

[www.branksome.asia](http://www.branksome.asia)

*Empowering Women*

*Branksome Hall Asia*  
**SCHOOL NEWSLETTER**

BALANCED AND REFLECTIVE  
JUNE 2017



**BRANKSOME  
HALL ASIA**

INTERNATIONAL SCHOOL FOR GIRLS

## Dear Branksome Hall Asia Community, 브랜섬홀 아시아 커뮤니티께,

As we reflect on the 2016-2017 school year, gratitude comes to the fore of my thinking. My deepest gratitude goes out to everyone who had a hand and a heart in enriching the learning and living opportunities for our students. I do not want to miss opportunity to thank all who dedicated countless hours and shared their immeasurable talents. The sum of Branksome Hall Asia inspiration and dedication is overwhelming and makes all the difference.

To our students who daily demonstrate empowerment and embrace the challenge of discovering their remarkable- my congratulations. Special congratulations are extended to our Grade 12 graduates. Your full acceptance rate to the world's top 100 universities and the breadth of your chosen programs of study are outstanding. It is our privilege to celebrate the Class of 2017 graduates.

To the entire Branksome Hall Asia faculty and administration who embrace the challenge of serving as a professional learning hub - my deepest gratitude.

It is with special appreciation that we acknowledge Mr. David Secomb, Junior School Deputy Head who will pass

his baton to Ms. Virginia Sutton. Very special congratulations are extended to the following faculty members who have also etched their autographs deeply at Branksome Hall Asia and who will continue to touch the lives of the students they teach in new corners of the globe: Taryn Berghuis, Kristie Cairns, Amber Cavanagh, Rob Cavanagh, Jamie House, Jeehyun Kim, Laura Dyet, Jessica Wallace, Penelope Clark, Veronica Jansen, Greg Eng, Mark Jalland, James Caudle, Leigh Sale, and Cheryl Travers. Our respect and appreciation to Mr. Gerrard and Ms. Anne Bickel who joined us and completed mid-year assignments with outstanding expertise and inspiration. To our departing Residence Dons thank you for supporting our residence students and for the many hats you wear. You will be missed.

I also extend heartfelt appreciation to Yoonjung Kim, PTA President, and the PTA Executive and Committee Chairs for your leadership of our 2016-2017 Branksome Hall Asia PTA. You led us through a very prosperous year committed to growing a Branksome Hall Asia community of volunteerism: of friend, fun, and fund raising. To all of our parent volunteers who stepped forward to support our children,

thank you, you make all the difference.

As we approach the close of our fifth historical Branksome Hall Asia year, my thoughts are filled with gratitude and with many positive certainties - more than this letter permits. I know for certain we have the most extraordinary students and supportive parents. I know for certain we learn and walk with the best professional faculty and staff. I know for certain we have the most talented and dedicated Administrative Leadership Team. I know for certain that if we continue to work together and unrelentingly maintain a collective focus to challenge and inspire our students to love learning and to shape a better world, Branksome Hall Asia will thrive as the pre-eminent educational community of globally minded learners and leaders.

With best wishes for a safe and adventurous Summer Break.

We look forward to welcoming you back to school in August.

**Dr. Beverley von Zielonka  
Principal**

지난 2016-2017 학년을 되돌아보면서 감사할 일들이 우선적으로 떠오릅니다. 특히 우리 학생들에게 부족한 없는 생활과 학생들이 배움의 기회를 가질 수 있도록 학생들의 재능을 공유하고 아낌 없이 도움을 주신 분들께 감사의 말씀을 전합니다. 브랜섬홀 아시아를 채우고 있는 무한한 영감과 노력과 헌신이 모든 변화와 성장을 가능케 하고 있습니다.

또한 새로운 난관에 부딪힐 때마다 그것을 극복해 나가고 자신의 재능을 찾는 도전에 굴복하지 않은 학생들에게 축하의 메시지를 전합니다. 특히, 전세계 탑 100 개 대학에 입학한 하며, 다양한 전공분야를 선택한 12학년 학생들을 진심으로 축하를 보냅니다.

브랜섬홀 아시아를 프로페셔널한 교육의 허브로 자리매김 할 수 있도록 노력해주시는 모든 교직원과 스태프 모두에게 깊은 감사를 드립니다.

주니어 스쿨의 Deputy Head로 활동해 온 David Secomb에게 감사를 드리며 그는 Ms. Virginia Sutton에게 baton을 전달 할 예정입니다. 브랜섬홀 아시아에 많은 업적을 남기고 앞으로도 세계 곳곳에서 많은 학생들의 삶에 의미를 더해주시길 교사분들께 뜻 깊은 축하와 감사를 드립니다 : Taryn Berghuis, Kristie Cairns, Amber Cavanagh, Rob Cavanagh, Jamie House, Jeehyun Kim, Laura Dyet, Jessica Wallace, Penelope Clark, Veronica Jansen, Greg Eng, Mark Jalland, James Caudle, Leigh Sale, and Cheryl Travers.

탁월한 전문 지식과 영감을 주며 mid-year assignment를 준비해 준 Mr. Gerard와 Ms. Bickel에게 감사드리며, 기숙사 학생들을 위해 많은 역할을 맡아 준 Residence Don들에게 감사의 말씀을 전합니다. 여러분의 빈 자리를 클 것입니다.

2016-2017 학사년도에 학교를 위해 힘써 주신 학부모회(PTA) 회장, 김윤정 학부모님과 임원진분들께 진심으로 감사드립니다. 자원 봉사 활동등을 통해 친구(Friend), 즐거움(Fun), 기금 모금(Fund Raising)의 목적을 달성하는 성공적인 한 해였습니다. 학생들을 지원하기 위해 봉사활동에 참여해 주신 모든 학부모님들께 감사합니다.

브랜섬홀 아시아에서 맞는 다섯번째 해를 마무리 하며 글로는 다 표현 수 없는 고마움과 긍정의 확신으로 가득차 있습니다.

저는 브랜섬홀 아시아의 학생들과 곁에서 지원을 아끼지 않은 학부모 모두가 매우 특별한 분들을 확신합니다. 전문적인 교사진과 스태프들과 함께 매일 배우며 함께 하고 있고, 재능이 뛰어난 임원진과 함께 하고 있음을 확신하고 있습니다. 우리 모두가 이제까지 해 온 것 처럼 도전하고 영감을 주고 학생들이 세상을 보다 살기 좋은 곳으로 만들 수 있도록 지속적으로 협력을 한다면, 브랜섬홀 아시아는 세계적으로 최고의 교육기관이 될 것입니다.

즐겁고 안전한 여름 방학을 보내시기 바라며, 8월에 학교로의 복귀를 맞이하기를 기대합니다.

**베벌리 폰 질롱카 박사  
총교장**



## Is there a simple recipe for success? 성공을 위한 간단한 레시피가 있나요?

As we draw closer to the end of another academic year, it is timely to consider our Learner Profiles of 'balanced and reflective'.

The school recently celebrated the success of our third graduating Class of 2017. Further success will be shared when their IB results are announced. One wonders if there is a simple recipe for success? Do successful learners need to have a sense of balance when engaged in a demanding course such as IB? The answer has to be 'yes'. When we talk about a balanced life we immediately think of a healthy lifestyle of exercise and eating. Not so obvious to our students is the idea of 'balanced living', which means protecting your mental and emotional health. Many of us know what it feels like to be under pressure to meet assignment deadlines, and many of us do not enjoy being in that place. To be successful at whatever you choose requires planning and strategies to ensure 'balance' is maintained. When life becomes frenetic, the ability for us to stop and reflect on the situation, and what decisions we make to 're-balance' is a skill that attributes to success.

Our students are asked to reflect on their learning as a course requirement. Reflective learning is a way of allowing students to step back from their learning experience to help them develop critical thinking skills and improve on future performance by analyzing their experience. This type of learning helps them move from surface to deep learning. I would argue that we also need to apply this in our daily lives. We should continually ask the 'what, why, and how' we balance ourselves. When we learn to do this it will bring with it wellness, happiness and success.

Noeline Young  
Deputy Principal

또 한 학년도가 끝부분에 가까워지고 있어서 '균형과 되돌아봄'의 학습자 프로필을 생각해 보기에 적절한 시기입니다.

