CREATIVE SECONDARY SCHOOL 啓思中學

#hkrug

F1 - F3 JUNIOR CURRICULUM BROCHURE

HKDSE 香港中學文憑

ib

CONTENTS

International Baccalaureate Middle Years Programme (IBMYP)

Subject Groups

Subject Groups

Core Elements

Hong Kong Junior Secondary Curriculum (HKJSC)

OVERVIEW OF JUNIOR CURRICULUM

The International Baccalaureate Middle Years Programme at CSS

The International Baccalaureate Middle Years Programme (IBMYP) is the framework through which we teach the Hong Kong Junior Secondary Curriculum content to our students. The MYP curriculum framework comprises eight subject groups which provide a board and balanced education for our students and has the flexibility to allow students to meet the requirements of the eight Key Learning Areas in the Hong Kong curriculum:
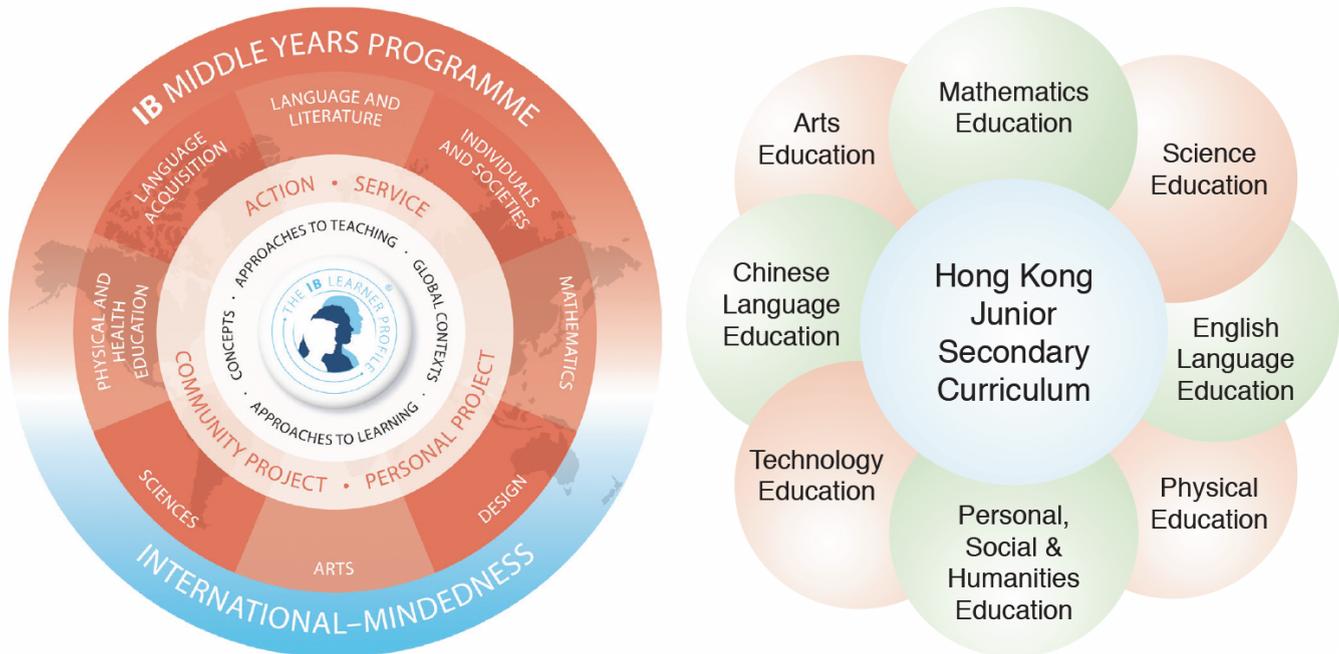
HK Curriculum Key Learning Areas	IB MYP Subject Areas
English & Chinese Language Education	Language and Literature (LL)
English, NCS Chinese Language Education	Language Acquisition (LA)
Personal, Social & Humanities Education	Individuals and Societies (I&S)
Science Education	Sciences
Mathematics Education	Mathematics
Technology Education	Design
Arts Education	Arts
Physical Education	Physical and Health Education (PHE)

The Hong Kong Junior Secondary Curriculum at CSS

The Hong Kong Junior Secondary Curriculum (HKJSC) supports a student-centred curriculum to meet the needs of supporting students to learn through key components of Key Learning Areas, Essential Learning Experiences, Generic Skills, and Values and Attitudes. The HKJSC also includes a renewed emphasis on Chinese History and Citizenship, Economics and Society which have been added to the Junior Curriculum subjects at CSS.

Conceptual Understanding

Concepts are big ideas that have relevance within specific disciplines and across subject areas. The junior students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary concepts with related concepts for each discipline.

MYP Assessment and Reporting

At CSS, assessments take place on a regular basis as formative assessments and at the end of each unit as summative assessments. The aim of formative assessments is to gather feedback for the teacher and students to guide improvements in on-going teaching and learning. The aim of summative assessments is to measure the level of proficiency a student has obtained against the MYP assessment criteria. Each subject conducts a variety of formative and summative assessments throughout the year using a wide range of assessment tools. CSS does not have an extended exam period during any year of the MYP

Each subject has **four subject objectives** which are assessed as **assessment criteria**. These four assessment criteria are awarded a level of 1-8 where 8 is the highest for each of the criteria being assessed. The levels based on the IB guidelines are **criterion based** with clear descriptions of what is required to reach each level.

At the end of the reporting period, teachers award an overall level for each criterion based primarily on students' performance in the summative assessments, but may also take into consideration achievement in formative assessments. The overall level is not simply based on an average of scores in assessments, or just the latest score. The marks are added together to give an overall score out of 32 which is then turned into an overall subject grade from 1-7, where 7 is highest. This overall grade describes how a student is performing on the subject according to the table below:

Grade	Boundary Guidelines	Descriptor
1	1 - 5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Is very inflexible, and rarely uses knowledge or skills.
2	6 - 9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and context. Infrequently demonstrates critical or creative thinking. Is generally inflexible in the use of knowledge and skills, and infrequently applies knowledge and skills.
3	10 - 14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, and requires support even in familiar classroom situations.
4	15 - 18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19 - 23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24 - 27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28 - 32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skill with independence and expertise in a variety of complex classroom and real-world situations.

Reports at CSS show the level the students are at for each of the four assessment criteria as well as the overall subject grade for each of the eight subjects.

MYP External Assessment

The IB has introduced eAssessments, which are externally assessed at the end of a five year MYP along with the Personal Project. As we are a 3 year MYP with Community Project, we do not participate in external IB eAssessments, and the students do not receive an IB MYP certificate but do receive a **CSS MYP Certificate**.

STUDENT DEVELOPMENT AND WELL-BEING TEAM

Learning Support

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

Counselling

Our school counselling team includes counselling psychologist, counsellors, and the social workers who provide one-to-one support for students who need extra help with a variety of issues they may face, such as social relationship issues, family relationship problems, academic struggles, mental health issues or difficulties in adapting to a new school environment, students are encouraged to seek counselling support to help them address difficulties that affect their social, emotional,or mental wellbeing.

Apart from providing counselling support, our team conducts various kinds of workshops, seminars, or events for our students, parents, and staff members regarding their needs and concerns.

Experiential Learning

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

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

One of our key highlights of experiential learning is the Creative Week. During spring time each year, classes do not take place in the classrooms but away from the normal routine. F1 students would take part in an adventurous outdoor educational overnight camp where students spend time with their housemates and tutors for five days together, participating in a range of activities such as 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.

Co-curricular Activities and Experiential Learning

Creative Week Learning Showcase

Houses

The school has 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 names were chosen through a contest involving the first cohort of students.

Student Leaders

MY1 & F1 monitors

F2 monitors

F3 monitors

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

Background

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

1. Providing funding to HK schools to provide Moral, Civil and National Education for students (one-off funding almost exhausted)

2. Promoting "sister school" programmes to encourage HK schools to establish partnership with schools in mainland China (yearly recurrent funding)

3. Directing schools to teach a mandatory junior secondary Chinese History course to F1-F3 students.

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.

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

CLACH Ambassadors
中語藝文史大使

Programmes and Activities

CLACH is embedded through the school's curriculum - themes within specific MYP unit plans in different MYP subjects, as well as interdisciplinary learning experiences wherever appropriate. Likewise in the senior secondary years, CLACH is an interdisciplinary 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 CASOLE. CLACH is also an initiative to enrich the school's Experiential Learning programme. In the previous years, the school has already conducted a number of CLACH-related projects and activities, including:

1. Visits to 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.

Wood engraving workshop
版畫工作坊

Mid-Autumn Festival - Lacquer Fan Painting
中秋節慶祝活動 - 漆扇製作

Flower board making workshop
傳統花牌工作坊

Chinese Calligraphy Workshop in the F1 Orientation Programme
中一迎新活動 - 中國書法工作坊

Creative Chinese Festival - Inter-House Dragon Dance Competition
啓思農曆新年慶祝活動 - 社際舞龍比賽

Cultural exchange with our sister school in Hangzhou
與杭州姐妹學校作文化交流

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

What is the STEAM Group?

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

What are some examples of STEAM activities?

STEAM activities are a major feature of both the taught curriculum and CCAs. In F2, students work with both the maths and science faculties to complete an interdisciplinary unit of work. They collect data on sound levels throughout the local area, process their data to map noise pollution and use their data to make recommendations for mitigation in problem areas. Students also visit the TKO water desalination plant. The school offers several STEAM CCAs, including robotics, training AI, coding and piloting drones.

Why is a focus on STEAM helpful to students?

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

Constructing a simulation of an automatic door system which uses face recognition to open the door.

Using block coding to program drones to follow a set path avoiding obstacles.

DIGITAL LEARNING

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

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

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

The Library

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, magazines 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 25,000 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. Magazines
6. Reading time resources

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:


Meet the Author – Ms. Irene Bennett

On 6 December 2023, Ms. Irene Bennett visited our school and gave us a talk about the creation of her debut novel - *Battle of the Artisans.* This novel portrays the making of the very real Bells of Marquis Yi, a 2500-year-old National Treasure of China. Ms. Bennett introduced how she started with researching these bells and created a story about them. She also shared with us the magic of writing a creative story – how students could start from scratch.

