

(I) GCSE overview

Dover Campus





Students joining the College in Grade 9 start our two-year (I)GCSE programme which encompasses an exciting mixture of prescribed and free choice subjects. Set within the holistic UWCSEA learning programme, our 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, we provide exceptional opportunities 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 that it is the skills and qualities that our 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 that our 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

Course	Grade	Age of students*	Number of students
(I)GCSE	9	14–15 years	298
	10	15–16 years	276
Foundation IB	10	15–16 years	45
IB Diploma	11	16–17 years	347
	12	17–18 years	326
Total			1,292

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

Note: (I)GCSE and IB Diploma are a two-year courses, and no enrolment is offered in Grade 10 or 12. The Foundation IB is offered for students joining the College in Grade 10.

About the UWCSEA curriculum

Developed from our mission, the concept-based curriculum at UWCSEA enables students to embrace challenge and take responsibility for shaping a better world. This is achieved through all five elements of our holistic learning programme—academics, activities, outdoor education, personal and social education and service.

Our concept-based curriculum organises learning around the development of transferable ideas, which may be disciplinary or interdisciplinary. Knowledge and skill acquisition is vital, but not the end goal in a concept-based curriculum. Using their knowledge and skill learning, students construct and express conceptual understandings, which transfer to new contexts. This allows our students to apply critical thought in any situation, now or in the future.

The curriculum model also takes into account the reality of our international school community. Students who spend only a few of their overall schooling at the College, due to the relocation of their family, are equipped by our focus on transferable concepts rather than specific content. This ensures a smooth transition from one school system to another, if a family must leave the College.

Standards

Standards are the significant concepts from each learning area, articulated into 'conceptual statements'. These apply to all grade levels from K1 to the IB Diploma Programme (IBDP). This ensures that these concepts are revisited in developmentally appropriate ways as students transition from grade to grade. Because the standards are conceptual in nature, students who join us from different countries can transfer access the curriculum regardless of their educational background.

Conceptual Understandings

Under each standard are conceptual understandings, which are conceptual statements written for specific developmental stages. These may be grade-specific. This allows students to access the broader concepts in the standard, while simultaneously developing an understanding of specific concepts appropriate to the grade-level.

Benchmarks

Benchmarks are attached to each conceptual understanding in each grade. These describe what a student should know or be able to do at each stage of their learning in order to develop understanding in each subject.

In the High School, the standards, conceptual understandings and benchmarks specifically take into account the requirements of the external examining bodies that set the IBDP examinations that students sit at the end of these two-year courses in Grade 12.



Academics

UWCSEA's International General Certificate of Secondary Education (IGCSE) programme offers a mix of prescribed and free choice subjects that are both challenging and varied. Breadth of study is a key factor in our programme, which is designed to help students make informed choices as they move into their final High School courses. The programme has external assessments, 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.

Our (I)GCSE subjects are a series of two-year certificate courses offered by a number of external examination boards, including Cambridge International Examinations and Edexcel. UWCSEA has selected IGCSE or GCSE subjects to offer to our students based on the courses content and its capacity to prepare students for the international nature of the IB Diploma programme and its assessment process. The past performance of our students in (I)GCSE examinations shows a strong correlation with subsequent IB Diploma point scores.

Most UWCSEA students take nine subjects.

(I)GCSE programme and subject offerings (refer to the curriculum guide on our website for detailed information)		Number of periods per week	
		Grade 9	Grade 10
Core subjects	Coordinated Science	8	8
	English Language and English Literature <i>or</i> English as a Second Language	6	6
	Mathematics	5	5
	Physical Education (non-examination)	4	4
Language other than English option	First Language (advanced) Chinese; Dutch; French; German; Japanese (non-examination); Korean; School Supported Self-Taught Language (non-examination); Spanish	5	5
	Second Language (advanced) Chinese		
	Foreign Language (continuation) French; Mandarin; Spanish		
Humanities option	Economics; Enterprise; Geography; Global Citizenship; History	4	4
Creative or practical subject option	Art and Design: Fine Art; Art and Design: Photography; Computer Science; Dance; Design Technology: Product Design; Drama; GCSE Physical Education; Music	4	4
An additional option	Selected from Languages, Humanities, creative or practical option	4	4
Total		40	40

Languages other than English

Students select one additional language, based on their level of attainment.

