



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 2026-27 entry



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The IB Diploma Programme: Introduction

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 through education as well as adults throughout their life.

International mindedness and positive attitudes

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

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

Why the IB Diploma Programme at CKY

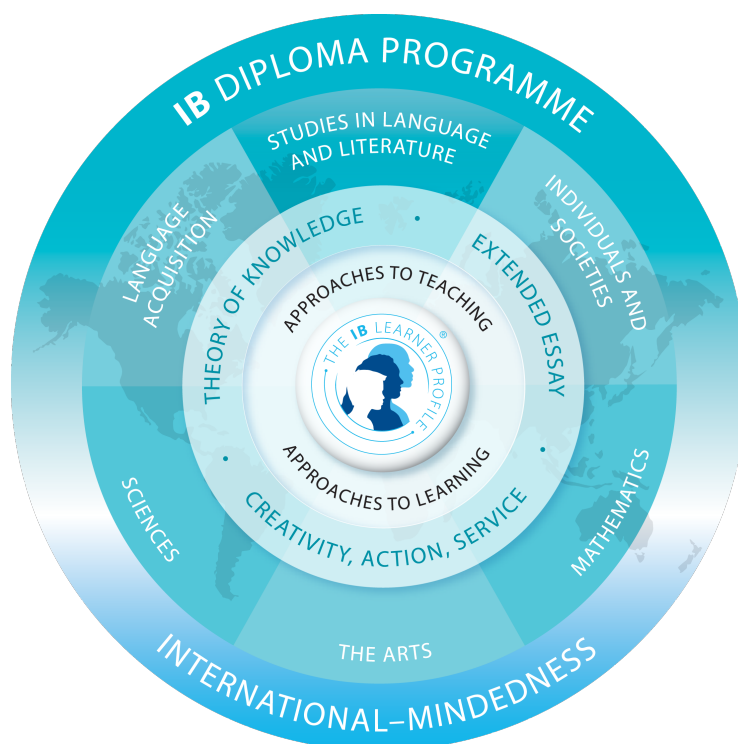
Students choose to follow the IB Diploma because it is a challenging programme which offers both breadth and depth of learning. The IB Diploma provides students with a wide range of knowledge and skills, and an ideal preparation for university education. In addition, the rigorous assessment procedures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

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



The Curriculum Model

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



Key Contacts

Head Principal

Ms Jenny Chong

jenny_chong@cky.edu.hk

IB Diploma Programme Coordinator

Ms Shela Lee

shela_lee@cky.edu.hk

IB Diploma Programme Deputy Coordinator

Mr Forrest Li

forrest_li@cky.edu.hk

Creativity, Activity and Service (CAS) Coordinator

Mr Sam Leong

sam_leong@cky.edu.hk

Creativity, Activity and Service (CAS) Deputy Coordinator

Ms Sunny Au

sunny_au@cky.edu.hk

Theory of Knowledge (TOK) Coordinator

Mr Adam Stengel

adam_stengel@cky.edu.hk

Extended Essay (EE) Coordinator

Ms Christine Wong

christine_wong@cky.edu.hk

University Guidance Team

Ms Dorothy Ng

Ms Maryann Lee

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 members 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 IBDP programme, CKY students are expected to attain a minimum of 3Bs and 3Cs in their Cambridge IGCSE examinations, with the additional requirements as follow:

- 4.4.1 A minimum of grade B in Cambridge IGCSE for all Higher Level subjects, except Mathematics and Language B
- 4.4.2 A minimum of grade A in Cambridge IGCSE International Mathematics for Higher Level Mathematics
- 4.4.3 A minimum of grade C in Cambridge IGCSE for all Standard Level subjects, except ab initio
- 4.4.4 A minimum of grade C in Cambridge IGCSE First language for Higher Level of the respective Language B;
- 4.4.5 Students who do not meet the above course selection requirement will be placed on probation and must register for and pass the above requirements in the immediate November Cambridge IGCSE examinations for the subject(s) concerned. If a student fails to meet the above requirements by the end of Year 11, s/he will repeat Year 11 or commence studies for IB certificates instead.
- 4.4.6 If a student would like to take a subject that s/he did not study at IGCSE, s/he might be allowed to take it at SL level, if permission is granted by both the relevant Head of Department and IBDP Coordinators.
- 4.4.7 Cambridge IGCSE A-Maths grade can be used to replace the I-Maths grade requirement.
- 4.4.8 Cambridge IGCSE English Literature grade can be used to replace the First language English grade requirement.
- 4.4.9 Art & Design (Textiles) students may choose Visual Art in IBDP.
- 4.4.10 The equivalency of other qualifications obtained will be taken into consideration for insert students.

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 nine (9) 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 Advisor 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 on a first come first serve basis.

9.3 In cases of under-subscription, a 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 outlined in Section 4.8 above.

10.3 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.

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

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

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

10.7 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.

10.8 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 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 induction session.

12. Specialist Equipment

12.1 All students in 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 the 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 and school's approval, 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 the first day of the academic year.

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.

CKY 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 | Chinese A Literature Chinese A Language & Literature English A Literature English A Language & Literature |
| (2) Language Acquisition | Chinese B (HL only, application needed) English B (HL only, application needed) Spanish ab initio (SL only) <i>Or another Group 1 language</i> |
| (3) Individuals and Societies | Business Management Economics Geography History |
| (4) Experimental Sciences | Biology Chemistry Design Technology Physics |
| (5) Mathematics | Mathematics: Analysis and Approaches Mathematics: Application and Interpretation |
| (6) The Arts | Music Theatre Visual Arts <i>Or another Group 1, 2, 3, or 4 subject</i> |
| CORE (taken by all students) | Theory of Knowledge Extended Essay Creativity, Activity and Service (CAS) |

For further guidance, you may refer to the Course selection guidance by IB:

<https://www.ibo.org/university-admission/support-students-transition-to-higher-education/course-selection-guidance/>

Language Course Placement

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.

