A Global Community that Cares
Welcome to our School
School Motto:
Fides et virtus
(Faith and Strength)

School Scripture:
I have come that they may have life,
and have it to the full.
(John 10:10)
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It is my great pleasure to welcome you to the YMCA of Hong Kong Christian College.

The YHKCC is a secondary school located in Tung Chung offering an International style education based on the Christian faith and values.

Students come from over 40 different countries to study at the YHKCC, and most of them are able to manage 3 different languages. At the school you will find a lot of smiling faces learning inside and outside classrooms confidently, playing sports and music with pride. The YHKCC currently operates 38 classes in 6 year groups, and the average class size is around 25. We offer the Hong Kong (HKDSE) and International curricula (i.e. IGCSE/ GCE A-levels) to our students and you will see, at the school, a well-developed pastoral system (Student Wellbeing Team, SWT), different students support services, various extra-curricular activities, lots of English language support, good facilities and dedicated, hardworking teachers.

I believe that each student has her/his own talents and our responsibility is to create a platform for them to explore and further develop their potential. Students in the YHKCC are given opportunities to enrich their learning experiences, such as attending Life-wide Learning Camp, local and overseas service opportunities, spiritual development and gaining work experience.

We also want to ensure that students have an enjoyable experience with us and make friends with others from different parts of the world. Everyone is therefore encouraged to participate in different cultural exchange programmes, such as overseas tours, mainland tours, hosting overseas visitors, etc.

I look forward to meeting you all in the YHKCC.

Dion Chen
Principal
The YMCA of Hong Kong Christian College (YHKCC) was established in September 2003. It is sponsored by the YMCA of Hong Kong. The school, which is operated under the Direct Subsidy Scheme of the Education Bureau, uses English as the medium of instruction (EMI).

The school has over 70% international students from more than 45 countries / cities worldwide, offering a dynamic international environment. They bring with them their own country's history and culture. Our students' education is enriched by this cultural diversity which gives an excellent preparation for life in today's globalised world. Our aim is to enable all students to become confident, happy and responsible 'glocal' citizens who have a strong respect for other cultures.
Our Community

Student Wellbeing Team (SWT). We want all students to feel happy, safe and cared for in our harmonious learning community. The Student Wellbeing Team places high importance on providing excellent pastoral care and guidance based on the core values. Our students flourish knowing that they are valued as individuals within a structured environment with clear expectations. The pastoral care provision is augmented by the services of a Special Educational Needs Coordinator, and EAL Coordinator teachers, an Educational Psychologist and Social Workers.
We stimulate lifelong learners who are curious and investigative.

1. Curiosity
2. Ambition
3. Focus
4. Resilience
5. Risk taking
6. Persistence
7. Reflectiveness
8. Originality
9. Flexibility of mind
10. Initiative
11. Good judgement
12. Empathy
13. Self assurance
14. Collaboration

We inspire learners to humbly strive for excellence in all that they do, be intellectually ambitious, determined and focused.

We encourage learners to take risks, persist when situations are challenging and reflect on both successes and failures.

We foster the development of creativity, flexibility of mind and the ability to use initiative, think critically and make good judgements.

We develop empathic, self-assured, empowered leaders who contributed positively to their community both as individuals and as part of an effective team.

The school is a learning community where quality education, based on Christian beliefs and values, is offered in a joyful and stimulating setting. We believe that the foundation of this learning community is the partnership among teachers, parents and students. We also believe that students should take an active role in serving and caring for their community. Social service training is given to all YHKCC students to serve in the school and the community every year to develop a sense of personal responsibility and a dedication to fostering social welfare.

We are committed to developing our school based on CARES principles and nurturing each student, helping them to excel in their learning through the development of the 14 intellectual character dispositions in the YHKCC Learner Profile.
We believe that a great school listens to all its stakeholders as it self-evaluates and makes plans for continuous improvement. Therefore we place importance on hearing the voice of students through an elected Student Council and parents through the Parent Teacher Association. A happy and healthily developing teenager is the product of a three way partnership between the home, the school and the child.

To enhance home-school cooperation and foster communication between teachers-students-parents, the school has developed a Virtual Learning Environment. It is an online platform that can be used by parents to access information about their children. The data includes attendance statistics, the behavioural record, subject information, academic performance, daily homework assignments and marks awarded.
The school offers students extensive opportunities to discover and develop their gifts and talents in both academic studies and extracurricular activities.

Our teaching approaches put the student at the centre of the learning process. We aim to provide student-centered learning and teaching experiences which actively engage students in developing their understanding. In most cases students are placed in appropriate sets according to subject choice and ability.

All subjects in the school are taught in English (except second languages). We offer an international curriculum - (IGCSE and UK GCE ‘A’ Level), and the Hong Kong curriculum leading to the Hong Kong Diploma of Secondary Education (HKDSE). In Forms 3 students can take IGCSEs ‘on top’ of the HKDSE curriculum. In Forms 4, 5 and 6, students can apply to study either the HKDSE curriculum or IGCSE and UK GCE ‘A’ Levels.
In Forms 1 and 2 all students follow the Hong Kong curriculum. An element of choice is introduced so that students can develop their individual interests in Forms 3 and 4 by choosing to study some elective subjects. In Forms 5 and 6 students taking UK based Advanced Levels can specialize even further, while those studying the local curriculum will continue to prepare for the Hong Kong Diploma of Secondary Education.

