Canadian International Matriculation Programme

School Guide
Welcome

Dear Student and Parents

It is my sincere pleasure to welcome you to the Sunway Canadian International Matriculation Programme (CIMP). CIMP is a pre-university programme, approved and inspected by the Ontario (Canada) Ministry of Education. We currently have over 35 academic staff and more than 80% have been trained in Canada and are certified by the Ontario College of Teachers. Students who graduate from CIMP will have earned the highly respected Ontario Secondary School Diploma (OSSD) which provides entry into universities across the world.

Over the past 25 years this programme has graduated more than 6000 students who have gone on to study in over 200 private and public universities throughout the world - in Australia, India, United Kingdom, SE Asia, Malaysia, Russia, New Zealand, Canada, Europe and the United States. Post - graduation these CIMP alumni are now pursuing careers in Business, Engineering, Health Care, Technology, Public Relations and Finance. If you are looking for a challenging programme that will prepare you for a future in a predominantly English speaking university - a programme that will offer you an excellent academic base in English and offer you the curriculum needed to prepare you for the university and career of your choice - CIMP is for you.

Noted Canadian, Jean Vanier reminds us that, “a community is only a community when the majority of its members are making the transition from community for myself to myself for community”. Here at CIMP we pride ourselves in creating an “international community of learners”, where all members - students and teachers - share a passion for learning with an emphasis on academic excellence and a collective desire to make a difference in the world today.

Here at CIMP our teachers deliver a rigorous academic programme, centred on the expansion, transmission and application of knowledge, skills and attitudes. We also provide a wide variety of opportunities for all students to become involved in leadership activities and to participate in extracurricular activities that will assist them in developing social responsibility, community involvement and ethical values. By providing relevant quality education, we pave the way for our students to leave us with a purpose and a goal to find a satisfying career that will benefit themselves and others. Finally, we hope to instil in our students the love of learning and contribute to their being lifelong learners.

The major difference between the Canadian International Matriculation Programme (CIMP) and other pre-university programmes is the method of assessment and evaluation within an authentic student-centred learning environment.

Unlike many programmes where the emphasis is on a final exam, CIMP places emphasis on continuous evaluation. Each day our students are challenged in their class work. 70% of their final grade is determined through subject work throughout the entire semester, and 30% is determined by performance on their final exam. This assessment/evaluation method puts a much greater emphasis on student involvement in the teaching/learning process at CIMP.

In CIMP, students are expected to become involved, active learners. This daily level of involvement in class, assists our students in becoming creative thinkers, developing the powers of observation, imagination, reasoning, as well as gaining confidence as effective communicators.

Please explore this School Course Guide as it provides information on our exciting and unique pre-university programme. You will find information on our OSSD (diploma) requirements; information on our English and Guidance programmes; and our subject offerings; and descriptions of the subjects; our code of conduct; and our extracurricular activities.

If you are looking for an exciting, challenging, student-centred programme, offering strong academics, community involvement and meaningful participation in extracurricular activities then please join us at CIMP.

Yours truly,

Mr. John Mackle
BA, BED, MED, OTC
Director of Programme
Canadian International Matriculation Programme
Introduction

The Canadian International Matriculation Programme (CIMP) is designed to meet the needs of all students, not just those wishing to attend a Canadian University. Our programme is designed to prepare students to attend universities anywhere in the world. CIMP has been in operation for more than 25 years, and over 6,000 CIMP graduates have attended more than 200 universities around the world.

Over the years, many scholarship students have chosen to attend CIMP to help them prepare for entry into universities. CIMP is approved by the Malaysian Ministry of Higher Education, and we are inspected annually by the Ontario (Canada) Ministry of Education.

This is a guide to the programme and subjects offered through the Sunway Canadian International Matriculation Programme. The guide is designed to assist students and parents in selecting a programme of studies that will best suit the particular abilities, interests and educational goals of each student.

The ultimate responsibility for selecting a student’s programme rests with the students and/or parents and sponsors; however we are prepared to assist in this decision-making process through advice from the Sunway CIMP administrative team and programme counsellors.

