



Stamford American
SCHOOL HONG KONG

STAMFORD AMERICAN HIGH SCHOOL DIPLOMA OPTIONS AND THE IBDP



*STAMFORD SINGAPORE 2016 GRADUATING CLASS



AN INSPIRING WORLD OF EDUCATION



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WELCOME TO STAMFORD AMERICAN SCHOOL



Karrie Dietz
Head of School

Stamford American School Hong Kong is an IB World School that creates an inspiring world of education for students ages 5-18. Our vision is, “building self-belief and empowering individuals to succeed.” Combining an engaging inquiry-based learning approach with rigorous American academic standards ensures every student achieves growth and enjoys learning.

Stamford American School is passionate about offering three unique graduation pathways to cater to the diversity of our international learning community. All graduates receive the Stamford American U.S. High School Diploma accredited by the Council of International Schools (CIS), which provides your child a passport to universities globally. Children can also pursue the full IBDP or select curated IB courses to broaden their horizons, as over 5,000 universities in 100 countries accept the IBDP.

We invite all learners to pursue the complete IBDP or choose their best-fit pathway through our University Counseling services. Personalized university guidance attention ensures students and parents successfully navigate these critical choices that lead to university acceptance. Grade 11 and 12 students benefit from small cohorts and instruction from experienced IB expert faculty regardless of the pathway.

This guidebook outlines the overall structure of our High School and the courses offered for students in Grades 11-12, as well as essential details about the International Baccalaureate Diploma Programme (IBDP). As a caring and collaborative school, this book is just the start of a conversation to help us work together to help your child find and follow their path.

VISION

AN INSPIRING WORLD OF EDUCATION:

Building self-belief and empowering individuals to succeed.

CORE VALUES



INTEGRITY



COURAGE



INNOVATION



COMPASSION



GUIDING STATEMENTS

At Stamford American School Hong Kong we will:

- Continue to develop a caring community that engages and supports happy and passionate staff, students and parents.
- Ensure strong safeguarding policies and procedures are in place to promote health, safety and wellness, so all students feel safe, happy and are eager to learn.
- Be a reflective and thoughtful community that listens to feedback and seeks input from a variety of resources to successfully guide our progress.
- Foster curiosity and a passion for learning through an inquiry-based approach.
- Support the holistic development of students by providing a broad and balanced curriculum and diverse CCA programs.
- Personalize learning so all students achieve growth to become confident and capable independent lifelong learners.
- Develop a global mindset in all students as part of the IB Learner profile which includes: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, risk-takers, balanced, caring and reflective.
- Cultivate compassion, intercultural understanding and respect among students through service learning and initiatives that contribute to a better world.
- Maintain high standards of academic progress, achievement and performance including preparation for admission to competitive universities in the U.S. and worldwide.
- Support multiple career pathways by offering the International Baccalaureate Diploma Programme, IBDP Course Candidate option and the Stamford American High School Diploma to all students.
- Cultivate students as future leaders in science, technology, engineering, math and innovation.
- Support students to achieve the highest possible proficiency in the world languages of Chinese or Spanish as well as in English, the language of instruction.
- Support a variety of learning needs including English as an additional language, native language support, special needs support, enrichment and counseling so that each individual can achieve success.
- Recruit, retain and professionally develop experienced globally-minded educators who are experts in their area.

THE DNA OF A STAMFORD EDUCATION



INNOVATIVE

- Cornerstones Program (multiple projects with industry expert mentors see pg 28)
- Innovative STEMinn program (science, technology, engineering, math and innovation)
- Embedded well-being focus
- Revolutionary data-driven teaching and learning



INDIVIDUALIZED

- Three graduating diploma pathways
- Small cohorts with 25+ course options
- Dedicated faculty advisor + University counseling
- Leveled daily modern language



IB CENTRIC

- IBO accredited and authorized for IBDP
- All students complete IBDP CAS requirement
- Grade 10 culminating sophomore project
- Inquiry-based approach



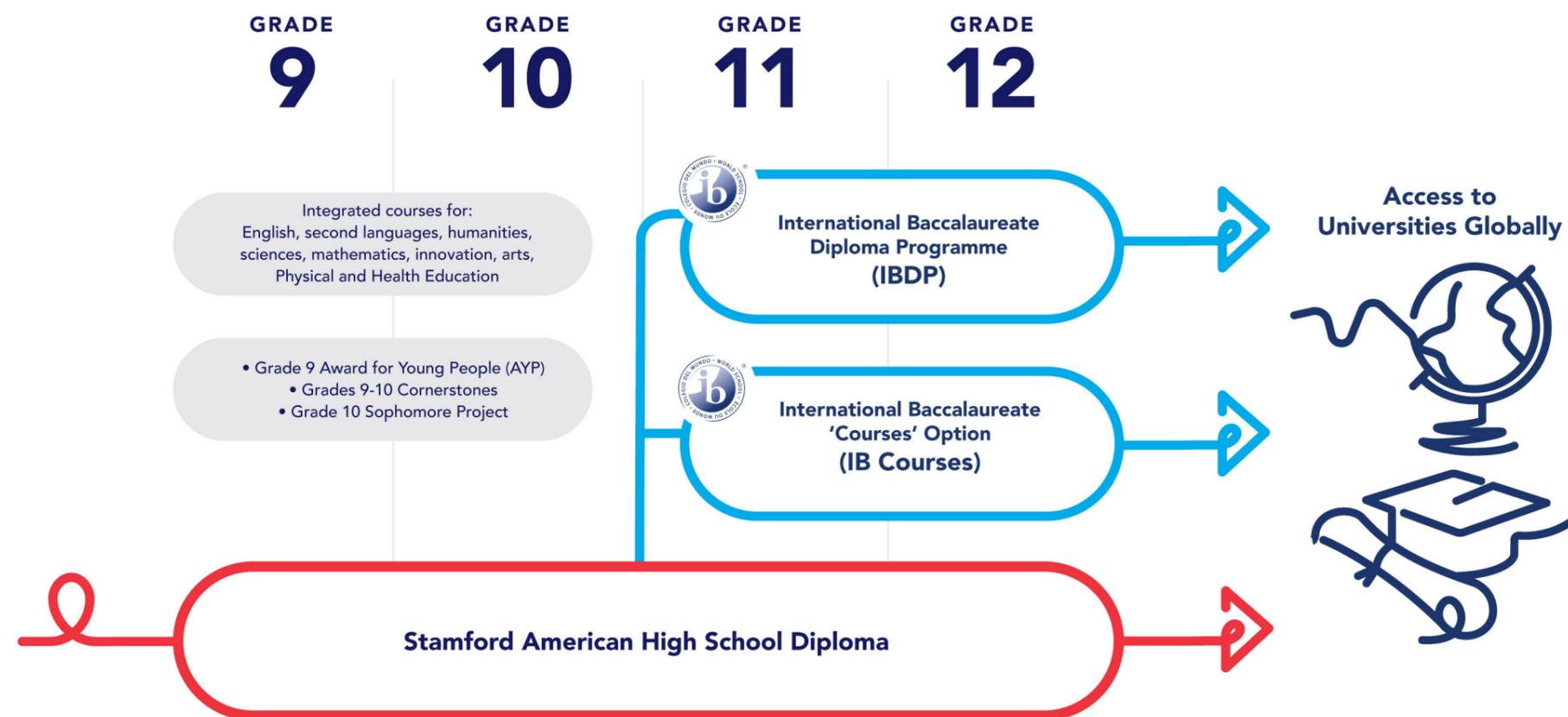
INTERNATIONAL

- Globally accredited curriculum and diplomas (CIS, IBO)
- Students from 31 countries
- Faculty from 15 countries with average 12 years of experience
- Member of international Cognita Schools group



