

IB

NEWSLETTER

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Give me a C!
C for Creativity –
exploring and extending ideas leading to an original or interpretive product or performance



Give me an A!
A for Activity –
physical exertion contributing to a healthy lifestyle



Give me a S!
S for Service –
collaborative and reciprocal engagement with the community in response to an authentic need



1. Seven CAS Learner Outcomes (LO)

LO1:
Identify own strengths and develop areas for growth acquiring full potential



LO2:
Demonstrate that challenges have been undertaken, developing new skills in the process



LO3:
Demonstrate how to initiate and plan a CAS experience, training organisational skills



LO4:
Show commitment to and perseverance in CAS experiences, being fully participative



LO5:
Demonstrate the skills and recognise the benefits of working collaboratively, interacting with great enthusiasm



LO6:
Demonstrate engagement with issues of global significance, enhancing global competitiveness



LO7:
Recognise and consider the ethics of choices and actions, heightening critical awareness



2. Trial CAS at GT

Geography Field Trip - Sabah, Malaysia

On 5 to 10 May 2016, 25 Grade10 to Grade11 students went to Sabah, Malaysia, to study sustainability of the tropical rainforest, the farming system and the local cultures in Sabah. The following are students' reflections:



My goals

To apply the knowledge learnt from lessons and books into the environment.

My roles

Collect data of the wind speed, the temperature and the pH value of the river stream. Collect information about the tropical rainforest.

Interact with others

Ask the tour guides about the details of the locations. Teammates and I offer help to each other so that we can take on the challenges.

Difficulties encountered

At first, I didn't know how to communicate and interact with my homestay family because of the language barrier. Therefore, I tried so hard to talk to them and with the aid of body language, I could interact with them smoothly and had a great experience in the homestay, increasing my confidence in expressing myself.

Benefit to others

This activity could help to raise the income of the local people. It was because we joined the eco-tourism in Sabah, which most of the fees would directly return to the hands of the local people who had been taking care of us for three days.



中史科-京都考察團

我們在5月6日至5月10日到京都進行中史考察，從而提高我們對中史科的興趣和認識。



| | |
|--------|--|
| 目標 | 我們希望在這一次的歷史考察中能對歷史有更多的認識，提升我們的學術水平。 |
| 角色 | 我負責於旅程途中拍照，到訪每個考察點時我會拍下它們，作為行程後回校進行匯報的材料。 |
| 互動 | 在到訪每一個考察點時，兩位老師都會向我們講解其背景資料，歷史事件及人物、以及其與中國歷史的關係等。在得知相關歷史背景後，我們都不禁互相討論，積極發表各自的見解。 |
| 困難 | 與日本當地人溝通是我們的的主要難題。由於我們不懂日語，故此買東西、點菜與問路都為我們帶來困難。 |
| 他人的協助 | 在考察團中有數位通曉日語的同學，在與當地人溝通時，這些同學都擔任了溝通重要橋樑，幫了不少大忙！ |
| 對他人的幫助 | 遠赴海外考察中國近代史，突破在課室上課的規限，讓我們更真實地了解歷史。 |



3. IBDP Application Progress

An application for the IB Diploma Programme (IBDP) candidacy was submitted to the International Baccalaureate Organisation (IBO) in April 2016. We were notified in late June that GTC had been approved for IBDP candidacy effectively from 1 September 2016. In August 2016, we had also received a letter of approval-in-principle from our local education authority, the Education Bureau, for GTC to offer the IBDP in parallel with the local Hong Kong Diploma of Secondary Education (HKDSE) curriculum with effect from the school year of 2018/2019, giving our students a chance to broaden their horizons from an international perspective.

