Students joining the College in Grade 9 start the two-year (I)GCSE programme which encompasses an exciting mixture of prescribed and free choice subjects. Set within the holistic UWCSEA learning programme, we aim to ensure that students are extremely well prepared for the IB Diploma in Grade 11 and 12.

The UWCSEA learning programme for students places equal value on learning beyond the classroom, and students are offered a vast array of activities that allow for a students’ physical and emotional maturity. Our programme entails a balance of academics, access to a myriad of activities, a compulsory outdoor education expedition and a service programme that provides opportunity for self-development and reflection through service to others. We also have a supportive personal and social education programme which underpins the learning programme and assists our students in developing as self aware, resilient individuals.

At all levels of the school, the College provides exceptional opportunity for students to develop independence and leadership skills. At the heart of our educational philosophy is the belief that we prepare students not just for university, but for life, and it is the skills and qualities students develop, as much as the knowledge and understanding they gain, that will define the quality of the life they live. In the High School, this is evident in the high level of independence students have, in their relationships with teachers and peers and in the expectation that they will take the lead on issues that matter to them and work through barriers to find success. It would be hard to find a more constructive, energetic and focused community than our High School student body.

Students who value themselves and others and who are willing to commit to the ideals of the UWC movement will gain enormously from our High School learning programme.

### High School enrolment

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Age of students*</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I)GCSE</td>
<td>9</td>
<td>14–15 years</td>
<td>294</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>15–16 years</td>
<td>294</td>
</tr>
<tr>
<td>Foundation IB</td>
<td>10</td>
<td>15–16 years</td>
<td>36</td>
</tr>
<tr>
<td>IB Diploma</td>
<td>11</td>
<td>16–17 years</td>
<td>340</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>17–18 years</td>
<td>330</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1,294</td>
</tr>
</tbody>
</table>

Students must be born on or between 1 September and 31 August. Refer to our age-grade boundary chart for the planned year of entry for guidance, or contact Admissions.

**Note:** (I)GCSE and IB Diploma are two-year courses, and no enrolment is offered in the second year of these courses. The Foundation IB is offered for students joining the College in Grade 10.

### About the UWCSEA curriculum

UWCSEA’s curriculum is specifically designed to support your child in embracing challenge to shape a better world, and was developed following extensive research examining best educational practice across the world. Our educational leaders continue to refine our unique UWCSEA curriculum across all five elements of our learning programme—academics, activities, outdoor education, personal and social education and service.

The UWCSEA academic curriculum is a concept-based curriculum. This means that from K1 to Grade 12, each curriculum area (or subject) has **standards**, which identify the key concepts that underpin that curriculum area. These standards are applied at all grade levels and build naturally in complexity through the Primary, Middle and High Schools, culminating in the IB Diploma in Grades 11 and 12.

Because the standards are conceptual in nature, these ideas transfer across the world. This supports students who are coming from different countries and educational backgrounds. For example, while the content of the chosen text in English or the specific time period studied in History may vary, the concepts remain the same. Our Personal and Social Education (PSE) and Tutor programme provides transitional support for students as they join the College.

In turn, each standard has **essential understandings** that describe what a student should understand as a result of studying a particular content area. They are statements of understanding that are appropriate to a student’s developmental stage and build towards the standard.

**Benchmarks** are then attached to each essential understanding. The benchmarks describe what a student should know, understand or be able to do at each stage of their learning in each subject. These benchmarks are what our teachers assess to ensure that students are reaching the essential understandings and are working towards the standards.

In the High School, the standards, essential understandings and benchmarks specifically take into account the requirements of external examining bodies that set the (I)GCSE and IB examinations that students sit at the end of Grade 10 and Grade 12.
Academics

The (I)GCSE is a two-year course offering a mix of prescribed and free choice students that are both challenging and varied. The breadth of study is a key factor in the (I)GCSE, and the programme on offer is designed to help students make informed choices as they move into the final two years of schooling. The course has external examinations, and UWCSEA has carefully designed our learning programme to offer the necessary support and preparation to ensure success at the end of Grade 10 and into the next stage of schooling.

