

# **KISC CURRICULUM POLICY**

## **KISC VALUES**

KISC recognises that its mission is "To be living witnesses of Christ's love through excellent education". In order to achieve this goal, it needs to provide a curriculum which is underpinned by the values the KISC values of grace, justice, community, love and excellence. The curriculum will inspire and challenge all learners and prepare them for their future lives. KISC aims to develop a coherent, well-sequenced and challenging curriculum that helps all young people to become successful learners, confident individuals and responsible citizens.

## **THE PURPOSE OF THIS POLICY**

It is the intention of this policy to recognise that the curriculum encompasses not only that which is taught formally in the timetable through classes and courses but also that which is communicated informally through the systems, culture and attitudes of the KISC learning environment (often referred to as the 'hidden' or implicit curriculum), and that which is learnt through engagement with extra-timetable activities such as extra-curricular activities or planned curriculum activities that are not part of the timetable.

The curriculum will enable students learn well, to be challenged, to achieve high standards and to make good progress. They will develop a breadth of knowledge and understanding that underpins a range of skills, such as problem solving, analysis, evaluation and communication, and helps them to become confident, resilient and life-long learners. They will have and be able to use 'basic' or core skills and knowledge fluently and confidently, including literacy, numeracy and computing skills so that they enjoy and are committed to learning, in school and beyond.

They will value their learning outside of the curriculum and link this to their learning in the taught curriculum. They will be creative and develop their own thinking and ideas; understand their developing world, including how their environment and society have changed over time; understand the importance of cultural heritage and history; value, celebrate and understand the history, heritage and traditions of communities and ethnic groups who attend KISC, be positive citizens in society, to contribute and thrive; have an awareness of their own spiritual development, and to understand moral values, such as the difference between right and wrong; understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all; have respect for themselves and high self-esteem, and to be able to live and work cooperatively with others; access a post-16 curriculum which can prepare them to move to higher education in all countries around the world, as well as in Nepal. In order for students to

## **Primary/Key Stage 1 and Key Stage 2**

KISC Primary (Key Stages 1 and 2) seeks to grow students holistically through creative and active learning while seeking to meet each student's individual learning needs.

Each class studies the following subjects: Literacy (reading, writing, grammar, spelling), Mathematics, Music, Art and Design Technology, Information and Communication Technology (ICT) embedded into the general curriculum, Personal, Social & Health Education (PSHE), Library Skills, Physical Education (PE), Religious Education, Science, Languages, and the World Around Us (Geography, History, Cultural Studies).

Time is available during the week for most English language learners to study in their first language. Students in Grade 5 will be studying World Languages (Spanish, French, and German) for 1 additional hour per week. This is to expose them to other languages prior to Secondary so they can make an informed language choice for their lower secondary courses.

### **Lower Secondary/Key Stage 3**

The Cambridge Check Point international curriculum is used from Grade 6/Year 7 to Grade 8/Year 9. This is maintained as a broad and balanced curriculum, giving the students experience of a range of subjects. These subjects will include creative, technological, scientific, mathematical, linguistic and humanities subjects.

### **Upper Secondary/Key Stage 4 and post 16**

Students in Grades 9-12/Years 10 -13 at KISC follow the Cambridge Assessment International Education (CAIE) system. This curriculum culminates in externally assessed examinations by Cambridge Assessment International Education (CAIE). CAIE allows students to access university or college education anywhere in the world. Students planning to study in the USA are encouraged to sit the Scholastic Aptitude Test (SAT).

### **Curriculum (14-16 Years)**

In Grades 9-10/ Years 10-11 students work towards the International Certificate in Education (ICE) through the International General Certificate of Secondary Education (IGCSE) qualifications in a minimum of seven subjects. **All students are required to complete a full course of studies (minimum seven IGCSE subjects) for graduation purposes.** Graduation standards are:

1. To have completed all courses selected up to Grade 12/ Year 13 and to have taken all the external examinations relating to those courses
2. To have completed at least 30 Hours of Community Service performed during Grades 9 to 12
3. To have at least 90% attendance on all courses (Periods of verified serious ill health absence and furlough are exempt)

*(Definition of completion: To have achieved grades other than U in Semester 1 and Semester 2 assessments; to achieve grades other than U in all external examinations studied at KISC; to achieve grades other than U in the final mock examinations in Grade 12/ Year 13.)*

The two-year IGCSE course culminates in externally assessed examination by CAIE at the end of Grade 10/ Year 11.

## IGCSE SUBJECT AVAILABLE AT KISC

COMPLUSORY SUBJECTS	OPTION 1	OPTION 2	OPTION 3
IGCSE First Language English	IGCSE Global Perspectives	IGCSE Business Studies	IGCSE Triple Science
IGCSE English Literature (Only for more competent English speaking students)	IGCSE French	IGCSE Spanish	IGCSE German
IGCSE Co-Ordinated Science (2 IGCSEs)	IGCSE History	IGCSE Geography	IGCSE Art & Design
IGCSE Mathematics	<i>Nepali</i>	<i>Korean</i>	IGCSE Computer Science
IGCSE Religious Studies	<i>Nepali Language and Culture</i>		

*Subjects in italics do not have an external accreditation*

## International Certificate in Education (ICE)

Students will be entered for an International Certificate in Education (ICE). This is a Diploma awarded to those students who achieve satisfactory grades in at least seven IGCSEs, which must include at least two IGCSE subjects from Groups 1 and 3, and at least one IGCSE subject from the other 3 groups of subjects (see table above). The ICE Diploma requires no additional study or qualifications beyond the IGCSE subjects.

