently available on the school's website.

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 two lessons per week at HL, and four lessons per week at SL. The SL lessons form the common core of the subject, and HL students, in some subjects, share the same four 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 A Language & Literature
	Chinese A Literature
	Chinese A Language & Literature
(2) **Language Acquisition**	English B (HL only)
	French ab initio (SL only)
	Spanish ab initio (SL only)
	Or another Group 1 language
(3) **Individuals and Societies**	Business Management
	Digital Society
	Economics
	Geography
	History
(4) **Experimental Sciences**	Biology
	Chemistry
	Computer Science
	Design Technology
	Physics
(5) **Mathematics**	Mathematics: Analysis and Approaches
	Mathematics: Application and Interpretation
(6) **The Arts**	Music
	Visual Arts
	Theatre
	Or another Group 1, 2, 3, or 4 subject
CORE (taken by all students)	Theory of Knowledge
	Extended Essay
	Creativity, Activity and Service (CAS)

Note that students are not allowed to take the same language for literature, language and literature, language B and/or language ab initio. PLKCKY is a bilingual school with a strong emphasis in Chinese and English. Students are encouraged to study both languages in IBDP. Students who wish to study French or Spanish ab initio must be beginners (i.e. no prior experience of education in the language, other than our Y6-8 foreign language classes).

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:

- 20% of the grade or more 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. Please refer to the "General regulations: Diploma Programme" for further detail.

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 personal reflection, 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, grouped into different themes, and think about the comparative value of five principal 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 exhibition 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, Activity 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, analysis and reflection, primarily focused on asking challenging questions understanding the comparative links and differences between five principal 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 that cover issues surrounding ethics, technology, language and politics. 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 core and optional themes of study as applied to five main areas of knowledge (AOK) which together form the structure of the taught syllabus over the entire IB Diploma. Schools are obliged to include knowledge and the knower, which incorporates individual and cultural perspectives on knowledge, the origin of personal values, attitudes and belief systems, and an appreciation for techniques of manipulation. Schools are also free to focus upon optional themes which cover aspects such as methodologies and processes of knowledge acquisition, ideological and political bias, the influence and application of technology, the contribution of language and technical vocabulary, the understanding of moral and ethical dimensions within knowledge, and the differences that exist across time and space between knowledge systems. Students are then encouraged to examine these provocative and debatable issues and concepts within all the five main AOK's – Mathematics, the Natural Sciences, the Human Sciences, History and the Arts. 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, as well as providing a continued foundation in appreciating issues and ideas first introduced in the iGCSE Global Perspectives course. 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 and contentious 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 (based on a comparison of two Areas of Knowledge's) Maximum length of 1600 words. Externally assessed by IB.	**10 marks** **Approximately 66% of the final grade**
Part 2: Theory of Knowledge Exhibition An individual student exhibition of three real life objects that could link with one IA prompt published by IB. Students are required to write commentary on each object that demonstrates how TOK exists in real life.(based on core and optional themes) Maximum length of 950 words. Internally assessed by teacher and externally moderated by IB	**10 marks** **Approximately 33% of the 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, academic research and teaching.

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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 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 process.

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 draft of the extended essay
- Reads the final version of the essay and confirms the essay's authenticity
- Submits a predicted grade and supervisor's report to the IBO.

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

Yes. A reflection form of 500 words must also be completed to show the examiner your personal engagement throughout the extended essay process. 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 30 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 (2018).

The total number of marks for the extended essay is 34. The marks achieved in the essay can be converted into a grade according to the boundaries below. The May 2022 grade boundaries are provided below for your reference. The number of bonus points awarded can then be found in conjunction with the grade obtained in the TOK essay.

Marks	0-5	6-12	13-19	20-25	26-34
Grade	E	D	C	B	A

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					
		A	B	C	D	E	Not submitted
Extended essay	A	3	3	2	2	Failing condition	N
	B	3	2	2	1	Failing condition	N
	C	2	2	1	0	Failing condition	N
	D	2	1	0	0	Failing condition	N
	E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	N
	Not submitted	N	N	N	N	N	N
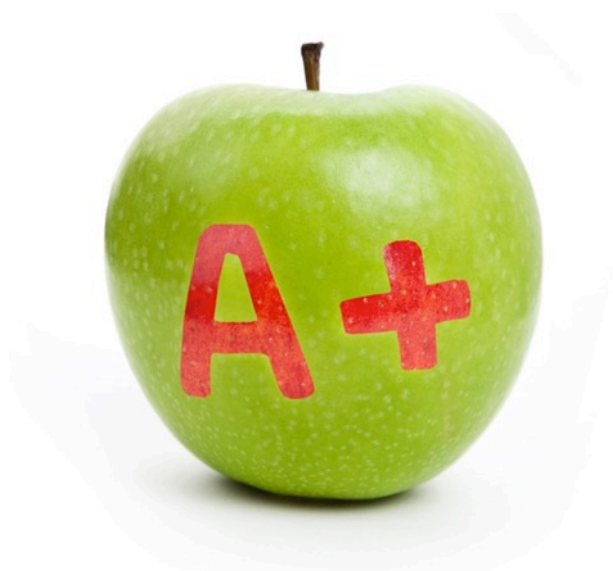
Attaining a grade "E" in either the Extended Essay or Theory of Knowledge is an automatic failure.

Creativity, Activity and Service (CAS)

Aims

Creativity, Activity 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 7 learner 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 requirements to complete CAS at CKY will include six CAS experiences and one CAS Challenge Project completed within the 18-month duration of the IB Diploma Programme. The CAS experiences and CAS Challenge Project need to be organized so that it is consistent and ongoing for a minimum duration of 2-3 months. The 6 CAS experiences should also show evidence of all the learner outcomes, IB profiles, and also a balance between the three strands.

Assessment

Commitment Requirements	
6 CAS Experiences (Must cover all magnitudes of C, A and S)	1 Challenge Project
Plan, Do, Reflect based on the 7 learner outcomes	
3 Interviews (spread over 18-month period)	
Final Portfolio	

All of the experiences and projects are assessed through reflection-based work. The reflection process is what transforms life experiences into true learning and is a key part of experiential learning. Being reflective is an extremely important attribute and is part of the IB learner profile. It is central to building a deep and rich experience in CAS. Developing a culture of reflecting will help students immensely and must be done to document the students' experiences.

More importantly, the final portfolio and the 3 interviews evaluate CAS entirely at the end. The interviews are spread out through the 18 months and require students to present what they have done through the different interview process where they present and defend their rationale and actions behind their choices of experiences in CAS.

Completing CAS should ultimately allow students to build meaningful relationships with real consequences toward the people or activities they are partaking in. The Diploma student will be spending much time to plan and communicating with the CAS Advisor, showing that they are well prepared for the long- term process of different CAS experiences and projects taking place throughout their life a DP student.