우리는 막 세 번째로 2017학년도 졸업생들이 성공적으로 배출됨을 축하했습니다. IB 성적이 발표되면 다시 추가적으로 성공을 나눌 것입니다. 사람들은 성공을 위한 간단한 레시피가 있는지 궁금해 합니다. 성공적인 학습자들은 IB처럼 어려운 코스를 하고 있을 때 균형감을 가질 필요가 있습니까? 대답은 '예'여야 합니다. 우리가 균형 잡힌 삶에 대해 말할 때, 운동과 식사의 건강한 삶의 방식을 곧 생각하게 됩니다. 학생들에게는 '균형잡히게 산다'는 것, 다시 말해 정신과 감정적 건강을 지키는 것을 말한다 것이 그렇게 명확하지는 않습니다. 우리는 모두 과제기한이 다가와서 압박감을 느낀다는 게 어떤 것인지 알고 있고, 그런 상황에서는 즐거움을 못합니다. 무엇을 선택하든지 성공하려면 균형감을 갖기 위해 계획과 전략이 필요합니다. 생활이 너무 정신 없을 때, 우리가 잠시 멈춰서 상황을 되돌아볼 줄 알고, '다시 균형을 잡고자' 어떤 결정을 내리는지가 성공으로 가는 스킬입니다.

우리 학생들에게는 학습을 되돌아 보는 것이 수업과정에서 필수입니다. 학습을 되돌아보는 것은 학생들에게 잠시 학습경험으로부터 물러나서 비판적 사고 스킬을 발달시키는 걸 도와주고 경험을 분석해 후의 성취를 더 향상시켜 주는 방법입니다. 이런 타입의 학습은 학습자들을 표면적 학습에서 깊이 있는 학습으로 옮겨가게 해 줍니다. 우리는 이것을 매일매일의 생활에서 적용할 필요가 있다고 저는 주장합니다. 우리는 계속해서 '무엇이, 왜, 그리고 어떻게' 우리 자신을 균형 있게 할 것인지에 대해서 질문해야 합니다. 우리가 이것을 배울 때 우리는 건강함, 행복 그리고 성공을 얻게 될 것입니다.

부교장  
놀린 영

## Sunny's Terrible Brilliant Day

Branksome Hall Asia Junior School proudly presents a world premiere!

Sunny's Terrible Brilliant Day is an original three-act musical play that tells the story of Sunny, our heroine, who went on a journey, along with her Thoughts and Feelings, to discover her inner peace and calm (also known as her Center) in an extraordinary world.

Featuring Grade 3-5  
Branksome Hall Asia  
Junior School students

Written by  
Ms. Wallace

Original music and lyrics by  
Ms. Lau and Mr. Secomb

Co-directed by  
The production team

Production Coordinators  
and authors of programme  
narrative, adapted here -  
Ms. Lau & Ms. Wallace,  
PYP Music/Art specialist  
teachers.



Students had the opportunity to take part in the process of advising the script, choreography, music and more. The song, Journey On, was written in collaboration with G5 student Siyeon Park.

A well-known concept in Martial Arts and Eastern cultures, further supported by research in neuroscience, the Center is also known as the Dan Jeon (단전) in Korea, the Dan Tien (丹田) in China and the Tanden, or Hara (丹田, or 腹) in Japan.

Centering teaches us to focus on the here and now, and helps us remain stable and grounded in the face of obstacles and challenges in life. It is when we are grounded in our center that we can experience compassion, curiosity, courage, creativity, connection, confidence and clarity with those we encounter.

As IB learners, G3-5 students embarked on a journey of inquiry, discovery and collaboration during the production process. They have each visualized their own Centers, and transformed them into a symbolic design that is painted on their costumes.

Students in grade 3 inquired into the science of light and sound, and created mesmerizing shadows to accompany the scenes.

### Special thanks are extended to...

Ms. Lau, Ms. Wallace and Mr Secomb for being risk-takers;

Ms. Archie and Ms. Farr for co-direction, cast coaching and brilliant stage management;  
Mr. Poe, Mr. Tan and Mr. Secomb (aka the 3TB: Three Teacher Band) for the live music;

Mrs Mor for expert advice and assistance throughout;

Mr. McGregor and Mr. Cavanagh for light and sound support;

Mr. Zarate for tech support and live streaming our show;

Mrs. Park for organizing the souvenir T-shirts;

Mr House for making some magic happen;

Mrs. Han, Ms. Le, Mrs. Berghuis, Mrs. Tan, Ms. Favilli and Ms. Clark for set and prop painting; and as always very grateful thanks for the support and patience of our procurement team Ms. Kang and Mr. Hong.

Wieroo Park and Elin Jang in 5MA for the poster designs;

Bella Xiao in 5MA for assisting Ms.Lau; Siyeon Park in 5MA for her incredible work in translating the script to Korean;

Siyul Lee, Seoyoung Ji, Amy Kim, Haeun Jeong, Miley Bae, Sieun Lee, Bella Xiao, Seobin Lee for inspirational script advice;

Thanks to all parents for their continuous support and all G3-5 teachers for their help and support during the rehearsal process!

It is our hope that all students can become the creators and performers of something that is authentic, relevant, and bigger than themselves.

Sunny 's Terrible Brilliant Day는 자신의 내면의 평화와 평온 (센터라고도 함)을 찾기 위해 자신의 생각과 감정과 함께 여정을 떠난 여주인공 Sunny의 이야기를 담고 있는 독창적인 3 막의 뮤지컬입니다.

학생들은 대본, 안무, 음악 등의 모든 작업에 참여할 수 있는 기회를 가졌습니다. Journey On이라는 노래는 5학년 박시연 학생과 공동으로 작곡되었습니다.

무술과 동양 문화에서 잘 알려져 있고 신경과학분야의 연구결과가 뒷받침해주는 센터라는 개념은 한국에서는 단전, 중국에서는 단 티엔 (丹田) 그리고 일본에서는 탄덴 또는 하라 (丹田 또는 腹)로 알려져 있습니다.

센터링(중심잡기)은 우리가 지금 현재 여기에 집중할 수 있도록 가르쳐 주며, 삶의 장애물과 도전에 직면하여 안정을 유지하고 흔들리지 않도록 도와줍니다. 우리가 이들과 마주해서 연민, 호기심, 용기, 창의력, 연결, 자신감 및 명료함을 경험할 수 있는 것은 우리가 우리의 중심에 있을 때입니다.

IB 학생으로서 3-5학년학생들은 제작과정에서 탐구, 발견 및 협력의 여정을 함께했습니다. 학생들은 각자 자신의 센터를 시각화하여 상징적인 디자인으로 표현해서 자신의 의상에 그려넣었습니다.

3 학년 학생들은 빛과 소리의 과학을 탐구하여 장면에 어울리는 매력적인 그림자극을 만들었습니다.

프러덕션 코디네이터 및 프로그램 나레이션 작가:  
Ms. Lau & Ms. Wallace, PYP 음악/미술 선생님

### 많은 분들께 특별한 감사의 뜻을 전합니다...

'리스크테이커'가 되어주신 Ms. Lau, Ms. Wallace, Mr. Secomb 선생님;  
감독, 연기지도와 무대연출의 Ms. Archie, Ms. Farr 선생님;

음악을 담당해주신 3인조 선생님밴드Mr. Poe, Mr. Tan, Mr. Secomb 선생님;

전문적인 조언과 조력을 기울여주신 Mrs. Mor 선생님 ;  
조명과 음향을 담당해주신Mr. McGregor, Mr. Cavanagh 선생님;

기술지원과 라이브스트리밍의 Mr. Zarate 선생님;  
티셔츠제작에 Mrs. Park 선생님;

매직을 가능하게 해주신Mr. House 선생님;  
세트와 무대소품의 페인트작업을 도와주신Mrs. Han, Ms. Le, Mrs. Berghuis, Mrs. Tan, Ms. Favilli, Ms. Clark 선생님; 또한 변함없는 인내심과 지원을 제공해주신 구매팀의 Ms. Kang, Mr. Hong 선생님;

포스터디자인을 해준 5MA반의 Wieroo Park, Elin Jang; Ms. Lau선생님을 도운 5MA반의 Bella Xiao; 대본을 한국어로 번역해준 5MA반의 Siyeon Park;  
대본에 영감을 준 Siyul Lee, Seoyoung Ji, Amy Kim, Haeun Jeong, Miley Bae, Sieun Lee, Bella Xiao, Seobin Lee;

Thanks to all parents for their continuous support and all G3-5 teachers for their help and support during the rehearsal process!

