



**HARROW**  
INTERNATIONAL SCHOOL  
HONG KONG

**Information to Candidates:**  
*Appointments for August 2017*

**Supplement: The Upper School**



## ACADEMIC CURRICULUM

Harrow Hong Kong has high academic expectations of its students, and aims for significant value-added academic performance, first rate A-level results and entry to top universities throughout the world. However, the need to be rigorous in meeting the demands and requirements of public examinations in the top part of the School is balanced with the promotion of scholarship throughout the School. We aim to make our students independent learners and critical thinkers, who love and feel comfortable with learning for its own sake. Equally, the very high level of success attained in taking public examinations and the consequent university destinations of Leavers in the first four years of the School's history have not been at the expense of its commitment to the broad nature of a Harrow education.

Currently, the Upper School day for the Prep School (Y6-Y 8), Senior School (Y9-Y11) and Sixth Form (Y12-Y13) is from 8.15am until 4.50pm, and consists of seven 55-minute periods of academic lessons and ECAs. The figures in brackets below denote the number of periods per week currently allocated in 2015-16 to particular academic subjects

### **The Prep School**

In Y6-Y8, all students study Art & Design (1ppw), Chinese (4ppw), Drama (1ppw), English (4ppw), Geography (2ppw), History (2ppw), Mathematics (4ppw), Music (1ppw), Philosophy and Religious Studies (2ppw), Physical Education (1ppw) and Science (3ppw), and there is a choice between French and Spanish (3ppw).

### **The Senior School**

In Y9, all students study Art & Design (1ppw), Biology (2ppw), Chemistry (2ppw), Drama (1ppw), English (4ppw), Geography (2ppw), History (2ppw), Mathematics (4ppw), Music (1ppw), Philosophy & Religious Studies (1ppw), Physics (2ppw) and Physical Education (1ppw). Students choose two languages from Chinese (4ppw), French (3ppw) and Spanish (3ppw).

In Y10-Y11 for IGCSE, all students study English (4ppw), Mathematics (4ppw), Biology (3ppw), Chemistry (3ppw) and Physics (3ppw) as core subjects. They can then choose from a range of optional subjects (3ppw): Art & Design, Chinese (First and Foreign Languages), Drama, French, Geography, History, Music, Philosophy & Religious Studies, Physical Education and Spanish.

Students in the top Mathematics set may take the IGCSE in Y10. Those who have taken Mathematics early, work towards A-Level in Y11 as well as undertaking other valuable mathematical enrichment and broadening activities. Some of the more able Chinese students taking IGCSE Chinese (Mandarin) Foreign Language may also take the IGCSE in Y10. Those taking Chinese Foreign Language early have the opportunity to tackle more challenging Chinese curricula as they progress through the School.

### **The Sixth Form**

Most students take four AS-levels at the end of Year 12 in subjects that include those mentioned above as well as Further Mathematics, Economics, Government & Politics and Philosophy & Religious Studies (5ppw per subject). More able students are expected to embark on an Extended Project Qualification (1ppw), but all Y12 students follow the cross-curricular Harrow Hong Kong *'International Perspectives'* course, which is designed to broaden our students' academic horizons and develop their ability to think critically. In the Upper Sixth, students take three or four subjects on to A-level (5ppw).

### **English for Academic Purposes (EAP)**

All students, for whom English is not their first language, are assessed to determine the level of assistance they might need. Where appropriate, support is provided in discrete EAP lessons (typically 3 ppw) with members of the EAP department as well as in-class support in specified subjects.

### The Library & Learning Lounge

Occupying a central location between the Upper School and Lower School, the magnificent Library & Learning Lounge supports the curriculum by providing resources across all subject areas and years as well as providing books for recreational reading. The Library & Learning Lounge is a quiet and attractive environment for study where all students have equal access to resources for their educational needs, and is a focal point for teaching Information Literacy Skills. Prep School and Senior School students visit the Library each fortnight with their English classes and it is also well used in private study time. The Library supports and helps Sixth Form students with research for their EPQ.

## LEADERSHIP IN ACTION PROGRAMME

A varied extra-curricular programme has always been an essential part of a Harrow education. Distinctively in Hong Kong, the **Leadership-in-Action** programme includes an **extra-curricular (ECA)** programme for all students, which is integrated into the longer than normal School day, supported by an **enrichment** programme outside the formal School day. These programmes, together with related opportunities in the academic curriculum and the Facing Challenges programme (the School's bespoke pastoral education programme), aim to encourage students to attain excellence in those activities in which they show talent while engaging over time in a broad range of activities that enable them to develop the skills associated with six key themes:

- **Service** – activities designed to give students first-hand experience of helping others, such as community service and environmental conservation.
- **Charity** – involvement in fund-raising for the purpose of supporting other people and their communities.
- **Team Work** – activities that encourage co-operation and collaboration with others, such as sports, music ensembles, outdoor education, Model United Nations and work shadowing.
- **Leadership** – developing the willingness and skills to accept responsibility through the many opportunities throughout the School and in the boarding Houses.
- **Creative expression** – activities that provide opportunities for students to express themselves creatively and communicate confidently, such as art, music, drama, dance, public speaking and debating.
- **Challenge** – activities that develop the determination and resilience to keep going even when it is uncomfortable and difficult to do so, such as outdoor expeditions and the Hong Kong Award for Young People.

The **Leadership-in-Action** programme includes a wide range of team and individual sports, music, art, drama, cultural and academic extension activities. In the **ECA programme**, all students in the Prep School and Year 9 take part in a Core Sports programme throughout the year and can make additional option choices of other ECAs each term. Students in the Senior School choose all their ECA options.

There is an Upper School **enrichment** programme each day after 5.15pm for boarders and those day students able to attend. It includes inter-House competitions every Wednesday; on selected Wednesdays in the Autumn Term and Spring Term, inter-House competitions requiring the participation of all Upper School students mean that all day students are required to remain until 7.15pm in Wednesday Evening School.

Students make choices for their ECA periods at the start of the academic year in consultation with Tutors and their parents. Over specified periods of time (the Prep School, Senior School and Sixth Form), we expect all students to have had experiences that move them towards fulfilling the six LiA themes. However, there is no reason why any student with a talent in a particular activity should not devote the majority of their extra-curricular time in any given term or terms to the continued pursuit of excellence in that activity.



The number of timetabled ECA periods per week is:

- Prep School students – 6 hours
- Senior School students – 4 hours
- Sixth Form students – 5 hours

## ACADEMIC DEPARTMENTS

All academic departments in the Upper School at Harrow Hong Kong have excellent and custom-built facilities. Each is very well resourced in a discrete part of the Upper School building with dedicated classrooms and its own spacious departmental office area for resource storage and collaborative planning. Every classroom has an interactive white board as well as a projector and sound system.