Students can receive grades from A\* - G for IGCSE subjects and can receive a Pass, Merit or Distinction for the ICE depending on the grades achieved for the individual subjects.

## Curriculum (16-18 Years)

In Grades 11/ Years 12 and 12 (Years 12 and 13), students work towards Advanced Subsidiary (AS) and Advanced (A) Level qualifications. These are pre-university courses which progress from IGCSE. All AS & A level courses culminate in external assessment by the University of Cambridge International Examinations (CAIE).

An AS level qualification makes up the first half of an A Level qualification. Students wishing to complete an A level subject will complete the AS-level qualification in Grade 11/ Year 12, and assuming they achieve a Grade C or better at AS-level, will move on to study the second half of the A level in Grade 12/ Year 13.

The choice of whether to study a course at A-level depends on intended destination, post-graduation, the grade achieved in the AS examination and the course requirements of the university the student hopes to attend. Therefore, research into this is essential for all students and parents at this stage. Different countries have different pre-requisites and entry requirements and it is best for parents and students to find out their university or country requirements for further studies.

The syllabus for all A-level subjects is broken down into two components -The Advanced Subsidiary (AS) level and the Advanced level. (AL)

Students have the following options:

- take Cambridge International AS Level as a stand alone option. Examinations held at the end of Grade 11/ Year 12 and Grade 12/ Year 13
- follow a staged assessment route by taking all Cambridge International AS Level components in one exam series (at the end of Grade 11/ Year 12) and completing the final Cambridge International A Level in a subsequent series (at the end of Grade 12/ Year 13) by taking the A2 component

At the end of Grade 11/ Year 12 the students sit for the externally examined AS paper. The grades and percentage uniform marks are awarded by Cambridge.

After this the students have the option of continuing in the same syllabus to the A-level- the second leg of the course. This gives students the opportunity to go into the depth of the subject matter.

Alternatively, they could choose not to go ahead and choose another AS-level syllabus. This would give the breadth across several subjects.

### **If the student decides to pursue the Advanced Level Option**

The grade and percentage uniform marks obtained at AS-level are carried forward and contribute to the Final Grade awarded by Cambridge after the Advanced level examination.

The marks obtained by the student in the AS-level examination and the A-level examination are averaged to determine the final grade.

So, the student needs a good grade at AS-level to move on to the A-level course. At KISC we require a minimum of a C grade at AS-level to continue with that subject into the A-level.

If a student wants to better their grade in the A-levels, then the advice would be for them to take the full examination in the next year i.e. both the AS and A-level papers. This however would require independent study from the student for the AS component as we are unable to provide classes for the retake syllabus. The AS grade obtained in the earlier year can be carried forward and Cambridge will use the better grade from the two AS examinations, while determining the overall grade.

In some countries full Advanced levels are needed for admission into Universities. (UK, India, Nepal)

### **AS/A Level Subjects available at KISC**

English Language  
English Literature  
Mathematics  
Biology  
Chemistry  
Physics  
Computer Science  
Business Studies  
Art and Design  
Psychology  
History  
Geography

Global Perspectives  
Spanish  
French  
German

**Subjects are being offered with the intention of a teacher delivering the course. If staffing is not available, online alternatives are available. Students can opt for a maximum of two online courses upon approval by the Head of Secondary.**

### **Graduation requirements for Nepali Nationals**

The Government of Nepal stipulates that all Nepali students need to have passed 3 A levels to get an equivalency to the national Grade 12/ Year 13 curriculum. KISC will require all Nepali students to follow this path along with an AS level in English Language.

### **American Online courses for Mathematics and English**

KISC has partnered with Sevenstar Academy to offer online courses for Mathematics and English. These courses are for American students wishing to pursue a syllabus more suited to their university needs.

### **KISC expectations**

Students will study 4 AS-levels in Grade 11/ Year 12. In Grade 12/ Year 13 they will then either study 3-4 of these at A-level or study a different set of 3-4 AS-levels, or a combination of the two, depending on their university or country's requirements.

## **THE IMPLICIT CURRICULUM**

The implicit curriculum flows out of the KISC Mission, Vision and Values and our commitment to environmental education, and is implemented through the context of curriculum delivery, a programme of Personal, Social, Health and Economic education and our Collective Worship programme.

These themes are highlighted in schemes of work and through our approaches to addressing conduct and encouraging personal growth.

## **THE EXTRA-TIMETABLE CURRICULUM**

KISC, through the operation of electives, activity week, community connections and the leadership course post 16, seeks to provide opportunities for students to grow personally and engage in activities that will lead to them making a positive impact on their world. These are delivered alongside the International Duke of Edinburgh Award programme. The purpose is to equip students with understanding, knowledge and skills about their own personal abilities, value and worth, and to inspire them to make a significant positive impact in God's world. They will engage in community service, develop personal skills, challenge themselves through an adventurous journey and contribute to the wider work of KISC through KISC EQUIP and our partner schools.

In addition to these planned activities, KISC will provide extra-curricular activities for students. These will be more unplanned and optional for students to engage with or not as they choose. The purpose of these is to encourage students to develop interests and to become engaged in self-motivated learning, leading to a life-long learning attitude.

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