Discovery College Senior School Prospectus

International Baccalaureate
Diploma Programme

2013-2015

DISCOVERY COLLEGE
智新書院
Grow. Discover. Dream.

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INTRODUCTION

The purpose of this prospectus is to outline the programme of study in Years 12 and 13 at Discovery College, and to help students make a successful transition to the Senior School. The programme of study in Year 12 (Grade 11) and Year 13 (Grade 12) is the International Baccalaureate Diploma Programme (DP). Students may follow the full IB Diploma Programme, or individual DP Courses at Higher or Standard level. Students taking five DP Courses will also qualify for an ESF Advanced Diploma.

At Discovery College we believe in the development of the student as a whole person, intellectually, emotionally, physically, and socially, so that when they leave us they are ready for active world citizenship. We aim to equip them for future decision-making roles by presenting them with a rigorous educational programme aimed at the development of their talents and skills. At the same time, we aim to nurture in our students an understanding of themselves and others in a world of cultural diversity that will lead to a sense of tolerance, interdependence and open-mindedness. The International Baccalaureate Diploma Programme matches well with the overall aims of the culminating phase of our educational programme. We aim to uphold rigorous standards of learning and enquiry within an academic framework that is both broad and deep.

In order to accomplish these aims, Discovery College seeks to provide a pleasant, stimulating environment for its students, in which the effective development of the whole person can take place, facilitated by a caring and capable staff, by ongoing development of academic resources, and by the provision of a lively extra-curricular programme of activities and events.

THE IB DIPLOMA PROGRAMME

Who should take the IB Diploma?

The IB Diploma Programme is designed for students who have successfully completed their middle years of secondary schooling. Various indicators of this success exist as possible pathways for entry to the IB Diploma Programme.

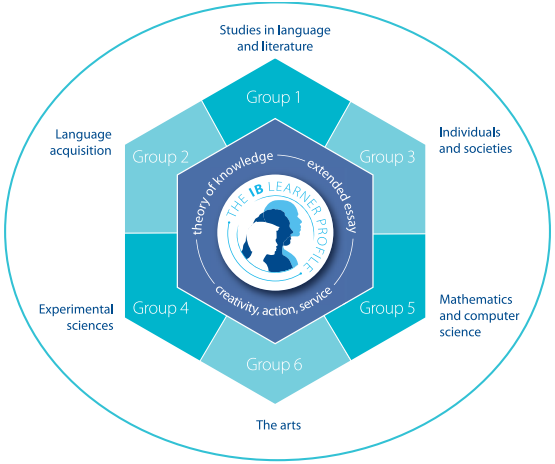
- A minimum of 36 points (out of a total 63) in the IB Middle Years Programme (MYP)
- An average, or predicted average, of 5 Grade C's in the IGCSE examinations
- New applicants will be admitted to the college and the programme on the basis of school transcripts, written applications, interviews, and admission tests
- Students who have not completed any of the above will still be considered on a case-by-case basis

Students successfully completing any of the above will normally be entered into the IB Diploma Programme. Students with grades lower than the requirement but who, in the judgement of the IB Diploma Coordinator, would be suitable candidates for Year 12 entry may be admitted as a DP Courses student. However, all cases will be examined on an individual basis, and the College reserves the right to accept or reject any application at its discretion. Students will be counselled on the correct choice of either full Diploma status or Courses status.

The IB Diploma Programme Curriculum Model

As this diagram shows, the curriculum consists of six subject groups. Every IB Diploma candidate must take at least one subject from each of Groups 1 to 5 and must then satisfy the Group 6 requirement. Subjects are offered at two levels: Higher Level and Standard Level.

- Those at Higher Level are widely recognised as being equivalent to the English "A" Level or to the Advanced Placement (AP) in the United States
- Subjects at Standard Level are less demanding but when taken as an individual course are perfectly acceptable to many Universities



IB Diploma Programme and DP Courses

IB Diploma Programme

- This course is aimed at motivated and capable students
- Students take a total of 6 subjects: 3 subjects at Higher Level and 3 at Standard Level
- Students write a 4000 word Extended Essay based upon independent research
- Students follow a Theory of Knowledge (ToK) course of 100 hours
- Students complete Creativity, Action and Service (CAS), which has a special emphasis on cooperative and community-based activities
- Students who enter the full IB Diploma but fail are still eligible for qualifications in individual IB Diploma Programme Courses (see below)

DP Courses

- This course is aimed at students who will find the full IB Diploma too difficult
- Students take 0 or 1 or 2 subjects at Higher Level and 4 or 5 or 6 at Standard Level
- Students complete Creativity, Action and Service (CAS), which has a special emphasis on cooperative and community-based activities
- Students can complete Theory of Knowledge and the Extended Essay as separate qualifications if appropriate.
- While completion of CAS is not an IB requirement for Courses, it is an internal requirement for graduation from Discovery College
- Students who take 5 or more Courses will also qualify for an ESF Advanced Diploma upon completion of an Extended Project of 2000 words and two semesters of ToK

The ESF Advanced Diploma

- This programme is available for students for whom the IB Diploma is not suitable
- Students completing 5 IB Courses, a 2000 word Extended Project, CAS, and two semesters of ToK will qualify for an ESF Advanced Diploma
- This Diploma is similar to a High School Diploma and will meet international standards of secondary education expectations

The Application Process

Current Students

In October each year there is a presentation to interested parents and students on the IB Diploma Programme. The IB Diploma Programme Coordinator outlines the details of the programme, while Heads of Department outline the details of each subject and its requirements. The Higher Education Counsellor is available to answer any questions about the implications of subject choices on university applications.

Students, in discussion with their parents and current teachers, then determine which courses in each subject group might be appropriate for them. This information is then submitted to the IB Diploma Programme Coordinator who may consult further with the student and their subject teachers as to the suitability of their choices. Where there are concerns about the student's present level of achievement, the College reserves the right not to accept a student into the Diploma Programme. Such students may be guided into doing DP Courses.

Entering the IB Diploma Programme from another school

Students applying from outside of Discovery College must complete the normal admissions procedures. The application will be reviewed and transcripts forwarded from their previous school.

Planning a course of study

Students need to be aware of their strengths and interests as they consider which subjects to take. They should carefully review school reports and subject teacher feedback in making their options choices. They should also take into account their future study and career plans. Students should become familiar with the requirements and expectations of the universities and colleges in the countries where they intend to apply. They are strongly encouraged to consult with the Higher Education Counsellor and to undertake their own research through visiting the online admissions departments at their prospective universities and colleges.

Higher Level or Standard Level

For many students, once the individual subjects have been chosen, the greatest difficulty is in deciding what level of study is appropriate: Higher Level or Standard Level. Students need to balance carefully their own interests and abilities with university requirements. Students are urged to speak to their teachers or Heads of Department to find out the differences between Higher Level and Standard Level. In some subjects the difference between Higher Level and Standard Level is mainly the amount of work in the syllabus, and in others it is a variation in the degree of difficulty.