Appropriate placement into language courses allows for suitable degrees of challenge for development in those languages. Misplacement of a student into a language course which does not provide an appropriate degree of challenge for the student may provide the student with an unfair advantage over those who are appropriately placed into the course. Students who wish to study Spanish ab initio must be beginners (i.e. no prior experience of education in the language, other than our Y6-8 foreign language classes). Students who wish to take the language B must submit an application via the option selection form.

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% 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

DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than **24 points** from assessment in these subjects, in addition to grade stipulations. Candidates need at least a grade **D** in the Extended Essay and Theory of Knowledge. There are a number of additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.

- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects.
- The candidate has gained 9 points or more on SL subjects.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

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. The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Infringement include plagiarism, facilitating plagiarism, collusion, submitting work commissioned, edited by or obtained from a third party, duplication of work, falsification of data, possessing unauthorized material in an exam room or any other behaviour that gains an unfair advantage for a candidate or anyone else.

The latest version of CKY Academic Honesty Policy can be accessed on our school website:

“About CKY” → “School Policies” → “Academic Honesty”.



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 and 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) 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.

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 enable students to:

- 1. experience the excitement of intellectual exploration
- 2. engage in student-led academic research on a topic of personal interest
- 3. develop skills in research, thinking, self-management and communication
- 4. reflect on the learning experience of doing an extended essay.

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 learnt
- 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.

The total number of marks for the extended essay is 30. The number of bonus points awarded can then be found in conjunction with the grade obtained in the TOK essay.

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.

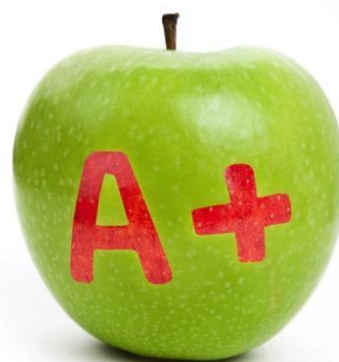


The Diploma bonus point Matrix

The number of bonus points awarded can then be found in conjunction with the grade obtained in the TOK essay.

| E x t e n d e d e s s a y | Theory of knowledge | | | | | | |
|---|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------|
| | | A | B | C | D | E | Not submitted |
| | 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 a direct failure of IB Diploma.



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 planning 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 as a DP student.

Career prospects

CAS brings diverse experience and character to the table. It may develop students to have a better understanding of 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: 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 and are awarded a grade 3 or higher in both, 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, provided they attain a grade 3 or higher in both of those subjects. All courses can either be taken 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. The focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. Literature is suitable for: <ul style="list-style-type: none">• 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 looks more openly at the method of inquiry embodied in critical literacy and is directed towards understanding the constructed nature of meanings generated by language and the web of relationships they share with the social world. In addition to the study of literary texts, language A: language and literature allows the exploration of a wide variety of non-literary texts. Literature and Language is: <ul style="list-style-type: none">• 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 below.

Available subjects

| Subject | Level available |
|------------------------------------|-----------------|
| Chinese A: Literature | SL; HL |
| Chinese A: Language and Literature | SL; HL |
| English A: Literature | SL; HL |
| English A: Language and Literature | SL; HL |



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，教師將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7部作品，而高級課程的學生須研習9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 |
|------|---|---------------------------------|
| 校外評估 | <ul style="list-style-type: none"> ● 試卷一：附有引導題的文學分析 <p>該試卷由兩篇選文構成，分屬兩種不同的文學體裁，每一篇附有一道引導題。</p> <p>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；</p> <p>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。</p> | <p>普通課程：35%</p> <p>高級課程：35%</p> |
| | <ul style="list-style-type: none"> ● 試卷二：比較論文 <p>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；</p> <p>普通課程與高級課程的考題相同，時限均為105分鐘。</p> | <p>普通課程：35%</p> <p>高級課程：25%</p> |
| | <ul style="list-style-type: none"> ● 高級課程論文 <p>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；</p> <p>論文的篇幅必須為1500-1800個漢字。</p> | <p>高級課程：20%</p> |
| 校內評估 | <ul style="list-style-type: none"> ● 個人口試 <p>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：</p> <p>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。</p> | <p>普通課程：30%</p> <p>高級課程：20%</p> |

升學要求

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。

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」。每一個探索領域都將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、評論、廣告、博客、指南、報告、演講和新聞等等。

此外，為協助和指引學生進行三個探索領域中的作品研究，本課程運用概念來構建課程教學與學習，包括：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 | <ul style="list-style-type: none"> ● 試卷一：有引導題的文本分析 <p>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引導題。</p> <p>普通課程——學生選擇其中的一篇選文並撰寫一篇文本分析，時限為75分鐘。</p> <p>高級課程——學生分別為兩篇選文撰寫文本分析，時限為135分鐘。</p> | <p>普通課程：35%</p> <p>高級課程：35%</p> |
| | <ul style="list-style-type: none"> ● 試卷二：比較論文 <p>試卷中包含四道論題。學生要根據在課程中學習過的兩部文學作品，選擇一道論題撰寫一篇比較論文；</p> <p>普通課程與高級課程的考題相同，時限均為105分鐘。</p> | <p>普通課程：35%</p> <p>高級課程：25%</p> |
| | <ul style="list-style-type: none"> ● 高級課程論文 <p>學生需提交一篇關於一份論文，研究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；</p> <p>論文篇幅，約為1440-1800個漢字。</p> | <p>高級課程：20%</p> |
| 校內評估 | <ul style="list-style-type: none"> ● 個人口試 <p>學生根據自擬的全球性問題，選擇一篇非文學文本和一篇文學作品的節選，進行一次10分鐘的、有準備的口頭表達，並有5分鐘的師生問答環節，以此來考察學生對全球性問題呈現方式的理解程度。</p> | <p>普通課程：30%</p> <p>高級課程：20%</p> |

升學要求

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。

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. (25 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: <i>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.</i> (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. (25 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: <i>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.</i> (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.

