



United Christian College (Kowloon East)
滙基書院（東九龍）

OUR NEW JOURNEY





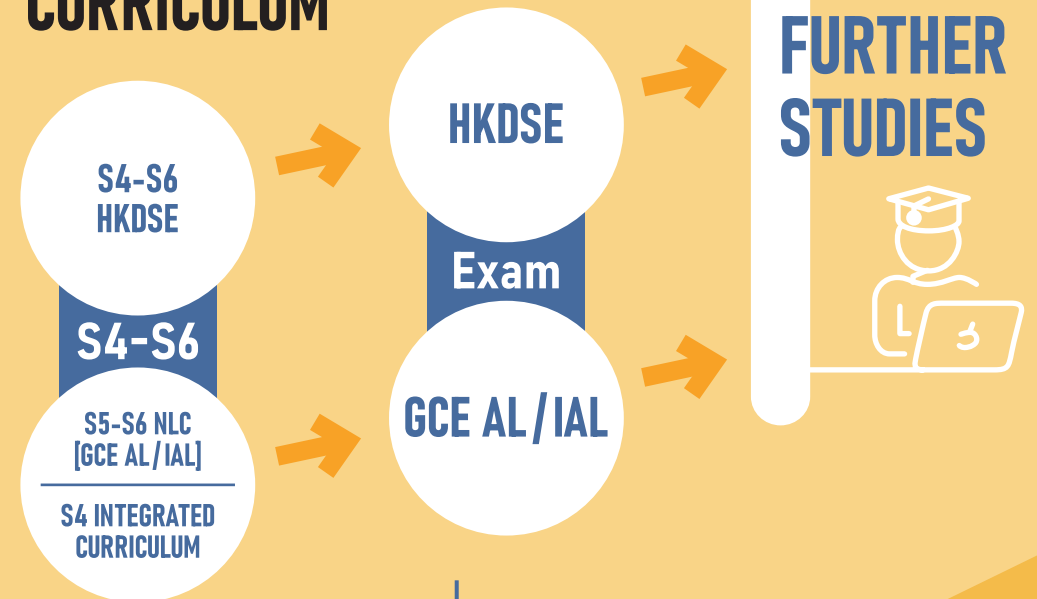
DR. SAMUEL CHENG KIN TAK PRINCIPAL

To cater for the diverse learning needs and further study needs of our students, Non-Local Curriculum (NLC) was launched in September 2019, offering one additional curriculum for our Secondary Five and Six students. The Non-Local Curriculum, which is based mainly on the International Advanced Levels (IAL) offered by Edexcel, serves as an alternative one that allows students to specialize further in elective subjects of their choice.

It is my sincere hope that through the sharing of different 'travellers' and 'planners' of our NLC journey, you can gain a better understanding of the 'Different Sky of Learning' at UCCKE.



SENIOR SECONDARY CURRICULUM



Tiffany CHAN (Class of 2022)

Awardee of 2022/23 Hong Kong Scholarship for Excellence Scheme. She is currently studying at University of New South Wales (Bachelor of Medical Studies and Doctor of Medicine).

Taking the Non-Local Curriculum in UCCKE in S5 was a very distinctive experience for me. The International A-Level offered a broader and deeper curriculum to prepare me for studying medicine. Students were also encouraged to be more self-initiated in their studies, this gave me more time to explore my interest outside school.

The school hosted career planning activities, like talks from university admission officers, career mentoring and job shadowing, to help us prepare for our university studies; these are indeed valuable learning opportunities. Most importantly, I am most blessed to have supportive teachers who have been walking with me even till now.

Sherman MA (Class of 2024)

Sherman is currently a Year 1 student studying Dentistry at The University of Hong Kong

Studying the IAL curriculum has been a transformative experience in my academic journey, igniting a passion for scientific inquiry that extends far beyond the classroom. It has deepened my interest in science, motivating me to explore specific topics in greater detail and broaden my understanding. The comprehensive syllabus of IAL covers subjects that are highly relevant to university-level studies, helping me bridge the gap between secondary school and higher education. One of the strengths of the IAL curricula is the spiral approach, where topics are revisited and expanded upon at

increasing levels of complexity over the course of the program. This design has allowed me to build on my prior knowledge step by step, making it easier for me to grasp more advanced and challenging concepts as I progress.