한결 같은 성원을 보내주신 모든 부모님들께, 리허설과정에서 도움과 지원을 아끼지 않으신 3~5학년의 모든 선생님들에게 감사 드립니다!

모든 학생들이 진실되고 소중하며 자신보다 더 큰 무언가를 만들고 이끌어 나갈 수 있는 사람이 될 수 있기를 바랍니다.





*The choices that are made about learning are largely contingent on feelings.*

*The habits and beliefs that define our personalities are acquired through our experiences from the moment we are born. These attitudes shape predispositions to respond or behave in a particular way.*

The 'Balanced' attribute of the Learner Profile forms part of its affective domain. Learners that are balanced understand the importance of intellectual, physical and emotional equity to achieve personal wellbeing for themselves and others. They are able to consider and evaluate emotions as well as ideas and skills. This is paramount in achieving personal wellbeing.

There are many examples of students being balanced here at Branksome Hall Asia. Balanced language learners express themselves age appropriately when conversing with others in a variety of social and school contexts. Balanced mathematicians consider the different approaches to applying their understanding and select those that best suit the situation. Balanced scientists engage in a variety of activities including practical work, experiments, and modeling. Being balanced in Physical Education means embracing the idea of total health and realizing that we need to achieve balance in all aspects of our life to be healthy. Balanced artists combine appropriate levels of investigation, creation and artistic response into their learning. Our teachers from JK Prep to Grade 12 guide these examples in developmentally appropriate ways.

Personal qualities and emotional skills are crucial for academic and personal capability. Social and emotional competencies may be the most important aspects of becoming effective learners. They are the qualities that forecast good international citizens and personal wellbeing. They are what companies say they are seeking in their new employees. Here at Branksome Hall Asia, we value these as a vital part of the education for your children.



During our unit of inquiry, JK students are observing how lifestyle choices such as exercise and diet contribute to their health. They are enjoying learning new exercises and moving their bodies in both their inside and outside environments. JK students also had the opportunity to move in water with Mr. Berghuis during their swimming classes.

The JK students are reflecting on the choices they make with the types of food they eat at home and at school, and how they keep their bodies clean. They are exploring healthy and unhealthy food choices and cleaning routines through learning experiences in the classroom. They are beginning to understand the importance of their physical well-being and how the choices they make affect their health.



*Senior Kindergarten is exploring the central idea “The Earth is a unique balance of conditions that allow things to grow” by engaging in read alouds, building a class garden, and recreating planets and their weather conditions.*

We have been inquiring into the conditions required for living things to grow by investigating the steps needed to plant seeds and build a tire garden. Through these learning experiences we have developed an understanding of the seasonal conditions on our planet and are building an awareness of the responsibilities when caring for living things.

We show respect for the environment by carefully observing living things. This is showcased daily as we visit the garden and record plant growth on a collective timeline. Through further reflective discussions, we describe what we have done and what our next steps are in order to ensure that we maintain the appropriate balance for growth and survival.

We are specifically focused on the IB learner profile attribute, balance, as we demonstrate responsibility by showing commitment to support and care for our tire gardens whilst allowing our plants time and space to grow. By identifying the need for healthy soil, compost was been created with snack left-overs and fallen leaves to provide added benefits.



G5

## PYP EXHIBITION

### WHAT IS THE PYP EXHIBITION ?

The PYP Exhibition is a culminating experience for students, in their last year in the PYP, to exhibit all the PYP Learner Profile and Attitudes while engaging in a student-led, in-depth, collaborative inquiry.

### SHARING THE EXHIBITION \*

The students will share their Exhibition with the community in the final week of school. One element of the Exhibition presentation will involve the students leading a 'lesson' where they will act as teachers to inform their audience about their issue in an interactive and engaging way. Our Exhibition and Graduation Day will serve as a celebration of learning whereby students and teachers will come together to share in the remarkable achievements of all of the Grade 5 learners.



### THE OVERNIGHT EXPERIENCE

This year's Exhibition began with a two night 'overnight experience' at Branksome Hall Asia. Activities involved exploring the transdisciplinary themes of the PYP and plenty of fun collaborative challenges and games. We spent time roasting marshmallows over a campfire and learnt how to communicate and solve conflicts effectively when working with others. The highlight of the experience was waking up at 5.30am to head to Mt Hallasan, where we took on the challenge of the Gwaneumsa trail!



### WHAT ARE WE NOT OK WITH?

Next, we started to examine a variety of issues that affect us personally, locally and globally. This process began by asking the question "What are we not okay with?". The students had to identify the form (what is it like?) and causation (why is it like it is?) for a range of issues. They also had to identify whether it was a personal, local or global issue and make a connection to the themes of the PYP.



### FOCUSING OUR INQUIRY

The students then decided on a central issue to focus on and developed questions based on what they wanted to know. From here the groups connected the PYP key concepts to their questions, created lines of inquiry and a central idea. Next, they began to conduct research based on their driving questions. We spent time revising how to check the credibility of sources, gather and process information, and take notes. Some groups decided to conduct research outside of school by going on research based field trips around Jeju Island. An integral part of the Exhibition inquiry is the development of an action plan. Each group's aim is to develop meaningful and sustainable action that will have an impact on their issue locally and/or globally.

# JUNIOR CASE



Students in Grades 1-5 participate in after school activities from 3:00 - 4:00pm. Teachers provide students with a wide selection of activities to offer opportunities for children to try new things or to focus on an activity they are passionate about. These activities are a chance for children to build confidence and strengthen their abilities in the 'PYP Transdisciplinary Skills'.

**Self-Management Skills:** Students put into practice their learning about having a balanced lifestyle in activities such as Swim Academy, Basketball, Dancersize and Badminton. They also develop gross motor skills and spatial awareness.

**Social and Communication Skills:** While engaging in creative activities such as Korean Dance and Glee Club, students practice their social skills as they work cooperatively and make decisions as a group. They communicate their ideas through speaking and listening, and also learn about the ways in which people communicate their thinking nonverbally.



In this, the founding year of the Branksome Hall Asia Middle School, our Grade 6 through 9 faculty was tasked with creating a new school identity and culture to best suit the educational, social, and emotional needs of the girls in BHA's Middle Years Program. We have made great strides towards this goal.

Throughout the school year, Middle School Homeroom Assemblies have been held at the beginning of every Friday in the Middle School Pod. These short school meetings have been held to celebrate the accomplishments of our MS girls as well as to improve communications regarding school initiatives and events. These assemblies have encouraged students to share their ideas and work, and have been a wonderful opportunity for the expression of student voice.

We have also worked towards promoting wellness within our student body. This year, through the hard work of Ms. Amber Boyce and the support of all of the Middle School Advisors, we initiated our "Fit Friday" program, where every advisory class enjoys a fun and active break from their studies. Yoga, dance, jumping rope, soccer, and ball hockey are just a few of the active study breaks that our girls enjoyed over the course of this school year. We have made our D.E.A.R. (Drop Everything And Read) initiative a core component of our weekly Middle School Schedule. We want all of our students to further develop their literacy skills in English, and this thirty-minute reading break in the course of our school day is an important effort to promote a love of reading within our girls.

In terms of curriculum work and the improvement of our program of inquiry, the team of teachers that lead the Branksome Hall Asia Exchange Program (BHX), made great strides in organizing, and running a model interdisciplinary unit that forced the Grade 9 girls of Branksome Hall Asia and our sister school in Canada to think across disciplines and to synthesize their understanding of Science, Maths, and Design. We plan on incorporating, well-designed interdisciplinary units into every grade level's curriculum. For next year, a Grade 7 Robotics IDU combining efforts in Design, Science, and English has been developed and is set to launch in 2017-18. We hope this unit becomes as engaging and authentic a learning experience as the BHX IDU.