OVERVIEW OF GRADUATION PATHWAYS FOR GRADES 11-12

Stamford focuses on the whole-child by providing three diploma options to suit each child's unique career aspirations. Our diploma pathways are inclusive in nature, non-selective and focus on the best fit for each child as the primary consideration.



High School Diploma

All students who satisfactorily complete their courses while at Stamford earn a 'Stamford American School Hong Kong – High School Diploma.' All courses in Grades 9-12 count toward the high school diploma. Semester grades earned beginning in Grade 9 appear on the official high school transcript. This transcript will be submitted to universities during the college application process that happens in Grades 11 and 12 (along with several other things).

Graduation Requirements

Subject	Credits to Graduate
English	4 credits
Modern Languages	2 credits
Humanities	3 credits
Sciences	3 credits
Mathematics	3 credits
Arts	2 credits
Physical and Health Ed.	2 credits
STEMinn/Electives	6 credits

Stamford HS Diploma

- Accredited by the CIS and grants access to universities globally
- Students may choose DP courses (typically at Standard Level) and non-DP courses.
- Students document and reflect on creative, active and service learning involvement

This diploma option affords the most flexibility and allows students to pursue admission to universities worldwide (CIS accreditation) without the pressure of IB exams, to achieve their highest potential graduation outcome.

Stamford HS Diploma + IB Courses Option

- Flexible HL and SL IB course combinations
- May take DP external exams in only certain subjects (flexible)
- Not required to complete the Extended Essay or Theory of Knowledge course.
- Eligible for university credits for IB exam courses

This diploma option allows students to pursue admission to universities worldwide (CIS accreditation). The IB courses provide students with advanced standing at many universities and additional admissions consideration.

Stamford HS Diploma + IB Diploma Programme

- Three subjects at Higher Level (HL) and Standard Level (SL)
- Complete Theory of Knowledge, Extended Essay, and Creativity-Activity-Service (CAS)
- Sit IB exams in all subjects
- Eligible for university credits for IB exam courses

This diploma option allows students to pursue admission to universities worldwide (CIS accreditation). The full IBDP provides students with possible multiple credits towards an undergraduate degree at many universities and access to top Ivy League schools. Admissions officers give preference to full IBDP candidates due to the rigorous nature of the program and additional demonstrated aptitudes and skills.

COMPARISON OF PATHWAYS

Period	IB Diploma Programme	IB Courses Option	Stamford HS Diploma
Grading	7-point scale. Must score a total 24 or higher on six exams, with some additional requirements	7-point scale	7-point scale
External exams	Required for overall program credential	Required only for credential for specific chosen courses	None
Other program elements	Three additional “Core” elements: Theory of Knowledge, Extended Essay and Creativity-Activity-Service (CAS)	Creativity-Activity-Service (CAS) and other electives	Creativity-Activity-Service (CAS) and other electives
University credit	Available for final exam scores of 5 or higher, but varies by university	Available for final exam scores of 5 or higher, but varies by university	None



What Diploma Option is the Best?

With all options leading to notable universities globally, the best diploma option is the one that allows a child to pursue their aspirations and achieve successful results without sacrificing well-being. At Stamford, we take a non-selective approach and support all students to follow their best-fit pathway. Starting from Grade 8, our team of caring faculty work in partnership with students and parents to guide them through the process of planning and choosing the best possible pathway for them.

What is the benefit of CIS accreditation?

CIS accreditation shows that the school has achieved high standards of professional performance in international education and has a commitment to continuous improvement. The quality and rigor of the CIS International Accreditation is recognized by ministries and education departments around the world.

What is the IBO and the IBDP?

The International Baccalaureate Organization (IBO) and the Diploma Programme (DP) were established in 1968 to help students become more geographically mobile with an international standard for curriculum and university entry. The aim was to form a common curriculum and university entry credential that crossed disciplinary, cultural, national, and geographical boundaries. The IBDP opens a world of possibilities for your child with over 5,000 post-secondary options globally. Students graduate with academic rigor, a global mindset, and skills developed by the IB learner profile, to succeed beyond the classroom.

IB LEARNER PROFILE

Central to the IB framework is the IB Learner Profile, to help students become flexible, collaborative, goal-seeking, compassionate, and confident, among other qualities.



INQUIRERS

- Nurture curiosity
- Learn independently and with others
- Learn with enthusiasm all our life



KNOWLEDGEABLE

- Develop and use conceptual understanding to explore knowledge
- Engage with issues and ideas that are important in lives and for the whole world



THINKERS

- Use critical and creative thinking skills to analyze and take action on complex problems
- Show initiative in making reasoned and ethical decisions



COMMUNICATORS

- Express confidently and creatively in more than one language
- Collaborate effectively by listening carefully to the perspectives of others
- Share ideas respectfully



PRINCIPLED

- Act with integrity, honesty and a strong sense of fairness and justice for all
- Take responsibility for actions and their consequences



OPEN-MINDED

- Appreciate cultures and personal histories, as well as the traditions and values of others
- Seek and evaluate a range of points of view
- Grow from experiences



CARING

- Show empathy, compassion and respect
- Commit to service learning
- Act to make a positive difference in the lives of others and in the world



RISK-TAKERS

- Work independently and cooperatively to explore new ideas
- Develop innovative strategies
- Be resourceful and resilient in the face of challenge, change and uncertainty



BALANCED

- Balance different aspects of life - intellectual, physical, and emotional
- Create well-being for ourselves and others
- Recognize interdependence with other people and the world in which we all live



REFLECTIVE

- Consider the world, ideas and experiences thoughtfully
- Understand strengths and weaknesses in order to support learning and personal development

WHY THE IBDP?