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) 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) | 35% |
| Paper 2: Comparative essay (1 hour 45 minutes) 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. (25 marks) | 35% |
| 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: <i>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.</i> (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. (25 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) | |
| 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: <i>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.</i> (40 marks) | 20% |

Current literary 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).

Persepolis by Marjane Satrapi; *Collected Short Stories* of Kate Chopin; *1984* by George Orwell; *Macbeth* by William Shakespeare; *Chronicle of a Death Foretold* by Gabriel Garcia Marquez; *King Lear* by William Shakespeare; *The Poetry of Dennis Brutus*; *Kitchen* by Banana Yoshimoto; *A View from the Bridge* by Arthur Miller; *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson.

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 is suitable preparation for a number of subjects and careers which require analytical and critical thinking.

Group 2 Language Acquisition

Overview and General Aims

This course is designed to develop students' intercultural understanding and awareness as well as language skills. The overarching aim of these courses is to provide students with the opportunity to acquire or develop an additional language (or languages) and to promote an understanding of other cultures through the study of language. 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. Language B courses are intended for students who have had some previous experience of learning the language.

The language ab initio course is designed for students with no previous experience in, or very little exposure to, the target language. This is only available at standard level.

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 |
|-------------------|-----------------|
| Chinese B | HL |
| English B | HL |
| Spanish ab initio | SL |

中文B (HL only; application must be made directly to IBDP Coordinator)

課程目標

本課程旨在使學生掌握必要的語言技能和更好的理解多元文化，要求學生拓展他們使用和理解語言的範圍和複雜度，以使用所學語言在實際語言環境中成功地進行交流。這一學習過程通過語言學習和探究過程，給學生提供機會，發展聰明才智並學習掌握批判性思考技能和創造性思考技能，拓展對世界的認識，培養對文化多樣性的理解、尊重，並擁有國際情懷，培養學生成為現今社會的雙語人才，為學生應用外語開展工作和休閒娛樂打下基礎。

課程大綱

本課程為一門**外語學習課程**。通過理解和創作與學業和個人興趣相關的，針對包含各種受眾、情境和意圖的口頭和書面文本，學習和掌握越來越多的交流技能。為發展接受技能，語言B學生必須學習一些探索所學語言文化的原文材料，包括至少兩部文學作品。

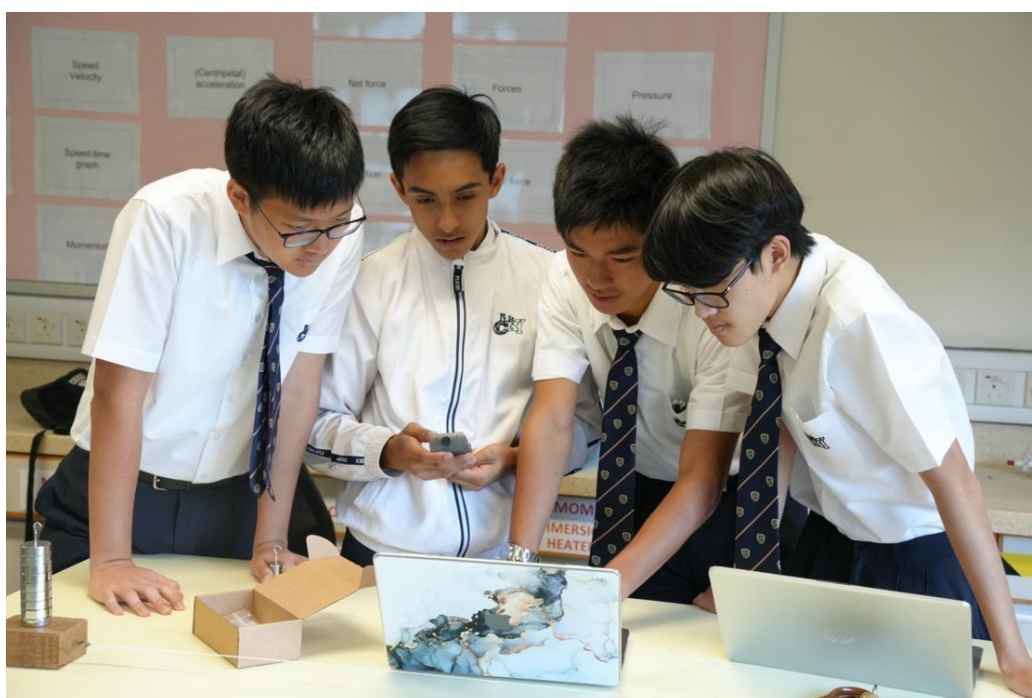
本高級課程包括五個規定性主題：身份認同、體驗、人類發明、社會組織和共享地球。這些主題為語言習得學習提供相關的情景，並為學生提供機會，就個人、當地或國家以及全球感興趣的事情進行交流。

評估

| 校內評估 | 比重 | 校外評估 | 比重 |
|--|-----|---|-----|
| <p>這部分評估由教師在校內完成，並由國際文憑組織在課程結束時進行校外評審。</p> <p>個人口頭活動</p> <p>基於已學文學作品和五個主題進行。學生有12至15分鐘的準備時間，然後進行20分鐘左右的口頭表達，並與教師進行討論。</p> | 25% | <p>試卷一：表達技能（90分鐘）</p> <p>學生從試卷提供得三道題目中選擇一道，並從要求的體完成一篇540至720字的寫作。</p> | 25% |
| | | <p>試卷二：接受技能</p> <p>聆聽理解（60分鐘）</p> <p>閱讀理解（60分鐘）</p> <p>根據出自所有5個主題的3段語音材料和3段書面文本。</p> | 50% |

