CREATIVE SECONDARY SCHOOL 啓思中學













F4 - F6 SENIOR CURRICULUM BROCHURE

HKDSE

CSS MOTTO AND CORE VALUES

Through this place we thrive, we serve and find our place in the world.

We recognize that all students are uniquely talented. Within our exceptionally supportive community, students develop positive relationships and relish the opportunity to realize their individual potential to the full. Learning at CSS is highly student-centred, engaging and inquiry based. Through a broad range of experiences in and beyond school, students become confident, optimistic, compassionate and internationally-minded young adults, ready to find their place in the world.



CSS LEARNER ATTRIBUTES

CSS students find their learning both enjoyable and engaging. Our curriculum is holistic, integrating students' academic advancement with social and personal development. Students have many opportunities to learn, inside and outside the classroom. They learn through creativity, activity and service, in Hong Kong and overseas.

Our globalised world is rapidly changing and highly competitive. We therefore help our students develop confidence, positive attitudes and personal attributes so that they are ready to meet challenges in their future life. Our students strive to develop life-long learning habits, understand the concepts underlining what they learn in our curriculum and appreciate how the knowledge and the skills they acquire are interconnected.

The Learner Attributes diagram sums up what CSS aims to foster in every one of our students.

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Subjects Offered in F4 - F6

F4 - F6 HKDSE

Chinese Language (and Literature)	C	22
Chinese GCSE (Non-Chinese Speaking)	C	23
F4 English Language	C	26
F4 English Language and Literature	C	27
F5-F6 English Language	C	28
Mathematics Compulsory Part	C	32
F5-F6 Mathematics Extended Part Module 1 (Calculus and Statistics)	F5-6 E	33
F5-F6 Mathematics Extended Part Module 2 (Algebra and Calculus)	F5-6 E	34
Business, Accounting and Financial Studies	F4-6 E	38
Economics	F4-6 E	40
Geography	F4-6 E	42
History	F4-6 E	44
Citizenship and Social Development	C	46
Tourism and Hospitality Studies*	F4-6 E	47

F5 - F6 IBDP

Chinese A: Language and Literature	1	24
Chinese B	2	25
English A: Language and Literature	1	29
English B	2	30
Spanish ab initio	2	31
Mathematics: Analysis and Approaches	5	36
Mathematics: Applications and Interpretation	5	37
Business Management	3	39
Economics	3	41
Geography	3	43
History	3	45
Psychology #	3	48
Environmental Systems and Societies	4 / 3	49

**The subject will be available from 2027 onward for F4 students*

The subject will be available from 2027 onward for F5 students

F4 - F6 HKDSE			F5 - F6 IBDP		
Biology	F4-6 E	50	Biology	4	51
Chemistry	F4-6 E	52	Chemistry	4	53
Physics	F4-6 E	54	Physics	4	55
			Environmental Systems and Societies	3 4	49
Design and Applied Technology	F4-6 E	56	Design Technology	4	57
Information and Communication Technology	F4-6 E	58	Computer Science	4	59
Music	F4-6 E	60	Music	6	61
Visual Arts	F4-6 E	62	Visual Arts	6	63
F4 Drama	F4 E	64	Theatre	6	65

Other Components in Senior Curriculum

F4 - F6 HKDSE			F5 - F6 IBDP		
Other Leaning Experiences (OLE)	C	66	Extended Essay (EE)	C	67
Physical Education			Theory of Knowledge (TOK)	C	67
			Creativity, Activity, Service (CAS)	C	66
			Physical Education		68

Key

F4 - F6 HKDSE

- C — Core Subject
- F4-6 E — F4-F6 Elective Subject
- F5-6 E — F5-F6 Elective Subject
- F4 E — F4 Elective Subject

F5 - F6 IBDP

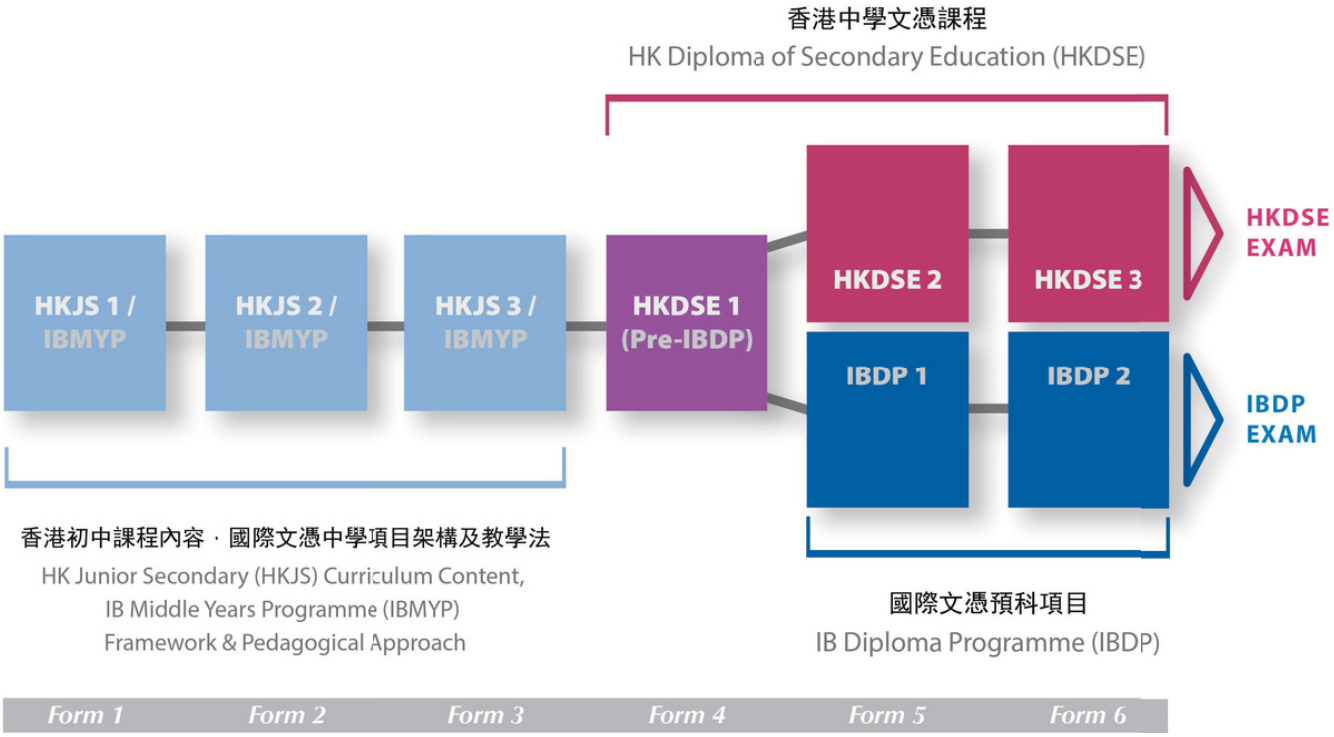
- 1 — Group 1: Studies in Language and Literature
- 2 — Group 2: Language Acquisition
- 3 — Group 3: Individuals and Societies
- 4 — Group 4: Sciences
- 5 — Group 5: Mathematics
- 6 — Group 6: The Arts
- C — Core

OVERVIEW OF SENIOR CURRICULUM

Introduction

At CSS we offer two senior secondary school diplomas, the HKDSE and IBDP. The Form 1-3 MYP curriculum has been designed to feed equally well into both pathways. Both diplomas enable students to fulfil the requirements for university entry in Hong Kong as well as overseas and both are widely recognised internationally by universities. The HKDSE is a three-year programme starting in Form 4, whereas the IBDP is a two-year programme starting in Form 5. The Form 4 curriculum serves as a solid foundation for those who opt for the IBDP programme in Form 5 as well as those who choose to continue with the HKDSE through to Form 6.

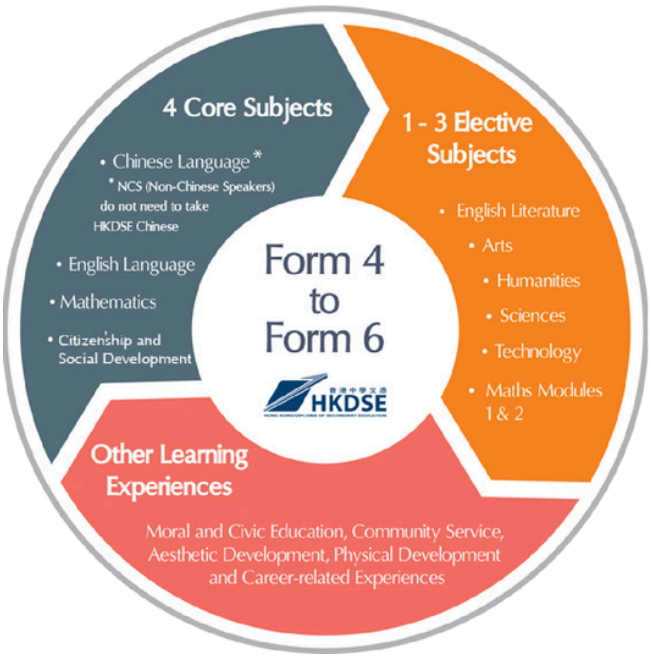
CSS Curriculum Structure



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

Common Experiences

Although students from Form 5 - Form 6 take different sets of exams, there is a common core of experiences that all senior diploma students at CSS share. This common core includes Form 5 orientation programme, Personal Growth Programme (PGP) and Creative Week.



Hong Kong Diploma of Secondary Education (HKDSE)

The HKDSE is a three-year programme. Students take four compulsory core subjects (Chinese Language, English Language, Citizenship and Social Development and Mathematics) and another two to three electives. Chinese LA students are exempted from the HKDSE Chinese Language examination and sit the GCSE Chinese examination instead, usually at the end of Form 4 and Form 5.

There is also a school-based OLE programme and Physical Education lessons.



International Baccalaureate Diploma Programme (IBDP)

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

In addition to HL and SL subjects, students should complete three compulsory core components, which are Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity and Service (CAS). Additionally, all students take Physical Education lessons.

CAREERS AND UNIVERSITY GUIDANCE

The Team

The Careers and University Guidance Team is comprised of four Higher Education counsellors and one administrative support staff member. All members work closely together to provide career guidance and support in university applications and work placement opportunities.

Our Aim

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

Shared Responsibilities

The Careers Team works closely with the Head of Senior School, the Deputy Heads of Senior School, and the House Tutors, who see their tutees on a daily basis. Tutors play a crucial role in guiding students and also in sharing information on visiting speakers and university-related events. One important event is the annual CSS University Roadshow, which provides our students with first-hand access to university representatives so as to ask questions and get information. This also gives the students the opportunity to network with university staff. Further, workshops, seminars, and lunchtime sessions are offered to our senior students, and they are encouraged to attend. Students are encouraged to visit university campus open days and to sign up for summer schools in order to broaden their knowledge and skills. In addition, the Careers Team publishes details of various courses, camps, and sessions taking place both in Hong Kong and overseas. The Progress and Growth Programme (PGP) plays an important role in careers guidance. Career-related activities and presentations are offered, which align with university application deadlines. These sessions include university choices and the process for university applications, Oxbridge early applications, personal statement writing, and JUPAS applications. To supplement the PGP sessions, the Careers Team offers small group sessions on entry requirements and processes for Hong Kong, UK, USA, Australia, and Canada (amongst other destinations, such as Japan). It is strongly advised that our students take the IELTS test to support visa and university applications worldwide. Our comprehensive careers and university guidance programme takes place in F4, F5, and F6. In F1, F2, and F3, career-related activities are also offered through the PGP Programme, with the focus being predominantly on self-understanding and core competencies.