The IBDP is broad and balanced in nature, which means students complete courses from several subject areas. This allows them to build a diverse high school profile, giving them access to unlimited career opportunities. Students have opportunities to specialize in subject areas through course selections and choose which courses they would like to pursue at either Standard and Higher Level. Each course has a rigorous IB-provided syllabus, from which instructors design a comprehensive and cohesive curriculum that best fits the context of Stamford American School.

What makes the IBDP unique from all other programs however, are the three 'Core' elements that round out the student experience. The Extended Essay is a 4,000 word structured formal essay about a particular subject area in which the student is interested. The unique Theory of Knowledge course teaches students how to question and critique sources of knowledge and indeed, their own values about the nature of knowledge. And finally, Creativity-Activity-Service asks students to engage with, reflect on and document a range of outside-of-school experiences meant to challenge them and help them stay mentally balanced.

Overall, the IBDP is the ideal balance of academic rigor infused with elements that develop a young person's personality and character. No other program does this so well.

PREPARING FOR THE IBDP

How should students in Grades 8-10 prepare for the IB Diploma Programme?

- Have perfect or near-perfect school attendance
- Demonstrate academic honesty and respectful, safe behavior
- Maintain good working relationships with teachers
- Develop good note-taking and study habits
- Devote time almost every day to your studies, be constantly reviewing
- Follow the advice of your teachers
- Take personal responsibility for your learning
- Work hard to develop 'academic literacy' with the assistance of your teachers
- Good student habits (attitude, assignments, effort, revision)
- Obtain a "4" or higher on the Sophomore Project (14 pts on a 28 pt. scale)

Student requirements for consideration of application to the IBDP:

- Demonstrates safe and respectful behavior in social settings (no online bullying, fights, etc.)
- Demonstrate academic honesty and integrity (no plagiarizing, collusion, cheating, etc.)
- At least 90% attendance record during the most recent 12 months of school
- No more than one '2' mark during the most recent 12 months of school
- Overall satisfactory report from two current teachers related to 14 categories having to do with general attitude toward learning, interactions in class, etc.
- For the Sophomore Project, obtain a "4" or higher (14 pts on a 28 pt. scale).

OUR HIGH SCHOOL ACADEMIC LEADERSHIP TEAM



Teresa Foard
Secondary School Principal

Ms. Teresa Foard joined Stamford in 2020 from the International School, Ho Chi Minh City (ISHCMC) in Vietnam, a Cognita school, where she served as the Assistant Principal and IBDP Coordinator. She has rich experience in leading, planning, administering, and teaching the IBDP in secondary schools. Under her leadership, students have celebrated perfect IBDP scores of 45 points. She is also an IB workshop leader who trains IB educators and leaders in the Asia Pacific region. Working in partnership with students, faculty and parents, Teresa brings the skills and expertise to achieve greatness at Stamford Hong Kong.



Michael Galligan
Academic Coordinator

Mr. Galligan joined Stamford Hong Kong in 2017 after coordinating the IB Diploma Programme at Stamford Singapore for three years, bringing both his knowledge and experience from our sister school. Mr. Galligan launched Asia's first Career-related Programme at an earlier school and also has coordinated BTEC, the MYP and Advanced Placement programs. He led the process of CIS accreditation and IBDP authorization for Stamford American Hong Kong. Mr Galligan brings both his extensive IBDP expertise and experience with IB learners in his over 22 years in education to ensure the ongoing success of the IBDP at Stamford American School Hong Kong.

IB DIPLOMA PROGRAMME TEACHERS



Huan Wang
Language B: Chinese



Merry Ding
Mandarin ab initio (beginners)



Maite Rodriguez
Language B: Spanish



Andres Gonzalez
Spanish ab initio (beginners)



Caroline Peel
Language B: English



Tristan Benson
History



Todd Fedan
Economics



Michael Galligan
Business management, CAS Coordinator



Russell Duncombe
Psychology



Richard Lindemann
Biology and Chemistry



Brian Totman
Science and STEMinn



Dennis Ming Nichols
Design Technology



Chandrani Ray
Mathematics: analysis and approaches (AA)



Andrew Sukhai
Mathematics: applications and interpretation (AI)



Jaime Wilkin
Music



Amy Percival
Theatre



Joanna Tutinji
Visual Arts



George Aiello
Extended Essay Coordinator



April Gudenrath
Language A: English Language and Literature, Theory of Knowledge



Flora Lin
Language A: Chinese Language and Literature

OVERVIEW OF ALL DP COURSES



The American-based AERO Common Core Plus standards that are used to design courses up through Grade 10 provide an excellent foundation for students about to undertake DP courses in Grade 11. A careful comparison of the types of things we want students to know and be able to do required by both AERO and DP standards shows a close correlation. Furthermore, the approaches to learning (for example, knowledge and understanding, application and analysis, synthesis and evaluation, and the selection and use of appropriate tools) also align well between AERO and the DP.

Non-Diploma Programme Courses

- Arts Beyond the Classroom
- Sport for Life
- Computer Science

Diploma Programme courses offered at Stamford American School:

Group 1

- English A: Language and literature SL/HL
- Chinese A: Language and literature SL/HL
- Spanish A: Language and literature SL/HL
- Language A: Self-taught literature SL

Group 2

- Chinese B SL/HL
- Spanish B SL/HL
- Mandarin ab initio SL
- Spanish ab initio SL
- English B HL

Group 3

- History SL/HL
- Economics SL/HL
- Business management SL/HL
- Psychology SL/HL

Group 4

- Biology SL/HL
- Chemistry SL/HL
- Design Technology SL/HL
- Physics SL/HL

Group 5

- Mathematics: Analysis and approaches SL/HL
- Mathematics: Applications and interpretation SL/HL

Group 6

- Theatre SL/HL
- Visual Arts SL/HL
- Music SL/HL

Core

- Theory of Knowledge

SL – Standard Level, HL – Higher Level, ab initio – beginning level

DIPLOMA PROGRAMME COURSE DESCRIPTIONS

The IB Diploma Programme (DP) is an academically challenging and balanced program of education for students in grades 11-12. Stamford offers 23 Diploma Programme courses at both higher level (HL) and standard level (SL). All courses are offered at HL and SL, unless otherwise noted, and they are all two years in length.

1. DP English A: Language and Literature

Students learn to address the literary elements of works, to write and speak fluently, coherently, and knowledgeably, and to make personal and insightful connections with language and literature. Through an integrated study of Parts I (Language and Cultural Context) and II (Language and Mass Communication), students will read and analyze a variety of “alternative” texts that include advertisements, websites, campaign speeches, TED talks, political cartoons, and film. Students will also begin to read the Part IV literary works, which may include *Things Fall Apart*, the poetry of Sylvia Plath, and *The God of Small Things*, works linked by their use of narrative technique and the element of social commentary. In this course IB assessments as well as non-IB assessments will be used, and students will respond to literature orally and in writing on a personal and analytical level. Each student will give a 10-15 minute Individual Oral Commentary based on one of the above works. This presentation will be graded internally using an IB rubric, and it will count toward the student’s overall IB score. In addition to the core curriculum, students will study literary criticism and approaches to critical reading, will do extensive formal and informal writing, and have exposure to a variety of works that are related to those in the core curriculum.