While the faculty has worked diligently this year to create a unique Branksome Hall Asia Middle School experience, our students have been the strongest part of our educational community. Their willingness to push themselves, to show perseverance when times get harder is growing every day. With every set of girls moving on into Grade 10 and the Diploma Program, I can see even more clearly the bright future that lies ahead for this ever-improving school.

I would like to wish everyone in the Branksome Hall Asia community a well-deserved, restful and relaxing summer break with their families.

Mr. John Gasparini  
Head of Middle School

브랜섬홀 아시아 미들스쿨의 창립년도에 저희 6 학년에서 9 학년까지의 교사들은 BHA의 미들프로그램과 관련하여 학생들의 교육, 사회 및 정서적 필요에 가장 잘 맞는 새로운 학교 정체성과 문화를 창안했습니다. 우리는 이 목표를 향해 큰 걸음을 내디뎠습니다.

학기 중에 미들스쿨 홈룸 어셈블리가 매주 금요일 아침 미들스쿨 로비에서 열렸습니다. 이 짧은 어셈블리 시간동안 미들스쿨 학생들의 크고 작은 성취들을 함께 축하해 주고 학교와 관련된 행사들에 관하여 학생들과의 소통을 향상 시킬 수 있었습니다. 이 어셈블리는 학생들로 하여금 자신들의 생각을 말하고 나누게하고, 즉 학생들 스스로의 목소리를 표현할 수 있는 좋은 기회였습니다.

저희는 또한 학생들의 신체적인 건강 증진을 위해 노력했습니다. 올해 모든 미들스쿨 어드바이저와 Ms. Amber Boyce 선생님의 협조로, 어드바이저 시간에 신나고 재미있는 활동을 진행하는 "Fit Friday" 프로그램을 시작했습니다. 요가, 춤, 줄넘기, 축구 그리고 방판이 아닌 곳에서의 하키등이 이번 학기 동안 학생들이 즐겼던 종목 들입니다.

우리는 D.E.A.R (Drop Everything and Read) 모든 것을 내려놓고 책을 읽자) 프로그램을 미들스쿨 주간 활동의 중심으로 만들었습니다. 우리는 모든 학생들이 영어 문해력을 발전시키기를 바랍니다. 그리고이 30 분의 독서 휴식을 취하는 것은 학생들에게 독서에 대한 관심을 증가 시키는 데 중요한 역할을합니다.

교과과정과 문제제기 프로그램의 발전을 위한 측면에서 브랜섬홀 아시아 교환 프로그램 (BHX)을 이끌고있는 교사 팀은 과학, 수학, 디자인에 대한 학문을 종합적으로 생각하고 종합해볼 수 있는 교육모델을 구성하여 브랜섬홀 아시아 9학년학생들과 캐나다에 저희 자매학교 학생들을 위해 강화된 프로그램을 진행하였습니다.

저희는 모든 학년의 교과과정에 대규모 학제 간 통합을 계획하고 있습니다. 내년에는 디자인, 과학 및 영어 분야에서의 통합된 7 학년 로보틱스 IDU가 개발되어 2017-18 년에 시작될 예정입니다. 우리는이 부서가 BHX IDU와 같이 매력 있고 정통의 학습 경험을 제시할 수 있기를 바랍니다.

교사진은 올해 BHA 미들스쿨만의 독특한 경험을 만들기 위해 부지런히 노력했지만, 우리 학생들이 학교 공동체에서 가장 강한 역할을 담당해 왔습니다. 그들 스스로를 분발하게 하려는 그들의 의지는 매일 더 힘들어 질 때 인내심을 보여 주는 것이다. 모든 학생들이 10 학년으로 진학하고 디플로마 프로그램을 시작함에 따라, 저는 계속해서 발전하는이 학교의 밝은 미래를보다 분명하게 볼 수 있을 것입니다.

브랜섬홀 아시아 공동체의 모든 사람들이 가족과 함께 편안하고 안락한 여름 방학을 보내길 바랍니다.

### A Focus on Inquiry in our Enrichment CASE Activities:

CASE Enrichment has been developing over the past year and this term Enrichment has grown to 17 provided offerings. These engaging and diverse activities allow for both academic growth and to develop students' love of learning.

Through fun, hands-on activities, students explore math and science in Math Counts and STEM Club. Students develop new skills and become more confident in these areas through problems and challenges. Math Counts investigates math puzzles from CEMC (Center for Education for Math and Computing). In STEM Club, students construct engineering objects, such as paper bridges covering 3 meters and freestanding paper towers. Through challenging collaborations, students learn thinking critically and creatively.

Students are furthering their language skills in CASE French, Spanish, Chinese, and Korean clubs. Language acquisition is also being expanded in a number of reading clubs including Chinese Reading Club, NERD (Never End Reading Diligently), Webtoon & Comic Book Club, and Korean Series Reading Club. Students engage in independent reading and truly develop an appreciation for the beauty of literature in all its forms.

As students become more fluent in their language skills, they are also developing their ability to present and speak publicly. Grades 6 through 9 enrolled in Public Speaking are analyzing famous speeches and preparing to present a one-minute presentation. In Model United Nations, Grades 9 through 11 are putting their public speaking and research skills into application while preparing for future Model UN Conferences.

Enrichment CASE also encourages students to gain new skills and interests that will last a lifetime. In Mac 101, students are learning necessary computer skills and how to creatively express themselves in iMovie. Through the Sustainability Garden, students are learning gardening, ecology, and horticulture while also designing and building a recycled greenhouse. Students in Chess Club are learning the basics of this 1500-year-old game and honing their skills while competing against one another.

The Enrichment CASE program also builds leadership and community. As Peer Mentees, students in Grades 6 through 9 are provided support and encouragement from older students in the Peer Mentoring program. DP students are taking on a strong leadership role through their involvement in the CASE program. Through engaging collaboration, thoughtful challenges, and creative explorations, students are empowered to become leaders and life-long learners.

Ms. Leslie Stellwagen  
CASE Coordinator

케이스 자기역량강화 프로그램은 지난 1년 동안 계속 발전해 왔고 이번 학기에 17개가 제공되는 성장을 해왔다. 이러한 다양하고 매력적인 활동들은 학생들의 학업 성장 및 배움에 대한 학생들의 열정을 개발할 수 있도록 한다.

학생들은 Math Counts 및 STEM Club에서 재미있는 실습활동을 통해 수학 및 과학을 탐구합니다. 학생들은 새로운 기술을 개발하고 문제와 도전을 통해 이러한 영역에서보다 자신감을 갖게됩니다. Math Counts는 CEMC (수학 및 컴퓨팅 교육 센터)에서 수학 퍼즐을 조사합니다. STEM 클럽에서는 학생들이 3 미터를 덮는 종이 교량과 독립형 종이 타워와 같은 엔지니어링 대상을 구성합니다. 도전적인 협업을 통해 학생들은 비판적이고 창의적으로 사고하는 법을 배웁니다.

학생들은 케이스활동으로 프랑스어, 스페인어, 중국어 및 한국어 클럽에서 언어 실력을 향상시키고 있습니다. 중국어 독서 클럽, NERD (Never End Reading Diligently 계속해서 부지런히 읽자), 웹툰 앤 코믹 북 클럽, 한국 시리즈 독서 클럽 등 많은 독서 클럽에서도 다양한 언어의 습득이 확대되고 있습니다. 학생들은 독립적으로 독서에 참여하고 모든 형태의 문학의 아름다움에 대한 감사함을 진지하게 개발합니다.

학생들의 어학 실력이 향상됨에 따라 공개적으로 발표하고 발표할 수 있는 능력을 개발하고 있습니다. 퍼블릭 스피킹 케이스 프로그램에 등록했던 6 학년에서 9 학년 학생들은 유명한 연설을 분석하고 1 분짜리 발표를 준비합니다. 모델 유엔에서 9 학년부터 11 학년 학생들은 연설과 연구 기술을 응용하여 미래의 모델 유엔 회의를 준비하고 있습니다.

자기역량강화 케이스는 학생들에게 평생 지속될 새로운 기술과 관심사를 얻도록 권장합니다. Mac 101에서는 학생들이 필요한 컴퓨터 기술과 iMovie에서 창의적으로 자신을 표현하는 방법을 배우고 있습니다. Sustainability Garden을 통해 학생들은 원예, 생태학, 원예학을 배우면서 재활용 된 온실을 설계하고 건축합니다. 체스 클럽의 학생들은이 1500 년 된 게임의 기초를 배우고 서로 경쟁하면서 기술을 연마합니다.