The International General Certificate of Secondary Education (IGCSE) is a series of two-year courses offered to international schools by Cambridge International Examinations. In some instances, students study GCSE examinations instead, as they are better preparation for the IB Diploma subject. GCSE is the British national examination equivalent of the IGCSE’s, for students at age 16. UWCSEA’s (I)GCSE programme is a good preparation for the IB Diploma and its assessment process. The past performance of our students in the (I)GCSE examinations shows a strong correlation with subsequent IB Diploma point scores.

Most UWCSEA students take nine (I)GCSE subjects.

<table>
<thead>
<tr>
<th>(I)GCSE programme and subject offerings (refer to the curriculum guide on our website for detailed information)</th>
<th>Number of periods per week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 9</td>
</tr>
<tr>
<td>Core subjects</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>English Language and English Literature or English as a Second Language</td>
<td>6</td>
</tr>
<tr>
<td>Coordinated Science</td>
<td>8</td>
</tr>
<tr>
<td>Physical Education (non-examination)</td>
<td>4</td>
</tr>
<tr>
<td>Language other than English options</td>
<td></td>
</tr>
<tr>
<td>First Languages</td>
<td>Chinese; Dutch; French; German; Japanese; Korean; School Supported Self-Taught Language; Spanish</td>
</tr>
<tr>
<td>Beginner Languages</td>
<td>Mandarin</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>French; Mandarin; Spanish</td>
</tr>
<tr>
<td>Second Languages</td>
<td>Chinese; English</td>
</tr>
<tr>
<td>Humanities options</td>
<td>Economics; Enterprise; Geography; Global Perspectives; History</td>
</tr>
<tr>
<td>Creative or practical subject options</td>
<td>Art and Design: Fine Art; Art and Design: Photography; Computer Science; Dance; Design Technology: Resistant Materials; Drama; GCSE Physical Education; Information and Communication Technology; Music</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
</tr>
</tbody>
</table>

Languages other than English

Students select one second languages, based on their level of attainment. Some languages are offered as small-group, after school classes at an additional charge. The School Supported Self-Taught Language option is for students who wish to pursue studies in their mother tongue in the IB Diploma, but for whom there is no taught course available at UWCSEA. Please refer to our Languages factsheet for more information.

Assessment and progression into Grade 11

Assessment patterns differ from subject to subject, and many courses also include a coursework, practical or oral component, meaning that the students’ final grade is based on both work done during the two-year course and on results of the final examinations at the end of Grade 10.

All Grade 10 students who display a commitment to the values of the College are welcome to join Grade 11. The transition process is open and inclusive and relies upon a partnership between students, parents and the school, in which the best educational interest of the student is of paramount importance.
Activities

UWCSEA’s comprehensive Activities programme presents our students with opportunities to try new things, discover new talents and further develop their passions, as well as make new friends through the sharing of common interests.

A wide range of activities in the arts, sports and service is offered each week in four ‘activity seasons’ throughout the year, providing our students with many opportunities to develop new skills and explore their passions. All students are expected to participate in activities, usually about three to four hours per week during lunchtime and after school.

Sports

The strong sports programme includes representative opportunities in swimming, softball, sailing, rugby (boys), badminton, basketball, netball (girls), volleyball, hockey, football, gymnastics (girls), golf, cross country, tennis, climbing and touch football. A number of other sports, such as fencing and ultimate (Frisbee), are offered on a recreational basis.

Arts

Students then have the opportunity to participate in a number of music ensembles and perform in five or six concerts per year, including the annual OPUS at the Esplanade Theatre. The instrumental teaching programme offers access to music lessons (individually, in pairs or in small groups) on a number of instruments to students in the High School. Instrument hire is also available.