升學要求

中文語言B HL旨在提升學生的中文水平，使其能夠勝任不同領域的工作。透過培養學生豐富的詞彙量、分析和應用能力，使他們將所學應用於實際的生活中。



English B (HL only; application must be made directly to IBDP Coordinator)

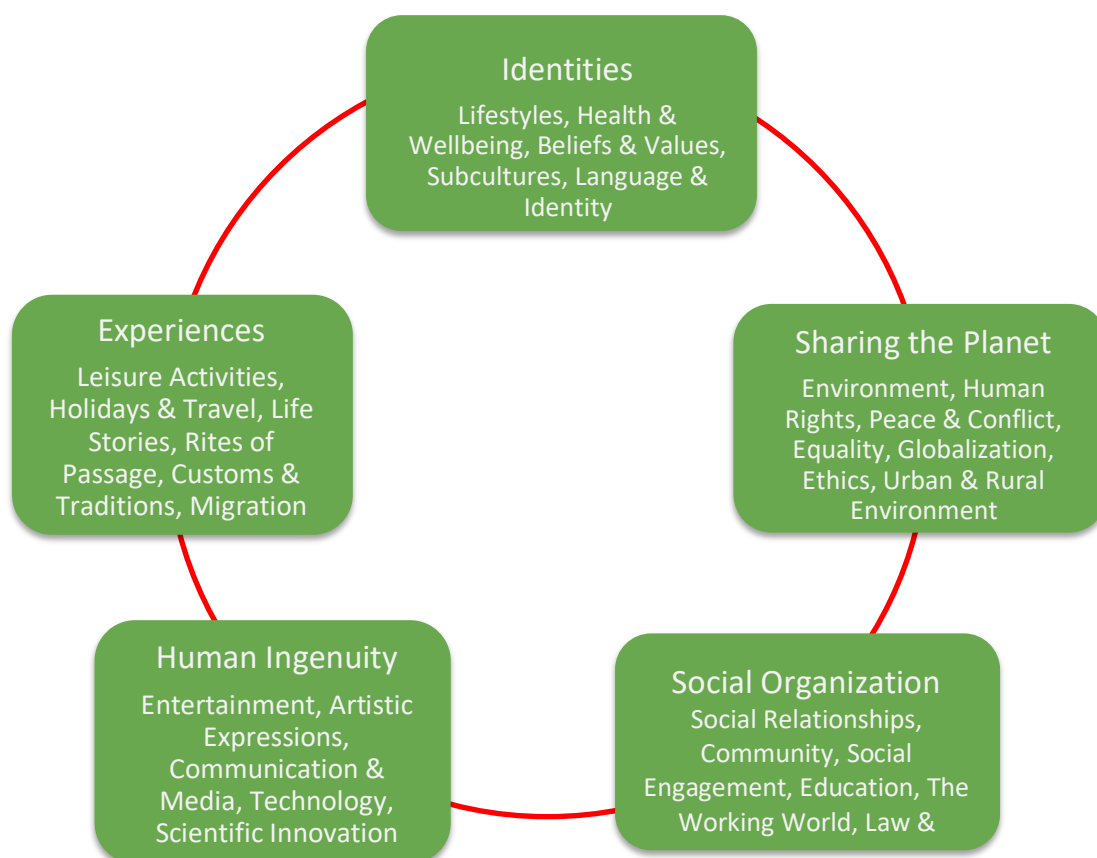
Aims

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



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. <u>Part 1</u> : 4-5 minutes <u>Part 2</u> : follow-up questions / conversation with teacher <u>Part 3</u> : 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.

Spanish ab initio (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 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. | <ul style="list-style-type: none">• Personal attributes• Personal relationships• Eating and drinking• Physical well-being | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• Daily routine• Leisure• Holidays• Festivals and celebrations | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• Transport• Entertainment• Media• Technology | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• Neighbourhood• Education• The workplace• Social issues | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• Climate• Physical geography• The environment• Global issues | <ul style="list-style-type: none">• 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

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\$1735 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 |
| 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 |
|--|--------------|
| <i>(1) Introduction to Business Management</i> The different types of business organisations, their objectives and the global environments in which they operate | |
| <i>(2) Human Resource Management</i> Exploring how businesses recruit, organise, develop and motivate their arguably most important resource—their people | |
| <i>(3) Finance and Accounts</i> How business organisations manage their finances and the strengths / limitations of various tools for financial management and financial analysis | |

| |
|--|
| <p style="text-align: center;"><i>(4) Marketing</i></p> <p>Marketing strategies such as the 7Ps model, e-commerce and international marketing to achieve organisational objectives</p> |
| <p style="text-align: center;"><i>(5) Operations Management</i></p> <p>Production planning, management and decision making, including issues of quality assurance and operational efficiency</p> |

Assessment

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

Career prospects

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

Economics

Aims

Economics is a dynamic social science forming part of Group 3 – 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) <i>Microeconomics</i> | Competitive markets: demand and supply; Elasticity; Government intervention; Market failure; (Behavioural Economics; Market failure – asymmetric information & market power (HL only)) |
| (2) <i>Macroeconomics</i> | 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) <i>Global economics</i> | 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 |
|--|-----------|--|-----------|
| <i>Internal Assessment</i> | | | |
| A portfolio of 3 commentaries [max. 800 words] (20 hours) | 30% | A portfolio of 3 commentaries [max. 800 words] (20 hours) | 20% |
| <i>External Assessment</i> | | | |
| 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 of 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 |
|---|--|
| <p>Paper 1 (1 hour 30 minutes/ 2 hours 15 minutes) Syllabus content: Geographic themes (2 options for SL / 3 options for HL)</p> <p>Each option has a structured question and one extended answer question from a choice of two. (20 [10 + 10] marks per option)</p> <p>Paper 2 (1 hour 15 minutes) Syllabus content: Geographic perspectives — global change</p> <p>Section A: Three structured questions, based on each SL/HL core unit (30 marks)</p> <p>Section B: Infographic or visual stimulus, with structured questions (10 marks)</p> <p>Section C: One extended answer question from a choice of two (20 (10 marks)</p> <p>Paper 3 (1 hour) Syllabus content: Higher level core extension - global interactions</p> <p>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)</p> <p><i>* This paper is a part of the HL assessment only.</i></p> | <p>35% (SL & HL)</p> <p>40% (SL) 25% (HL)</p> <p>20% (HL)</p> |
| <p>Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Syllabus content: Any topic from the syllabus</p> <p>Written report based on fieldwork. Maximum 2,500 words (25 marks)</p> <p><i>* This paper is common to both SL and HL assessment.</i></p> | <p>25% (SL) 20% (HL)</p> |