Objectives and Learning Outcomes

To students in pursuit of their post-secondary ambitions, CIMP will strive to assist them to:

• develop effective communication skills in English;
• prepare for the transition from secondary education to tertiary education;
• experience a learning culture that reflects an international community of scholars;
• develop academically and socially to their full potential; and
• learn how to apply knowledge and skills, and to think analytically and critically.
Programme Structure

Classes are conducted on regular basis for a total of 6 hours per week per subject - 110 hours per subject in total. Students are in constant contact with their teachers. Each class is designed so that there is sufficient time for students to study or debate topics and issues in detail. Teachers are available to provide extra help after classes. The majority of teachers are experienced Canadian-trained educators. Teachers are guides to learning and they will assist students in becoming independent learners and thinkers.

A student’s progress is measured through continuous assessments in which a student’s areas of need are identified and addressed quickly. A benefit of continuous assessment is that one poor result will not have a detrimental effect on the final grade, and because student weaknesses are addressed quickly, student performance will improve throughout the term. Students can expect a number of major tests per semester, depending on the subject, plus numerous quizzes and assignments. Subject term work comprises 70% of the final mark. There are compulsory formal examinations each semester that contribute 30% towards each final mark.

Although no mark is assigned for attendance, attendance is monitored very closely. Students are counselled if problems are apparent, and if necessary, parents will be contacted by letter (Please see the Attendance Policy). This procedure ensures that students attend their classes and reap the benefits of the daily educational experience; also, parents can rest assured that their sons and daughters are attending classes on a regular basis.

The importance of attendance cannot be overstated. Since assessment is ongoing and a student must be present to be assessed, if a student is not present he/she cannot be assessed and is in jeopardy of failing.

Credits

A credit is granted to a student by the Programme Director in recognition of the successful completion of a subject that has been scheduled for a minimum of 110 hours.

Courses

All courses offered at CIMP have been developed according to the Ontario (Canada) Ministry of Education requirements. CIMP is inspected annually for the purpose of granting credits toward the Ontario Secondary School Diploma (OSSD).

Course Codes

The first three letters of the course code are assigned by the Ministry of Education and represent the discipline and the course (e.g. MDM4U - Mathematics of Data Management).

The fourth character refers to grade: 4 - grade 12 (Form 6).
The fifth character refers to the course - type: O - Open, C - College Preparation, U - University Preparation and M - University/College Preparation.
Courses Offered

The courses offered are listed below and a more detailed description of each subject appears later in this guide.

**University Preparation Courses (U)** are designed to equip students with the knowledge and skills they need to meet entrance requirements for university programmes anywhere in the world. All university preparation subjects will be based on rigorous Ontario, Canada curriculum expectations and will emphasise the development of both independent research skills and independent learning skills.

**University/College Preparation Courses (M)** include content that is relevant for both university and college programmes. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programmes. All university/college preparation courses will be based on rigorous Ontario, Canada curriculum expectations and will emphasise the development of both independent research skills and independent learning skills.

**College Preparation Courses (C)** are designed to equip students with the knowledge and skills they need to meet the entrance requirements of college courses. All college preparation courses will be based on rigorous Ontario, Canada curriculum expectations and will emphasise the development of both independent research skills and independent learning skills.

**Open Courses (O)** are general courses designed to meet the needs of all students, regardless of whether they intend to enter the workplace, or proceed to further study at the college or university level.

Most Canadian universities and several other universities throughout the world require ENG4U. However, many universities in Asia and Australia will accept ENG4C as the English credit for admission. It is most important that students find out the entry requirements for the university (ies) they wish to attend.

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**Course Listing**

**English**  
ENG4C  English  
ENG4U  English  
EWC4U  The Writers Craft  
OLC4O  Ontario Secondary School Literacy Course

**Business Studies**  
BAT4M  Financial Accounting Principles  
BBB4M  International Business Fundamentals  
BOH4M  Business Leadership: Management Fundamentals

**Computer Studies**  
TGJ4M  Communications Technology

**Social Sciences**  
CGW4U  World Issues: A Geographic Analysis  
CHY4U  World History since the Fifteenth Century  
HHS4U  Families in Canada  
HSB4U  Challenge and Change in Society  
CIA4U  Analysing Current Economic Issues  
PSE4U  Exercise Science

**Mathematics**  
MDM4U  Mathematics of Data Management  
MHF4U  Advanced Functions  
MCV4U  Calculus and Vectors

**Science**  
SBI4U  Biology  
SCH4U  Chemistry  
SPH4U  Physics
Course Changes
Once a semester has begun, students are allowed to make course changes within a specified period in the semester only.

Compulsory Courses
(new guidelines)
For Diploma purposes one of, ENG4C/ENG4U/OLC4O must be successfully completed as the Compulsory English Credit.
NOTE: OLC4O may be used for Diploma purposes but is not considered a pre-university course by many universities.