Curriculum Principles

The principles that drive our curriculum are as follows:

- The curriculum is delivered within the framework of the school’s values, vision and mission.
- The curriculum is delivered with respect to the principles of:
  - breadth (students should experience a range of subject disciplines);
  - balance (there should be a sensible balance of time devoted to different areas of the curriculum);
  - continuity (there should be continuity in the learning provided to students in each subject in terms of content, skills, concepts and understanding);
  - progression (there should be progression in the demands of the learning in each subject);
  - relevance (as far as possible, illustrative material should be provided which is relevant to students’ experience. Hence Hong Kong as a teaching resource should be exploited fully.)
  - progressive specialism (there should be opportunity for increasing specialism on the part of the student as they progress through the school and become more confident of their areas of aptitude and expertise.)

Hong Kong Curriculum

The Hong Kong secondary school curriculum comprises 3 years’ junior secondary (Forms 1 – 3) curriculum and 3 years’ senior secondary (Forms 4 – 6) curriculum followed by 4 years at university, which is commonly known as the ‘334’ education system.
International Curriculum

The school introduced a range of IGCSE subjects in September 2010, to be integrated within the Hong Kong curriculum and taught in Forms 3 and 4.

The International General Certificate of Secondary Education (IGCSE), administered by Cambridge International Examinations (CIE) and Edexcel in the United Kingdom, is an international curriculum that develops students’ skills in creative thinking, enquiry and problem solving, and gives them excellent preparation for the next stage in their education. All students are given the opportunity to obtain a range of IGCSE qualifications.

At the end of Form 3 students can apply to either continue with the Hong Kong Diploma of Secondary Education (HKDSE) in Forms 4, 5 and 6, or complete their IGCSE courses in Form 4 and study GCE Advanced Levels (‘A’ Levels) in Forms 5 and 6. Please note that there are only maximum 80 places on the ‘A’ Level programme. Applications can only be accepted subject to places being available on the requested courses.

GCE Advanced Levels, administered by CIE and Edexcel, are recognized and accepted by universities all over the world.

Pathways to The Future

The chart below summarizes the academic curriculum at the YMCA of Hong Kong Christian College and the various pathways open to students at the school.

Further Studies / Professional Qualifications / Employment

Tertiary Education

Degree Programmes / Vocational Education and Training / Post-secondary Courses
(including Associate Degrees, Higher Diplomas, Certificates, etc.)

Hong Kong 
Diploma of Secondary Education

CIE / Edexcel 
GCE Advanced Level

Forms 4 - 6 
International Stream (GCE ‘A’ Level)

Forms 5 & 6 
Hong Kong Stream (HKDSE)

Form 4 
International Stream (IGCSE)

Form 3 Integrated Curriculum (HKDSE + IGCSE)
4 Core Subjects + 4 Electives + Other Learning Experiences

Forms 1 & 2 School Based Curriculum
### Subjects Offered

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<thead>
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<th>Forms 1-2 School Based Curriculum</th>
<th>Form 3 Integrated Curriculum</th>
<th>Form 4 IGCSE Curriculum</th>
<th>Form 4-6 HKDSE Curriculum</th>
<th>Forms 5-6 GCE Curriculum</th>
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<td>Religious Studies</td>
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<td>Tourism &amp; Hospitality Studies</td>
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<td>Travel &amp; Tourism</td>
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<td>Liberal Studies / Sociology</td>
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<td><strong>PHYSICAL EDUCATION</strong></td>
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<td>Physical Education</td>
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</tbody>
</table>

*Non-Public Examination Subject*
In Forms 1 and 2 all students follow the same curriculum, which is designed to provide a broad educational experience. Its aims are to ensure that students experience a balanced range of courses and have access to a wide variety of teaching and learning styles.

The junior secondary curriculum comprises the following areas of study:
- Languages
- Mathematics
- Science
- Humanities
- Personal, Social & Health Education
- Other Learning Experiences

**Languages**

The school offers the following languages: English, Chinese (mainstream Chinese and Elementary Chinese for beginners or students who have no prior knowledge of Chinese), French and Spanish. All students study English and, starting in Form 1, can choose either Chinese or French or Spanish as a second language. English Literature is taught as part of the English Language curriculum.

**Mathematics**

Students study the local Mathematics curriculum which provides a firm foundation in a wide range of mathematical concepts and the skills and techniques necessary for success in science and other subject areas in senior forms.

**Science**

Students study an integrated science course with units on Biology, Chemistry and Physics. The course introduces students to the different aspects of the scientific world, and prepares them for further science work in senior forms.
Humanities

All students study Chinese History, History, Geography and Philosophy and Religious Studies.

Personal, Social & Health Education

The world can seem like a confusing place with many worrying issues. Some of these are constantly discussed in the media and others we think about privately; for example, poverty, war, human rights, STDs, HIV, drugs and alcohol. In Personal, Social & Health Education (PSHE) these and many other major international, personal and social issues are studied. The PSHE curriculum aims to:

- help students to deal with difficult personal, social and global questions that arise in their lives;
- give students the knowledge, skills and understanding to play an effective role in society at local, national and international levels;
- increase creative thinking;
- develop critical thinking skills;
- enhance students’ capacity for problem solving and decision making in both the present and the future;
- develop students’ study skills, including discovering their own learning and personal study styles, effective time management as well as learning the best way to prepare for exams.