Book Week

The Book Week was held from 22-26 April 2024. The school library organized a series of activities during Book Week, including CSS Golden Tickets, Book Sharing during assembly, Book Crossing, Bookmark Design Competition and the Book Character Day.
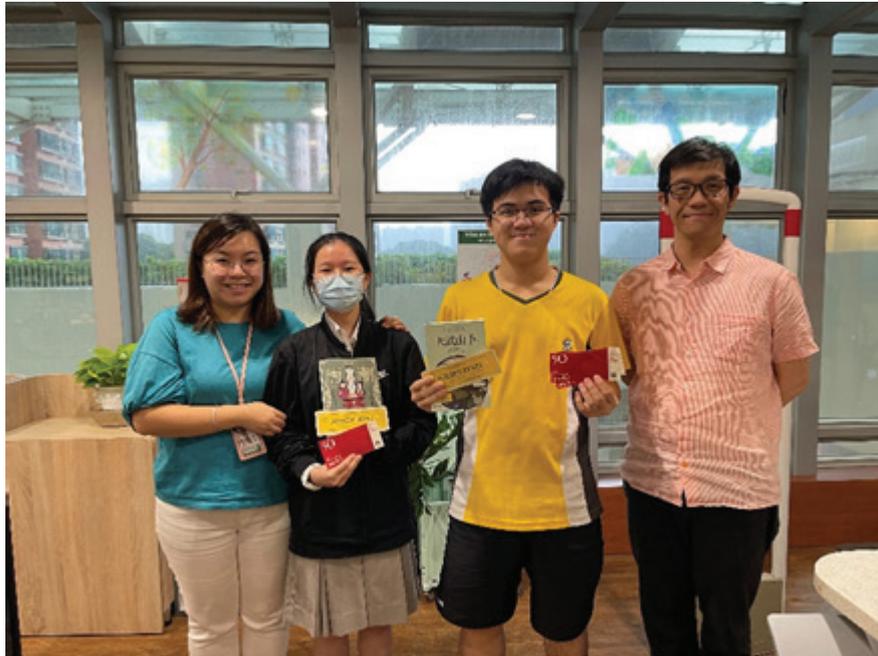
The winners of CSS Golden Tickets

Say hello to all book characters!

# SUBJECT PATHWAYS FROM JUNIOR TO SENIOR CURRICULUM

Form 1 - 3 IBMYP	Form 4 HKDSE	Form 5 - 6 HKDSE / IBDP	
Language Acquisition (LA) Chinese LA English LA	**C** Chinese Language Acquisition	**C** Chinese GCSE	
	C English Language	**②** Chinese B SL/HL	**②** Spanish ab initio SL/HL (Eng LL students only)
		C English Language	
		② English B SL/HL	
Language and Literature (LL) Chinese LL English LL	**C** Chinese Language & Literature	**C** Chinese Language	
		① Chinese A: Literature SL/HL	
	C English Language & Literature	**C** English Language	
		① English A: Language & Literature SL/HL	

F4 - F6 HKDSE (Key)
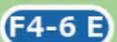
- **C** Core Subject
- **F4-6 E** F4-F6 Elective Subject
- **F5-6 E** F5-F6 Elective Subject
- **F4 E** F4 Elective Subject

F5 - F6 IBDP (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
- **C** Core

14

Form 1 - 3 IBMYP	Form 4 HKDSE	Form 5 - 6 HKDSE / IBDP	
Mathematics	**C** Mathematics	**C** Mathematics	
		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
Physical and Health Education	**C** Physical Education & Other Learning Experiences (OLE)	**C** Other Learning Experiences (OLE)	**C** Creativity, Action, Service (CAS)
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** Music	**F4-6 E** Visual Arts
	F4-6 E Visual Arts	**6** Theatre (F4 Drama) HL	**6** Music SL/HL
	F4 E Drama	**6** Visual Arts SL/HL	
Design Subjects (1) Design Technology (2) Food Technology (3) Information and Communication Technology / Digital Design — Form 1 Study Design Technology & Digital Design — Form 2 Study all three subjects — Form 3 Choose one subject option	**F4-6 E** Design & Applied Technology	**F4-6 E** Design & Applied Technology	**F4-6 E** Information & Communication Technology
	F4-6 E Information & Communication Technology	**F4-6 E** Technology & Living (Food Technology)	
	F4-6 E Technology & Living (Food Technology)	**4** Design Technology (F4 DAT) SL/HL	

Form 1 - 3
IBMYP

Form 4
HKDSE

Form 5 - 6
HKDSE / IBDP

Individuals and Societies

HKJSC
Citizenship, Economics and Societies

HKJSC
Chinese History

Form 4 HKDSE	Form 5 - 6 HKDSE / IBDP	
C Citizenship and Social Development	**C** Citizenship and Social Development	**F4-6 E** Business, Accounting & Financial Studies (BAFS)
F4-6 E Business, Accounting & Financial Studies (BAFS)	**F4-6 E** Economics	**F4-6 E** Geography
F4-6 E Economics	**F4-6 E** History	
F4-6 E Geography	**3** Business Management (F4 BAFS) SL/HL	**3** Economics SL/HL
F4-6 E History	**3** Geography SL/HL	**3** History SL/HL
	3 4 Environmental Systems & Societies SL	

Integrated Sciences

Form 4 HKDSE	Form 5 - 6 HKDSE / IBDP	
F4-6 E Biology	**F4-6 E** Biology	**F4-6 E** Chemistry
F4-6 E Chemistry	**F4-6 E** Physics	
F4-6 E Physics	**4** Biology SL/HL	**4** Chemistry SL/HL
	4 Physics SL/HL	**3 4** Environmental Systems & Societies SL

Form 3 Students Leaders helping in the library

What is the subject group?

Form 1 and Form 2	Form 3
The study of Arts is divided into trimesters. Each student spends one-third of the year studying each of:	Students choose one subject as their option in the study of Arts:
- Drama - Music - Visual Arts	
The key concepts contributed by the study of arts are aesthetics, identity, change and communication.	

How is the student assessed?

Criterion A Investigating	Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts. They use their research skills to draw on a range of sources, and they develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/performances.
Criterion B Developing	Students develop ideas through practical exploration, which provides the opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills/ techniques and to experiment with the art form. Students use both practical exploration and knowledge and understanding of art and artworks to purposefully inform artistic intentions and decisions.
Criterion C Creating or performing	The students' command of skills and techniques is demonstrated through the creation or performance of a finalized artwork that is summatively assessed.
Criterion D Evaluating	Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world.

Drama

What is the subject?

The Drama subject is designed to explore and develop student's basic stage performance skills in a practical curriculum that also investigates how and why collaboration is an important approach to learning. Students investigate these stage skills through practical exploration of drama in its context, the processes involved in making drama as well as how and why we present drama in certain ways. Students demonstrate their learning through practical work, performances, presentations, debates and documenting their learning through these processes. The key concepts of Communication, Identity, Change and Aesthetics are the "lenses" with which we examine each unit's inquiry statements, which are developed throughout their MYP in Drama and beyond.

F3 students present their Physical Theatre piece for Unit 1: Let's Get Physical, highlighting their development in connecting with an audience through expressive movement

What are the learning aims?

The Drama subject aims to encourage and enable students to:
- explore how we create and present drama in a variety of forms, traditions and contexts
- develop drama skills on stage including, but not limited to, physical movement, character development, mask work, vocal development, ensemble building, working with scripts, script analysis, devising/making theatre, confidence building and documenting these artistic processes.
- Creatively explore different theatre traditions and ways of making drama that allow students to discover more about themselves as artists and IB learners
- understand that the link between investigation of traditions, performance styles and theory, with practical exploration is integral to developing as a performer and artist
- understand how drama is linked to social, cultural and historical contexts
- practically explore different approaches to learning, with a focus on collaboration and how we collaborate in the Arts
- experience drama as an audience member, reflecting on its creative intentions and the impact it has had on them as an audience.
- explore different styles, themes, characters, traditions and contexts within an imaginary world to extend student's understanding of their place in the world as well as the impact they can have on it.

F1 students demonstrate their Melodrama performance skills, bringing stock characters and emotions to life.

How is the subject structured?

Form 1	
Units	**Contents**
1. Melodrama Madness	In this unit students explore the history and conventions of Melodrama to develop foundation level drama skills. The Unit focuses on the importance of communication and how we can use non-conventional means to communicate with audiences. In groups, students demonstrate their performance skills by performing the Melodrama, 'The Rent'.

Form 2	
Units	**Contents**
1. It's All Greek to Me!	Greek Theatre is the first recorded theatre in the Western world. Students begin by exploring how and why Greek Theatre began before exploring the idea of the chorus. Students explore this unit through the concept of change. By the end of the unit, students identify the key themes for an ancient Greek play and present their ideas for modernising a Greek text for today's world. Students will also design and create their own Greek Theatre mask that they use in their performance.

F2 students showcase their performance and mask design skills in a modernised Greek Theatre play.

Form 3	
Units	**Contents**
1. Let's Get Physical	In this unit, students will investigate how physical theatre can be used to express ideas to an audience. In class, students will learn physical theatre techniques used by Frantic Assembly and then will independently research techniques that other physical theatre companies use as well as their background and company artistic intentions. In small groups, students will then create an original physical theatre performance based on a current issue in society, setting their own artistic intentions and utilizing the skills they have used throughout the unit.
2. V for Verbatim	Students begin by discussing at length the ethical implications of using and manipulating other peoples stories to make art. This leads to an exploration of VerbatimTheatre during which students develop practical skills associated with this art form. Students are tasked with producing their own piece of Verbatim Theatre, from sourcing material through to performance, and also debating the merits of the groups' varying approaches.
3. Moments of Magic	This unit focuses on theatrical production with a specific emphasis on creating 'moments of Theatre' with strong aesthetic values. The students will investigate the composite nature of Theatre by looking at each of the different production elements. The unit is technically challenging; students are tasked with producing a short scripted scene under a refined and precise artistic intention.

Music

What is the subject?

The Music subject is designed to give students an understanding of music and to inspire an appreciation for music from a variety of genres, time and cultures. Students explore the elements of music, learn to analyse, apply musical knowledge through performing and creating. Students demonstrate their learning through various hands-on activities and projects.

Form 1 Beethoven on the Guitar   *Form 2 Feeling the Blues*

What are the learning aims?

The Music subject aims to encourage and enable students to:

understand elements that influence music such as rhythm, melody, harmony, texture, pitch, timbre, instrumentation, form, structure, genre and style and apply them to the music analysis

understand the role that music plays in society and cultural and historical awareness

develop skills to create original music, finding ways to capture it in performance, notation, recording and/or presentation

become competent in practice, rehearsal, performance, direction, composing and arranging

develop the ability to experiment with sound sources, improvisation, practice and rehearsal routines

reflect achievements and challenges and how this has influenced own practice and understanding

learn to support, encourage and work with peers in a positive and productive way.

How is the subject structured?

