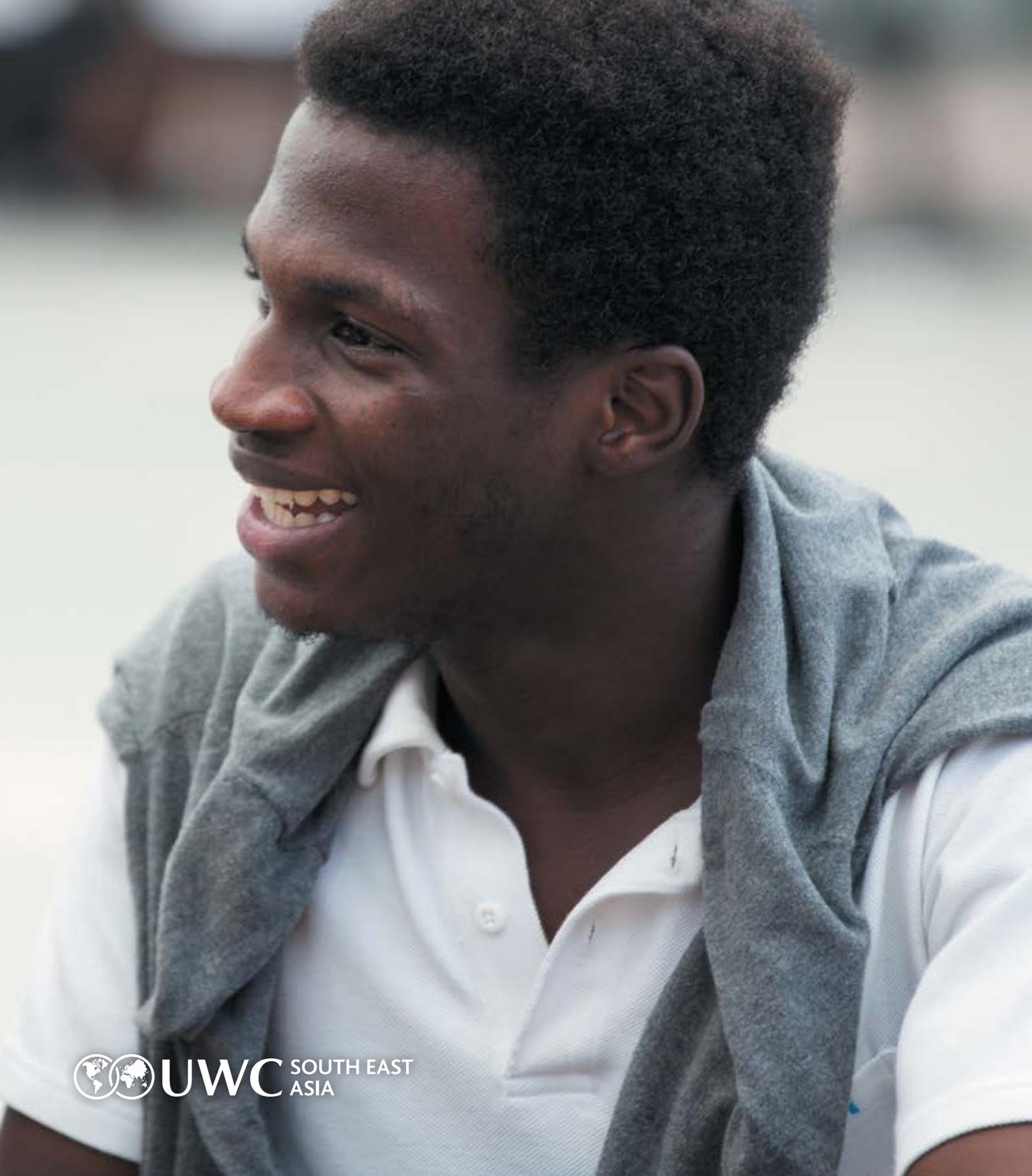


IB Diploma overview

Dover Campus





The IB Diploma Programme (IBDP) is offered to students joining us in Grade 11 for their final two years of schooling. An academically and personally challenging pre-university course, it provides students of different linguistic, cultural and educational backgrounds with the intellectual, social and critical perspectives necessary for the adult world that lies ahead.

Respected by schools and universities throughout the world, our IB Diploma Programme has been developed in close collaboration with the IBO for over 30 years. The two-year programme offers the necessary support and preparation to ensure the success of each individual in these key final years of High School and examinations.

Part of the unique nature of a UWCSEA education is that students enrolling in the IB Diploma are joined by 'scholars'—students from a range of countries and backgrounds who have been awarded a scholarship based on their commitment to the ideals of the UWC movement.