SUBJECTS OFFERED AT DISCOVERY COLLEGE

Group 1	Higher Level	Standard Level
Studies in Language and Literature	English Literature English Language and Literature Chinese Language and Literature	English Literature English Language and Literature Chinese Language and Literature Self-taught Language

Group 2	Higher Level	Standard Level
Language Acquisition	Mandarin B Spanish B	Mandarin B Spanish B Mandarin *ab initio* Spanish *ab initio*

Group 3	Higher Level	Standard Level
Individuals and Societies	Business and Management Economics Geography History	Business and Management Economics Geography History

Group 4	Higher Level	Standard Level
Experimental Sciences	Biology Chemistry Physics Design Technology	Biology Chemistry Physics Design Technology Environmental Systems and Societies

Group 5	Higher Level	Standard Level
Mathematics	Mathematics Higher	Mathematics Standard Mathematical Studies

Group 6	Higher Level	Standard Level
Arts and Electives	Film Music Theatre Visual Arts A second Group 3 subject A second Group 4 subject	Film Music Theatre Visual Arts A second Group 3 subject A second Group 4 subject

NB
Subject availability is not guaranteed, depending on student demand and thus timetabling constraints.
Consequently availability may change before the start of each two-year course.

OVERVIEW OF SUBJECT GROUPINGS

Group 1 and Group 2: Languages

Students taking the IB Diploma must study at least two languages. All students take a first language and in addition either another first language, a language B or a language ab initio. English and Chinese are offered as a first language. Mandarin and Spanish are offered as language B and ab initio courses. All courses may be taken at Higher Level or Standard Level except for ab initio courses, which are only available at Standard Level. Selection of the appropriate level in each language will be depend on the student's previous linguistic background, academic record, and on the student's intentions for use of the language in the future.

Students with a first language other than English or Chinese may take the language as a self-taught Literature course at Standard Level only. While no instruction in the target language will be provided at the college, internal supervision and assistance with aspects of the course will be provided.

First language courses are designed for students with fluency in the target language. The Literature course is exclusively literature-based while Language and Literature courses combine language and literature study. Language B courses are for students with less than 5-7 years of formal study of the language. Ab initio courses are for students with limited or no prior experience of the language. Language B and ab initio courses focus on developing communicative competence.

Studying language and literature develops critical thought and analytical capacity. These are essential life skills and have wide currency in the job market. Students may choose a career specialising exclusively in language, such as writer, translator, interpreter, editor, journalist, analyst or educator. There are also many excellent academic career paths available in areas such as literacy research, linguistic analysis and literary theory. For many students, study of language complements specialisation in other areas. Some disciplines that notably lend themselves to this kind of career path include law, media studies, engineering, psychology, education, business, information technology, marketing and social work.

Group 1: Studies in Language and Literature

Literature (SL and HL)
The Literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. This will include an appreciation of author structure, technique and style. Focusing exclusively on literary analysis, this course is aimed at students who wish to pursue the study of English Literature at university. Students will develop their ability to structure a logical, sustained and persuasive argument using academically sophisticated language with precision and coherence. Students will engage in both written and oral literary analysis based on familiar and unfamiliar texts. Comparative analysis will be a strong feature of this. Texts will be drawn from a range of world literature and genres (novel, non-fiction, poetry, short stories, plays) and include works in translation, enabling students to gain understanding and appreciation of other cultures. The course comprises of internal and external assessments requiring students to read, write and express their understanding orally. In the Standard Level course, students will study 10 pieces of literature, whereas in the Higher Level course, students will study 13 pieces. At Higher Level, a greater emphasis is placed upon comparative literary analysis.

The Literature course is available in English at both Higher and Standard Levels, and as a self-taught language at Standard Level only.

Language and Literature (SL and HL)
The Language and Literature course develops skills of textual analysis and critical thinking. The course comprises of two language units and two literature units. Literary and non-literary texts are analysed for their form and how meaning is affected by culturally defined reading practices. Relationships between power, identity and language form the basis of inquiry. Students explore the ways in which language is used to construct meaning in a range of contexts within written, oral and visual texts. Texts are chosen from a variety of sources, genres and media including works in translation.

A greater number of literary works is studied at Higher Level. The Language and Literature course fosters the ability to use various modes of writing appropriate to purpose and audience, organise a logical and sustained argument and use sophisticated language with coherence, precision and clarity. The course comprises of internal and external assessments requiring students to read, write, present visually and express their understanding orally.

The Standard Level course is designed for students who wish to pursue a university education in any discipline, catering to a broad range of student abilities and interests. The Higher Level course is best suited for students whose interests and strengths lie particularly in language based subjects. Students who are interested in pursuing further studies in areas such as Humanities or Social Sciences, Media Studies, Cultural Studies, Law, English or foreign languages are recommended to consider taking Language and Literature as a Higher Level subject.

The Language and Literature course is available in both English and Chinese.

Group 2: Language Acquisition

Language B (SL and HL)
This course is designed for students with some previous learning of the language. It may be studied at either Standard Level or Higher Level. The course gives students the possibility of reaching a high degree of competence in an additional language while exploring the culture(s) in which that language is spoken. The course aims to develop the students' linguistic competence and intercultural understanding.

By the end of a Language B courses, students will be assessed on their ability to:
1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. use language appropriate to a range of interpersonal and/or cultural context
3. understand and use language to express and respond to a range of ideas with accuracy and fluency
4. organise ideas on a range of topics, in a clear, coherent and convincing manner
5. understand, analyse and respond to a range of written and spoken texts
6. understand and use works of literature written in the target language of study (Higher Level only)

Assessment comprises of external assessment (two written examination papers and one written assignment) and internal assessment (one individual oral and three interactive oral activities).

Language B is offered in Mandarin and Spanish.

Language *Ab Initio* (SL only)
The Language Ab Initio course is designed for students with little or no prior experience of the language they wish to study. It is available at Standard Level only. The course is organised into three themes:
- individuals and society
- leisure and work
- urban and rural environment

By the end of the Language Ab Initio course, students will be assessed on their ability to:
1. demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics
2. communicate clearly and effectively in arrange of situations
3. understand and use accurately the basic structures of the language
4. understand and use an appropriate range of vocabulary
5. use a register and a format that are appropriate to the situation

Assessment comprises of external assessment (two written examination papers and one written assignment) and internal assessment (one individual oral).

Language Ab Initio is offered in Mandarin and Spanish.

Group 3: Individuals and Societies

Business and Management, Economics, Geography and History are offered at both Higher and Standard Level

Business and Management (SL and HL)
The Business and Management programme introduces students to business theory and guides them in the application of fundamental business principles, practices, and skills. The course explores the diverse range of business organizations and activities within their cultural and economic contexts. Emphasis is placed on strategic decision-making and the daily business functions of marketing, production, human resource management, and finance. Students will gain an awareness of the social, ethical, and environmental considerations that influence organizations and consider the implications of responsible business practices for individuals and the global economy.