2. DP Chinese A: Language and Literature

Students work to improve Mandarin language skills and cultural literacy through the study of a variety of authentic print, audio and audio-visual resources, including literature, magazine articles, news casts, and essays. Students engage in daily discussions exclusively in the target language and produce written and spoken communication ranging from oral presentations to persuasive essays. The accurate interpretation of authentic resources at an advanced level is a major goal of the course and is practiced and measured routinely. The course is organized in two parts: language and cultural context, language and mass communication. Moreover, the course is exactly the same as the English language and literature course on the left, except conducted in Mandarin.

3. DP Spanish A: Language and Literature	5. DP Mandarin ab initio SL
<p>Students work to improve Spanish language skills and cultural literacy through the study of a variety of authentic print, audio and audio-visual resources, including literature, magazine articles, news casts, and essays. Students engage in daily discussions exclusively in the target language and produce written and spoken communication ranging from oral presentations to persuasive essays. The accurate interpretation of authentic resources at an advanced level is a major goal of the course and is practiced and measured routinely. The course is organized in two parts: language and cultural context, language and mass communication. Moreover, the course is exactly the same as the English language and literature course on page 11, except conducted in Spanish.</p>	<p>Mandarin ab initio students learn to understand, both aurally and in writing, simple sentences and some more complex sentences related to the themes about individual and societies, leisure and work, urban and rural development. They understand simple authentic written texts and questions related to them in Mandarin. Students engage in simple conversations within the range of the prescribed themes and related topics. They demonstrate some intercultural understanding by reflecting on similarities and differences between Mandarin culture and the student’s own and by providing some appropriate examples and information.</p>
4. DP Language A: Self-taught literature	6. DP Spanish ab initio SL
<p>Similar to the English ‘Literature’ course, this self-taught course is a two-year IB Literature sequence that is designed for the native or near-native speaker of a language other than English. There are about 50 languages supported and some that might be of interest to our school population include: Hindi, Korean and Japanese. Students’ families are required to secure their own private tutor for the class, someone who is familiar with the DP Literature syllabus. The course is timetabled on a student’s normal schedule, is available at the SL level only and requires students to study 10 literary works. The texts range from different regions, periods, genres, and cultures. The major objectives of the program are to develop oral and written expression, to understand and use techniques of literary criticism, to foster an appreciation of literature, and to stimulate critical thinking. Assessment includes essays, oral and written commentaries, discussions, and oral presentations, as well as IB-required assessments.</p>	<p>Spanish ab initio students learn to understand, both aurally and in writing, simple sentences and some more complex sentences related to the themes about individual and societies, leisure and work, urban and rural development. They understand simple authentic written texts and questions related to them in Spanish. Students engage in simple conversations within the range of the prescribed themes and related topics. They demonstrate some intercultural understanding by reflecting on similarities and differences between Spanish culture and the student’s own and by providing some appropriate examples and information.</p>

7. DP English B HL	8. DP Chinese B
<p>English B Higher Level is for the student who chooses to do their first language studies in something other than English, such as Spanish or Mandarin. By meeting the “Language A” requirements in another language, this student may choose to study English as their second language, English B. Since it is a “Higher Level” course, the requirements are quite rigorous and for those whom English is their second language, students should have achieved at least Phase 4 or higher previously to successfully access the course material. The core of the curriculum includes instruction on three topics: communication and media, global issues and social relationships. Optional elements include: cultural diversity, customs and traditions, health, leisure, science and technology (choose two). Students will be required to read two works of literature, give interactive and individual oral presentations, perform text-handling exercises, demonstrate productive writing skills and complete a creative writing and rationale. They will also give presentations, and perform text-handling exercises.</p>	<p>At Mandarin Standard Level (SL), students learn to understand straight forward recorded or spoken information on the topics studied. They understand authentic written texts related to the topics studied and they use mostly everyday language. They communicate orally in order to explain a point of view on a designated topic, and describe with some detail and accuracy experiences, events and concepts. Students also produce texts where the use of register, style, rhetorical devices and structural elements are generally appropriate to the audience and purpose. They demonstrate interaction that usually flows coherently, but with occasional limitations. Students also engage in conversations on the topics studied, as well as related ideas. They demonstrate some intercultural engagement with the target language and culture(s).</p> <p>At Higher Level (HL), students learn to understand complex recorded or spoken information on the topics studied. They appreciate literary works in the target language and understand complex authentic written texts related to the topics studied. Students communicate orally in order to explain in detail a point of view. They describe in detail and accurately, experiences and events, as well as abstract ideas and concepts. They produce clear texts where the use of register, style, rhetorical devices and structural elements are appropriate to the audience and purpose. They also produce clear and convincing arguments in support of a point of view. Students also demonstrate interaction that flows coherently with a degree of fluency and spontaneity. They engage coherently in conversations in most situations and demonstrate some intercultural engagement with the target language and culture(s).</p>

9. DP Spanish B	10. DP Business management
<p>At Spanish Standard Level (SL), students learn to understand straight forward recorded or spoken information on the topics studied. They understand authentic written texts related to the topics studied and they use mostly everyday language. They communicate orally in order to explain a point of view on a designated topic, and describe with some detail and accuracy experiences, events and concepts. Students also produce texts where the use of register, style, rhetorical devices and structural elements are generally appropriate to the audience and purpose. They demonstrate interaction that usually flows coherently, but with occasional limitations. Students also engage in conversations on the topics studied, as well as related ideas. They demonstrate some intercultural engagement with the target language and culture(s).</p> <p>At Higher Level (HL), students learn to understand complex recorded or spoken information on the topics studied. They appreciate literary works in the target language and understand complex authentic written texts related to the topics studied. Students communicate orally in order to explain in detail a point of view. They describe in detail and accurately, experiences and events, as well as abstract ideas and concepts. They produce clear texts where the use of register, style, rhetorical devices and structural elements are appropriate to the audience and purpose. They also produce clear and convincing arguments in support of a point of view. Students also demonstrate interaction that flows coherently with a degree of fluency and spontaneity. They engage coherently in conversations in most situations and demonstrate some intercultural engagement with the target language and culture(s).</p>	<p>The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. Students who complete the course will develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis, human resource management, production planning and marketing.</p>