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, counselling, 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 at least 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 A: Language and Literature.
- Chinese A: Literature
- Chinese A: 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 texts that they would otherwise not come into contact with. It is designed to acquaint them with a range of writers, places, times and genres. Literature is suitable for: • IGCSE Literature or First Language students. • Those who read for pleasure or are seeking to become more comfortable with their close analysis of literary works.
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 discourse in language and the function of social context in this process. The course also encompasses a number of literary texts which require close analysis, similar to that seen in the Literature course. Literature and Language is: • IGCSE Literature or First Language students. • Those who are more interested in the dynamics of language in the media, politics or other societal platforms.

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 writers, periods and forms.
2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections to wider implications.
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 and make connections with relevant global issues.

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:

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

1. Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures.

2. Develop skills in listening, speaking, reading, writing, viewing, presenting and performing.

3. Develop skills in literacy interpretation, analysis and evaluation.

4. Develop an understanding of relationships between literary texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings.

5. Develop an understanding of the relationships between literature and other academic disciplines.

6. Communicate and collaborate in a confident and creative way.

7. Foster a lifelong interest in and enjoyment of literature.

Assessment Description:

SL Assessment components	Weighting
External assessment (3 hours)	**70%**
Paper 1: Guided literary analysis (1 hour 15 minutes)	35%
The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	
Paper 2 Comparative essay (1 hour 45 minutes)	35%
The paper consists of four general questions. In response to one question, students write a comparative essay based on two literary works studied in the course. (30 marks)	
Internal assessment	**30%**
Individual oral (15 minutes)	30%
Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: *Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.* (40 marks)	

HL Assessment components	Weighting
External assessment (4 hours)	**80%**
Paper 1: Guided literary analysis (2 hour 15 minutes)	35%
The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	
Paper 2 Comparative essay (1 hour 45 minutes)	25%
The paper consists of four general questions. In response to one question, students write a comparative essay based on two literary works studied in the course. (30 marks)	
Higher level (HL) essay	20%
Students submit an essay on one literary text or work studied during the course. (20 marks) The essay must be 1,200–1,500 words in length.	
Internal assessment	**20%**
Individual oral (15 minutes)	20%
Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: *Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.* (40 marks)	

Current texts: (Please note that **this is not the official book list**. The titles listed below are offered as a reference to the standard and nature of Literature being covered in the course currently).

> *Collected Poetry Anthology* by Du Fu; *Collected Poetry Anthology* by Sally Wen Mao; *Collected Poetry Anthology* by Sylvia Plath; *Fences* by August Wilson; *In Cold Blood* by Truman Capote; *Interpreter of Maladies* by Jhumpa Lahiri; *Macbeth* by William Shakespeare; *Madame Bovary* by Gustave Flaubert; *Medea* by Euripides
> *Persepolis* by Marjane Satrapi; *The Thing Around Your Neck* by Chimamanda Ngoze Adichie; *White Teeth* by Zadie Smith

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

　　本課程將專注於文學文本，運用各種文本批評方法，以引導學生探索文學的本質、文學與世界的關係，提升學生的文學判斷能力，培養學生的文學批評技巧以及對文學語言的審美能力，亦期望學生能從中學習到言之有據，並提高其語言表達能力。

課程大綱

　　「讀者、作者和文本」、「時間和空間」及「互文性：文本的相互聯繫」；每一個探索領域都必須用相等的時間研習多種體裁、不同時期、不同地區的文學作品，引導學生進行文學解讀和詮釋。本課程允許教師從指定作家名單中選擇不同作品，並根據學生的需要和興趣安排教學內容。在三個探索領域中，普通課程的學生須研習 9 部作品，而高級課程的學生須研習 13 部作品。

　　此外，為協助和指引學生組織三個探索領域中的作品研究，本課程選擇了用於構建課程教學與學習的概念，分別為：認同、文化、創造力、交流、觀點、轉化和呈現。

評估

	評估內容	比重
●	**試卷一：附有引導題的文學分析** 該試卷由兩篇選文構成，分屬兩種不同的文學體裁，每一篇附有一個問題。 普通課程——學生選擇其中一篇選文並撰寫一篇對它的分析，時限為 75 分鐘； 高級課程——學生針對每一篇選文撰寫一篇分析性文章，時限為 135 分鐘。	普通課程：35% 高級課程：35%
●	**試卷二：比較論文** 試卷中包含四道一般性論題。學生要根據在課程中學習過的兩部作品，撰寫一篇對它們進行比較的論文來回應其中的一道題； 普通課程與高級課程的考題相同，時限均為 105 分鐘。	普通課程：35% 高級課程：25%
●	**高級課程論文** 學生提交一篇關於在課程中學習過的一部文學文本或作品的論文； 論文的篇幅必須為 1500-1800 個漢字。	高級課程：20%
●	**個人口試** 根據學過的出自一篇由所學語言寫作的作品節選和一篇翻譯的文學作品節選，進行一次長達 10 分鐘的、有準備的口頭表達，並有 5 分鐘的師生問答： 通過學過的兩部作品的內容和形式，介紹學生選擇的全球性問題的方式。	普通課程：30% 高級課程：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高層次學習的同學，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

1. Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures.

2. Develop skills in listening, speaking, reading, writing, viewing, presenting and performing

3. Develop skills in interpretation, analysis and evaluation.

4. Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings.

5. Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings.

6. Develop an understanding of the relationships between studies in language and literature and other disciplines.

7. Communicate and collaborate in a confident and creative way.

8. Foster a lifelong interest in and enjoyment of language and literature.

Assessment Description:

SL Assessment components	Weighting
External assessment (3 hours)	**70%**
Paper 1: Guided textual analysis (1 hour 15 minutes)	35%
The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	
Paper 2: Comparative essay (1 hour 45 minutes)	35%
The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	
Internal assessment	**30%**
Individual oral (15 minutes)	
Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: *Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied.* (40 marks)	30%

HL Assessment components	Weighting
External assessment (4 hours)	**80%**
Paper 1: Guided textual analysis (2 hour 15 minutes)	35%
The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	
Paper 2: Comparative essay (1 hour 45 minutes)	25%
The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	
HL essay	20%
Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.	
Internal assessment	**20%**
Individual oral (15 minutes)	20%
Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: *Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied.* (40 marks)	

Current literary texts: (Please note that **this is not the official book list**. The titles listed beloware offered as a reference to the standard and nature of Literature being covered in the coursecurrently).

Persepolis by Marjane Satrapi; Collected Short Stories of Kate Chopin; *1984*by George Orwell; *Othello* by William Shakespeare; *Chronicle of a Death Foretold* by Gabriel Garcia Marquez; *King Lear* by William Shakespeare; ThePoetry of Dennis Brutus; *Kitchen* by Banana Yoshimoto; *A View from the Bridge* by Arthur Miller; *Animal Farm* by George Orwell

Career prospects

Studying Language and 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 issuitable preparation for a number of subjects and careers which require analytical and critical thinking.