Assessment and Evaluation
All assessments of student’s achievement (coursework, projects, tests, assignments, group work, learning processes, final examinations) are set internally by the academic staff of CIMP. Evaluation is not an end in itself, but rather is part of the learning process to judge a student’s achievement in relation to the stated expectations of each subject. As noted under the “Programme Structure” section above, 70% of the final grade is a result of coursework, while 30% is based on the final examination.

Procedures for evaluating students’ progress may vary from course to course, and will be outlined in detail by the teacher(s) at the beginning of the course. The procedures will also be posted on eLearn.

Code of Behaviour for Students
Students shall:
• be diligent in attempting to master their studies;
• exercise self-discipline;
• accept such discipline as would be exercised by a kind, firm and judicious parent;
• attend classes punctually and regularly;
• be courteous to fellow students, and obedient and courteous to teachers;
• be clean in person and habits; and
• show respect for Sunway College property and staff.

Every student is responsible to the Programme Director and to the Executive Director of Sunway College for his or her conduct, which is governed by Sunway College’s Rules and Regulations. The Sunway Rules and Regulations are posted on the Sunway College website.

Attendance Policy
Student success in the programme is very much determined by regular and punctual attendance in all classes because participation is vital to the process of learning. When learning is disrupted by irregular attendance, the student suffers a loss of experience that cannot be entirely regained.

Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed. This is accentuated in the Assessment Evaluation section.

Our attendance policy is intended to make students aware of the consequences of absenteeism and to encourage students to be openly accountable for their school-related behaviour.

Mid-Term and Final Reports
CIMP will issue two formal reports to all parents and students during a semester - the Mid-Term and Final Reports. An Interim Academic Update will be sent to parents and students of “at risk” students early in each semester. The Mid-Term Reports will be issued in March and September of each semester. Final Reports will be mailed to the student’s permanent address at the end of the semester.

Reporting of Attendance
CIMP will officially report achievement to the parents and students twice during the semester - in the middle of the semester and at the end. On each Report Card, along with an evaluation for each subject taken, the number of absences and lates per subject will be indicated.

A 5-10-15 days absenteeism policy is used as an indicator to parents and students that academic success is being limited by poor attendance. Parents will be notified by mail and when possible will be called after 10 absences. Five (5) absences will begin to adversely affect a student’s grades.

After ten (10) absences a student’s grades will certainly be adversely affected. After fifteen (15) absences a student will be in serious academic jeopardy and may be removed from classes.

Lateness
Lateness is disruptive in any classroom. Students who are chronically late for class may be counted as absent. No student will be allowed to interfere with the learning of others. Parents will be advised of chronic lateness.

Semester/Intake Dates
CIMP is organised as a semester programme in which the academic year is divided into two equal instructional sections.

One semester runs from January to May; the other from July to November. Students normally take three (3) courses including English in the first semester and three (3) more courses in the second semester. Students may extend into a third semester by spreading out their course selections.

CIMP also offers a third and fourth intake starting in March and October whereby students can take two (2) courses (TBA). These students will write their final exams with the January intake students in May and July intake students in November.

Note: All students entering CIMP will be required to write an English Placement Test (EPT). Based on the results students will be placed accordingly.
Language Policy

Language of Instruction
English is the language of instruction and communication in the Canadian International Matriculation Programme at Sunway College.

English Placement Test
Students are required to write an English Placement Test (EPT) as part of their Orientation programme upon enrolment in CIMP. This test is designed to facilitate the placement of students into appropriate and recommended English courses based on the proficiency of English language skills and competencies for the purpose of promoting success in CIMP. Based on the EPT results, students are placed in one of the following English courses or the English as a Second Language (ESL) programme:

- ENG4U – English (University Preparation)
- ENG4C – English (College Preparation)
- English as a Second Language (ESL) programme

English as a Second Language (ESL) Programme
The ESL curriculum expectations are designed to assist English language learners develop the skills they need for their everyday usage of English, and in concurrent with academic English language proficiency that allows them to integrate successfully into the mainstream school programme.