11. DP Economics	13. DP Psychology
<p>This advanced course seeks to encourage an appreciation of the economic interdependence of countries. It includes the basis of modern microeconomic theory, such as resources and market structures, price determination and consumer behavior, and the basics of modern macroeconomics, focusing on the economy as a whole, including national income accounting, unemployment, inflation and fiscal and monetary policies. Special attention is paid to the problems of international economics, such as trade and the balance of payments, and the problems and strategies of economic development. Higher level includes the topics of the theory of the firm, the relative advantages and disadvantages of fixed and floating rates, absolute and comparative advantages in trade, trade creation and trade diversion, methods of measuring inflation and different theories of taxation.</p>	<p>The psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry. In addition, the course is designed to encourage the systematic and critical study of human experience and behavior; physical, economic and social environments; and the history and development of social and cultural institutions. Students who complete the course will develop the capacity to identify, analyze critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society. Students will also collect, describe and analyze data used in studies, test hypotheses, and interpret complex data and source material.</p>
12. DP History	14. DP Biology
<p>DP history is a rigorous pre-university course of study. It is a broad based and aims to encourage students to be knowledgeable and inquiring. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view. Year one will be a chronological study of 20th Century World History with an in-depth study of the topics of the Cold War, Crisis in Communism and the origins and developments of authoritarian and single party states. Year one is also a chronological study of the Americas from 1700- 2000. The topics of Independence Movement, United States Civil War – causes, courses and effects 1840-1877, plus the Cold War and the Americas 1945-1981 will be studied at an in-depth level. These six topics will be part of students' IBDP exam at the end of their senior year.</p>	<p>Through the study of molecular biology, genetics, ecology, evolution, and physiology, students will understand the structure and function of living things at all levels of complexity and will appreciate the nature of science. The selection of an additional option allows teachers some flexibility to tailor the course to meet the needs of their students. Students will be required to complete a range of tests and assignments, a specified number of laboratory hours, one externally moderated ten-hour investigation of their choice, and three mandatory externally assessed exams that will demonstrate mastery of the above content outcomes, concepts and skills. The study of IBDP Biology will formalize students' understanding of the major concepts of change, relationships and systems in experimental science. Students who complete this course will be able to clearly demonstrate an understanding of the content covered, will be proficient in the use of an appropriate range of lab techniques and equipment, will be able to successfully undertake independent primary and/or secondary research tasks (including database sources), will understand the limits of scientific knowledge, and will be able to describe the ways that science and society interact.</p>

<p>15. DP Chemistry</p> <p>Through the study of quantitative chemistry, periodicity, kinetics, atomic theory, bonding, energetics and equilibrium, students will understand the principles that define and describe the chemistry of the physical environment and biological systems. The selection of an additional option, allows teachers some flexibility to tailor the course to meet the needs of their students. Students will be required to complete a range of tests and assignments, a specified number of laboratory hours, one externally moderated ten-hour investigation of their choice, and three mandatory externally assessed exams that will demonstrate mastery of the above content outcomes, concepts and skills. The study of IBDP Chemistry will formalize students' understanding of the major concepts of change, relationships and systems in experimental science. Students who complete this course will be able to clearly demonstrate an understanding of the content covered, will be proficient in the use of an appropriate range of lab techniques and equipment, will be able to successfully undertake independent primary and/or secondary research tasks (including database sources), will understand the limits of scientific knowledge, and will be able to describe the ways that science and society interact.</p>	<p>17. DP Physics</p> <p>Through the study mechanics, thermal energy, waves, electromagnetism, energy production and quantum physics students will understand the fundamental principles that underpin the phenomena that we have observed to exist in the physical world. The selection of an additional option, allows teachers some flexibility to tailor the course to meet the needs of their students. Students will be required to complete a range of tests and assignments, a specified number of laboratory hours, one externally moderated ten-hour investigation of their choice, and three mandatory externally assessed exams that will demonstrate mastery of the above content outcomes, concepts and skills. The study of IBDP Physics will formalize students' understanding of the major concepts of change, relationships and systems in experimental science. Students who complete this course will be able to clearly demonstrate an understanding of the content covered, will be proficient in the use of an appropriate range of lab techniques and equipment, will be able to successfully undertake independent primary and/or secondary research tasks (including database sources), will understand the limits of scientific knowledge, and will be able to describe the ways that science and society interact.</p>
<p>16. DP Design Technology</p> <p>Design technology is a rigorous course of study focusing on utilizing the design process to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of a solution. Students will develop their design and technological literacy as they apply critical thinking and design skills to practical situations and build their understanding of design in the global context. They will be required to selectively apply research and information in an ethical manner when creating solutions and tackling problems. Many key design concepts are integral to the course of study, including ergonomics, modeling, sustainability and user-centered design.</p>	<p>18. DP Mathematics: Analysis and approaches</p> <p>This course is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Mathematics: Analysis and approaches reflects the emphasis on calculus and on algebraic, graphical and numerical approaches. Students who take this course will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, architecture, computer science, physical sciences or economics for example.</p>

<p>19. Mathematics: Applications and interpretation</p> <p>This course is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Mathematics: Applications and interpretation emphasizes the applied nature of the subject, and also that interpretation of results in context is an important element of the subject. Students who take this course will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology and design technology for example.</p>	<p>21. DP Theatre</p> <p>Through the study of theater theorists, theater traditions, live theater performances, production elements, theater in context, theater processes and performance styles, students will become aware of the historical, societal, political and cultural diversity of theater in the world. Students will understand the processes involved in creating theater, the conventions of world theater practices and the impact theater theorists have made on theater. Standard level students will be required to complete three final assessment tasks including: creating a collaboratively devised theater project with an accompanying process journal, an individual theater tradition presentation, and a director's notebook based on a published play text that outlines the student's artistic responses, directorial vision, production and performance concepts. Higher level students complete an additional task, which involves researching a theater theorist, presenting a solo theater presentation based on this theory and writing a 3000 word accompanying report. All of these tasks are developed through detailed research, critical reflection and practical exploration. The study of theater will reinforce students understanding of theater as a dynamic, collaborative and live art form. Students who complete this course will be able to understand their own and others' personal and cultural perspectives and have an appreciation of theater across time, place and culture. They will research, analyze and perform scripts, create devised projects and apply improvisation techniques. They will be to apply theory to practical exploration and present research, creative ideas, and discovery through performance, presentation and portfolio documentation.</p>
<p>20. DP Music</p> <p>Through the study of the four main areas of performance, composition, musical perception and investigation, students will gain a holistic understanding of music as an art form and have the opportunity to assimilate the necessary skills to be a successful musician. They will learn about the historical aspects of music through its development over time and its associations with world history, geography and political aspects. They will also explore different compositional techniques used and developed from the Medieval to 20th century periods by listening to and analyzing works from various composers and attempting similar techniques through their own practical work. By studying pieces from both Western art and world music, students will be subjected to the developing skills and cultural aspects of a good performance and they will also be able to undertake a supported research project on any genre of music and link this music to cultural, geographical and political understanding. Students will also undertake a detailed analysis and study of two sets of work prescribed by the exam board. This course will reinforce students' understanding and use of analytical, listening, and essay writing skills, while developing their performance techniques to aid their own work for the coursework performance portfolio.</p>	

22. DP Visual arts

This two-year course is designed for the art student who enjoys the production of visual art and the contextual investigations behind one's art. This is an advanced art course where students develop their creative abilities as well as their critical analysis, appreciation, and enjoyment of visual art. During the first year, the students will make investigations into light and the art of "seeing". This will be combined with numerous two and three-dimensional projects. The creation and continued additions to the student process journal is a necessary element of the course to help the student develop their thoughts into visual cues. The second year involves student independent inquiry, allowing the student the freedom to explore visually the topics that are of interest. Monthly project deadlines can be expected for both process and product development. The final assessment for the course is internally and externally assessed according to IB requirements.

