



SCHOOL PROFILE FOR STUDENTS GRADUATING IN 2017

ABOUT ISLAND SCHOOL

Island School is an international co-educational comprehensive high school, with outstanding performance, that is part of the English Schools Foundation (ESF). The ESF makes a vital contribution to Hong Kong by providing high quality education through the medium of English. ESF runs 21 schools throughout Hong Kong (seven of which are secondary schools), with Island School being a founding school in 1967. Island School has a roll of approximately 1,200 students and over 40 nationalities. As a result, our outlook stresses humanitarian and environmental ideals as well as academic excellence. Our staff of 90 teachers and 40 ancillary staff are recruited mostly from the UK, but are also of Chinese, Japanese, Australian, New Zealand and North American origin. Island School is an IB World School accredited by CIS:WASC. As a comprehensive entry school, there are no academic barriers for entry apart from the ability to benefit from an education in the medium of English. The school also has a learning support centre (LSC) for students with moderate learning difficulties. There are 157 students in the graduating class of 2017.



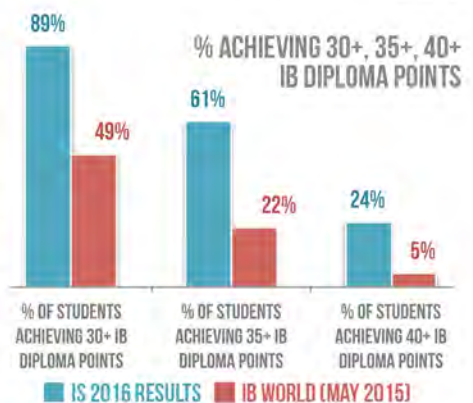
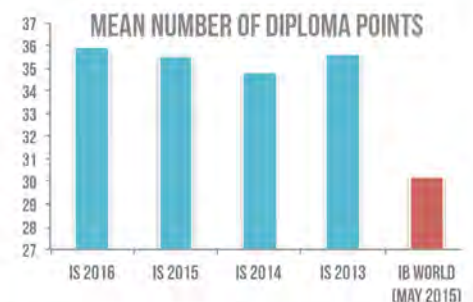
The Senior Years Academic Programme

IB PATHWAY

International Baccalaureate Diploma

Students must take the required component parts of the Diploma, namely six subjects (First Language, Additional Language, Humanities, Science, Mathematics and Arts subject), and a 'core' constituting a co-curricular programme based around service, i.e. "CAS" (Creativity, Activity and Service), a Theory of Knowledge course, and an Extended Essay (self-directed academic research project).

The Diploma is scored out of 45 total points. Each subject is scored 1-7 (7 is high), and the Core (Theory of Knowledge, Creativity Activity and Service, Extended Essay) is awarded up to 3 marks. A score of 24 points is considered a pass. The school has a very high rate of accuracy in predicting IB results. The majority of students choose the IB Diploma.



International Baccalaureate Certificate Pathway

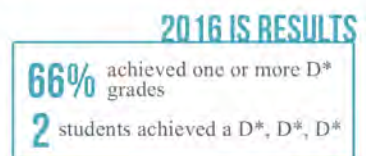
Students can elect to take IB Certificates and will typically take four or five certificates. This is a college preparatory track. Students are also required to complete Creativity, Activity and Service requirements.

APPLIED LEARNING PATHWAY

Students following this pathway take accredited EdExcel Qualifications (BTEC) Level 3 Nationals (QCF) Diploma or Subsidiary Diplomas. Courses are graded Distinction*, Distinction, Merit or Pass. These courses have a vocational context and equivalency to UK A Levels. It is a college preparatory pathway, incorporating widely accepted university entrance qualifications.

Students elect to take a combination of either three 6-credit Level 3 Subsidiary Diploma Courses or one 12-credit Level 3 Diploma course with an additional single Subsidiary Diploma. Students choose from Business, Hospitality, Sport, Performing Arts, or Interactive Media (Television & Film) and Art and Design (Fashion & Textiles) for Subsidiary Diplomas.

Business is the only 12-credit Diploma course available. Students could also elect to take an EdExcel AS level Extended Project or to add IB certificate courses. Students are required to complete Creativity, Activity and Service requirements.