中文 A：語言與文學

課程目標

本課程將圍繞各種文學和非文學文本的學習和研究，旨在培養學生高度的社會洞察力，提高其語言能力和溝通交流技能，以支持他們未來的學術研究或職業生涯。

課程大綱

語言及文學課程圍繞著三個探索領域：「讀者、作者和文本」、「時間和空間」及「互文性：文本的相互聯繫」；每一個探索領域都必須用相等的時間研習文學作品和非文學作品。文學作品的選擇方面，普通課程的學生必須研習 4 部作品，高級課程的學生必須研習 6 部作品。非文學文本的方面，學生需探索和分析多樣的文本類型，如雜誌文章、廣告、博客、指南、報告、演講和信函等等。

此外，為協助和指引學生組織三個探索領域中的作品研究，本課程選擇了用於構建課程教學與學習的概念，分別為：認同、文化、創造力、交流、觀點、轉化和呈現。

評估

	評估內容	比重
校外評估	● 試卷一：有引導題的文本分析 該試卷由兩篇不同文本類型的非文學文本構成，每一篇文本都附有一條問題。 普通課程——學生選擇其中的一篇選文並撰寫一篇對它的分析文章，時限為 75 分鐘。 高級課程——學生針對每一篇選文撰寫一篇分析性文章，時限為 135 分鐘。	普通課程： 35% 高級課程： 35%
校外評估	● 試卷二：比較論文 試卷中包含四道一般性論題。學生要根據在課程中學習過的兩部作品，撰寫一篇對它們進行比較的論文來回應其中的一道題； 普通課程與高級課程的考題相同，時限均為 105 分鐘。	普通課程： 35% 高級課程： 25%
校外評估	● 高級課程論文 學生需提交一篇關於一份非文學文本或同一作者的非文學文本集，或在課程中學習過的文學文本或作品的論文； 論文篇幅須為 1440-1800 個漢字。	高級課程： 20%
校內評估	● 個人口試 根據分別出自一篇非文學文本和一篇文學作品的節選，學生將進行一次長達 10 分鐘的、有準備的口頭表達，並有 5 分鐘的師生問答： 通過學過的兩部作品的內容和形式，來考察學生所選擇的全球性問題的呈現方式。	普通課程： 30% 高級課程： 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高層次學習的同學，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 language B 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. The language ab initio course is designed for students with no previous experience in, or very little exposure to, the target language.

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

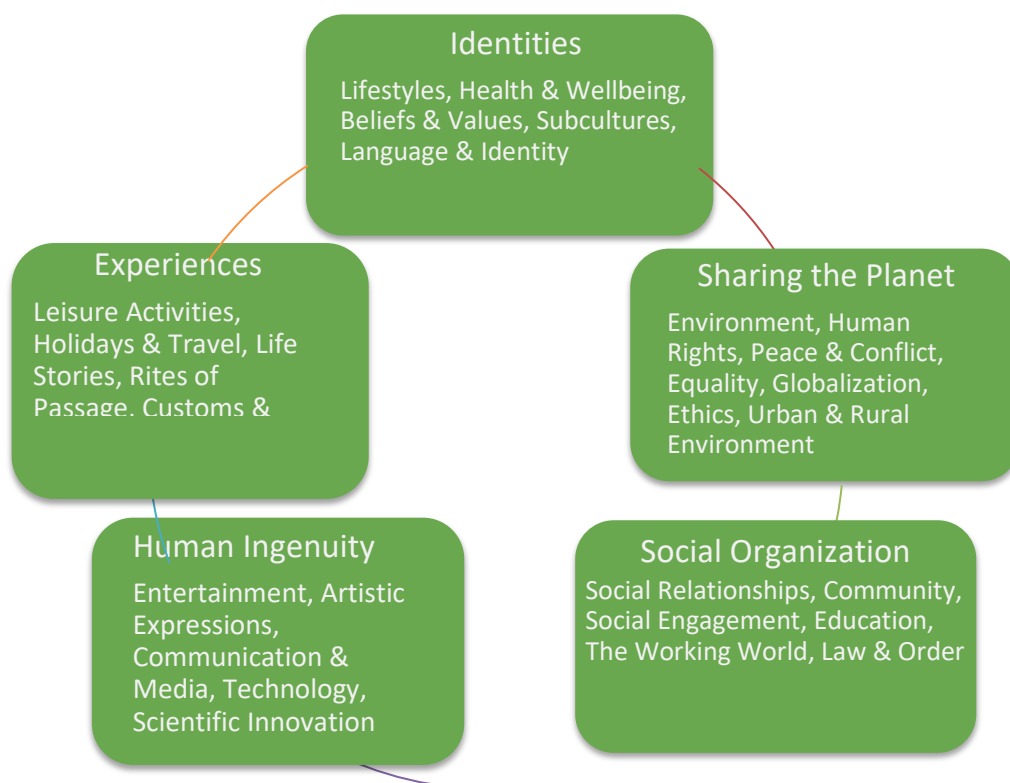| Subject	Level available
English B	HL
French ab initio	SL
Spanish ab initio	SL

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 five themes: Identities, Experiences, Human Ingenuity, Social Organisation and Sharing the Planet. In addition to differentiated teaching hours, HL students take on literary texts. Students currently read *A View from the Bridge* by Arthur Miller and *Fahrenheit 451* by Ray Bradbury. This aspect will incorporate students' ability to analyse literature while adhering to the overall aims of the course.

5 Themes

Identities
Lifestyles, Health & Wellbeing, Beliefs & Values, Subcultures, Language & Identity

Experiences
Leisure Activities, Holidays & Travel, Life Stories, Rites of Passage. Customs &

Sharing the Planet
Environment, Human Rights, Peace & Conflict, Equality, Globalization, Ethics, Urban & Rural Environment

Human Ingenuity
Entertainment, Artistic Expressions, Communication & Media, Technology, Scientific Innovation

Social Organization
Social Relationships, Community, Social Engagement, Education, The Working World, Law & Order

Assessment

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

External assessment makes up **75%** of the total mark.
Internal assessment makes up **25%** of the total mark.

External Assessment (HL)	
Paper 1 (25%)	1 hour 30 minutes: Writing Assessment Students will choose 1 task out of 3 given and a text type from a list provided. 400-600 words
Paper 2 (50%)	1 hour: Listening Comprehension 1 hour: Reading Comprehension

Internal Assessment (HL)	
Individual Oral (25%)	20 minutes of preparation + 12-15 minutes oral commentary Students will choose 1 of 2 literary extracts from the two texts taught in class. Part 1: 4-5 minutes Part 2: follow-up questions / conversation with teacher Part 3: converse about one of the 5 themes

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.

Language ab initio (available for French or Spanish at SL only)

PLKCKY is a bilingual school with a strong emphasis in Chinese and English. Students are encouraged to study both languages in IBDP. Students who wish to study French or Spanish ab initio must be beginners (i.e. no prior experience of education in the language, other than our Y6-8 foreign language classes).