Form 1	
IBMYP Units	**Contents**
1. Striking A Chord	Students learn about texture through playing different roles in a guitar ensemble. Developmental processes are recorded in process journals and peer feedback is given throughout the rehearsal process.
2. Your Sound of Music	Students learn about the elements of music through music analysis and apply acquired knowledge to compose music. Creative processes are recorded in process journals and peer/self evaluations are done at the end.

Form 2	
IBMYP Units	**Contents**
1. Feeling the Blues	History of blues, characteristics of blues, 12 bar blues improvisation, blues influence.
2. Pop Music Revolutions	Different subgenres of pop music and their characteristics, how the emergence of music reflects the change of society, group performance.

Form 3 Composition

Form 3	
Units	**Contents**
Music Making and Digital Technology	Create an arrangement of an existing piece of music in Soundtrap. Students will research and analyse genres that they are interested in, then apply acquired knowledge to create their own arrangements with music creation software.
Chinese Instrumental Music	Inquire about the changes in a society that could influence the development of Chinese traditional music. Present a group performance using Chinese musical elements.
World Music	Research, listen and analysis various music from around the world to create a composition for performance that incorporates and fuses different musical cultures.

Visual Arts

What is the subject?

The Visual Arts subject is designed to enable students to investigate various visual art forms and techniques. The course centres around the creative process, where students investigate, develop, test, create and respond. Students explore the work of both past practitioners and contemporary artists from local and international cultures. These investigations then inform their own creative decision-making and personal expression. Through the Visual Arts, students become effective learners, inquirers and creative problem-solvers.

What are the learning aims?

The Visual Arts subject aims to encourage and enable students to:
*   create and present visual art
*   develop skills specific in disciplines such as drawing, painting, printing and various sculptural techniques
*   engage in a process of creative exploration and (self-) discovery
*   make purposeful connections between their investigation and art making practice
*   understand the relationship between visual art and its contexts
*   respond to and reflect on visual art
*   deepen their understanding of the world.

How is the subject structured?

Form 1	
Units	**Contents**
Introduction to the Elements of Art	Students gain an understanding of the elements of art exploring basic concepts and terminology to describe and analyse artworks.
Chinese Landscape Painting	Students research the history and origin of Chinese landscape painting. They then practice and develop traditional brushstroke (ts'un fa皴法) painting skills to analyse and complete a freehand (xieyi 寫意) styled landscape painting inspired by the sceneries of Man Kuk Lane Park and Wan Poon Path.

| Form 2	
Units	**Contents**
Animal Sculpture	Students gain a knowledge of contemporary sculpture through studying animal sculptures by Florentijn Hofman and local artist Wong Tin Yan. By comparing and contrasting both artist's sculptures they acquire an understanding of the creative design processes of making public sculptures. Using this knowledge students brainstorm and research an animal of their choice to design and create a toy animal sculpture to fit within the school environment.

Form 1 Elements of Art

Form 3 Self-portrait Drawing

Form 3	
Units	**Contents**
1. Self-portrait drawings	Students explore self-expression and identity through researching self-portraiture, experimenting with digital images or photographs of themselves, and produce an A3 drawing of themselves that expresses part of their identity or personality
2. Illustration	Students choose a story or fable to illustrate in a style that suits the theme and audience. This includes storyboarding, researching illustrators and testing various media from pencil to digital drawing.
3. Portraiture	Students use their prior learning from the self-portrait unit and produce a large painted portrait of a person of their choosing. This includes responding to portraits by other artists, researching the subject of their portrait, as well as experimenting and analysing various painting techniques.
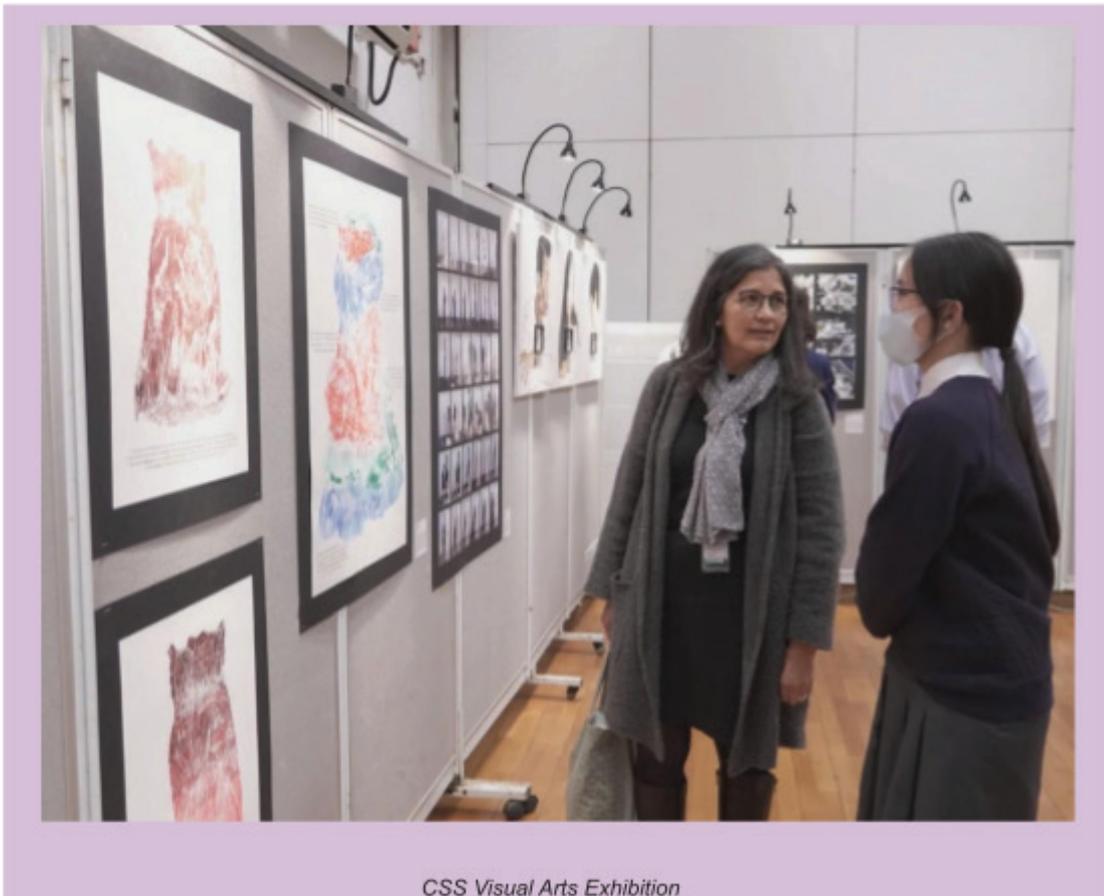
CSS Visual Arts Exhibition

What is the subject group?

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

Designing requires an individual to be imaginative and creative, while having a substantial knowledge base of important factors that will aid or constrain the process.

MYP Design challenges all students to apply practical and creative thinking skills to solve design problems, in which the design cycle as a tool, which provides the methodology to structure the inquiry and analysis of problems, the development of feasible solutions. the creation of solutions. and the testing and evaluation of the solution. is used.

Form 1 and Form 2	Form 3
The study of Design is divided into trimesters in Form 2. Each student spends one-third of the year studying each of:	Students choose one subject as their option in the study of Design:
• Design Technology (F1 to F3) • Digital Design (F1 & F2) • Food Technology (F2 & F3 only) • Information and Communication Technology (F3)	

How is the student assessed?

Students' work is assessed on the following criteria:

Criterion A Inquiring and analysing	i. explain and justify the need for a solution to a problem for a specified client/target audience il. identify and prioritize the primary and secondary research needed to develop a solution to the problem lll. analyse a range of existing products that inspire a solution to the problem iv. develop a detailed design brief which summarizes the analysis of relevant research.
Criterion B Developing ideas	i. develop a design specification which clearly states the success criteria for the design of a solution ii. develop a range of feasible design ideas which can be correctly interpreted by others lll. present the final chosen design and justify its selection iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.
Criterion C Creating the Solution	i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution il. demonstrate excellent technical skills when making the solution lli. follow the plan to create the solution, which functions as intended iv. fully justify changes made to the chosen design and plan when making the solution.
Criterion D Evaluating	i. design detailed and relevant testing methods, which generate data, to measure the success of the solution il. critically evaluate the success of the solution against the design specification lll. explain how the solution could be improved iv. explain the impact of the solution on the client/target audience.

Form 1 Design

What are the learning aims?

The Form 1 Design aims to encourage and enable students to:
* develop creative ideas and solutions to a given design context
* explore the communities impacted by the products they design
* communicate their ideas effectively through conceptual, graphical, physical and CAD modelling
* be introduced to systems within computer programming

How is the subject structured?

IBMYP Units	Contents
1. Design Technology	• Exploring research techniques for user centered design • Developing ideas for an organisational product • Learning and developing practical woodwork skills • Evaluating and testing the product
2. Digital Design	• Introduction to programming • Evaluating the success of a range of existing products • Creating an improved product, using existing products as a stimulus

Form 2 Design

What are the learning aims?

The Form 2 Design aims to encourage and enable students to:
* develop creative ideas and solutions to a given design context
* explore the communities impacted by the products they design
* communicate their ideas effectively through conceptual, graphical, physical and CAD modelling
* be introduced to systems within computer programming
* consolidate their design thinking and use of the design cycle.

How is the subject structured?

IBMYP Units	Contents
1. Design Technology	• Exploring research and analysis techniques for design • Developing ideas through sketches and modelling techniques • Learning and developing CAD/CAM techniques • Evaluating and testing the product
2. Information and Communication Technology	• Extending and reinforcing programming concepts • Investigating mobile devices • Understanding the importance of user experience • Using Javascript to create a simple mobile application • Evaluating and testing the product
3. Food Technology	• Researching and analysing existing products • Developing ideas through sketches and production plan • Demonstrating technical skills through practicals • Tasting and evaluating the product through sensory analysis

As of the writing of this brochure this is the intended subject structure, some options may change according to timetable restrictions.

Form 3 Design Technology

What is the subject?

Design Technology is still part of the overarching Design subject described earlier. Design Technology focuses on applying the design cycle in product design based contexts. This includes workshop skills, computer aided 3D modelling, computer aided manufacturing, rapid prototyping, sketching, technical drawing and modelling in addition to the research, analysis and evaluation skills common to the design subjects.

What are the learning aims?

The Design Technology subject aims to encourage and enable students to:
- develop creative ideas and solutions to a given design context
- explore the communities impacted by the products they design
- communicate their ideas effectively through conceptual, graphical, physical and CAD modelling
- be introduced to systems and engineering concepts
- explore design in a broader context
- explore the use of design thinking as a tool that can be used in other contexts.