At Standard Level, students study five modules: Business Organization and Environment; Human Resources; Accounts and Finance; Marketing; and Operations Management. Students will compose a business analysis for their internal assessment piece, and sit a written exam for the final assessment at the end of the course.

While no prior knowledge is necessary for enrolment, students will be encouraged to keep abreast of significant local and global affairs throughout the course to apply and reinforce their learning. The decision-making and critical thinking skills acquired in Business and Management will enhance the ability of students to participate in commercial industries. This is an ideal course for any student considering university studies or careers in business administration, human resources, the fashion industry, advertising, logistics, finance, and the arts, as well as for anyone interested in how business affects the world around them.

Economics (SL and HL)
The Economics programme examines how individuals and societies address the basic economic problem of scarcity. The questions of what goods and services should be produced, as well as how they should be produced and distributed given limited resources, are at the heart of this course. After studying the concepts and theories of microeconomics and macroeconomics and their real-world applications, students will explore issues pertaining to international trade and development. These topics will help students appreciate the impact of global economic interactions on individuals and societies.

The course is comprised of four parts: Microeconomics, Macroeconomics, International Economics, and Development Economics. HL students cover extended material within each section, and all students prepare an internal assessment portfolio containing three commentary pieces that apply economic concepts and models to extracts from news

media. The external examination at the end of the course consists of two written papers, with HL students writing an additional quantitative methods paper.

Students enrolling in SL and HL economics need not have taken related courses previously, but they would benefit from a review of introductory economic concepts such as scarcity, opportunity cost, production possibilities, and the factors of production. Additionally, while it is not necessary, enrolment in SL or HL mathematics will assist students in the mathematical aspects of the course.

The exposure to theoretical concepts and models gained in Economics will enable students to pursue challenging university courses and prepare them to conduct quantitative and qualitative research in business and academia. Students interested in undertaking this course will most likely be considering further studies or careers in finance, logistics, politics, law, non-profit organizations, or international business.

Group 3: Individuals and Societies (continued)

Geography (SL and HL)
Geography at IB Diploma level encourages students to develop a world perspective and a sense of global interdependence, enabling them to understand the interrelationship between people, places and the environment and to develop a responsibility for environmental stewardship and sustainability. Students gain an understanding of the need to plan and manage for future generations and to appreciate the relevance of geography in analysing contemporary world issues. Students will be able to develop and modify their values and attitudes in relation to geographical problems and issues.

The syllabus further develops the knowledge, skills and concepts of the MYP. Standard Level and Higher Level students study the core unit. Standard Level then studies two further option units. Higher Level study three option units and the Higher Level extension, Global Interactions, which examines contemporary issues such as environmental changes and socio-cultural exchanges.

The core theme provides an overview for the key global issues of our times. The purpose is to provide a broad, factual and conceptual introduction to each topic. Many of these global issues also provide an introduction to the UN Millennium Development Goals in particular those concerning poverty reduction, gender equality, improvements in health and education and environmental sustainability, and an evaluation of the progress made towards meeting these goals. The core also develops knowledge of the likely causes and impacts of global climate change. An understanding of this issue is the fundamental basis for the section on "patterns in environmental quality and sustainability". The option units are designed to show a breadth of geographical knowledge in physical processes as well as social, political and environmental conflicts. Students will study the geography of food and health, urban environments and hazards and disasters to identify the interface between physical and human geography.

Throughout the course a wide range of skills are taught as "tools for geographers." As an internal assessment project, students do an original hypothesis-testing fieldwork study requiring collection and analysis of primary data. This provides a stimulating and practical application of classroom learning. Remaining formal assessment comes from the external examination at the end of the course.

Geography prepares students to undertake both Science-based and Arts-based university courses. Studies can include resource management, environmental issues, geographic information systems, town planning, travel and tourism, climatology, oceanography and hydrology.

Group 3: Individuals and Societies (continued)

History (SL and HL)
The History course is fundamentally a 20th century world history course, which meets the increasing interest of students in the contemporary world. The course encourages the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures as well as a lasting interest in history. The study is organised topically, including the following major units: a) The origins and development of authoritarian and single-party states with reference to European and Asian examples b) The Cold War since 1945. All students will also complete a source-work paper on peacemaking, peacekeeping international relations 1918-36.

In addition to the core study of 20th century world history, Higher Level students study either 'Aspects of the History of Asia and Oceania' or 'Aspects of the History of Europe and the Middle East' from 1860 to the present. The interaction with other regions and the impact and role of modernization on economic and political developments within the regions is studied.

Students learn from a wide range of sources including many authentic works of history. The emphasis is on developing skills such as analysing and evaluating historical sources and arguments, independent research and inquiry and essay writing. Students are evaluated through document analysis exercises, research papers, and essay writing. In the second year of the course, students complete an internal assessment activity that is an in-depth analysis of one topic of interest. The remainder of formal assessment comes from the external examination at the end of the course. An ability to write analytically and evaluate evidence critically is essential to success in this course. This course is valuable for students with a general interest in history as well as students interested in university study or careers in areas such as history, tourism, government, law and international business.

Group 4: Experimental Sciences

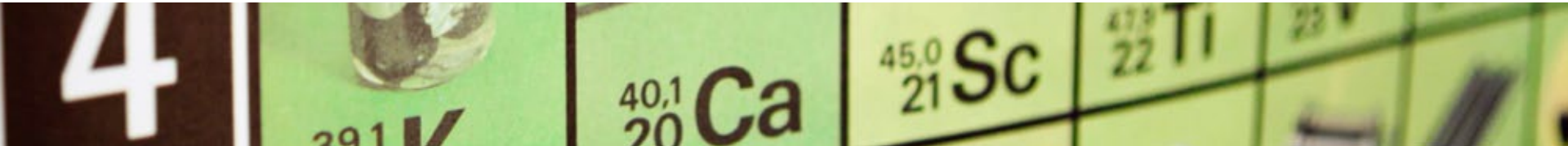
Through studying any of the Group 4 subjects, students should become aware of how scientists work and communicate with each other. Using the scientific method in its variety of forms, there is a great emphasis on a practical approach through experimental work that distinguishes the Group 4 subjects from other disciplines.

Discovery College offers Biology, Chemistry, Physics and Design Technology both at Standard and Higher Level, as well as Environmental Systems and Societies at Standard Level only. All courses run for two years and are divided into a comprehensive syllabus of theory and a practical programme. The students will also develop and apply information and communication technology skills within all subjects.

There are no prerequisites for any of the Group 4 subjects, however students who have not achieved a Level 5 or higher in MYP Sciences often find the Higher Level IB Diploma Sciences very difficult and find the demands of the course may result in lower grades than expected. Such students are normally better served by choosing a Standard Level Group 4 course.

Assessment for all Group 4 subjects consists of 76% from the final exams at the end of the two-year course and 24% from the criterion-related internal assessments (practical work) covered over the two years. For Design Technology the split is 64% % to 36%, and for Environmental Systems and Societies the split is 80% to 20%.