Overview of the authorization process

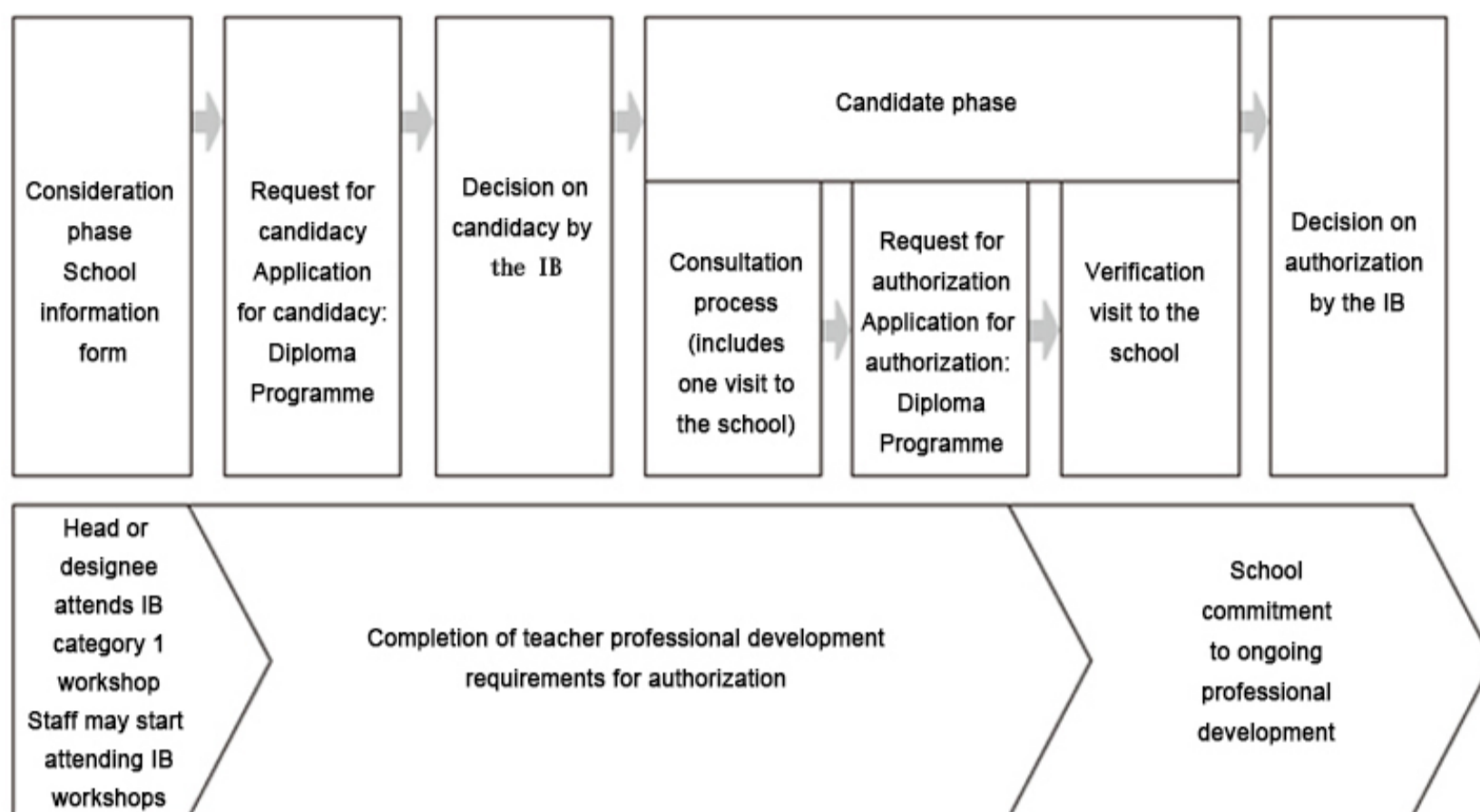
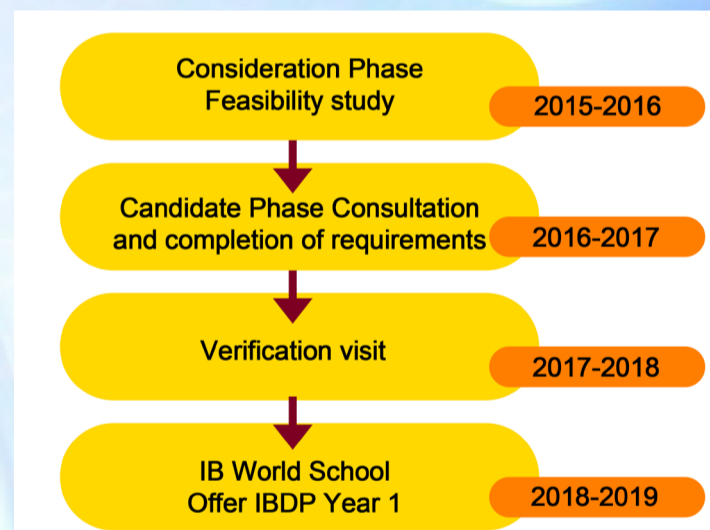


