

GAFL

International Baccalaureate Diploma Programme

세계는 하나의 큰 마을입니다.
문화와 언어의 다양성을
이해하고 존중하는
세계 시민으로서
살아가겠습니다.



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Message from the Headmaster

GAFL is a place where students and teachers can make dreams a reality. Our Board, teachers and staff believe, that as educators, we should inspire our students to excel, and that is exactly what we expect from our students - that they will excel and become global leaders who serve the world by trying to make it a better and more peaceful world.

GAFL places great importance on moral fiber first and foremost. We believe that it is our duty to instill in our students an appreciation for courtesy, kindness, understanding and compassion. We also believe it is essential for students to learn how to face difficult challenges with grace and maturity. We believe that there should be a harmony between their academics and their growth as citizens of this world. Students are encouraged to develop their creativity and humanity, academics, but through a variety of activities within and outside of the school. This is all combined with an education that focuses on foreign language, so that students can gain a greater understanding of other cultures.

Through this education, GAFL students will be able to have a bright vision. They will be able to see the truth, the world and the future. Korea, and the world, are looking for individuals who can lead and enact change, helping to create a more peaceful world. In the center of this change stands GAFL and GAFLians.



Hashik Park, Headmaster

GAFL's Vision

Mission Statement

GAFL's mission is to nurture global leaders, who serve humanity by fostering our students' natural gifts and talents through integrity, academic excellence, ingenuity, creativity and global understanding.

Educational Goal: To nurture creative global leaders who serve humanity with integrity.

Educational Priorities

- Ethical Quality Education
- Academic Excellence (Gifted Education)
- Creativity Education
- Global Education



Ideal Student

- Modest Leaders - Cultivate those characteristics which are inherently Christian, and rooted in faith, trust and love, such as modesty, virtue and compassion.
- Inquirers - Maximize students' talents, enabling them to strive for exceptional accomplishments in their fields of study.
- Creative Individuals - Nurture students' creative abilities by promoting harmony between the heart and the mind, and through the development of their inner voice.
- Global Citizenship - Teach students to have the mind-set and attitude of a global citizen, based on a foreign language education that focuses on communications.

Bong-ahm Educational Foundation

The mission of the Bong-ahm Educational Foundation is to train future leaders with global perspectives, strong character, and communication skills, who will pioneer progressive changes in the international community, through endless self-development and understanding of a multidimensional society, based on an educational philosophy that focuses on humanism and improvements stemming from the co-existence of teaching and learning.



Educational Principles

1. To provide in-depth education which will enable students to achieve outstanding results and become invaluable human resources.
2. To enhance global communications by focusing on foreign language education and culture through constructive discussion.
3. To nurture those leadership qualities which are essential to tomorrow's future in a global society by promoting strong moral fiber.
4. To train altruistic individuals who will contribute to the future of humankind through a holistic education, which promotes community service.

Message from the Chief Director

Having begun in the education business 33 years ago, I had been operating overseas branches in different countries around the world since 1991. Being the president of the Badminton World Federation in Korea Scouts Association since 2005, and leading the organization by communicating with 160 different countries around the world, I have realized that training global human resources requires systematic education that starts from early childhood. Bong-ahm Educational Foundation was established in July 2008 to train global leaders who will lead the future of Korea and contribute to the nation's growth. To achieve this goal, Bong-ahm Educational Foundation established the Gyeonggi Academy of Foreign Languages in March 2009.

In the future, the prosperity of a nation will depend on the quality and the global perspective of the human resources of that nation. By utilizing the professionalism, know-how, and extensive network of Korea's number one education company, the Daegyo Group, GAFL will become Korea's number one private school and a renowned educational institute in this global society. By training human resources with outstanding creativity, fluency in foreign languages, global leadership and upstanding character, GAFL will become a renowned academic institute that students and teachers can take pride in. Achieve your dream of becoming a leader at Gyeonggi Academy of Foreign Languages.