자기역량강화 케이스 프로그램은 또한 리더십과 커뮤니티를 구축합니다. 동년배 멘티 (Peer Mentees)로서, 6 학년에서 9 학년의 학생들은 또래 멘토링 프로그램에서 고학년 학생들의 지원과 격려를받습니다. DP 학생들은 케이스 프로그램에 참여함으로써 강력한 리더십 역할을 수행하고 있습니다. 매력적인 협동, 사려 깊은 도전, 창의적인 탐구를 통해 학생들은 지도자와 평생 학습자로 성장하고 있습니다.

**The Study of Genocide and Forced Migration**  
 MYP Grade 6 Individuals & Societies

Through the study of history—both ancient and early modern—as well as human geography, the Grade 6 Individuals & Societies course aims to provide students with the ability to think critically and better understand the world around us. Most recently, we completed a unit on genocide, looking specifically at the Holocaust as a lens through which to reflect on the actions of the past in hopes of creating a better future.

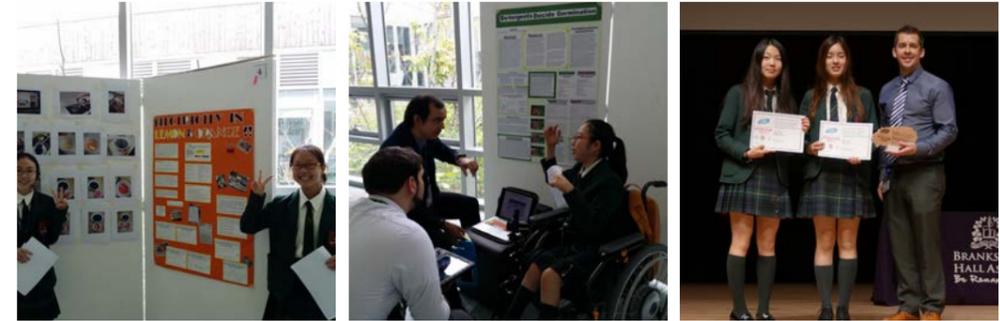
Through the study of the ten stages of genocide, students were able to understand the way in which such unimaginable events not only manifest themselves, but are carried out. One of the key goals of the unit—through reflection—was to develop a sense of empathy and understanding for those living through unimaginable conditions.

In our current unit, students are studying forced migration and refugees, looking specifically at the Middle East as the root of modern conflict and civil unrest. Through individual stories, image analysis, and the reading of infographics, students are studying modern conflict and the way in which it impacts changes in population and demographic shifts worldwide. Through the study of past and present, students are learning how important historical events can help us to better understand our world today.



**Geographers**  
 MYP Grade 10

Grade 10 Geography students are just beginning their final assessment for Unit 2 (Sense of Place). Students in this class are investigating theories of happiness in different countries and their contribution to living a balanced life. They have discovered that happiness has a very different meaning across cultures. Also, they have divined that happiness serves a different function in different societies. Students will then test their theories of happiness using either surveys or interviews with Branksome Hall Asia stakeholders. They will then produce a Tedtalk and be evaluated in the areas of investigation, communication, and critical thinking. It is interesting to note that collective reflection and discussion for each Tedtalk will form part of the evaluation for this assignment. Reflection is important!



## GEC Tri-School STEM Fair

This spring Branksome Hall Asia hosted the 4th annual GEC Tri-School STEM Fair from May 1st to May 2nd, 2017. This is the second time Branksome Hall Asia has hosted this event. Students attended from BHA, KIS, and NLCS in grades 6 to 10 presented their Science, Technology, Engineering, and Mathematics inspired projects to their fellow peers and judges from all three schools.

The annual STEM Fair is an opportunity for our students to investigate independently natural phenomena. Students learn to use both theoretical and practical skills learned in the classroom and the laboratory for a wider audience. The projects are presented visually on poster boards, and are assessed on their scientific results, presentation skills, and answers to questions from judges.

Branksome Hall Asia teachers in Science, Mathematics, and English have provided their expertise to our STEM Fair candidates to encourage them to create a well balanced project in terms of both academic rigour, the correct use of scientific vocabulary, and clarity in their writing and verbal communication.

Beyond the academic focus of the STEM Fair, all three schools celebrated lifelong learning during our Science Dinner and Olympics held at Branksome Hall Asia on the evening of May 1st. Students were grouped into teams to enjoy dinner, share stories, reflect on their STEM Fair experiences, and compete in fun science-related challenges. Some of these challenges included building a tower to hold a marble, guessing vocabulary words in science pictiornary, and creating a paper popcorn holder for exactly 200 popped kernels.

On May 2nd all three schools attended the GEC Tri-School STEM Fair awards ceremony, held in our Performing Arts Centre. Student representatives from all three schools were recognized and awarded for their projects in specific categories, such as communication skills, as well as overall performance.

Congratulations to all our STEM Fair representatives, teachers, and judges for another successful event!

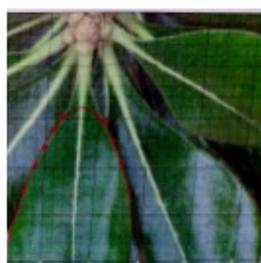
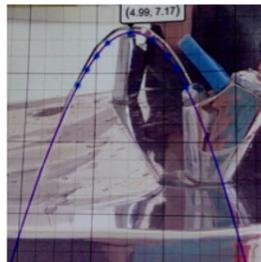
In the IB Middle Years Program at Branksome Hall Asia, every opportunity is taken to make the content of the courses relevant to the students' lives outside the classroom. When we learn, we are not just learning abstract concepts on paper, but also learning how specific knowledge and skills can be observed and applied in the real world.

This was also the case with our grade 9 students, who, after becoming familiar with the algebraic forms of the Quadratic Function, headed outside to interact with parabolic shapes that could be found in their learning environment.

First, students took pictures large and small shapes and forms that generally had a parabolic shape. Outlines of buildings, parts of objects like bicycles and chairs, and even plants and trees had parabolic shapes. Second, students used an online calculator called Desmos to place points over the parabolic shapes in their photos. Finally, a quadratic regression was fit over these points.

The activity concluded with students reflecting on the accuracy of their regression models. Some of the curves generated by the program fit precisely over the observed shapes. Others were more circular, as opposed to parabolic. Others still became increasingly accurate when students moved around the points over their pictures.

With this activity, the students learned how they can identify and model parabolic shapes in the real world, and also reflected on how they can make their models more accurate. One student claimed "adding more points on the picture helps the regression become more accurate for your particular shape." Another student said that she "enjoyed thinking creatively to find parabolic shapes in our school," but also mentioned that on the day her class went outside, "the weather was too cold."



The ACTION CASE program at Branksome Hall Asia ensures we provide opportunities to enrich wellness amongst our girls by offering an extensive selection of sports and activities to promote physically active and improve aerobic fitness.

Two highlights this year have been the fantastic participation in the Clan X-Country and our first ever Clan Swimming Sports.



Being actively involved in physical activity is vital to ensure strong academic performance and maintaining a balanced, healthy lifestyle.



Over Term 1 and Term 2 ,we had over 150 girls involved in Athletic Academy teams. The academy program provides the platform for our students to advance their skills, pursue a passion and compete against some of the best international school teams within Korea. Being a member of a Branksome Athletics Academy provides our girls with valuable skills that will take them beyond the field, pitch, and court

We recognise and understand the demands of being an IB learner at Branksome Hall Asia are high. Long term studies have demonstrated that regular participation and higher levels of physical fitness have been linked to improved academic performance and brain function such as attention and memory. Even a single session of physical activity has been associated with better scores on academic tests, improved concentration, and more efficient transfers of information.

**Neural Activity of the Brain**

This year, we have implemented Fit Fridays on a bi-weekly basis where our grade 6 - 9 students are actively engaged in one of eleven different active activities for 30 minutes. Students reap the benefits of being active, having fun and enjoying a break from academics and technology. Following a successful implementation, we are looking to extend this initiative across both Middle School and High School students in the next academic year.