### Art Department



The Art department is a place that students have the opportunity to develop appreciation of the visual world and to express themselves through the visual arts by creating meaningful and personal work of which they can be proud. It is a department that aims to build strong traditional art-making skills along with an understanding of historical and contemporary context.



### Academic Curriculum

#### *Prep School*

In the Prep School, students are taught by an Art specialist and enjoy the opportunity to explore a range of methods, techniques and artists. Prep School Art & Design introduces the role of the sketchbook and includes a range of projects that explore drawing, painting, print, collage, mixed media, sculpture and ceramics. Prep School students are also selected to have work displayed in our termly exhibitions.

#### *Senior School*

In the Senior School, students complete work towards their IGCSE in Art & Design through Edexcel. The course begins in Y9 with the introduction of prep to give students more time to develop work based on personal interest and research. Students continue to explore a range of art making techniques



and support practical work with analysis and evaluation. Once students choose Art in Y10, they begin to work towards a portfolio that represents the coursework of their submission and complete an examination section in the Spring Term of Y11.

### ***Sixth Form***

In the Sixth Form, students follow the Edexcel A-level qualification across two years of study. Students self select a chosen theme for a coursework project in Y12 and Y13, and increasingly work towards their strengths in the subject whilst still being encouraged to experiment and challenge themselves. They complete an examination in the Spring Term of Y12 and a written Personal Study on a chosen area of interest in the Visual Arts in Y13.



### **Extra-Curricular**

The Upper School Art department is conveniently located on the main entrance level of the School and consists of a spacious studio area with high ceilings and large windows which provide beautiful views of the Tai Lam Country Park and plenty of natural light, creating a wonderful working environment. The department is well stocked with all the necessary artists' materials and is equipped with easels, a printing press, kiln room, cameras, an art library and iMac computers, which are used for research and photo editing. Adjacent to the studio area is a gallery space where there is a continuous display of work, which is changed on a termly basis. Exhibitions usually take place in conjunction with the Music concerts. The department is open at lunchtimes, after the end of the school day in enrichment time, at weekends and occasionally during Prep giving students the opportunity to continue with coursework or work on their own personal projects.

Outside the classroom, a wide variety of art-based activities are offered as part of the ECA programme. Traditional Chinese painting provides an opportunity to learn about the ancient, traditional brush and ink technique; print-making allows students to explore etching, mono-printing and woodcut; the weekly photography group introduces students to a variety of photographic methods and helps them to develop their ideas through weekly group critiques of students' work.

### **Drama Department**



The Drama Department currently comprises three teachers and has a dedicated Drama/Dance studio as well as access to the stage, sound and lighting facilities of the main Assembly Hall. It aims to enable students to develop their interest in and understanding of the importance of performance, drama and theatre, while enjoying the opportunity to work imaginatively and creatively in a range of collaborative contexts. Through their involvement in drama lessons, students improve their skills as creative, critical and reflective thinkers. They also learn skills of leadership, cooperation and presentation that will benefit them in all areas of their lives.



### Academic Curriculum

Drama is currently taught to all students up to and including Y9: students receive a single lesson each week in a mixed-ability grouping. During lessons students develop their confidence, creativity and collaborative skills through the practical exploration of a range of different genres, issues, texts and practitioners. Lessons are practical and almost always involve some element of collaborative work. Students are frequently expected to perform in front of their peers in order to help them improve their use of voice, movement and gesture and to ensure that they develop increasing awareness of the possibilities of drama in performance.

In Y10 and Y11, the Cambridge IGCSE Drama course is offered as an optional subject. During this course, students develop a better understanding of the use of drama to generate, explore and develop ideas. They also develop their performance skills and their knowledge of theatrical forms, traditions and practitioners.

The key areas of study include:

- Explorative strategies (still image, thought-tracking, narrating, hot-seating, role play, cross-cutting, forum theatre and marking the moment)
- The drama medium (the use of costume, masks, make-up, sound, lighting, space, set, props, movement, voice and spoken language)
- The elements of drama (action/plot/content, forms, climax/anti-climax, rhythm/pace/tempo, contrasts, characterisation, conventions and symbols).



## Extra-Curricular

Students in the Upper School have numerous chances to get involved in extra-curricular Drama activities: there are two major School productions each year. Thus far we have produced *Arabian Nights*, *Macbeth*, *Little Shop of Horrors* and *Daisy Pulls It Off*.

The department offers other activities as part of the extra-curricular programme, where the focus is more on developing skills and learning about the dramatic process. These may include Drama clubs, Theatre sports, and master classes focusing on a particular skill area. There are also opportunities to get involved in the inter-House Drama Competition, in which students collaborate with other members of their House to create a successful performance in front of their peers and teachers.

The School is a member of the International Schools' Theatre Association (ISTA), which provides a range of exciting learning opportunities. These include artists in residence who visit the School for a few days to work with both students and teachers, providing drama workshops in a range of different areas. We also run trips to ISTA Festivals around Asia, during which students spend three days working with their peers from other schools and with artists who are professional drama practitioners to explore specific drama skills. In conjunction with the English Department, we also run frequent trips to see high quality professional theatre being performed in Hong Kong.

## Economics & Politics Department



There are currently two members of the department, teaching only in the Upper School to Y12 and Y13. The department area is a modern and purpose built environment with interactive whiteboards and a feeling of light and space. The presence of a Harkness table in one of the two classrooms impresses on students the discursive nature of the subject and the need to participate in discussion. The department is increasingly well resourced with an emphasis on on-line subscriptions so that students can keep up with economic and political developments.

The department encourages intellectual advancement curiosity and creativity in a stimulating, challenging, but supportive and cooperative environment. It aims to promote Economics as a way of looking at and analysing the world. Students should be able to take simple models and apply them to the real world whether at home, in a business setting, or for the whole economy. Students should develop a love of learning and have the skills in later life to analyse political and economic policies.





### Academic Curriculum

The content of both subjects is fluid – it can change every day and often does! A particular emphasis is laid on keeping up to date with developments in the UK, but also globally. Students are encouraged to engage with the world and develop an interest in current affairs.

Students prepare for the Edexcel International A-level in Economics and cover both Micro and Macroeconomics each year. AS-level Microeconomics looks at how markets work, why markets sometimes fail and what can be done to correct this, while at A2-level students study Business Economics, including market structure and its impact on business decision-making. In Macroeconomics students look at the workings of an economy: at AS-level the focus is on the key measures of economic performance and how economic policies affect these, while at A2-level these economic models will be applied to global economic issues including trade, poverty and inequality.

In Politics, the Edexcel A-level specification is followed. Unit 1 (People and Politics) and Unit 2 (UK Government) are studied in Y12 for AS-level; Unit 3 (Representative Processes in the USA) and Unit 4 (The US Government) form the A2 course in Y13.

