

IB Diploma overview

East Campus





Our 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, the IBDP is designed to provide students of different linguistic, cultural and educational backgrounds with the intellectual, social and critical perspectives necessary for the adult world that lies ahead. Part of the unique nature of the UWCSEA education is that students enrolling in the IBDP are joined by around 40 '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.

Respected by schools and universities throughout the world, our learning programme offers the support and preparation required to ensure the success of each individual student in these key final years of High School and examinations.

Our programme entails a balance of academics, access to a myriad of activities that allow for physical and emotional maturity, Project Week in Grade 11 as 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 two-year personal and social education (PSE) programme, which underpins everything we do, ensures our students are provided with the necessary 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 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

Course	Grade	Age of students*	Number of students
(I)GCSE	9	14–15 years	218
	10	15–16 years	209
Foundation IB	10	15–16 years	24
IB Diploma Programme	11	16–17 years	249
	12	17–18 years	247
Total			947

* 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 subjects 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 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 option from each of the following subject groups:

UWCSEA East 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 Language and Literature • A – English Literature • A – Chinese Literature • A – French Literature • A – Hindi Literature • A – Japanese Literature 	<ul style="list-style-type: none"> • A – Korean Literature • A – Russian Literature • A – Spanish Literature • A – School Supported Self-Taught Literature (SL only) 	4	6
Group 2: Language Acquisition	<ul style="list-style-type: none"> • B – English (HL only) • B – Chinese • B – French • B – Spanish 	<ul style="list-style-type: none"> • B – French ab initio (SL only) • B – Mandarin ab initio (SL only) • B – Spanish ab initio (SL only) 	4	6
Group 3: Individuals and Societies	<ul style="list-style-type: none"> • Business Management • Economics • History • Geography 	<ul style="list-style-type: none"> • Global Politics • Psychology • Environmental Systems and Societies (SL only) 	4	6
Group 4: Sciences	<ul style="list-style-type: none"> • Biology • Chemistry • Physics 	<ul style="list-style-type: none"> • Computer Science • Design Technology • Environmental Systems and Societies (SL only) 	4	8 (G11) 6 (G12)
Group 5: Mathematics*	<ul style="list-style-type: none"> • Mathematics: Analysis & Approaches 	<ul style="list-style-type: none"> • 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	
Personal and Social Education (UWCSEA programme)			1	
Total			33+	

*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 student's performance with regular reports and opportunities for feedback at scheduled times throughout the two-year course. At the end of Grade 11 students sit internal examinations, and are provided feedback and guidance based on their results. Mock examinations in Grade 12 provide 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 approaches to learning profiles in order to be successful in the IB Diploma, and to be awarded the UWCSEA High School 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 are 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 who engage in activities can potentially count these towards their CAS requirements for the IB Diploma.

Dragons Sports and Wellness for Life

The strong sports programme includes opportunities to play in representative teams competing against other schools in Singapore and around the region. We field teams in athletics, badminton, basketball, cross country, football, golf, gymnastics, netball (girls), rugby (boys), sailing, softball, swimming, tennis, touch rugby (girls) and volleyball. A number of other sports, such as martial arts and rock climbing, are offered on a recreational basis.

Arts and Performance

We offers students many opportunities to become involved in the artistic life of the College. 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, make-up, lighting and sound design. These performances are supported by teachers from the Drama Department.

Dance performance opportunities include the annual CultuRama production in Term 1 which celebrates the 'panorama of cultures' on campus, and a Dance Showcase features genres such as Contemporary, Hip Hop, Jazz, Rock and Roll and Asian dance forms.

Students also have the opportunity to participate in a number of auditioned and open musical and vocal ensembles and perform in several concerts per year. 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. Instrument hire is available.

Learn and Lead, Mind Matters, Create and Innovate

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 on the organising committee for the annual MUN@UWCSEA East conference. Other leadership activities available include coaching sports and leading service activities for Junior School students.

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

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



Outdoor Education

Project Week in Grade 11 is an opportunity for students to take themselves out of their comfort zone. It provides a unique educational experience, allowing our students to gain invaluable life skills and a greater sense of independence and confidence.

The trip involves students independently organising themselves to travel in small groups (of four to six) to undertake a worthwhile project outside Singapore. Many of these projects are linked with the UWCSEA service programme and visit our NGO partners in the region.