Figure 1: Stages of the authorization process

Source: "Guide to school authorization: Diploma Programme" IBO document, updated 2016

Starting from 1 September 2016, GTC is officially a candidate school for the IBDP. During this candidate phase of application, more teachers will receive training in IB education, more briefing sessions for teachers, parents and students will be held, school-based IBDP policies will be formulated, and action plans will be implemented to meet all IB requirements for authorization. We are confident that in this new school year, the school IB team will work efficiently and effectively to prepare GTC to be an IB World School. It is important to note that the idea to offer the IBDP to our senior grade students (G11 and G12) is giving our students an alternative choice of curriculum leading to tertiary education, local or overseas. The HKDSE is always the main stream of senior grade curriculum at GTC.



The authorization process and estimated time-line for GTC.

4. Frequently Asked Questions (FAQ) from students



In the student survey form, there are places for students to write down their concerns, comments and questions regarding the implementation of the IBDP at GTC. Here are some frequently asked questions among our students:

“How many people can take the IB Diploma Programme?”

“I suggested adding more places for students, like 100 places.”

“There are just only 20 students in one grade to join the IB programme but I really want to go in.”

Answer:

The HKDSE is the main stream curriculum that GTC is offering to our senior students. The implementation of the IBDP offers students to choose which curriculum and the mode of learning that will fit individual students’ needs better. There are guidelines from the local education authority, the Education Bureau, that only a certain proportion of the senior student places can be offered for the IBDP curriculum. Therefore, we would like to limit the proportion of students taking the IBDP in the first year to about 20%. Thus, one IBDP class of about 20 students will be a good start.

“Does a student need to be good at every subject to join the IB programme?”

Do students need to take a Chinese exam?

Do all students study the HKDSE & the IBDP together?

Answer:

For students applying for enrollment in the IBDP, our school will have an interview with the students and parents to evaluate if the student can adapt and be able to excel in the IBDP. There is an aptitude test to assess students' ability in the use of English too. Since Chinese is the first language of most of our students, students taking the IBDP will need to take Chinese Language and Literature from subject Group I. In addition, students may consider taking English Language and Literature as their second subject in Group I if they want to obtain a Bilingual IBDP Diploma. Therefore, students taking the IBDP curriculum are required to take Chinese and they need to sit for the IBDP examination in Chinese Language and Literature too. Not only is the curriculum requirement different between the IBDP and the HKDSE, but also the approaches to teaching and learning are not similar. Therefore, students taking the IBDP will take lessons in their own classes in G11 and G12 and will not be mixed with the HKDSE classes.

5. Student survey

A student briefing session on the IBDP and follow up intentional surveys were conducted for Grade 7 and 8 students in late March, 2016. The questions and student responses were summarised in the following table and graph. In brief, over two-thirds of the students surveyed (total surveyed = 235) supported the school to offer the IBDP and showed interest to learn more about the IBDP curriculum, increasing our confidence to run the IBDP for our students.



I am aware that GTC is planning to offer the IB Diploma Programme in 2017/2018.