There are five progressive levels in the ESL programme:
- English as a Second Language, ESL Level 1
- English as a Second Language, ESL Level 2
- English as a Second Language, ESL Level 3
- English as a Second Language, ESL Level 4
- English as a Second Language, ESL Level 5

English Support Programme
Students in the ESL programme can enrol in a number of CIMP courses:
- ESL Level 1 and 2
- ESL Level 3
- ESL Level 4
- ESL Level 5

Students in the ESL programme are entitled to enrol in CIMP on these conditions:
- ESL Level 4 – a score of at least 65. Students who pass the Level 4 with a lower score will progress to ESL Level 5.
- ESL Level 5 – a score of at least 50.

Graduation Requirements

Diploma Requirements
The Ontario (Canada) Ministry of Education policy, Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements (OS), governs all students entering Ontario-inspected private school programmes.

Upon entry, CIMP students will be granted up to twenty-four (24) Prior Learning Assessment Recognition (PLAR) equivalent credits based on their academic backgrounds. An Ontario Secondary School Diploma (OSSD) will be awarded upon the successful completion of:
- Six (6) additional pre-university credits (including English — either ENG4C or ENG4U)
- A literacy requirement which includes the Ontario Secondary School Literacy Test (OSSLT)
- Ten (10) hours of recognised Community Involvement

Literacy Test (OSSLT)
All students are required to pass an external literacy test in order to graduate. The test is administered in April of each year. Details of the OSSLT will be stressed during orientation.

Community Involvement (10 hours)
Community Involvement is a requirement of the Ontario (Canada) Ministry of Education. It is designed to encourage students to develop awareness and understanding of civic responsibility and the role they can play in supporting their communities. Community involvement may take place in a variety of settings including business, non-profit organisations, and public institutions (e.g. hospitals, churches, mosques, or other religious institutions, etc). Students cannot be paid for work, and the work performed cannot include any duty normally performed by a paid employee. International students may complete this requirement in their home community while on break.

Students will provide a record of their community involvement activities on a “CIMP Community Involvement Record”.

Students, in consultation with their CIMP advisor, will complete the Community Involvement Record. The person or organisation supervising the activities must confirm the completion of work. A member of the CIMP staff will monitor the community involvement process.
Programme Highlights

Counselling Services

Staff of CIMP and Student Services Department will offer assistance to students in the areas of educational, academic, and personal counselling.

Assistance is available in:
- choosing courses at Sunway College,
- a guidance counsellor is available to assist CIMP students in choosing courses and provide help with university applications.

Other services include:
- helping students improve or learn new skills to enhance their academic achievement; and regarding personal matters,
- providing advisory service on study options abroad through the International Office University Placement.

The administrative team and teaching staff will provide general assistance but should an extraordinary need arise, other more specialised counselling services by Student Welfare Counsellors and Bereavement Counsellors are available to assist students.

Extracurricular Activities

CIMP has its own Student Council elected by the students to organise and run many extracurricular activities throughout a semester. Teachers act as staff advisors to the Council, and students who are members of the Council gain valuable experience in leadership and teamwork. Some of the activities organised by the Council include:

- Student Council Activities
- Graduation Dinner/Dance
- Talent Night
- Charity Activities
- Numerous Sporting Clubs
- Orientation Day
- Theme Days
- Editorial Board
- Fund Raising Activities
- Academic Clubs

Students are not required to participate in extracurricular activities, but doing so helps them get to know people outside of regular classes and provides a pleasant break from the academic routines. Extracurricular leadership involvement may also enhance a reference or testimonial, especially if coupled with strong academic results. There are many campus-wide activities available under the Sunway Student Services Department.
Graphing Calculators

Students taking pre-university mathematics subjects are required to have a graphing calculator. Details will be given during orientation concerning the maker and model currently in use. Calculators will be available for purchase at Sunway College.

The Ontario Student Transcript

The Ontario Student Transcript (OST) is a student’s individual record of all successful and unsuccessful attempts at completing credit courses while at CIMP (or any other Ontario Governed School). Credit courses gained toward diploma requirements are recorded and maintained on the OST. Credit courses are shown using the Common Course Codes and designations issued by the Ontario (Canada) Ministry of Education.

Full Disclosure

There is full disclosure for all courses taken. A percentage grade will be recorded for courses successfully completed, courses repeated, courses failed, and courses from which students have withdrawn. If a course is taken a second time to improve a mark, both attempts will be recorded with the marks, but students will receive only one credit. If a student withdraws from the course later than five days after the Mid-Term Report, the course will be recorded with the mark received up to that time.

Note:

If the transcript is lost or damaged, a replacement may be obtained from the programme office. Certified true copies of transcripts and diplomas should be submitted when applying to universities. Originals should be retained. Originals cannot be replaced.

Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: “challenge” and “equivalency.” At CIMP, both components are used.

PLAR Equivalency

When a student enters CIMP, he/she has successfully completed an equivalent of Grade 11 in Canada (SPM, O Levels, SMA etc). In Ontario, he/she would earn eight credits per year in each of Grade 9, 10 and 11, for total of 24 credits.

The “equivalency” process is the manner in which we presently grant credits from previous jurisdictions. In most cases, CIMP awards 24 equivalent credits to a student who has completed Grade 11 in another jurisdiction. The student will then be required to complete an additional 6 University or University/College or College credits to earn the Ontario Secondary School Diploma (OSSD). Additional requirements include successful completion of the OSSLT and 10 hours of community service.

PLAR Challenge

In some limited International Language courses, students in CIMP will be afforded the opportunity to “challenge” for the granting of an additional credit. For instance a student from China may “challenge” for a pre-university credit in the International Language Mandarin course. The student would be required to make an application to challenge for the course. Students would have to provide reasonable evidence that they would likely be successful in the challenge process. Assessment and evaluation through the PLAR process will be based on curriculum expectations and will consist of formal tests, written assignments, quizzes, observation of student work, demonstrations/performances, etc.

Students will only be permitted to earn one credit through the “challenge” process. There will be an additional course fee charged for anyone applying to enter the “challenge” process.
Course Descriptions

The Ontario (Canada) Ministry of Education identifies prerequisites. The Programme Director may waive prerequisites under certain circumstances.

Course

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<th>Course Code</th>
<th>Course Title</th>
<th>Credit Value</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>ENG4C</td>
<td>ENGLISH, Grade 12</td>
<td>1.0</td>
<td>English Grade 11, College Preparation</td>
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<tr>
<td>ENG4U</td>
<td>ENGLISH, Grade 12</td>
<td>1.0</td>
<td>English Grade 11, University Preparation</td>
</tr>
<tr>
<td>EWC4U</td>
<td>THE WRITER'S CRAFT</td>
<td>1.0</td>
<td>Grade 11 English, University Preparation</td>
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</table>

This course emphasises the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

This course emphasises the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

This course emphasises knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialised forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.
Course

**Course Code**: OLC4O
**Course Title**: ONTARIO SECONDARY SCHOOL LITERACY COURSE
**Credit Value**: 1.0
**Prerequisite**: Unsuccessful completion of the OSSLT

Note: This course may be used as the compulsory English credit or the OSSD; however, university access is limited.

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, poetic and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. These texts are selected to optimize the chance for students to engage in oral interaction with their peers. Activities are also designed to help students develop their oral presentation skills, including note-taking and summarizing thus reinforcing their cross-curricular experience. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

**Course Code**: BAT4M
**Course Title**: FINANCIAL ACCOUNTING PRINCIPLES
**Credit Value**: 1.0
**Prerequisite**: Introduction to Financial Accounting Grade 11, University/College

This course introduces students to advanced accounting principles that will prepare them for post-secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

**Course Code**: CIA4U
**Course Title**: ANALYSING CURRENT ECONOMIC ISSUES
**Credit Value**: 1.0
**Prerequisite**: Any university or university/college preparation course in Canadian and World Studies, English or Social Science and Humanities

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgements, and present their findings.

**Course Code**: BBB4M
**Course Title**: INTERNATIONAL BUSINESS FUNDAMENTALS
**Credit Value**: 1.0
**Prerequisite**: Any university or university/college preparation course in business studies or Canadian and World Studies

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for post-secondary programmes in business, including international business, marketing and management.

**Course Code**: BOH4M
**Course Title**: BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS
**Credit Value**: 1.0
**Prerequisite**: Any university or university/college preparation course in business studies or Canadian and World Studies

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasised.
# Course Descriptions

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<tbody>
<tr>
<td>TGJ4M</td>
<td>COMMUNICATIONS TECHNOLOGY</td>
<td>1.0</td>
<td>Grade 11 Communication Technology, University/College</td>
</tr>
<tr>
<td>CGW4U</td>
<td>WORLD ISSUE: A GEOGRAPHIC ANALYSIS</td>
<td>1.0</td>
<td>Any university or university/college preparation course in Canadian and World Studies, English or Social Science and Humanities</td>
</tr>
<tr>
<td>HHS4U</td>
<td>FAMILIES IN CANADA</td>
<td>1.0</td>
<td>Any university or university/college preparation course in Canadian and World Studies, English or Social Science and Humanities</td>
</tr>
<tr>
<td>CHY4U</td>
<td>World History since the Fifteenth Century</td>
<td>1.0</td>
<td>Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities</td>
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### TGJ4M COMMUNICATIONS TECHNOLOGY

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

### CGW4U WORLD ISSUE: A GEOGRAPHIC ANALYSIS

This course examines the global challenges of creating a sustainable and equitable future, by focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing a world that is interdependent and constantly changing.