PHILOSOPHY OF LEARNING

In 2010, Island School adopted a philosophy of learning, which underpins Island School pedagogy, curriculum structure, guidance and well-being provision, and community interactions. We pay particular attention to the following:

We believe that learning is best when it is varied and achieves a range of outcomes. We all help shape our learning as we grow. We look to define who we are and what we want to achieve. We learn to make choices, to try to excel in what we love to learn. We hope to find our passion. We thrive on a balance of working as individuals and collaboratively. We acknowledge that not all learning is visible, measurable or immediate. We look for authentic learning experiences to help develop our awareness, our skills and to help to acquire conceptual knowledge and enhance our character. We look for the connections in our learning, to transfer our skills and understandings. We learn to thrive in conditions of complexity, uncertainty and opportunity. We learn to appreciate the implications of our actions and viewpoints and to take responsibility for them. Learning at Island School has no borders; it takes place everywhere.

ISLAND SCHOOL CODE

The Island School Code, developed by students in collaboration with teachers, enhances every student's experience at school. It encourages students to: respect the diversity of the school community, be positive role models, take action to support those in need, show respect for others and the environment, be positive about learning and respecting the rights of others, to learn in their own way and to take responsibility for their own actions. The school lives by this code and, together with the school's philosophy of learning, it is central to our structures and operation.

The Middle Years Academic Programme

FUTURES CURRICULUM

The Island School middle years curriculum (Years 9, 10 and 11 – US Grades 8, 9 and 10 equivalent) is called the Island Futures Programme. The respective parts of the curriculum are entitled Entrance, Elements, Explorations and Escape (see www.island.edu.hk under Learning at IS (Curriculum)) and are designed to:

- Develop students' skills and knowledge and prepare them for the challenges within the IB Diploma and Applied Learning Pathway;
- Support students to be confident independent learners, collaborators and critical thinkers;
- Give students experiences and opportunities to discover their passions;
- Allow students to specialise within a broad all round education;
- Give students the opportunity to serve others and develop compassion; and
- Prepare students for life beyond school.

Entrance

In Year 10 and 11 ENTRANCE, students are required to take GCSE or IGCSE classes in Maths, English Language, World Literature and Global Perspectives (a humanities and social sciences subject), comprising a total of four core courses. In addition, students are allowed to choose up to four additional GCSE or IGCSE courses. Students are permitted to take a **maximum of 8 GCSEs or IGCSEs**.

Elements

ELEMENTS courses aim to ignite in students a **similar passion and an intrinsic motivation to learn**. The wide range of courses, taught in semesters, allows students to learn in a collaborative and transdisciplinary way and to go well beyond the dictates and confines of an examination syllabus.

Over Years 10 and 11 students **choose up to 8** (some courses take two semesters) from a wide variety of these courses. They are encouraged to take a range of courses to discover their passions.

Courses stress the mastery of the five branches of our skills framework: **communication, collaboration, creativity, conscience and capacity to learn**. These skills are mapped against the IB framework of Approaches to Learning.

Courses undertaken in Year 10 and 11 are reflected on students' transcripts when completed with comments on attainment and development.