It is a requirement for successful completion of the IB Diploma that all students participate in the Group Four Project. This is an interdisciplinary activity where students from the different Group 4 subjects work collaboratively to analyse a common scientific or technological topic or problem. This may involve a field trip or fieldwork. The emphasis is on the processes involved in scientific investigation rather than the products of such investigations. The project forms part of the internal assessment and takes about 10 hours.



Group 4: Experimental Sciences (continued)

Biology

During the two years of the IB Diploma Biology course, students will acquire and learn a significant amount of facts and information, but at the same time, will experience and practise the real science behind those topics which will lead them to a good understanding of the main pillars of the subject: Structure and Function, Universality Versus Diversity, Equilibrium Within Systems and Evolution.

A series of skills outside the laboratory and the confines of a school timetable will be included in the course. Many of the practicals can only be carried out in the field and on consecutive days. Different areas in Hong Kong provide a stimulating and varied environment, which is significantly different from that in the school. In addition, the experience of working as part of a team is invaluable.

Subject Specific Core topics covered by the Standard Level and Higher Level course include Cell Biology, Biochemistry, Ecology and Evolution, Genetics and Human Health and Physiology. Additional Higher Level material covers the Human Health and Physiology topic in greater depth as well as devoting considerably more time to Cell Respiration, Photosynthesis and Genetics.

The option topics are usually decided upon by the students, based on suggestions from the teacher.

Chemistry

Chemistry spans the scientific spectrum. At one end, the reactions and processes studied are those that biologists need to explain the mechanisms of life. At the other, the design of materials used by engineers to construct technologies links to physics. Environmentally, chemistry covers very topical and up to date subjects such as pollution, global warming and ozone depletion.

Core topics include the mole concept, atomic structure, bonding, energetics, kinetics, redox reactions, acids & bases, and organic chemistry. Optional topics such as medicines and drugs, environmental chemistry, food and industrial chemistry give the chance to explore some real-world applications of chemistry.

Experimentation lies at the heart of every science. Chemistry students spend much time in the laboratory learning practical skills, safety, data handling techniques and working effectively with other people. These processes and skills are necessary for a full understanding of chemistry concepts as well as the development of problem-solving skills.

The course provokes questions about the responsibility chemists have to society, as students explore the social, industrial, technological, environmental and economic implications that chemistry has for the global community. As more and more demands are made on our planet and its limited resources, chemists will be in a crucial

position to ensure that technology can keep pace with our wants and needs. The study of chemistry places students in a position to better comprehend and play a part in facing the challenges ahead.

Physics
Physics is considered to be the root science as its laws apply to all of the experimental sciences. Physics seeks to understand the universe itself, from the microcosmic scale of the smallest particles to the macrocosmic scale of the vast and expanding distances between galaxies. Physicists seek to acquire knowledge through: observation of our natural world, creation of models to understand these observations, and formation of theories, which are then tested by experiment.

The IB Diploma Physics programme covers the core topics of Physical Measurement, Mechanics, Thermal Physics, Waves, Electromagnetism, Fields and Forces, Atomic and Nuclear Physics, and Energy, Power, and Climate Change. Two specialty options, which allow for teacher and student choice, will also be covered. Popular options include Astrophysics, Relativity and Electromagnetic Waves. Higher Level requires additional learning time to cover a deeper extension of the core topics, in addition to learning more advanced topics such as Quantum Physics and Digital Technology.

Physics students not only gain knowledge and understanding of Physics concepts, but also develop investigative practical skills, technological skills, and interpersonal skills. Students will regularly use Mathematics, the language of Physics, to communicate findings and the relationships between variables.

Perhaps the most relevant application of Physics is the development of technologies that have changed our world to accommodate our needs, which have had profound impact on the daily lives of all human beings. Students explore the ethical issues surrounding these applications, and the positive and negative impacts these applications have had on our society, to understand the moral issues and responsibilities that physicists must consider.

Design Technology
Design Technology provides the opportunity to achieve high levels of technological literacy, enabling students to develop critical thinking and design skills, which can be applied in practical situations. While design may take various forms, it will involve the selective application of knowledge within an ethical framework.

The course will focus on the design, development, analysis, synthesis and evaluation of problems, and their solution through practical activities. Understanding the design cycle is central to the course, combining knowledge, skills and design principles in problem-solving contexts. The course combines elements from both the Sciences and the Arts and is considered very useful for students wishing to study applied science, technology, engineering or design-related subjects at tertiary level.

Group 4: Experimental Sciences (continued)

Environmental Systems and Societies (SL only)

This is an interdisciplinary course that fulfills the requirements of both Group 3 (Individuals and Societies) and Group 4 (Experimental Sciences) in the IB Diploma Programme. Designed to bridge the gap between Environmental Studies and the Sciences, it is a very topical course involving many contemporary and controversial issues such as global warming, pollution, conservation of resources and biodiversity in ecosystems.

These are studied in a manner that enables students to appreciate that human society is directly linked to the environment. It also promotes a critical awareness of a diversity of cultural perspectives and that appreciation of these is needed at both a local and global scale.

Although the course is not completely science based, many experiments are conducted using biological, chemical and physical techniques.

The results are then used to analyse concepts being studied. Students are expected to design experiments, record and process data, evaluate results and draw conclusions. The personal skills of working cooperatively, safely and ethically are also addressed. In addition to experimental work, students carry out computer modelling, role-play scenarios and fieldwork. Hong Kong is a wonderful place for doing this as it has such a great variety of different habitats.

Group 5: Mathematics

At Discovery College we offer the following Group 5 subjects:

- Mathematics Higher Level
- Mathematics Standard Level
- Mathematical Studies (SL)

Mathematics Higher Level
Mathematics Higher Level caters for students with an excellent background in mathematics who are competent in a wide range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging in its problems.

The nature of the subject is such that it focuses on developing important mathematical concepts in a comprehensible and coherent way. This is achieved by means of a carefully balanced approach: students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts while, at the same time, being introduced to important concepts of rigour and proof.

Students embarking on this course should expect to develop insight into mathematical form and structure in their studies, and they should be intellectually equipped to appreciate the links between parallel structures in different topic areas.

The internally assessed component, the Exploration, constitutes 20% of the final grade. It gives students an opportunity to develop and apply mathematics to an area that is of particular interest. The Exploration also provides students with opportunities to increase their understanding of mathematical concepts and processes, and develop a wider appreciation of mathematics.

This course is clearly a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the Standard Level programmes: Mathematics Standard Level or Mathematical Studies.

Group 5: Mathematics (continued)

Mathematics Standard Level
Mathematics Standard Level caters for students who anticipate the need for a sound mathematical background in preparation for their future studies. The programme focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce candidates to these concepts in a comprehensible and coherent way rather than insisting on the mathematical depth of approach required for Mathematics Higher Level.