As someone focusing exclusively on science subjects, I have been able to dedicate my time and energy to what truly captivates me. This focus has not only enhanced my engagement but also enabled me to manage my revision time more effectively. Overall, the IAL program has been instrumental in shaping my academic path and nurturing my aspirations to pursue a career in healthcare sciences.

FURTHER STUDIES SUPPORT



Students taking this curriculum can further their studies in Hong Kong or overseas. Opportunities to understand and network with different universities and academic staff are abound. Activities like seminars, consultation sessions, subject taster, admission talks, university fairs are organized to help students explore disciplines and programs they are interested in. Sufficient individual support is offered to students when applying for both local and overseas universities.

GRADUATES' DESTINATION

HONG KONG



Australia



UK



Major

- AI & Computing
- Architecture
- Biochemistry
- Biomedical Science
- Business & Law
- Dental Surgery
- Engineering
- Fine Arts
- Mathematics
- Medicine
- Optometry
- Physics
- Psychology
- Radiography
- Urban Planning & Design

Parent of Samson Wu (Class of 2023)



Samson is currently a Year 2 student studying Computer Science at UCL

When we first heard about the Non-Local Curriculum, we immediately recognized its value. This curriculum is particularly beneficial for students who are passionate about Science subjects but may feel less inclined toward language-heavy. Our son is one such student, who has always had a deep love for Mathematics and Physics. The NLC provides an excellent alternative pathway for talented students, offering them opportunities to focus on and deepen their knowledge in the subjects they are most passionate about.

At that time, KE's NLC program was only in its second year. Despite its relatively new status, we had no hesitation in letting Samson join, as we could see the dedication and enthusiasm that the school had poured into it. We are especially grateful for the support provided by the subject teachers and alumni, who offered Samson invaluable guidance on further studies, helping him navigate this new path with confidence.

Now, the NLC at KE has become even more established and refined, providing a mature and supportive framework for students. We are confident that this curriculum will continue to help students explore alternative pathways to success and pursue their academic passions to the fullest.





Mr. TSE Man Chi
(Faculty Head of Science, Assessment
& Administration Coordinator)

When comparing the local and non-local Physics curriculum, there are some obvious differences in terms of their curriculum structure, teaching, learning and assessment approach.

Curriculum wise, both streams vary in their breath and depth of the content taught. In HKDSE, the syllabus is condensed, yet it is broad at the same time, which makes it hard for both teaching and learning as one single topic (e.g. momentum) may be covered in a month's time. In contrast, the IAL Physics curriculum comes in a spiral structure, with similar topics covered and revisited each year in a progressive manner that builds upon prior knowledge. Students are exposed to a number of topics in Physics in their Integrated Curriculum in S.4, which serve as a bridge to IAL. Once students enter



the NLC stream, they will experience a spiral curriculum, in which a topic will be explored by various science subjects, while the complexity and coverage becomes deeper. For instance, in S.5 Chemistry, "Applications of Mass Spectrometer" is introduced. Then in S.6 Physics, students learn further about the "Working Principles of Mass Spectrometer." Such a spiral curriculum strengthens students' learning and facilitates their preparation for their tertiary studies in the science field. In addition, while the HKDSE places emphasis on students' procedural knowledge, the IAL training in practical skills for science experimentation focuses on data analysis such as the accuracy, precision, the differences in data, and the whys. Students in the NLC stream also enjoy more flexibility for their assessment due to the modular approach adopted by IAL. Instead of taking all 6 units at the end of S.6, they will be taking Unit 1, 2, 3 in S.5 and then Unit 4, 5, 6 in S.6.

With the above curriculum and assessment designs, they can gain a more solid scientific foundation and training and be better equipped for their university study.

CURRICULUM & SUBJECTS OFFERED



edexcel
IAL Subject
Specifications

Jeremy CHU
(2022-23 5E)

Jeremy is an awardee of 2022 Outstanding Pearson
Learner Award for Further Pure Maths

He was admitted to Hong Kong University BSc in Applied Artificial
Intelligence upon completion of his IAL study at the end of S.5.

