



INSPIRING FUTURES

ESF Secondary Curriculum Years 7 to 13

Our mission is to inspire creativity and nurture global citizens and leaders of the future.

We do this by creating joyful learning environments, led by a community of exceptional teachers who bring out the best in every child through a personalised approach to learning and by inspiring curious minds.



At secondary level, ESF schools operate a school-designed curriculum with an approach that is broad and balanced leading to a suite of IGCSE and GCSE qualifications. Students study a range of subjects including English, mathematics, science, the humanities, creative and performing arts, design technology and an additional language(s) at an appropriate level.

The two ESF all-through schools, Renaissance College and Discovery College offer the International Baccalaureate Middle Years Programme (IB MYP).

At post-16, the majority of students in all ESF schools follow the IB Diploma programme. At all levels, the curriculum is differentiated to cater for students' learning needs. Students are supported to choose the most appropriate pathway for future education or career.

ESF secondary schools

Island School
King George V School
Sha Tin College
South Island School
West Island School

ESF all-through schools

Discovery College
Renaissance College
Jockey Club Sarah Roe School



Years 7 to 11

ESF offers two programmes of study, the International Baccalaureate Middle Years Programme (IB MYP) and the International General Certificate of Secondary Education (IGCSE).

IB Middle Years Programme (MYP)

The two ESF all-through schools, Renaissance College and Discovery College, cater for MYP students in Years 7 to 11. The other five ESF secondary schools are aligning the school curriculum for Years 7 to 9 to the MYP framework.

The MYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. Learning focuses on the development of the whole child as an inquirer, both in and beyond the classroom and encourages students to be critical, creative and reflective thinkers. The MYP is a framework on which to hang a challenging and rigorous curriculum, which provides authentic, real-world connections to the learning in the classroom.



The MYP curriculum

Through the MYP, students develop an understanding of themselves as learners, their emerging sense of self and their role in demonstrating responsible action within their community, both locally and globally. In order to provide a holistic education with breadth and depth of understanding, the MYP offers eight subject groups:

- Language acquisition
- Language and literature
- Individuals and societies
- Sciences
- Mathematics
- Arts
- Physical and health education
- Design

The MYP centres around and is underpinned by the following five key components:

- Teaching and learning in context
- Conceptual understanding
- Approaches to teaching and learning
- Service as action through Community Service
- Inclusion and learning



MYP projects

As a further means of developing autonomous, self-directed learners, students are given the opportunity to demonstrate their learning through completing a project, which encourages reflection on their learning and outcomes of their work. This is a long-term project, which is embedded within a global context and generates a synthesis of creative and critical thinking and approaches to learning through an in-depth investigation.

Students who complete the MYP in Year 3 or Year 4 complete the community project, enabling them to develop their commitment to service as action within the community. All students who complete the MYP in Year 5 complete the personal project.

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection.



International General Certificate of Secondary Education (IGCSE)

The IGCSE is a two year course of study with externally set syllabus with assessment criteria for Years 10 to 11. The five ESF secondary schools design courses to meet these criteria. This includes a range of language courses available in foreign, second and first languages. The examinations are externally set which is similar to the IB Diploma final examination period. Grades are awarded with students typically taking between seven to ten subjects.

Students will also be able to access a range of co-curricular courses in the creative, community service and physical domains. Some of these activities have qualifications associated with them.





Years 12 to 13

IB Diploma

The International Baccalaureate Diploma Programme (IB DP) is a course designed for students aged 16 to 19. Students can choose to follow either the full IB Diploma Programme or their choice of individual IB Diploma courses. Widely recognised as the best possible preparation for study at university, the IB DP builds research skills, promotes personal responsibility and encourages independent learning.

Curriculum

The full IB DP core comprises six subjects and the following key components:

- Theory of Knowledge (ToK)
- Extended Essay (EE)
- Creativity, Action and Service (CAS)

Students can choose one subject from each of the groups below, three at Higher Level (HL) and three at Standard Level (SL).

- Group 1: Studies in Language and Literature (Language A);
- Group 2: Language Acquisition (Language B or ab initio), or a second Language A;
- Group 3: Individuals and Societies (Humanities);
- Group 4: Experimental Sciences;
- Group 5: Mathematics;
- Group 6: Arts (or a second Science, or a second Humanity, or a third language).