University Fair

Careers and University Guidance Framework

	Self Understanding & Development	Career Exploration	Career Planning & Management
F4	• Personality test and explore links to tertiary study • Interest Questionnaire and soft skills • 'Celebrity Status' career and degree exploration • Arrange 1-2-1 interviews to discuss interests/subjects	• Research potential careers and degrees • Research entry requirements and study choices • Reflect on academic strengths and study goals • Visiting speakers to talk about job roles	• Attend Diploma subject presentation • Good combinations of IBDP/ HKDSE subject choices • Summer School possibilities
F5	• Overview of Careers Curriculum Framework • Digital footprint. How do you present yourself? • Discussion with visiting university representatives • 1-2-1 discussions with House Tutors • Discussion with alumni • Write Personal Statements for university applications	• University research – student exploration • University representatives visits & talks • Opt for Work Placements in Creative Week • University Fair - explore university requirements • Additional tests needed e.g. LNAT, BMAT - UK • Research summer programmes/ internships	• Plan, apply, attend Summer Programmes or internships • Complete HE Action Plan - university selections • 1-2-1 HE interview with Careers Team • Art portfolio building for university selection • Register & take IELTS tests • Open UCAS account for UK applications & online HK
F6	• Submit Personal Statement for university applications • Write College Essays for US applications • 1-2-1 discussions with Careers' Team • Network - visiting university representatives • Interview practice – selected universities • Review digital footprint	• University representative visits & workshops • Visiting speakers • Individual research - e.g. psysiotheraphy • University Fair – networking • Alumni sharing about specific university courses • Build art portfolios - assistance & interview	• Register & take tests e.g. IELTS, LNAT • UK & JUPAS application process • US/Canada/Australia university application process • Consider strategy for multiple country applications • Apply to chosen universities • Review strategy & offers. Confirm acceptances



STUDENT DEVELOPMENT AND WELLBEING

Pastoral Care: Supporting Students' Journey

Senior School is a time of growth, new challenges, and exciting opportunities. Our commitment to pastoral care ensures that every student feels supported, valued, and empowered to thrive both academically and personally. Our dedicated Senior Pastoral Team, which includes tutors, Deputy Heads of School, and the Head of Senior School, works in close partnership with curriculum leaders, the Learning Support team, and Counselling Services to provide holistic, student-centred support. We believe that when students are known and understood, they are best positioned to succeed.

To enhance this support, we have a dedicated tutor system. Students in Forms 4 and 5 are guided by two tutors, fostering stronger relationships and consistent mentorship. In Form 6, students benefit from one dedicated tutor who helps them navigate their final year. Regular one-on-one tutor conversations and early academic progress checks allow us to respond quickly and effectively to individual needs.

Morning tutor time and our Personal Growth Programme (PGP) are key platforms for teaching essential life skills and supporting wellbeing. Through these programmes, students explore self-management, emotional intelligence, responsible decision-making, relationship-building, and social awareness. Our Positive Education Enhanced Curriculum (PEEC), complemented by guest speakers from non and government organisations provides real-world insights that prepare students for life in school and beyond the classroom.

Together, our pastoral and academic teams are united in helping students grow not only in academic confidence but also in character - developing leadership, exploring passions, and shaping their future. Whether preparing for university, vocational pathways, or life beyond school, we are committed to helping every learner strive for, and achieve, their personal goals.

Learning Support

CSS has a clear ethos of inclusive education. Our Learning Support Team collaborates closely with teachers to support students with special educational needs, helping them integrate meaningfully into whole-class learning. A range of strategies is used, including small group workshops, 1:1 sessions, and co-teaching with subject teachers. Students are also individually advised on how they can best advocate for their learning needs. In addition to classroom integration, the team actively engages in early identification and intervention, working with families and external professionals to tailor support plans that meet individual needs. They also provide professional development for teachers, equipping them with inclusive strategies and tools to support learning diversity effectively. The Learning Support Team works with other departments to ensure that pastoral care and academic development are holistically addressed, while fostering self-confidence, independence, and a growth mindset in every learner.

Counselling

The Guidance & Counselling Team at CSS comprises two dedicated Guidance Counsellors and two experienced Social Workers from the Hong Kong Federation of Youth Groups (HKFYG). Our counsellors and social workers are here to provide a safe, confidential space for students to discuss their concerns, explore challenges, and develop effective coping strategies.

We believe in fostering resilience and promoting mental health awareness within our school community. Through one-on-one support, group workshops, and collaborative initiatives with staff and families, the Guidance and Counselling Team plays a vital role in nurturing students' personal, academic, and emotional well-being.



Houses

It is a vertical House System to strengthen student development and well-being and enhance students' academic, social and leadership development. There are six Houses in CSS. They are named after six flowering trees commonly found in Hong Kong, each with a distinctive flower colour. The trees were chosen through a contest involving the first cohort of students.



Student Leadership Development

The CSS Student Leadership Programme is designed to develop the whole student through a tiered structure. We intentionally invite every student to develop their potential, apply the principles of personal effectiveness, and flourish through positive psychology. Our framework explicitly develops the CSS Learner Attributes, preparing students for the challenges of the IB, DSE, and life beyond.

Senior Form students can be a part of the House Committees, Student Union, Student Council and Youthnity to lead their peers as well as the community.

Experiential Learning





Experiential learning at CSS plays a major role in student development both in the classroom and beyond. During the year, a number of experiential learning opportunities are provided for students to participate in, such as curriculum related trips and excursions to apply the knowledge and skills learnt to authentic situations. Co-curricular Activities (CCA) are vital to the all-round development of students, to help them acquire a healthy, well-balanced lifestyle and to extend their learning experiences beyond the formal curriculum. Students are encouraged to take full advantage of these opportunities to broaden their horizons, excel in interest areas and to develop leadership skills. Students in junior school take part in at least one activity during each school year, while students in senior school are encouraged to take leadership roles. Senior Form students are welcome to hold student-led CCAs to strengthen their leadership qualities. Our vibrant school life allows students to choose activities from five domains: Language and Communication, Problem-solving and Inquiry, Creativity and Arts, Sports and Action, Leadership and Service. Our school provides a range of CCAs, from music related ones such as the Vocal Ensemble, Orchestra, to STEAM related activities, language speech festival team, and different sports clubs and teams.

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

Creative Week













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

Background

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

1. Providing funding to HK schools to provide Moral, Civil and National Education for students
2. Promoting “sister school” programmes to encourage HK schools to establish partnership with schools in mainland China
3. Directing schools to teach a mandatory junior secondary Chinese History course to F1-F3 students.
4. Promoting the teaching of Chinese language through the medium of Putonghua in Junior School.

We could expect more directives and funding to schools in the future. In order to respond to these as positive opportunities for the school’s development, and to take proactive steps to consolidate the school’s core values, CSS has taken the initiative in 2018-19 to develop a programme to promote Chinese Language & Literature, Arts, Culture and History (CLACH). The year of 2019-20 is the start of a structured three-year implementation plan to provide learning opportunities for CSS students. Up to now, the CLACH has evolved into CLACH Education with core values, “Li, Ren, Zhi, Yi, Xin” to inspire and promote learning at CSS.

Strategic Approach

The range of learning activities that we plan for is multi-faceted and take place through the formal timetabled curriculum as well as beyond. The activities should have these common elements:

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

















Programmes and Activities

CLACH is embedded through the school's curriculum - themes within specific MYP unit plans in different MYP subjects, inter-disciplinary learning experiences wherever appropriate, and a pastoral focus that supports student wellbeing and character development. Likewise in the senior secondary years, CLACH is an inter-disciplinary dimension to be introduced into both the HKDSE and IBDP programmes at appropriate points e.g. Citizenship and Social Development, Theory of Knowledge, Chinese, Arts or I&S-related courses of study, as well as CAS and OLE. CLACH is also an initiative to enrich the school's Experiential Learning programme.

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

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

















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

What is the STEAM Team?

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

What are some examples of STEAM activities?

This coming year, we are excited to have some new initiatives and equipment. We have new 3D printers, which will allow our students to express their work in a number of different ways. Those who are more engineering-minded may create products using 3D CADCAM sofware to produce products with interlocking mechanisms and moving parts. Whilst those who are more artistic may convert hand drawings to 3D mesh using AI platforms to realise their characters or scene scapes as 3D objects. Mathematical structures such as dodecahedrons can be printed, allowing students to have hands-on experiences of the beauty of mathematics, and in Science, molecules can be printed to see their compatibility with other molecules.

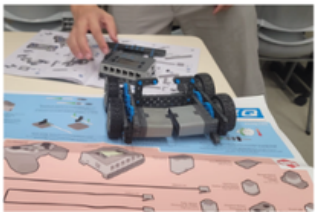
Why is a focus on STEAM helpful to students?

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









DIGITAL LEARNING: Preparing Students for the Future

In today's rapidly evolving world, digital learning plays a crucial role in preparing our students for future success. We are committed to integrating innovative technologies into the educational experience, ensuring that our students are equipped with the skills and knowledge they need to thrive in a digital age. By embracing digital learning, we provide students with the skills and knowledge they need to thrive in a digital age. By embracing digital learning, we provide students with a dynamic and interactive environment that enhances their educational journey and fosters critical thinking, creativity, and collaboration.

One of the most significant advancements in digital learning is the use of artificial intelligence (AI) in the classroom. AI is transforming the way students learn and teachers teach. With AI-driven tools, students and teachers can enhance the learning process.

Furthermore, digital learning encourages collaboration and communication among students. Through online platforms and digital tools, students can work together on projects, share ideas, and provide feedback in real time, regardless of their physical location. This collaborative approach mirrors the modern workplace, where teamwork and digital communication are essential skills. By participating in these digital learning experiences, our students are better prepared to navigate and succeed in a globalised world.

Teachers at our school are also benefitting from digital learning innovations. With access to wealth of online resources and data analytics, they can tailor their teaching methods to meet the diverse needs of their students more effectively. For instance, technology enables teachers to track student progress and engagement, and well being, allowing them to adjust their teaching strategies to ensure every student reaches their full potential. This adaptability needs to more effective teaching and a more engaging learning environment.

Our commitment to staying at the forefront of educational technology ensures that our students are not only consumers of technology but also creators. We encourage students to explore coding, digital media, and other technological skills that are increasingly in demand in various industries. By fostering a culture of innovation and curiosity, we empower students to become confident, capable, and forward-thinking individuals ready to tackle the challenges of tomorrow.

In summary, digital learning is an essential component of modern education, and our school is dedicated to integrating the latest technological advancements into our curriculum. By doing so, we provide our students with a comprehensive and future-focused education that equips them with the skills necessary for lifelong success. We invite prospective families to join our vibrant community, where innovation and learning go hand in hand, and where every student is given the opportunity to excel in a digital world.

THE LIBRARY

Introduction

Nestled at the core of our school, the CSS library supports teaching and learning across the school. It's a vibrant hub of learning, creativity, and community. With its welcoming atmosphere and extensive resources, the library invites students to explore, discover, and grow. Our school library plays an important role in developing students' language competencies and instilling a love of reading in our students. With a wide range of books, newspapers and databases, the librarians review and update the library collections regularly to meet the needs of all learners in our school community. With its comfortable seating and warm ambiance, it is the perfect place for our students to unwind with a good book or enjoy some quiet time.

A Treasure Trove of Resources

Our library offers an extensive collection of books that caters to every student's interest and academic needs. With over 20,000 titles, students can explore various genres and subjects. We ensure that our resources support research and learning across all subjects. Our library collection is divided into different sections:

1. Fiction books, including graphic novels
2. Non-fiction books
3. Curriculum resources, such as past papers and study guides
4. Electronic resources
5. Newspapers (both English and Chinese)



We also provide access to digital resources, including e-books and online databases (E.g. JSTOR, Global Issues in Context, NewsBank, etc.). These resources are accessible both in the library and remotely, allowing students to study and read from anywhere.

A Supportive Environment

The librarians are always available to assist students in navigating the right resources and answering any questions they may have. They are passionate about fostering a love for reading and helping students develop essential research skills. Moreover, as an IB world school, we value Academic Honesty. As a school community, we all are working towards becoming principled, honest and ethical global citizens.