Aims

The language ab initio course is designed to provide students with little to no previous exposure to the target language with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. Students will develop the ability to communicate through the study of language, themes and texts:

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

Course description

This is an online course offered by Pamoja Education (https://pamojaeducation.com/). There are five prescribed themes and 20 prescribed topics with which students engage through written, audio, visual and audio-visual texts:

Theme	Guiding principle	Prescribed topics	Possible questions
Identities	Explore the nature of the self and how we express who we are.	• Personal attributes • Personal relationships • Eating and drinking • Physical well-being	• How do I present myself to others? • How do I express my identity? • How do I achieve a balanced and healthy lifestyle?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	• Daily routine • Leisure • Holidays • Festivals and celebrations	• How does travel broaden our horizons? • How would my life be different if I lived in another culture? • What are the challenges of being a teenager? • How are customs and traditions similar or different across cultures?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	• Transport • Entertainment • Media • Technology	• How do science and technology affect my life? • How do I use media in my daily life? • What can I learn about a culture through entertainment?
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	• Neighbourhood • Education • The workplace • Social issues	• What purpose do rules and regulations have in society? • What is my role in society? • What options do I have in the world of work?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	• Climate • Physical geography • The environment • Global issues	• What can I do to help the environment? • How do my surroundings affect the way I live? • What can I do to make the world a better place?

Assessment

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

External assessment makes up **75%** of the total mark.
Internal assessment makes up **25%** of the total mark.

Language ab initio SL assessment outline		Weighting
External 75%	**Paper 1** (productive skills) Two written tasks—each from a choice of three Writing—30 marks	25%
	Paper 2 (receptive skills) Separate sections for listening and reading Listening—25 marks Reading—40 marks	 25% 25%
Internal 25%	**Individual oral assessment** 30 marks	25%

For the individual oral internal assessment, the stimulus at language ab initio SL is a visual image that is clearly relevant to one (or more) of the themes of the course.

Career prospects

French and Spanish Language ab initio aims to bring the students' level up to a level of proficiency that will allow them to communicate clearly and effectively. By equipping the students with a good range of vocabulary, analytical skills and nurturing their curiosity, their knowledge is applicable to any real-life situation.

Please note that Pamoja Education charges a separate tuition fee per year per enrolment, which is not covered by the tuition fee paid to the school. The current pricing is USD$1575 per year and prices are reviewed every year.

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 Management	SL; HL
Digital Society	SL; HL
Economics	SL; HL
Geography	SL; HL
History	SL; HL

Business 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.

The business management course enables students to develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents. Students will foster an informed understanding of ethical and sustainable business practices. They will explore the connections between individuals, businesses and society, while engaging with decision-making as a process and a skill.

Through the exploration of four concepts underpinning the subject (change, creativity, ethics, and sustainability), 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.

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
(1) Introduction to Business Management The different types of business organisations, their objectives and the global environments in which they operate	
(2) Human Resource Management Exploring how businesses recruit, organise, develop and motivate their arguably most important resource–their people	
(3) Finance and Accounts How business organisations manage their finances and the strengths / limitations of various tools for financial management and financial analysis	

(4) Marketing Marketing strategies such as the 7Ps model, e-commerce and international marketing to achieve organisational objectives	
(5) Operations Management Production planning, management and decision making, including issues of quality assurance and operational efficiency	

Assessment

Standard Level	Weighting	Higher Level	Weighting
Internal Assessment Research project about a real issue or problem facing an organisation using a conceptual lens Maximum 1,800 words (20 hours)	30%	*Internal Assessment* Research project about a real issue or problem facing an organisation using a conceptual lens Maximum 1,800 words (20 hours)	20%
External Assessment Paper 1: Exam based on an unseen case study and pre-released statement (1h 30m)	35%	*External Assessment* Paper 1: Exam based on an unseen case study and pre-released statement (1h 30m)	25%
Paper 2: Structured questions based on stimulus material (1h 30m)	35%	Paper 2: Structured questions based on stimulus material (1h 45m)	30%
		Paper 3: Exam based on an unseen case study about a social enterprise (1h 15m)	25%

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.

Digital Society

This course was launched in 2022 and replaced the former Information Technology in a Global Society subject. It is best suited for students who took ICT and/or Computer Science in Cambridge IGCSE.

Aims

The course aims to provide students a route to build skills and understand the importance and impact of digital systems and technologies in the contemporary world. This involves developing in-depth understanding of the trends of digital systems and becoming experienced in a wide range of technical and social tools.

To accomplish this, students will:

• Engage in focused inquiry using real-world examples;

• Investigate the impacts and implications of digital systems for people and communities;

• Reflect on emerging trends and future developments of digital systems; and

• Share their discoveries about digital society with others

Course description

Digital Society is a subject within group 3 - individuals and societies.

The course interweaves different concepts, content and contexts of the digital world through inquiry-based learning.

Content

<table>
<tr><td colspan="3">1.1 Introduction
What is digital society?</td></tr>
<tr><td>Concepts</td><td>Content</td><td>Contexts</td></tr>
<tr><td>2.1 Change</td><td>3.1 Data</td><td>4.1 Cultural</td></tr>
<tr><td>2.2 Expression</td><td>3.2 Algorithms</td><td>4.2 Economic</td></tr>
<tr><td>2.3 Identity</td><td>3.3 Computers</td><td>4.3 Environmental</td></tr>
<tr><td>2.4 Power</td><td>3.4 Networks and the internet</td><td>4.4 Health</td></tr>
<tr><td>2.5 Space</td><td>3.5 Media</td><td>4.5 Human knowledge</td></tr>
<tr><td>2.6 Systems</td><td>3.6 Artificial intelligence</td><td>4.6 Political</td></tr>
<tr><td>2.7 Value and ethics</td><td>3.7 Robots and autonomous technologies</td><td>4.7 Social</td></tr>
<tr><td colspan="3">Inquiry Project (Internal assessment)

Impacts and implications of digital systems for people and communities.</td></tr>
</table>

HL only related to Paper 3 Assessment:

5.1 Global well-being

5.2 Governance and human rights

5.3 Sustainable development

Assessment

External Assessment			
		Time	
		(Weighting of final grade)	
		SL	HL
Paper 1	Questions that address the syllabus and real-world examples in an integrated way.	1 hrs 30 mins (40%)	2 hrs 15 mins (35%)
Paper 2	Source-based questions that address the syllabus in an integrated way.	1hr 15 mins (30%)	1hr 15 mins (20%)
Paper 3	Questions that address an intervention related to an HL extension challenge outlined in a pre-released brief.	n/a	1hr 15 mins (25%)
Internal Assessment			
Inquiry project	A project into the impacts and implications of a chosen digital system for people and communities. Project is submitted with an inquiry process document, a recorded multimedia presentation and a list of references.	30 hrs (30%)	30 hrs (20%)

Career prospects

The content of the Digital Society course provides an opportunity for students to improve their confidence, competence, and self-esteem ready for degree level subjects related to:

1. STEM
2. Social science,
3. Humanities; and
4. the Arts

Additionally, due to the nature and structure of the course being an interdisciplinary subject, students will obtain a greater exposure to a number of skills for workplace readiness, which include project management, research, critical and creative thinking and multimedia communication.

Directly related professions may include Project Manager, Social Informatics, and Teacher/Professor.