A compulsory part of the IBDP for all Grade 11 students at UWCSEA, Project Week also assists many students in fulfilling their CAS requirement for the two-year programme.

Project Week takes place towards the end of the Grade 11 year. 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. Previously these have included:

- cultural immersion tours to China, Taiwan, France or Spain for students of Chinese, French or Spanish language
- an economics trip to Ulaanbaatar, Mongolia
- a history trip to Vietnam

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.

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 and Gold level.



Personal and Social Education

We hope that students entering UWCSEA are excited about the new challenges and opportunities open to them. 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.

At the beginning of Grade 11 students are assigned a mentor for the next two years. 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.

The personal and social education (PSE) programme is delivered through weekly 40-minute classes. Our PSE programme is designed to make all students feel valued and confident. It develops 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 programme also provides guidance and support to help students 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. There are many 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.

Students are encouraged to maintain an eportfolio that reflects their learning throughout their time in the High School.

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

Our university advising and career guidance programme provides students with access to tools that assist them to gauge potential for future studies and possible career paths that will best suit them, and these are explored as part of the PSE programme in mentor time and during grade-level assemblies.

Our detailed individualised programme then supports students in their decision making and application process for university or colleges in the country of their choice. Our 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.

In addition to individual advising, our University Advisors run workshops and presentations for students and parents, to help in planning and making decisions around university choice.

Numerous universities from around the world visit our campus each year to speak with our students.



Service

The College's tiered model of service provides opportunities for 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 are expected to 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 CAS requirements, it also provides valuable connections with our community.

Global Concerns

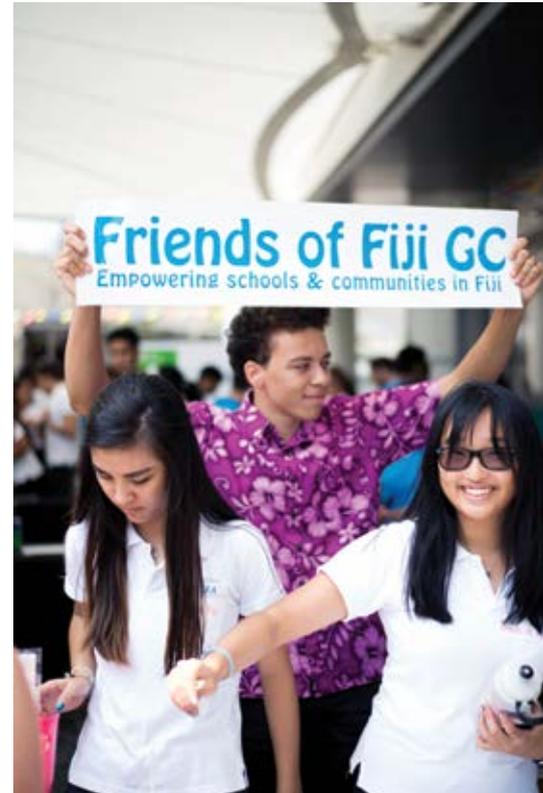
The third tier of our service programme involves initiatives outside of Singapore, which we call Global Concerns (GC). This dynamic programme enables students to put their ideals into action by establishing project groups which actively address development and environmental issues about which they care deeply. This usually involves students joining an existing group to support ongoing efforts, but can also involve them 'pitching' to the student-led Service Executive Committee to approve a new initiative.

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. Opportunities are offered to High School students to visit a number of our NGO partners via optional trips each year and also during Project Week in Grade 11. Grade 11 students can also participate in the Initiative for Peace, spending a year planning and organising a youth-focused conference that promotes international understanding and reconciliation in an area of conflict.

UWCSEA East IB Diploma results

Year	UWCSEA Number of candidates	UWCSEA percent passed	Worldwide average percent passed	UWCSEA average diploma score	Worldwide average diploma score
2018	254	98	78.4	36.2	29.8
2017	247	99.2	78.4	36.4	30
2016	172	100	79.3	36.4	30
2015	176	97.7	80.8	35.9	30.2
2014	142	99.3	79.4	36.5	30

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



For more information, please contact Admissions

A detailed academic curriculum guide is available on our website.

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