Good luck to our Academy teams competing this term and I encourage all students to maintain an active, balanced and healthy lifestyle in Term 3 as you begin to prepare for exams.

Ms Amber Boyce  
Athletic Director

## Sport Education Unit

### Student work

Eunseul Heo

#### Intro to SEPEP

SEPEP stands for Sports Education in Physical Education Program. This indicates that it's a student-led sports program. Students would work collaboratively to explore and examine the sport both as teachers and learners.

#### HOW

Teachers: Rather than traditional upfront teaching, the teacher supports the class by being a "facilitator". They help students plan and give the lessons.

Students: Each student in each team will choose a role. (Coach, Score Keeper, Team manager, Publicist, Referee etc). Each role has its own responsibilities to take. They would interact and communicate with each other for their best result. I created a Team Profile to outline each role.

#### WHO

The program is designed for everyone but particularly for developing students' learning and leadership. The learning benefits are numerous; they'll be introduced below.

#### Benefits of SEPEP

Improving self-managing skills and responsibilities through taking responsibilities to carry out our own role.

Development of collaborative and communicating skills by interacting between roles to achieve the same goal.

Gain an insight into the sport through planning, organizing, umpiring, and competing.

It would free the teacher to support the learning for students in various ways not only giving lectures in front of the class. Also, they can have time to work with individual students.

All students are part of the program and expected 100% of their effort to support others.

Develop problem-solving skills, especially conflict resolution.

#### Interview with a Teacher

*Interviewer (Eunseul Heo): Good morning, Mr. Feith! To start, please introduce yourself to our readers.*

*Interviewee (Joey Feith): Hi, I'm Joey. I'm currently a P.H.E educator in a Canadian secondary school. I majored sports education in McGill.*

*E.H: Great. Today, we'd like to hear your distinct sports education unit in P.E that your students enjoyed a lot. Can you please tell us more about your class?*

*J.F: Hmm... Let me go think back to my senior year in college when I had a final field placement to do. So I went to Ecole Secondarie de Chambly in Quebec that was my old high school.*

*E.H: So you became a teacher to the students there?*

*J.F: Yes, I taught 9 G9 classes that involved one class that was special. They were part of sports plus program.*

*E.H: Does that mean the class had more classes in a week?*

*J.F: Yep, that's true. That's why I decided to do a sports education season with the class.*

*E.H: How did it go?*

*J.F: First class, I explained them what's a sports education system. Then, divided the class equally into 3 teams. Each team had one paper with team name, color and name of member for each role.*

*E.H: Can you please elaborate more about some roles?*

*J.F: Manager - At the start of each class, the teacher gave tasks for the day and managers made sure they were all done. Coach - They got a practice sheet for every lesson. It included the list of skills and activities. Then, they taught their team.*

*E.H: I heard that there were 3 main parts in a season. What exactly does students do in each season?*

*J.F: In pre-season, they're introduced to sports education. Then, the teacher teaches the technical aspects of roles and games. There're also some practice matches. During season play, coaches run the team practices. The team'll come up with strategies and there'll be some match plays (Each team should play every other team in the class).*

*E.H: And the last one is?*

*J.F: Culminating events season is a celebration for the whole season. There's also a final tournament. Moreover, the awards like best participation, the winners of tournaments are handed to the teams.*

*E.H: Thanks a lot for your detailed explanation! I'm sure the information would be helpful to uncountable numbers of students and teachers who are interested in Sports Education. Next interview'll be with Lemon Lime Smoothie's each member's interview for their opinions toward how's the season is going.*

(Adapted from: <https://www.youtube.com/watch?v=CvriuuBuzNY>)

#### Bibliography

-<https://www.youtube.com/watch?v=CvriuuBuzNY>

-<http://ehlt.flinders.edu.au/education/DLIT/2008/Sepep/What%20is%20Sepep.html>

Our Senior School girls have grown considerably over the course of this year and have acquired much more than the extensive skills and knowledge that are part of our academically rigorous IB programs. Indeed, our Branksome Hall Asia girls have developed their capacity to be reflective, and this quality is evident in the deep discussions, laughter, and wise decisions that I see them making on a day-to-day basis. The capacity to be metacognitive, or reflect on one's actions is a critical thinking and life skill for the 21st century. It is increasingly important that we build this capacity in our students as the ability to reflect and problem solve continues to outstrip the significance of acquiring memorized facts and information.

It has also been wonderful to see our young leaders become truly balanced in their lives and in the choices that they make. Growing balanced learners is a deliberate

part of our programs and considerable energy is spent in advisory discussions on this subject and in the offering of programs outside of the core academic subjects. For the coming year I am pleased to announce that we will be building more connections for our students in the area of science, technology, design, and innovation.

We have seen a large increase in the number of girls enrolled in our digital design, product design, computer science, and design technology courses. More of our girls have also participated in international competitions for robotics, physics, and mathematics. To support and bolster this interest we are creating a "Design Incubator" laboratory space for girls who wish to embed design and technology elements into their Personal Projects. Students who enroll in our Summer Series will also be able to participate in a Project LEAD design initiative that will continue

throughout the 2017-2018 academic year and that focuses on providing girls with even more opportunities to participate in global communities to create positive change.

This year we have also seen an increase in the number of girls enrolled in our film studies courses. We are pleased that the girls are finding their passions and pursuing their interests. We will have 72 girls in our graduating class next year. With the continued growth of our Senior School, I am excited by the new opportunities and initiatives that await.

It has been a privilege to watch our students grow this year as reflective and balanced IB learners. I am looking forward to working closely with our Senior School students again next year and to celebrate with them in their accomplishments and passions.

시니어 스쿨 여학생들은 올해도 상당한 성장을 해오면서도 학업적으로 엄격한 IB 프로그램의 일부인 광범위한 기술과 지식 습득 그 이상의 것들을 이루었습니다.

실제로, 브랜섬 홀 아시아 학생들은 자신의 역량을 발전시켜 왔으며, 이것은 그들의 매일 생활 속에서 나타나는 심오한 토론, 웃음 그리고 그들의 현명한 결정을 보면 알 수가 있습니다. 메타인지능력 또는 자신의 행동을 반영 할 수 있는 능력은 21 세기의 비판적 사고와 삶의 기술입니다. 자신을 되돌아보는 능력과 문제 해결은 사실과 정보를 얻는 중요성을 계속해서 능가하고 있다는 점에서 학생들이 이 역량을 구축하는 것은 더욱 중요해지고 있습니다.

또한 학생들이 자신의 삶과 그들이 선택한 것들 사이에서 진정으로 균형을 이루는 것을 보는 것도 즐거운 일이었습니다. 균형 잡힌 학습자로 성장하는 것이 우리 프로그램이 의도하는 것이며 어드바이저 시간의 토론 그리고 핵심 과목들

이외에 제공되는 부분에서도 균형 잡힌 학습자로 성장하도록 많은 노력을 하고 있습니다. 내년에는 과학, 기술, 디자인 및 혁신 분야에서 학생들을 위한 더 많은 연결 고리를 구축 할 것을 알려드릴 수 있어서 기쁘게 생각합니다.

우리는 디지털 디자인, 제품 디자인, 컴퓨터 과학 및 디자인 기술 과정에 등록된 학생의 수가 크게 증가된 것을 보고 있습니다. 또한 많은 학생들은 로봇 공학, 물리학 및 수학을 위한 국제 대회에도 참가했습니다. 이 관심사를 지지하고 강화할 수 있도록 학생들의 개인 프로젝트에 디자인 및 기술 요소를 포함시킬 수 있는 "디자인 인큐베이터" 실험실 공간을 만들고 있습니다. 또한 Summer Series에 등록된 학생들은 2017-2018 학년도까지 계속해서 Project LEAD 디자인 이니셔티브에 참여할 수 있으며 이는 긍정적인 변화를 창출하기 위해 전세계 커뮤니티에 참여할 수 있는 기회를 학생들에게 제공하는데 중점을 두고 있습니다.

올해는 영화 과정에 등록된 학생의 수도 증가하였습니다. 우리는 학생들이 열정을 찾고 자신의 관심분야를 추구하는 것을 기쁘게 생각합니다. 내년에는 72 명의 학생들이 졸업을 하게 됩니다. 지속적인 시니어 스쿨의 성장에 따라 맞이하게 될 새로운 기회와 계획에 큰 기대를 가지고 있습니다.