Supporting the IB's requirement that each Diploma candidate fulfils a component of CAS (Creativity, Activity and Service), our students are offered a vast array of activities that allow for physical, aesthetic and emotional maturity. Our programme balances strong academics with access to a myriad of activities, Project Week in Grade 11 (the pinnacle of our Outdoor Education programme) and a well-structured Service programme that allows students to develop awareness of, and take action on behalf of, global issues they feel passionate about. Our Personal and Social Education programme underpins all that we do, by ensuring students are provided with support and guidance as they strive to fulfil the demanding requirements of the IBDP and successfully prepare for life after school, including university.

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: IB Diploma is a two-year course, and no enrolment is offered in Grade 12.

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

The IBDP involves the study of six subjects; three at Higher Level (HL) in greater depth and three at Standard Level (SL), as well as completion of the IB Core requirements. The combination of subjects and requirements is a deliberate compromise between the preference of universities for specialisation in some countries and the emphasis on breadth often preferred in others. The intent is that students learn how to learn, and how to analyse, how to reach considered conclusions about humanity, our languages and literature, our ways in society, and the scientific forces of our global environment.

Students choose one from each of the following subject groups:

UWCSEA Dover IB Diploma subject offerings (available in SL and HL unless indicated) (refer to the curriculum guide on our website for detailed information)		Number of periods per week		
		SL	HL	
Group 1: Studies in Language and Literature	<ul style="list-style-type: none"> A – English Literature A – English Language and Literature A – Chinese Language and Literature A – Dutch Language and Literature A – French Language and Literature A – German Language and Literature A – Hindi Literature (SL) 	<ul style="list-style-type: none"> A – Indonesian Literature A – Japanese Literature A – Korean Literature A – Spanish Language and Literature A – School Supported Self-Taught Literature (SL) 	4	6
Group 2: Language Acquisition	<ul style="list-style-type: none"> B – Chinese B – English (HL) B – French B – German 	<ul style="list-style-type: none"> B – Spanish B – French ab initio (SL) B – Mandarin ab initio (SL) B – Spanish ab initio (SL) 	4	6
Group 3: Individuals and Societies	<ul style="list-style-type: none"> Business and Management Economics Environmental Systems and Societies (SL) Geography 	<ul style="list-style-type: none"> Global Politics History Philosophy Psychology 	4	6
Group 4: Sciences	<ul style="list-style-type: none"> Biology Chemistry Physics Computer Science 	<ul style="list-style-type: none"> Environmental Systems and Societies (SL) Design Technology Sports Exercise and Health Science 	4 4	8 (Grade 11) 6 (Grade 12)
Group 5: Mathematics*	<ul style="list-style-type: none"> Mathematics: Analysis & Approaches Mathematics: Applications & Interpretation 		4	6
Group 6: The Arts	<ul style="list-style-type: none"> Dance Film Music 	<ul style="list-style-type: none"> Theatre Visual Arts 	4	6
IB Core requirements (compulsory)	Creativity, Activity and Service (CAS)		demonstrated fulfilment	
	Extended Essay – independent, guided research		maximum 4,000 words	
	Theory of Knowledge – Grade 11 and Term 1 of Grade 12		2	
Total – standard IB Diploma package			32+	

*new IB Diploma Mathematics courses are being introduced in the 2019/2020 academic year. UWCSEA subject choices are in line with these newly developed IB courses that are designed to meet the needs of students with differing profiles and differing higher education needs.

Assessment

Assessment patterns differ from subject to subject, however many courses also include a coursework, practical or oral component. This means the student's 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 12.

Students and parents are provided constructive feedback on all areas of the students performance with regular reports and opportunities for feedback at scheduled times throughout the two-year course. Towards the end of Grade 11 students sit internal examinations, and are provided feedback and guidance based on their results. A second round of internal examinations in Term 2 of Grade 12 provides a final opportunity for feedback and exam preparation before students undertake the external IB Diploma examinations in May of their Grade 12 year.

Students need to be actively contributing to all aspects of the UWCSEA learning programme and to maintain suitable academic attainment and effort profiles in order to be successful in the IB Diploma, and to be awarded the UWCSEA Diploma.

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 seasons throughout the year. All students are expected to participate in activities, and the programme is structured so that students can potentially count these towards their CAS requirements for the IB Diploma.

Arts

Students who may not be studying an Arts subject have many opportunities to become involved in the artistic life of the campus. Each year, there are drama and dance productions that require both on and off stage participation from our students, with many opportunities in set, costume and make-up, lighting and sound design. These performances are supported by teachers from the Drama and Theatre Department.