Literary Celebrations – Library Events

Our school library also organizes different reading-related activities to promote and celebrate the joy of reading. These initiatives not only enrich the library experience but also encourage students to explore new ideas and develop a passion for reading. Here are some highlights of the events:

Monthly Book Sharing

Every month, our Teacher Librarian, Miss Frances Fan, has a book sharing session that brings together students and staff to explore diverse literature.

CSS Book Week

The theme of this year's Book Week is "East of the Sun, West of the Moon: A Meeting of Ancient Wisdoms", which echoes the theme of the CLACH Education "Zhi" Enlightening at CSS 「智」行啓思. In light of this, the school library has organized a series of activities, including Brain Game - Challenge your mind, Finding Wisdom, Magic Show and Wisdom Bingo.

Finding Wisdom





Wisdom Bingo

The Wisdom Bingo sheet introduced students to the Thirty-Six Stratagems (三十六計) and The Art of War (孫子兵法). Through the game, students gained a better understanding of these two classics by learning the strategic thinking framework behind them.







Magic show

To enrich students' understanding of Chinese culture, we invited a magician to perform a special show at our school. Through a series of captivating magic tricks, he introduced various cultural elements in a creative and engaging way. The performance left a lasting impression on all of us.



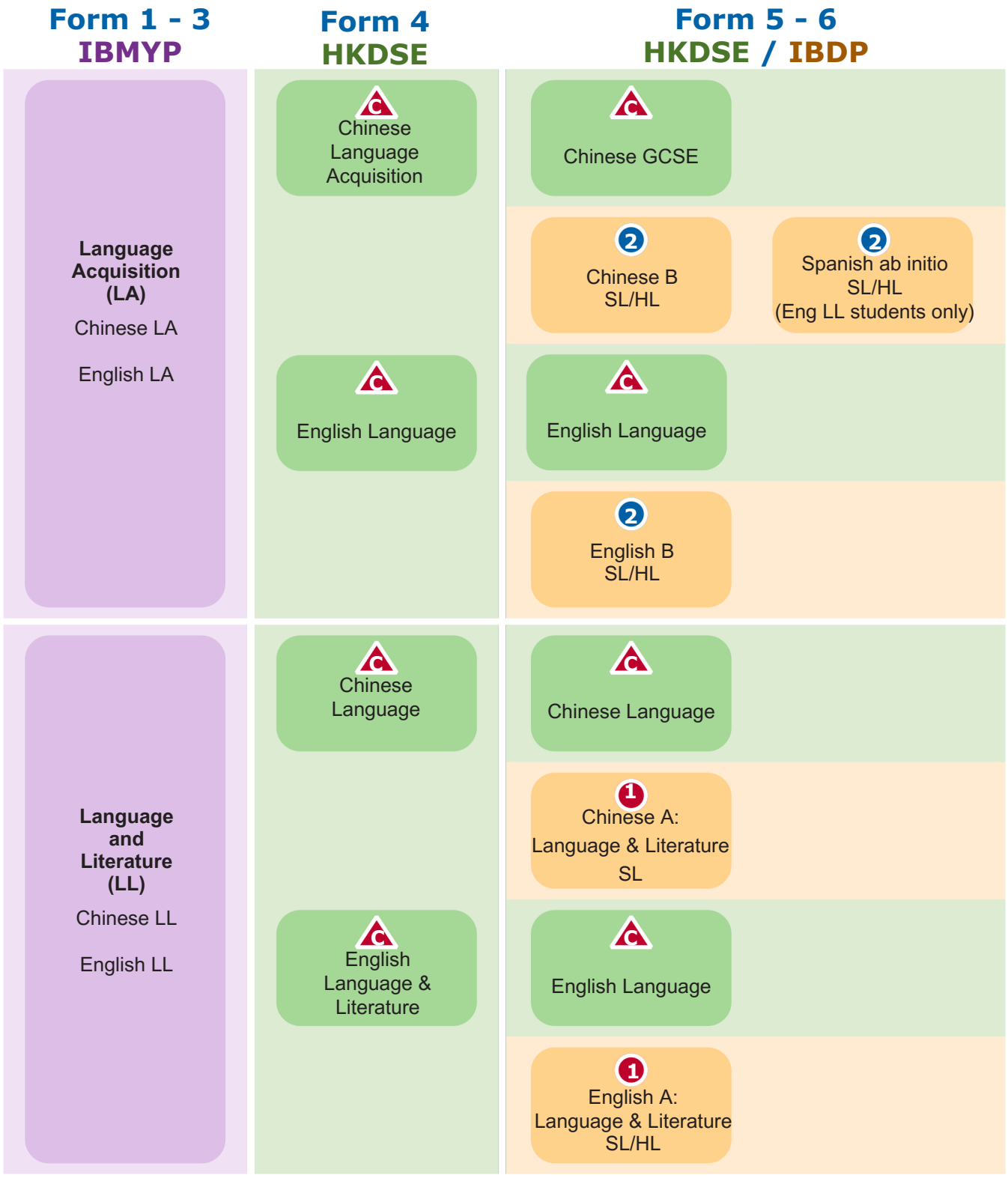






Brain game - Challenge your mind

SUBJECT PATHWAYS FROM JUNIOR TO SENIOR CURRICULUM



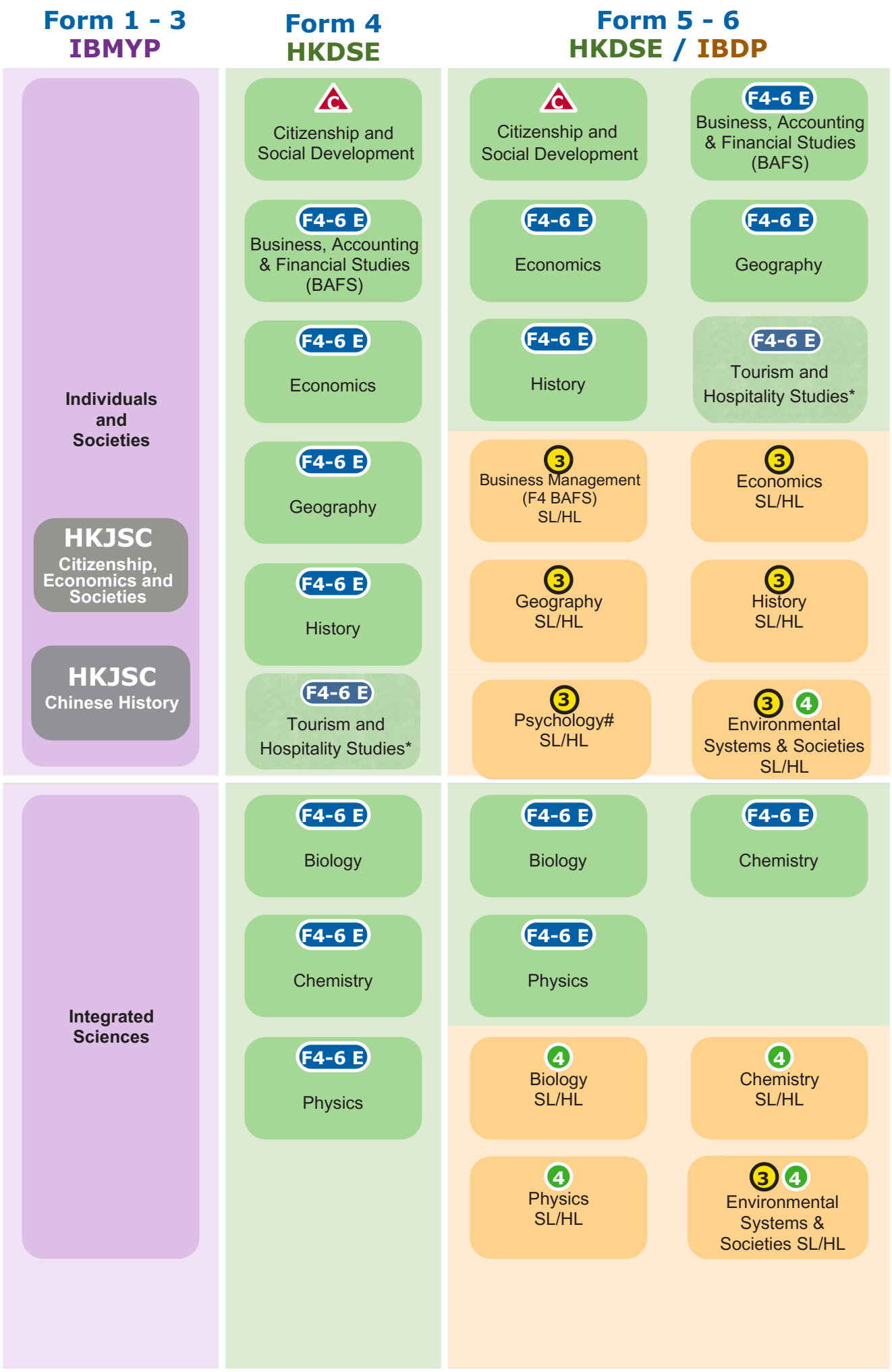
F4 - F6 HKDSE (Key)

- Core Subject F4-F6
- F4-6 E Elective Subject F5-F6
- F5-6 E Elective Subject F4
- F4 E Elective Subject

F5 - F6 IBDP (Key)

- 1 Group 1: Studies in Language and Literature
- 2 Group 2: Language Acquisition
- 3 Group 3: Individuals and Societies
- 4 Group 4: Sciences
- 5 Group 5: Mathematics
- 6 Group 6: The Arts
- Core

Form 1 - 3 IBMYP	Form 4 HKDSE	Form 5 - 6 HKDSE / IBDP
Mathematics	C Mathematics (Compulsory Part)	C Mathematics (Compulsory Part) F5-6 E Maths Extended Module 1 (Calculus & Statistics) F5-6 E Maths Extended Module 2 (Algebra & Calculus) 5 Maths: Analysis & Approaches SL/HL 5 Maths: Applications & Interpretation SL/HL
Arts Subjects (1) Drama (2) Music (3) Visual Arts Form 1 and Form 2 Study all three subjects Form 3 Choose one subject option	F4-6 E Music F4-6 E Visual Arts F4 E Drama	F4-6 E Music F4-6 E Visual Arts 6 Theatre (F4 Drama) SL/HL 6 Music SL/HL 6 Visual Arts SL/HL
Design <u>Subjects</u> (1) Design Technology (2) Food Technology (3) Information and Communication Technology / Digital Design <u>Form 1</u> Study Design Technology <u>Form 2</u> Study all three subjects <u>Form 3</u> Study all three subjects	F4-6 E Design & Applied Technology F4-6 E Information & Communication Technology	F4-6 E Design & Applied Technology F4-6 E Information & Communication Technology 4 Design Technology (F4 DAT) SL/HL 4 Computer Science (F4 ICT) SL/HL