Explorations and Escape

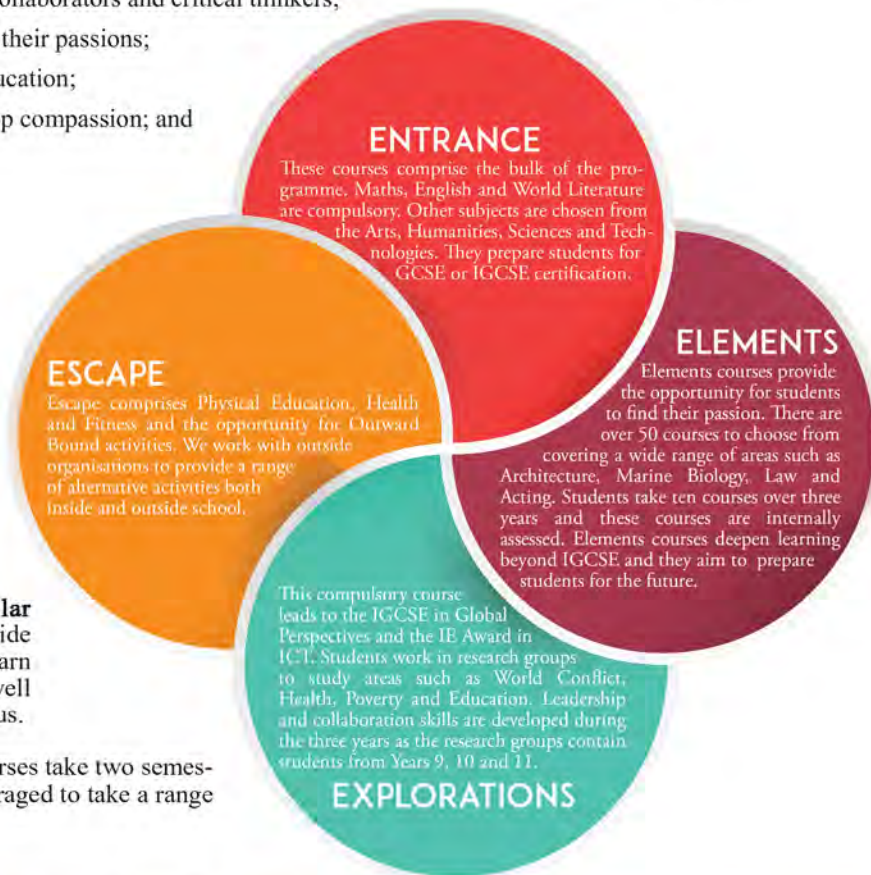
EXPLORATIONS develops students' understanding of world issues and their capacity to be self-aware, to think critically and to serve others. This is developed through themed units, with the IGCSE course Global Perspectives forming a core component of this course. The course draws together Creativity, Activity and Service, Personal Health and Well-being studies, Critical Thinking skill development and Digital Literacy. Students who can show adequate use of a wide enough variety of Digital Literacy skills will be eligible for the IE Award, which is a Diploma in Applied ICT accredited by ASDAN in the UK.

ESCAPE courses allow students to follow a programme that combines theory and practical elements, enabling students to learn about the science and practice of managing their own fitness.

Assessment at Island School

Assessment at Island School is about evidence, reflection and discussion. Students provide the evidence to justify a grade or to demonstrate their progress. They reflect on their learning through a logged discussion with the teacher, which results in a grade or a plan for the next stage. All assessment is designed to support students knowing where they currently are and where they need to go next. At the end of Year 11 (US Grade 10) all students give a Viva Voce presentation and defence of their learning.

Courses at Island School are either developed by outside bodies, such as the International Baccalaureate Organisation, or designed by our teachers. **Every course is assessed but not all courses are graded**. Ungraded courses allow for a wider range of outcomes and are often more challenging and deeper than our graded ones. Graded courses have a 1-7 grading scale (7 is high). Final achieved IGCSE grades are included on Year 12 and 13 transcripts. Predicted grades for Senior Pathway externally assessed courses are included in transcripts as the school's grades for Term 1 and subsequent terms in Year 13. Final transcripts for the graduating class reflect the externally achieved grades. These are issued post-results in mid-July.





Middle and Senior Course List

Humanities and Social Sciences

YEAR 10 & 11

- Business and Economics: **Business Studies**, Economics, Behavioural Economics
- History: **History**, Social History, Primary Source History, History and Theory of Film
- Geography: **Geography**, Sustainable Environments and Urban Planning, Human and Physical Geography
- Philosophy: **Philosophy and Religious Studies**, Philosophy and Cinema
- Sociology and societies: **Global Perspectives**, Societies and Social Thinking, Society and Popular Culture, Social Psychology, Psychology and Media, Critical Thinking, Law, Plausibility in Fiction, Community Studies

YEAR 12 & 13

- Business and Economics: **IB HL Business and Management**, **IB HL and SL Economics**, BTEC Business (Diploma and Subsidiary Diploma), BTEC Hospitality (Subsidiary Diploma)
- History: **IB HL and SL History**
- Geography: **IB HL and SL Geography**
- Philosophy: **IB HL and SL Philosophy**
- Sociology and Societies: **IB HL and SL Psychology**