### Extra-Curricular

The School encourages outside speakers who are invited by the student run Economics and Political society. The department is also responsible for a Young Enterprise scheme.

## English Department



The English Department is a vibrant and energetic department and comprises of seven teachers who plan for the needs of all students and have high expectations. A rich and challenging curriculum has been created that enables students to use the skills and knowledge they acquire in English in other subjects and one that allows them to make connections between what they are learning in lessons and its relevance to the wider world.



### Academic Curriculum

The Prep School curriculum is challenging, varied and dynamic. It is based on the UK National Curriculum in which students study a range of skills and whereby the assessment processes help them understand what they have already attained and exactly what they need to do to improve. Students study a range of genres including novels, poetry, Shakespeare and non-fiction, and during each unit of study they perfect the key skills of Reading, Writing, and Speaking and Listening. The skills and knowledge they learn at this stage prepares them thoroughly for the rigours of IGCSE.

In Y9, students follow a rich curriculum that prepares them well for the challenges of IGCSE. They study a range of texts from classic novels to Shakespeare and master skills of essay writing and creative writing.

At IGCSE in Y10 and Y11, students follow the Edexcel Specification and take two subjects: English Literature and English Language; they study Speaking and Listening as a separate component. Some of the set texts students have studied recently have included: *An Inspector Calls* by J.B Priestley, *To Kill a Mocking Bird* by Harper Lee and *Spies* by Michael Frayn.

In the Sixth Form, the English Literature International A-level is diverse and academically rigorous; students follow the Edexcel examination board. Whether or not students plan to study English Literature at university, this course equips them with fundamental skills of analysis, interpretation, and essay writing that are beneficial to all areas of study. Students study a range of texts over the two years and recently these have included: *Richard III* by William Shakespeare, *One Flew Over the Cuckoo's Nest* by Ken Kesey and *The Namesake* by Jhumpa Lahiri.



### Extra-Curricular

The English Department ensures students see the value of the subject beyond the classroom, and examples of how this has been achieved recently include: the Harrow Hong Kong Poetry Competition, the Harrow International Schools' Shakespeare Festival, (with fellow students from Harrow



International Beijing and Bangkok), Harrow Hong Kong Literature Live, and World Book Day celebrations. The department is currently putting together an anthology of students' writing for publication and our student's work is often shortlisted for the Hong Kong Young Writer's Award. This year, the department will be hosting the Debating, Public Speaking, Storytelling and Spelling Bee inter-House competitions.

A range of extra-curricular activities from Debating and Creative Writing to Model United Nations and Public Speaking is offered, as well as a variety of enrichment sessions, including: English Skills support sessions for Prep and Senior School students, and IGCSE and A-level revision evenings.

The department regularly organises theatre trips; recent trips have been to productions such as *The Woman in Black* and The Globe Theatre's world tour of *Hamlet*. Students also enjoy the opportunity of attending various literary festivals that take place in Hong Kong each year.

## Geography Department



In the Geography department we encourage students to question, investigate and think critically about issues affecting the world and peoples' lives, today and in the future. Geography inspires students to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet. We believe that Geography is a highly relevant, exciting and empowering subject to study.

### Academic Curriculum

The Prep School curriculum is wide-ranging and topical and Geography is brought to life at a range of scales from global to local. In Y6 students begin by creating a globe to develop their awareness of the continents and oceans. In Y7 and Y8 topics include tectonic hazards, development and dynamic cities. Students develop map skills and public speaking skills, and begin to evaluate the significance of a range of factors. They are also introduced to digital mapping websites such as ArcGIS software.



As students move into the Senior School we have designed the Geography curriculum to reflect



current exam board practice, to build on prior skills acquired, and to appeal to Harrow Hong Kong's international outlook. Y9 students are given increasing responsibility to use web resources to support their learning. Collaborative learning features highly in the course, such as in an Olympic host city-bidding activity. In Y10 and Y11 the Edexcel IGCSE course is undertaken. This course challenges students to make judgements about how decision makers can lead societies through many of the challenges faced at this critical time in Earth's history.

In the Sixth Form, we follow the Edexcel A-level course. At AS-level, geographers are encouraged to reflect upon the causes of and solutions to conflict in areas such as the world's crowded coastlines. The geography of risk is also taught through an analysis of natural hazards and climate change. Y12 also requires students to consider the characteristics of good fieldwork technique through visits to coastal and urban environments. At A2, students are taught to evaluate a range of modern challenges such as achieving energy security and overcoming water shortages. Report writing skills are also developed through the study of tectonic hazards to vulnerable populations.



### Extra-Curricular

The Geography department firmly subscribes to the view that this subject is at its best when studied outside the classroom. Fieldtrips include a Y6 Cultural Tour of Tuen Mun, a Y7 visit to see urban regeneration around Victoria Harbour in the centre of Hong Kong; a Y8 guided tour of Kowloon's container port, with full access to a container ship; and a Y10 day trip to Sai Kung and its environs to collect coastal fieldwork data. An annual inter-House Geography quiz is organised and speakers from Hong Kong's Royal Geographical Society visit the School to enrich our students' understanding. A Humanities enrichment trip to Japan in April 2015 was a wonderful success and a further trip to the Galapagos Islands, in conjunction with the Biology department took place in March 2016.

### History Department



The History department comprises five members of staff, and prides itself on working collaboratively, considering not only what pupils are learning: but how they are learning. Through the very nature of its curriculum and skills, History has a large role to play in fostering the School's Leadership Attributes, and the department is helping to create independent thinking, resilient, reflective and

compassionate young adults. The department has also led the way in the development of an engaging and interactive site in Harrow Hong Kong's Virtual Learning Environment.

The primary aim of the department is to fire students' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. History helps students develop their own identities through an understanding of human experience from early man to present day. Learning is done both individually and in groups with the focus of class work ranging from verbal or written short-answer responses, presenting to others, and essay writing. There is a common emphasis on handling primary and secondary source material. Students are taught how to work independently and then to present the results of their study to others. Students are encouraged to question: Do they know for sure? How do they know? Where is the evidence? Can the evidence be interpreted differently?



## **Academic Curriculum**

### ***Prep School***

In Y6, students begin by investigating the uses of History and focusing on early civilisations including the Egyptians, Romans and Imperial China. There is a focus on thinking skills and the method of expressing and justifying one's opinion.

In Y7, the course focuses on the contrasts and connections between Medieval Realms and Islamic Civilisations, followed by a study of the Renaissance. Asking perceptive questions, thinking critically and weighing evidence are some of the skills developed.

In Y8, the focus turns to the theme of revolution, empire and colonisation: the French Revolution, Industrial Revolution, aspects of the British Empire, colonisation and the Atlantic Slave Trade, plus a case study on Hong Kong. Sifting arguments, developing perspective and making a judgement are just some of the key skills developed.