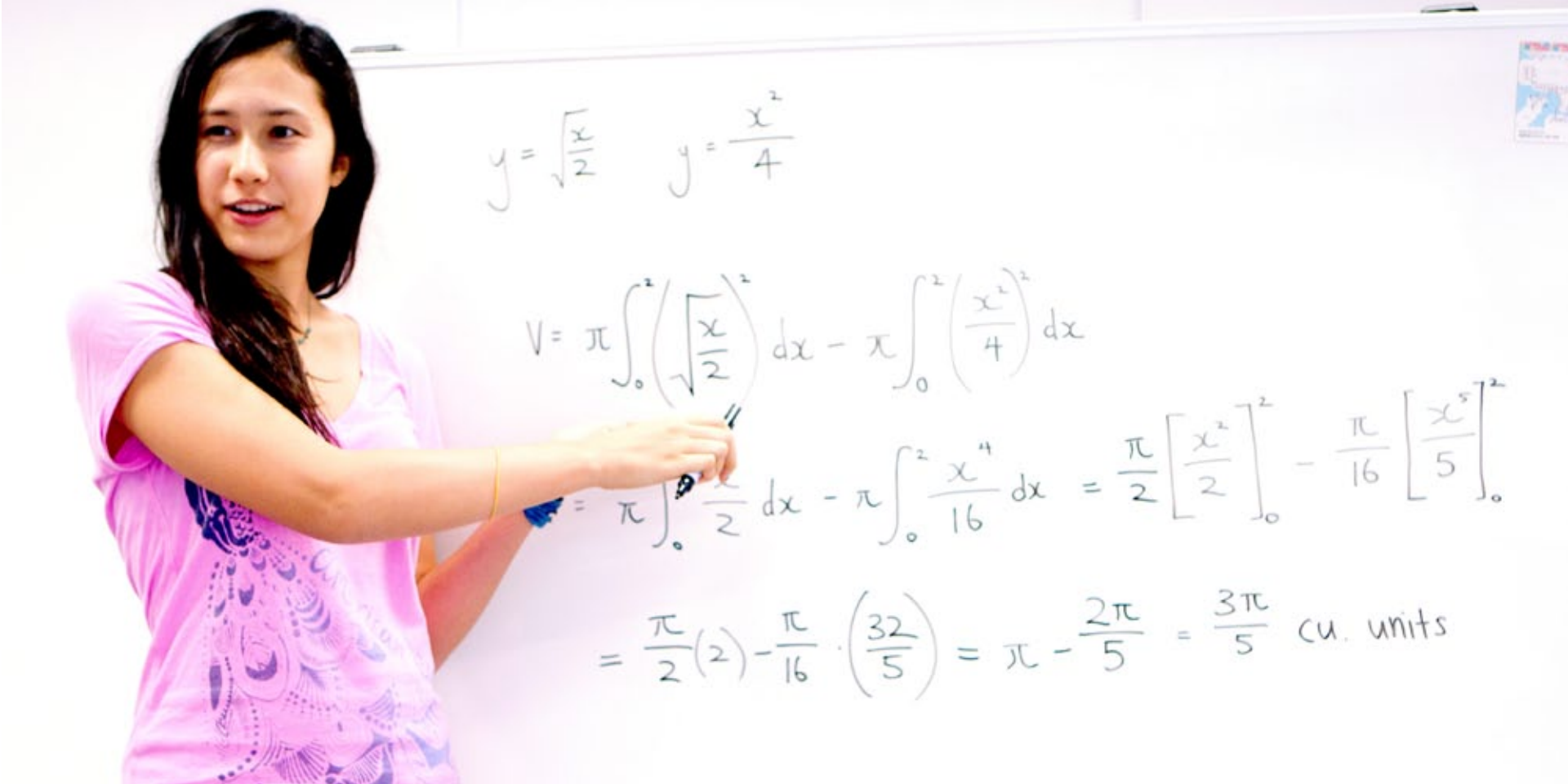
Students embarking on this course are expected to possess a good knowledge of mathematical concepts and to be equipped with good skills needed to apply fundamental mathematical techniques correctly. It is a demanding course as it contains a broad range of mathematical topics. The internal assessment, the Exploration, constitutes 20% of the final grade. It allows students to develop an area of interest to them without a time constraint as in an examination. The Exploration provides students with opportunities to increase their understanding of mathematical concepts and processes, and develop a wider appreciation of mathematics.

Students likely to select this subject will be those who expect to go on to study subjects which have a significant mathematical content, such as chemistry, economics, geography, psychology and business administration. Standard Level does not have the depth found in the Mathematics Higher Level programme. Students wishing to study subjects with a high degree of mathematical content should opt for Higher Level.

Mathematical Studies (SL)
Mathematical Studies is available as a Standard Level subject only and caters for students with varied backgrounds and abilities. It is specifically designed to build confidence and encourage appreciation of mathematics in students who do not anticipate a need for mathematics in future studies.

Students embarking on the course need to be equipped with fundamental skills and a rudimentary knowledge of basic processes. Mathematical Studies concentrates on mathematics which can be applied to contexts related to other curriculum subjects, to common general world occurrences and to topics that relate to home, work and leisure situations. The programme includes a project (comprising 20% of the final grade). It provides an opportunity for students to undertake a mathematical investigation (guided and supervised by the teacher) in the context of another subject in the curriculum or a hobby or interest of their choice using skills learned before and during the Mathematical Studies course.

Students most likely to select this subject are those whose main interests lie outside the field of mathematics. For many Mathematical Studies students this will be their last formal mathematics course.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Group 6: The Arts and Electives

In Group 6, students can take an Arts subject (Theatre, Music, Visual Arts or Film), a second Group 3 subject or a second Group 4 subject.

Theatre (SL and HL)
The IB Diploma Theatre course is designed to encourage students to examine theatre in its diversity of forms from around the world. This will be achieved by a critical study of theory, history and culture of theatre, and will find expression through practical workshop sessions. Students will come to understand the act of imagining, creating, presenting and critically reflecting on theatre (past and present) and the impact on the world around us.

The theatre course emphasises the importance of working individually and as a member of an ensemble. Students are encouraged to develop organisational and technical skills needed to express themselves creatively. A further challenge for students is for them to become aware of

their own perspectives and biases and learn to respect those of others. This requires a willingness to understand views and to respect and appreciate culture. As a result the Theatre course can become a way for students at Discovery College to celebrate the international and intercultural dynamic that inspires and sustains all forms of live theatre.

Standard Level Assessment requirements

External Assessment

Research Investigation 25%	1500 to 1750 words with supporting visuals
Practical performance proposal 25%	250 word pitch on a design performance with supporting visual materials

Internal Assessment

Independent project portfolio 25%	2000 words portfolio on experiences in core syllabus
Independent project portfolio 25%	20 minute oral presentation with 5 to 7 images

Higher Level Assessment requirements

External Assessment

Research Investigation 25%	2000 to 2500 words with supporting visuals
Practical performance proposal 25%	250 word pitch on a design performance with supporting visual materials and a rationale of 1000-1250 words

Internal Assessment

Independent project portfolio 25%	3000 words portfolio on experiences in core syllabus
Theatre performance and production presentation 25%	30 minutes oral presentation with 7 to 10 images

Group 6: The Arts and Electives (continued)

Music (SL and HL)
IB Diploma Music programme students will explore music from various perspectives. Through performance, analysis, listening, and composing, they will gain understanding of how music is created, how it affects society, and experience making music. Through academic study they will investigate musical styles linked to cultures and regions from around the world and the development of music traditions in the western world. In all areas they will develop notational skills and descriptive musical terminology to express opinions, ideas and values about music.