### HHS4U FAMILIES IN CANADA

This course enables students to draw on sociological, psychological and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada’s diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

### CHY4U World History since the Fifteenth Century

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.
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<tbody>
<tr>
<td>HSB4U</td>
<td>CHALLENGE AND CHANGE IN SOCIETY</td>
<td>University Preparation</td>
<td>1.0</td>
<td>Any university or university/ college or college preparation course in social sciences and humanities, English, or Canadian and world studies</td>
</tr>
<tr>
<td>PSE4U</td>
<td>EXERCISE SCIENCE</td>
<td>University Preparation</td>
<td>1.0</td>
<td>Any Grade 11 university or any Grade 11 or 12 open course in health and physical education</td>
</tr>
<tr>
<td>MHF4U</td>
<td>ADVANCED FUNCTIONS</td>
<td>University Preparation</td>
<td>1.0</td>
<td>Grade 11 Functions and Relations, University or University/College Preparation</td>
</tr>
<tr>
<td>MCV4U</td>
<td>CALCULUS AND VECTORS</td>
<td>University Preparation</td>
<td>1.0</td>
<td>Grade 12 Advanced Functions, University Preparation</td>
</tr>
<tr>
<td>MDM4U</td>
<td>MATHEMATICS OF DATA MANAGEMENT</td>
<td>University Preparation</td>
<td>1.0</td>
<td>Grade 11 Functions and Relations, University or University/College Preparation</td>
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</table>

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual’s participation in physical activity. The course prepares students for university programmes in physical education, kinesiology, recreation, and sports administration.

This course extends students’ experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in more advanced mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university programme and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programmes.

This course builds on students’ previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in more advanced mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics.

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organising large amounts of information; apply counting techniques, probability and statistics in modelling and solving problems; and carry out a culminating project that integrates the expectation of the course and encourages perseverance and independence. Students planning to pursue university programmes in business, the social sciences, or the humanities will find this course of particular interest.
Course Descriptions

Course Code: SBI4U
Course Title: BIOLOGY
Credit Value: 1.0
Prerequisite: Grade 11 Biology, University Preparation

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Course Code: SCH4U
Course Title: CHEMISTRY
Credit Value: 1.0
Prerequisite: Grade 11 Chemistry, University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Course Code: SPH4U
Course Title: PHYSICS
Credit Value: 1.0
Prerequisite: Grade 11 Physics, University Preparation

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.
The OSSD - A Passport To Success

University Placements

Our graduates have obtained places in the following overseas universities and colleges. An Ontario Secondary School Diploma (OSSD) gained through the Sunway Canadian International Matriculation Programme (CIMP) is truly a Passport to International Education.
Canada
Acadia University
University of Alberta
Bishops University
University of Brandon
University of British Columbia
BCIT - British Columbia Institute of Technology
University of Calgary
University of the Cariboo
Carleton University - scholarship
Columbia College
Dalhousie University
Guelph University
Lakehead University
University of Lethbridge
Malaspina College
University of Manitoba
McGill University
Memorial University
Mount Allison University
Mount Royal College
University of Northern British Columbia
Nova Scotia College of Art & Design
University of Prince Edward Island
Queen's University
Redeemer University College
Ryerson University
St. Mary University
Simon Fraser University
Trent University - scholarship
Trinity-Western University
University of Ottawa
University of Toronto
University of Waterloo
University of Western Ontario
University of Windsor
University of Winnipeg
Wilfrid Laurier University - scholarship
York University
University of New Brunswick

Australia
University of Adelaide
Australian National University
University of Ballarat
Bond University
Charles Sturt University
Curtin University of Technology
Deakin University
Edith Cowan University
Flinders University of South Australia
James Cook University
La Trobe University
University of Melbourne - scholarship
Monash University - scholarship
Murdoch University
University of Newcastle
University of New South Wales
University of Queensland
Queensland University of Technology
RMIT
University of South Australia
University of Southern Queensland
Swinburne University
University of Sydney
University of Tasmania
University Technology Sydney
Victoria University
University of Western Australia