### ***Senior School***

In Y9, the course focuses on preparing students for IGCSE History by exploring events in the 20<sup>th</sup> century including The First World War, Weimar and Nazi Germany, and aspects of The Second World War including the Holocaust.

In Y10 and Y11, students prepare for the Edexcel IGCSE History qualification which enables them to acquire knowledge and understanding of selected periods, exploring the significance of historical events, people, changes and issues including examined modules on *International Relations, 1919-39; Russia 1914-24; the USA 1945-75, and Medicine Through Time c.1845-c.1945.*

### ***Sixth Form***

Students prepare for Edexcel International Advanced Level in History and are examined on two units at AS-level in Y12 and two units at A2-level in Y13. There is no coursework element to this qualification; students sit two examinations at the end of Y12 and two at the end of Y13, one for each unit below.



At AS-level the courses followed are: Unit 1 Option C Depth Study-*Germany 1918-1945* and Unit 2 Option B Breadth Study - *China 1900-1976*. In the first of these units, students acquire a deeper understanding of the rise of the Nazis by examining the flaws of the Weimar Republic, before moving on to the downfall of the Third Reich. In the China study, there is a focus on the extensive changes in the twentieth century, from the last Emperor to the rise of and consolidation of Mao's rule.

For A2, students follow: Unit 3 Option 3B Thematic Study - *The British Experience of Warfare 1803-1945* and Unit 4 Option 4D International Study with Historical Interpretations - *South East Asia 1945-1990*. The first unit examines not just the military impact of war on Britain, but social and economic effects, for example, considering the role of women and issues such as recruitment and war reporting. The final unit covers growing US involvement in Vietnam during the period, as well as a deeper study into this unit's controversy, the Korean War. Here, students must evaluate the differing views of historians about an aspect of the Korean War, in order to reach their own judgement.

A-level historians often find that by learning about the past they are better equipped to make sense of the present than would otherwise be the case, and that they develop a rounded appreciation of different countries cultural roots and heritage. A historical training is intellectually rigorous and stimulating. Students are exposed to a wide-range of sources and, as a result, they learn to manage large quantities of information critically and analytically, to develop informed opinions supported by reasoned arguments, to make links and draw comparisons within and/or across different periods and aspects of the past and to communicate their ideas and thoughts effectively, both in written and verbal form.



### Extra-Curricular

The History department offers a range of extra-curricular activities including day trips to local museums, access to regular guest speakers and talks organised through enrichment sessions, the opportunity to participate in competitions such as the International History Bee & Bowl, Oxbridge essay competitions for A-Level students and residential visits to countries such as Vietnam to complement the curriculum.

### Languages Department





The Languages department is comprised of eighteen teachers offering Chinese, French and Spanish across the School from Y1 to Y13. It is based in an impressive suite of rooms equipped with a wide range of resources. All languages are offered to complete beginners or as a separate programme to those whose first language is Chinese. The mission of the department is to develop excellent linguists and confident communicators who are passionate about learning languages. Our students learn to express themselves effectively both orally and in writing, and reach their potential in the target language. They cultivate the necessary skills to grow as linguists and have an excellent understanding and appreciation of the language, culture and customs of the countries whose language is being studied.



## **Curriculum**

### ***Pre-Prep***

All three languages are offered in Pre-Prep and our students either follow a four-hour programme in Chinese, or study Chinese and French or Spanish for two hours per week per language. Students develop their speaking, listening, reading and writing skills, and a variety of methods are used to suit all students, with a focus on developing confidence in communicating in the chosen language(s).

### ***Prep School***

All students study a Chinese four-hour weekly programme. The Prep School curriculum aims to further develop the Chinese skills of students who already have some knowledge of the language, while allowing beginners to make a start. Foreign language students continue to develop their communication skills, learning how to interact in practical situations. First language students are introduced to a variety of texts, literature and online media. Classroom activities aim to coach the listening, speaking, reading and writing skills.

Students also choose French or Spanish depending on their previous experience and there are some beginners' classes for those with no prior experience of either language. Both courses are intended to develop students' written and spoken fluency and as well as developing their skills in reading and listening. There is a range of interesting themes aimed at appealing to the interests of Prep School learners.

### ***Senior School***

Students continue to study Chinese in Y9 and then choose whether they wish to continue with this to IGCSE or AS-level, sometimes taking the examinations early depending on their readiness. From 2015, students will be following the Edexcel IGCSE courses in Chinese. Native speakers will continue to follow a rigorous first Language Chinese course and some students have the opportunity to take the CIE IGCSE (First Language) examination if they are very skilled in Chinese.

Alongside Chinese, students continue to study French or Spanish in Y9 and choose whether they wish to continue their studies to IGCSE in Y10 and Y11. The Edexcel IGCSE course is followed and students study a range of themes including 'home and abroad', 'education and employment', 'house, home and daily routines', 'the modern world and the environment' and 'social activities'.

### ***Sixth Form***

Students opting for further study of Chinese when they join the Sixth Form pursue the AS-level and A2 courses from Edexcel. There is a flexible approach depending on their prior knowledge and achievements and students are assessed in spoken language, understanding and written response in Chinese. There is a range of interesting themes and a research module at A2-level.

French and Spanish are offered at AS and A2 levels and we are currently following the AQA courses in both languages. This four-unit specification requires students to develop their ability to write and speak in French with accurate grammar and syntax for a range of purposes and to understand written or spoken French in a variety of contexts and genres. The themes are diverse and interesting and appeal to many kinds of student.



### **Extra-Curricular**

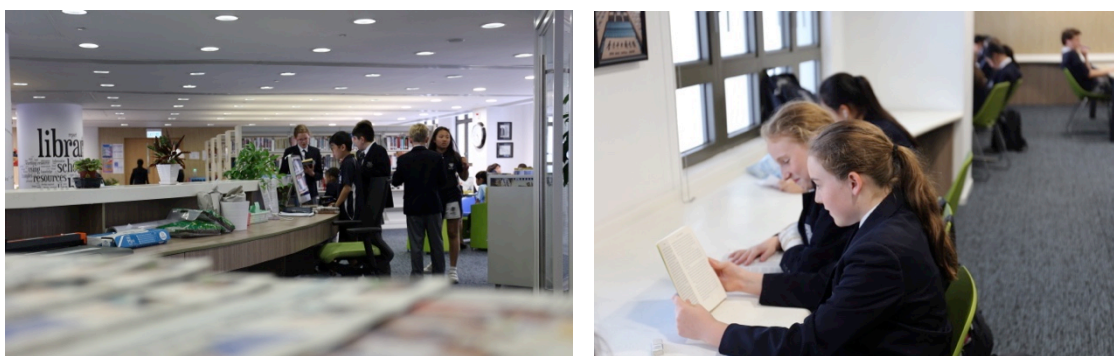
The study of language and culture lends itself well to all kinds of inspiring extra-curricular study. What languages department would be complete without trips abroad to the countries and regions whose languages are being studied? There have been recent visits to Beijing, Taiwan and Spain, and more trips are being organised for the coming academic year. There are weekly language clinics for those who wish to deepen or consolidate their knowledge and understanding of the languages we offer, and a whole variety of additional activities from the Chinese festival celebrations, food tasting and participation in the Language Perfect World Championships. Chinese calligraphy and painting are also offered as part of an exciting range of activities that also include participation in the Hong Kong Spanish and Mandarin Speech & Language festival and the World Chinese Essay Writing Competition.