Courses involve a written exam that explores the student's knowledge of different musical genres, the ability to identify and describe different musical genres, and a musical investigation paper in which the student compares and contrasts two musical styles in a creative media script. Students entering the programme require a good understanding of music theory. Performance skills on an instrument or performance using voice is advantageous.

Standard Level Assessment requirements
External Assessment – Written Paper (2 hours 15 minutes)
Internal Assessment – two original compositions folios or a recording of at least one solo public performance (15 minutes) or a recording of at least two group performances (20-30 minutes)

Higher Level Assessment requirements
External Assessment – Written Paper (3 hours)
Internal Assessment – three original compositions folios, and a recording of at least one public performance (20 minutes)

Visual Arts (SL and HL)
Through the IB Diploma Visual Arts course, students are offered an opportunity to explore the power of communication and self-expression using a wide variety of approaches. The subject heightens visual and intellectual awareness through direct participation in practical skills and relevant theory, and decision-making based on intuitive analytical synthesis. The programme encourages an individual, independent, inquiring and integrated approach to the Visual Arts. The course is separated into two interlinked elements:

Studio Work provides an opportunity to explore art concepts, techniques and media through practical work. Throughout the two-year course, students develop a self-directed body of work that provides opportunities to gain experience in a wide range of art styles and media, which may include painting, drawing, printmaking, textiles, sculpture, photography, graphic design and digital media.

Investigation Workbooks involve personal research into techniques, concepts, artists and approaches to art, as well as documenting the development of critical awareness of the aesthetic and functional qualities of the visual arts. Students are expected to demonstrate an understanding of the role that the socio-cultural context plays in the production of artworks, and the interrelationship between research and artistic production of Art.

The IB Diploma Visual Arts course is offered at both Standard and Higher Levels. In addition, there are 2 strands available, which allow students to focus on where their academic interests and strengths lay:

Option A - Studio Work 60% / Investigation Workbooks 40%

Option B - Studio Work 40% / Investigation Workbooks 60%

Film (SL and HL)
The Diploma Programme Film course aims to develop students' skills so that they become adept in both interpreting films and making their own films.

Through the study and analysis of films, the course explores film history, theory and socio economic background. The course develops students' critical thinking in order to appreciate a range of cultural and historical perspectives in film. To achieve an international understanding of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. The course requires students to make their own films and develop creative, analytical and production skills within film-making. Students are expected to demonstrate originality and creativity in developing an idea through the various stages of film-making, from conception to finished production.

OVERVIEW OF SUBJECT GROUPINGS

Core

Theory of Knowledge (ToK)
This is a 100-hour two-year timetabled course which is compulsory for all IB Diploma candidates. The course critically examines the types, nature and limitations of the different ways of knowing and areas of knowledge. In the process, students consider the role of language, reason, emotion and perception in the pursuit of certainty and truth.

Students compare systems of knowledge and explore the assumptions and value judgments inherent within them. They are encouraged to explore ToK within the context of their own learning and lives and to consider the impact of cultural differences on knowledge issues. Readings and examples come from a wide range of cultural perspectives and knowledge areas, including human and social sciences, mathematics, the arts, politics, religion and ethics. Students are assessed by means of a written essay and an oral presentation.

Up to three points can be awarded for this work in combination with the Extended Essay. Students are required to keep an ongoing journal, building up a personal set of examples and resources that can be used when completing the assessments. ESF Advanced Diploma students complete two semesters of ToK, focusing on Ways of Knowing and at least two Areas of Knowledge.

Extended Essay
The IB defines the Extended Essay as "an in-depth study of a limited topic within a subject." The 4000 word essay provides students with the opportunity to conduct independent research at an introductory level. Skills required to produce a successful essay in any given subject are generally those a student uses in the relevant course. Students are introduced to the Extended Essay process in February of year one of the programme.

Students should choose an area they find most interesting. For example, a student who chooses History must be interested in working with primary sources. Those selecting a science topic are advised to undertake experimentally-based investigations rather than library-based surveys. In an essay on Language and Literature, students should be interested in the independent critical analysis of literary works. While the IB allows students to undertake the Extended Essay in any subject area it is recommended that students confine their choices to subjects they are studying, usually one of their Higher Level subjects.

When the student has chosen a subject area for their Extended Essay they discuss the proposed topic with their supervisor. The student submits an Extended Essay plan, including a specific research question for discussion. As an independent piece of research, it is critical that the student is self-disciplined and adheres to all deadlines. Students must submit the first draft of the essay by the end of August of the second year of the programme. The complete essay is submitted to the supervisor and to the IB Diploma Coordinator by late November of the second year of the programme.

Extended Project
Students working towards the ESF Advanced Diploma will undertake an Extended Project. The main difference to the Extended Essay outlined above is that the Extended Project will be 2000 words in length.

Creativity, Action, Service (CAS)
CAS is a framework for experiential learning, designed to involve students in new and meaningful roles. The emphasis is on learning by doing real tasks that have real consequences, and then reflecting on these experiences over time. The purpose is for students to be involved in activities that will make a significant difference to their lives and to the lives of others, as well as challenge students to participate in activities that they would not normally do.

CAS is a graduating requirement at Discovery College. While students may participate in school-based activities as a part of their programme, a large part of fulfilling CAS requirements will involve them undertaking activities, on their own initiative or with community groups, outside of school.

CAS neatly reflects our school philosophy: it challenges students to **Grow**, building self-esteem, self-confidence, autonomy and self-reliance; it requires them to **Discover** about themselves, others, and communities on a local and global scale; and it encourages them to **Dream** to be an agent of change. When well carried out, CAS should also lead to the development of the attributes of the IB Learner Profile.

IB Diploma students are required to be continuously involved in CAS over at least an 18-month period. The processes involve students planning and then doing activities and projects, with on-going reflection an essential key to reaching the programme's objectives.

Showing evidence in the eight CAS Learning Outcomes is an integral part of successfully completing the programme. Other requirements include being involved in at least one large-scale project, and at least one activity that involves addressing an issue of public importance. It is recommended that no more than ten substantial activities are conducted over the two-year CAS programme. On average students should aim to spend three to four hours per week doing CAS activities, with a reasonable balance between the three areas of CAS - Creativity, Action and Service.

Core
(continued)

Creativity
This aspect of CAS covers a wide range of arts and other activities outside the normal curriculum that include creative thinking in the design and carrying out of service projects. This could involve traditional arts activities, but could also include activities that involve creative thinking in their creation and implementation, such as organizing an event or competition, developing proposals, and designing lessons.