*The subject will be available from 2027 onward for F4 students

The subject will be available from 2027 onward for F5 students

COMPARISON OF ASSESSMENTS

HKDSE			IBDP		
Exam	**Coursework**	**Subject**	**Subject**	**Exam**	**Coursework**
85%	15%	Chinese Language	Chinese A: L	80% (HL) 70% (SL)	20% (HL) 30% (SL)
			Chinese B	75% (HL/SL)	25% (HL/SL)
Exam	**Coursework**	**Subject**	**Subject**	**Exam**	**Coursework**
85%	15%	English Language	English A: LL	80% (HL) 70% (SL)	20% (HL) 30% (SL)
			English B	75% (HL/SL)	25% (HL/SL)
Exam	**Coursework**	**Subject**	**Subject**	**Exam**	**Coursework**
100%	-	Maths Compulsory	Maths: A&A	80% (HL/SL)	20% (HL/SL)
100%	-	Maths Extended M1/M2	Maths: A&I	80% (HL/SL)	20% (HL/SL)
Exam	**Coursework**	**Subject**	**Subject**	**Exam**	**Coursework**
100%	-	Bus, Acc & Fin Studies	Bus Man	80% (HL) 70% (SL)	20% (HL) 30% (SL)
100%	-	Economics	Economics	80% (HL) 70% (SL)	20% (HL) 30% (SL)
100%	-	Geography	Geography	80% (HL) 75% (SL)	20% (HL) 25% (SL)
100%	-	History	History	80% (HL) 75% (SL)	20% (HL) 30% (SL)
100%	-	Citizenship and Social Development	Env Sys & Soc	80% (HL) 75% (SL)	20% (HL) 25% (SL)
100%	-	Tourism & Hospitality Studies*	Psychology#	80% (HL) 70% (SL)	20% (HL) 30% (SL)
Exam	**Coursework**	**Subject**	**Subject**	**Exam**	**Coursework**
80%	20%	Biology	Biology	80% (HL/SL)	20% (HL/SL)
80%	20%	Chemistry	Chemistry	80% (HL/SL)	20% (HL/SL)
80%	20%	Physics	Physics	80% (HL/SL)	20% (HL/SL)
			Env Sys & Soc	80% (HL) 75% (SL)	20% (HL) 25% (SL)
Exam	**Coursework**	**Subject**	**Subject**	**Exam**	**Coursework**
60%	40%	Design & Applied Tech	Design Tech	70% (HL) 60% (SL)	30% (HL) 40% (SL)
80%	20%	Info & Com Technology	Computer Science	80% (HL) 70% (SL)	20% (HL) 30% (SL)
Exam	**Coursework**	**Subject**	**Subject**	**Exam**	**Coursework**
50%	50%	Music	Music	-	100% (HL/SL)
50%	50%	Visual Arts	Visual Arts	-	100% (HL/SL)
			Theatre	-	100% (HL/SL)
			Subject	**Exam**	**Coursework**
			Spanish ab in.	75% (SL)	25% (SL)

**The subject will be available from 2027 onward for F4 students*

The subject will be available from 2027 onward for F5 students

F4 Chinese Language and Literature
F5-F6 Chinese Language

F4 - F6 HKDSE Core Subject

Learning Aims

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



Field trip to learn Chinese literature

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

Course Content

Compulsory
Paper 1 Reading 卷一 閱讀能力 Reading including comprehension, analysis and appreciation is assessed. Prescribed classical texts are assessed in Section A (30%), whereas both classical and modern Chinese texts outside of classroom are assessed in Section B (70%). All questions in different formats like question and answer, multiple choice, filling the table and blank are compulsory.
Paper 2 Writing 卷二 寫作能力 Section A (30%) Writing texts for different contexts, audiences and purposes with relevant content and adequate supporting details. Section B (70%) Organisation, expression, ideas and creativity are assessed. Students are asked to write one long essay or two to three short ones.

Assessment

Component		**Duration**	**Weighting**
Paper 1: Reading 卷一 閱讀能力		1 hr 30 mins	40%
Paper 2: Writing 卷二 寫作能力		2 hrs 15 mins	45%
School-based assessment (SBA)	Reading presentation 閱讀匯報 (one book report and one individual presentation 一次文字報告及一次口頭匯報)	Ongoing	15%

Chinese GCSE

F4 - F6 HKDSE
Core Subject (Non-Chinese Speaking)



Students making poster about "My School"

Learning Aims

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

Who is This Course Suitable for?

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

Course Content

Compulsory

Theme 1: Identity and culture

- Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socializing with friends and family; role models
- Daily life: customs and everyday life; food and drink; shopping; social media and technology
- Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme 2: Local area, holiday and travel

- Holidays: preferences; experiences; destinations
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- Town, region and country: weather; places to see; things to do

Theme 3: School

- What school is like: school types; school day; subjects; rules and pressures; celebrating success
- School activities: school trips; events and exchanges

Theme 4: Future aspirations, study and work

- Using languages beyond the classroom: forming relationships; travel; employment
- Ambitions: further study; volunteering; training • Work: jobs; careers and professions

Theme 5: International and global dimension

- Bringing the world together: sports events; music events; campaigns and good causes
- Environmental issues: being 'green'; access to natural resources

Assessment

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

Chinese A: Language and Literature

F5 - F6 IBDP
Group 1: Studies in Language and Literature

Learning Aims

- Engage with and study literary and non-literary texts from different periods, styles, and cultures, across written, visual, media, and performance forms.
- Enhance abilities in listening, speaking, reading, writing, viewing, presenting, and performing, applying them flexibly in varied contexts.
- Cultivate skills of interpretation, analysis, and evaluation to achieve deeper understanding of the form, content, and meaning of texts.
- Appreciate the formal and aesthetic qualities of texts and understand how they generate diverse interpretations and responses.
- Explore the relationships between texts and different perspectives, cultural contexts, and local and global issues, recognizing their multiple meanings.



students presenting in groups

- Understand the interactions and connections between studies in language and literature and other disciplines.
- Communicate and collaborate confidently and creatively in multilingual and multimodal environments.
- Foster a sustained interest in and appreciation of language and literature as part of lifelong learning and cultural exploration.

Who is This Course Suitable for?

Chinese Language and Literature is suitable for students who are interested in both Chinese literary works and the broader study of language in diverse media and cultural contexts. By engaging with a wide range of literary and non-literary texts, students can develop comprehensive skills in language proficiency, critical thinking, aesthetic appreciation, and interdisciplinary analysis.

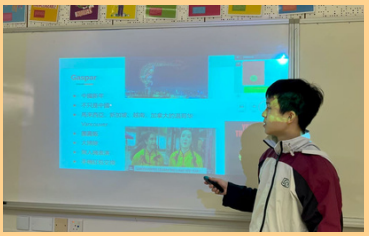
Through oral and written communication, as well as exploration of media and cultural discourse, students will strengthen their ability to interpret, analyze, and evaluate texts across different forms. These competencies provide a solid foundation for tertiary studies in disciplines such as translation, journalism, mass media, cultural studies, and education, while also fostering a lifelong interest in language and literature.

Course Content

Syllabus　課程部分
Exploration area 1: Readers, writers and texts 探索領域一：讀者、作者和文本
Exploration area 2: Time and space 探索領域二：時間和空間
Exploration area 3: Intertextuality and how texts connect with each other 探索領域三：互文性： 文本的相互聯繫

Assessment

Component	**Standard Level (SL)**	
	Duration	**Weighting**
Paper 1: Guided literary analysis 文學分析	1 hr 15 mins	35%
Paper 2: Comparative Essay 比較論文	1 hr 45 mins	35%
IA 內部評估 - Individual oral 個人口語	15 mins	30%



A Form 5 student is doing presentation on the topic of Chinese New Year

Learning Aims

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

Who is This Course Suitable for?

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

Course Content

Standard Level (SL) and Higher Level (HL)
HL students are required to study two original literary works and demonstrate a higher level of competency in the receptive, productive and interactive skills.

Theme 1: Identities
Explore the nature of the self and what it is to be human. Recommended topics are:
- Lifestyles, health and wellbeing, beliefs and values
- Subcultures, language and identity

Theme 2: Experiences
Explore and tell the stories of events, experiences and journeys that shape our lives. Recommended topics are:
- Leisure activities, holidays and travel, life stories
- Rites of passage, customs and traditions, migration

Theme 3: Human ingenuity
Explore the ways in which human creativity and innovation affect our world. Recommended topics are:
- Entertainment, artistic expressions, communication and media
- Technology, scientific innovation

Theme 4: Social organization
Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests. Recommended topics are:
- Social relationships, community, social engagement
- Education, the working world, law and order

Theme 5: Sharing the planet
Explore the challenges and opportunities faced by individuals and communities in the modern world. Recommended topics are:
- The environment, human rights, peace and conflict
- Equality, globalization, ethics, urban and rural areas

Assessment

Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1: Productive skills – writing	1 hr 15 mins	25%	1 hr 30 mins	25%
Paper 2: Receptive skills – listening and reading	1 hr 45 mins	50%	2 hrs	50%
Internal assessment (IA) – Individual oral (IO)	12-15 mins	25%	12-15 mins	25%

F4 English Language

F4 - F6 HKDSE
Core Subject



Activities in class

Learning Aims

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

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

Course Content

Compulsory
1. Identity 2. Society 3. Diversity, equity, and inclusion 4. Nature and the environment

Assessment

Unit	Components	Duration	Weighting
1: Identity	Reading, writing and listening	9 weeks	20%
2. Society	Reading and analysis	9 weeks	30%
3. DEI	Listening, writing and speaking	11 weeks	40%
4. Nature and the environment	Listening and integrated skills	9 weeks	10%

F4 English Language and Literature

F4 - F6 HKDSE
Core Subject



English Field Trip

Learning Aims

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

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

Course Content

Compulsory
1. Identity 2. Society 3. Diversity, equity, and inclusion 4. Nature and the environment

Assessment

Unit	Components	Duration	Weighting
1: Identity	Speaking and writing	9 weeks	20%
2. Society	Reading and analysis	9 weeks	30%
3. DEI	Essay writing and speaking	11 weeks	40%
4. Nature and the environment	Textual Analysis	9 weeks	10%

F5-F6 English Language

F4 - F6 HKDSE
Core Subject

Learning Aims

- Broaden and deepen the language competencies students have developed, so that they are able to use English with increasing proficiency for personal and intellectual development, effective social interaction and leisure
- Further develop students' interest and confidence in using English as their understanding and mastery of the language grow
- Further broaden students' knowledge, understanding and experience of various cultures in which English is used
- Develop and prepare students for further study, vocational training or work



Debate activities in class

- Further develop learning skills and positive values and attitudes conducive to meeting the needs of our rapidly changing knowledge-based society, including the interpretation, use and production of texts for pleasure, study and work in the English medium

Who is This Course Suitable for?

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

Course Content

Form 5	Form 6
1. Language & Culture 2. Health & Wellness 3. Technology & Innovation 4. Popular Culture & the Digital Age	1. Sport & Fitness 2. Family & Relationships 3. Exam Skills

Assessment

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

Learning Aims

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

Who is This Course Suitable for?

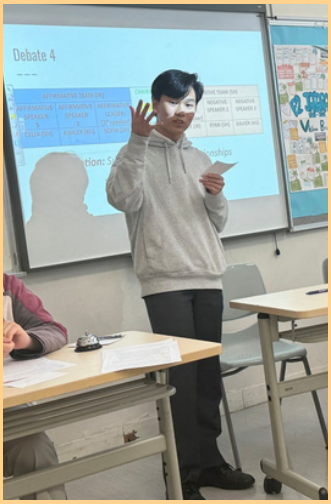
This course is suitable for those who have studied IBMYP English Language and Literature or IBMYP English Proficient Language Acquisition. Students should be interested in studying a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form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

Course Content

Syllabus Topics	Selected Literary Works	Selected Bodies of Non-literary texts
Time and space Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.	• *Chronicle of a Death Foretold by Gabriel García Márquez (novel)* • *The Great Gatsby by F. Scott Fitzgerald (novel)* • *Antigone by Sophocles (drama)* • *The God of Small Things by Arundhati Roy (novel)* • *Songs of Innocence and Experience by William Blake (poetry) (HL only)* • *A Small Place by Jamaica Kincaid (non-fiction prose) (HL only)*	• *Coca-Cola print advertisements from WWII Life magazine* • *Lemonade visual album by Beyonce Knowles* • *Speeches by Aung San Suu Kyi* • *Parasite film by Bong Joon-ho* • *Columns by George Monbiot (HL only)* • *Madam & Eve comic strip by Stephen Francis and Rico Schacherl (HL only)*
Intertextuality: connecting texts Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex elationships among texts.		

Assessment

Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1: Guided textual analysis	1 hr 15 mins	35%	2 hrs 15 mins	35%
Paper 2: Comparative essay	1 hr 45 mins	35%	1 hr 45 mins	25%
Essay (1200-1500 words)	-	-	Ongoing	20%
Internal assessment (IA) - Individual oral (IO)	15 mins	30%	15 mins	20%



Debate activities in class

Learning Aims

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

Who is This Course Suitable for?