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 in Grades 9 and 10. Please refer to our Languages at UWCSEA factsheet for more information. Some home (mother) languages are offered as small-group, after school classes at an additional charge.

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 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

Our comprehensive Activities programme presents 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

Student musicians 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 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, similar to the 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 in the Grade 9 adventure programme, which take place during school holidays throughout the Grade 9 year. 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 offers a wide variety of choices. In the past these have included:

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

Every student is expected to participate on at least one trip and if places are available, they can select a second trip. All expeditions are planned, managed and led by our experienced Outdoor Education staff in cooperation with providers selected following an extensive risk assessment process. 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, similar to the Duke of Edinburgh Award) Silver Level following an extensive period of preparation and planning in Singapore.

Optional trips

A number of fully-supervised optional trips are offered during the school holidays. These are more closely linked to elements of the learning programme such as academics. Previously these have included:

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

Our membership of the Round Square movement also provides students with opportunities to travel to conferences in the region and to attend the annual Round Square International Conference, to go on student exchanges and to participate on international service projects.

Personal and Social Education

Our Personal and Social Education (PSE) programme is integral to our educational programme, and 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 our young people to make the right decisions.

The PSE programme is delivered through a Personal and Social Philosophy approach which provides guidance to help students find their place within and beyond the school. It encourages 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 mentor at the beginning of Grade 9, and the PSE programme is delivered through daily meetings with the mentor group and via regular assemblies involving the entire grade cohort. 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 every student has the opportunity to reach their full potential, the Principal, Vice Principal (Pastoral), Head of PSE, Heads of Grade and mentors work with subject teachers to support for all students in their care.

Professional guidance from the College's social and emotional counsellors is also available for students and families.

Technology

Appropriate use technology is integrated into each classroom as a tool to facilitate learning. All students have a laptop equipped with College-supplied software, and access to on-campus helpdesk support.

Students are supported in the responsible use of technology through our digital citizenship programme. This provides them with the skills and knowledge to become responsible, independent and organised digital citizens.

A series of information evenings and workshops for parents ensure that good habits around technology are reinforced at home and parents are equipped to help students navigate the online world.

Staff are supported by a digital literacy coach and a network of technology mentors in implementing effective uses of technology in teaching and learning. We also use 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.

A detailed programme of advising is provided, and our team of six experienced University Advisors work with individual students from Grade 11 to ensure they are supported in making choices and applications to best-fit courses and universities around the world. There are also workshops and presentations run by our University Advisors for students and parents, to help in planning and making decisions around university choice, and around 200 universities from around the world visit the campus each year to speak with our High School students.





For more information, please contact Admissions

A detailed academic curriculum guide is available on our website.

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www.uwcsea.edu.sg/admissions

Service

The College's tiered model of service provides opportunities for students to become involved in three areas: College Service, Local Service and Global Concerns. All students are expected to commit fully to a service in their Grade 9 year, and to 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 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 our 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 on-going efforts, or 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. Project Week groups in Grade 11 often visit these NGO partners.

UWCSEA Dover (I)GCSE Results

When compared to UK independent schools, UWCSEA Dover has a higher percentage of A*, A*-A and A*-C grades than the Independent Schools Council (ISC) published statistics. Our 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.

Year	UWCSEA %A*	ISC %A*	UWCSEA %A*-A	ISC %A*-A	UWCSEA %A*-C	ISC %A*-C
2017	38.0	34.5 (2016)	69.0	61.9 (2016)	97.0	90.8 (2016)
2016	33.2	34.5	66.6	61.9	96.8	90.8
2015	45.1	32.9	74.7	60.8	97.7	90.1
2014	46.8	37.2	74.5	60.6	97.6	90.9
2013	41.47	32.0	73.2	60.4	98.1	94.4

ISC = Independent Schools Council (UK) | 2017 results not available | www.isc.co.uk