Economics

Aims

Economics is a dynamic social science forming part of Group 3 – Individuals and Societies. The subject is essentially about dealing with scarcity, resource allocation 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 emphasizes (1) micro-economics, which deal with economic variables affecting individuals, firms and markets, (2) macro-economics, which deal with economic variables affecting countries, governments and societies and (3) global-economics, which deal with economic activities among countries and their economic development.

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 throughout the course as students are required to reflect on human end-goals and values. The course also encourages students to foster a concern for global issues and reflect on them which develop personal commitment from the global perspective.

Course description

Standard and Higher Level students study three 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
(1) Microeconomics	Competitive markets: demand and supply; Elasticity; Government intervention; Market failure; (Behavioural Economics; Market failure – asymmetric information & market power (HL only))
(2) Macroeconomics	The level of overall economic activity; Aggregate demand and aggregate supply; Macroeconomic objectives; Economics of inequality and poverty; Fiscal policy; Monetary policy; Supply-side policies
(3) Global economics	International trade; Exchange rates; The balance of payments; Economic integration; Sustainable development; Measuring development; Barriers to development; Economic growth / Economic development strategies

Assessment

Standard Level	Weighting	Higher Level	Weighting
Internal Assessment			
A portfolio of 3 commentaries [max. 800 words] (20 hours)	30%	A portfolio of 3 commentaries [max. 800 words] (20 hours)	20%
External Assessment			
Paper 1: An extended response exam (1 hour 15 minutes)	30%	Paper 1: An extended response exam (1 hour 15 minutes)	20%
Paper 2: A data response exam (1 hour 45 minutes)	40%	Paper 2: A data response exam (1 hour 45 minutes)	30%
		Paper 3: A policy advice exam (1 hour 45 minutes)	30%

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. In addition, 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 at different scales
- Promote a critical understanding the relevance of geography in analyzing contemporary issues and challenges, as well as development.
- 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 of resources at varying scales

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. The course is concept-based and skill-driven.

Part 1: Geographic themes — 7 options

Students study two options at SL, and three optional themes at HL:

- Freshwater—drainage basins
- Oceans and coastal margins
- Extreme environments
- Geophysical hazards
- Leisure, tourism and sport
- Food and health
- Urban environments
-

Part 2: Geographic perspectives — global change (SL and HL core)

There are three compulsory topics in the core:

- Population distribution — changing population
- Global climate — vulnerability and resilience
- Global resource consumption and security

Part 2a: Geographic perspectives — global interactions (HL only)

There are three compulsory topics in the HL extension:
- Power, places and networks
- Human development and diversity
- Global risks and resilience

Fieldwork (SL/HL)
One written report based on a fieldwork question. Students collect and analyze information followed by an evaluation.

Assessment

Assessment components (SL/HL)	Weighting
Paper 1 (1 hour 30 minutes/ 2 hours 15 minutes) Syllabus content: Geographic themes (2 options for SL / 3 options for HL) Each option has a structured question and one extended answer question from a choice of two. *(20 [10 + 10] marks per option)*	**35% (SL and HL)**
Paper 2 (1 hour 15 minutes) Syllabus content: Geographic perspectives — global change Section A: Three structured questions, based on each SL/HL core unit *(30 marks)* Section B: Infographic or visual stimulus, with structured questions (10 marks) Section C: One extended answer question from a choice of two *(20 (10 marks)*	**40% (SL)** **25% (HL)**
Paper 3 (1 hour) Syllabus content: Higher level core extension - global interactions Choice of three extended answer questions, with two parts, based on each HL core unit *(28 marks - Part A: 12 marks; Part B: 16 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 (25 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 landscape architecture; 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.
- Facilitates development of awareness of one's own historical identity through the study of the historical experiences of different cultures.

Course description

Students will study **Route 2** History that encompasses a standard level (SL) and higher level (HL) core syllabus, comprising of a source based study of a Prescribed Subject for Paper One and an Essay based paper with a choice from a selection of two topics selected for Paper Two.

For SL students, the topic for the source-based Paper One unit is **The Move to Global War**, focusing on Japanese, German and Italian expansionism in the 1930s. For the essay-based Paper Two unit the topics chosen are **1) Authoritarian States**, looking at the rise and rule of dictators like Hitler, Stalin, Mussolini and Mao; and **2) The Cold War**: Superpower tensions and conflict in the latter half of the 20thCentury.

In addition, for Paper 3, HL students will study three units from the World History topics. The Option chosen is **HL Option 4 - History of Europe** with the chosen sections being **Topic 12 - Imperial Russia and the establishment of the Soviet Union (1855-1924), Topic 13 - Europe and the First World War (1871-1918)** and **Topic 14 - Interwar Domestic developments in European States (1918-1939).**

History plays an essential part in every developed society. An awareness of the past is essential in the maintenance of one's own identity, whilst also having the ability to accept others', whilst providing opportunities to debate the concept of how the past gives meaning to the present. The students become aware of how History has been used, abused and misinterpreted by those involved and develop the ability to question the fragility of History. Debates regarding whether historical claims of the truth about events can be seen in the same way as scientific claims; History also facilitates a link to explore deeper Theory of Knowledge based questions.

Assessment

Paper	Length	Remarks	Weighting – SL	Weighting - HL
Paper 1	1 hour	Route 2: Choose One from Five Prescribed subjects Four structured questions. Assessment objectives: 1-3 (24 marks)	30%	20%
Paper 2	1 hour 30 mins.	Route 2: Choose Two from Twelve World History topics: Two extended- response questions Assessment objectives: 1-4 (30 marks)	45%	25%
Paper 3 (HL only)	2 hours 30 mins.	Route 2: Choose one from four regional options; choose three topics from the selected region: Three extended- response questions Assessment objectives: 1-4 (45 marks)	N/A	35%
Internal Assessment	Approx. 20 hours	Historical investigation on any area from the syllabus Assessment objectives: 1-4 (25 marks)	25%	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 in events. History graduates run banks, multi-national companies and countries. It truly is a pathway to almost any job field.

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
Computer Science	SL; HL
Design Technology	SL; HL
Physics	SL; HL

Biology

Aims

Biology in 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 new curriculum consists of four main sections. These four sections are Unity and diversity, Form and function, Interaction and interdependence and Continuity and change. The curriculum allows students to develop a more thorough understanding and awareness of the living world around them by realizing the interactions between various biological topics. This would help our students to construct their critical thinking skills and develop their communication skills when studying the IB diploma curriculum. Amongst the four sections, some of the biological topics will be covered in more depth for the Higher-level students.

In addition to the course content, students will extend their knowledge and laboratory skills in Internal Assessment (IA) and the Group 4 project. The IA component takes up 20% of their Biology IB diploma grade and the Group 4 project is a compulsory component for all Group 4 students.