Performance opportunities begin with the annual United Nations Evening in Term 1 and continue as students are invited to audition for a number of drama and dance productions throughout the year. Students do not need to be taking Drama or Dance as an elective subject to be involved in these performances – nor do they need to be on stage, as there are opportunities for costume and set design. These performances are supported by teachers from the Drama and Theatre Department.

Leadership, clubs and special interests

Many other activities are designed to appeal to students with other talents and interests, including several inter-school debating competitions, mathematics competitions, and special interests such as audio engineering, lion dance, creative writing and journalism, short film-making, photography and more.

There are opportunities to participate in activities such as Model United Nations conferences (in Singapore and overseas), the National Youth Achievement Award (NYAA, also known as Duke of Edinburgh Award) and Round Square activities through leadership committees, conferences and exchange programmes.
Outdoor Education

In Grade 9, students must undertake one of the expeditions offered by the Grade 9 adventure programme, which take place during school holidays throughout the Grade 9 year. Though they may discover that they are being asked to push the boundaries of their experience, many students are surprised to find that they possess the determination, adaptability and sense of teamwork to rise to the challenges presented.

The Grade 9 adventure programme has in the past offered a wide variety of over 20 choices including:

- diving in Indonesia
- mountain biking in Thailand
- tall ship sailing in Australia or Malaysia
- trekking in Ladakh (India), Bhutan, Hong Kong, Annapurna (Nepal), Chamonix (France), Wales (UK) or Japan
- sea kayaking off Sibu (Malaysia)
- eco-research in Borneo (Malaysia)
- horse riding in Western Australia
- multi-activity adventure trips to Langkawi (Malaysia), Taiwan or Korea
- white-water rafting in Idaho (USA)

Every student is expected to participate on at least one trip; if places are available, they can select a second trip. All trips are accompanied by UWCSEA staff, with the adventurous expeditions planned, managed and led by our experienced Outdoor Education staff in cooperation with ground arrangements providers who have been selected following an extensive risk assessment process. All staff accompanying a trip are required to undertake trip management training, including holding first aid qualifications.

A number of these expeditions allow students to complete some of the requirements for the National Youth Achievement Award (NYAA, also known as Duke of Edinburgh Award) Silver Award after an extensive period of preparation and planning in Singapore.

Optional trips

A number of fully-supervised optional trips are offered during the school holidays. Previously these have included:

- cultural immersion tours to China, Spain and France for students of these languages
- a history tour to Germany
- an English literature trip to the UK
- a ski trip to Verbier, Switzerland

UWCSEA’s membership of the Round Square movement also provides our students with opportunities to travel to conferences in the region and to attend the annual Round Square International Conference, go on student exchanges and to participate on international service projects.
Personal and Social Education

The Personal and Social Education (PSE) programme is designed to ensure all students feel valued and confident. It aims to develop self-awareness of the physical and emotional changes during these critical years, as well as equipping students to deal with growing peer pressures. It endeavours to build resilience and self-confidence to empower them to make the right decisions.

The PSE programme provides guidance and support that helps students to find their place within and beyond the school, by encouraging them to understand and appreciate the richness of the College’s diversity, challenge stereotypes and question generalisations. The programme offers opportunities for our students to become more socially, culturally and politically aware, and appreciative of being part of a global community.

Students are assigned a Tutor at the beginning of Grade 9, and the PSE programme is delivered through daily meetings with the tutor group and via regular assemblies involving the entire grade cohort. The Tutor is central to the care of students and works with the Head of Grade to help students make the most of their time in High School.

To ensure that the experience is both positive and enjoyable, and that every student has the opportunity to reach their full potential, the Principal, Vice Principal (Pastoral), Heads of Grade and Tutors work with subject teachers to provide support for all students in their care.

Professional guidance from the three College counsellors is also available for students and families.

Technology

All students, as part of the College’s commitment to integrating technology as a tool to facilitate learning, are issued with a laptop, the cost of which is included in school fees. Students are supported in the responsible use of technology though our extensive digital citizenship programme as we aim to provide our students with the skills and knowledge to become responsible, independent, organised digital citizens.

