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 30 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 7000+ 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
Director of Programme
Canadian International Matriculation Programme

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.

Course Listing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG4C</td>
<td>English</td>
</tr>
<tr>
<td>ENG4U</td>
<td>English</td>
</tr>
<tr>
<td>EWC4U</td>
<td>The Writers Craft</td>
</tr>
<tr>
<td>OSL4O</td>
<td>Ontario Secondary School Literacy Course</td>
</tr>
<tr>
<td>BAT4M</td>
<td>Financial Accounting Principles</td>
</tr>
<tr>
<td>BBB4M</td>
<td>International Business Fundamentals</td>
</tr>
<tr>
<td>BC4M</td>
<td>Business Leadership: Management Fundamentals</td>
</tr>
<tr>
<td>TGJ4M</td>
<td>Communications Technology</td>
</tr>
<tr>
<td>TRO4M</td>
<td>Technology</td>
</tr>
<tr>
<td>CWS4U</td>
<td>World Issues: A Geographic Analysis</td>
</tr>
<tr>
<td>CHY4U</td>
<td>World History since the Fifteenth Century</td>
</tr>
<tr>
<td>HHS4U</td>
<td>Families in Canada</td>
</tr>
<tr>
<td>HSB4U</td>
<td>Challenges and Change in Society</td>
</tr>
<tr>
<td>CAA4U</td>
<td>Analysing Current Economic Issues</td>
</tr>
<tr>
<td>PSE4U</td>
<td>Exercise Science</td>
</tr>
<tr>
<td>MDM4U</td>
<td>Mathematics of Data Management</td>
</tr>
<tr>
<td>MHF4U</td>
<td>Advanced Functions</td>
</tr>
<tr>
<td>MCV4U</td>
<td>Calculus and Vectors</td>
</tr>
<tr>
<td>SBI4U</td>
<td>Biology</td>
</tr>
<tr>
<td>SCH4U</td>
<td>Chemistry</td>
</tr>
<tr>
<td>SPH4U</td>
<td>Physics</td>
</tr>
</tbody>
</table>
Course Changes
Once a semester has begun, students are allowed to make course changes within a specified period in the semester only.

Compulsory Courses
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 Executive Director of Sunway College is openly accountable for their school-related behaviour.

Semester/Intake Dates
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 June; the other from July to December. Students normally take three to six courses, including English in the first semester and three (3) 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 September whereby students can take two (2) courses (TBA). These students will write their final exams with the January intakes students in June and July intakes students in December.

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

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 lateness 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.

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 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 70.

Graduation Requirements
Diploma Requirements
The Ontario (Canada) Ministry of Education policy, Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements (ODL) 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 recognized 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.” 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 model 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.

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 policies 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 will 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

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

## Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Value</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIA4U</td>
<td>ANALYSING CURRENT ECONOMIC ISSUES</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>
<td>This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.</td>
</tr>
<tr>
<td>BBB4M</td>
<td>INTERNATIONAL BUSINESS FUNDAMENTALS</td>
<td>1.0</td>
<td>Any university or university/college preparation course in business studies or Canadian and World Studies</td>
<td>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.</td>
</tr>
<tr>
<td>BOH4M</td>
<td>BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS</td>
<td>1.0</td>
<td>Any university or university/college preparation course in business studies or Canadian and World Studies</td>
<td>This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, managing of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasised.</td>
</tr>
</tbody>
</table>
**Course Descriptions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Type</th>
<th>Credit Value</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>TG4M</td>
<td>COMMUNICATIONS TECHNOLOGY</td>
<td>Grade 11 Communication Technology, University/College</td>
<td>1.0</td>
<td>Any university or university/college preparation course in social sciences and humanities</td>
</tr>
<tr>
<td>CGW4U</td>
<td>WORLD ISSUE: A GEOGRAPHIC ANALYSIS</td>
<td></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></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>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></td>
<td></td>
<td>Grade 12 Advanced Functions, University Preparation</td>
</tr>
</tbody>
</table>

**Course Descriptions**

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.

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.

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.

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.

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 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 course.
### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Value</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDM4U</td>
<td>MATHEMATICS OF DATA MANAGEMENT</td>
<td>1.0</td>
<td>Grade 11 Functions and Relations, University or University/College Preparation</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Value</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBI4U</td>
<td>BIOLOGY</td>
<td>1.0</td>
<td>Grade 11 Biology, University Preparation</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Value</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCH4U</td>
<td>CHEMISTRY</td>
<td>1.0</td>
<td>Grade 11 Chemistry, University Preparation</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Value</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPH4U</td>
<td>PHYSICS</td>
<td>1.0</td>
<td>Grade 11 Physics, University Preparation</td>
</tr>
</tbody>
</table>

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, quantitatively and qualitatively, 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.