### **Library & Learning Lounge**



Occupying a central location between the Upper School and Lower School, the magnificent Library & Learning Lounge aims to ensure students and members of staff are effective users of ideas and information, and to promote reading. It supports the curriculum by providing resources across all subject areas and years as well as providing books for recreational reading.

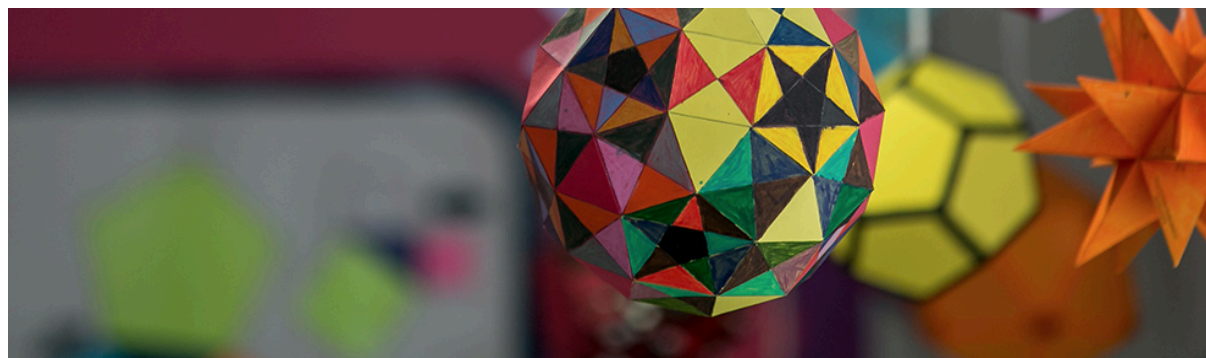
The Library & Learning Lounge is a quiet and attractive environment for study where all students have equal access to resources for their educational needs, and is a focal point for teaching Information Literacy Skills. Prep School and Senior School students visit the Library each fortnight with their English classes where Information Literacy Skills are reviewed and practiced. It is also well used in private study time. The Library supports and helps Sixth Form students with research for their EPQ. Lessons provide step-by-step instructions for the research process including safe research practices, research strategies, and evaluating, using and communicating information in an ethical manner.



### **Extra-Curricular**

The Library & Learning Lounge supports two teams for the Hong Kong ‘Battle of the Books’ competition held each May. Reading is also promoted through the Hong Kong Golden Dragon Award books where the students vote for their favourite title. The Upper School Literacy Week, coordinated with World Book Day, is celebrated with an author and/or storyteller visit.

### **Mathematics Department**



The Mathematics department currently comprises of eight members of staff. At present, there are dedicated classrooms for each teacher, each fitted with an IWB and utilising the Active-inspire software. Teachers are expected to be able to teach across the ability range from Y6 to at least Y11, but there is also a substantial amount of A-level teaching in mathematics and Further Mathematics classes.

Students are highly enthusiastic and motivated, and are very willing to challenge themselves and to try to extend their skills and knowledge – this makes them a pleasure to teach! The dual aims of the department are to develop a depth of understanding that allows students to apply their knowledge flexibly and also to encourage curiosity and interest in the mathematics that they see. At the same time, an appropriate emphasis is placed on developing sound methods that form the foundation of their approach to problems. Students are encouraged to develop independence through being presented challenging problems that might require some extra research or novel approach. Technology is also



utilised heavily in the department where there are educational benefits and we seek to take advantage of the Apple MacBooks that students bring to lessons.



### **Academic Curriculum**

The Mathematics department makes no distinction between KS3 and KS4. We think of these as the ‘IGCSE stage’ because any topic (excluding extension work) that is taught to the students from Y6 to Y11 can be examined in the IGCSE. Our approach is, therefore, to instil in the students the ‘higher’ mathematical processes from the earliest possible moment thus negating the possibility of students falling into habits that, although they may lead to the correct answer at an early point in their education, will cause them difficulties in later years, both in the Senior School and the Sixth Form.

The department’s Schemes of Work in the Prep School and Senior School have been designed both to prepare the students for the Edexcel IGCSE examination, and extend and interest them from an early age. There is an emphasis on teaching the more ‘interesting’ aspects of the IGCSE course at the earliest possible stage, and not on expecting our students to simply do pages and pages of sums in Y6 and Y7. Naturally, we have to be careful to set the right depth of the topic for each year group so as to excite the interest of the student and not confuse or demoralise them. Where possible, general arithmetic skills are incorporated into other topics, thus, for example, multiplying fractions and decimals are done as students are completing probability tree diagrams.

All classes from Y6 to Y11 are set; with a selective intake, there is a wide range of ability. Setting, along with teachers’ differentiation techniques, allows each student to be taught at an appropriate level and pace. We set the students within a lesson or two of them joining the School, and then carefully monitor their progress to see if they are in the appropriate set.

Higher sets in all years will, in all likelihood, be prepared for early entry to the IGCSE. We seek to enter our students for IGCSE when we feel that they have a realistic chance of achieving their best possible grade. This, then, leaves them with time to explore other areas of Mathematics, some of which will help prepare them for A-level Mathematics and Further Mathematics, but others will seek to broaden their knowledge more widely than this.

Unsurprisingly, Mathematics is one of the most popular choices of subject in the Sixth Form. We follow the Edexcel International A-level syllabus. A large number of students also elect to study Further Mathematics, which is afforded double the amount of lesson time in both Y12 and Y13.



### **Extra-Curricular**

Suitable students throughout the School are entered for the various UKMT challenges, and the results have been excellent. A number of students take the follow-on rounds, and again the results have been very good, with a number of medal winners at the Olympiad rounds.

In addition, the department runs various clubs and activities such as: Preparation for Olympiads, Mathematical Puzzles (for those not quite up to Olympiad level) and Mathematical Models (creating 3D shapes). All members of staff are expected to contribute in some way to these activities or run their own mathematical enrichment!