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

Course Content

Standard Level (SL) and Higher Level (HL)
HL students are required to study two original literary works and demonstrate a higher level of competency in the receptive, productive and interactive skills.

Theme 1: Identities
Explore the nature of the self and what it is to be human. Recommended topics are:
- Lifestyles, health and wellbeing, beliefs and values
- Subcultures, language and identity

Theme 2: Experiences
Explore and tell the stories of events, experiences and journeys that shape our lives. Recommended topics are:
- Leisure activities, holidays and travel, life stories
- Rites of passage, customs and traditions, migration

Theme 3: Human ingenuity
Explore the ways in which human creativity and innovation affect our world. Recommended topics are:
- Entertainment, artistic expressions, communication and media
- Technology, scientific innovation

Theme 4: Social organization
Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests. Recommended topics are:
- Social relationships, community, social engagement
- Education, the working world, law and order

Theme 5: Sharing the planet
Explore the challenges and opportunities faced by individuals and communities in the modern world. Recommended topics are:
- The environment, human rights, peace and conflict
- Equality, globalization, ethics, urban and rural areas

Assessment

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

Spanish ab initio

Learning Aims

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

Who is This Course Suitable for?

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

Course Content

Spanish ab initio is only available at Standard Level (SL)	
Theme 1: Identities • Personal attributes • Personal relationships • Eating and drinking • Physical well-being **Theme 2: Experiences** • Daily routine • Leisure • Holidays • Festivals and celebrations **Theme 3: Human ingenuity** • Transport • Entertainment • Media • Technology	**Theme 4: Social organisation** • Neighborhood • Education The • workplace • Social issues **Theme 5: Sharing the planet** • Climate • Physical geography • The environment • Global issues

Assessment

Component	**Standard Level (SL)**	
	Duration	**Weighting**
Paper 1: Productive skills – writing	1 hr	25%
Paper 2: Receptive skills – listening comprehension	45 mins	25%
Paper 2: Receptive skills – reading comprehension	1 hr	25%
Internal assessment (IA) – Individual oral (IO)	10 mins	25%

Mathematics

F4 - F6 HKDSE
Core Subject

Learning Aims

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

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

Course Content

Number and Algebra Strand	Measures, Shape and Space Strand	Data Handling Strand
1. Quadratic equations in one unknown 2. Functions and Graphs 3. Exponential and logarithmic functions 4. More about polynomials 5. More about equations 6. Variations 7. Arithmetic and geometric sequences and their summations 8. Inequalities and linear programming 9. More about graphs of functions	10. Basic properties of circles 11. Locus 12. Equations of straight lines and circles 13. More about trigonometry	14. Permutation and combination 15. More about probability 16. Measures of dispersion 17. Uses and abuses of statistics

Assessment

Component	Duration	Weighting
Paper 1: Conventional questions	2 hrs 15 mins	65%
Paper 2: Multiple-choice questions	1 hr 15 mins	35%

F5-F6 Mathematics Module 1 (Calculus and Statistics)

F4 - F6 HKDSE
Elective Subject

Learning Aims

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

Who is This Course Suitable for?

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

Course Content

Foundation Knowledge and Calculus	Statistics
1. Binomial expansion 2. Exponential and logarithmic functions 3. Limit and derivative of a function 4. Differentiation and its applications 5. Indefinite integration and its applications 6. Definite integration and its applications 7. Approximation of definite integrals using the trapezoidal rule	1. Conditional probability and Bayes Theorem 2. Discrete random variables 3. Probability distribution, expectation and variance 4. Binomial distribution and its applications 5. Poisson distribution and its applications 6. Basic definition and properties of the normal distribution 7. Standardisation of a normal variable and use of the standard normal table 8. Applications of the normal distribution 9. Sampling distribution and point estimates 10. Confidence interval for a population mean

Assessment

Component	Duration	Weighting
Conventional questions	2 hrs 30 mins	100%

F5-F6 Mathematics Module 2 (Algebra and Calculus)

F4 - F6 HKDSE Elective Subject

Learning Aims

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

Who is This Course Suitable for?

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

Course Content

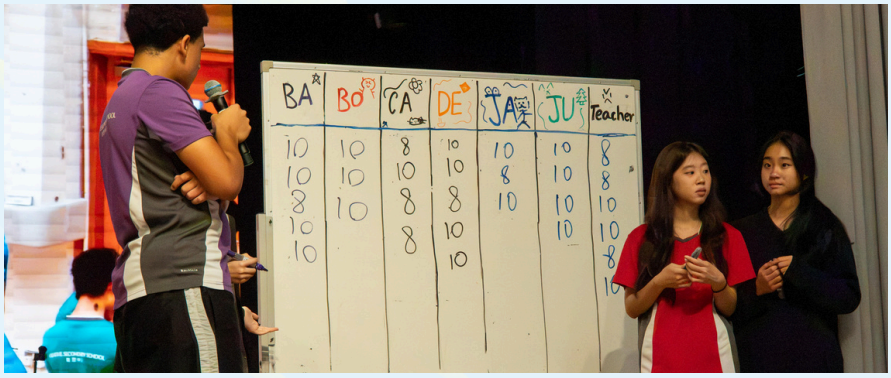
Foundation Knowledge and Calculus	Algebra
1. Mathematical Induction 2. Binomial Theorem 3. More about Trigonometric Functions 4. Introduction to the Number 5. Limits and Differentiation 6. Integration 7. Applications of Differentiation and Integration	1. Operations and Properties of Matrices 2. Systems of Linear Equations 3. Operations and Properties of Vectors 4. Applications of Vectors in 2D and 3D Spaces

Assessment

Component	Duration	Weighting
Conventional questions	2 hrs 30 mins	100%

Activities in Mathematics













Mathematics: Analysis and Approaches

Learning Aims

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

Who is This Course Suitable for?

There are two different courses in mathematics. Mathematics: Analysis and Approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: Analysis and Approaches will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example. Students who choose Mathematics: Analysis and Approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: Analysis and Approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Course Content

Core - Standard Level (SL) and Higher Level (HL)
All topics are compulsory. HL students study each topic in greater depth

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

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

Assessment

Component	SL		HL	
	Duration	Weighting	Duration	Weighting
Paper 1 (No calculator allowed)	1 hr 30 mins	40%	2 hrs	30%
Paper 2 (Calculator required)	1 hr 30 mins	40%	2 hrs	30%
Paper 3 (Calculator required)	-	-	1 hr 15 mins	20%
Internal assessment (IA)	Ongoing	20%	Ongoing	20%

Mathematics: Applications and Interpretation

Learning Aims

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

Who is This Course Suitable for?

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

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

Course Content

<table>
<tr><td colspan="2">Core - Standard Level (SL) and Higher Level (HL)
All topics are compulsory. HL students study each topic in greater depth</td></tr>
<tr><td>Topic 1: Number and Algebra (SL-16 hrs; HL-29 hrs)
Topic 2: Functions (SL-31 hrs; HL-42 hrs)
Topic 3: Geometry and trigonometry (SL-18 hrs; HL-46 hrs)</td><td>Topic 4: Statistics and probability (SL-36 hrs; HL-52 hrs)
Topic 5: Calculus (SL-19 hrs; HL-41 hrs)</td></tr>
<tr><td colspan="2">Internal assessment
Investigative, problem-solving and modelling skills development leading to an individual exploration (SL-30 hrs; HL-30 hrs)</td></tr>
</table>

Assessment

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

Business, Accounting and Financial Studies (BAFS) HKDSE

F4 - F6 HKDSE
Elective Subject

Learning Aims

The broad aims of the Business, Accounting and Financial Studies curriculum are to enable students to:

- To provide students with business knowledge and skills, and develop their positive values and attitudes so they can fulfil their roles competently and confidently as consumers, investors, employees, and/or entrepreneurs
- To develop transferable skills in research, analysis, leadership, team building, communication, problem solving, creativity and critical thinking.
- To explore different aspects of business to prepare students for life, for learning and for employment

Who is This Course Suitable for?

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

Course Content

Compulsory	Electives for business management module
1a. Business Environment 1c. Basics of Accounting 1d. Basics of Personal Financial Management	3a. Introduction to Management 3b. Financial Management 3c. Human Resources Management 3d. Marketing Management

Assessment

Component	Duration	Weighting
Paper 1B Compulsory part	1 hr	25%
Paper 2B Business Management Strand	2 hrs 30 mins	75%

Learning Aims

The business management course is designed to meet the current and future of needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision making.

The course will enable students to:

- Develop as confident, creative and compassionate business leaders, entrepreneurs and social entrepreneurs as change agents
- Foster an informed understanding of ethical and sustainable business practices
- Explore connections between individuals, business and society
- Engage with decision making as a process and a skill

Who is This Course Suitable for?

This course empowers student to explore the concepts of creativity, change, ethics and sustainability from a business perspective. Students interested in developing a deeper understanding of strategic decision making, the operational functions within organizations and exploring local, national and global business case studies will find the course fascinating and engaging.

Course Content

The key distinctions between HL and SL are:

- HL requires extra breadth and depth for specific topics within all units
- Paper 3 is an HL only paper based on a social enterprise

Core Units

Unit 1 Introduction to Business Management
Unit 2 Human resources management
Unit 3 Finance and accounts
Unit 4 Marketing
Unit 5 Operations management

Assessment

Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1	1 hr 30 mins	35%	1 hr 30 mins	25%
Paper 2	1 hr 30 mins	35%	1 hr 45 mins	30%
Paper 3	N/A	N/A	1 hr 15 mins	25%
Internal assessment (IA) Students produce a research project about a real business issue or problem facing an organization (1800 words)	Ongoing	30%	Ongoing	20%

Economics

F4 - F6 HKDSE
Elective Subject

Learning Aims

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

Who is This Course Suitable for?

Economics is suitable for those who are interested in understanding how and why people in our modern society behave the way they do, having a bigger grasp of why things around us happen the way they do, as well as appreciating how big decisions that impact us on a regular basis are made. It is for students who would like to know more about economic concepts and apply them to the real world.

Course Content

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

Assessment

Component	**Duration**	**Weighting**
Paper 1 Multiple-choice	1 hr	30%
Paper 2 Section A: Short questions (Compulsory Part)	2 hrs 30 mins	26%
Section B: Structural / essay-type / data response questions (Compulsory Part)		35%
Section C: Structural / essay-type questions (Elective Part)		9%

Economics

Learning Aims

- Develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- Apply economic theories, models, ideas and tools, and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- Develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making

Who is This Course Suitable for?

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

Course Content

Standard Level (SL) and Higher Level (HL)

UNIT 1: INTRODUCTION TO ECONOMICS

1.1 What is Economics?
1.2 How do economists approach the world?

UNIT 2: MICROECONOMICS

2.1 Demand
2.2 Supply
2.3 Competitive market equilibrium
2.4 Critique of the maximizing behavior of consumers & producers
2.5 Elasticities of demand and income elasticity of demand
2.6 Supply-side policies
2.7 Role of government in microeconomics
2.8 Market Failure - externalities and common pool or common access resources
2.9 Market Failure - public goods
2.10 Market Failure - Asymmetric information
2.11 Market Failure - market power
2.12 The Market inability to achieve equity

UNIT 3: MACROECONOMICS

3.1 Measuring economic activity and illustrating its variations
3.2 Variations in economic activity - AD and AS
3.3 Macroeconomic Objectives
3.4 Economics of inequality and poverty
3.5 Demand management - monetary policy
3.6 Demand management fiscal policy
3.7 Supply-side policies

UNIT 4: THE GLOBAL ECONOMY

4.1 Benefits of international trade
4.2 Types of trade protection
4.3 Arguments for and against trade control/protectionism
4.4 Economic integration
4.5 Exchange rates
4.6 Balance of payments
4.7 Sustainable development
4.8 Measuring development
4.9 Barriers to economic growth and or economic development
4.10 Economic growth and or economic development strategies

Assessment

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

Learning Aims

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

Who is This Course Suitable for?