Young-joong Kang, Chief Director



About GAFL

GAFL is a Korean specialized high school focusing on foreign languages. GAFL was originally established as Myeongji Foreign Language High School in 2004, but was re-established under the Bong-ahm Foundation in 2009. GAFL is a co-ed boarding school with approximately 1,000 students. Students can choose from three different language majors: English, Chinese, and Japanese.

In January 2011, GAFL became the first national Korean school to offer the International Baccalaureate, and is currently the only national Korean IB World School. Students who are accepted as English majors may choose between studying the domestic curricular track or the IB Diploma Programme track.



Location & Campus

GAFL is located approximately 30 km south of Seoul, in Uiwang City, within Gyeonggi Province. Nestled on the side of a mountain, GAFL offers a serene and peaceful academic environment, while still allowing convenient access to all that Gyeonggi Province and the city of Seoul has to offer.

GAFL has established itself as one of the top high schools in Korea, offering rigorous academics, as well as a wide range of clubs and extracurricular activities. Every year we send a large number of students to the top Korean universities, such as Seoul National University, Korea University and Yonsei University. Since most students live on campus, a great deal of attention is given to the students' dorm life.

GSAP

Students who wish to attend universities abroad are supported through the GAFL Study Abroad Program (GSAP). The college counseling office within our International Education Department, supports students with their overseas applications. We have had many students accepted to universities abroad, including universities such as: Brown University, Columbia University, Cornell University, Duke University, Johns Hopkins University, and many others.



International Baccalaureate Organization



The International Baccalaureate Diploma Programme was originally founded in 1968 by the International Baccalaureate Organization (IBO). Its main goal is to offer academically rigorous programs of the highest international quality. The IBO offers three programs for all ages: the Primary Years Programme (PYP), the Middle Years Programme (MYP), and the Diploma Programme (DP). Currently, there are 3,241 authorized IB World Schools in 139 countries. The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final

examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities.

For further information, please go to <http://ibo.org>

About the IBDP

The Diploma Programme, taught over two years, is comprised of six subject groups: literature, second language, social sciences, experimental sciences, mathematics and the arts. The core requirements of the programme are: Theory of Knowledge; Creativity, Action and Service; and the Extended Essay.

IB Learner Profile

Risk Takers
OPEN-MINDED
KNOWLEDGEABLE
REFLECTIVE
Caring
Communicators
Inquirers
Thinkers
BALANCED



IBO Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.



These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



Message from the IBDP Coordinator



Emma Pacilli,
IBDP Coordinator
IB English A: Language &
Literature and IB Film

As the first and only Korean school to offer the IBDP, we are excited to offer an internationally recognized program, that not only challenges the student academically, but also develops strength of character.

It is our goal to nurture students who will be tomorrow's global leaders and who, as global citizens, will embody characteristics such as: integrity, compassion, fortitude, ingenuity, individuality, artistry, understanding, motivation, passion, excellence and vivaciousness.

We believe that the addition of the IBDP will create an avenue for students to grow academically and holistically, and will be an experience that they will carry with them always, shaping and laying the foundation of who they are and where their future will lead them.

Students who successfully complete the IBDP program will have the opportunity to apply for admission to top universities around the world. We look forward to your application for admission to our school and program and hope to welcome you as a part of the GAFL community in the future.

IBDP & GAFL

GAFL became the first national Korean IB World School in January 2011. Students who successfully complete the IBDP will graduate with an IB Diploma and a Korean High School Diploma. The GAFL IB Diploma Programme offers all classes in English, other than Korean literature and Japanese language classes.

Through the rigorous curriculum provided, students will develop critical thinking skills, writing skills, analytical skills, and communication skills. Through CAS, students will have the opportunity to grow through the arts, sports and service. Students have the opportunity to participate in any of the large number of clubs and activities offered by GAFL, or they will be afforded the chance to create their own CAS projects.



Pre-DP Program



During the students' first year at GAFL (Grade 10), students will be enrolled in the Pre-DP program, which has been specially designed to help prepare for the rigors of the IBDP.