UWCSEA uses Generation Safe tools to provide our teachers with professional development in the areas of prevention, detection, intervention and response to cyber incidents.

University guidance

Our university advising programme commences in Grade 10, with advice on subject selection in preparation for the IB Diploma in Grade 11 and access to tools that assist students to gauge potential for future studies and possible career paths that will best suit them.

In addition to individual advising, there are a number of workshops and presentations run by our University Advisors for students and parents, to help in planning and making decisions around university choice.
Service

The College’s tiered model of service provides opportunities for High School students to become involved in the uniquely-structured programme, based on three tiers of involvement: College Service, Local Service and Global Concerns. All students commit fully to their service and show initiative by planning and leading activities.

College Service

Within the College, there are opportunities to take active leadership roles with their peers and in the Primary and Middle Schools. Students involved in College Service commit to a full academic year, supporting other students undertaking their own service projects, providing sports leadership or coaching younger teams or working alongside their peers and younger students on projects to enhance the environment on campus.

Local Service

Most High School students join a Singapore-based project, participating in the service once a week after school for at least half the academic year. Service takes place after lessons, and students volunteer for one of more than 30 projects linked with our partners in the Singapore community.

UWCSEA has long standing partnerships with many Singapore-based community organisations such as MINDS, Riding for the Disabled, ACRES, Beyond Services and H.O.M.E. Some students travel off campus to the client organisations; others welcome guests to the campus to make use of our facilities.

Global Concerns

The third tier of the Service programme involves initiatives outside of Singapore, which we call Global Concerns (GC). This is a dynamic programme, enabling students to put their ideals into action by establishing project groups which actively address specific development and environmental issues about which the students care deeply. This involves students either joining an existing group to support on going efforts, but can also involve students pitching to the student-led GC Executive to approve a new GC group. Many GCs are linked with grassroots NGOs in developing countries, and this provides students with the opportunity to gain unique insight into the challenges faced by these organisations.
UWCSEA Dover (I)GCSE results

When compared to UK independent schools, UWCSEA has a higher percentage of A*, A*–A and A*–C grades than the Independent Schools Council (ISC) published statistics. UWCSEA’s percentage of students with five A*–C grades including Mathematics and English Language and Literature (including English as an Additional Language students), compares very well against UK independent schools.

<table>
<thead>
<tr>
<th>Year</th>
<th>%A* UWCSEA</th>
<th>%A* ISC</th>
<th>%A*–A UWCSEA</th>
<th>%A*–A ISC</th>
<th>%A*–C UWCSEA</th>
<th>%A*–C ISC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>45.51</td>
<td>37.2 (2014)</td>
<td>75.6</td>
<td>60.6 (2014)</td>
<td>97.9</td>
<td>90.9 (2014)</td>
</tr>
<tr>
<td>2014</td>
<td>46.8</td>
<td>37.2</td>
<td>74.5</td>
<td>60.6</td>
<td>97.6</td>
<td>90.9</td>
</tr>
<tr>
<td>2013</td>
<td>41.47</td>
<td>32.0</td>
<td>73.2</td>
<td>60.4</td>
<td>98.1</td>
<td>94.4</td>
</tr>
<tr>
<td>2012</td>
<td>40.0</td>
<td>31.0</td>
<td>72.7</td>
<td>60.0</td>
<td>99.0</td>
<td>94.4</td>
</tr>
<tr>
<td>2011</td>
<td>33.8</td>
<td>31.4</td>
<td>68.4</td>
<td>61.4</td>
<td>98.0</td>
<td>95.2</td>
</tr>
</tbody>
</table>

ISC 2015 results not available at the time of printing. www.isc.co.uk

For more information

To learn more about the (I)GCSE programme, please see the detailed curriculum guide available for download from our website or contact the Admissions team:

Admissions Department
UWCSEA Dover
+65 6775 5344
admissionsdover@uwcsea.edu.sg
www.uwcsea.edu.sg/admissions