Science, Mathematics, Engineering, Computing and Sports Science

YEAR 10 & 11

- Science: **Biology**, Biology 2 (Advanced), Biology 3 (Extension), Marine Biology and Ecology, **Chemistry**, Chemistry 2 (Advanced), Chemistry 3 (Extension), **Physics**, Physics 2 (Advanced), Physics 3 (Extension), Scientific History and Methods
- Mathematics: **Mathematics**, **Further Mathematics**, Applied Mathematics, Mathematics with Coding and Number Theory, Practical Mathematics
- Engineering and Computing: Computer Science: App Design, Computer Science: Web Technologies, Computer Science: Python Programming, Engineering, **IEA ICT Diploma**, Robotics, 3D Product Design, Adobe Web Publishing
- Sports, Sports Science: Outdoor Education, **Physical Education**, **Physical Education and Personal Engagement**

YEAR 12 & 13

- Science: **IB HL and SL Biology**, **IB HL and SL Chemistry**, **IB HL and SL Physics**, **IB SL Environmental Systems and Societies**, **IB HL and SL Design Technology**, **IB SL Sports Science**, BTEC Sports and Exercise Science
- Mathematics: **IB HL and SL Mathematics**, **IB HL Further Mathematics**, **IB SL Mathematical Studies**

Language Arts

YEAR 10 & 11

- Modern Foreign Languages: courses in **Japanese**, **French**, **Spanish**, **Chinese**, **Independent Language Learning**, Cantonese
- English Language and Literature studies: **English Language and English as an Additional Language**, **World Literature**, Literature studies, Linguistics, Creative Writing, Debating, Literature and Performance, Learning the English Language in a different context

YEAR 12 & 13

- Modern Foreign Languages: **IB HL and SL in Chinese A**, **Chinese B**, **French B**, **Japanese B**, **Spanish B**, and **IB SL Ab Initio Spanish and Japanese**; **IB SL Self Taught Literature (any language)**; **IB SL Hebrew A and SL Hebrew B**
- English: **IB HL and SL English Literature**, **IB HL and SL English Language and Literature**, **IB SL English Literature and Performance**, **HL English Language B**

Creative Technologies, Visual Arts, Theatre and Musical Arts

YEAR 10 & 11

- Creative Technology: Architectural Design, **Food Technology**, Food Technology: Cake Design, Food Technology: Food and Other Cultures, **Graphic Design**, **Graphic Design: Adobe Specialism**, **Textiles Technology**, Textiles Technology: Fashion, Textiles Technology: Sustainable Fashion, Hospitality and Catering Studies
- Visual Arts: Art and Politics, **Visual Arts**, Visual Communications, Photography and Photo Journalism, Art and Politics
- Theatre and Musical Arts: Dance and Choreography, Contemporary Music, **Drama**, Film-making, **Music**, Musical Theatre, Production Design: Sound and Light, Production Design: Theatre, Production Design: Music, Theatre Studies, Drama and Community Engagement

YEAR 12 & 13

- Visual Arts: **IB HL and SL Visual Arts**, BTEC Art and Design (Subsidiary Diploma), BTEC Interactive Media (Subsidiary Diploma)
- Theatre & Musical Arts: **IB HL and SL Theatre**, **IB HL and SL Film**, **IB HL and SL Music**, BTEC Performing Arts (Subsidiary Diploma)

Explanatory notes:

BOLD courses: Externally assessed courses and refer to GCSE, IGCSE, IB or BTEC courses

BOLD courses: Courses that are offered as both a GCSE or IGCSE and as an Elements option e.g. Spanish.

Only Entrance, Elements and Senior Courses are listed.



ISLAND SCHOOL

CEEB: 670122

HOUSE SYSTEM

Island School has six houses. The House System allows continuity of pastoral care and guidance from entry in Year 7 to leaving in Year 13. The result is a deep understanding of each student's strengths and needs, and close relationships with students and their parents. Students are encouraged to engage in the school community with activities such as House charities and inter-house competitions. Students are offered opportunities to develop leadership through the House System by taking on roles and responsibilities such as Sports Captains, Prefects and Mentors.

QUEST WEEK

Quest Week is a valued part of the school curriculum. Each year for one week, school is suspended so that all senior students have the opportunity to take part in an activity either in Hong Kong or overseas to further their development socially, emotionally or intellectually. Examples of Quest Week activities are Film & Video in Hong Kong, Trekking in Nepal and assisting in a Chinese orphanage. Our younger students attend camps that emphasise physical challenge and social development.