Group	Pre-DP Course	Credit Hours
1	Pre-DP Korean	2
2	Pre-DP English Literature and Composition Pre-DP Japanese Language	4 4
3	Pre-DP Social Studies	3
4	Pre-DP Science	3
5	Pre-DP Mathematics	2
6	None	
Other	Pre-DP Research and Writing Pre-DP CAS	2 5
Domestic	Ethics Japanese Language Science Computer Gym Social Studies	1/- 1/4 1/- 1/2 3/2 1/1

DP Program

During their second and third year (Grades 11 & 12), students will take the Diploma Programme. Students choose one subject from each subject group (six in total), as well as Japanese Language. Students are required to choose three Higher Level options (HL) and three Standard Level options (SL). Students are also expected to complete the core requirements, which are TOK, CAS and EE. TOK is taught as over the two years. CAS and EE are done independently outside of class.

The Diploma Programme is assessed through a variety of Internal Assessments (IA's) and External Assessments (EA's). Subject groups are graded from 1-7 points each, and TOK and EE can receive a maximum of 3 points (graded A-E). The highest mark that can be attained is a 45. Students must complete CAS to be awarded their Diploma.

Subjects currently on offer* are: Korean A Literature HL/SL; English A: Literature HL/SL; English A: Language and Literature HL/SL; English B: Language HL; Japanese B: Language SL; Japanese ab initio SL; History HL/SL; ITGS HL/SL; Economics HL/SL; Business & Management HL/SL; Biology HL/SL; Chemistry HL/SL; Mathematics HL/SL; Film HL/SL; Theatre HL/SL.

*Please note that subject availability are based on enrollment.



IB Faculty

Youngok Baek - Korean A: Literature

"IB Korean is a subject that allows students to explore the value and meaning of literature through constant reflection and discussion, enabling students to grow further as individuals."



Ben Matthews - History

"IB History is more than the study of the past. It provides students with an international understanding of people and events in a variety of cultures around the world."

Miyoung Choi - English B: Language

"IB English B supports students' language acquisition development through the study and use of various linguistic and cultural materials, ranging from everyday oral exchanges, to literary text."



Steve Ohannessian - ITGS

"IB ITGS at GAFL allows students not only to learn about various IT components, but more importantly, it helps them understand how these technologies affect the world around them."

Sakuma Hitomi - Japanese B: Language and Japanese ab initio

"In IB Japanese students not only learn how to communicate effectively in Japanese, but also have a the chance to learn more about Japanese culture, acquiring an appreciation for those aspects that make a specific culture unique and different."



Miyoung Park - Biology & Chemistry

"The IBDP Group 4 sciences are designed to give students a firm foundation in the academic study and practical investigations of Science. Students at GAFL will have the opportunity to explore the academic rigor of science, while also enjoying the wonders."

Hansol Kim - Mathematics

"Mathematics is not to learn, but is to discover and construct. The principle goal of education is to create people who are capable of doing new things, not simply repeating what other generations have done - people who are creative, inventive and discover." - Jean Piaget



Judy Yu - Teacher-Librarian

"GAFL's library offers both print and online resources intended to enrich the students' learning experiences as they conduct research for their classes, as well as for the Extended Essay, which is an integral part of the IBDP."



Creativity, Action, and Service

As part of the three core requirements, CAS embodies the humanity of the Diploma Programme. CAS provides students with necessary life experience outside of the classroom, and forces students to reflect on themselves and who they are in relation to their local community, their nation and the world. Students are expected to participate in activities that challenge them, and leave room for self-growth and reflection.