23. Theory of Knowledge

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students and it encompasses slightly less time than a normal SL course, at least 100 hours. The overall aim of TOK is to encourage students to formulate answers to the question "how do you know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge. Students study the core theme, 'knowledge and the knower,' which provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong. Students are then required to study two optional themes from a list of five, in addition to five areas of knowledge. Students complete two assessment tasks for theory of knowledge: the Theory of knowledge exhibition and the Theory of knowledge essay on a prescribed title.



COURSE DESCRIPTIONS

STAMFORD IB ELECTIVE COURSES

Arts Beyond the Classroom

Arts Beyond the Classroom is a one-year theme-based course designed to explore the mediums and relationships of Drama, Music and Visual Art. Semester 1 focuses on knowing your audience and seeing how this can greatly influence the strategies used for engaging, presenting and responding. Semester 2 asks learners to prepare something multidisciplinary to present or lead with another organization, outside of school. There is opportunity for increasing confidence in presentation skills, communicating and interaction with the local community. Throughout the course, students will focus on a variety of contexts and perspectives, from our school, the local community and globally, to create pieces of meaningful art. The UN Sustainable Goals will be a focus as well as cultural links. International mindedness will be fostered through the use of folk and multicultural materials. Students will be expected to create activities that can be shared with Stamford students and outside student groups. Students will take ownership of their learning and design of the course, and practice communication, creative thinking and social skills. They will become knowledgeable and effective creators of art, and learn how to transfer and apply the skills used to other areas. And finally, students will build on the values of compassion, innovation and courage.

Sport for Life

Sport for Life is a valuable extension of Stamford's physical education and health courses, a way for learners to take their understanding of personal health and well-being to the next level. The course will help prepare learners for an active and healthy life, outside of the school environment. Students learn by experiencing outdoor pursuits, individual performance activities, aquatics, net/wall and target sports. Team participation sports will not be included as these are not well suited for lifelong participation. Students will identify the benefits of a physically active lifestyle, evaluate activities that can be pursued in their local environment and evaluate the risk and safety factors that might affect activity preferences. The course is divided into theory and practical work with an emphasis on the use of information and communication technology to enhance the learning of both components. Comprehension of exercise science plays a prominent role in offering solutions to increasing levels of physical inactivity and global obesity. Topics covered in the theory lessons include skills in sports, human performance and anatomy and movement analysis.

Computer Science

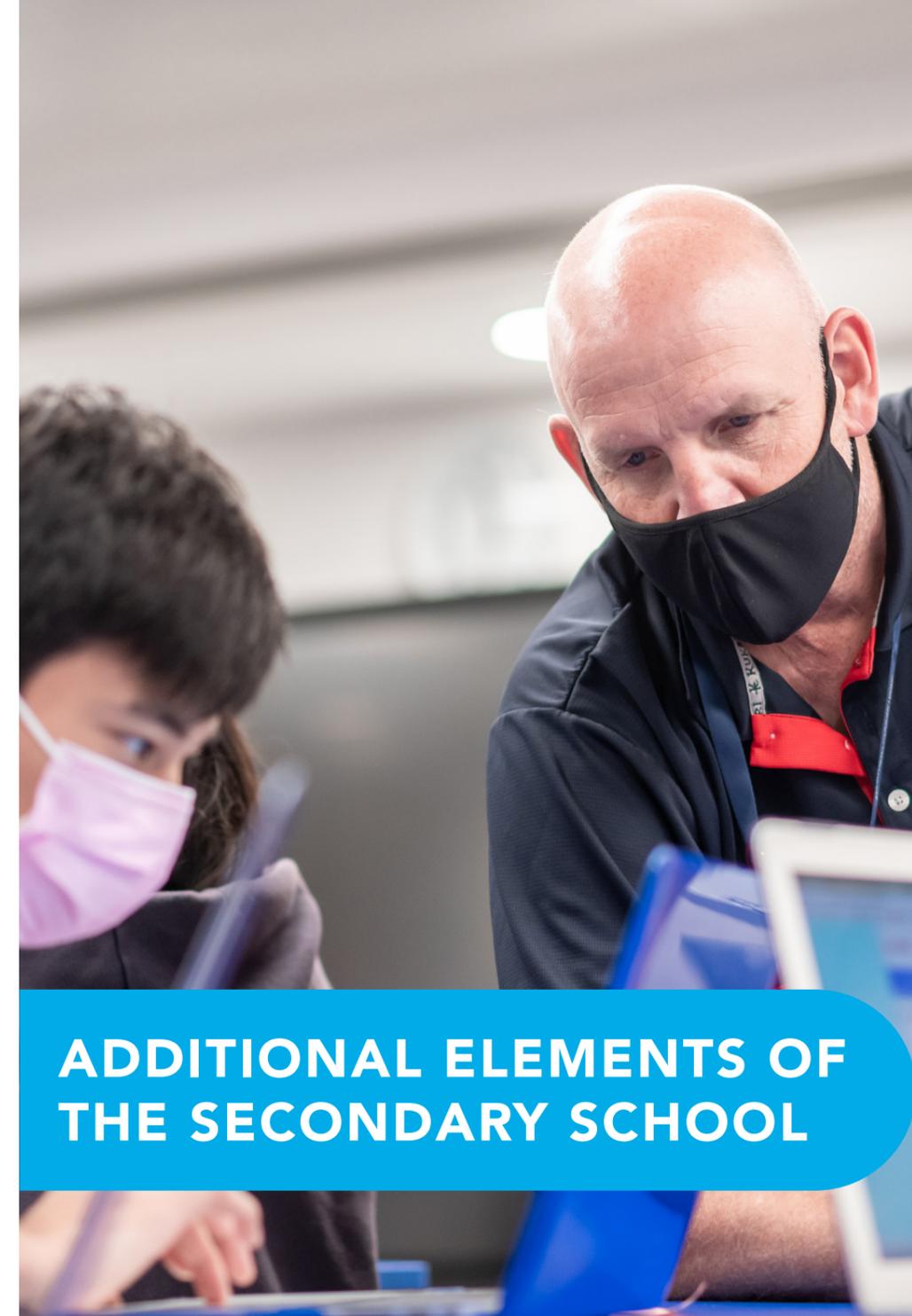
Computer Science enables students to gain a practical understanding of computer systems including software development, program design, and hardware assembly. This course covers broad topics in the industry of computer science such as programming fundamentals, physical hardware, networks, user-interface design, and data manipulation. Students will be asked to build their own websites, apps, games, and more. Students will be expected to become familiar with the basic principles of modern computing, and eventually be able to assemble a personal computer and utilize command line interface. Given the fluid nature of technology, no primary textbook will be used, but rather a compilation of various resources curated by the teacher, to keep materials current. Students will be upskilled in Python and then apply that to emerging fields of technology. They will practice computational thinking through programming, and apply programming skills and knowledge of computer systems towards practical uses. Finally, learners will build skills for life, further study, a career in computers, or even a career not in computers!