Bangladesh
University of Chittagogy

India
Bapuji Dental College
Manipal University
Jawaharlal Nehru Medical College
University of Nehru
Sri Ramachand University
M S Ramaiah Medical College

Hungary
Szegred University

Indonesia
Methodist University
Gajah Mada Universitas
Universitas Pelita Harapan
University Andalas, Sumatra
University Padjadjaran
University of Sumatera Utara

Iran
Tehran University

Ireland
University of Ireland

Japan
Waseda University

Jordan
University of Jordan
Jordan University of Science and Technology

Korea
Sunghshin Women’s University
Hanyang University
Yonsei University

Malaysia
International Medical University
International Islamic University
Universiti Institut Teknologi MARA
Monash University Sunway campus - scholarship
Sunway University - scholarship
Victoria University Sunway - scholarship
Multimedia University
Penang Medical College
Manipal Medical College
Raffles University
Taylor’s University
KDU University College
International College of Music
UCSI University
Asia Pacific University

France
University De Provence

Germany
Aachen University of Technology

The Netherlands
Arnhem Business School
Maritime Institute Terschelling
New Zealand
University of Auckland
Auckland Institute of Technology
University of Canterbury
Lincoln University
Massey University
University of Otago
Victoria University, Wellington
Waikato University

Pakistan
Fatima Jinnah Medical College
University of Karachi

Russia
Kursk State Medical University
Moscow Medical Academy (MMA)
Russian State Medical University

Sweden
University of Gothenburg

Singapore
Nanyang Technological University
National University of Singapore – scholarship
Singapore Management University
The Tourism Academy @ Sentosa

Sri Lanka
University of Peradeniya

Switzerland
Hotel Management School, Luzern

Taiwan
Wen Hua university

United Kingdom
University of Bath
University of Birmingham - scholarship
University of Bradford
University of Brighton
University of Bristol
University of Cardiff
University of Coventry
University of East Anglia
University of East London
University of Essex
University of Glamorgan
University of Greenwich
University of Humberside
Lancaster University
Leeds University
Leicester University
University of Liverpool
Liverpool John Moores
University of London
London, Imperial College
London, Kings College
Regent Business School of London
University of Loughborough
University of Manchester
University of Middlesex
University of Nottingham
Nottingham-Trent University
University of Reading
University of Sheffield
University of Southampton
University of Sunderland
University of Surrey
University of Sussex
University of Wales - scholarship
University of Warwick
University of Westminster
University of West England
Oxford Brookes University
London School of Business and Finance

USA
Azusa Pacific University
Abilene Christian University
Buffalo State University
University of Bridgeport, Conn.
California State University
Carnegie Mellon University
Central Methodist College
Christian Brothers University
University of Colorado
Cumberland College, Kentucky
Drexel University
Fort Hays State University, Kansas
George Washington University
Grinnell College
Hawaii Pacific University
University of Kentucky
University of Maryland
University of Oklahoma
Oklahoma State University
Oral Roberts University
University of Oregon
S.U.N.Y (Oswego)
SW. Louisiana University
University of South Alabama
University of Southern California
University of Texas
Tulsa Junior College
Vanderbilt University
University of Virginia
University of Western Illinois
Washington University - scholarship
Western Michigan University
Wichita State University
University of Pennsylvania
University of Nevada, Las Vegas
University of Michigan

West Indies
University of the West Indies

Hong Kong
Li Po Chun United World College
Hong Kong University of Science and Technology
Alumnae & Testimonials

ALIAS ISKANDAR ASHRAF BIN AZANI
CIMP - March 2013 - June 2014
Secondary School - SMK Taman Melawati
Current Programme / University - Bachelor of Arts (Global), International Studies, Monash University
Awards – CIMP
• Tan Sri Dr. Jeffrey Cheah Entrance Scholarship
• Harvard Prize Book Award, Finalist
• Subject Award in Canadian & World Issues (CGW4U) (December 2013)
• CIMP Programme Award (Graduation June 2014)

“Studying at CIMP has opened my eyes to the world of possibilities that await me. Staffed with a majority of Canadians, CIMP provides important international exposure whilst empowering their students through democratic classrooms, enriching activities and creating an atmosphere where you are rewarded for being yourself and speaking your mind. CIMP’s method of internal assessment, versus the norm of standardized examinations, also fosters a culture of creativity and critical thinking amongst students by presenting them unique and challenging assignments for the majority of their final grades. In a nutshell, CIMP is the place to be for students who prefer to be assessed as people, not pieces of paper.”