At GAFL, we fully appreciate the values that are instilled in students through their participation in CAS, and believe that the educational opportunities provided are invaluable. CAS provides students the forum to develop strength of character, and to develop traits central to the IB Learner Profile, such as: caring, open-minded, balanced, principled, and reflective. Students will also have the opportunity to participate in a combined CAS Trip in the second semester of their first year of the Diploma Programme. Students participate in CAS throughout their two years, and must complete CAS to receive their diploma



Pastor Heeman Yang,
CAS Coordinator

Creativity



The 'C' in CAS provides the opportunity to explore creativity through the arts and other various activities that make room for creative thinking. Students should be willing to push the boundaries of their imagination. Some examples of Creativity are:

Theatre

organizing a school event

photography

Action



production work for a theatre production

Basketball

The 'A' in CAS involves physical exertion that leads to a healthy lifestyle. Though this may entail team sports, hiking and other outdoor activities, as long as the student is being physically active, that activity can be considered part of 'Action.' Some examples of Action are:

skiing / snowboarding

Tutoring

volunteering at an orphanage

feeding the hungry

The 'S' in CAS requires students to participate in voluntary activities that are unpaid, and benefit more than just the student. Service activities should focus on individuals in need. Students should interact with individuals locally and internationally, and should always respect the rights and dignity of others. Some examples of Service are:

Service



Theory of Knowledge



Dawn M. Darby,
TOK Coordinator

Theory of Knowledge (TOK), takes an interdisciplinary approach to epistemology, creating a forum for students to reflect on the different Ways of Knowing, while also exploring the various Areas of Knowledge. TOK allows students to be at the centre of their own journey through knowledge by guiding them to focus on questions such as: "What counts as knowledge?"; "How does it grow?"; "Who owns knowledge?"; "What is the value of knowledge?"; "What are the implications of having, or not having knowledge?" TOK draws upon real-life situations, allowing students to develop important analytical skills that help them in facing the challenges they will encounter, not only in the classroom, but in their every day lives as well.

TOK is the signature of the IBDP because, unlike other programs, students ponder the Ways of Knowing in the context of the Areas of Knowledge and beyond which, is an excellent preview of life in higher education.



Extended Essay

The Extended Essay (EE) is one of the three core requirements of the IBDP. Through the EE, students have the opportunity to thoroughly explore a research topic from one of the six subject areas within the Diploma Programme. It provides students with the chance to do independent research, and to build the necessary skills in research and writing that will be required in their university studies.



Students spend one year working on their EE, conducting in-depth research, which culminates in a 4,000 word essay. It is the intention of the EE that students develop a lasting appreciation for scholarly exploration, while taking responsibility for their own education.