How is the subject structured?

IBMYP Units	Contents
1. Classic Design	• Exploring and applying knowledge on what makes classic design • Product analysis • Developing and consolidating 2D and 3D drawing skills
2. Crazy Car	• Learning and exploring mechanisms and then understanding how to share that knowledge with others • Applying mechanical knowledge to design a toy car • Planning and manufacturing • Evaluating and testing
3. Musical Toy	• Learning and exploring educational and physical needs of other users • Applying investigative research to the design and development of a child's musical toy • Using vector software in the computer-aided manufacture of the to • Evaluating and testing

Form 3 Food Technology

What is the subject?

Food Technology is still part of the overarching Design subject described earlier. Food Technology focuses on applying the design cycle in food and health based contexts. This includes understanding different dietary and cultural needs, hygiene and safety in the kitchen, food preparation skills, meal planning, proper usage of labour-saving devices and sensory testing in addition to the research, analysis and evaluation skills common to the design subjects.

What are the learning aims?

The Food Technology subject aims to encourage and enable students to:
- understand various dietary requirements for specific health conditions
- explore food culture and its influence on meal planning
- develop ideas and solutions to a given context
- organise, manage time and work collaboratively
- evaluate and reflect upon their own working practices
- identify problems encountered and suggest ways to improve.

How is the subject structured?

Units	Contents
1. Therapeutic Diet	- Introducing diet-related health issues - Meal planning for a person with special diet requirement - Sensory analysis and product evaluation
2. Cultural Identity	- Food choices for different cultures, religions and festivals - Meal planning to express the cultural identity - Sensory analysis and product evaluation

F2 pizza making project

Form 3 Information and Communication Technology

What is the subject?

Information and Communication Technology (ICT) is still part of the overarching Design subject described earlier.

ICT focuses on applying the design cycle in computer science based contexts. This includes the use of HTML, CSS, Javascript and other popular programming languages in the context of Web Design, the most up to date tools that programmers use with respect to version control such as Git in addition to research, analysis and evaluation skills common to the design subjects.

What are the learning aims?

The Information and Communication Technology subject aims to encourage and enable students to:
- understand the need for version control when designing a programming based project
- explore and investigate online repositories which offer reusable resources
- understand the importance of User Experience in digital product design
- identify when animation can enhance a digital product
- Use programming languages to design the products
- use computational thinking techniques to create efficient algorithms.

How is the subject structured?

Units	Contents
1. Building a sustainable community	- Using HTML/CSS/Javascript/ to create an interactive website - Creating version control facilities using local and online repositories - Taking advantage of online library files to make website design more efficient - Identifying current issues in the local community and informing ways to become more sustainable
2. Introduction to Python Programming	To develop computational thinking and problem solving skills using the Python Programming language.

Working on projects

Collaboration in Projects

What is the subject?

The Individuals and Societies subject incorporates disciplines traditionally studied in the humanities, as well as disciplines in the social sciences. Within Hong Kong, it is often referred to as Integrated Humanities. Within a junior form context, this includes subjects such as Geography, History and Marketing

This subject encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.

What are the learning aims?

The Individuals and Societies subject aims to encourage and enable students to:
- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understanding of the relationships among individuals, societies and the environments in which they live.

How is the subject structured?

Form 1	
Units	**Contents**
1. Cartographic Systems	Through the investigation on how maps can be made, students explore the systems that humans create to describe how the world can change our perspective of the world.
2. Mystery of History	Students explore the ways in which different perspectives can lead to multiple interpretations of evidence and produce a range of hypotheses.
3. Fairness and Development	Students explore factors that contribute to the development of a country and take actions by reflecting on issues in the global communities.

Observation and Measurement

Individuals and Societies

Form 2	
Units	**Contents**
1. Industrial Revolutions	Students explore two key turning points that occurred at different times, in different places, and yet still share common features.
2. Trade	Students undertake an investigation into the origins of trade to explore the role resources play in global interactions.
3. Rivers	Using rivers as specific examples, students explore the ways in which natural processes and systems can shape our landscapes.

Form 3	
Units	**Contents**
1.Population	A study into population demographics between countries of differing development levels shows students how patterns and trends emerge from changes.
2.Global Advertising	Students explore how different multinational corporations advertise products and services to other countries or regions in light of differences in economic, cultural, and political environments.
3.Sustainable Cities and Communities	Students explore the concept of sustainability and ways of making cities and human settlements inclusive, safe, resilient, and sustainable.

Passion Project

Exhibition

How is the student assessed?

Students' work is assessed on the following criteria:

Criterion A Knowing and understanding	Students develop factual and conceptual knowledge about individuals and societies.
Criterion B Investigating	Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.
Criterion C Communicating	Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.
Criterion D Thinking critically	Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

Library lesson

Creative Showcase 2024 (Open Day)

Sciences

What is the subject?

The sciences subject explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

What are the learning aims?

The sciences subject aims to encourage and enable students to:
- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

Form 1	
IBMYP	**CONTENTS**
1. Life in the laboratory	Students are introduced to common laboratory apparatus and they develop basic skills of collecting data safely in the laboratory. At the end of the unit, they are able to identify independent, dependent and controlled variables and are able to draw scientific diagrams.
2. May the force be with you	Students learn about different types of forces and their effect on objects. Through experimentation, concepts of balanced and unbalanced forces as well as Newton's 3rd Law on action and reaction forces are developed.
3. Matter as particles	Students learn about the particles that make up matter and are able to explain the various changes of state in terms of particle theory.
4. That's Life	At the end of this unit, students are able to distinguish between living and non living beings and are also able to classify living organisms. They learn to identify food webs and appreciate the interdependence of organisms.

Form 2	
IBMYP	**CONTENTS**
1. Keep calm and just breathe	This unit is about the structure and function of the lungs and the process of respiration in plants and animals.
2. The periodic table and metals	Students learn about the invention of the periodic table and how elements are ordered in the table. The focus is on metal elements and their common characteristics and reactions.
3. Don't over react	This unit focuses on the properties of acids and alkalis. Students learn to measure acidity and alkalinity using different indicators. They consolidate their learning by investigating how acid rain affects marble statues.
4. Interdisciplinary Unit: Statistics speak out loud!	The objective of the unit was to analyze the sound level at different locations of Tseung Kwan O and explore the causes of noise pollution. Through the study, students apply their theoretical knowledge, develop their data analysing and measuring skills, and use their analytical skills to explore human interactions with the natural world.
5. Let there be light	At the end of the unit, students are able to apply their understanding of reflection and refraction of light.
6. Sounds Interesting	This unit is about sound waves. Students investigate different characteristics of sound such as pitch and loudness through experimentation.

Form 3	
IBMYP	**CONTENTS**
1. Life in the laboratory	Students are introduced to eight common types of energies and their conversion in daily life scenarios. Students develop analytical and problem solving skills through extensive application of concepts and Physics formulae.
2. May the force be with you	This unit is about the digestive system in humans. It zooms in from structures and functions of each digestive organ in the system, to how enzyme molecules in digestive liquids break down substances.
3. Matter as particles	At the end of this unit, students are able to describe how crude oil is refined through different processes for various applications in life, such as to manufacture petrol fuel and to make plastic.
4. That's Life	In this unit, students experience the world of electricity through experiments with electrical components. They develop a basic understanding of current, voltage and resistance and are able to assemble series and parallel circuits. Students explore a factor that affects the resistance of a wire & conduct an investigation into this factor.
5. Designer Genes	At the end of the unit, students develop an understanding of genes and heredity. They are able to identify genetic traits and are able to apply their knowledge to understand its application to development of vaccines.
6. The name's Bond	In this unit, students are introduced to the molecular formulae of organic compounds and the concepts of single, double and triple bonds.

How is the student assessed?

Students' work is assessed on the following criteria:

Criterion A Knowing and understanding	Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.
Criterion B Inquiring and designing	Students develop intellectual and practical skills through designing, analysing and performing scientific investigations.
Criterion C Processing and evaluating	Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached.
Criterion D Reflecting on the impacts of science	Students evaluate the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language is applied to demonstrate understanding. Students should become aware of the importance of documenting the work of others when communicating in science.

Using the trundle wheel

Toy car investigation

Rate of chemical reactions

# House Time

Chinese Language Acquisition

What is the subject?

The Chinese Language Acquisition subject provides students with the opportunity to appreciate and understand Chinese language and its culture. It equips students with the necessary multiliteracy skills including reading, writing, listening and speaking, and helps students lay the foundation for further Chinese learning.

What are the learning aims?

The Chinese Language Acquisition subject aims to encourage and enable students to:
- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.
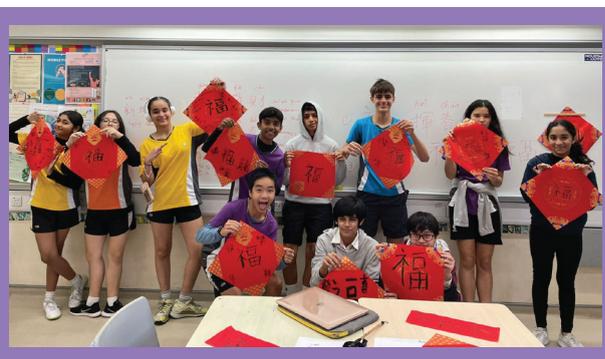
How is the subject structured?

Form 1, Form 2 - Phase 1	
Units	**Contents**
1. Number and time	Students learn number, date and time, and use them in simple sentences.
2. Family	Students learn vocabulary for family members, and introduce family members appropriately with nouns and adjectives for appearance.
3. Identity and occupation	Students learn vocabulary and simple sentences for occupations, living places and working places, and describe their and others' occupation.
4. Transports	Students learn means of transport, and describe how their and others' activities are arranged.

Chinese Language Acquisition

Form 1, Form 2, Form 3 - Phase 2	
Units	**Contents**
1. My daily life	Students learn Chinese language on two themes about daily life: living environment and eating habits, and describe their daily life briefly.
2. My experiences	Students learn how to communicate their experiences in four areas: weather, countries and places, illnesses, and pet keeping.
3. My communities	Students know more about and are better integrated into their communities through learning facilities, environment and friends.
4. My school	Students learn how to communicate their school life including facilities, subjects, teachers and classmates, and hobbies.

Form 2, Form 3 - Phase 3	
Units	**Contents**
1. School Life	Students understand how to describe school life and are able to talk about buying stationaries and gifts.
2. Family Life	Students learn about how to describe their relatives in detail and introduce doing houseworks and getting along with pets.
3. Festival	Students learn the basic information about Chinese festivals and know how to describe the celebration of festivals and birthdays.
4. Travel	Students are able to describe their summer/ winter holiday and know how to ask for directions when traveling.