Other Learning Experiences

All students study Drama, Home Economics, Music, Physical Education and Visual Arts as individual subjects. Information Technology is integrated into the curriculum.

The school provides students with a wide range of other learning experiences (OLEs), including extra-curricular activities, field trips, visits and camps. In particular, students are encouraged to participate in music, drama and dance performances in various special events throughout the year.

Since the YMCA of Hong Kong Christian College is a school based firmly on Christian principles and values, all students have weekly lessons in Philosophy & Religious Studies. The fortnightly whole school assemblies also provide moral instruction from a Christian perspective.
Forms 3 & 4 Curriculum

Form 3 Curriculum

Core Subjects

During Form 3 all students take four core subjects:
- English Language (IGCSE English first or second language depending on aptitude)
- Second Language (Chinese, Elementary Chinese, French or Spanish)
- Liberal Studies / Sociology
- Mathematics
- Religious Studies

ELECTIVES

The majority of the subjects offered in Form 3 combine the content of the local curriculum and the IGCSE syllabus. Since there is a high degree of overlap between the two, this 'integrated' curriculum provides all students with the opportunity to both fulfill the requirements of the Hong Kong curriculum and also study a range of IGCSE subjects at the same time.

Students can also choose to study four electives from the following:
- Biology
- Business, Accounting & Financial Studies
- Chemistry
- Drama
- Economics
- English Literature
- Geography
- History
- Information & Communication Technology
- Music
- Physical Education
- Physics
- Tourism & Hospitality Studies
- Visual Arts

(Please note that acceptance on some of these courses will depend on aptitude and academic performance in the Form 2 mid-year examinations.)

Most of these subjects lead to either the Hong Kong Diploma of Secondary Education (HKDSE), or GCE Advanced Level ('A' Level) qualifications at the end of Form 6.

Like junior forms, students also study Physical Education, Personal, Social & Health Education and Other Learning Experiences.

Making the Choice

Few students know exactly what they want to do when they leave school, and decisions they make now may well change over the next few years. It is therefore important that they make choices now which will keep open as many career paths as possible. Decisions on which electives a student chooses will also be affected by where the student wants to go to university – in Hong Kong or abroad. Further details about each of the elective subjects can be found on pages 24-27.

Additionally an Options Evening is held in February every year to assist students and parents in making decisions about what subjects to choose in Form 3.
Form 4 Curriculum

In Form 4 students will study either the Hong Kong Diploma of Secondary Education (HKDSE) or continue with their IGCSE courses and start GCE Advanced Levels [‘A’ level] the following year.

HKDSE (Hong Kong Stream)

In Form 4 students in the Hong Kong Stream continue with the same four core subjects and two of the four elective subjects studied in Form 3.

The local curriculum leads to the Hong Kong Diploma of Secondary Education (HKDSE). Students take public examinations administrated by the Hong Kong Examination and Assessment Authority (HKEAA) in each subject at the end of Form 6. The diversified HKDSE curriculum is designed to allow students of different aptitudes, needs and abilities to reach their potential. More details are provided on the following website: http://334.edb.hkedcity.net/EN?assessment.php.

IGCSE (International Stream)

In Form 4 students in the International Stream continue with all of the subjects studied in Form 3 and sit for their IGCSE examinations towards the end of the school year. An ‘A’ Level Options Evening is held in January to assist students and parents in making decisions about what GCE subjects to choose in Forms 5 and 6.

IGCSE stands for International General Certificate of Secondary Education. It is an international curriculum that develops students’ skills in creative thinking, enquiry and problem solving, and gives them excellent preparation for the next stage in their education.

All the IGCSE subjects offered (except for Religious Studies and Physical Education) are administered by Cambridge International Examinations (CIE), a non-profit organization based in the United Kingdom. Cambridge IGCSE is the world’s most popular international curriculum for 14-16 year olds. Schools worldwide have helped develop Cambridge IGCSE and it incorporates the best in international education for students at this level. Cambridge IGCSE qualifications are recognized by higher education institutions and employers around the world as evidence of academic ability.

DETAILS OF ELECTIVES

Information and Communication Technology (HKDSE Only)

The Information and Communication Technology (ICT) curriculum relates to many aspects of modern life and to diverse fields of study within and beyond senior secondary education. Students will be exposed to a variety of intellectual challenges involving problem-solving, communication and a range of associated practical skills and concepts. Studying this course will contribute significantly to the education of students by providing pathways into the workforce or preparing them for further studies in ICT-related fields. The course also provides opportunities for the development of key generic skills such as critical thinking, communication, creativity and problem-solving, in contexts that derive naturally from the learning objectives, outcomes and experiences.

The senior secondary ICT curriculum aims to:
- provide students with a body of essential knowledge, concepts and applications of information, communication and computer systems;
- equip students with problem-solving and communication skills, and encourage them to think critically and creatively;
- develop students into competent, effective, discriminating, ethical and confident users of ICT, so as to support their lifelong learning; and provide students with opportunities to appreciate the impact of ICT on our knowledge-based society, so as to nurture in them positive values and attitudes towards this area.
Biology [IGCSE Biology - CIE 0610]

Biology is a rapidly advancing science incorporating a huge amount of information about living organisms. There is a mistaken impression that it is a subject involving memorization of numerous unrelated facts. In this curriculum, it is hoped that students will develop a broad, general understanding of biological principles and concepts and at the same time acquire a body of essential facts. The adoption of a wide range of learning and teaching strategies and assessment practices is intended to stimulate interest in and create motivation for learning among students with a range of abilities and aspirations.