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

Course Content

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

Assessment

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

Learning Aims

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

Who is This Course Suitable for?

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

Course Content

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

Assessment

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

Learning Aims

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

Who is This Course Suitable for?

History is suitable for all students who want to know more about the past and how events in the past can shape the future. It is for students who want to challenge different perspectives, compare different sources of information and develop an understanding of the development of different countries. History is for those who enjoy reading, who have a passion for learning and who want to know more about the world around them. Students should have a good understanding of source evaluation, essay writing and a proficient level of English to be able to succeed in DSE History.

Course Content

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

Assessment

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

Learning Aims

Develop an understanding of, and continuing interest in, the past through

- inquire into the past through historical contexts, concepts, content and skills
- investigate historical events, issues and topics
- explore and evaluate diverse historical perspectives and arguments
- examine diverse historical identities and experiences

Who is This Course Suitable for?

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

Course Content

Compulsory **Standard Level (SL) and Higher Level (HL)**	**Compulsory** **Higher Level (HL) only**
Paper One: Political and econcomic transitions • The Meiji Restoration (1853-1894) • The Russian Federation (1985-1999)	Paper Three: Europe Topic 6: Europe and the First World War (1871-1923) Topic 8: European Totalitarianism (1918-1941) Topic 9: Europe and the Second World War (1918-1949)
Paper Two: Authoritarian rule (from 1750 CE onwards)	
Internal assessment (IA)	

Assessment

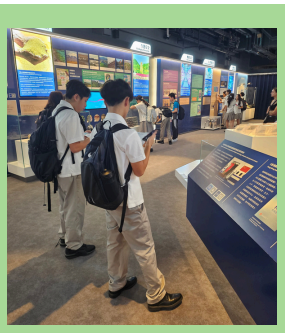
Component	**Standard Level (SL)**		**Higher Level (HL)**	
	Duration	**Weighting**	**Duration**	**Weighting**
Paper 1	1 hr	30%	1 hr	20%
Paper 2	1 hr 30 mins	40%	1 hr 30 mins	25%
Paper 3	-	-	2 hrs 30 mins	35%
Internal assessment (IA)	Ongoing	30%	Ongoing	20%

Citizenship and Social Development

F4 - F6 HKDSE
Core Subject

Learning Aims

- Enhance understanding of society, the country, the human world, the physical environment and related knowledge;
- Develop multiple perspectives on contemporary mature topics in different contexts (e.g. cultural, social, economic, political and technological contexts);
- Become independent thinkers; be able to adapt to the ever-changing personal, social, national and global circumstances and construct knowledge; understand the complexities of the topics, and the challenges and processes involved in decision-making for making law-abiding, rational and affective analysis, and learning how to handle conflicting values;
- Inherit Chinese culture and heritage in a pluralistic society, deepen understanding and sense of identity of individuals with Chinese nationality and Chinese citizenship, and at the same time appreciate, respect and embrace diversity in cultures and views;
- Develop skills relevant to life-long learning and strengthen their ability to integrate and apply knowledge and skills, including critical thinking skills, creativity, problem solving skills, communication skills, collaboration skills, data management skills, self-management skills, self-learning skills, and information technology skills;
- Develop positive values and attitudes towards life, so that they can become informed and responsible citizens of society, the country and the world.



National Security Exhibition Visit

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

Course Content

Compulsory
1. Hong Kong under 'One Country, Two Systems' 2. China since Reform and Opening-up 3. Interconnectedness and Interdependence of the Contemporary World

Mainland study tour
Chinese Culture and Modern Life

Assessment

Component	Duration	Weighting
Data-response questions	2 hrs	100%

*The assessment results of Citizenship and Social Development in the HKDSE will be reported in only one level: "Attained". A performance below the level of "Attained" is designated as "Unattained".

Tourism and Hospitality Studies

F4 - F6 HKDSE
Elective Subject

**The subject will be available from 2027 onward for F4 students*

Learning Aims

- Develop students' understanding of the tourism and hospitality industry, including its structure, nature and major components.
- Help students understand the importance of tourism and hospitality to Hong Kong, host destinations and the global economy.
- Encourage students to examine tourism and hospitality issues from local, national and global perspectives.
- Develop students' ability to analyse factors affecting the demand for and supply of tourism and hospitality products and services.
- Promote awareness of sustainable tourism and the economic, social, cultural and environmental impacts of tourism development.
- Develop students' customer service, communication, problem-solving, critical thinking and information technology skills.
- Help students understand the responsibilities of tourists, service providers and tourism organisations in behaving ethically and professionally.

Who is This Course Suitable for?

Tourism and Hospitality Studies is suitable for students who are curious about travel, hotels, events, catering, attractions, and customer service. This course is especially relevant to students who enjoy learning about people, places, cultures, and real-world business operations. Through the study of tourism and hospitality, students will understand how destinations attract visitors, how hotels and catering businesses provide quality services, and how the industry responds to changing customer needs, global trends, and current issues.

The course helps students develop practical knowledge and transferable skills, including communication, problem-solving, service awareness, analytical thinking, and an understanding of sustainable development. These skills are valuable not only for further studies and careers in tourism, hospitality, events, aviation, catering, and leisure management, but also for many other service-related industries.

Course Content

Modules
I : Introduction to Tourism II : Introduction to Hospitality III : Destination Geography IV : Customer Relations and Services V : Trends and Issues in the Tourism and Hospitality Industry

Assessment

Component	Duration	Weighting
Paper 1: Multiple-choice and data-based questions	1 hrs 30 mins	45%
Paper 2: Essay-type questions	1 hr 45 mins	55%

Psychology

The subject will be available from 2027 onward for F5 students

Learning Aims

- Develop knowledge and understanding of key psychological concepts, theories, models, and research.
- Explore human cognition and behaviour from biological, cognitive, sociocultural, and diverse cultural perspectives.
- Understand how psychological knowledge is developed through scientific research methods.
- Build critical thinking skills by evaluating evidence, theories, and research findings.
- Apply psychological principles to personal, social, and organisational issues.
- Develop ethical awareness in the study and application of psychology.
- Strengthen communication, problem-solving, and self-reflection skills.
- Appreciate diversity, cultural competence, and different ways of understanding human behaviour.
- Promote psychological literacy for greater personal, social, and cultural awareness.

Who is This Course Suitable for?

Psychology is suitable for students who are interested in understanding human thoughts, feelings, and behaviour. The course helps students explore how people think, learn, interact, and respond to different social and cultural contexts. Through the study of psychological concepts, theories, and research, students develop useful skills such as critical thinking, problem-solving, ethical awareness, communication, and cultural understanding. It prepares students for further studies and future pathways in psychology, education, health, social work, business, law, and other people-related fields.

Course Content

Concepts

- Bias
- Causality
- Change
- Measurement
- Perspective
- Responsibility

Contexts

- Health and well-being
- Human development
- Human relationships
- Learning and cognition

Content

- Biological approach
- Cognitive approach
- Sociocultural approach
- Reserach methology

Extensions (HL only)

- The role of culture, motivation and technology in shaping human behaviour
- Data analysis and interpretation

Internal assessment

- Psychology research proposal to investigate a population of interest using one of the four research methods used in the class practicals.

Assessment

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

Environmental Systems and Societies

F5 - F6 IBDP
Group 3: Individuals and Societies
Group 4: Sciences

Learning Aims

- Develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere
- Develop knowledge of diverse perspectives to address issues of sustainability
- Engage and evaluate the tensions around environmental issues using critical thinking
- Develop a systems approach that provides a holistic lens for the exploration of environmental issues
- Be inspired to engage in environmental issues across local and global contexts.

Who is This Course Suitable for?

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

Course Content

Core content (SL and HL)	HL lenses (HL only)
Topic 1: Foundation Topic 2: Ecology Topic 3: Biodiversity and Conservation Topic 4: Water Topic 5: Land Topic 6: Atmosphere and Climate change Topic 7: Natural resources Topic 8: Human populations and urban systems	HL a. Environmental law HL b. Environmental economics HL c. Environmental ethics

Practical scheme of work
Practical activities Individual investigation (internal assessment - IA) Collaborative sciences project

Assessment

Assessment component (Standard Level (SL) only)	Duration	Weighting
Paper 1 Case study	SL 1 hr HL 2 hrs	SL 25% HL 30%
Paper 2 Short answers and structured essays	SL 2 hrs HL 2 hrs 30mins	SL 50% HL 50%
Internal assessment (IA)	Ongoing	SL 25% HL 20%

Learning Aims

- Develop and maintain an interest in biology and a respect for all living things and the environment;
- Construct and apply knowledge of biology;
- Develop the ability to make scientific inquiries;
- Understand the language of science and communicate ideas and views on biology-related issues;
- Be aware of the social, ethical, economic, environmental and technological implications of biology;
- Develop an attitude of responsible citizenship, and a commitment to promote personal and community health.



Students with their DNA model

Who is This Course Suitable for?

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

Course Content

Compulsory	**Electives** Students study 2 of the 4 electives
1. Cells and Molecules of Life 2. Genetics and Evolution 3. Organisms and Environment 4. Health and Diseases	E1. Human Physiology: Regulation and Control E2. Applied Ecology E3. Microorganisms and Humans E4. Biotechnology ***Elective units offered are at the discretion of the school***
Investigative Study in Biology (20 hours)	

Assessment

Component			**Duration**	**Weighting**
Paper 1: Compulsory part			2 hrs 30 mins	60%
Paper 2: Elective part			1 hr	20%
School-based assessment (SBA)	Ability area A (Practical skills abilities)	1 x Assessment in F5 1 x Assessment in F6	Ongoing	8%
	Ability area B (Reporting of investigative work) B1 Experimental Design B2 Results and discussions	2 x Assessment in F5 2 x Assessment in F6	Ongoing	12%

Biology



Students preparing mesocosms

Learning Aims

- Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- Acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- Develop the ability to analyse, evaluate and synthesize scientific information and claims
- Develop the ability to communicate and collaborate effectively
- Develop awareness of the ethical, environmental, economic, cultural and social impact of science

Who is This Course Suitable for?

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

Course Content

SL Syllabus Component	HL Syllabus Component
• Unity and diversity (6 topics, e.g. Water) • Form and function (9 topics, e.g. Carbohydrates and lipids) • Interaction and interdependence (8 topics, e.g. Enzymes and metabolism) • Continuity and change (11 topics, e.g. DNA replication)	• Unity and diversity - Origin of cells, viruses, classification and cladistics • Form and function - Muscle and motility • Interaction and interdependence - Chemical signalling • Continuity and change - Gene expression • ALL SL syllabus component
Experimental programme Practical work (with additional practical work for HL) Scientific Investigation (internal assessment - IA) Collaborative sciences project	

Assessment

Type of assessment	Format of assessment	Standard Level (SL)		Higher Level (HL)	
		Duration	Weighting	Duration (hr)	Weighting
Paper 1	1A (MCQ), 1B (DBQ)	1 hr 30 mins	36%	2 hrs	36%
Paper 2	DBQ, SAQ and ERQ	1 hr 30 mins	44%	2 hrs 30 mins	44%
IA	Scientific investigation (3000 words)	10 hrs	20%	10 hrs	20%

Chemistry

F4 - F6 HKDSE
Elective Subject

Learning Aims

- Enable students to develop a solid understanding of fundamental chemical concepts
- Comprehend the principles of stoichiometry
- Cultivate practical skills in laboratory work
- Train students to apply chemical knowledge to solve problems, both in theoretical and real - world contexts.
- Help students recognize the significance of chemistry in daily life, such as in food preservation, medicine development, and environmental protection.



Students visit to the CUHK

Who is This Course Suitable for?