From the IB Diploma courses on offer, students may take six subjects or less, and can do three or less at Higher Level. They can also take Theory of Knowledge and do an Extended Essay if they wish. CAS, however, is a compulsory component for all Diploma students.

Core Requirements

Theory of Knowledge (ToK)

This is an interdisciplinary course where students explore the nature of knowledge across all disciplines. Critical thinking is encouraged by questioning assumptions and asking how certain of knowing what we know. The course promotes international mindedness by requiring and understanding of different cultural perspectives.

Extended Essay (EE)

The EE gives students the opportunity to independently investigate a self-directed research paper of individual interest. Through writing this 4,000 word essay, students develop the skills of independent research, including analysis and evaluation which will prepare them well for study at university level.

Creativity, Action and Service (CAS)

As one of the three core elements that students must complete, CAS runs alongside students' academic subjects. Students become involved in purposeful artistic pursuits, physical activity and community service projects. Fostering awareness of the broader community and life outside of the classroom, students carry out and reflect on challenging activities that have real consequences, thus promoting personal responsibility.

Assessment

Students are assessed using a variety of methods, including examinations, essays, case studies, oral presentations, fieldwork, laboratory work, investigations and artistic performances. Some assessment tasks are marked externally by the IB, while others are internally assessed by teachers but externally moderated by the IB. All subjects are marked using the IB 1-7 scale, where 7 is the highest and 1 the lowest. Theory of Knowledge and the Extended Essay in combination are worth 3 points. The maximum score in the IB Diploma is therefore (6 subjects x 7 points) + 3 points = 45 points.

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

As IB learners we strive to be:

Inquirers	Open-minded
Knowledgeable	Caring
Thinkers	Risk-takers
Communicators	Balanced
Principled	Reflective

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



The Applied Learning Pathway

The Applied Learning Pathway allows students to focus on creative projects and inquiries and reflect on their achievements. Students whose strengths are in applied learning are often practical and goal-oriented. Courses are routed in practical and real-world situations and are made relevant to the world of work. The courses are modular with no external examination element.

ESF schools currently provide Business and Technology Education Council (BTEC) courses which are recognised by many universities worldwide. Applied Learning Pathway courses can be studied alongside other subjects and provide a varied learning experience for students.

A number of ESF schools are also beginning to develop the International Baccalaureate Career-related Programme (IBCP) to offer opportunities for those students who have a particular career path in mind. The IBCP allows students to specialise and dedicate themselves to a career path that they know they want to pursue. The IBCP encompasses some elements of the IB Diploma Programme within its structure. It also encompasses the IB's educational philosophy and mission.

ESF is the largest provider of English-medium international education in Hong Kong

Who can apply?

ESF schools do not select on the basis of prior attainment or performance in entrance assessments. The main criterion for entry is the readiness of a child to benefit from an English-medium education. Children need to have the language skills and home support to enable them to access the curriculum and thrive in an English medium environment.

Applying for a place at an ESF secondary school

Year groups are formed on the basis of students' ages. Students usually start Year 7 in the August of the year in which they have their 11th birthday. Students entering schools at later years will, where places are available, be placed in the year group appropriate to their age.

Each ESF school has a designated catchment area. Students will be offered a place in their catchment ESF school, determined by their Hong Kong residential address. There are no catchment areas for the two all-through schools or for the kindergartens.

ESF primary and secondary schools operate an all-through system. All Year 6 students enrolled in an ESF primary school by 1 December are guaranteed a place in Year 7 in an ESF secondary school.

When to apply?

For parents who want their children to enter ESF in Year 7, central application is open from 1 to 30 September of the year before their child starts school.

Application to enter all other year groups can be made at any time during the year. If there are no vacancies, applicants will be added to our waiting list.

How to apply?

We operate an online admissions system. You should use these to make an application:

- ESF primary and secondary schools: www.esf.edu.hk/application-form
- Discovery College: www.discovery.edu.hk
- Renaissance College: www.renaissance.edu.hk

Where parents are interested in places in Jockey Club Sarah Roe School or in learning support classes, parents should refer to: www.esf.edu.hk/SEN/Admissions

Individual and Corporate Nomination Rights provide a fast-track route for children into ESF schools, providing they meet the entry requirements. For details, please refer to: <http://www.esf.edu.hk/esf-nomination-rights>

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