BAFS – Business, Accounting & Financial Studies [IGCSE Business Studies - CIE 0450]

This course aims to provide students at senior secondary level with fundamental business knowledge and skills, and develop their values and attitudes, so that they can play their roles competently and confidently as consumers, investors, employees and/or entrepreneurs. Moreover, it aims to develop students’ generic skills in research, analysis, leadership, team-building, communication, critical thinking, creativity, and problem-solving which can be transferred to different domains and to explore different aspects of business to prepare students for life, for learning and for employment.

The compulsory part of the BAFS curriculum covers four main areas, which provide a threshold, in terms of knowledge and skills, for students to gain a more holistic and macro view of business for their future studies or careers:

- Business Environment
- Introduction to Management
- Introduction to Accounting
- Basics of Personal Financial Management

The elective part, which builds upon the knowledge and skills in the compulsory part, provides students with an opportunity to pursue a more in-depth study in a focused area. Students can choose either Accounting or Business Management. The Accounting module includes Financial Accounting and Cost Accounting. The Business Management module includes Financial Management, Human Resources Management and Marketing Management.

Chemistry [IGCSE Chemistry - CIE 0620]

Chemistry deals with the composition, structures and properties of matter, the interactions between different types of matter, and the relationship between matter and energy. Through the learning of chemistry, it is possible to acquire relevant conceptual and procedural knowledge. A study of chemistry also helps to develop understanding and appreciation of developments in engineering, medicine and other related scientific and technological fields. Furthermore, learning about the contributions, issues and problems related to innovations in chemistry will help students develop an understanding of the relationship between science, technology, society and the environment.

Economics [IGCSE Economics - CIE 0455]

The curriculum aims at developing students' knowledge of basic economic concepts and elementary economic theories. After building up a solid foundation, students should be able to apply their knowledge to issues in daily life. They may also develop the skills of predicting and explaining human behaviour/phenomenon. The ultimate goal is to enable students to gain an understanding of economic issues on local, national and global scales.

The compulsory part of the curriculum covers:

- Basic Economic Concepts
- Firms and Production
- Market and Price
- Competition and Market Structure
- Efficiency, Equity and the Role of Government
- Measurement of Economic Performance
- National Income Determination and Price Level
- Money and Banking
- Macroeconomic Problems and Policies
- International Trade and Finance
- Monopoly Pricing, Anti-competitive Behaviours and Competition Policy.
Geography [IGCSE Geography - CIE 0460]

This course aims to provide students with fundamental knowledge and mapping skills in Geography, with an emphasis on developing their values and attitudes towards global problems through students’ active participation both in class and in field work. The syllabus includes a compulsory part about world issues on Living with our Human Environment, Facing Changes in Human Environment and Confronting Global Challenges. Two special topics are to be studied – the Dynamic Earth and Regional Study of the Pearl Delta. A field report of about two thousand words will also be submitted by each candidate before the public examination.

History [IGCSE History - CIE 0470]

This course aims to provide students with fundamental knowledge and skills in History, and develop their values and attitudes for further study at senior level. Students’ basic understanding of historical concepts like change and continuity, cause and consequence and similarity and difference as well as generic skills in History like empathy, analysis, interpretation, evaluation, critical thinking and problem-solving will be developed in the course. Through the course, students will learn how to use and understand historical evidence as part of their studies and acquire a lifelong interest in History.

The course requires students to have a general understanding of the major events in the Modern World in the 20th-Century with a special emphasis on the historical development of certain countries like Germany, USA and China. The modernization effort in Japan and the causes leading to the outbreak of World War One will also be covered as an introduction to the shaping of the Modern World. The main focus is on the international relations between nations since 1919 and the following issues will be covered:

- Were the treaties 1919-1923 fair?
- How effective were the League of Nations and United Nations?
- How did international peace collapse by 1939?
- Who was to blame for the Cold War?
- How effective was USA in her attempt to contain Communism?
- How secure was Soviet control over Eastern Europe 1948-1989?

Physical Education [IGCSE Physical Education - Edexcel 4PE0]

The Physical Education (PE) curriculum aims at enabling students to:

- acquire the knowledge and skills, and develop the values and attitudes necessary to pursue an active and healthy life in a self-regulated manner;
- become responsible citizens who contribute to the building of a healthy community and are themselves vigorous, vital and able to convince others to adopt an active and healthy lifestyle;
- integrate physical skills with theoretical learning and use them to support and strengthen their conceptual understanding and higher-order thinking;
- construct knowledge by linking the understandings they develop in PE, sport and recreation with those in other disciplines, and make use of this knowledge in further education and career development;
- apply theories to enhance performance or participation in PE, sport and recreation;
- develop positive sport-related values, attitudes and desirable moral behaviour, and transfer them to their daily life; and
- develop the generic skills for lifelong learning
Physics [IGCSE Physics - CIE 0625]

Physics is one of the most fundamental natural sciences. It involves the study of universal laws, and of the behaviours and relationships among a wide range of physical phenomena. Through the learning of physics, students will acquire conceptual and procedural knowledge relevant to their daily lives. In addition to the relevance and intrinsic beauty of physics, the study of physics will enable students to develop an understanding of its practical applications in a wide variety of fields. Students should be able to appreciate the role of physics in many important developments in engineering, medicine, economics and other fields of science and technology.