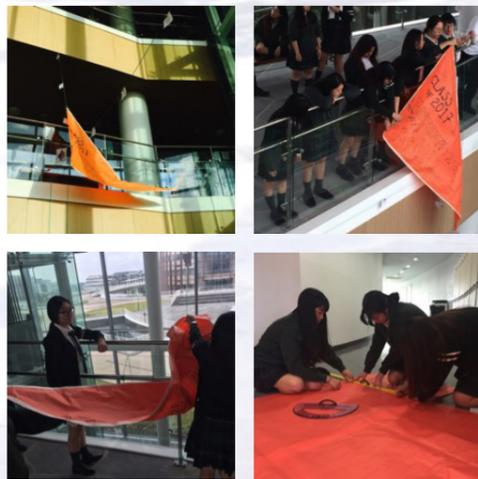
올해도 학생들이 스스로 생각하는 그리고 균형 잡힌 IB 학습자로서 성장하는 것을 볼 수 있다는 것이 저에게는 큰 영광이었습니다. 저는 내년에 다시 시니어 스쿨 학생들과 긴밀히 협력하고 그들의 업적과 열정을 축하하기를 기대하고 있습니다.



## DP Mathematics Grade 12

In the Diploma Programme, students in the Higher Level Mathematics 12 class investigated vectors and their applications. The culminating project required the girls to create a paper shield, which was then attached to a 3-dimensional grid set up in the atrium of the school center.

Measurements were taken and calculations carefully made to ensure that the sunlight entering the atrium through the windows would be sufficiently blocked to prevent an ice cream sandwich from melting on the second floor. A successfully designed and installed shield meant that the ice cream was saved and we celebrated with more ice cream of our own.





What are the Balanced and Reflective aspects in the subject of Music?

*Music is without absolute answers because it requires either subjective interpretation or the application of intellectual knowledge of the composer's intent coupled with style – preferred tastes of an audience in a certain period of time.*

Soyeon Min

Most IB Diploma students enter the course as accomplished performers but the course demands so much more than that! The balanced nature of the course baffles and frustrates but is also rewarding and fulfilling to future soloists, orchestral players, music critics, and composers of classical, pop / rock and film music.

The present Grade 11 IB Diploma Music students are also BHA's symphony orchestra players who have to listen to explanations of a piece's structure, style, (a usually dead) composer's desires and of course the intricacies of techniques involved in realizing the genius of the work in hand before they even begin to play a single note.

At the end of playing a small passage of music, they are sometimes asked as to whether they have indeed fulfilled the intention of the composer. This "reflection" makes for a better performance and performer.

Here are some thoughts from present Grade 11 IB Diploma Music Course students:

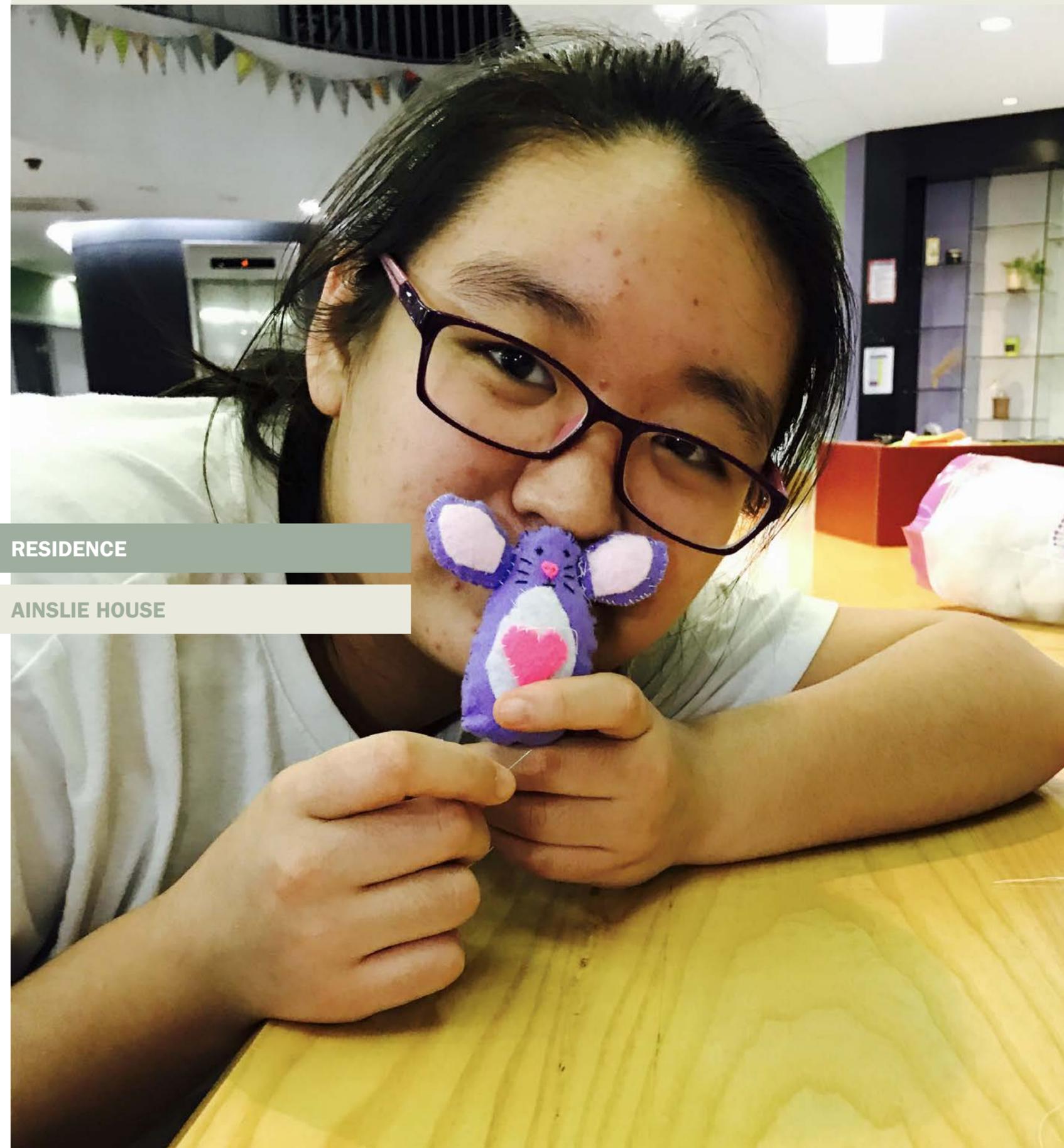
Sojin Lim "reflects",  
*"It is easy to play the violin. It is easy to do what the score tells you to do. The difficulty lies in the reason you do what you do. We have to do what the composer intended. The composer did it because he preferred that style. Perhaps he wanted a certain theme to take a deeper emotional meaning than others in the same piece of music. Perhaps he was simply abiding by the harmonic rules and norms of his time, or even, ironically, trying to revolt against them. In any case, the composer's purpose dwells within the music, waiting to*

*be given life to by the musician. So make conjectures, try different approaches and then ask yourself if you are doing it the way your composer desired. REFLECTION is the art of looking back at what you have done and seeing if your task fulfilled its purpose?"*

Sojin has captured the essence of Symphonic and Solo performance. This can also be transferred to the art of Composition – conveying your musical ideas in a musical score and asking yourself if the themes were indicative of the messages and emotions you intended. "Reflection" helps us to grow musically and to hone one's art to perfection.

Symphonic and academic Diploma musicians are made aware of the fact that playing a piece of music demands depth of intellectual, and emotional analysis well before the physical act of playing the piece of music. If the "balance" of the intellectual, emotional and physical aspects of music were absent, the audience as well as musicians would be sadly deprived of the true essence of a piece of music.

In a very short space of 2 years, Diploma musicians are expected to be familiar with all genres, historical periods, and characteristics of music. However, these daunting challenges make us "balanced" musicians. Musical styles are placed in the context of different historical periods while musical analysis of a variety of music prompts intellectual interpretation of our performances and compositions. This combination of theoretical and practical work in music, and the application of the historical knowledge to set works shapes "balanced" artistes and musicians."