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 to the group 4 project for 10 hours.	20%	Paper 1 - Multiple-choice questions - Data-based questions	36%
		Paper 2 -Data-based questions - Short answer questions - Extended response questions	44%

Career prospects

A background in biology is highly recommended for biological sciences courses in 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 collaboration skills.
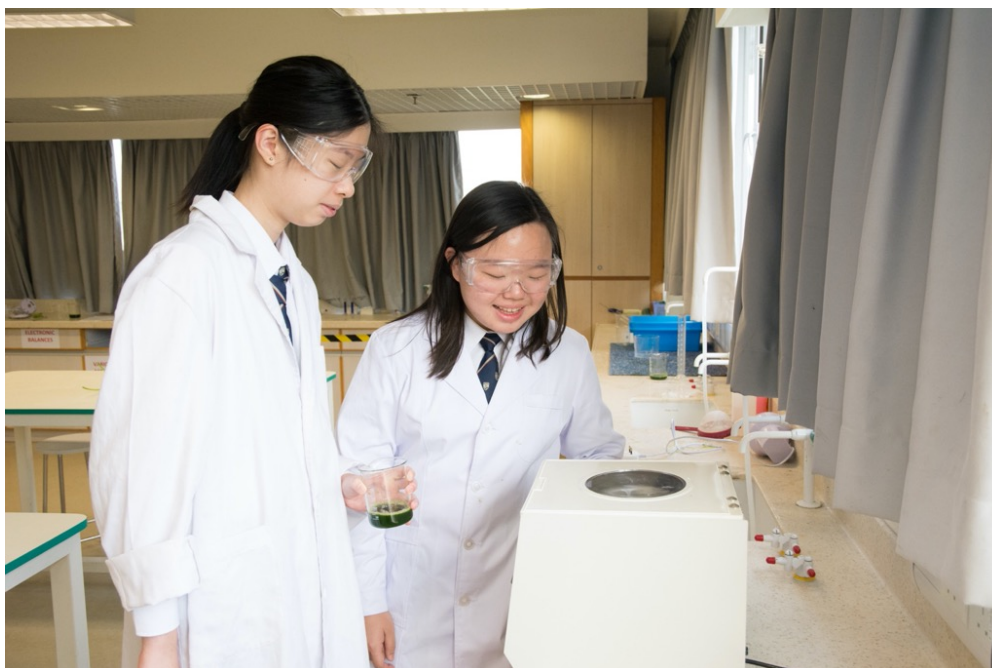
Chemistry

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 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 at least a B grade in IGCSE Chemistry with a competitive proficiency of English language.

The Standard Level course is open to IGCSE Chemistry students who achieved a C grade or higher. The curriculum content does not require a mastery of advanced mathematical skills. It provides opportunities for students to enjoy the interesting daily life chemistry phenomenon.

Syllabus contents for IBDP Chemistry: Structure 1. Models of particulate nature of matter. Structure 2. Models of bonding and structure. Structure 3. Classification of matter. Reactivity 1. What drives chemical reactions? Reactivity 2. How much, how fast and how far? Reactivity 3. What are the mechanisms of chemical change? Experimental programme (20 - 40hrs of Practical work, 10hrs of Collaborative sciences project and 10hrs of Scientific investigation)

Assessment

Internal assessment	Overall percentage weighing	External assessment	Overall percentage weighing
Scientific investigation (An open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome will be assessed through the form of a written report of maximum 3000 words)	20%	Paper 1A - Multiple choice questions Paper 1B - Data-based questions and questions on experimental work	36%
		Paper 2 - Short-answer and extended response questions	44%

Career Prospect

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.

Computer Science

This course is currently undergoing its seven-year cycle review / update by IB. The new subject guide is to be released in February 2023. The information below is based on the latest released information. It is best suited for students who took Computer Science in Cambridge IGCSE.

Aims

The course aims to develop understandings that connect factual, procedural and metacognitive knowledge and skills, and recognizes the importance of connecting learning with conceptual understanding. This includes a non-linear process of adding new knowledge, evolving understandings and identifying misconceptions.

Developing conceptual understandings will enable students to be aware and critical of their own knowledge, and to transfer and apply skills and understandings to new or different contexts in creative, generative, autonomous and dynamic ways.

Course description

Computer Science is regarded as an experimental science, alongside biology, chemistry, design technology, physics and environmental systems and societies. It sits in the Group 4 list of subjects.

The course is organised into 3 areas of learning interweaving topics using 4 themes

1. Systems in theory – theoretical concepts of computer science

2. Systems in practice – practical application of the theory

3. Systems in context – connecting the theory and practice to real-world scenarios and applications

a) Abstraction

b) Design

c) Development

d) Evaluation

Content

The final revised content of the course will be released later in 2023 and is moving towards a reduction of the pre-existing content. For reference, a summary of the pre-existing content is listed below:

Topic 1: System fundamentals	Topic 5: Abstract data structures (HL only)
Topic 2: Computer organisation	Topic 6: Resource management (HL only)
Topic 3: Networks	Topic 7: Control (HL only)
Topic 4: Computational thinking, problem-solving and programming	Case Study (HL only)
Optional HL/SL (Databases, Modelling and simulation, Web science, Object-oriented programming)	

Assessment

External Assessment				
			Time (Weighting of final grade)	
			SL	HL
Paper 1	Problem solving with coding problems (Python/Java)	Systems in theory Systems in practice	1 hrs 15 mins (35%)	2 hrs (40%)
Paper 2	Applying theory and practice to real-world contexts	Systems in theory Systems in practice Systems in context	1 hrs 30 mins (35%)	2 hrs (40%)
Internal Assessment				
Individual Report (3,000 words)	Computational solution to a real-world problem	Software development life cycle	35 hrs (30%)	35 hrs (20%)

Career prospects

A background of computer science is highly recommended for those intending to study a computer science course at tertiary education.

Although by no means is it essential to have computer science to gain entry to a computer science degree course, it may however reduce the grade entry requirements, and definitely give you a good foundation to build upon and a head start over those who have never studied the subject.

Computer science university graduates are highly in demand, not just in the computer science field but overall given employers are attracted to candidates who are able to have "computational thinking". This is the ability to (i) think computation, (ii) think algorithmically, and (iii) to program.

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 may also consider conducting an Extended Essay in Design Technology but the recommendation is that you have inherent interest in the research area and show dedication to the study.

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 20	30 20		3/4 1	SL - 30 MCQ on the core HL - 40 MCQ (±15 common to SL plus about five more on the core and about 20 more on the AHL)
Paper 2	30 20	12 8	18 12	1/1/2 1/1/2	SL - Section A: one data-based question and several short-answer questions on the core (all compulsory) 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— Design project	40	All assessment objectives are tested equally		40 60	SL - Teacher choice—for investigations, student choice for design project 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

The HL design project must be submitted entirely in A3 landscape or equivalent (max 25 pages) or entirely A4 portrait or equivalent (max 50 pages). The SL design project must be submitted in entirely A3 landscape or equivalent (max 19 pages) or entirely A4 portrait or equivalent (max 38 pages).

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. It 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.