Religious Studies [Edexcel 4RS0]

The Edexcel International GCSE in Religious Studies qualification enables students to:
- acquire knowledge and develop understanding of religious beliefs, values and traditions, through the study of Christianity
- acquire knowledge and develop understanding of key religious ideas which are not specific to any one religion, and of non-religious beliefs and values
- consider the influence of religious beliefs, values and traditions and of non-religious beliefs and values
- consider religious and non-religious responses to ethical issues
- identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life develop skills relevant to the study of religion.

Tourism & Hospitality Studies (IGCSE Travel & Tourism - CIE 0471)

Tourism & Hospitality Studies is an inter-disciplinary subject that embraces mostly every aspect of our lives. The course provides students with a solid fundamental knowledge about the industry. In addition, the study of Tourism Trends and Issues, Destination Geography and Customer Relations and Services will enable students to explore and understand the relationship between individuals and the globe, as well as to develop a sense of ethical responsibility and a healthy hospitality culture to benefit the community. The profile of tourism and hospitality education, especially at the tertiary level, has developed and matured over recent years. The introduction of Travel & Tourism therefore opens up opportunities for senior secondary students with a strong interest in this field to pursue their studies further.

Visual Arts [IGCSE Art & Design - CIE 0400]

The aims of the Visual Arts curriculum are to enable students to:
- enrich their aesthetics and arts experience;
- strengthen their abilities to appreciate and create various forms of visual arts, work aesthetically and critically;
- develop perceptual abilities, generic skills, multiple perspectives and metacognition through autonomous and open-ended processes of enquiry in art learning;
- enhance cultural and cross-cultural understanding through exploration of the art of diverse cultures;
- cultivate personal refinement, positive values and attitudes, self-identity and a sense of commitment towards the community, the nation and the world;
- acquire a foundation for pursuing education and career opportunities in the art and creative industries.
Drama [CIE 0411] (IGCSE ONLY)

For IGCSE Drama students study the theory and practice of drama and develop their own performing skills. They study a range of drama genres taken from established drama texts, as well as the techniques required for performing various roles. Students also study the processes required to produce drama performances, and to apply their knowledge to both the writing and producing of their own original pieces.

Students are assessed on their performance of one individual drama piece and two group performances. They are also required to sit a written examination testing their practical and theoretical understanding of the drama they have performed.

Music [CIE 0410] (IGCSE ONLY)

IGCSE Music is accepted by universities and employers worldwide as providing proof of musical skills, knowledge and understanding. This syllabus offers students the opportunity to develop their own practical musical skills through performing and composing. They also develop their listening skills by studying music from the main historical periods and styles of Western music as well as from selected non-Western traditions. The emphasis within the syllabus is as much on developing lifelong musical skills as on acquiring knowledge.

Students are given the opportunity to:
- listen to and learn about music from a wide range of historical periods and major world cultures
- develop their skills in performing music, both individually and in a group with other musicians
- develop their skills in composing music in a style of their own choice

Important Notes

- Students taking the HKDSE curriculum in Forms 4, 5 and 6 will study two electives.
- IGCSE English First Language is not suitable for all students and acceptance will depend on academic performance during Form 3. Also, it is a prerequisite for GCE ‘A’ Level English Language and Literature.
- Some subjects are taught at the same time and are grouped into blocks on the timetable. Since it is only possible to take one subject from each block, there is a possibility that a small number of students may not be able to take their first subject choices. We will, however, do our best to meet everyone’s needs.
- The school reserves the right not to run a subject which only attracts a small number of students.
During Forms 5 and 6 students will either continue with the Hong Kong Diploma of Secondary Education (HKDSE) for a further two years, or start GCE Advanced Level (‘A’ Level) courses.

Students in senior forms also study Personal, Social & Health Education, Physical Education, Philosophy & Religious Studies and Other Learning Experiences.

**Hong Kong Diploma of Secondary Education**

Students continuing with the Hong Kong Diploma of Secondary Education curriculum will take public examinations in each subject at the end of Form 6.

Under the new academic structure these courses lead to the Hong Kong Diploma of Secondary Education (HKDSE), which is the primary qualification for entry to universities in Hong Kong. This is the recommended route for students intending to further their education within Hong Kong as the majority of university places are allocated to HKDSE students.

The four core subjects - Chinese, English, Mathematics and Liberal Studies - are mandatory requirements for university entrance and most institutions also require students to pass one or two elective subjects. Students will therefore continue with two of the three elective subjects studied in Form 4. All institutions will recognize other language subjects (French, German, Hindi, Japanese, Spanish and Urdu) as unspecified elective subjects.

The final decision concerning admission to tertiary institutions will depend on the relative performance of applicants and requirements of respective faculties and/or programmes. For further details about the entry requirements of different tertiary institutions for HKDSE students, refer to [http://334.edb.hkedcity.net/EN/index.php](http://334.edb.hkedcity.net/EN/index.php)

**GCE Advanced Level**

GCE Advanced Level (‘A’ Level) is an internationally benchmarked qualification, taken in over 125 countries. As one of the most recognized qualifications around the world, ‘A’ Level is accepted as proof of academic ability for entry to universities worldwide. In fact, it is generally considered to be the “gold standard” amongst qualifications of the same type. Every year, thousands of ‘A’ Level students gain places at good universities worldwide – including the UK, USA, Canada, New Zealand and Australia. It is regarded as excellent preparation for university education. Some US universities even give up to a year’s credit as a result. The school is a registered centre for Cambridge International Examinations (CIE) and Edexcel.