What types of assessment are used in the IB Diploma Programme?

Students are required to complete both Internal and External Assessments. Internal Assessments (IAs), worth approximately 20 percent of a student's total grade, are completed during the course of learning and are submitted separately approximately in March of Grade 12. External Assessments are conducted in May of a student's Grade 12 (senior) year, and are worth approximately 80 percent of their final total grade for the course. Both Internal and External assessments use an established grading criteria and a variety of skills are tested across disciplines.

There is a balance between independent tasks and teacher supervised tasks. There are multiple methods of assessment for each course, including:

- Oral examinations in languages
- Projects
- Student portfolios
- Class presentation
- Practical lab work
- Mathematical investigation
- Artistic performances



ADDITIONAL ELEMENTS OF THE SECONDARY SCHOOL

Outdoor Education Program

All students in Grade 6-12 participate in the Outdoor Education Program. The Outdoor Education Program provides holistic, field-based learning in the effort to develop leaders who are ecologically literate, compassionate and engaged global citizens.

Co-Curricular Activities and Clubs

As part of the holistic program, Stamford students are encouraged to try, explore and learn new skills in the arts, sports, service and other co-curricular activities.

Action and Service

All students in Grades 6-10 are encouraged to participate in service based activities where the students have to take action. In the High School (Grades 9-12) students tend to take on more of a personal responsibility and will initiate projects themselves or more purposefully take on leadership roles within clubs.

Award for Young People

All students in Grade 9 complete the 'Award for Young People' (AYP) Bronze award, which is an experiential learning program that encourages students to participate in a broad range of activities (creative, service oriented and physically active), in addition to taking on more leadership. They have the option to continue the AYP into Grades 10, 11 and 12 if they so choose. All students in Grades 11 and 12 complete the IB's requirements for its 'CAS' program (creativity, activity, service). It is an excellent way for students to stay engaged in non-academic things, which helps them stay more balanced and well-rounded.

The Sophomore Project

All Grade 10 students complete the 'Sophomore Project,' which is a culminating project and a chance for students to consolidate and demonstrate all they have learned in their most recent high school years. The whole project takes about eight months to complete and students work with a teacher who serves as a mentor and helps guide the student through the process. In the end, students produce a product and a report that addresses specific criteria. This project provides excellent preparation for the challenges of grades 11 and 12.

Cornerstones Program

Stamford Cornerstones is an intensive project-based learning program for Grades 9 and 10 High School students. Students choose from several options and each experience in a semester in length (so they have four opportunities). Students engage directly with industry experts to ignite their passions while building a project portfolio that stands out to university admissions. Students develop new skills, gain industry insights and build networks, giving them invaluable experience as they prepare for the final years of High School and ultimately, their career paths.

Unlike an internship or an organizational affiliation, the program is fully integrated as part of high school course credit for Grades 9 and 10 students. Each collaboration results in a culminating project that is showcased and reflected in quarterly progress reports.

In 2021/22 Stamford proudly collaborated with 8 industry leaders with distinct focuses that reflect students' ambitions and strengths: **architecture, future-focused design thinking, e-commerce entrepreneurship, game design, journalism, student leadership, technical arts, and visual art.**



Social-Emotional Learning (SEL)

Stamford offers a comprehensive social-emotional learning program for secondary students. The Advisory Program and School Connect provide students both 1:1 bespoke pathway guidance and opportunities to develop various life skills as part of their classes.

Topics include:

- Creating a supportive learning community
- Developing self-awareness and self-management
- Building relationships and resolving conflicts
- Preparing for college and the workforce

Stamford's advisory program and 'School-Connect' curriculum helps develop students' academic and personal growth by developing healthy habits and healthy relationships. Students graduate both academically and with the skills and habits to be successful in university and beyond.

Pre-University Test Preparation

Stamford American School is a test center for both main U.S.-based standardized external university entrance exams—the ACT and the SAT. Both are equally regarded and widely accepted by universities across the world as accurate assessments of a student's current standing in core subjects. All students in Grade 10 will sit the Pre-SAT (PSAT) in Semester 2. In Grade 11, students will typically sit one or two sessions of either the ACT or the SAT, in preparation for receiving results in time for submission of university applications in Semester 1 of Grade 12.

UNIVERSITY COUNSELING SERVICES



Christina Meherg
University Counselor

Comprehensive University Counseling Program for Grade 9-12 Students:

- Year-round university visits from higher education institutions around the world.
- Weekly updates on university visits to the school, summer program information, fairs, and events happening in Hong Kong.
- Scheduled college sessions throughout the year focusing on topics related to the application process and writing the college essay/personal statement.
- Cialfo access - a dedicated online program for university research.
- ACT and SAT testing center.

Additional Services for Grade 11 and 12 Students:

- Course selection and guidance on academic pathways
- College Essay and Personal Statement writing
- University application support includes writing teacher and counselor recommendations and references, liaising with university admission officers, and generating high school transcripts.
- Individualized college counseling
- Small group sessions
- A college counseling library that contains college guidebooks, essay guides, university brochures, and contact information for university representatives
- Parent/guardian information sessions at various times of the year



RESULTS

University Acceptances

Stamford Hong Kong is proud to continue the tradition of academic excellence of our sister school Stamford American in Singapore. Stamford does this by nurturing each student to follow their path through multiple graduating diploma options, including the International Baccalaureate Diploma Programme.

In 2021, graduates at Stamford Singapore achieved greatness in 18 countries at esteemed universities such as Imperial College University London, Boston University, New York University, UC Berkeley, UCLA, Imperial College London, University of Amsterdam, and Nanyang Technological University.

Stamford Singapore and Stamford Hong Kong are both inclusive non-selective IB schools that believe in supporting all children who wish to pursue the challenge of the IB Diploma Programme.