### **Philosophy & Religious Studies Department**



The Philosophy & Religious Studies department currently comprises of three members of teaching staff, each with their own dedicated teaching room in the humanities corridor, right at the heart of the School.

The department aims to develop students' ability to think analytically whilst enabling them to be informed and aware of different beliefs and ideals from around the world. Learning and enjoyment is not dependent on any prior knowledge of religion or philosophy.

Students are expected to consider ethical, religious, philosophical and scientific topics from more than one point of view. Discussion and enquiry naturally plays a key role in the learning process, enabling students to handle topics confidently; it also helps them to develop the ability to express their ideas articulately.



## **Academic Curriculum**

### ***Prep School***

In the Prep School, the curriculum is varied, reflective and enquiry based in nature, aiming to develop a student's ability to question and explain with clarity. In Y6, students are introduced to the subject by investigating themes such as morality, God and life after death. The religious traditions of Christianity, Hinduism, Islam and Sikhism are used to contextualise such concepts. In Y7, the focus moves to the beliefs, stories and values of the Abrahamic traditions: Judaism, Christianity and Islam. Ethical themes such as morality, animal rights and approaches to the environment will be investigated along side such religions, as well as secular responses. In Y8, lessons investigate the practices, experiences and teachings of Buddhism and Hinduism, whilst analysing the validity and value of such ideas. In the Summer Term of Y8, an emphasis is placed on independent study and thinking, asking students to look at how religious and ethical beliefs can cause people to act and change different social and political situations.

### ***Senior School***

As the subject progresses into Y9, students are presented with more challenging philosophical and ethical concepts. Topics such as arguments for the existence of God, Just War Theory and 'why do good people do bad things?' are considered. In combination with this, the ethical problems posed by current world issues are investigated, including the Israeli-Palestinian, Religious Extremism and Global Warming. Such issues help to crystallise the importance of Philosophy and Religious Studies in the modern world.

In Y10 and Y11, the subject has become increasingly popular with a significant proportion of students electing to study the Edexcel IGCSE Religious Studies course. The specification is split into two main sections. Part 1 of the course (Beliefs and Values) enables students to explore religious, philosophical and ethical issues, in the context of a study of religious teachings and religious and non-religious beliefs and values. Part 2 of the course (The Religious Community) allows students to investigate the practices of a religious community, analysing how a persons beliefs and ideals affects their daily life, actions and understanding of themselves and others in the wider, global community. The course reflects the School's international and holistic outlook, whilst developing a disciplined and reflective approach to important issues.

#### **Assessment:**

- One examination paper lasting 2 hours and 30 minutes.
- Students answer one question from each of the four sections in Part 1, and any two questions from Part 2.

### ***Sixth Form***

At A-level, students are introduced some famous classical philosophers and ethicists whilst exploring topics such as Religious Language, Miracles, Situation Ethics and the Conscience. Students are also expected to be aware and be able to comment on the dialogues between religion, philosophy and ethics in areas such as Religion and Science and Expressions of Religious Identity. This part of the course



requires students to actively engage with the topics taught, forming their own opinions and expressing them in a personal way.



### Extra-Curricular

Outside the classroom, the department is very active. It runs a number of timetabled ECAs including Philosophy Society and Creative Thinking Club. A number of enrichment activities are also offered. During the last academic year, this has comprised of an independent thinking skills workshop for Y6 and Y10, as well as various visiting speakers, including local Religious leaders and philosophy academics from universities in Hong Kong. Such events allow students to question and contextualise what they learn during lessons. A number of day trips are arranged to different places of worship in Hong Kong, including the Kowloon Mosque and St John's Cathedral.

Debates and talks on a variety of topics for Y11 and Sixth Form students are organised throughout the course of the School year. This enables the Philosophy & Religious Studies department to be an active and dynamic part of the academic landscape of the School, as well as inspiring and stretching those students wishing to study the subject at university.

### Science Department



The Science department at Harrow Hong Kong has dedicated Science specialist teachers who instil enthusiasm and excitement in students throughout the Upper School. Students are encouraged to acquire knowledge and skills that will enable them to make informed and ethical decisions. They are offered the opportunity to gain a deeper understanding of the world in which we live, while also following the developments as they happen and giving consideration to the mysteries that still remain.

Science is the study of the world around us: the Biology department is alive with animals and plants of different varieties, and while some are there to be appreciated in their living form, others enable students to dissect and explore; the Chemistry department offers the “bangs and the bubbles”; and the Physics department remains one of reason, applying the laws and the theories to explain the many mysteries of the, now shown to be, ever-expanding universe.



## **Curriculum**

### ***Prep School***

Prep School students have three Science lessons every week and they cover a variety of topics, from all three Science subjects. Y6 students start by developing their investigative skills through planning, carrying out and evaluating experimental studies. Through Y6 and Y7, the topics covered are closely aligned with the British Key Stage 3 syllabus. Y8 students cover topics that prepare them for commencing their IGCSE studies. Practical activities are a large focus of all Prep Science lessons.

### ***Senior School***

All students complete the Edexcel IGCSE courses in all three Science subjects over three years. In Y11, the majority of students sit two papers in each Science to gain three Separate Science IGCSEs.

In Biology, students complete topics covering the following areas: Organisms and Life Processes, Animal Physiology, Plant Physiology, Ecology and Environments, Variation and Selection and Microorganisms and Genetic Engineering.

In Chemistry, students complete topics covering the following areas: Principles of Chemistry, Chemistry of the Elements, Organic Chemistry, Physical Chemistry and Chemistry in Industry.

In Physics, students complete topics covering the following areas: Forces and motion, Electricity, Waves, Energy Resources and Energy Transfer, Solids, Liquids and Gases, Magnetism and Electromagnetism, Radioactivity and Particles.

### ***Sixth Form***

Students follow the Edexcel International A-level course, offered in the three Science subjects. In each Science, students sit three units in Y12 and gain an IAS-level qualification. Those who wish to continue on to A2 complete a further three units in Y13 and gain an IA-level in their chosen subject.