Syllabus content overview

A. Space, time and motion	B. The particulate nature of matter	C. Wave behaviour	D. Fields	E. Nuclear and quantum physics
A.1 Kinematics • A.2 Forces and momentum • A.3 Work, energy and power • A.4 Rigid body mechanics ••• A.5 Galilean and special relativity •••	B.1 Thermal energy transfers • B.2 Greenhouse effect • B.3 Gas laws • B.4 Thermodynamics ••• B.5 Current and circuits •	C.1 Simple harmonic motion •• C.2 Wave model • C.3 Wave phenomena •• C.4 Standing waves and resonance • C.5 Doppler effect ••	D.1 Gravitational fields •• D.2 Electric and magnetic fields •• D.3 Motion in electromagnetic fields • D.4 Induction •••	E.1 Structure of the atom •• E.2 Quantum physics ••• E.3 Radioactive decay •• E.4 Fission • E.5 Fusion and stars •
• Topics with content that should be taught to all students •• Topics with content that should be taught to all students plus additional HL content ••• Topics with content that should only be taught to HL students				

The recommended teaching time is 240 hours to complete HL courses and 150 hours to complete SL.

Assessment

Internal assessment	Overall percentage weighing	External assessment	Overall percentage weighing
Scientific investigation (An open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome will be assessed through the form of a written report of maximum 3000 words)	20%	Paper 1A - Multiple choice questions Paper 1B - Data-based questions and questions on experimental work	36%
		Paper 2 - Short-answer and extended response questions	44%

Career Prospect

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

- Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- Develop an understanding of the concepts, principles and nature of mathematics
- Communicate mathematics clearly, concisely and confidently in a variety of contexts
- Develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics
- Employ and refine their powers of abstraction and generalization
- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- Appreciate how developments in technology and mathematics influence each other
- Appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- Appreciate the universality of mathematics and its multicultural, international and historical perspectives
- Appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course
- Develop the ability to reflect critically upon their own work and the work of others
- Independently and collaboratively extend their understanding of mathematics.

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: Analysis and Approaches	SL; HL
Mathematical: Applications and Interpretation	SL; HL

Mathematics: Analysis and Approaches or Mathematics: Applications and Interpretation

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 subjects ie. Analysis and Approaches **AND** Applications and Interpretation. Two subjects each offered at Higher Level and Standard Level will benefit to more students, appeal to their interest, cater for their future needs, and offer flexibility at the content.
Analysis and Approaches emphasis on Trigonometry, Geometry and Calculus whereas
Applications and Interpretation emphasis on Statistics, Modelling and Use of Technology.

Analysis and Approaches:
This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Applications and Interpretation:
This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Assessment

Internal Assessment	Overall Percentage Weighting	External Assessment	Overall Percentage Weighting
A mathematical **Exploration (HL and SL)** Investigating a topic chosen by the student himself. 30 teaching hours for HL and SL	20%	**Paper 1** Short Answer and Extended Response Questions 2 hours for HL 1.5 hours for SL	30% for HL 40% for SL
		Paper 2 Short Answer and Extended Response Questions 2 hours for HL 1.5 hours for SL	30% for HL 40% for SL
		Paper 3 2 Scaffolded Problems (Generalization or Interpretation) (1 hour)	20% only HL

Career prospects

Analysis and Approaches: This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or some economics.

Applications and Interpretation: This subject is aimed at student who will go on to study subject such as social sciences, natural sciences, medicine, statistics, business, some economics courses, psychology, and design.

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 Theatre and Visual Arts this year.

Available subjects

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

Theatre

Aims

- Developing theatre skills as a creator, designer, director, performer and spectator.
- Developing life skills like building confidence, creativity, leadership and working collaboratively.
- Developing awareness of personal and cultural perspectives.
- Developing an appreciation of the diversity of theatre practices and intentions.

Course description

Theatre is a practical subject that encourages students to find and develop their own vision on Theatre through the exploration of Theatre around the world, developing and studying theatre maker intentions, taking risks and by presenting their ideas to others. The IBDP Theatre course gives students the opportunity to explore theatre as creators, designers, directors, performers and spectators.

Students learn to apply research and theory to inform and contextualise their work. Each task will require students to inquire, develop, present and critically reflect on theatre to learn about and to appreciate the different forms of theatre in time, place and culture and to shape their own ideas and vision. They gain a richer understanding of themselves, their community and the world around them as active participants and audience members of theatre.

Task 1: Production Proposal (SL and HL)

Students individually choose a published play text and formulate a vision for the design and staging of the play text. Their ideas and intentions are presented in the form of a written production proposal.

Task 2: Research presentation (SL and HL)

Students plan, deliver and video record an individual research presentation (15 minutes maximum) to demonstrate their research and practical exploration of a world theatre tradition they have not previously studied.

Task 3: Collaborative project (SL and HL)

Students collaboratively create and perform an original piece of theatre (lasting 7 -10 minutes) based on a starting point of their choice. They will reflect on their explorations in a report that will be submitted alongside a recording of the performance.

Task 4: Solo theatre piece (HL only)

Students research a theatre theorist, identify an aspect(s) of their theory and create and present a solo theatre piece (4–7 minutes) based on this aspect(s) of theory. A detailed report on their research, development and reflection will be submitted alongside the video recording of their practical performance.

Assessment

Standard Level	Weighing SL	Higher Level	Weighing HL
Production Proposal *(internally assessed)*	30%	Production Proposal *(internally assessed)*	20%
Research presentation *(externally assessed)*	30%	Research presentation *(externally assessed)*	20%
Collaborative project *(externally assessed)*	40%	Collaborative project *(externally assessed)*	25%
-	N/A	Solo theatre piece *(externally assessed)*	35%

Career prospects

The Theatre course will prepare students for a career choice as an actor, director, (set-, stage-, sound- or light-) designer and or playwright. However, the possibilities reach far beyond these obvious career paths. The life skills learned in Theatre like for example building confidence, collaboration, creativity, personal development and self-exploration, will prepare students for any career path that will require someone to lead a team, to give presentations, to interact with others or to communicate a message, These are well sought after qualities in any career choice.

Visual Arts

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 is 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 to support the assessment criteria as listed in the table below.

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		

Career prospects

Visual Arts is useful for students who are interested in careers that value innovative thinking. A background in art is highly recommended for any creative or art courses at the college level. Visual Arts is an ideal springboard for careers in any field, including graphic, product, interior, ux and ui, or any other design, illustration, animation, film, architecture, video game development, marketing, and computer programming.
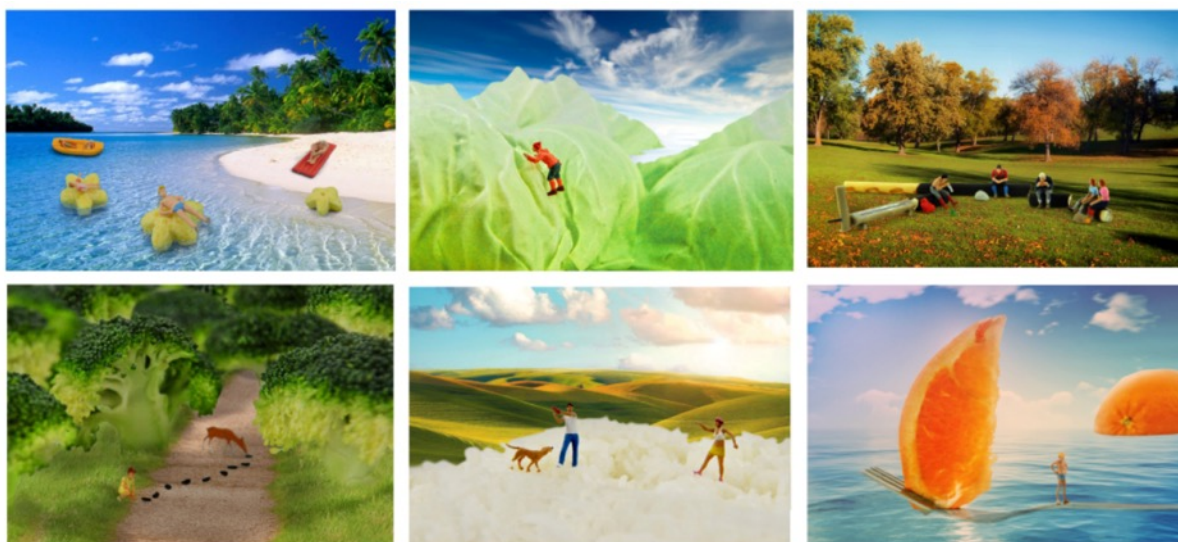
Audrey Chak