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

The study of History in IB aims to promote a deeper understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also encourages an understanding of the present through critical analysis of the past, as well as an understanding of the impact of historical developments at national, regional and international levels. Study of the subject is geared towards facilitating the development of awareness of one's own historical identity through the study of the historical experiences of different cultures.

Course description

There are changes that are yet to be announced for the new History curriculum to be implemented for the 2026-2027 cohort, details of which are to be released in June 2025. Information provided hereunder is what is currently known.

For HL/SL students, the topics for the source-based Paper One unit will be chosen from the following topics:

Focused Study - one of the following five options will be chosen. Each option will contain two focused studies.

- Independence and Identity
- Political and economic transitions
- Conflict and Displacement
- Climate and Innovation
- Protest and Change

For HL/SL students, Paper 2 will have two sections. Section A, there will be a short response question on a specified concept. Students will need to analyse a concept and support their response with an example from their chosen thematic study. For Section B, students will answer a short response question and an essay response question on their thematic study.

The Thematic study will be chosen from the following four options:

- Conflict (from 750 C.E.)
- Innovation and Transformation (from 750 C.E.)
- Authoritarian Rule (from 1750 C.E.)
- Popular Movements

In addition, for Paper 3, HL students will study an optional Regional Study and will be required to evaluate arguments presented in two essay questions, explore diverse perspectives and reach reasoned judgements. The regions available for study are:

- Africa and the Middle East
- The Americas
- Asia and Oceania
- Europe

Each regional study will include 12 regional studies.

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 generating the ability to accept others', and 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 and misinterpreted, whilst developing the ability to question the fragility of History. 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 15 mins | Source based assessment on focused studies, linked by an overarching inquiry question. Students will respond to three static questions and are needed to answer all questions on their chosen focused studies. (24 marks) | 30% | 20% |
| Paper 2 | 1 hour 45 mins | Section A : two questions on specified concepts, students choose one question to answer. (25 marks) Section B : two questions on the chosen thematic study. Students will choose to answer one question of 2 parts - a short response and an essay response. | 40% | 25% |
| Paper 3 (HL only) | 2 hours | Each chosen region will have a separate paper. | N/A | 35% |
| Internal Assessment | Approx. 20 hours | The IA consists of three sections : A Historical Inquiry question, Sources and Perspectives and Analysis/Synthesis (24 marks) This component is internally assessed and externally moderated. | 30% | 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, multinational companies, hold civil service and diplomatic posts. 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 (“Collaborative Science Project”) encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.

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

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

Available subjects

| Subject | Level available |
|-------------------|-----------------|
| Biology | SL; HL |
| Chemistry | SL; HL |
| Design 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 Collaborative Science Project (CSP). The IA component takes up 20% of their Biology IB diploma grade and the CSP 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 CSP for 10 hours. | 20% | Paper 1A - Multiple- choice questions Paper 1B - 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 disciplines (MBBS, Dentistry and Pharmacy). Chemistry graduates also pursue many research fields in tertiary institutes as well as commercial industries. Top chemists also join the government lab crime scene investigation team and university lab for pioneer research.



Design Technology

Aims

The world needs creative thinkers and problem solvers. The course develops these characteristics, which you will utilise across different IB subjects and throughout your lives. The course draws upon a wide range of knowledge from multiple areas and enhances your design thinking skills. You will learn how good design focuses on a user and how to create sustainable products that solve problems in today's world. If you choose this course, you will be stimulated by practical, motivating, and challenging lessons. Design and Technology is an excellent choice for IB as it combines practical and theoretical work. If you enjoy learning by doing and using your creative potential, this course is for you!

Course description

The course has three areas of focus at SL and four at HL.

| | A: Design Theory | B. Design in Practice | C: Design in Context |
|---------------------|--|--|---|
| 1 People | A1.1 Ergonomics | B1.1 User-Centered Design | C1.1 Responsibility of the designer |
| | | | C1.2 Inclusive design |
| | | | C1.3 Beyond Sustainability (HL) |
| 2 Process | A2.1 User-centred research methods | B2.1 The IBDP Design Process | C2.1 Design for Sustainability |
| | A2.2 Prototyping Techniques | B2.2 Modelling and prototyping | C2.2 Design for a Circular Economy |
| 3 Product | A3.1 Material Classification and Properties | B3.1 Material Selection | C3.1 Product analysis and evaluation |
| | A3.2 Introduction to structural systems (HL) | B3.2 Structural Systems application and selection (HL) | C3.2 Life cycle analysis |
| | A3.3 Introduction to Mechanical Systems (HL) | B3.3 Mechanical systems application and selection (HL) | |
| | A3.4 Introduction to electronic systems (HL) | B3.4 Electronic systems application and selection (HL) | |
| 4 Production | A4.1 Manufacturing techniques (HL) | B4.1 Production systems (HL) | C4.1 Design for manufacture strategies (HL) |