GCE ‘A’ Levels typically take two years to complete and offer a flexible course of study that gives students the freedom to select subjects that are right for them. ‘A’ Level examinations are based on approximately 360 hours of guided learning, normally over a two-year period. Since ‘A’ Levels are highly specialized, students normally take four AS-levels in Form 5 and continue with three of them in Form 6, although more able students can take four.

The subjects available are as follows:
- Art & Design
- Biology
- Business Studies
- Chemistry
- Chinese
- Drama & Theatre
- English Language & Literature
- French
- Geography
- History
- Mathematics
- Physical Education
- Physics
- Religious Studies
- Spanish (AS-level only)
Art & Design [CIE 9704]
The Art and Design syllabus considers expression and communication. Students learn about visual perception and aesthetic experience, and the ways in which art and design creates a language of its own. Most of the work for this syllabus is practical or studio based, so that students can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

Biology [CIE 9700]
Biology builds on the skills acquired at IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course will foster creative thinking and problem-solving skills which are transferable to any future career path, and ‘A’ Level Biology is ideal for students who want to study biology or a wide variety of related subjects at university or to follow a career in science.

Chinese [Edexcel 9CN0]‘A’ Level Chinese builds on the language skills gained at IGCSE, and is the ideal foundation for university level study, or to improve career prospects. Students will learn how to use the language in a variety of situations. They will be expected to handle texts and other source materials, extracting information in order to respond to specific tasks. Through their studies, students can expect to achieve greater fluency, accuracy and confidence in the language. Students will also learn how to translate material from English into the language.

Chemistry [CIE 9701]‘A’ Level Chemistry builds on the skills acquired at IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of chemistry, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of chemistry ideas in novel contexts as well as on the acquisition of knowledge. The course will foster creative thinking and problem-solving skills which are transferable to any future career path, and ‘A’ Level Chemistry is ideal for students who want to study chemistry or a wide variety of related subjects at university or to follow a career in science.

Drama and Theatre (Edexcel 9DR0)
GCE “A” level Drama and Theatre Studies aims to inspire students’ creativity whilst enhancing their knowledge of a range of theatre practitioners and performance styles. The course gives students the opportunity to further the acting skills they acquired during the IGCSE course. Students will take on the roles of director, actor and producer. In addition, students will need to take on a more analytical approach to the rehearsal and performance processes and their knowledge and understanding will be assessed through written components.
**English Language & Literature [Edexcel 9EL0]**

The aims of the Edexcel Advanced Level in English Language and Literature are to encourage students to develop their interest and enjoyment in English as they use integrated linguistic and literary approaches in their reading and interpretation of texts, engage creatively and independently with a wide range of spoken, written and multimodal texts, exploring the relationships between texts, and undertake independent and sustained studies to develop their skills as producers and interpreters of language.

**French [Edexcel 9FR0]**

‘A’ Level French builds on the language skills gained at IGCSE and is the ideal foundation for university-level study, or to improve career prospects. Students will learn how to use the language in a variety of situations. They will be expected to handle texts and other source materials, extracting information in order to respond to specific tasks. Through their studies, students can expect to achieve greater fluency, accuracy and confidence in the language.

**Geography [CIE 9696]**

The Geography syllabus builds upon skills gained at IGCSE (or equivalent) level study. Students widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills. The syllabus is wide-ranging and comprises a variety of options. For example, students can learn more about topics such as hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering, population change and settlement dynamics. The syllabus considers a range of environments, from tropical to arid, and students can also study subjects such as environmental management, global interdependence and economic transition.

**History [CIE 9389]**

The ‘A’ Level History syllabus builds upon skills gained at IGCSE (or equivalent) level study. The emphasis is on both historical knowledge and on the skills required for historical research. Students learn about cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. The flexible and wide-ranging syllabus covers the periods, ranging from 1789 - 1990s. Students can also study periods from European, Asian, African and American history. The chosen period of study will reflect student interests and staff specialisms, or whatever is most relevant to our local or regional context.

**Mathematics [Edexcel YMA01]**

‘A’ Level Mathematics builds on the skills acquired at IGCSE (or equivalent) level and is accepted by universities and employers as proof of mathematical knowledge and understanding. Students gain lifelong skills, including a deeper understanding of mathematical principles; the further development of mathematical skills including the use of applications of mathematics in the context of everyday situations and in other subjects that they may be studying; the ability to analyze problems logically, recognizing when and how a situation may be represented mathematically; the use of mathematics as a means of communication; and a solid foundation for further study.

**Physical Education [Edexcel 9PE0]**

‘A’ Level Physical Education builds on and uses the knowledge learned at IGCSE to make improvements in their chosen sports and take on new roles such as an official or a coach. The course aims to inspire students with a lifelong love of sport and the tools to get involved either recreationally or in the work place. Students are expected to provide evidence of their improvement by keeping a diary and using video analysis. The syllabus covers a wide in-depth range of topics in human biology, health and nutrition as well as covering the history of sport, local and international level sports.