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" **(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
- We currently subscribe to the following databases: *Questia, JSTOR, and Britannica Encyclopedia.* In addition to our subscribed databases, we introduce students to some of the Hong Kong Public Library e-Resources via the web.

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?*
- **Risk-takers** - *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 considerate 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 your 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, and Allen; Anderson; Coffey; Croft and Cross; Drake; Fox; Hill; Mathews and Hill; Spahn).

- Critical thinking/reading/analysis
- Learning skills/inquiry skills
- Reasoning skills
- Independent working
- Decision-making
- Tolerance/open-mindedness
- Asking and answering own questions
- Creative thinking
- Information literacy/Academic rigor
- Self-discipline
- Time management
- Research skills
- Deciphering between truth and opinion

- Personal communication skills
- Higher-order thinking
- Personal reflection
- Working cooperatively/team work
- Confidence, independence, maturity
- Personal knowledge
- Responsibility
- Study skills and habits
- Synthesize information/note-taking
- Panning skills
- Writing skills
- Understanding and applying logic
- 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 supervises some CAS students who do their CAS projects with the library. 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 *Britannica Encyclopaedia, Questia, JSTOR, Omnifile Full Text Mega, Opposing Viewpoints* and so on*.*
- 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 websites. The library has been constantly adding resources to support all areas of the EE topics. The library has also created a website 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 Policy 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, a group 2 subject may be replaced by an additional group 1 subject.
   c. a mathematics subject must be selected from group 5
   d. the sixth subject may be selected from group 6 or from groups 2-4.

   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. **Are there any entry requirements?**

   Admission to Year 11 from Y10 in CKY is based on Cambridge IGCSE grades attained in full courses.

   For progression to IB Diploma, students are expected to attain a minimum of 3Bs and 3Cs in the Cambridge IGCSE with additional requirements stated below:

   i.   A minimum of grade B in Cambridge IGCSE for all Higher Level subjects, except Mathematics;
   ii. A minimum of grade A in Cambridge IGCSE Mathematics for Higher Level Mathematics;
   iii. A minimum of grade C in Cambridge IGCSE for all Standard Level subjects, except ab initio;
   iv. A minimum of grade C in Cambridge IGCSE First language English for Higher Level English B.

   For students who do not meet the above course selection requirement but achieved minimum of 6Cs for their chosen IBDP subjects in their respective Cambridge IGCSE grades are advised to opt for the IB Certificate courses.

   If you would like to take a subject that you did not study at IGCSE, you might be allowed to take it at SL level, if permission is granted by both the relevant Head of Department and IBDP Coordinators.

   IGCSE Art & Design (Textiles) students may choose Visual Art in IBDP.
   IGCSE Computer Science students may choose Digital Society and/or Computer Science in IBDP.

IGCSE ICT students may choose Digital Society only in IBDP.

The equivalency of other qualifications obtained will be taken into consideration for insert students.

3. **Can I change my courses?**

At CKY students may apply to change courses before the deadline set near the end of the Y10 induction period to enable the school to prepare for the new academic year. All late application for changes after this deadline will be processed accordingly depending on whether the student has met the IGCSE grade entry requirement and the IB Diploma Coordinator's approval.

4. **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 every day.

5. **When do I take the DP exams?**

At CKY, students take 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.

6**. 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.

7. **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.

A typical university application package consists a personal statement, a copy of your IGCSE certificate and IBDP predicted grades, completed application form, a testimonial from the school and an application fee. The University Guidance Team

organises a series of workshops and provides consultations to students to help plan and prepare their university applications.

About the University Guidance Centre

The University Guidance Centre (UGC) is responsible for providing guidance and support to senior secondary students on post-secondary opportunities and planning. The department is also responsible for all outgoing letters of reference, testimonials, and academic records for all PLKCKY students. All official documents are reviewed and signed by Ms Jenny Chong, Head Principal of the School.

1. Guidance for IGCSE and IB Diploma Subject Selection

The UGC is a great resource to seek when students are considering their IGCSE and IB subject lists. As each university set varying public examination requirements, students are encouraged to speak with a guidance counsellor to find out if their course selections are suitable for their desired university or programme choice. Parents are also welcomed to make appointments with us to learn more about the university admission requirements and the application process.

2. Preparations for University Applications

The UGC strives to provide students with up-to-date information about university application and guide them through the application and admission processes.

2.1 Planning for the Application

The UGC organises regular university talks mainly for Year 11 and 12 students. These talks feature admissions tutors from local and international universities and aim to explain various fields of study and admissions requirements to students. In order to help students identify a suitable major they would like to pursue in university, the UGC has initiated a career exploration series, "Finding a Path." The talk series outlines the basics of some of the most popular disciplines, including Medicine, Law, Engineering, Education, Psychology, Arts and Design etc. to foster students' understanding of different areas of studies that high education can offer. Please see the below for some of the visiting universities last year:

- Hong Kong University of Science and Technology
- Chinese University of Hong Kong
- University of Hong Kong
- City University of Hong Kong (Veterinary Medicine)
- Durham University
- Imperial College London
- University College London
- University of Warwick
- University of Manchester (Medicine and Health)
- University of East Anglia (Physiotherapy)
- Embry-Riddle Aeronautical University
- University of California, Davis
- Ryerson University

2.2 During the Application

The UGC provides comprehensive guidance to students throughout their university application journey, this includes writing personal statements, submitting application forms, preparing for admission interviews, and deciding between offers. We have an open-door policy, so all students from all year levels are welcome to drop by the centre and get the help that they need. Alternatively, students can email us to get their questions answered.

2.3 Deciding between Offers

It is very typical for our students to receive more than one offer of acceptance from universities. Based on the student's academic ability, expectations and desired learning environment, our team of guidance counsellors work closely with students to analyse their offers and help them narrow down their options, so that they can choose a place that is the right fit for them.

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Open-minded
Caring
Risk-takers
Balanced
Reflective