Form 3 - Phase 4	
Units	**Contents**
1. My future	Students learn to express their viewpoints by discussing future-related issues.
2. My study tour	Students develop a respect for cultures through learning about different countries and civilizations.
3. Healthy diet	Students develop a love of life through learning healthy food and a healthy lifestyle.
4. Technology Entertainment	Students learn the pros and cons of technology entertainment and develop critical thinking of it.

How is the student assessed?

Students' work is assessed on the following criteria:

Criterion A Listening	Students should be able to: 1) identify explicit and implicit information (facts, opinions, messages and supporting details); 2) analyse conventions; 3) analyse connections.
Criterion B Reading	Students should be able to: 1) identify explicit and implicit information (facts, opinions, messages and supporting details); 2) analyse conventions; 3) analyse connections.
Criterion C Speaking	Students should be able to: 1) use a wide range of vocabulary; 2) use a wide range of grammatical structures generally accurately; 3) use clear pronunciation and intonation in comprehensible manner; 4) communicate all the required information clearly and effectively.
Criterion D Writing	Students should be able to: 1) use a wide range of vocabulary; 2) use a wide range of grammatical structures generally accurately; 3) organise information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices; 4) communicate all the required information with a clear sense of audience and purpose to suit the context.

English Language Acquisition
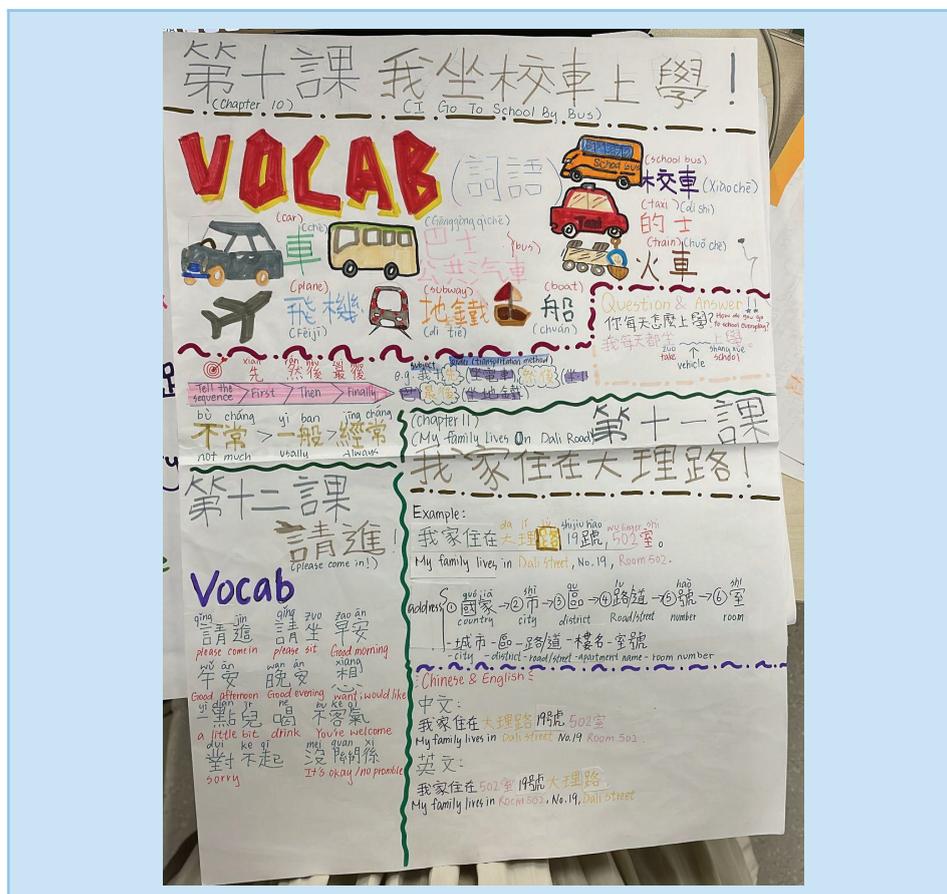
What is the subject?

The English Language Acquisition subject is for additional language speakers who are not yet proficient and are still developing their acquisition of the English language.

What are the learning aims?

The English Language Acquisition subject aims to encourage and enable students to:

- gain proficiency in English while supporting the maintenance of mother tongue and cultural heritage develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop an appreciation of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognise and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy.

How is the subject structured?

Form 1	
Units	**Contents**
1. Welcome to CSS!	The unit explores how communication adapts to different purposes, audiences, and conventions to shape personal and community identities in the school setting.
2. Hong Kong, Then and Now	Students will explore the connections between Hong Kong's past and present through family interviews, authentic texts, and multimedia presentations.
3. Magic in Everyday Life	Students read and analyse the novel The Witches' by Roald Dahl to discover the literary techniques the writer uses to create magic for the reader. Students then use 'show not tell' descriptions to create their own chapter to the novel and learn to use intonation and to read their story aloud, creating magic for their audience.
4. Eat to Live	This topic looks into the food we eat and what this says about us. Students will compare and contrast with children around the world and develop their reading skills including vocabulary building and a reading comprehension summative assessment.
5. Monsters, Inc. Film Study	The theme of Good versus Evil is explored where students watch and analyse the animated film 'Monsters, Inc.' The cinematic techniques observed will be used as evidence in their compare/contrast essay to showcase their understanding of the theme

English Language Acquisition

Form 2	
Units	**Contents**
1. Legends, Myths and Fairytales	The first unit is a study of the universal power of story-telling, looking at Greek mythology, its conventions and purpose, and comparing it to other similar genres. Students will develop reading skills including gist, detail, inference and vocabulary.
2. Home + Away	Our local neighbourhood and community and how these shape who we are will provide the basis for exploring those in other parts of the world. This unit will focus on a range of first hand accounts of others as well as compare and contrast these with students' own experiences through listening and speaking summatives.
3. Dealing with Adversity	A novel study of 'Once' by Morris Gleitzman will develop students' reading for inference skills as well as analysis of the writer's craft and how the young protagonist deals with his experiences during the Holocaust through imagination and story-telling.
4. It's raining cats and dogs!	Students will develop their understanding and ability to describe the causes, effects and ways of combating climate change. They will develop and showcase their individual oral skills in a summative presentation to the class.
5. Hunger Games Film Study	Explore characters' arcs and multi-plot development; understand how film techniques help engage the audience

Form 3	
Units	**Contents**
1. Poverty	Through the study of a range of multi-modal texts, students will explore the global issue of poverty, and relating it back to the Hong Kong context. Students will use the information learned to produce their own informative texts.
2. Truth and Bias	Students will study how to become more critical consumers of news by improving their media literacy skills, through careful consideration of authorial intent and reader reception as well as consider the distinctions between facts and opinions.
3. Advertising	Students will analyse how advertisements influence consumer behaviour. Students will discuss aspects of advertising as brand loyalty, call to action, bandwagon effect, endorsements and slogans to identify audience and purpose.
4. Sci-Fi	Looking at classic and contemporary examples, students will explore the history of the sci-fi genre, including the conventions of the genre and cinematic techniques used to create visual entertainment.

How is the student assessed?

Students' work is assessed on the following criteria:

Criterion A Listening	Students should be able to: 1) demonstrate understanding of explicit and implicit spoken information in multimodal texts; 2) demonstrate understanding of conventions; 3) demonstrate understanding of relationships between the various components of the multimodal text.
Criterion B Reading	Students should be able to: 1) demonstrate understanding of explicit and implicit written information in multimodal texts; 2) demonstrate understanding of conventions; 3) demonstrate understanding of relationships between the various components of the multimodal text.
Criterion C Speaking	Students should be able to: 1) use spoken language to communicate and interact with others; 2) demonstrate accuracy and fluency in speaking; 3) communicate clearly and effectively.
Criterion D Writing	Students should be able to: 1) use written language to communicate with others; 2) demonstrate accurate use of language conventions; 3) organize information in writing; 4) communicate information with a sense of audience and purpose.

Shuttle Debate

Theater trip to see The Witches

Escape Room F3

What is the subject?

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding. The study of additional languages provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

What are the learning aims?

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken.
- encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning

(MYP language acquisition guide)

HK Spanish Speech

How is the subject structured?

Units	Contents
1. Ich liebe Ferien Innsbruck – früher und heute Was hast du in den Ferien gemacht? Wie bist du gefahren? Wie ist das Wetter? Speaking Skills: Ein Interview	• Comparing places, past and present • Describing in the past using *war*, *hatte* and *es gab* • The perfect tense with *haben* – regular verbs, full paradigm • The perfect tense with *haben* – irregular verbs • Pronunciation of key sounds (*j* and *w*) • The perfect tense with *sein* – verbs of movement, full paradigm • Word order after time expressions with perfect tense • Word order after expressions of place (verb second) • Weather expressions in the past (*es war/es hat …*) • Combining present and past tenses • Focus on question words • Using the question to help formulate the response • Using follow-up questions to keep conversation going • Preparing interviews/presentations
2.Bist du ein Medienfan? Kinoklub Guck mal! Leseecke Bist du süchtig?	• Talking about film preferences • Asking questions in the perfect tense • Talking about programmes you watch • Talking about your reading preferences • Using prepositions with the dative case • Using the modal verb wollen • Discussing screen time • Using modal verbs sollen, dürfen, können
3: Bleib gesund! Zum Frühstück Was nimmst du? Kannst du kochen? Im Training Listening skills:Iss dich fit! Extension: Das perfekte Abendessen	• Talking about typical breakfasts • Using the verb *essen (Present tense – irregular verb essen,Perfect tense – irregular verbs essen, trinken)* • Discussing traditional German food • Using the verb nehmen *(Dative plural of nouns after mit,Irregular verb nehmen – present and perfect tenses,Accusative (den, einen) after nehmen)* • Understanding and using recipes • The du form of the imperative(*Imperative du*) • Prepositions of movement (in, auf) • Talking about healthy lifestyles • Using the verb müssen*(the present tense – irregular verb müssen* • Modal verbs + infinitive – word order • Understanding and responding to longer texts • Developing note-taking skills • Describing and comparing dinner parties • Using language creatively in a new context • Preparing to host a dinner party • Planning and explaining a menu

German Language Acquisition

How is the student assessed?