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 also have the opportunity to participate in a number of auditioned and open music ensembles and perform in five or six concerts per year, including the annual OPUS at the Esplanade Theatre. Our instrumental teaching programme offers music lessons on a number of instruments outside of the academic music curriculum. Instrument hire is available.

Sports

Our strong competitive sports programme includes representative opportunities in swimming, football, sailing, rugby (boys), badminton, basketball, netball (girls), volleyball, golf, softball, hockey, cross country, tennis, climbing, gymnastics (girls) and touch football (girls). A number of other recreational sports are also offered. There are also opportunities for representative sports team trips around the region.

Leadership, clubs and special interests

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, as well as the annual Initiative for Peace programme in Singapore, Thailand and Timor Leste.

Many other activities are designed to appeal to students with special interests such as audio engineering, lion dance, creative writing and journalism through a number of student-led publications, short film making or running the UWCSEA radio station or by taking on leadership positions on the Student, Sports or Alumni Councils, or on the Global Concerns Executive.



Outdoor Education

Project Week in Term 2 of Grade 11 provides an invaluable educational experience. It is an opportunity for students to take themselves out of their comfort zone, and allows them to gain invaluable life skills, greater independence and responsibility.

It involves students independently organising themselves to travel in small groups (of three to five) to undertake a worthwhile project or challenging activity outside Singapore for a week. Many of these projects are linked with UWCSEA Service programme.

A compulsory part of the IBDP for all Grade 11 students at UWCSEA, Project Week assists many students fulfil their CAS requirement for the two-year programme. Students are well prepared for their adventures with extensive guidance and preparation training, first aid instruction and access to 24-hour international medical and travel support services.

Optional trips

A number of fully-supervised optional trips are offered during the school holidays. Staff accompanying a trip are required to undertake trip management training, including holding first aid qualifications. Previous trips have included:

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

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

Students also have an option to undertake the National Youth Achievement Award (NYAA, similar to the Duke of Edinburgh Award) at Silver or Gold level.



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 their IB programme, 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 the experience is both positive and enjoyable, and 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 provide 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 extensive digital citizenship programme as we aim to provide our students with the skills and knowledge to become responsible, independent digital citizens. We use the Generation Safe tools to provide our teachers with professional development in the areas of prevention, detection, intervention and response to cyber incidents.

University guidance

An individualised university advising and career guidance programme provides support for students in their decision making and application process for university or colleges in the country of their choice. A detailed programme of advising is provided, and our team of six experienced University Advisors work with individual students to ensure they are supported in making choices and applications to best-fit courses and universities around the world. After graduation as our advisors also support students who have taken gap years or are fulfilling their National Service obligations.

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. We also have around 200 visits by universities from around the world each year to speak with our High School students.





Service

The College's tiered model of service provides opportunities for High School students to become involved in all levels of our programme: College Service, Local Service and Global Concerns. All students are involved in Service, and are expected to commit fully and show initiative by planning and leading activities.

College Service

Students provide support to the College in a number of areas, for example by mentoring students in younger grades, or by taking a lead in projects that enhance the campus environment.

Local Service

All Grade 11 students are required to join a Singapore-based Local Service project, visiting their chosen service once a week after school for the entire academic year. While this assists students to fulfil their IBDP CAS requirements, it also provides valuable connections with our community.

Global Concerns

The third tier of the Service programme involves initiatives outside of Singapore, called Global Concerns. This dynamic programme enables students to put their ideals into action by establishing project groups that actively address specific development and environmental issues about which the students care deeply.

In Grade 11 students can also elect to participate in the Initiative for Peace, spending a year planning and organising a youth-focused conference that promotes international understanding and reconciliation in Singapore, Timor Leste or Thailand.

UWCSEA Dover IB Diploma results

Year	UWCSEA Number of candidates	UWCSEA percent passed	Worldwide average percent passed	UWCSEA average diploma score	Worldwide average diploma score
2018	318	97.8	78.4*	36.1	29.8
2017	325	98.2	78.4	37.18	30
2016	328	98.5	79.3	36.4	30
2015	322	98.8	80.8	36.5	30.2
2014	323	100	79.4	37	30

*2017 statistics from IB | 2018 worldwide averages not available at the time of printing | www.ibo.org

For more information, please contact Admissions

A detailed IB Diploma academic curriculum guide is available on our website.

+65 6774 2653

admissionsdover@uwcsea.edu.sg | www.uwcsea.edu.sg/admissions