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

Course Content

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

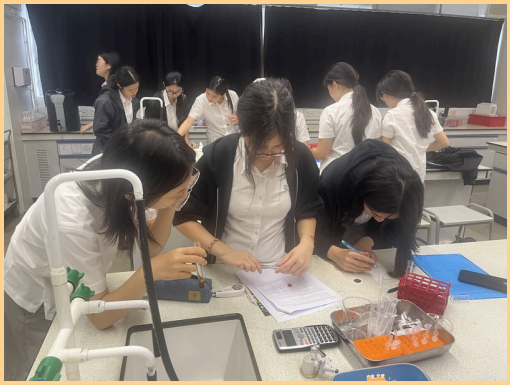
Assessment

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

Chemistry

Learning Aims

- Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- Acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- Develop the ability to analyse, evaluate and synthesize scientifica information and claims
- Develop the ability to communicate and collaborate effectively
- Develop awareness of the ethical, environmental, economic, cultural and social impact of science



Analytical Chemistry Challenge

Who is This Course Suitable for?

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

Course Content

SL Syllabus Component	HL Syllabus Component
Structure 1: Models of the 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 for chemical change?	Same components as SL with additional content
Experimental programme Practical work (with additional practical work for HL) Scientific Investigation (internal assessment - IA) Collaborative sciences project	

Assessment

Type of assessment	Format of assessment	Standard Level (SL)		Higher Level (HL)	
		Duration	Weighting	Duration	Weighting
Paper 1	1A (MCQ) 1B (DBQ and Qns on experimental work)	1 hr 30 mins	36%	2 hrs	36%
Paper 2	SAQ and ERQ	1 hr 30 mins	44%	2 hrs 30 mins	44%
IA	Scientific investigation (3000 words)	10 hrs	20%	10 hrs	20%

Physics

F4 - F6 HKDSE
Elective Subject

Learning Aims

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



F4 Egg Protection Competition

Who is This Course Suitable for?

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

Course Content

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

Assessment

Component			**Duration**	**Weighting**
Paper 1: Compulsory part			2 hrs 30 mins	60%
Paper 2: Elective part			1 hr	20%
School-based assessment (SBA)	Form 5	2 x Experiment	Ongoing	12%
	Form 6	1 x Experiment with detailed report or Investigative Study	Ongoing	8%

Physics



Ocean park trip

Learning Aims

- Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- Acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- Develop the ability to analyse, evaluate and synthesize scientifica information and claims
- Develop the ability to communicate and collaborate effectively
- Develop awareness of the ethical, environmental, economic, cultural and social impact of science

Who is This Course Suitable for?

Physics is for students who see a future for themselves in physical sciences, which include a number of medical disciplines. The required concepts and skills are highly transferable to the human sciences and to non-science disciplines such as finance, law or journalism. Higher Level Physics is very demanding and requires a large amount of self-study in addition to timetabled lessons. As a lot of ideas are expressed through the language of mathematics. Standard Level Physics is pitched at a slightly less challenging level both mathematically and in terms of the scientific concepts covered, however the mathematical demands are still substantial.

Course Content

SL Syllabus Component	HL Syllabus Component
A. Space, time and motion (3 topics, e.g. Kinematics) B. The particulate nature of matter (4 topics, e.g. Thermal energy transfers) C. Wave behaviour (5 topics, e.g. Simple harmonic motion) D. Fields (3 topics, e.g. Gravitational fields) E. Nuclear and quantum physics (4 topics, e.g. Structure of the atom)	A. Space, time and motion - Rigid body mechanics and Galilean and special relativity B. The particulate nature of matter - Thermodynamics C. Wave behaviour - additional content in each topic D. Fields - 2 SL topics with dditional content plus Induction E. Nuclear and quantum physics - 2 SL topics with additional content plus Quantum physics.) All SL syllabus component
Experimental programme Practical work (with additional practical work for HL) Scientific Investigation (internal assessment - IA) Collaborative sciences project	

Assessment

Type of assessment	Format of assessment	Standard Level (SL)		Higher Level (HL)	
		Duration (hr)	Weighting	Duration (hr)	Weighting
Paper 1	1A (MCQ) 1B (DBQ)	1 hr 30 mins	36%	2 hrs	36%
Paper 2	SAQ and ERQ	1 hr 30 mins	44%	2 hrs 30 mins	44%
IA	Scientific investigation (3000 words)	10 hrs	20%	10 hrs	20%

Design and Applied Technology

F4 - F6 HKDSE Elective Subject

Learning Aims

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



Lesson Acticity

Who is This Course Suitable for?

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

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

Course Content

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

Assessment

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

Design Technology



CAD modelling

Learning Aims

Emphasize developing a conceptual understanding of Design Technology while connecting it to other Diploma Programme sciences subjects. Students will explore the designer's role in adapting to evolving products, processes, tools, methods and technologies, enhancing their ability to analyze and synthesize information about technological systems. By approaching complex problems creatively and resiliently, students will design solutions for both local and global challenges by gaining awareness of the ethical, environmental, economic, and cultural implications associated with Design Technology. A strong focus is placed on understanding the possibilities and limitations of Technology, evaluating its impact on stakeholders, and fostering effective communication and collaboration skills.

Who is This Course Suitable for?

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

Course Content

SL Syllabus Component	HL Syllabus Component
A1.1 Ergonomics A2.1 User-centred research methods A2.2 Prototyping techniques A3.1 Material classification and properties B1.1 User-centred design B2.1 The design process B2.2 Modelling and prototyping B3.1 Material selection C1.1 Responsibility of the designer C1.2 Inclusive design C2.1 Design for sustainability C2.2 Design for a circular economy C3.1 Product analysis and evaluation	A3.2 Introduction to structural systems A3.3 Introduction to mechanical systems A3.4 Introduction to electronic systems A4.1 Manufacturing techniques B3.2 Structural systems application and selection B3.3 Mechanical systems application and selection B3.4 Electronic systems application and selection B4.1 Production systems C1.3 Beyond usability C3.2 Life-cycle analysis C4.1 Design for manufacture strategies All SL syllabus component

Practical scheme of work

Practical activities
Individual investigation (internal assessment - IA)
Collaborative Sciences Project

Assessment

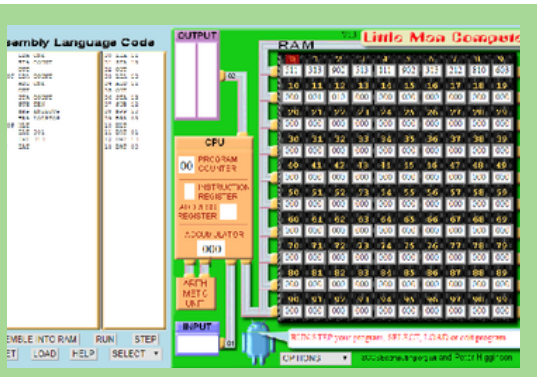
Component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1	1 hr	20%	1 hr 30 mins	25%
Paper 2	1 hr 30 mins	40%	2 hrs 30 mins	45%
Internal assessment (IA)	Ongoing	40%	Ongoing	30%

Information and Communication Technology

F4 - F6 HKDSE
Elective Subject

Learning Aims

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



CPU simulator work

Who is This Course Suitable for?

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

Course Content

Compulsory	**Electives** Students study 2 of the 3 electives
A. Information Processing B. Computer System Fundamentals C. Internet and its Applications D. Basic Programming Concepts E. Social Implications	A. Database B. Web Application Development C. Algorithm and Programming

Assessment

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

Computer Science



Learning Aims

Use computational thinking to design and implement solutions to problems —problems for which an obvious algorithm is not available.

The course develops skills in algorithmic thinking and computer programming, is underpinned by the computational thinking process, and raises ethical issues.

The skills of computer science can be classified as both technical skills and personal skills. Technical skills are centred on algorithmic thinking and computer programming. Personal skills are focused on the ability to collaborate, think critically, think imaginatively and engage in the process of computational thinking.

Who is This Course Suitable for?

This course is ideal for students who have an interest in Technology. Are passionate about computers, programming, and how technology impacts the world. Enjoy Problem-Solving, like tackling challenges and finding creative solutions through logical thinking. Those aiming for further studies in computer science, engineering, or related fields. Students interested in programming languages, algorithms, and software development practices.

Overall, this course is designed for motivated learners eager to deepen their understanding of computer science concepts and their real-world applications.

Course Content

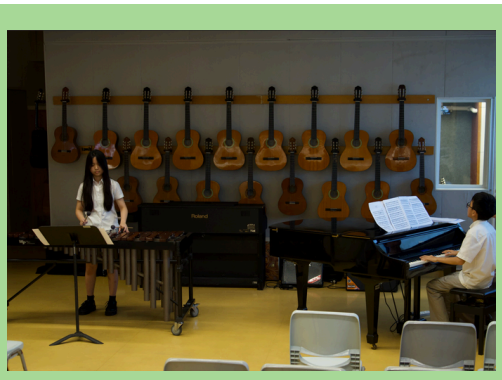
SL Syllabus Component	HL Syllabus Component
Theme A: Concepts of computer science **A1** Computer fundamentals **A2** Networks **A3** Databases **A4** Machine learning	**Theme A: Concepts of computer science** **A1** Computer fundamentals **A2** Networks **A3** Databases **A4** Machine learning
Theme B: Computational thinking and problem-solving **B1** Computational thinking **B2** Programming **B3** Object-oriented programming	**Theme B: Computational thinking and problem-solving** **B1** Computational thinking **B2** Programming **B3** Object-oriented programming **B4** Abstract data types

Assessment

Assessment component	Standard Level (SL)		Higher Level (HL)	
	Duration	Weighting	Duration	Weighting
Paper 1	1 hr 15 mins	35%	2 hours	40%
Paper 2	1 hr 15 mins	35%	2 hours	40%
Internal Assessment The computational solution	35 hours	30%	35 hours	20%

Learning Aims

- Nurture creativity and student's artistic sensitive through active engagement with music
- Develop musical competence by strengthening skills in listening, performing and creating.
- Broaden students' knowledge and appreciation of diverse musical traditions and cultural contexts.
- To build a solid foundation for future studies and career pathways in music and related fields.



Form 5 music performing

Who is This Course Suitable for?

Students who choose DSE music are designed for those who wish to deepen their musical knowledge, in both creating music and performing music, while laying strong foundations for further study music at tertiary level. The course supports artistic, academic and intellectual growth, and opens pathways to careers in performance, education and the wider creative industries.

It also connects well with other subjects: Visual Arts, Design and Applied Technology, and Applied Learning (APL) arts courses strengthen creativity multimedia, theatre, film, broadcasting and music production. Language subjects enhance skills in art management, scriptwriting and media. Biology and social care link to music therapy, while physics provide a foundation for sound engineering and acoustics.

Course Content

Compulsory
Paper 1: Listening Students study Western Classical art traditions, Chinese instrumental, Cantonese opera, and local and Western popular music. They develop critical listening, analyse set works, and apply knowledge of musical elements in cultural and historical context. This helps them strengthen their listening skills and broaden their appreciation for music.
Paper 2: Performing Students study solo and ensemble performance, and build stylistic accuracy, musical expression, and explain their interpretations through oral presentation or viva voce. This equips them with the skills and stage experience needed to excel in performance of all forms.
Paper 3: Creating Students study music composition, creating original works for solo and ensemble. They produce scores, recordings, and reflective reports to demonstrate creativity, technique and musical elements. The component challenges them to think independently and showcase their potential as young composers.

Assessment

Component	Duration	Weighting
Paper 1: Listening Part A: Music in the Western classical traditional Part B: Chinese instrumental, Cantonese operatic music, Local and Western popular music	Part A: about 90 mins Part B: about 90 mins	50%
Paper 2: Performing (Ensemble and Solo Performance)	About 30 mins	30%
Paper 3: Creating (External Assessment Portfolio)	Ongoing	20%



F6 IB Music Final Performance

Learning Aims

- Explore a range of musical contexts and make links to and between different musical practices, conventions and forms of expression
- Acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
- Evaluate and develop critical perspectives on their own music and the work of others
- Explore the diversity of the music across time, cultures and contexts
- Develop as imaginative and skilled creators and collaborators
- Express ideas creatively and with competence in forms appropriate to music
- Critically reflect on the process of creating and experiencing music
- Develop as informed, perceptive and analytical music practitioners
- Enjoy lifelong engagement with music

Who is This Course Suitable for?