In Biology, students complete the following units:

- Unit 1 – Lifestyle, Transport, Genes and Health
- Unit 2 – Development, Plants and the Environment
- Unit 4 – The Natural Environment and Species Survival
- Unit 5 – Energy, Exercise and Coordination

In Chemistry, students complete the following units:

- Unit 1 – The Core Principles of Chemistry
- Unit 2 – The Application of Core Principles of Chemistry
- Unit 4 – Rates, Equilibria, and Further Organic Chemistry
- Unit 5 – Transition Metals and Organic Nitrogen Chemistry

In Physics, students complete the following units:

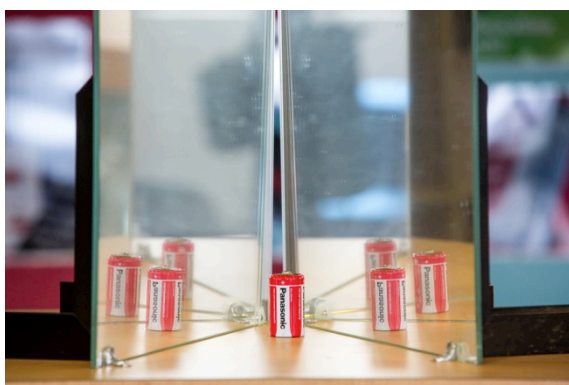
- Unit 1 – Physics of the Go
- Unit 2 – Physics at Work

Unit 4 – Physics of the Move

Unit 5 – Physics from Creation to Collapse

Units 3 and 6 in each of the Sciences are written examination papers based on practical work studied during the IA-level course. These units develop students' understanding of how Science works through development of their investigative and analytical skills. There is no coursework component in any of the Science courses.

Each Science IA-level course is fascinating and rewarding for those prepared to accept the intellectual challenge offered. Students are given the opportunity to develop skills that are transferable to almost any Higher Education course, particularly science related subjects including engineering and medicine.



### **Extra-Curricular**

Many different events take place in the Science department throughout the academic year, including Science Week, in which students participate in fun and exciting lessons beyond the syllabus, and get involved with Science-related inter-house competitions.

Throughout the year, we also invite many guest lecturers to visit the School to talk to students about their exciting areas of research at universities in the UK and Hong Kong. Y7, Y9 and Sixth Form students participate in their own lecture competitions annually, where they develop their research and presentation skills.

The Physics department also encourages keen physicists to participate in the GCSE, AS-level and A2 British Physics Olympiad competitions, and students are supported in these by the Physics Olympiad Science Clubs run in conjunction with the ECA programme. The Physics department also runs the Experimental Project Club in which an interesting problem is posed that is then investigated. This gives students hands-on experience of how experimental research is carried out by planning and undertaking open-ended experiments and independent research, communicating their findings in the style of an academic paper.

Further extra-curricular opportunities include Prep School Science Club and the Senior School Crest Award, which both offer students the chance to further develop their practical and investigative skills beyond the syllabus. Those who complete a Crest project receive a recognised award from the British Science Association.



## Physical Education Department



The main aim of the Physical Education department is to provide opportunity and the pursuit of excellence for all students within a full and diverse sporting programme. The department provides Physical Education lessons for all students from Early Years to Y9, compulsory Swimming lessons each week for Early Years to Y5, inter-House sport to develop team spirit and sport for all, and a strong, very diverse competitive extra-curricular sports programme in both team and individual sports.

Students are expected to develop a desire to play the sport of their choices and maximise their sporting potential; this is aided by providing up to three terms of their chosen competitive extra-curricular sport(s). There are eight excellent full-time Physical Education members of staff and a number of external specialist coaches are also employed in certain sports. This offers “sport for all” but also focuses on developing the elite performance of each and every individual.



## Academic Curriculum

### *Prep School*

Prep School students are exposed to sports that develop self-confidence, personal development and encourage social interaction. These sports cover strike and field, swimming, invasion games and racket sports. All develop the key understanding of competitive sports in differing environments and

develop their spatial awareness and gross motor skills, whilst students are constantly interacting with their peers.

### **Senior School**

The department provides Physical Education lessons for students in Y9. As well as covering the same sport specific modules as in the Prep School, other modules covered are lacrosse and health related fitness. Within this students learn methods of training, diet and nutrition, and the short- and long-term effects of exercise on the body, preparing them to take part fully in an active and healthy lifestyle.

In Y10 and Y11, students may opt for further learning and opportunity by taking the academic CIE IGCSE PE full course. The two-year course concentrates on the principles of training, the social benefits of sport, the history and development of sport in society and schools, diet and nutrition for sport and the importance of leading an active and healthy lifestyle. This is assessed at the end of the course via a 150-minute exam, which allows students to achieve up to 40% of the total mark. Students also need to perform to a high level in four sports, provide coursework that consists of a personal analysis of performance and write a personal exercise programme for their chosen sport.



### **Extra-Curricular**

During curriculum time, all Upper School students have the opportunity to take part in up to five hours of their chosen sports per week. After the end of the School day in the enrichment programme, Prep School students can enjoy an extra hour long session in another chosen core sport as well as fencing and private tennis lessons. This programme occurs on every night of the week except Friday. In addition to this, students serious about developing their swimming can join the swim squad-training programme before and after School every day of the week.

## **BOARDING**

The School's social vision statement: "A caring, respectful community, in which everyone thrives" is at the forefront of our pastoral care provision. Our aim is to continually enhance a culture where every student is accepted and respected for who they are. To enable this, we aim to promote positive and responsible behaviour from students at Harrow Hong Kong while providing appropriate support for those students facing issues that cause them and their parents concern. In addition, we aim to provide an environment in which high standards of food, medical care and safety contribute towards students' well being. However, it is of vital importance that the School and parents work effectively together as a partnership to guide students through the potentially difficult years of adolescence. In the Upper School, the House Master or House Mistress-parent-student relationship is the key to this.

All students in the Upper School, boarders and day students, are members of a House. We believe that the *Leadership for a better world* attributes can be developed and fostered most effectively in a boarding environment which is mutually supportive. Such an environment enables greater emphasis to be placed on the importance of community as well as the care and support of the individual. Boarding encourages students to learn to live together unselfishly while growing as individuals, celebrating differences and forging relationships that can last a lifetime. The camaraderie and sense of community



that develop in a House, allied to the close support from outstanding role models help students to feel happy, secure and valued. The daily requirements of boarding, in their own room, the House as a whole and the longer School day, help our boarders to develop self-discipline and independence. For those students whose first language is not English, total immersion in an English-speaking environment can also lead to natural fluency.

Boarding at Harrow Hong Kong is available from Y6 and is weekly from Sunday evening to Friday evening. The student capacity of the Houses at Harrow Hong Kong has been kept deliberately low in order to foster high standards of welfare. Not everybody will have the opportunity to or will want to board, but our aim is to enable day students to embrace as many of the benefits of boarding and the House community as possible.

### **The Houses**

There are currently three boys' and three girls' Prep Boarding Houses (Y6 to Y8), and three boys' and two girls' Senior Boarding Houses (Y9 to Y13). Two new boys' and two new girls' Day Houses will be opened in September 2017 as part of phase 3 of the School construction programme. There is one temporary girls' Day House in the current boarding block for 2016/17. There are around 50 students in each Prep House and 65-70 in each Senior House. In the early phase of the School's history, the Houses were temporarily named after the House Master or House Mistress, but permanent names of leading figures throughout history were adopted from August 2016.

The Director of Pastoral Care & Boarding is responsible for the allocation of students to Houses and ensures that each House has a student mix with a balance of different academic, musical, sporting and cultural interests and abilities.



