Foundation IB overview

East Campus
Students joining the College in Grade 10 enrol in our Foundation IB (FIB) programme, which encompasses a challenging and varied mixture of prescribed and free choice subjects. The holistic nature of the FIB learning programme ensures that students are extremely well prepared for the IB Diploma Programme (IBDP), which is undertaken in Grade 11 and 12.

The breadth of study is a key factor in the FIB course, as it is designed to help the student make informed choices as they move into the final two years of schooling. The course culminates in year-end internal examinations, and although examinations are challenging, our planned programme and experienced teaching faculty offer the necessary support and preparation to ensure success in the next stage of schooling.

Of equal value to the academics in a UWCSEA education is the extensive learning that takes place beyond the classroom. Students are offered a vast array of opportunities through the College’s Activities, Outdoor Education, Personal and Social Education and Service programmes. All FIB students participate in an Outdoor Education trip which allows them to further develop the skills and qualities embodied in the UWCSEA profile. Students are also offered personal guidance and support to integrate with the existing Grade 10 cohort who are undertaking the (I)GCSE programme.

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 FIB 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>220</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>15–16 years</td>
<td>210</td>
</tr>
<tr>
<td>Foundation IB</td>
<td>10</td>
<td>15–16 years</td>
<td>32</td>
</tr>
<tr>
<td>IB Diploma</td>
<td>11</td>
<td>16–17 years</td>
<td>265</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>17–18 years</td>
<td>245</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>972</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: The Foundation IB is offered for students joining the College in Grade 10. The (I)GCSE and the IB Diploma are two-year courses, and no enrolment is offered in the second year of these courses.
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, ideas transfer across the world. This supports our students who are coming from different countries and educational backgrounds. 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 and mentor programmes provide 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 FIB course gives students exposure to a wide range of subjects that lead to IBDP courses in Grade 11 and 12. It provides the appropriate depth so that students can select subjects from a firm foundation of skill and understanding.

All FIB students study the following programme:

<table>
<thead>
<tr>
<th>High School FIB 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><strong>Core subjects</strong></td>
<td></td>
</tr>
<tr>
<td>Coordinated Science</td>
<td>8</td>
</tr>
<tr>
<td>Digital Perspectives</td>
<td>2</td>
</tr>
<tr>
<td>English Language and Literature or English as an Additional Language</td>
<td>6</td>
</tr>
<tr>
<td>Global Perspectives</td>
<td>4</td>
</tr>
<tr>
<td>Integrated Humanities (History, Geography, Economics, Psychology)</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>Language other than English option</strong></td>
<td></td>
</tr>
<tr>
<td>First Languages</td>
<td>Chinese; School Supported Self-Taught Language</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>Chinese (Mandarin); French; Spanish</td>
</tr>
<tr>
<td><strong>Arts option</strong></td>
<td>Music, Theatre, Visual Arts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
</tr>
</tbody>
</table>

**Languages other than English**

Students select a second language based on their level of attainment. If none of the offered languages are suitable, an option can be discussed.

The School Supported Self-Taught Language option is intended to support and prepare students who intend to pursue studies their ‘mother tongue’ in the IB Diploma but for whom there is no taught course offered at UWCSEA; there is a small additional cost for this option.

**Assessment and progression into Grade 11**

Internal examinations are held at the end of the FIB year to provide students with grounding in study and examination practice. Individualised guidance is provided to all students by academic subject staff as well as mentors after these examinations in order to prepare students for the requirements of the IB Diploma.

All Grade 10 students who display a commitment to the learning programme and values of the College are welcome to join Grade 11. The transition process is both open and inclusive and relies upon a partnership between students, parents and the school, in which the best educational interests of the students are 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 badminton, basketball, cross country, football, gymnastics, rugby (boys), sailing, softball, tennis, touch rugby (girls) and volleyball. A number of other sports, such as golf, martial arts and rock climbing, are offered on a recreational basis.

Arts

Students have the opportunity to participate in a number of musical and vocal ensembles and perform in several concerts per year, even if they are not taking music as an elective subject. Some of the ensembles include High School Chamber Ensemble, Jazz Band, Jazz Combo and Orchestra and Symphonic Band, the Pamberi All Stars African music ensemble, and several percussion groups focusing on drumming, marimba, mbira and more.

The instrumental teaching programme offers access to music lessons on a wide variety of instruments to students in the High School. Instrument hire is also available.

Dance performance opportunities include the annual CultuRama dance production in Term 1 which celebrates the ‘panorama of cultures’ on East Campus, and the Elements Dance Showcase featuring genres such as Contemporary, Hip Hop, Jazz, Rock and Roll and Asian dance forms.