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

Course Content

Musical roles (Standard Level and Higher level)		**Researcher**	**Creator**	**Performer**
Musical processes	**Exploring music in context**	Yes	Yes	Yes
	Experimenting with music	Yes	Yes	Yes
	Presenting music	Yes	Yes	Yes
The contemporary music maker (Higher Level only) Students at HL plan and create a music project that is rooted in the learning of the course and inspired by real-life practices of music-making.				

Assessment

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

Visual Arts

F4 - F6 HKDSE
Elective Subject

Learning Aims

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



Form 6 HKDSE Visual Arts

Who is This Course Suitable for?

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

Course Content

Compulsory

Form 4
Students will begin the course with a Poster Design unit, where they will become familiar with the Elements of Art and Principles of Design. Through hands-on exercises and conceptual exploration, they will develop ideas related to graphic design and visual communication. Next, students will transition into an, "Artist to Artist", invites students to investigate Contemporary Hong Kong and Chinese Art. By analysing influential artists, techniques, and stylistic approaches, students will reflect on the cultural and societal contexts of the region. This unit culminates in the creation of a mixed media piece, showcasing their individual voice and artistic response to their research and exploration. The final unit explores relationship between symbolism and expressing, focusing on how symbols convey meaning in art. This unit encourages deeper emotional and conceptual engagement as students explore personal and cultural symbolism through various mediums.

Form 5 and Form 6
Throughout the course, students will primarily engage in a self-directed personal project, where they explore themes and topics inspired by their own emotions, experiences, and perspectives. Students will develop and present a total of four final resolved artworks, each reflecting their personal voice and evolving ideas. Alongside this, they will maintain a Visual Process Journal, documenting their creative processes, experiments, contextual research, and reflections.

Assessment

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

Visual Arts



Form 6 IBDP Visual Arts

Learning Aims

- Become informed critical observers and makers of visual culture and media.
- Understand the dynamic and changing nature of the arts
- Develop perceptual and analytical skills
- Explore the diversity of the arts across time, cultures and contexts
- Develop as imaginative and skilled creators and collaborators
- Express ideas creatively and with competence

Who is This Course Suitable for?

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

Course Content

Standard Level (SL) and Higher Level (HL)

Part 1 - Art-making inquiries portfolio (SL/HL)

The student selects and organises visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies.

Part 2 - Connections study (SL) / Artist project (HL)

The **Connections study** is an **SL-only** task presents curated visual and written evidence to demonstrate the connections between the student's chosen resolved artwork and their own context(s), and between the chosen artwork and at least two artworks by different artists.

The **Artist project** is a stand-alone, **HL-only** task focused on the student creating and situating in context an artwork that they ideate and realize as part of a project of their choice. The artist project demonstrates through curated evidence how the student work was informed by investigations of context, by connections with at least two artworks by different artists, and by dialogues. A short video curated by the student shows where and how the project artwork was realized to communicate with the audience in the chosen context.

Part 3 - Resolved Artworks (SL) / Selected resolved artworks (HL)

Resolved Artworks is an **SL-only** task focused on the student's ability to create a coherent body of work. Each student submits five resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently

Selected resolved artworks is an **HL-only task** focused on the student's ability to create a coherent body of work selected from their wider production. Each student submits five selected resolved artworks from at least eight of their works with a rationale that articulates how they realised their artistic intentions through their selection process.

Assessment

Components (EA) - External Assessment (IA) - Internal Assessment	**Weighting**	
	Standard Level (SL)	**Higher Level (HL)**
Art-making inquiries portfolio (SL/HL) (EA)	40%	30%
Connections study (SL) / Artist project (HL) (EA)	20%	30%
Resolved Artworks (SL) / Selected resolved artworks (HL) (IA)	40%	40%

F4 Drama

F4 - F6 HKDSE
Elective Subject

Learning Aims

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



Form 4 students perform a scene for their Musical Theatre Unit

Who is This Course Suitable for?

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

Course Content

Compulsory

Unit 1 – Commedia Dell'arte and Improvisation
In this unit students will be asked to interrogate the role of theatre and performance through history as a tool for commenting on and criticizing elements of society. In particular they will explore the conventions of Commedia Dell'arte and develop their own modern-day adaptation of this satirical art form.

Unit 2 – Stanislavski and Naturalism
In this unit students will investigate the changes in theatrical traditions that brought about the development of Naturalism, championed by Konstantin Stanislavski. They will be assessed on their ability to choose, prepare and perform a dramatic monologue as well as reflect on and evaluate this process.

Unit 3 – Musical Theatre
The Form 4 Musical Theatre Unit explores how messages are communicated to communities through Musical Theatre. Students will investigate the genre's history, develop vocal and dance skills through workshops, and take on production roles in directing and design. Through script analysis, character development, and reflection, they'll examine how aesthetics shape a work's message. The unit culminates in a final performance showcasing their skills and research.

Assessment

Criteria	Duration	Weighting
A. Investigating	Ongoing	25%
B. Developing	Ongoing	25%
C. Performing / Creating	Ongoing	25%
D. Evaluating	Ongoing	25%



Form 6 Students perform their Solo Theatre Performance showcasing their skills in performance and design and knowledge of theatre theory

Learning Aims

- Allow students to engage as creators, designers, directors, and performers, emphasising both individual and ensemble work.
- Participate actively in the creative process, which includes inquiring, developing, presenting, and evaluating their theatrical work, transforming ideas into action.
- Learn to apply research and theory to contextualise their work, recognising that knowledge is embodied and can be explored through physical action and practice.
- Appreciate diverse theatre practices and enhance personal and cultural perspectives, while also developing essential life skills such as confidence, creativity, and collaboration.
- For HL only - understand, appreciate, and explore the relationship between theory and performance

Who is This Course Suitable for?

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

Course Content

SL / HL

Staging Play Texts
This syllabus area focuses on transforming play texts into action. Students explore how playwrights articulate ideas and how performance elements fulfill the intentions of theatre-makers.

Exploring World Theatre Traditions
This section emphasises the exploration of global theatre traditions through research and physical engagement. Students inquire into and physically explore world theatre traditions, performance conventions and performance material from those traditions in order to acquire a deeper understanding and appreciation of the traditions through the body and/or voice.

Collaboratively Creating Original Theatre
This area centers on the collaborative creation and performance of original theatre within an ensemble. Students develop their theatre-maker intention and learn how to achieve these intentions through original performance inspired by a selected starting point.

Performing Theatre Theory (HL Only)
This section involves exploring theatre theory and its impact on performance. Students research a theatre theorist, identify a key aspect of their theory, and apply it to create and present theatre work that embodies this theory in practice.

Assessment

Component	Weighting	
	Standard level	Higher level
Task 1: Solo theatre piece (HL only) To research a theatre theorist and create and present a solo theatre piece	N/A	35%
Task 2: Production Proposal (Internal Assessment) To choose a published play text and formulate a vision for the design and formulate a vision for the design and theoretical staging of the play.	30%	20%
Task 3: Research presentation To plan and deliver an individual presentation, outlining and physically demonstrating the research into a convention of a theatre tradition	30%	20%
Task 4: Collaborative project To create and present an original piece of theatre for and to a specified target audience	40%	25%

The CSS CAS and OLE programs encompass a variety of activities and events that engage students in experiential learning. Both CAS and OLE are compulsory components of the IBDP and HKDSE, respectively.

CAS: Provides a unique opportunity as part of the IB diploma to explore personal identity and global citizenship. It allows students to distinguish themselves and grow through unique experiences and projects that align with their interests and may be tailored to higher education or career aspirations after graduation.

OLE, building on the foundation of the five Essential Learning Experiences in Basic Education (Primary 1 to Secondary 3), is a vital component of the NSS curriculum. It includes five key areas: Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development, and Physical Development. To promote the holistic and balanced development of students, schools should leverage their existing strengths to offer a diverse range of OLE opportunities, both within and outside normal school hours.

Reflection is an integral part of both CAS and OLE and is a key attribute of CSS learners. Throughout the program, students are encouraged to reflect on their activities, helping them make sense of their experiences and learn more about themselves.

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





Extended Essay (EE)

F5 - F6 IBDP Core

The Extended Essay (EE) is a core component of the DP programme that provides a unique opportunity for students to demonstrate their intellectual initiative and academic passion. It is a student-led research project, guided by a qualified supervisor who provides 3-5 hours of mentorship. The final product is a 4,000-word research paper and a 500-word reflective statement. Students can pursue their inquiry in one of two pathways: a deep investigation within a single DP subject or an interdisciplinary research that synthesizes knowledge and skills from two subjects. This core component is designed to prepare students for their success at university and beyond by developing essential transferable soft skills, including advanced research, critical analysis, and self-management. All IBDP students are expected to dedicate approximately 40 hours to this research and writing process.

At CSS, students' EE journey begins in the first year of the Diploma Programme (F5 September) and concludes with the final submission in the second year (F6 October). Students' research progress is supervised and structured around three formal reflection meetings with their supervisors.

Assessment

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

Theory of Knowledge (TOK)

F5 - F6 IBDP Core

Theory of knowledge (TOK) provides an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. There is a strong emphasis on critical thinking and on constructing well-evidenced, logical arguments. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP. Through the course, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives. TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected. The course examines the scope, methodology, perspectives and ethical considerations of the five areas of knowledge of mathematics, the natural sciences, the human sciences, the arts and history. Three themes are also covered: the core theme of knowledge and the knower, and then two out of five optional themes chosen from knowledge and language, knowledge and politics, knowledge and technology, knowledge and religion, and knowledge and indigenous people. Students will be encouraged to reflect critically on diverse ways of knowing and on the areas of knowledge. Students will also have to consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

Assessment

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

Physical Education

Learning Aims

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

Physical Education is a core subject for all Senior Form students. Students are required to complete core units, such as athletics, while Form 6 students are also required to complete a fitness unit. In addition, students may choose from a range of sports units offered by the school according to their interests.
DSE students attend a double PE lesson once every two cycles as part of their OLE lessons, while IBDP students attend a single PE lesson once per cycle.
Students will be assessed using the grading descriptors of Exceeding Expectations, Meeting Expectations, and Not Meeting Expectations. Participation in PE lessons supports students in maintaining a healthy lifestyle, while also providing opportunities to develop leadership skills through active engagement in sporting activities.



Course Content

Sports Units
Athletics, Basketball, Fitness, Football, Hockey, Netball, Volleyball, Racket Sports and officiating

Assessment

Form 4 - 5	Duration	Weighting
SEM 1: Athletics, Sports Unit 1	3-5 cycles	100% Block 1
SEM 2: Sports Unit 2 & 3	4-6 cycles	50% per unit

Form 6	Duration	Weighting
Athletics, Sports Unit 1, and Fitness	3-5 cycles	100 % Practical

Sports Day













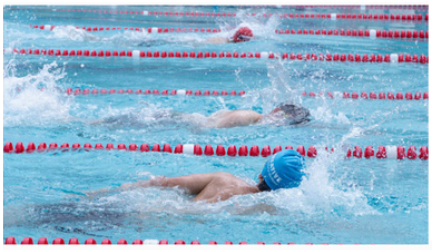


Swimming Gala

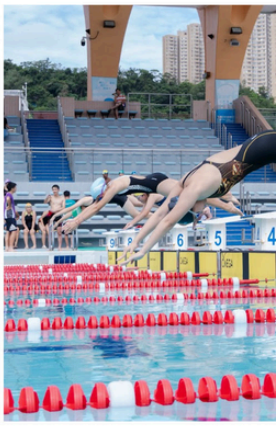












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