An International



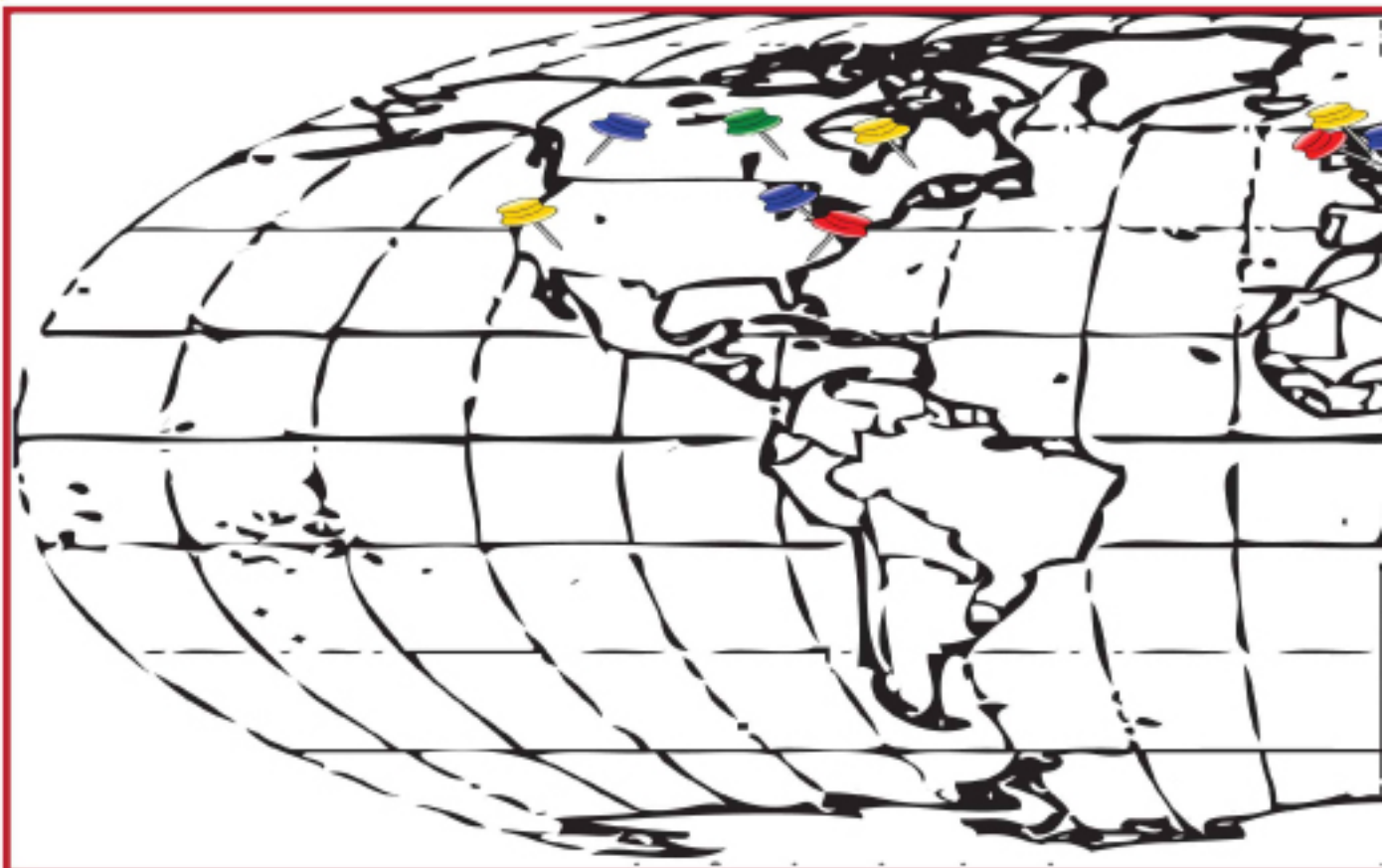
"Being part of a globally prestigious program can be very overwhelming at times. However, the happiness and self-esteem I feel after the end of each day is something that I have not felt in other programs. As the first cohort in GAFL, and in a Korean national school, I feel very proud to pave the way for future IB Candidates at GAFL and in Korea." -Minkyu Hwang



Represents
Pre-DP
Students



Represents
IBDP
Students



"Through many class discussions and massive amounts of preparation, I've learned how to organize my thoughts and take courage to share my opinions. If I had not become an IB student, I would have never had the chance to turn into a self-confident person. Also, IB students are not only required to study all the time, but they are also able to enjoy sports, arts and adventure. CAS, which stands for Creativity, Action and Service, challenges IB students to prepare projects and activities that are not available to us in our classes. Though our days are very full, I'm quite sure that the IB program is the right way of learning and that all the work is worth it."
- Rebekah Hong