I am aware that there is an IBDP information board at the end of the 3rd floor corridor.



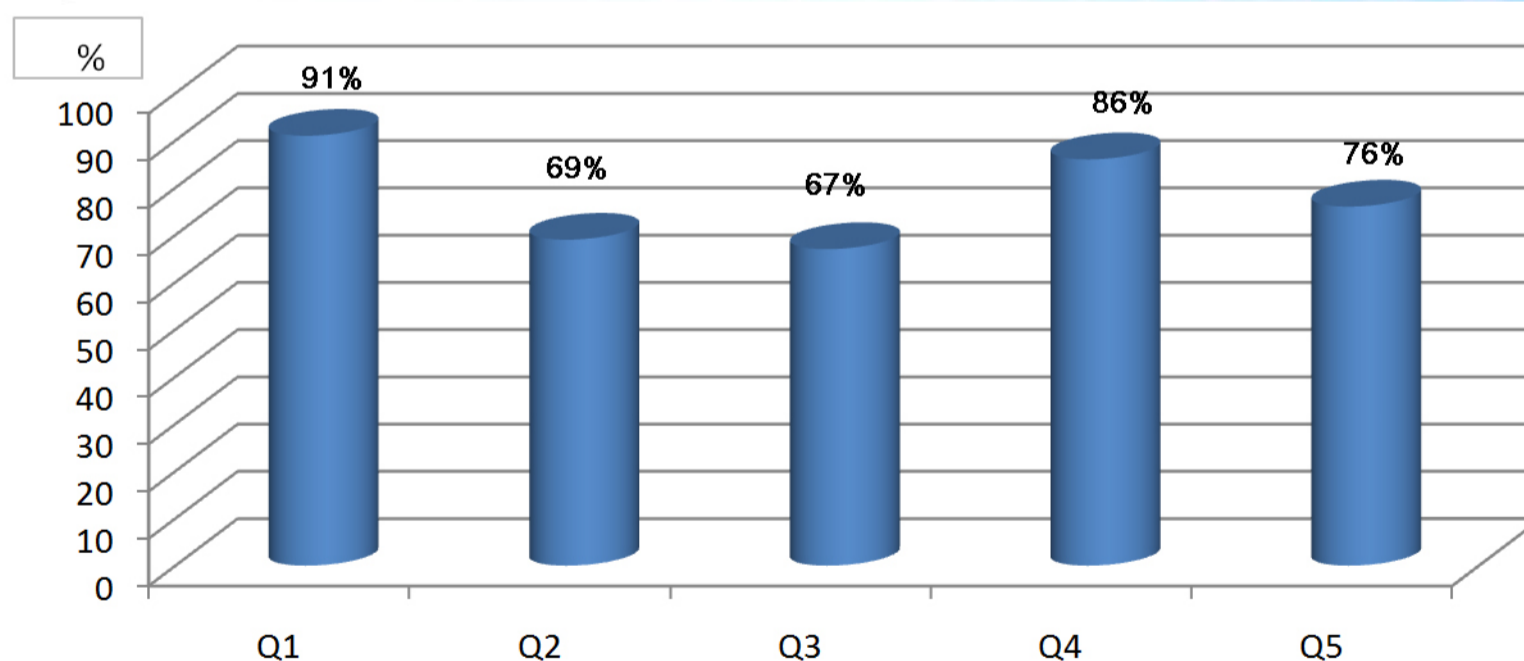
I am interested to learn more about the IBDP philosophy and curriculum.



I support GTC to offer the IB Diploma Programme.



I would be interested to discuss with my parents and teachers to see if the IB Diploma Programme is suitable for me.



Percentage of Grade 7 and Grade 8 students surveyed (total number = 235) selecting “yes” to each of the five questions on the questionnaire.

If you have any enquiries regarding the planning of the IBDP at GTC, please contact Dr. Vincent Tam or Mr. Anselm Kwok at 2535 6867.

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