**Physics [CIE 9702]**

Through contextualizing the curriculum, the ‘A’ Level Physics course aims to develop knowledge both theoretical and applied, as well as lifelong skills, such as critical thinking and problem-solving through the language of mathematics. Fundamental questions about
the world we live in, from the smallest particles to the largest galaxies in the universe, are explored. This course is widely recognized for developing lifelong learners who are able to succeed in a dynamic world.

For more details about the content of CIE ‘A’ Level courses go to www.cie.org.uk and look up the relevant syllabus code. Further details about Edexcel ‘A’ Level courses can be obtained from www.edexcel.com.

Religious Studies (Edexcel 9RS0)

‘A’ level Religious Studies enables students to develop critical and evaluative skills through the rigorous study of religion and its relation to the wider world. Religious Studies draws upon multiple disciplines and their methodologies including Philosophy, New Testament Theology and Ethics. Philosophy requires students to critically analyse evidence for God, religious language and the debate between Science and Religion. New Testament Theology is an exploration of the historical context of Jesus and a discovery of the authorship of the gospels. Ethics requires students to evaluate the practicality of ethical theory, which underpins individual and societal behavior. The course will foster a passion for independent study, development of essay writing and skills in the art of debating. ‘A’ Level Religious Studies is an excellent platform for students who wish to pursue a career in Law, Human Rights, Journalism and Civil Service jobs.

Spanish (CIE 8685)

CIE AS Level Spanish builds on the language skills gained at IGCSE and will form a sound base of language and skills for further study, work and leisure in the target language. It aims to enable the students to communicate confidently and clearly in Spanish in a variety of situations. Students will be expected to understand and respond to texts drawn from a variety of sources; manipulate the language accurately in spoken and written forms; select information and organise arguments and ideas logically. Through their studies, students can expect to achieve greater fluency, accuracy and confidence, in addition of getting to know the culture, history and current affairs of Spanish speaking countries.

Students are strongly encouraged to pursue their studies further and guidance is provided by the Careers Team, led by a full-time Careers and Higher Education Counselor. Students are also given advice and assistance with university applications.

Joint University Placement Admission Scheme (JUPAS)

The majority of university places in Hong Kong are allocated through the Joint University Placement Admission Scheme (JUPAS). In fact only 20% of university places are allocated to students not taking the Hong Kong Diploma of Secondary Education (HKDSE), but this includes students from mainland China and overseas. For this reason students intending to study in Hong Kong are advised to take the HKDSE. Guidance is given to all students making university applications.

Study Abroad

Students wishing to study abroad may prefer to take GCE ‘A’ Levels. Experienced teachers are available to provide counselling regarding course choices, destinations and application procedures.

Careers

The Careers Team offers senior students guidance on a wide range of careers through individual counselling, the Personal, Social & Health Education (PSHE) curriculum, publications and a comprehensive programme of talks and visits.
Serving and caring for others is an indispensable part of whole-person development. As part of living out the school’s core values, students proactively participate in local or overseas service programmes by serving people in need during Service Outreach Week in June every year. Opportunities to serve included visiting the elderly and visually impaired, teaching in orphanages and primary schools, performing farming tasks and looking after stray dogs and cats. Students performed service in Hong Kong, Cambodia, Thailand, Taiwan, China and the Philippines, etc. Experiential learning enables students to put words into action and apply what they have learned in authentic settings.
A particular strength of our school is whole-person development and the provision of all-round educational opportunities for students. We currently offer over 45 clubs for students to discover and develop their talents and interests outside the academic curriculum.

**Extracurricular Opportunities**

**Academic Groups**
- Chinese & Chinese History Society
- English Society
- Mathematics Society
- Science Society
- Humanities Society
- Business Society
- Liberal Studies Society
- Modern Foreign Languages Society
- Visual Art Society

**Interest & Cultural Groups**
- Board Games Club
- Chinese Debate Team
- Creative Media Club
- Creative Writing Club
- Dance Team
- Drama Club
- English Debate Team
- Fine Art Photography Club
- Handicraft Club
- Home Economics Club
- Literacy Leaders and Reading Club
- STEM Club

**Clubs, Societies and Teams**
Clubs, Societies and Teams

- **Sports Team & Clubs**
  - Athletics & Cross-country Team
  - Badminton Team
  - Basketball Team
  - Cheerleading Team
  - Cricket Team
  - Dodgeball Team
  - Dragon Boat Team
  - Fencing Team
  - Football Team (Boys / Girls)
  - Handball Team
  - Hockey Team
  - Rugby Team (Boys / Girls)
  - Swimming Team
  - Table-tennis Team
  - Taekwondo Club
  - Tennis Team
  - Volleyball Team

- **Service and Spirit**
  - Catering Team
  - Christian Fellowship
  - Community Service Group
    - Flag Selling & Elderly Service
    - Kindergarten & Playgroup teaching Service
    - Interact Club
    - UNICEF Club
  - Hong Kong Awards for Young People
  - Green Club & Ambassador
  - Scout
  - Stage Management Crew
  - Student Librarian

- **Music Groups**
  - Assembly Band
  - Beat Club
  - Choir
  - Chinese Instrumental Ensemble
  - Orchestra
The school is fortunate to be located in a beautiful part of Lantau Island where we enjoy fresh breezes from the leafy hillsides surrounding the school. The spacious campus and generous-sized fully air-conditioned classrooms are augmented by specialist rooms including a black box theater, a fine arts centre, a multi-purpose hall and drama room. We also have a campus TV studio, student learning centre, a number of science and computer laboratories. The school has good I.T. equipment and a canteen with on-site kitchen.