If you like Mathematics and Science, you will love the NLC IAL Science curriculum. Compared to DSE and IB, this curriculum covers more in-depth contents in Mathematics, Physics, Chemistry and Biology. For example, IAL Mathematics includes most topics taught in DSE Core Mathematics and both M1 & M2. IAL qualifications are considered more favourably for university admission; thanks to its rich content. Moreover, IAL allows students multiple attempts to take the exam in the year, so one can take the exam of more confident subjects earlier and retake those with unsatisfactory results within the same year.

S.4 INTEGRATED CURRICULUM

SCIENCE

BUSINESS &
HUMANITIES

CORE SUBJECTS

- Citizenship and Social Development
- Chinese Language
- English Language
- Mathematics

Science

- Physics
- Chemistry
- Biology

Business & Humanities

- Economics
- Business
- Geography

Bible, Physical Education,
OLE (Life Education)



S.5 & S.6 NON-LOCAL CURRICULUM

COMPULSORY SUBJECTS

- Chinese Language
- English Language
- Bible
- Physical Education

IAL SUBJECTS

- Exam Board:
edexcel
- Student can take
3-4 IAL subjects

Science

- IAL Physics
- IAL Chemistry
- IAL Biology
- IAL Mathematics

Business & Humanities

- IAL Mathematics
- IAL Economics
- IAL Business
- IAL Geography



Mr. Dennis FUNG (Subject Head of Geography)



“Geography = reciting hard facts?”

Those who have studied DSE Geography would perhaps remember their tough days in learning about the specific and technical details of geographical concepts. The IAL Geography curriculum has a strong emphasis on investigating global geographical issues, such as climate change, ecosystem and biodiversity, water security and global development, and hope that students develop their own views and perspectives on these complex issues. One of the components is “Researching Geography” which students have to engage in independent research in issues of tectonic hazards and hazard management and write up their own research report as part of the public examination. Such learning experiences equip students the knowledge and research skills necessary for their university studies.

Fieldwork inquiry

Fieldwork inquiry is an integral part of the IGCSE and IAL curriculum, as students need to make use of the process and result of their fieldwork inquiry in their public examination. They need to take an active role in setting up geographical inquiry questions, planning of fieldwork, collecting and analysing data, and evaluating the whole fieldwork. The whole process is challenging yet rewarding as students do not only acquire fieldwork skills, but also metacognitive skills in reflecting on their on learning progress. These skills are essential when conducting their own research at university level.



FUNG Long Yin (2024-25 6E)



The IAL curriculum offers a broader framework with extensive lesson time for core subjects, allowing me to focus deeply on my science studies. It has also fostered my self-discipline, as it requires careful long-term planning to manage exam schedules, balance schoolwork with co-curricular activities, and make informed university choices over three years.

The curriculum’s frequent practical opportunities effectively link theoretical knowledge to real-life applications. For example, Units 3 and 6 in science subjects emphasize practical and analytical skills, enabling me to apply what I’ve learned in hands-on scenarios. These experiences have made my studies more comprehensive and well-rounded, bridging the gap between academic theory and practical use.

Furthermore, the IAL curriculum’s depth often parallels university-level content, providing excellent preparation for higher education. This alignment has allowed me to build a strong academic foundation and better adapt to the demands of university learning. Overall, it is an ideal pathway for students aiming to excel in their chosen fields, equipping them with the skills and knowledge necessary for future success.

Mr. Roparz FONG (English Teacher)



In the Non Local Curriculum, students are trained to be able to handle academic literature and essays at university in Secondary 5. Learning how to read and write academic materials takes time to transition into whether it is upgrading vocabulary, learning different topics, and building communication skills. Through this process, students are also training to think of different perspective and this is crucial in helping them to be ready for university interview and in preparing them to write their research paper. In Secondary 6, the research paper serves as a taster of what a typical university assignment may be like and it is a good process for them to think of their own research question. Aside from academic training, in Secondary 6, students also receive vocational training in writing a cover letter, a resume, and doing mock interview for both university and job. This is an introduction for them to understand how to write and use appropriate tone in business communication. By the time, the students graduate will have various training in written and oral communication skills along with exposure to various academic topics.





United Christian College (Kowloon East)

Address: 2 Lee On Lane, Kwun Tong, Kowloon
Tel: 852 2343 6677
Fax: 852 2790 0077
E-mail: mail@uccke.edu.hk