Example activities include:
Art/photography gallery, Tournament organization, Event management, Website development, Choir, Speech and debate, Drama production, Journalism, Model United Nations, Music / band, Learning an instrument, Community Development

Action
This aspect of CAS can include participation in sport or other activities requiring physical exertion, such as expeditions and camping trips, or digging trenches to lay water pipes to bring fresh water to a village. Students should be encouraged towards group and team activities, and undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met: goals are set and the student reflects on progress.

Example activities include:
Aerobics, Badminton, Basketball, Gym program, kickboxing, Triathlon, Habitat For Humanity, tournament participation, Trekking, Tennis

Service
Service projects and activities are often the most transformative element of the CAS Programme for the individual student; they have the potential to nurture and mould the global citizen.

Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels (such as undertaking projects of assistance in a developing country).

As CAS aims to extend the student, a student's CAS programme should include activities that sees them working beyond the school community. Collaborating with, as opposed to working for, members of a community provides the most positive Service experiences. To best address the differences in privilege that exist between the students who give service and those members of a community who are being served, a relationship of respect and mutuality should be established and promoted between these two groups. The best results for community development take place when a working relationship is created, where all parties are involved in the planning, implementation and evaluation of service activities.

Example activities include:
Habitat For Humanity, Teaching computer literacy, Orphanage work, Working with disabled children, Event management, Organising a Film competition, Developing a Waste management program, Student Council, Peer Tutoring (to junior students), establishing and coaching a sports team

TWO YEAR PROGRAMME

IB Diploma Programme Year One: Year 12

- Students begin the IB Diploma Programme
- Teachers explain subject requirements and issue students with a copy of the syllabus
- Critical deadlines for subject assessment are outlined
- Any minor alterations to the options choices are finalised by early September
- The CAS Coordinator introduces students to the CAS programme and guides them through the process of performing CAS activities and keeping their records updated
- In coordination with the IB Diploma Programme Coordinator, Learning Advisors and the Dean will monitor the academic and pastoral progress of students (as the programme progresses, students require advice on how to monitor their time, extracurricular commitments, etc.)
- Semester reports and mid-semester reports are issued
- Subject assessment is ongoing
- Some subject assessment meets Internal Assessment requirements for individual subjects
- Extended Essay is introduced to students in February and supervisors are allocated
- School examinations are held in May
- Examinations cover the syllabus taught following IB Diploma standard and format

IB Diploma Programme Year Two: Year 13

- Internal Assessment deadlines for individual subjects are ongoing
- Semester reports, mid-semester reports and trial examination results are issued
- The Group 4 Field Trip takes place
- Complete Extended Essays submitted in November
- The Extended Essay Viva Voce takes place in January
- Language orals conducted in December to February
- Trial Examinations take place in February and are intended to familiarise students with the structure of a Diploma examination and assess the academic standard of students
- Most Internal Assessment is completed by February and March and submitted to the IB
- Conditional and unconditional university placement offers are made
- Final school reports are issued in April
- Students go on study leave in late April
- IB Diploma examinations begin in early May and conclude by late May
- Discovery College Graduation Ceremony is held in late May
- IB Diploma results are issued around 5 and 6 of July and results are available online

IB Assessment and Moderation Procedures

Consistent with the general and subject-specific objectives of the IB Diploma Programme, assessment procedures are designed to emphasise process rather than content and to achieve a balanced assessment of a candidate's performance. Various assessment methods are used in order to take account of different learning styles and cultural experience, ensuring that all students have the opportunity to demonstrate their abilities. Conventional external examination techniques are complemented by internal assessment of coursework conducted by teachers.

Assessment of Subjects
The method of subject assessment is defined with reference to specific assessment criteria and will consist of some or all of the following:

External Assessment: Written Examinations
- These may include essays and short answer questions, document and data-based questions, multiple choice tests, comprehension exercises, etc

Oral Examinations
- These are conducted according to procedures established by the IB

Internal Assessment
- According to the requirements of the subject, this may take the form of guided coursework, project work, fieldwork, practical and/or laboratory work
- All Internal Assessment is subject to external moderation by the IB, which is rigorously conducted and reported upon

Extended Essay
- The Extended Essay must be based on one of the subjects of the IB Diploma curriculum under the supervision of a qualified teacher at the school
- The Extended Essay is externally assessed
- Extended Projects for the ESF Advanced Diploma will be internally assessed

Theory of Knowledge
- ToK is assessed by an externally marked essay and an internally marked oral presentation

Creativity, Action and Service
- CAS is designed and implemented by the school and all CAS activities are monitored by the CAS Coordinator and the IB Diploma Coordinator

IB Grading System and the Award of the Diploma

- The award of the final grade in each subject is the responsibility of the Chief Examiner
- In each subject a part of the programme may be internally assessed and externally moderated by the Chief Examiner
- A grade will not be awarded for a candidate in any subject for which any of the required assessment components have not been completed
- The grading scheme in use for IB Diploma examinations is a 1 to 7 scale, where 7 is an excellent performance

Theory of Knowledge and Extended Essay Points

According to the Theory of Knowledge (ToK) and Extended Essay (EE) matrix, 3 points may be added to the total score awarded for the individual subjects. A candidate who writes a good Extended Essay and whose performance in Theory of Knowledge is judged to be satisfactory will be awarded + 1 point. A candidate who fails to submit any work for Theory of Knowledge or the Extended Essay will be awarded N, will score no points, and will not be awarded an IB Diploma. Performance in both the Extended Essay and Theory of Knowledge of an elementary standard is a failing condition for the IB Diploma.

Conditions for awarding or not awarding the IB Diploma

The IB Diploma will be awarded to candidates whose total score reaches or exceeds 24 points. Apart from this simple condition there are 19 fail codes, for example:

Diploma of 24, 25, 26, 27 points

- No Grade 1 in any subject
- No Grade 2 at Higher Level
- There is no more than one Grade 2 at Standard Level
- Overall there are no more than three Grades 3 or below
- A total of 12 points on Higher Level subjects
- A total of 9 points on Standard Level subjects

Diploma of 28 points or above

- No Grade 1 in any subject
- No more than one Grade 2 at Higher Level
- There are no more than two Grades 2 at Standard Level
- Overall there are no more than three Grades 3 or below
- A total of 11 points on Higher Level subjects
- A total of 8 points on Standard Level subjects

Excluding conditions
The IB Diploma cannot be awarded, whatever the total score, to candidates who have:

- not submitted an Extended Essay
- not followed a course in Theory of Knowledge
- not engaged in CAS activities to fulfill IB requirements

Arbitration
The Arbitration Committee will review the results of candidates whose performance may have been affected by special circumstances duly reported by the school to the IB.

Award of the IB Diploma: Bilingual Diploma
Candidates who have taken examinations in at least one of the subjects from Groups 3 or 4 in a language other than their First Language, or who have offered two First Languages, will be awarded a 'Bilingual' Diploma.