4: Klassenreisen machen Spaß! Willkommen in der Jungendherberge! Mein Tagesablauf Wir gehen auf Schatzsuche Auf einem Fest Writing skills: Wir feiern! Extension: Im Aktivurlaub	• Understanding rules • Using *dürfen* and *müssen(man muss (nicht), man darf (nicht)* • *kein(e)).* • *Separable verbs – present tense, infinitive* • Discussing daily routine • Using reflexive and separable verbs*(present tense + separable verbs present tense)* • Understanding and giving directions • Using imperatives in the du, ihr, and Sie forms • Prepositions (zu, vor + dative) • Describing a festival • Using adjectives to describe nouns • Learning and writing about festivals in Switzerland • Describing a festival you have visited • Describing a holiday activity • Using reflexive and separable verbs in the perfect tense
Unit 5: Wir gehen aus Ich mag meinen Stil! Mein erste Date! Ich mach mich fertig Wie war's?	• Discussing clothes and style • Using *wenn* clauses(*accusative singular after ein, plural with no article)* • *Invariable c*olour adjectives *lila*, *rosa* • Word order in *wenn* clauses and following clauses • Talking about plans for a date • Using the future tense*(Future tense with werden)* • Time–manner–place word order • Talking about getting ready to go out • Asking questions using a variety of verbs *(Reflexive verbs with dative pronoun (mir, dir) + part of body* • Word order – inversion in yes/no questions, separable/reflexive verbs) • Talking about how the date went • Using past, present and future • Word order – inversion in questions, past/ present/future tense, with/without question word

Students' work is assessed on the following criteria:

Criterion A Listening	Students should be able to: demonstrate understanding of explicit and implicit spoken information in multimodal texts
Criterion B Reading	demonstrate understanding of explicit and implicit written information in multimodal texts
Criterion C Speaking	use spoken language to communicate and interact with others clearly and effectively
Criterion D Writing	use written language to communicate with a sense of audience and purpose.

Form1

IBMYP Units	Contents
Unit 1: Me presento	● Spanish alphabet Numbers ● Pronunciation (ñ, h, j, g, r, b, v) ● Vocabulary about self introduction (name, last name, age, birthday, countries, nationality, telephone number, email, gender) ● Countries where Spanish is spoken. • Verbs llamarse, hablar, ser, tener. • Articles (el, la, los las/ un, una, unos, unas) ● Adjective concordance feminine/masculine/singular/plural.
Unit 2:Mi familia y mis amigos	● Family members' vocabulary. ● Physical description. ● Present tense (Regular and reflexive verbs). ● Personal pronouns. ● Possessive pronouns. ● Spanish speaking people's physical characteristics
Unit 3: La comida	● Food vocabulary Give opinion • Use of verb gustar Link words: y, pero. ni... ni, también. ● Quantifier: muy/muchísimo, bastante, un poco, nada Spanish typical food.

Form2

IBMYP Units	Contents
Unit 1: Mi escuela	● Hay/no hay ● Review of the use of verb gustar ● Vocabulary related to school (subjects, classes, materials) ● Give opinion ● Review adjectives concordance when describing a subject.
Unit 2: Mi tiempo libre	● Review present tense (Regular, irregular and reflexive verbs). ● Vocabulary related to hobbies and free time activities. ● Say how often: todos los días, un día por semana, tres horas al día, una vez, muchas veces.
Unit 3: Mi casa	● Vocabulary related to the rooms in a house and house chores. ● Hay/tener/ser/estar ● Prepositions

Form3

IBMYP Units	Contents
Unit 1: Nuestro instituto	Vocabulary related to facilities in the school. ● Speak about feelings, emotions and personal traits. ● Different of verb ser/estar ● Give direction and follow directions ● Comparison: más/menos... que tan/tanta/tanto/tantas/tantos... como ● Quantifiers: muy, bastante, un poco, nada, demasiado/a/os/as, mucho/a/os/as, poco/a/s ● Discover differences and similarities with other schools around the world. ● Explore typical school routines or traditions in Spanish-speaking countries.
Unit 2: ¿Ouedamos?	Review vocabulary related to free time activities ● Review Present tense ● Future plans: ir + a + infinitivo ● Contrast between ir/venir/llevar/traer ● Discover cities from Spanish speaking countries and make plans. ● The weather
Unit 3: Aventuras	Vocabulary related to holiday, sports and means of transportation. ● Present perfect: Pretérite perfecta compuesto. ● Discuss how to express past experiences and their relevance to the present. ● Prepositions: a/ en/ par/ de ● Directs Object pronouns: lo, la, los, las ● Review of the name of some countries and their geographical characteristics

Form4

IBMYP Units	Contents
Unit 1: Los medias	Vocabulary related to means of communication ● Describe photos ● Gerund and its use for ongoing actions
Unit 2: Jóvenes extraordinarios	Verbs used to speak about biographies, professions, sports ● Past tense: pretérito perfecta simple ● Time markers to help structure narratives.
Unit 3: Vea veo...	Vocabulary related to describe objects ● Describe photos ● Sirve para... ● Following instructions: Imperative
Unit 4: ¡Oué me pongo!	Vocabulary related to clothes and accessories ● Going to a shop ● CD and CI: direct complements (what) and indirect complements (to whom) ● Discuss fashion trends and personal style in different cultures

How is the student assessed?

Students' work is assessed on the following criteria:

Criterion A Listening	Students should be able to: 1) demonstrate understanding of explicit and implicit spoken information in multimodal texts; 2) demonstrate understanding of conventions; 3) demonstrate understanding of relationships between the various components of the multimodal text.
Criterion B Reading	Students should be able to: 1) demonstrate understanding of explicit and implicit written information in multimodal texts; 2) demonstrate understanding of conventions; 3) demonstrate understanding of relationships between the various components of the multimodal text.
Criterion C Speaking	Students should be able to: 1) use spoken language to communicate and interact with others; 2) demonstrate accuracy and fluency in speaking; 3) communicate clearly and effectively.
Criterion D Writing	Students should be able to: 1) use written language to communicate with others; 2) demonstrate accurate use of language conventions; 3) organize information in writing; 4) communicate information with a sense of audience and purpose.

Chinese Language and Literature Subject Group
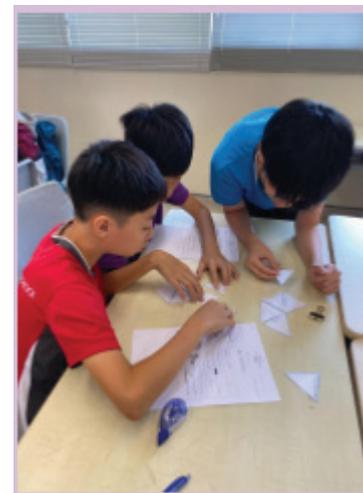
What is the subject?

The Chinese Language and Literature subject facilitates the appreciation and understanding of Chinese language and its literature. It develops the necessary multiliteracy skills including reading, writing, listening, speaking, viewing and presenting in students. It also equips students with linguistic, analytical and communicative skills.

What are the learning aims?

The Chinese Language and Literature subject aims to encourage and enable students to:
- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts

How is the subject structured?

Form 1	
Units	**Contents**
1. Good ancient and modern models 古今楷模	To learn different narrative writing techniques and influential people of all time in order to strengthen the understanding of and belonging to the Chinese culture and history
2. The love of family 家庭之愛	To explore how family members relate to each other, to understand the filial piety in Chinese, and to appreciate the love of family
3. Narrative and reasoning 借事說理	To understand the relationship between narrative and reasoning, and to use the narrative and reasoning writing skills
4. Descriptive writing 描寫風光	To pay close attention to the surroundings, and to use different descriptive writing techniques (active, passive, direct, indirect, timeline, walking) to describe things
5. The beauty of poetry 詩歌之美	To learn the different features in poetry, and to write free verse poems by using imagery

Form 2	
Units	**Contents**
1. Lyrical expression through narratives 借事抒情	To express emotions through narratives
2. Character description writing 人物描寫	To explore the techniques for character description writing, and to learn how to describe a character's appearance and personalities
3. Lyrical expression through objects 借物抒情	To express emotions through objects, and to learn the symbolic meaning of traditional Chinese animals and plants
4. Appreciation of classical lyrics and songs 詞曲欣賞	To appreciate the expression of emotions through scenery in classical lyrics and songs, and to cherish loved ones and scenes
5. Claims and arguments 學習有良方	To understand claims and arguments in an essay, and to develop critical thinking

Chinese Language and Literature

Form 3	
Units	**Contents**
1. Basic elements in argumentative writing 議論要素	To learn to establish claims in argumentative writing, and to learn the basic elements in debating
2. Free verse writing 新詩創作	To learn the common techniques in free verse writing, to use imagery in writing, and to appreciate images and creativity
3. Appreciation of prose 散文欣賞	To revise and learn the prose writing techniques, and to use those techniques in prose writing
4. Flash fiction 微型小說	To learn the writing techniques for lash fiction, and to analyse how figures are created
5. Introduction to Classical Chinese 文言導賞	To read Classical Chinese, and to learn common Classical Chinese vocabulary

How is the student assessed?

Students' work is assessed on the following criteria:

Criterion A Analysing	Students should be able to:1) analyse the content, context, language, structure, technique and style of text(s); 2) analyse the effects of the creator's choices on an audience; 3) justify opinions and ideas; 4) evaluate similarities and differences by connecting features across and within genres and texts.
Criterion B Organizing	Students should be able to: 1) employ organizational structures that serve the context and intention; 2) organize opinions and ideas in a sustained, coherent and logical manner; 3) use referencing and formatting tools to create a presentation style suitable to the context.
Criterion C Producing text	Students should be able to: 1) produce texts that demonstrate insight, imagination and sensitivity; 2) make stylistic choices in terms of linguistic, literary and visual devices; 3) select relevant details and examples to develop ideas.
Criterion D Using language	Students should be able to: 1) use appropriate and varied vocabulary, sentence structures and forms of expression; 2) write and speak in a register and style that serve the context; 3) use correct grammar, syntax and punctuation; 4) spell, write and pronounce with accuracy; 5) use appropriate non-verbal communication techniques.

English Language and Literature

What is the subject?

The English Language and Literature subject is an English course for native or near native language speakers of English.

What are the learning aims?