Assessment

| Type of Assessment | Format of assessment | Time (hours) | | Weighting of Final Grade | |
|--------------------|--|--------------|----------|--------------------------|-----------|
| | | SL | HL | SL | HL |
| External | | 2.5 | 4 | 60 | 70 |
| Paper 1 | Multiple Choice | 1 | 1.5 | 20 | 25 |
| Paper 2 | Short-answer and extended-response questions | 1.5 | 2.5 | 40 | 45 |
| Internal | | 50 | | 40 | 30 |
| Design Project | Individual Design Project | 50 | | 40 | 30 |

Career prospects

A background in IB Design Technology can significantly assist a student in progressing to many university-level courses. Students interested in studying architecture, engineering (any field), product design, graphic design, automotive design, software and gaming design, project management, manufacturing, and design-related courses 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 will be expected to demonstrate the following:

1. Knowledge and understanding: Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
2. Problem solving: Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
3. Communication and interpretation: Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.
4. Technology: Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.
5. Reasoning: Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.
6. Inquiry approaches: Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

Available subjects

| Subject | Level available |
|---|-----------------|
| Mathematics: Analysis and Approaches | SL; HL |
| Mathematical: Applications and Interpretation | SL; HL |

Mathematics: Analysis and Approaches/ Mathematics: Applications and Interpretation

Aims

Mathematics is the study of structure, order, and relations, evolving from the practices of counting, measuring, and describing objects. It serves as a unique language for exploring and communicating the world, embodying both intrinsic pleasure and practical application. Driven by abstract concepts and generalization, mathematics grows through the development of new ideas and theorems built on axioms and logical arguments, with knowledge constantly expanding. While mathematics is often applied in various disciplines to solve practical problems and analyze trends, its abstract elements can also lead to significant discoveries over time. These two facets—abstract exploration and practical application—are interconnected, with each influencing the development of the other throughout history.

The two mathematics courses available to DP students express both the differences that exist in mathematics described above and the connections between them. These two courses might approach mathematics from different perspectives, but they are connected by the same mathematical body of knowledge, ways of thinking and approaches to problems. The differences in the courses may also be related to the types of tools, for instance technology, that are used to solve abstract or practical problems.

Course description

The mathematics courses offer two distinct routes reflecting different aspects of mathematics.

Mathematics: Analysis and Approaches is designed for students who enjoy developing mathematical arguments and thinking skills, focusing on both real and abstract applications, with and without using technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization.

Mathematics: Applications and Interpretation caters to those interested in applying mathematics to describe the world and solve practical problems, leveraging technology and mathematical models. Students who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

Both subjects are available at HL and SL and share common elements although the approaches may be different.

Mathematics: 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.

Distinction between SL and HL

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

Mathematics: 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.

Distinction between SL and HL

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

Assessment

Mathematics: Analysis and Approaches

| Internal Assessment | Overall Percentage Weighting | External Assessment | Overall Percentage Weighting |
|---|------------------------------|---|------------------------------|
| Mathematical Exploration (HL/SL) Investigating a topic chosen by the student. 30 teaching hours for HL/SL | 20% | Paper 1 No Graphical Display Calculator (GDC) allowed Short response and extended response questions 2 hours for HL 1.5 hours for SL | 30% for HL 40% for SL |
| | | Paper 2 GDC required Short response and extended response questions 2 hours for HL 1.5 hours for SL | 30% for HL 40% for SL |
| | | Paper 3 GDC required 2 extended response problem-solving questions 1 hour for HL only | 20% for HL only |

Mathematics: Applications and Interpretation

| Internal Assessment | Overall Percentage Weighting | External Assessment | Overall Percentage Weighting |
|---|------------------------------|---|------------------------------|
| Mathematical Exploration (HL/SL) Investigating a topic chosen by the student. 30 teaching hours for HL/SL | 20% | Paper 1 GDC required Short response questions 2 hours for HL 1.5 hours for SL | 30% for HL 40% for SL |
| | | Paper 2 GDC required Extended response questions 2 hours for HL 1.5 hours for SL | 30% for HL 40% for SL |
| | | Paper 3 GDC required 2 extended response problem-solving questions 1 hour for HL only | 20% for HL only |

Career prospects

Mathematics: 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.

Mathematics: Applications and Interpretation: This subject is aimed at students who will go on to study subjects 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 Music, Theatre and Visual Arts this year.

Available subjects

| Subject | Level available |
|-------------|-----------------|
| Music | SL; HL |
| Theatre | SL; HL |
| Visual Arts | SL; HL |



Music

Aims

The aims of the Music course are to enable students to:

- explore a range of musical styles and make links to personal, local and global context;
- develop creative and analytical skills through various musical experiences;
- evaluate critically and reflectively on their own music and work from the others;
- expand their musical interest and enjoy lifelong engagement with music.

Course Description

The IBDP music course is a holistic course that allows students to:

- Explore music in context;
- Experiment with music and;
- Present music

Students will be engaged with music under the Areas of Inquiry and Contexts (AOLs) framework. The four Areas of Inquiry are:

1. Music for sociocultural and political expression
2. Music for listening and performance
3. Music for dramatic impact, movement and entertainment
4. Music technology in the electronic and digital age

Students are encouraged to reflect on their musical experience. At the same time, they are encouraged to explore music within their culture and from the rest of the world.



Assessment

| | External / Internal | SL | HL |
|--|---------------------------|------|------|
| Exploring music in context Students select samples of their work for a portfolio submission (maximum 2,400 words). | External | 30% | 20% |
| Experimenting with music Students submit an experimentation report with evidence of their musical processes in creating and performing focused through at least two areas of inquiry in a local and/or global context. Students submit: - a written experimentation report (maximum 1,500 words) - practical musical evidence of the experimentation process (maximum 10minutes) | Internal | 30% | 20% |
| Presenting Music Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: -programme notes (maximum 600 words) -composition and/or improvisation (maximum 6 minutes) - solo and/or ensemble (maximum 12 minutes) | External | 40% | 30% |
| The contemporary music-maker (HL only) Students submit a 15-minute continuous multimedia presentation. | Internal | | 30% |
| | | 100% | 100% |

Career prospects

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

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

An IB Theatre education unlocks a spectrum of careers far beyond the stage by forging a versatile and powerful skillset. The course is a masterclass in essential human and professional skills: deconstructing complex ideas, managing collaborative projects under pressure, and communicating with clarity and impact. This unique training is directly applicable to fields like business, where it fosters leadership and strategic planning; marketing and UX design, which rely on understanding audience psychology and narrative; and entrepreneurship, which demands the same innovative problem-solving and resilience as mounting a production. Ultimately, IB Theatre equips students not for a single role, but for lifelong success in any profession that requires one to lead, innovate, and connect with people.