RESIDENCE  
AINSILIE HOUSE



To maintain balance and de-stress after a rigorous academic schedule at school the Ainslie girls end the week with fun activities, which include trips, baking, sports and arts and crafts. Pictured here are some of the girls creating amazing creatures out of felt to decorate their school bags, going to Marado and some of the other fun activities.



SHIN SAIMDANG

KARAOKE



SHIN SAIMDANG

INTER-HOUSE QUIZ



A fun, relaxed evening activity of Karaoke. After a busy week of study and assessments, it was time to have some fun and sing their hearts out. With Miss Won leading the way, the girls got up the courage to take turn and Karaoke went on for hours. The girls really enjoyed themselves, to the extent that they wanted karaoke the next night's activity too!

They all have a broad range of interests. They've been involved in Soccer, Basketball and orchestras, not to mention all of the CASE activities they participate in. Shin Saimdang girls are truly balanced.

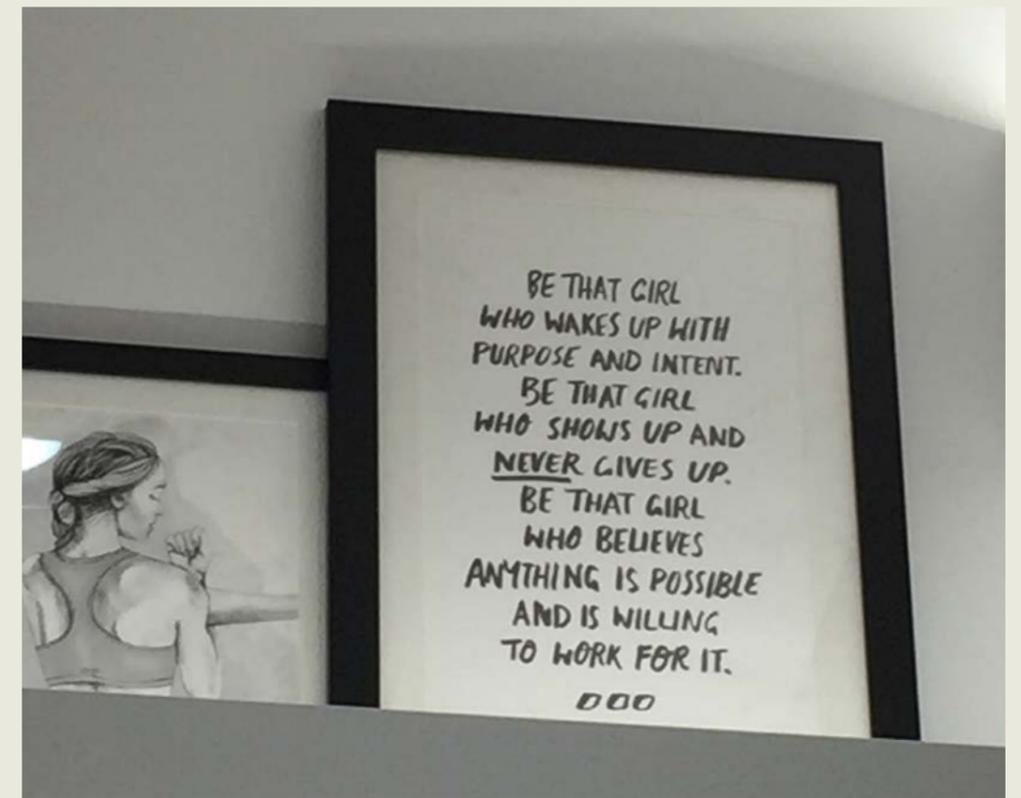
A tense evening of Inter-House Quiz between Ainslie and Shin! The prize, all night electronics access! Ainslie were the lucky winners of this fantastic prize, but all girls put in an excellent effort to answer questions based on their curriculum. There were also some general knowledge and spelling questions. The girls needed to look back over all they learned in Science and Humanities in order to find the answers. An early exam review for the older students and a truly reflective experience.





## SEONDEOK

It is always a privilege to share in the lives of teenagers. As Head of Seondeok House, I often see them at their best. On the surface, it may seem that all our girls do is study and sleep. However, they lead balanced lives, full of rich experiences and varied interests. Our girls are committed to improving themselves and our community. Through their attention to detail and reflection, they contribute in positive ways. It is truly an honor to see their efforts as they tirelessly quest to make things remarkable and also enjoy the present.



BE THAT GIRL  
WHO WAKES UP WITH  
PURPOSE AND INTENT.  
BE THAT GIRL  
WHO SHOWS UP AND  
NEVER GIVES UP.  
BE THAT GIRL  
WHO BELIEVES  
ANYTHING IS POSSIBLE  
AND IS WILLING  
TO WORK FOR IT.  
OOO

*As they move on to the next stage of their journey, we in Sherborne wish the Grade 12 girls the best and to keep well the road.*

Sunday May 21st, the quiet in Sherborne House was surreal. The day before, with much pomp and celebration, we bid adieu to our 42 seniors as we watched them cross the stage to collect their diplomas. It has been a long journey through the course of the Diploma Program with many hours spent in the library, long hours studying for assessments and emotions filled with tears and laughter. You could feel the joy in the air as the girls, donned their white gowns and posed for photos with their beautiful flowers from family and friends.

For many of the seniors, this was their fourth or fifth year in residence at Branksome. Throughout that time, they have learned the trials and successes of living with others—the joy of having a private room and the experience of having support from their peers and the residence staff. Through it all they have grown as young women. We wanted to share some of their own feelings about residence through a few of their short excerpts from their reflections:

*“I did not just learn academically, I learned about myself, my friends, and people in general. There were so many learning experiences for me when living in residence with friends everyday, whether they had to do with the negative or lovely experiences. I know that these experiences will never be forgotten, and served as a path to success in the near future.”*

Yoonsoo La

*Residence life has taught me so many things about how to live in a community, how to co-exist by having fun with those who live with you but also being able to respect their private lives. The residential staff has been supporting the students so much, I doubt I can expect this from anywhere else. I will truly miss the Dons and Head of House, Dr. Travers.”*

Minjoo Lee

*“I learned how to live by myself and how to well socialized. By staying close with all friends for all day, I realized how important it is to understand and respect each other.”*

Sunhee Cho

*“This period of exams was harsh, however, because of the care and support that I received from dons and Dr. Travers, I was in much better shape and able to focus on my studies. I am so thankful of all that I received from the Residence about making me feel like I am at home. I will greatly miss Residence.”*

Dayoung Shine Lee

*“Being part of Sherborne family shaped me as an optimistic, responsible, and loving person. I feel I became mature the most after I moved into Sherborne.”*

Heeju Lee

*“In addition to the skills that I gained, I had a lot of pleasant memories regarding my Residence life. I enjoyed all the excursions that we had, Sunday privileges and Saturday karaoke in the yoga room. My Residence life was fruitful and happy. I will cherish these memories throughout my life, and I will always remember them.”*

Jungeun Cho

*“Being apart from my family, having a new family in a Residence has emotionally supported me in many ways. It helped me in relieving stress and feeling the strong bond that has developed throughout the year.”*

Yoonmin Kim

*“Sherborne was more than a home to me. I will be staying in the dorm for the first year of college. Since I know that I will never have as lovely Residence in my life again, I will truly miss this house, the dons, my HoH, and the families. It was truly a pleasure for me to stay here.”*

Minju Kang

*“This is my fourth year in Residence and it was full of memorable experiences. Especially during the weekends, we are able to be involved in various activities like biking and MUN discussions. I was also able to develop a new stress management activity of attending individual exercise sessions with my friend. As a result, we adhered to our routine that involved cardiovascular fitness activities as well as badminton to improve our agility. Overall, the Residence taught me a lot of things, not only about how to live with others but also about my own personal self.”*

Sieun Lee



---

## SCHOOL ADDRESS AND CONTACT INFORMATION

### Branksome Hall Asia

234 Global Edu-ro,  
Daejeoung-eup  
Seogwipo City,  
Jeju Special Self-Governing Province  
Korea, 63644

### Website

[www.branksome.asia](http://www.branksome.asia)

Telephone +82.64.902.5000

Fax +82.64.902.5481