The English Language and Literature subject aims to encourage and enable students to:
- explore critically a range of written and spoken texts (poetry, novels, short stories)
- learn how to annotate a literary text, explore, discuss and analyse a wide range of topical issues for context and writer's craft including literary features and effect on an audience.
- learn how to learn by developing Approaches to Learning (ATLs) skills and the CSS Learner Attributes

Form 1	
Units	**Contents**
1. Matilda: Right and Wrong	Follow a character's search for justice and understand the conventions of characterization and plot development through the study of 'Matilda' by Roald Dahl
2. Self-expression through Poetry	Become familiar with the language of poetic expression and be able to express one's self poetically through a variety of styles
3. Skellig: Adversity and Perspective	Study the book 'Skellig' by David Almond to understand authorial technique and how he expresses the main character's journey through a difficult time
4. Recipe for Mystery	Examine how the elements of tension and suspense are combined to form a powerful story
5. Shrek Film Study	Explore how film visually represents elements of a narrative and identify a variety of film techniques

Form 2	
Units	**Contents**
1. Identity and Development	Examine the graphic novel, "American Born Chinese", to understand how the experiences we have in childhood and adolescence define our lives
2. Myths in Modern Times	Interpret how ancient myths still influence and shape our modern lives
3. Gothic Literature Genre Study	Deconstruct the conventions of the gothic genre through the use of the graphic novels, short stories, and various poems
4. Utopia, Dystopia and Living the Ideal	Study society through the dystopian world of "Ender's Game" and understand a person's perspective of society and how it influences his/her identity
5. Hunger Games Film Study	Explore characters' arcs and multi-plot development; understand how film techniques help engage the audience

English Language and Literature

Subject Group

Form 3	
Units	**Contents**
1. Human Rights	Understand human suffering and examine how human rights are expressed through a study of a graphic novel, "The Metamorphosis", and a memoir, "Night", highlighting different views of life.
2. Rhetoric: Voices of Change	Deconstruct the power of language and its ability to bring social progress in our lives by studying famous rhetorical speeches and prose fiction as well as the REPAIR strategy
3. Unveiling Perspectives: Richard III	Explore the interconnections between identities, relationships, themes, and Shake-speare's perspective through character analysis and contextual understanding, specifical- ly studying the War of the Roses.
4. Visual Media Study	Look at how TV provides the viewer with a lens to see the world through various episodes of "Doctor Who, series 5," and assess the interconnectedness of communities and factors that affect audience response.

2024 F3 IDU

F2LL Meet the Author

What is the subject?

The Mathematics subject promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help to make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom.

What are the learning aims?

The Mathematics subject aims to encourage and enable students to:
- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

How is the subject structured?

Form 1	
IBMYP Units	**Contents**
1. Numerical Rules	● Basic Computation ● Directed Numbers ● Numerical Estimation
2. Algebraic Variables	● Algebraic Expressions ● Linear Equations in One Unknown (I) ● Manipulations of Polynomials ● Linear Equations in One Unknown (II)
3. Coordinate Shapes	● Areas and Volumes (I) ● Introduction to Coordinates
4. Statistical Data	● Percentage (I) ● Statistics (I) ● Rate, Ratio and Proportion
5. Congruent Geometry	● Angles Related to Straight Lines and Triangles ● Congruent Triangles

F1 Collaborative Creation: Exploring the Significance of Directed Numbers Through Poster Making

F2-student-Led mathematical President: Empowering students

Form 2	
IBMYP Units	**Contents**
1. Algebraic Relationships	• Identities • Factorization of Polynomials • Algebraic Fractions and Formulas
2. Geometric Proof	• Similar Triangles • Angles Related to Triangles and Polygons • Geometric Proof
3. Statistical Evidence	• Errors in Measurement • Statistics (II)
4. Spatial Models	• Pythagoras' Theorem • Introduction to Trigonometry • Areas and Volumes (II)
5. Symbolic Representation	•Linear Inequalities in One Unknowns • Linear Equations in Two Unknowns

Form 3	
IBMYP Units	**Contents**
1.Algebraic Laws	•Laws of Integral Indices Contents • More about Factorization of Polynomials
2. Trigonometric Application	• Trigonometric Relations • Application of Trigonometry • Coordinate Geometry of Straight Lines
3. Practical Percentages	• Percentages (I1) • Measures of Central Tendency •Introduction to Probability
4. 3D Figures	• Areas and Volumes (III)
5. Deductive Geometry	• Quadrilaterals • Centres of Triangles

Mathematics

How is the student assessed?

Students' work is assessed on the following criteria:

Criterion A Knowing and understanding	Students should be able to: 1. select appropriate mathematics when solving problems in both familiar and unfamiliar situations 2. apply the selected mathematics successfully when solving problems 3. solve problems correctly in a variety of contexts.
Criterion B Investigating patterns	Students should be able to: 1. select and apply mathematical problem-solving techniques to discover complex patterns 2. describe patterns as general rules consistent with findings 3. prove, or verify and justify, general rules.
Criterion C Communicating	Students should be able to: 1. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations 2. use appropriate forms of mathematical representation to present information 3. move between different forms of mathematical representation 4. communicate complete, coherent and concise mathematical lines of reasoning 5. organize information using a logical structure.
Criterion D Applying mathematics in real-life contexts	Students should be able to: 1. identify relevant elements of authentic real-life situations 2. select appropriate mathematical strategies when solving authentic real-life situations 3. apply the selected mathematical strategies successfully to reach a solution 4. justify the degree of accuracy of a solution 5. justify whether a solution makes sense in the context of the authentic F3 Investigative Learning in Action: Exploring real-life situation.

F3 Students becoming a Maths Teacher:

Inter-House Running Maths Competition:
students enjoying solving maths problems and running at the same time!

Self-Reflection Journal

MYP Learning sessions

CP introduction

ATL skills workshop

What is the subject?

The Physical and Health Education subject focuses on both learning about and learning through physical activity. Students develop knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle.

What are the learning aims?

The Physical and Health Education subject aims to encourage and enable students to:
• use inquiry to explore physical and health education concepts
• participate effectively in a variety of contexts
• understand the value of physical activity
• achieve and maintain a healthy lifestyle
• collaborate and communicate effectively
• build positive relationships and demonstrate social responsibility
• reflect on learning experiences.

How is the subject structured?

Form 1	
Units	**Contents**
1. Fitness	Fitness components and fitness testing
2. Athletics	Track and field events
3. Striking and Fielding	Rounders, Cricket, Softball and modified games
4. Racket sports	Singles, doubles and officiating
5. Dance	Movement to music, aerobics, introduction to dance choreography
6. Invasion games	Evasion skills, ball skills and spatial awareness
7. Swimming	Various swimming techniques, water safety and Fitness in the water.

Form 2	
Units	**Contents**
1. Fitness	Circuit Training and Nutrition
2. Athletics	Track and field events
3. Cricket and Rounders	Fielding, bowling, and batting skills
4. Basketball	Officiating in competitive games
5. Dance	Modern dance choreography
6. Racket sports	Skills, rules, tactics and game play
7.Swimming	Various swimming techniques, water safety and Fitness in the water.

Basketball

	Form 3
Units	**Contents**
1. Fitness	Principles of training and goal setting
2. Athletics	Track and field events
3. Basketball	3v3 basketball, officiating and leadership opportunities
4. Badminton	Analysis/reflection of performance (singles/doubles) and officiating
5. Leadership	Leadership in sporting activities
6. Swimming	Various swimming techniques, water safety and Fitness in the water.
7. Aesthetic movement	Planning and performing a movement routine

How is the student assessed?

Students' work is assessed on the following criteria:

| Criterion A
Knowing and understanding	Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.
Criterion B
Planning for performance	Students, through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.
Criterion C
Applying and performing	Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.
Criterion D
Reflecting and improving	Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others

Approaches to learning (ATLs) are skills that focus on the process of learning. In other words, they help students to learn how to learn and are relevant across all subjects.

There are five categories of skills that are important for a student to master in order to develop into a successful, lifelong learner.

Hong Kong Junior Curriculum-Generic Skills

Basic skills	Thinking skills	Personal and Social skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

ATL workshop for students

Service as Action (SaA)

What is it about?

Service as Action (SaA) is a core element of the MYP Curriculum framework. It engages students in taking thoughtful action, including service, and develops a sense of responsibility and active citizenship.

What are the learning aims?

The SaA aims to:
- encourage students to take meaningful and positive actions oriented towards community needs
- empower students to make informed decisions about their actions
- provide an opportunity to transfer knowledge and understanding from classrooms to a real-life context
- develop a variety of skills and attitudes in students in order to grow more confident and independent personalities and to succeed in further studies and life after school.

How is it structured?

Students are provided service opportunities both within and outside their classrooms, through activities embedded in their MYP subject units, independent activities such as Waste Warriors, Kindness Walks, Seahorse Rangers etc. as well as during school events such as Creative Week and Open day.

How is the student assessed?

Students' SaA is assessed through student reflections on service they have completed using the following learning outcomes:
- become more aware of their own strengths and areas for growth;
- undertake challenges that develop new skills;
- discuss, evaluate and plan student-initiated activities;
- persevere in action;
- work collaboratively with others;
- develop international-mindedness through global engagement, multilingualism and intercultural understanding;
- consider the ethical implications of their actions.

Seahorse Rangers

Kindness Walk

Community Project (CP)

What is the Community Project?

The community project is an opportunity to engage positively in a community. Students apply their knowledge of the approaches to learning skills, the IB learner profiles, and understanding of the global contexts through an in-depth investigation. During the course of this minimum 15 hour project, they independently propose, plan, implement, and present a project that serves a need in a community. Students work in groups up to three, where they collaborate in the research, goal setting, action plan, and presentation together.

How is it structured?

At CSS, the students are provided guidance through Community Project Lessons once a cycle, throughout the year. Additionally, each CP group is allocated a CP supervisor in October. The supervisors assist with the process, timeline, and support the development of students' self-management skills.The final product is a presentation made by the students to report and celebrate the completion of their project.

Support and assessment

The community project is assessed according to specified criteria.

Criterion A Investigating	Students demonstrate well-developed research skills as they investigate the community they want to help and its needs and come up with a clear goal on how to address the chosen need using their prior and subject knowledge.
Criterion B Planning	Students design a clear and detailed proposal for their service, develop an accurate plan for achieving their goal and demonstrate excellent self-management skills while keeping records of the process of their work.
Criterion C Taking action	Students follow their action plan and provide service to the community showing brilliant critical and creative thinking skills as well as social and communication skills in the process of doing the service, overcoming challenges and achieving their goal.
Criterion D Reflecting	Students reflect on how the CP influenced their knowledge and understanding of service as action and developed their skills and evaluate the quality of the service they have done towards addressing a need in the selected community.

What is the pathway after SaA and CP at CSS?

F4 HKDSE	**F5 and F6 HKDSE**
Students must take an active part in Other Learning Experiences (OLE) alongside their subjects.	Students continue doing OLE.

F5 and F6 IBDP

- Students must complete Creativity, Activity, Service (CAS) requirements.
- CAS is an obligatory element that must be accomplished successfully by the student in order to get an IBDP Diploma.

Interdisciplinary Unit

What is it about?