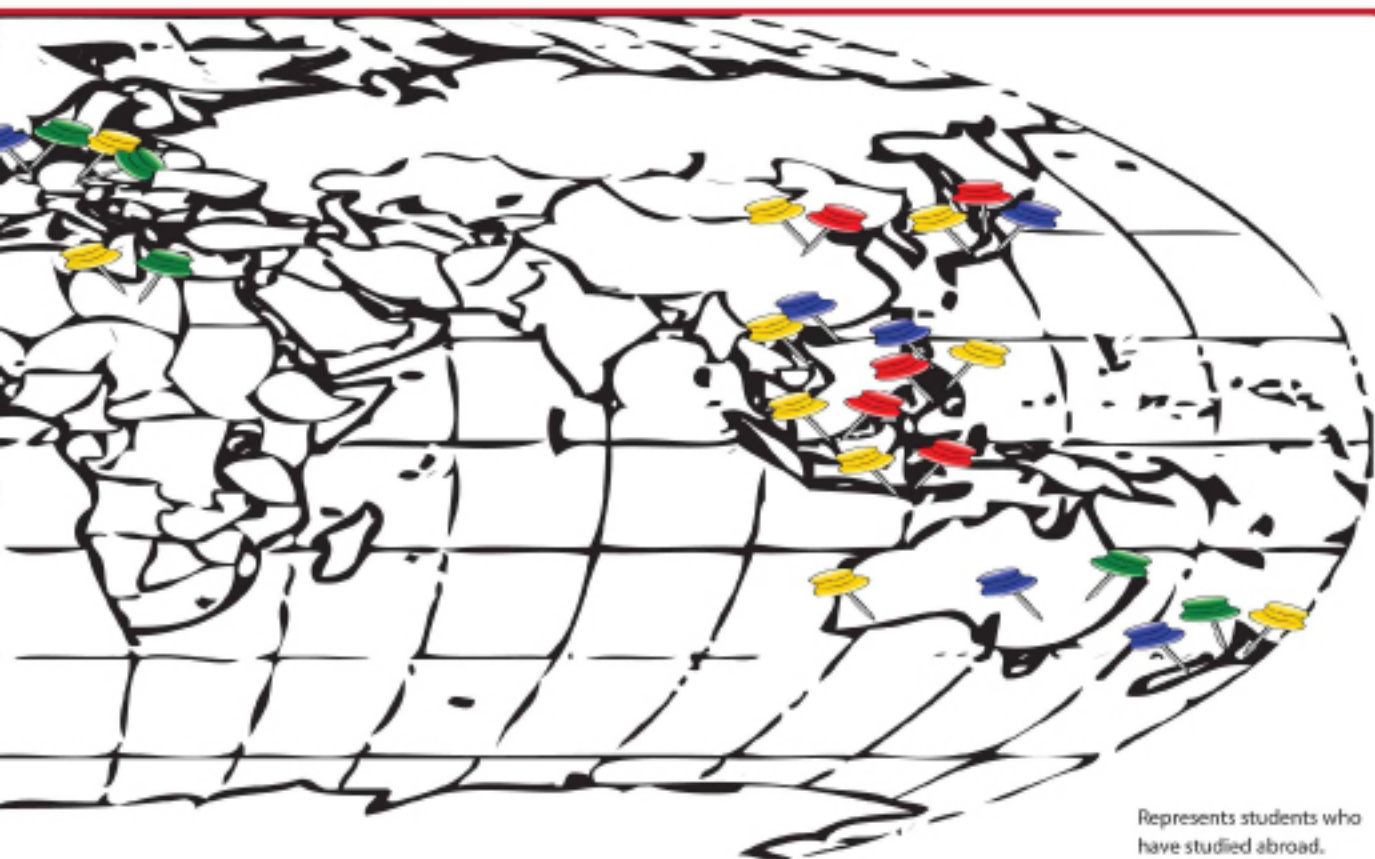
Experience

"I have recently begun the IB program at GAFL, and although each day is more or less a challenge, the fascination that comes at the end of the day is simply ineffable. I have no doubts that this extraordinary experience will be a life-long asset. I highly recommend this program to anyone who wants a rewarding experience." - Gwen Baek



Represents students abroad over 2 years

Represents students abroad over 5 years



Represents students who have studied abroad.

"The IB is a tough and challenging program consisted of the world's most diligent and hardworking students (and possibly the most intelligent). As the first IB students in GAFL, I'm proud and extremely delighted to be part of this group. Though the two years ahead of me will be very difficult and formidable, I would like to believe that this is the beginning of the journey in becoming globally successful, both as an individual and as a school." - Spencer Lee





Eye to the Future

Students have the option to attend universities domestically or internationally. Our College Counseling office provides support for students throughout the application process. Our graduates are accepted into the top Korean universities, and we have sent a number of students abroad to top US universities. Every year we send our college counseling team abroad to meet with admissions officers at universities in the United States of America, such as: Yale, Harvard, Cornell, Johns Hopkins, Dartmouth, etc. We also meet with European universities, such as Oxford, as well as universities here in Asia.