### 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.
**Alumnae & Testimonials**

**ALICE SEAH LUOH CHUIN**  
CIMP - June 2011 - July 2012  
Secondary School - Cempaka International School, Cheras  
Current Programme / University - Bachelor of Commerce (Honours), Concentration in: Marketing, Minor in: Economics  
Carleton University, Ottawa, Ontario, Canada  
**Awards - CIMP**  
• Tan Sri Dr. Jeffrey Cheah Entrance Scholarship  
• CIMP Programme Award (Outstanding Leadership), December 2011, June 2012  
• Maple Leaf Bursary Award (High Commissions of Canada in Malaysia), June 2012  

“CIMP was one of the most memorable turning points in my life. I entered the programme without any expectations, but left with a heart full of curiosity and eagerness to learn more about this one country that I wasn’t (at least, at that time) familiar with. Canada. The patriotic and friendly sense the Canadian teachers have carried out when speaking of stories and happenings in Canada, the harmonious, multi-cultural friend circles I have, how the CIMP courses are being taught and assessed, have all influenced my choice to pursue my undergraduate degree in Canada. After living there for several years, I have, and I am glad to say, that this was definitely one of the best choices I have made as I continuously fall in love with the country—most importantly the people and the beautiful scenery—I now proudly call home away from home.”

**AMANDA DARSHINI SELVARAJAH**  
CIMP - January 2014 - December 2014  
Current Programme / University - Bachelor of Law (Honours), Main Subject: Economics  
Monash University, Clayton  
**Awards – CIMP**  
• Governor General’s Medal for Academic Achievement 2014-2015  
• Trent International Global Citizen Tuition Scholarship  
• Diplomat General Council Initiative  
• Student of the Month  
• Student Council President  

“Going into my first few weeks of university, I cannot count the number of times I thought about how lucky I was that I had attended CIMP in a time that I knew was meant to feel new and uncertain. I couldn’t help but feel similarities in everything from the practice of independence and consistency throughout the course to the critical thinking and high expectations in our assignments. I know I write with an inherent bias, having no point of comparison, but I truly struggle to believe that any other pre-U program and any other group of incredible teachers and staff could have done a better job of preparing, guiding and encouraging me for my future.”

**DOROTHY CHENG**  
Student Council President  
CIMP - January 2014 - December 2014  
Current Programme / University - Trent University, Ontario, Canada  
**Awards**  
• Governor General’s Medal for Academic Achievement 2014-2015  
• Trent International Global Citizen Tuition Scholarship  
• Ontario Scholar (99th average)  
• CIMP Programme Award (Outstanding Leadership); Tan Sri Dr. Jeffrey Cheah Entrance Scholarship  

“The programme is well academically structured with enthusiastic teachers, vibrant student life and the variety of interesting yet helpful courses to choose from. I’ve emerged from CIMP as a more confident person with improved analytical, social and team building skills which I believe are important factors for a successful future.”

**ONG JO HUI**  
CIMP - Jan 2014 - June 2015  
Secondary School - SMK Kota Kemuning  
Current Programme / University - Bachelor of Science (Hons.) Economics/ Trent University, Peterborough, Ontario, Canada  
**Awards**  
• Economics Subject Award  
• Volunteerism Award  

“Before I joined CIMP, I was hesitant about this program because most people were choosing either A-Levels or the IB program and I wasn’t used to the concept of 70% coursework, 30% exams. However, my mind has been completely transformed in the past few months and I can confidently say that joining CIMP was one of the best decisions I’ve ever made. The 70% focus on coursework in CIMP makes for a strong personal induction or instruction, but of encouragement and empowerment. This is what gives me the assurance I need to take the next steps in life, knowing that my preparation has readied me to become a global citizen at Trent University in Ontario, Canada this fall. As a recipient of the university’s Trent International Global Citizen Scholarship I can be enthusiastic and confident about this future thanks to CIMP.”

**ESTHER KUA NING XIN**  
CIMP - Feb 2011 - July 2011  
Secondary School - Cempaka International School, Cheras  
Current College - CIMP, Suraway College  
Future University - Accounting and Financial Management, University of Waterloo, Ontario, Canada  
**Awards**  
• Economics Subject Award  
• Jeffrey Cheah Entrance scholarship  

“I entered CIMP with no expectations and left with a heart full of enthusiasm and knowledge and I was able to know all about the Canadian universities because of that. Courses that are offered here are mainly to prepare students what to expect during their university life as teachers also helped us to do as well as possible to get to our desire destination. Aside from Academics, here at CIMP I’ve also experienced the fun side of the programme. This is what gives me the assurance I need to take the next steps in life, knowing that my preparation has readied me to become a global citizen at Trent University in Ontario, Canada this fall. As a recipient of the university’s Trent International Global Citizen Scholarship I can be enthusiastic and confident about this future thanks to CIMP.”

---

**Canadian International Matriculation Programme 2016 School Year Calendar**

[Calendar page with dates and events]
QUALITY POLICY

Sunway College (KL), the beacon of higher education, is committed to imparting quality education to our students through efficient management practices by complying with all statutory and regulatory requirements including the requirements of our external partners. We are committed to continual improvement of our scholastic ability and effectiveness by enhancing the awareness of quality and competency of our faculty and management staff; continually reviewing our key processes to ensure compliance to ISO 9001:2008, and respond to customers’ concerns in a timely manner.

QUALITY OBJECTIVES

• Promote and establish a culture of quality at all levels of the college community
• Conform to the regulatory requirements of the Ministry of Education and External Partners’ quality requirements
• Provide a learning environment conducive for quality teaching and learning, via:
  - Provision of staff development to enhance customer satisfaction
  - Continuous improvement from feedbacks