Visual Arts

Aims

The Visual Arts course aims to enable students to:

- **Critical Thinking:** Develop students' ability to analyse and evaluate their work and that of others, fostering critical engagement with art.
- **Cultural Awareness:** Promote understanding of the cultural contexts of art, encouraging appreciation of diverse artistic traditions and practices.
- **Technical Skills:** Equip students with various technical skills in different mediums and techniques, enhancing their practical abilities in visual arts.
- **Personal Growth:** Encourage students to explore and express their ideas and emotions through various visual art forms. Support students in developing their artistic voice and confidence, fostering a lifelong appreciation for the arts.
- **Research and Reflection:** Encourage research into art history and contemporary practices and reflective thinking about their artistic processes and outcomes.

Course description

The visual arts course is a creative, practice-based course, and the classroom is used as it would be in an art studio. The course consists of three parts: Create, Connect, and Communicate. Students are expected to create thoughtful and technically sound artwork. Drawing, painting, printmaking, photography, video and sculptural construction are just some of the techniques that will be covered. 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 record their creative process in their Visual Arts Journals to support the assessment criteria 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 develop their passion for the arts further. 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

Over the two years, students create and digitally submit three assessment tasks to evidence their learning and are non-examination based.

| External Assessment | | |
|--|-----|-----|
| | HL | SL |
| Art-making Inquiries Portfolio <i>The student selects and organises visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio.</i> | 30% | 40% |
| Artist Project <i>This is a stand-alone, HL-only task focused on the student creating and situating in context an artwork that they ideate</i> | 30% | |
| Connections Study <i>This SL-only task focuses on the student situating in context one of their resolved artworks chosen from the five they submit.</i> | | 20% |
| Internal Assessment | | |
| Resolved Artworks <i>This SL-only task focuses on the student's ability to create a coherent body of work. Each student submits five resolved artworks.</i> | | 40% |
| Selected Resolved Artworks <i>This HL-only task focuses on the student's ability to create a coherent body of work selected from their wider production. Each student submits five selected resolved artworks.</i> | 40% | |

Career prospects

Studying Visual Arts at the IB Diploma Program level opens diverse career paths, including professional artist, art educator, graphic designer, curator, art therapist, illustrator, and photographer. These roles leverage creativity and critical thinking skills, with many requiring further education or training, providing a strong foundation for success in the creative industries.

The Library's Role in the IBDP

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 Groups 1-6 by:

- 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: **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.
- We also subscribe to a writing tool - **Turnitin**, helping students learn the principles of academic integrity, strengthen their writing and research skills, and build credibility.

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

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

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

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 the 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).



About the University Guidance Centre (UGC)

Our Commitment

Connecting with the PLKCKY Community

University Guidance Centre (UGC) is dedicated to supporting secondary students as they navigate their journey toward higher education. Our team provides personalised guidance, supporting students with their exploration to post-secondary opportunities worldwide and make informed decisions about their futures. In addition to our advisory services, we manage all outgoing letters of reference, testimonials, and academic records for PLKCKY students, ensuring that each student's achievements are accurately represented. We are committed to empowering students to pursue their academic goals and succeed in their educational endeavours beyond Year 12.

We utilise a wide range of tools and resources to enrich and facilitate our discussions with students. We are a subscriber to an award-winning platform called Unifrog - a comprehensive online "universal destinations platform" designed to help students explore potential personal aptitudes, career interests and university courses to make informed decisions about their post-school pathways.

Presenting PLKCKY Students to the World

Fostering relationships with university representatives and academics from around the world is an integral part of our active outreach mission, bringing the most up to date information regarding the latest admissions trends and course offerings to our community.

Throughout the academic year, UGC hosts individual and small group university meet-ups and workshops, and we encourage our students to take up these opportunities to engage with university admissions and learn more about the university and their courses.

In addition, UGC also plays host to university fair where representatives from over 100 universities from Australia, Canada, Europe, Hong Kong, Japan, United Kingdom and United States of America come together under one roof, connecting with our PLKCKY community.

Strengthening Our Unique and Competitive Edge

As part of our vision and commitment to introduce the PLKCKY School to the world, our counsellors attend conferences in Asia, Europe, North America and Australia yearly, exchanging best practices, knowledge and shifts with industry bodies. Our UGC counsellors are members of the International Association for College Admission Counselling, where they have presented in educational and commercial conferences in Hong Kong, Singapore, United Kingdom and United States.