What Our Graduates Are Saying



"GSAP of GAFL was a vibrant community where I could intellectually grow, and achieve a better understanding of who I was. Through an intimate relationship with the college counselor and the diverse programs she prepared for us, I could not stop being motivated to try a bit more, bear a bit more, and achieve a bit more. Every high school student undergoes a difficult phase of uncertainty about the future, and I was not excluded. Without the teachers and friends I met in GSAP, I would not have discovered my own unique talents. I was proud to be a part of GSAP, which I am confident to say, is the essential means for GAFL to go global."
- Dayeon Kim, University of Pennsylvania, School of Arts & Sciences

International University Admission Status

Admissions to Universities Abroad from 2007-2011		
Ivy League	Brown University Columbia University	Cornell University
Private Universities	Duke University Emory University Georgetown University Johns Hopkins University Purdue University University of Notre Dame University of Southern California	Carnegie Mellon University New York University Rice University Tufts University Georgia Institute of Technology University of Chicago
State Universities	University of California at Berkeley Indiana University University of Wisconsin, Madison University of Illinois at Urbana-Champaign	University of California, Los Angeles University of Virginia Washington University in St. Louis
Liberal Arts	Wellesley College Williams and Mary College	Wesleyan College Oberlin College
Medical Schools	University of Connecticut Massachusetts College of Pharmacy & Health Science, Rutgers	St. John's University-Queens Campus



Domestic University Admissions

"GAFL is a place where students meet and, via three years of dynamic dormitory life, become soulmates with a variety of extraordinary peers. The intimate relationships students form with teachers and seniors/juniors alike make it a place where alumni continually crave to visit, even long after graduation. For me, GAFL is where I found my interest in public relations through unique club activities, began to look beyond exams and universities, and actualized my abstract dream of studying abroad. I spent my three years in high school (even my senior year) happily and have no regrets."

- Yoon Cha, Vanderbilt University

University Name	2011	2010	2009	2008	2007
Seoul National Univ.	19	18	13	9	8
Yonsei University	81	76	58	52	25
Korea University	73	65	62	40	29
Sungkyunkwan Univ.	47	41	35	27	16
Sejong University	49	36	27	32	11
Hanyang University	35	28	22	25	13
Ewha Woman's Univ.	45	35	33	51	13
Police Academy	2	2	5	1	0
Military Academy	4	6	3	1	0
Medical Schools	23	19	14	1	3



Our Graduates



Campus Life



Global Hall



Science Laboratories

Media Lab



Library



where we study

Student Hall & Main Hall



Facilities

Dorm Life





Student Clubs and Activities





Admissions

Application Dates

Regular Admission:

- November (Grades 10, 11 and 12)

Transfer Students:

- February and July (Grades 10, 11 and 12)
- March (Grade 10 only)

How to Apply

Requirements

- Complete the online application form
- Please submit a summary of literature you have studied, your plans or postgraduate study, and any records of volunteer work
- Recommendation letters from teachers
 - * For the IBDP you must include a recommendation letter from your English teacher
- Recommendation Letter from the Principal or Headmaster of your previous school
- A copy of the your Resident Registration (turn in via post mail)
 - * All applicants should have graduated from a middle school in Gyeonggi Province, or should currently be a resident

Official transcripts

- middle school transcripts - English class scores are required
- Transfer students must include their high school transcripts
- Transfer students applying for Grades 11 and 12 must include mock KSAT scores

Interview

- Students may be required to attend an interview session based on their qualifications

Additional Requirements for Overseas Candidates

- Transcripts from all previous schools that the applicant attended abroad
- Verification of Enrollment from all previous schools that the applicant attended abroad
- Proof of Entry and Departure
- Overseas Resident Registration

Additional Information

- * All applicants should have graduated from a middle school in Gyeonggi Province, or should be a resident of Gyeonggi Province

IB applicants should apply as an English Major (English-Japanese or English-Chinese Major).

For additional information and for all application forms, please go to:
http://admission.gafl.hs.kr/bbs/bbs_list.php?board_id=adm_trans_data
 or you can e-mail : apply09@gafl.hs.kr

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