The school has exceptional sports facilities including an artificial turf pitch, multi-purpose sports field, a four-lane 100 metre running track and a long jump sand pit and a well-equipped fitness room. A two storey music block houses music studios with state-of-the-art music instruments and other innovative amenities to further facilitate an all-round and aesthetic education for students.
A Well-Qualified and Dedicated Teaching Team

We have a highly committed teaching team who are dedicated to enabling students unleash their potential. Two Heads of Year (HoY), one western and one local, are responsible for the care and education of students in each form. They plan and work together with the class teachers to provide students with a variety of learning experiences.

The teacher/student ratio is approximately 1:9.5. All of our teachers are university graduates; 46% possess master’s qualifications. Over 40% of our teachers are from overseas including the UK, USA, Canada, Ireland, France, Spain, Japan, India, Korea and Australia. Our teachers believe in ‘lifelong learning’ and we have a comprehensive Professional Development Programme that provides a framework for all teachers to continually upgrade their professional skills. This includes elements such as peer observation and collaborative lesson planning.
Mr. Dion Chen started his career in education in a special school. This brought him an extensive understanding about teaching and learning, especially in areas of setting lesson progress and activities to accommodate student’s different learning needs. He joined the YHKCC in 2004 as a Business Teacher mainly teaching the Hong Kong Advanced Level Examination (HKALE) programme and was well respected by his students. He was appointed as a HKALE marker by the Hong Kong Examination and Assessment Authority and also served in various capacities as Head of Extracurricular Activities, Head of School Affairs, Head of School Administration, Assistant Principal, Deputy Principal and Acting Principal. To build a school with an international-style education, Mr. Chen believes that a school’s most significant asset is its people – students, staff and parents. He is enthusiastic about nurturing young people and developing their talents, as well as fostering the pursuit of emotional and academic wellbeing of the whole person, excellence, community service and responsibility. Mr. Chen is passionate about education. As a member of the Leadership Team of the YHKCC since 2009, Mr. Chen works closely with senior colleagues to introduce various progressive initiatives that have made the YHKCC one of the most sought after DSS secondary schools in Hong Kong. These initiatives included the introduction of an international curriculum (UK IGCSE and GCE ‘A’ Level syllabuses), student development and a number of school campus development projects. During his tenure as a Leadership Team member, the school has achieved its best academic and sports results. Applications for admission have consistently increased from 1.5 applicants for every place to almost 4 applicants for every place. Some excellent GCE ‘A’ Level, IGCSE and HKDSE results were obtained with extremely high passing and A*-C rates in various subjects. Mr. Chen is also very active in serving the community. He is currently the Chairman of the Association of School Heads of Islands District, the Vice-chairman of the Hong Kong Association of Youth Development (Islands District), the Vice-chairman of Hong Kong Direct Subsidy Scheme Schools Council, the Deputy School Supervisor of SWCS YMCA of Hong Kong Christian School, the Vice-chairman of the HKSSF Tsuen Wan & Islands Secondary Schools Area Committee, a member of the Islands Youth Programme Committee and the District Fight Crime Committee (Islands District). Mr. Chen was educated in Hong Kong and the UK. He obtained his Bachelor Degree in Accounting & Financial Analysis from the University of Newcastle Upon Tyne, UK, and a Master’s Degree in Business from University of Newcastle, Australia. He also has a Post-graduate Diploma in Education, and a Professional Diploma in ECA Management from universities in Hong Kong.
Take the North Lantau Highway and exit at Tung Chung West (Exit 6A). Continue to drive straight ahead (Tung Chung town centre and fire station on your right) until the road ends in a ‘cul de sac’ where our school is situated.

**By Y MTR** to Tung Chung Station (Exit B); or **By airport buses** to Tung Chung Fire Station THEN **By Lantau bus** no. 37/38X (school hours only) to Chung Yat Street; or **By No. 39M** to Mun Tung Estate; or **By Lantau bus** no. 3M/11, 23, 34, A35 to Tung Chung Road

School bus services are also available for students from Tsing Yi, Tsuen Wan, Tuen Mun and Sham Tseng line, Prince Edward and Kowloon Tong line, Tin Shui Wai and Yuen Long line to the school. For details, please visit the school website www.yhkcc.edu.hk
The Sponsoring Body

The YMCA of Hong Kong, with its long history and depth of experience in providing services that cater to the social, educational, physical and spiritual needs of the people in our community, looks to the future with confidence and commitment. It will faithfully endeavor to fulfill its mission as a Christian association dedicated to the furtherance of equality, justice and peace in our society through the provision of life enriching activities to all persons in our community who desire to participate.

As an organization founded to be an integral part of the Hong Kong community, the YMCA will express its mission by adopting an integrated, indigenous approach to identify with the hopes and aspirations of the people of Hong Kong and work to serve the unique needs of a multicultural community especially those of the young people.

In so identifying our vision of service and further defining our largest public, the YMCA desires to actively continue to make a positive contribution to the social tapestry, harmony and international understanding within a great city. Moreover, in its role as an “International YMCA”, it will further strengthen its network with the Chinese YMCA of Hong Kong, the YWCA of Hong Kong and other local social service agencies to ensure that all persons in our community regardless of age, gender, race, religious conviction, or ethnic background are being provided service, and otherwise afforded opportunities, to improve the quality of life for themselves, their families and the community at large.