In 2021, 100% of students at Stamford Singapore passed the IBDP exams and achieved an average of 35 points allowing them access to their best-fit university.

Even through the challenges of Covid-19, 24% of students scored 40+ allowing them to access top-tier Ivy League universities globally.

Stamford American School Hong Kong Results

For three years in a row, Stamford Hong Kong students exceeded predicted Measures of Academic Progress (MAP) growth targets by an average of 15% under the guidance of highly experienced faculty. Stamford Hong Kong will have its first graduates in June of 2023, and with our students already achieving excellent academic growth results, the possibilities are endless.



FREQUENTLY ASKED QUESTIONS

Q: How do colleges and universities view the IB Diploma Programme?

A: The IBDP is internationally recognized as one of the highest standards in university preparatory education. Universities across North America, Europe, Asia, and Oceania highly respect the DP as an academically challenging qualification. Many universities will also consider students for advanced credit standing. A list of colleges and universities that grant credit, scholarships, and/or advanced placement for DP diplomas and individual courses is available at www.ibo.org.

Q: If I take the IBDP, can I apply to UK universities?

A: Yes, DP students were significantly more likely than their A-level peers to attend a top 20 higher education institution (HEI) in the UK (based on a report by the Higher Education Statistics Agency (HESA). Students only need to ensure their subject selection meets a university's entry requirements and courses that the university counselor will help guide.

Q: Which Stamford diploma pathway am I eligible for?

A: Stamford is non-selective and aims to accept as many interested and qualified students to the IBDP possible. Access to one of the three pathways is largely determined by academic record and attitude toward learning demonstrated beginning in Grade 8 until course selection in Grade 10. Through these critical years, the school and families will work closely to ensure students are on-track to pursue the best-fit pathway for their career aspirations. All graduates receive the Stamford American High School diploma, which grants global access to universities.



Q: How do Stamford’s American standards (AERO) prepare students for the DP?

A: All Stamford courses in Pre-primary to Grade 10 are designed with American standards to ensure readiness for all diploma pathways. The curriculum is developed around the skills needed for Grade 11 and 12 and then planned at age-appropriate levels for each grade. The American standards provide clear benchmarks at each grade level to ensure students continue to extend their knowledge and possess the academic rigor for any of the three graduating pathways.

Q: When do I get to choose my courses?

A: In Grade 9, students must carefully consider their university aspirations to determine whether they would like to take ‘Pure Math’ or ‘Applied Math.’ Both math classes are two-year courses (Grade 9-10), the Pure Math class leads directly to DP Math AA, and the Applied Math class leads directly to DP Math AI course (beginning in Grade 11). Secondly, students select two of the three art courses: art, drama, or music. Art selections can be changed at the beginning of Grade 10. During Grade 10, all students go through a much more involved ‘Course Selection Process,’ which determines their pathway and courses for Grades 11 and 12.

Q: How does the IBDP differ from other university-preparatory programs such as Cambridge A-levels or Advanced Placement (AP)?

A: The IBDP is a two-year comprehensive curriculum with a culminating set of externally graded final exams. IB, Advanced Placement (AP), and other college-preparatory curriculums like Cambridge A-Levels are university preparatory, academically rigorous programs. There are essential differences, however, in the content and exams. The DP is a cohesive and comprehensive program, not a collection of individual courses, as with Advanced Placement. The IBDP and AP both allow students advanced standing at universities. The most important distinguishing factor is the core of the Diploma Programme (CAS, TOK, and Extended Essay).

Q: Are there any special considerations when choosing DP courses?

A: Yes. If applying to universities in the United States, course selection for any pathway is relatively open as long as students meet Stamford High School graduation requirements. When applying to specific majors in the UK, Australia, Canada, or European countries, students need to be mindful of each university’s requirements. Stamford’s university guidance counselor works with students to ensure course selection is appropriate to meet entrance requirements as they vary by school and country.

Q. For the DP, should I not take an Art course and instead “double-up” on either the Sciences or Humanities for my Group 6 subject?

A: Preferably not. Taking Arts as your Group 6 subject provides enormous balance to your IBDP experience and gives students a subject that does not have a formal written exam (except for music) during May of your senior year. In some cases, you may need to take two sciences or two humanities for your group 6 subject, and if that is the case, then that is fine. If you do not need it for university and enjoy taking the arts, we recommend that you select a Group 6 Arts subject.

Q: Can you give a specific example of how the DP prepares students for college/university?

A: In addition to a broad academic foundation, students learn skills to succeed in college. The Extended Essay develops university-level research, writing, and time-management skills. The Theory of Knowledge (TOK) develops higher-level critical thinking skills students typically develop in university. By focusing on core skills versus exams, students enter university ready for the rigors of coursework supported by solid self-management skills.

Q. Do DP students take exams?

A: Yes, full DP students will take exams for all their subjects. Students pursuing the IB Courses Option will take exams in their selected subjects.

Q. I speak a second language at a native or Language A level. How do I decide between mother tongue at Language A or English at Language A? How does this work?

A: The great thing about the IB is that it truly is an international qualification that recognizes students’ other mother-tongue languages. If you speak another language

other than English at Language A, there are several things you can think about doing:

- Pursue a bilingual diploma - take English A and Other Language A (say Mandarin A). The challenge is that the demands on your language are high, given that you are taking them at the highest level offered.
- We offer three languages in the IBDP at Language A at Stamford: English, Spanish, and Mandarin. If you have a second language at language A other than those, you can take Language A: Self-Taught Literature SL.
- Take your mother-tongue language as Language A and take English B HL - Language A subject would be your mother-tongue (for example, Mandarin A: Language and Literature), and your Language B would be English B HL. Recommended only for students who have been studying in an English-language environment for less than three years.

Q. Can a student earn advanced standing or college credit for DP courses?

A: Yes, it’s possible, but all universities have different policies. Depending on the student’s score on the end-of-year external exam, they may be eligible to earn credit and, therefore, automatic advancement in their studies. Generally, although this varies, a DP score of ‘5’ (on a 7-point scale) would qualify. Students should check with specific universities about what they will or will not recognize.

Q. How are teachers trained for the DP?

A: In addition to being certified subject experts, faculty attend a variety of IB and professional development training workshops both internally and externally. All faculty are supported by on-site IB experts such as the IB Diploma Coordinator and Secondary Principal, who ensure an ongoing high standard of IB course delivery.

Q. What are SAT and ACTs? Does my child need to take them?

A: SAT and ACTs are required by many universities in the United States. Although not a requirement in other countries, they are often recommended for international students to help boost their application profile. Typically, an 11th-grade student will sit one assessment in Semester 1 and another in Semester 2. Rarely, but sometimes, a student may wish to sit one more test session in Semester 1 of their 12th-grade year. The university guidance counselor can provide insight regarding the preference for ACT vs. SAT at a specific institution.





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