CHRISTIE GRACE
CIMP - Sept 2013 – June 2014
Secondary School - Chandra Kusuma, Medan, Indonesia
Current Programme / University - Bachelor (Hons) Accounting & Finance, Sunway Lancaster
Awards – CIMP
• Subject Award in Economics (December 2013)
• Subject Award in Financial Accounting Principles (June 2014)
• Subject Award in International Business Fundamentals (June 2014)
• Subject Award in Business Leadership: Management Fundamentals (BOH4M) (June 2014)
• Governor General’s Medal for Academic achievement 2013 - 2014
• Tan Sri Dato’ Seri Jeffrey Cheah Special Entrance scholarship
• Tan Sri Dato’ Seri Jeffrey Cheah Scholastic Award

“I will never regret my decision to choose CIMP, it provides excellent teachers, friendly people and a pleasant atmosphere for learning. The knowledge, experience and social skills that I have gained during my time in CIMP are priceless. I will miss the time that I have spent as a CIMP student. Yes, CIMP is that awesome.”

OOI YING WOEI
CIMP - July 2013 – June 2014
Secondary School - SMJK Chung Hwa (Kota Bharu, Kelantan)
Current Programme / University - Faculty of Arts and Sciences - Geology Specialist, University of Toronto
Awards - CIMP
• Sponsorship by Petronas Malaysia
• Subject Award in Physics (December 2013)
• Subject Award in Chemistry (June 2014)
• Subject Award in Mathematics of Data Management (June 2014)

“Interactive and student centered learning in CIMP encouraged and taught me to be independent in my learning process. Experienced and strong educational support from teachers and staff prepared me for challenges as a university student. I am indeed honored to say that I was a part of the outstanding Canadian Programme at Sunway College.”

JEEVAA VELAYUTHAM
CIMP - July 2013 – June 2014
Secondary School - SMK Sultan Badlishah, Kulim, Kedah
Current Programme / University - University of Toronto
Awards - CIMP
• Sponsorship by Petronas Malaysia
• Subject Award in Advanced Functions (December 2013)

“Studying in the Canadian International Matriculation Programme (CIMP) at Sunway College had been a great and exciting experience for me. The course was fun as well as challenging and prepared me very well to face university life here at the University of Toronto in Canada. The lecturers were friendly and extremely supportive throughout my whole course and that was one of the main factors that contributed to my academic performance. All in all, it is an experience that I will cherish forever.”

GHAJENI A/P GURUSEELAN
CIMP - March 2013 – December 2013
Secondary School - SMK (P) Methodist Klang
Current Programme / University - Medicine (MBBS), Melaka Manipal College

“The CIMP program in Sunway College provided me with good exposure to real life. It made me a confident and organized person, and also taught me to come out of my comfort zone. I am now pursuing my MBBS degree in Melaka Manipal Medical College, India. I am very thankful for all the help rendered to me by the dedicated teachers of the CIMP program.”
## Canadian International Matriculation Programme

### 2015 School Year Calendar

| JANUARY   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| FEBRUARY  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| MARCH     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| APRIL     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| MAY       |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| JUNE      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| JULY      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AUGUST    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| SEPTEMBER |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| OCTOBER   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| NOVEMBER  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| DECEMBER  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

**JNI:** January Intake  
**MI:** March Intake  
**JLI:** July Intake  
**OI:** October Intake  
**AM:** Awal Muharam  
**CD:** Christmas  
**CNY:** Chinese New Year  
**DV:** Deepavali  
**EM:** Easter Monday  
**ER:** Exam Return  
**EX:** Exam Day  
**GD:** Graduation  
**GF:** Good Friday  
**HRH:** Hari Raya Haji  
**HRP:** Hari Raya Puasa  
**KB:** King’s Birthday  
**LD:** Labour Day  
**MD:** Malaysia Day  
**MR:** Maulidur Rasul  
**NQ:** Nuzul Al-Quran  
**PH:** Public Holiday  
**PD:** Professional Development Day  
**SH:** School Holiday  
**SB:** Sultan’s Birthday  
**SHR:** Hari Raya Hari  
**SL:** School’s Long Holiday  
**TD:** Thai Pusad Day  
**WD:** Wesak Day  

Oct 23 2014