### **House Masters and House Mistresses**

The House Master or House Mistress is the person who oversees every aspect of a student's welfare in the Upper School and is primarily responsible for working with other teachers and parents to support each student in the House. Whilst there are many important collective House activities to which students are expected to commit themselves, House Masters and House Mistresses are acutely aware that each student is an individual with his or her own needs, concerns and ambitions. Each House Master and House Mistress aims to establish a distinct ethos within his or her House and this is achieved through clearly defined policies, principles and rules that are reinforced by Tutors, Matrons, and senior students. Although all Houses conform to the School's broad principles and policies, each House may have certain customs, rules and conventions of its own. Every House has its own colours for games kit.





### House Pastoral Teams

Each House Master and House Mistress has a pastoral team to provide further support for the students in his or her House. It includes a Resident House Tutor (the deputy) and a number of Visiting Tutors (other teachers in the Upper School). All teachers in the Upper School are expected to be a Tutor in a House, and support the academic and pastoral work of it. They have lunch with the students, go into the House during Prep, provide support in inter-House competitions and are involved in social activities on and off-site. Tutors assist the House Master or House Mistress in monitoring academic progress, advising students about raising their standards of work and making crucial academic decisions as well as providing important pastoral support. The Resident House Tutor usually takes charge of the House if the House Master or House Mistress is away. In addition, for the boarding block as a whole, there are two Resident Senior Matrons and one Resident Prep Matron, who have general responsibilities for matters such as health, general welfare and laundry. Each Prep School House also has a resident Gap Tutor to provide further adult support for these younger students and help with the routines of the House.

Working under the close direction of the House Master or House Mistress, senior students assist in the running of each House and take a measure of responsibility for organising activities and for the welfare of younger students. Their duties and responsibilities are clearly defined, and such roles represent highly effective opportunities for students to develop the School's leadership attributes.



### Personal, Social & Health education: the Facing Challenges Programme

The Facing Challenges programme seeks to encourage and develop resilience amongst our students, who as with all people, face a variety of personal challenges in their everyday lives. Health, social, economic and academic issues can all prove to be obstacles that could prevent them from realising their potential and achieving wellbeing. The Facing Challenges programme aims to develop resilient individuals who embody the School's leadership attributes and adopt a positive solution-focussed approach to any potential setback or problem. At the heart of the Facing Challenges programme are the House Discussion Meetings, which are based on the principles of positive psychology and aim to promote respectful relationships within the Houses, build confidence and self-esteem in students, encourage and support their efforts and develop a community in which caring for others is central. A similar format is followed each week, with student-centred discussions run by members of the House Pastoral Teams around topics such as wellbeing, identity, spirituality and resilience.

## **MANAGEMENT**

There are a number of key personnel in the Senior Leadership Team who have major areas of responsibility and work closely together in the management of the Upper School. They are responsible for high standards in their own areas of emphasis while ensuring a smooth progression for students coming from the Pre-Prep School into the Prep School, and thence into the Senior School and the Sixth Form.

### **SENIOR MANAGEMENT**

The Deputy Head reports directly to the Head Master for the effective management and efficient administration of the day-to-day running of the whole School, and coordinates the Upper School and Lower School Senior Leadership teams. The current Upper School management structure includes:

#### **The Deputy Head**

The role is a very important one in promoting respectful, effective relationships within the School community through tackling the issues that arise in the day-to-day running of the School in an effective, collaborative manner. Central to this is the School's desire to review all internal procedures on a regular basis with a view to ensuring continual improvement within the School. As a result, the Deputy Head coordinates the work of the Director of Studies, the Director of Pastoral Care & Boarding, the Director of Extra-Curricular Activities and the Prep School Leader in the Upper School Senior Leadership Team.

#### **The Director of Studies**

The Director of Studies reports directly to the Head Master on all matters relating to teaching and learning. This involves working closely with the academic Heads of Department in the Upper School and the Prep School Leader in order to ensure high standards of teaching and learning.

#### **The Director of Pastoral Care & Boarding**

The Director of Pastoral Care & Boarding reports directly to the Head Master on all matters relating to pastoral care and the boarding Houses. This involves working closely with the House Masters and House Mistresses in the Upper School and the Prep School Leader in order to ensure high standards of pastoral care and discipline.

#### **The Director of Extra-Curricular Activities**

The Director of Extra-Curricular Activities reports directly to the Head Master on all matters relating to the non-academic activities in the Upper School. This involves working closely with the main Activities Coordinators and the Prep School Leader in order to ensure there is a wide range of extra-curricular activities that allow students to achieve excellence in those activities in which they show real talent while encouraging a breadth of participation in activities.

#### **The Prep School Leader**

The Prep School Leader, who is also a Prep School House Master, reports directly to the Director of Pastoral Care & Boarding and works with Prep School House Masters and House Mistresses on all matters relating to pastoral care and the six boarding Houses in the Prep School. The Prep School Leader also supports the Director of Studies on matters relating to the curriculum in the Prep School, including working with Heads of Department in the Upper School and the Head of Lower School to ensure a smooth progression for students between the Pre-Prep and Senior Schools.

In addition:

#### **The Sixth Form Leader**

The Sixth Form Leader coordinates guidance to all Sixth Form students relating to university applications and careers, and manages the mechanics of the university entrance process. In association with the Friends of Harrow, the Sixth Form Leader also helps to provide appropriate work shadowing opportunities, and presentation and interviewing skills training for Sixth Form students, and co-ordinates the Extended Project Qualification, especially the taught skills element.

## **WHOLE SCHOOL SPECIALIST STAFF**

The Pastoral Support Committee is chaired by the Director of Pastoral Care & Boarding and coordinates specialist pastoral support for students through a number of key personnel who have whole School roles.

### ***The Individual Needs Coordinator (IN)***

The Individual Needs Coordinator reports directly to the Director of Studies on all matters relating to the individual needs of students in the Upper School. There is frequent liaison with Upper School Subject Teachers to ensure that targeted intervention is initiated, maintained and monitored for students who may require additional support. This could be for students who need targeted support in order to access an element of the curriculum or students who require enrichment and extension.

### ***The English for Academic Purposes (EAP) Coordinator***

The EAP Coordinator reports directly to the Director of Studies on all matters relating to the EAP Needs of students in the Upper School. The aim of the EAP programme is to promote an inclusive ethos throughout the School community for targeted students speaking English as an additional language, and raising the standards of teaching, learning and attainment in the EAP programme.

### ***The School Psychologist***

The School Psychologist works collaboratively as a consultative psychologist with students, adults and parents in the School community to develop the essential social-emotional competencies in students at Harrow Hong Kong that will support the School's vision statement *Leadership for a better world*.