Award of IB Courses
Candidates who do not fulfill the requirements above for the award of the IB Diploma will receive a document from the IB indicating the results obtained in each subject. Passes in individual subjects are treated with respect by many institutes of higher education.

Internal Assessment and Reports
Students will regularly be assessed using IB Diploma subject specific criteria. The scale is a 1 to 7 scale similar to that used in the IB MYP, where 7 represents the highest grade awarded. Students in every subject area are given a copy of the subject-specific assessment components at the beginning of the course.


$y = \sqrt{\frac{x}{2}}$ $y = \frac{x^2}{4}$
$V = \pi \int_0^2 \left(\sqrt{\frac{x}{2}}\right)^2 dx - \pi \int_0^2 \left(\frac{x^2}{4}\right)^2 dx$
$= \pi \int_0^2 \frac{x}{2} dx - \pi \int_0^2 \frac{x^4}{16} dx = \frac{\pi}{2}\left[\frac{x^2}{2}\right]_0^2 - \frac{\pi}{16}\left[\frac{x^5}{5}\right]_0^2$
$= \frac{\pi}{2}(2) - \frac{\pi}{16}\left(\frac{32}{5}\right)$ $\frac{2\pi}{} = \frac{3\pi}{5}$ cu. units

HIGHER EDUCATION

Higher Education Counselling
Our purpose is to assist students in career exploration and to emphasise the link between academic engagement and the path to university. We ask students to take ownership of the search process with the goal of finding the university that best fits their academic and career interests, world region choices, and personal goals and aspirations.

To achieve our purpose we offer group and individual higher education counselling, including university search timelines for each region. In addition, we liaise with representatives from universities around the world, assist with the application process, keep the Guidance Centre updated with relevant resources, and are committed to professional development.

We remain versed in all areas of Higher Education Counselling, including researching choices, critical evaluation of the claims of institutes of higher education, examination and entrance requirements and application procedures. In addition, we will provide career guidance, including researching careers, visits to workplaces, guest speakers, information sessions, evaluation of goals and aspirations through workshops and careers inventory tests.

Entry to Institutions of Higher Education
As IB students have the opportunity to attend universities worldwide, it is important that they spend time researching entry requirements independently. In addition, students are encouraged to use Guidance Centre resources and to seek advice and information about entry requirements from the Higher Education Counsellor.

In Year 12 and early in Year 13, one-to-one consultation sessions take place with the Higher Education Counsellor to ensure that the necessary research is in progress, and that applications are being made. Deadlines are set and applications are checked rigorously.

Academic Transcripts and Courses of Study
Transcripts, based on the 1-7 scale, will be available upon request to students leaving either during the IB Diploma Programme, or having completed the full two-year programme. Courses of Study indicating enrolment period will also be available.

In a number of countries (e.g. Canada, China, Singapore, USA), many tertiary institutions will require internal grades for Years 10 to 13, which will be provided by the Higher Education Counsellor. A profile of the school grading system will accompany each transcript. Transcripts of IB results will be sent by the IB to each university, in July, at the request of the student.

IB Single Subject Courses
Individual course results, particularly at Higher Level, will be recognised by many institutions for purposes of placement or credit.

Discovery College Graduation Diploma and ESF Advanced Diploma
The Discovery College Graduation Diploma and the ESF Advanced Diploma may be used in conjunction with the academic transcript for applying to colleges whose entrance requirements include documentary evidence of continuous internal assessment at the senior secondary level.

External Tests
Many institutions require entrance tests and/or English proficiency tests. Advice is provided for students wishing to sit external tests such as the Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), American College Testing (ACT) and English proficiency tests such as Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS). Preparatory resources are made available to students needing to sit these tests.

What can parents do to support the university application process?

Discuss Career Goals
Encourage your child to explore career paths and develop career goals with the clear understanding that initial interests may change over time. Really, it's the thought process that counts. Help your child to identify interests, likes and dislikes, not just in academics, but in all areas. This will help to focus on specific goals. Encourage your child to discuss career options with others, such as the school counsellor, teachers and recent college graduates who are working professionals in the community. Emphasise that academic and co-curricular engagement now will help pave the road for university choices and the transition into higher education.

Discuss Expectations
Make sure that you and your child have discussed each other's expectations in regards to the university search. What regions of the world are being considered? What academic subject(s) are being pursued? What type of institution and environment will lead to success, both academically and personally? Will you be looking for scholarships? Having frank discussions around your child's and your own expectations at the outset will make the process transparent and fluid throughout.

Suggest CAS activities
Encourage your child to become active in a sport, school club, music or drama group, or community service activity. Remember that universities would rather see real involvement in one activity than a loose connection to several. In addition, CAS activities help students develop time-management skills and enrich the school experience.

What can parents do to support the university application process? (continued)

Meet with the Higher Education Counsellor
You are welcome to make an appointment to come in with your child during the school year and discuss future plans with the Higher Education Counsellor. Please note that this process is best worked through as a team effort, including ownership by the student, partnership with parents, and guidance and expertise of the counsellor.

Encourage Participation in Meaningful Summer Activities
There are myriad summer opportunities available for students. Many universities offer summer school programmes for high school students, while some companies are willing to hire students for (usually unpaid) internships. These activities can provide practical ways of finding out more about potential career choices.

Learn about External Tests
Tests such as the PSAT, SAT & TOEFL provide valuable feedback, and students can then work on academic weaknesses while there is still ample time to improve them. The SAT is required for many universities in the USA and the TOEFL and IELTS are used worldwide for English Language Learners.

Attend University and Career Fairs
These often take place in September - December at various locations throughout Hong Kong. Many universities also visit our school, during break and lunch times, and after school. Encourage your child to attend as many of these visits as possible. Please regularly check the Discovery College website for upcoming visits.

Tour University Campuses
If possible, take advantage of vacation or other family travel opportunities to visit universities and see what they're like. Even if there is no interest in attending the university you are visiting, it will help your child learn what to look for in a university.

Student Timetable

Full IB Diploma Candidates	55-minute Periods per 10-day Cycle
3 x Higher Level Subjects	3 x 9 = 27 periods
3 x Standard Level Subjects	3 x 6 = 18 periods
Theory of Knowledge	4 periods
CAS	after school and some weekend commitments
Learning Team	2 periods
Free/study periods	9 periods

DP Courses students follow a reduced timetable that depends on which combination of subjects is undertaken.

WHO TO CONTACT

Mr Andy Kai Fong
Head of Secondary School

- Overall responsibility for the Secondary School

Mr Brian McCann
IB Diploma Programme Coordinator

- General questions about the IB Diploma Programme
- General questions about Discovery College Graduation Diploma
- All issues relating to the IB
- All policy and procedural questions
- Guidance on student subject option choices

Ms Paula Myers
Higher Education Counsellor

- Information on university policies relating to the IB Diploma
- Information regarding IB subject choices and university entry

Mr Peter Muir
CAS Coordinator

- All matters pertaining to the CAS programme and student involvement and requirements

Mr Mark Beach
Principal

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