Students are invited to audition for a number of drama productions throughout the year. Students do not need to be taking drama as an elective subject to be involved in these performances—nor do they need to be on stage, as there are opportunities backstage such as costume and set design. These performances are supported by teachers from the Drama Department.

Leadership, clubs and special interests

Students have ample opportunity to develop leadership skills through participation in groups such as Student Council, Arts Council, Sports Council, the Service Executive Committee and Model United Nations (MUN) as well as the organising committee for the annual MUN UWCSEA East student-led conference. Other leadership activities available include College Services such as coaching sports for Primary School students.

Students with diverse interests and talents will find a plethora of clubs and special interests available. These include inter-school debating; groups exploring subjects such as economics, history, mathematics and philosophy; creative writing, journalism and student publications; digital arts, music technology and photography; cooking, robotics and more.

There are also opportunities to participate in activities such as 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

Our distinctive Outdoor Education programme encourages students to push the boundaries of their experience and helps them to develop leadership and resilience through unexpected challenges. Students get great enjoyment and satisfaction out of these experiences and many are often surprised to find that they possess the determination, adaptability and sense of teamwork to rise to the challenges presented.

All FIB Students participate in an Outdoor Education expedition with their cohort, accompanied by our specialist Outdoor Education staff and a UWCSEA mentor. The trips vary from year to year, but generally involve both adventure and service components—this year, the FIB expedition saw students undertake a six-day adventure trip in the Endau River wilderness in Malaysia. The FIB expedition is compulsory for all students, and is designed to help the FIB group bond and to prepare them for the challenges of Project Week in Grade 11.

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.

Optional trips

If places are available, FIB students are able to join an additional trip with the Grade 9 adventure programme.

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

• cultural immersion tours to China or Taiwan for students of Chinese language
• a ski trip to Verbier, Switzerland
• an economics trip to Ulaanbaatar, Mongolia

East Campus also has a number of service-linked trips open to students in the High School to visit NGO partners in the region and further afield. Previous trips have visited Bangladesh, Cambodia, China, Fiji, India, Indonesia, Kenya, Malaysia and Vietnam - in 2015/2016 there were 12 service-related trips offered to High School students; a small number of those also offered opportunities for a parent to travel with their child, although most were for students accompanied by UWCSEA staff.

UWCSEA’s membership of the Round Square movement also provides our students with opportunities to travel to conferences, on student exchanges and to participate on international service projects, including the annual Round Square International Conference.

UWCSEA also provides students options to participate in the National Youth Achievement Award (NYAA, also known as Duke of Edinburgh Award) at Silver Level while in the first two years of High School. A separate Gold Award trip is then offered during one of the holiday breaks in Grade 11 or 12.
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.

Students joining the FIB course are assigned a mentor teacher at the beginning of the year, and join a group of (I)GCSE Grade 10 students in order to assist them to settle in to the College and make friends in their peer group. The PSE programme is delivered through daily meetings with this mentor group and via regular assemblies. The mentor 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, Head of Grade and mentors work with subject teachers to provide support for all students in their care.

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.

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

Technology

As part of the College’s commitment to integrating technology as a tool to facilitate learning, all students are issued with a laptop, which is included in tuition fees.

Students are supported in the responsible use of technology through 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 their options for future studies and possible career paths.

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 are expected to 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 in the Primary and Middle Schools. Students are involved in working with students on a year-long basis, supporting students undertaking their own service projects, and providing leadership in environment-based services or coaching younger students.

Local Service

All FIB students are expected to 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 projects linked with our partners in the Singapore community.

UWCSEA has long standing partnerships with many Singapore-based community organisations such as MINDS and Happy Lodge. Some students will 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 joining an existing group to support ongoing efforts, but can also involve students pitching to the student-led Service Executive Committee to approve a new GC group.

Many GCs are linked with grassroots NGOs in developing countries, and provide students with the opportunity to gain unique insight into the challenges faced by these organisations. There are opportunities offered to High School students to visit a number of our NGO partners via optional trips each year—please see the information on the Outdoor Education page.

Results

Past results have demonstrated that the FIB programme is an excellent preparation for the IB Diploma and its assessment process.

The FIB programme supports students in making realistic subject choices for the IB Diploma, knowing how they are likely to perform in the final IB Diploma examinations.

For more information

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

Admissions Department
UWCSEA East
+65 6305 5344
admissionseast@uwcsea.edu.sg
www.uwcsea.edu.sg/admissions