EXTRA-CURRICULAR

Island School has a strong extracurricular programme that offers students leadership opportunities and encourages them to engage in the school community. The school has a wide range of sporting, creative and intellectual activities and student involvement is usually very high. Many students extend their engagement into the wider Hong Kong community through representation at interschool or representative level. As part of the Creativity, Activity and Service (CAS) requirement, senior students are expected to record their involvement in these activities.

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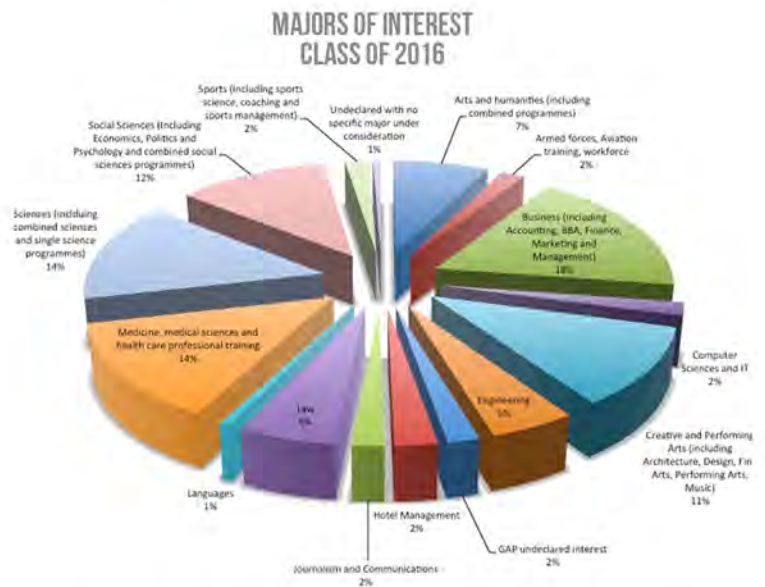
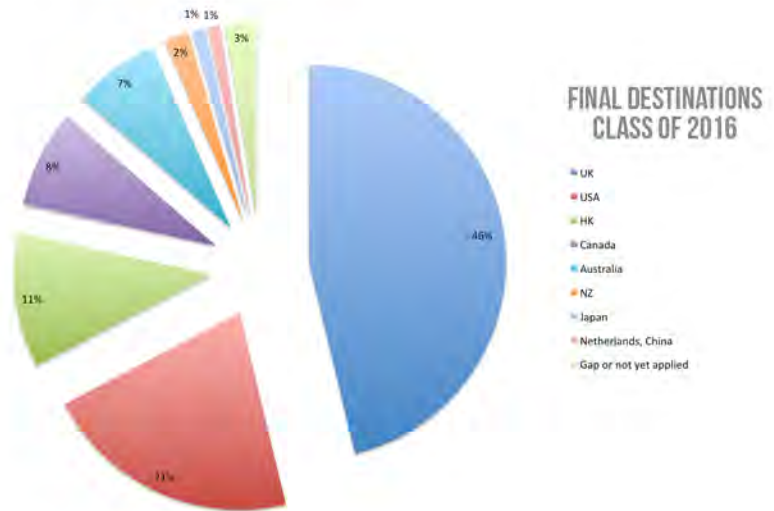
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STUDENT MATRICULATION

Each graduating Island School student cohort applies to between 10 and 15 countries (destinations) which is reflective of both the students' passports as well as their international outlook.

Students **have an application limit of 8 applications worldwide**. Each university on multi-university application systems such as UCAS and the University of California Application counts as one of the 8 (e.g. 5 on the UCAS application counts as 5 of 8). This means that students carefully consider each application and apply after considering fit for that student and the programme of study.

All university entrance testing, such as the SAT, ACT, UKCAT, BMAT and LNAT, is completed in students' own time with no school input and in addition to the curriculum pathway chosen.



Approximately 98% of each graduating class go on to university.

Final destinations for the 166 students who graduated in the 2016 cohort included universities in the top 100 in the world (according to various rankings), as well as many institutions known for their excellence in programmes offered. A list of universities that have made offers of admission to Island School students can be found in the Island School 2016 Annual Report.

For all students, we celebrate student admissions and their majors or degree programmes as a progression that will support them in their future career endeavours beyond Island School and in which their particular talents will be recognised and developed.