In the IB Middle Years Programme (IBMYP), interdisciplinary unit supports students to understand bodies of knowledge from two or more disciplines or subject groups, in order to integrate them and create new understanding. Students demonstrate interdisciplinary understanding when they bring together concepts, methods, or forms of communication from two or more disciplines or established areas of expertise so that they can explain a phenomenon, solve a problem, create a product, or raise a new question in ways that would have been unlikely through a single discipline.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students in the IBMYP. It prepares students for further academic (inter)disciplinary study and for life in an increasingly interconnected world.

What is structured and taught?

In each year of the programme, IBMYP schools are responsible for students engaging in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

At CSS, there are many authentic interdisciplinary learning opportunities taking place across subjects informally. Teachers strive to connect their subjects to other subjects and encourage the students to do the same. New initiatives at CSS such as CLACH and STEAM are also areas where informal and formal interdisciplinary learning takes place. Formal interdisciplinary learning is planned for each of the year levels at CSS with many possible subject combinations. Teachers work to create authentic, real world experiences for the students in these units. These formal interdisciplinary units are assessed by both subject teachers individually and collaboratively using the separate IB criterion based assessment criteria.

Currently, there are three IDUs at CSS

Year group	Subjects involved	Unit
F1	Chinese Language and Literature Chinese Language Acquisition Physical Health Education	Dragon Dance During the interdisciplinary learning process, students combine their learning from both subjects in order to demonstrate their ingenuity and to create an interactive design of a dragon dance performance in which they dramatise their understanding of the origins, meanings, and importance of the traditional Chinese New Year.
F2	Mathematics Science	Statistics speak out loud! The objective of the unit was to analyze the sound level at different locations of Hong Kong and explore the causes of noise pollution. Through the study, students apply their theoretical knowledge, develop their data analysing and measuring skills, and use their analytical skills to explore human interactions with the natural world.
F3	English Language and Literature English Language Acquisition Individuals and Societies	Marketing The objective of the unit is to identify and understand the various ways in which advertising and marketing strategies are used to draw consumers' attention towards new products and services. Through creation and presentation of their own products, students apply their theoretical knowledge, developing their creativity, collaboration, and communication skills, and understanding the importance of entrepreneurship in the modern world.

F3 IDU

F1 Waste Warriors

F4 students introducing CP to F2 students

New Parents Orientation

Students sharing at a session

MYP Graduation ceremony

What is the subject?

The Chinese History subject is an independent compulsory subject at junior secondary level required by the Education Bureau. This subject fosters students' historical literacy and interest in studying history. The curriculum also enables non-Chinese speaking students to learn Chinese history and culture mainly in English.

What are the learning aims?

The Chinese History subject aims to encourage and enable students to:
- develop interest in learning Chinese history and culture
- understand and reflect on the relationship between history and modern world
- deepen understanding of local culture and other major cultures in the world
- develop historical literacy and other generic skills
- appreciate traditional culture and understand the importance of cultural conservation
- act as responsible citizens with local, national and global awareness.

How is the subject structured?

Form 1	
Units	**Contents**
1. Prehistoric Times to Xia, Shang and Zhou (史前至夏商周)	• The origin of Chinese ethnicity and the early formation of nation • The feudal system of Western Zhou Dynasty • The brief history of the Spring and Autumn Period and the Warring States Period
2. Qin and Han (秦漢)	• The unification of China, administrative measures and collapse of Qin Dynasty • The political development and cultural exchange between China and other countries in Han Dynasty (Western Han and Eastern Han)
3. Three Kingdoms, Jin, Southern and Northern Dynasties (三國兩晉南北朝)	• The division of China and the dynastic change of Wei, Jin, Southern and Northern Dynasties • The political situation in north China and the development of Yangzi River Delta • The social and cultural development of Wei, Jin, and Southern and Northern Dynasties
4. Sui (隋)	• The unification of Sui Dynasty and the Kaihuang Reign as Golden Age • The construction and impacts of the Grand Canal in Sui Dynasty

Form 2	
Units	**Contents**
1. Tang (唐)	• The founding and prosperity of Tang Dynasty • An Lushan Rebellion and the downfall of Tang Dynasty • The open society of Tang Dynasty
2. Song and Yuan (宋元)	• The rise and decline of the five dynasties and the unification of Song Dynasty • The political and economic development of Song Dynasty • The governance of Yuan Dynasty
3. Ming (明)	• The politics of autocratic monarchy in Ming Dynasty • The rise and fall of Ming Dynasty
4. Qing (清)	• Qing China as an empire of multi-ethnic unified country • External threats and internal problems • Reforms in the late Qing

Form 3	
Units	**Contents**
1. Republic of China (中華民國)	• The 1911 Revolution and the political situation of the early republican times • The cooperation and separation between Kuomingtang (KMT) and Communist Party of China (CPC) • The Japanese invasion on China and the Anti-Japanese War • Chinese Civil War
2. People's Republic of China (中華人民共和國)	• The domestic administration and diplomacy from the founding of the PRC to 1978 • Policies of the Chinese economic reform

Medium of Instruction: Chinese (Cantonese) and English

- Chinese LL students are in Chinese History LL (Chinese Medium)
- Chinese LA students are in Chinese History LA (For Non-Chinese Speaking Students)

How is the student assessed?

Students are assessed through various learning activities such as short quizzes, data-response questions, essay writings and group projects. The Chinese History grade does not count in the MYP grade but the assessment framework is based on MYP I&S.

What is the subject?

Citizenship, Economics and Societies is an independent compulsory subject required by the Education Bureau at the junior secondary school level. This subject enables students to become informed and responsible citizens who possess a sense of nationhood, global perspective, and a holistic view of the world situation, as well as contribute to the common good of our society and country.

What are the learning aims?

The aims of the Citizenship, Economics and Society curriculum are:
- to help students develop a positive understanding of themselves and others, cultivate good character, enhance their competence to meet daily challenges, seize opportunities, as well as pursue their goals, and realize their aspirations;
- to nurture students to become informed and responsible citizens who respect the rule of law, have a sense of national identity, and contribute to the common good of society and our country;
- to strengthen students' understanding of national and local economic and social affairs, and nurture their patriotism for our country;
- to promote students' understanding of our country and strengthen their sense of nationhood and sense of belonging towards our country; and
- to cultivate students' concern for local, national, and contemporary world topics, help them understand how our country cooperates with other countries in responding to global issues, and broaden their global perspective.

How is the subject structure?

Form 1	
Modules	**Contents**
1.1 Self-understanding and Life Skills	- Self-understanding, Self-esteem, and Self-confidence - Emotion Management and Enhancing Resilience - Time Management - Media and Information Literacy - Life Planning
1.2 Interpersonal Relationships and Social Inclusiveness	- Enhancing Family Cohesion - Friendship - Diversity and Inclusiveness
1.3 Financial Education	- Rational and Responsible Money Management - Online Shopping - Green Consumption
1.4 Rights and Duties	- Fundamental rights and obligations of citizens prescribed by the Constitution in its Chapter II - Fundamental rights and duties of Hong Kong residents prescribed by the Basic Law and the principles of the rule of law guaranteed by it - International agreements applicable to Hong Kong and their related rights and duties

Form 2	
Modules	Contents
2.1 Overcoming Growth Challenges	● Developing proper values and self-management capability in adolescents to overcome growth challenges, reject and stay away from undesirable behaviors
2.2 Governance of the HKSAR	● The relationship between the Central Authorities and the HKSAR as prescribed by the Basic Law ● The constitutional order of the HKSAR as established by the Constitution and the Basic Law, the characteristics of the political structure of the HKSAR, and the direction of development for the methods of selecting the Chief Executive and forming the legislature ● Responsibility of the HKSAR to safeguard national security
2.3 Public Finance of Hong Kong	● As the manager of public resources, the government's major items of revenue and expenditure ● Factors that the government will consider when managing public finance as well as the constraints it faces ● Relationship between public finance and citizens
2.4 Economic Performance and Human Resources of Hong Kong	● Economic Performance of Hong Kong ● Opportunities and Challenges Brought by Economic Globalisation to Hong Kong ● Youth Employment in Hong Kong

Medium of Instruction: English

Form 3	
Modules	Contents
3.1 Intimate Relationships with Affection and Propriety	● Proper understanding of love in adolescents ● Adolescents and intimate relationships
3.2 Overview of Our Country's Economy and World Trade	● Economic Performance of Our Country ● Economic System of Our Country ● World Trade
3.3 Our Country's Political Structure and ts Participation in International Affairs	● Understanding our country's political structure through the Constitution ● The development of our country's participation in international affairs under the leadership of the central state institutions
3.4 The World in Response to Global Issues	● Handling global issues through international cooperation ● Different organisations responding to the global drug problem by means of international cooperation

How are the students assessed?

Students are assessed through various learning activities such as short quizzes, data-response questions, short questions, poster design, and presentations. Citizenship, Economics and Societies does not count in the MYP grade but the assessment framework is based on MYP I&S.
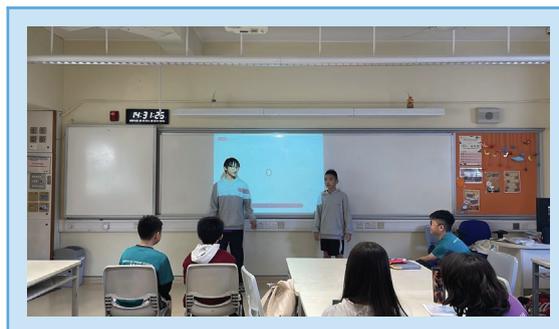
Life Planning and Higher Education (Junior School)

What is it about?

Life Planning and Higher Education in junior school aims to provide students with opportunities to explore and develop their personal interests, skills, and goals, with a focus on their future academic and career paths. It involves guiding students to understand their strengths, identifying potential areas of study or career options that align with their interests, and setting goals to work towards. By being introduced to these concepts early on, students have more time to explore their interests, acquire the relevant skills, and make well-informed choices about their academic and career paths as they progress through their education.

Key Learning Aims:

Year Group	Contents
MY1 and Form 1	Self-understanding and development - Who am I?
Form 2	Career Exploration - Where am I going?
Form 3	Career Planning and Management - How do I get there?

Our school is committed to supporting junior secondary students in discovering their interests and abilities through various learning activities. We believe in empowering learners to set targets and providing guidance to align their subject selections with their future goals. By doing so, we aim to equip our students with the necessary skills and knowledge to excel in senior secondary education.

We take pride in having a dedicated Careers Centre and an experienced Careers Team which support students throughout their journey of investigation, understanding, and decision-making regarding their future. Together, we will pave the way for a rewarding educational journey for your child!