To find out more, feel free to visit our website (only accessible by CKY email address):

<https://sites.google.com/cky.edu.hk/university-guidance-centre/home>

What to Expect in the UGC Program and Support

| | |
|--|---|
| <p>Year 9 Planting the Seed.</p> | <ul style="list-style-type: none"> • Hello from UGC. Curiosity, mindset and knowledge are empowering. Understand how UGC operates and how they can potentially support your higher education aspirations. • Unifrog. How to utilise the tools available on the platform to support my self-discovery journey? • Who Am I? Exploration time. Do What I Love. What Can I Do With My Passion? • Be Kind to My Future Self. Things I can do now to prepare for IGCSE, IB and university applications. • Self-responsibility. How and where to find more information relating to university, internship and volunteering offerings? ManageBac. • Parent Workshop. <i>Wait - what? I have to think about university now?</i> |
| <p>Year 10 Thinking about the Future. Taking the first steps beyond the school walls.</p> | <ul style="list-style-type: none"> • Career Exploration. Considering potential career paths via Unifrog. • University Awareness. Introduction to various universities around the world and their unique programmes. • IB Subject Selection. Guidance on choosing IB subjects and selecting IBDP courses. • Building Resilience. Developing competencies for future challenges. • Unifrog Activities Update. Keeping the Activities List current on Unifrog. • Career Day Preparation. Preparing for Career Day and exploring Massive Open Online Courses (MOOCs). • Enriching Summer Opportunities. Identifying summer programs and volunteering experience to enhance skills and exposure. • Parent Workshop. <i>What is enough?</i> |
| <p>Year 11 Exploration and Planning Your Application. Head down and Focus on Yourself.</p> | <ul style="list-style-type: none"> • Understanding the Application Process. Strategies for writing effective applications. • Finding the Right Fit. Assessing academic, social, and financial aspects of universities. • Overview of Higher Education. Introduction to higher education systems in the UK, HK, US, and other countries. • Standardised Testing. Preparing for necessary standardised tests. • Personal Statement Workshop. Crafting compelling personal statements and application essays. • Oxbridge Preparation. Specialized preparation for applications to Oxford and Cambridge. • Parent Workshop. <i>Take a deep breath. We are so close now. Month by Month count down.</i> |

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| Year 12 Action! Applying to University | <ul style="list-style-type: none"> • Finalising Your Application List. Narrowing down university choices. • Opening Application Accounts. Setting up accounts for application submissions. • Interview Preparation. Preparing for interviews with mock sessions. • Responding to Offers. Guidance on replying to university offers and making final decisions. • Transitioning to University. Alumni sharing session • Results Day. Understanding what to expect on results day. • Post Results Day & Beyond Year 12 Support • Parent Workshop. <i>How do I support my child and myself.</i> |
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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 Diploma subject lists. As each university sets 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 to explore topics of interest and to make an informed decision.

2. University Applications

UGC strives to provide students with up-to-date information about university course trends and admission requirements, guiding them through the application and admission processes.

2.1 Planning for the Application - Before You Hit the ‘Apply’ Button

UGC plays a crucial role in the application planning stage, ensuring that students are well-informed about their options as they prepare for higher education. We foster a deeper understanding of various fields of study by organising university admissions visits to our school campus, allowing students to learn about different majors and institutions firsthand. Additionally, we host career days and university fairs where students can take up these valuable opportunities to explore their interests, and connect with admissions offices from a diverse range of universities. These initiatives are designed to empower students in their decision-making process, equipping them with the knowledge and resources they need to navigate their academic future confidently.

2.2 During the Application

UGC provides comprehensive guidance to students throughout their university application journey. We support students with writing personal statements, prepare them for interviews, and guide them in developing competitive application strategies and making informed decisions regarding offers. The UGC maintains an open-door policy, inviting students to drop by anytime to ask questions and seek assistance.

2.3 Deciding between Offers

It is common for our students to receive multiple offers of acceptance from various universities. Our guidance counsellors collaborate closely with students to analyse their options based on academic abilities, expectations, and desired learning environments. This

personalised approach helps students narrow down their choices and select the university that best fits their goals and aspirations.

3. Results Day and Beyond

3.1 What Happens on Results Day

IB results day typically falls on 6 July each year. Subject Leaders, Pastoral Team and UGC will be on hand to support and guide our students.

3.2 Post Results Day

UGC and will continue to support our alumni in their post Year 12 higher education aspirations.



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 1-4.

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.

For further guidance, you may refer to the Course selection guidance by IB:

<https://www.ibo.org/university-admission/support-students-transition-to-higher-education/course-selection-guidance/>

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 IBDP programme, CKY students are expected to attain a minimum of 3Bs and 3Cs in their Cambridge IGCSE examinations, with the additional requirements as follow:
 - A minimum of grade B in Cambridge IGCSE for all Higher Level subjects, except Mathematics and Language B
 - A minimum of grade A in Cambridge IGCSE International Mathematics for Higher Level Mathematics
 - A minimum of grade C in Cambridge IGCSE for all Standard Level subjects, except ab initio
 - A minimum of grade C in Cambridge IGCSE First language for Higher Level of the respective Language B;
 - Students who do not meet the above course selection requirement will be placed on probation and must register for and pass the above requirements in

the immediate November Cambridge IGCSE examinations for the subject(s) concerned. If a student fails to meet the above requirements by the end of Year 11, s/he will repeat Year 11 or commence studies for IB certificates instead.

- If a student would like to take a subject that s/he did not study at IGCSE, s/he might be allowed to take it at SL level, if permission is granted by both the relevant Head of Department and IBDP Coordinators.
- Cambridge IGCSE A-Maths grade can be used to replace the I-Maths grade requirement.
- Cambridge IGCSE English Literature grade can be used to replace the First language English grade requirement.
- Art & Design (Textiles) students may choose Visual Art 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 applications 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 his/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 the May session. Retakes may be applied with the Head Principal's approval in the November session immediately after. Results are issued on 6th July, following the May session of exams.

6. What can I do if I am unhappy with the result?

A student can **EITHER** ask for the school to request a review of his/her paper(s) upon payment of a required fee **OR** if a candidate is not satisfied with the grade s/he has achieved in one or more subjects, or for theory of knowledge or the extended essay requirement, the candidate may apply to retake the subject(s) again in the immediate November session with the Head Principal's approval.

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 of 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.

For further information about our school and our policies, please visit our school website:

<http://cky.edu.hk/>



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

6 Caldecott Road, Piper's Hill, Kowloon, Hong Kong

Phone: (852) 2148 2052

Fax: (852) 2958 9797

Email: info@cky.edu.hk