

(I) GCSE overview  
*East Campus*





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 Programme in Grade 11 and 12.

Our learning programme places equal value on learning beyond the classroom, and students are offered a vast array of activities that allow for a student's physical and emotional maturity. We offer 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. Underpinning all this is a personal and social education programme which supports our students in developing as self-aware, resilient individuals.

At all levels of the school, we provide exceptional opportunity for our 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
<b>Total</b>			<b>947</b>

\*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:** The (I)GCSE and the IB Diploma Programme 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

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 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 our programme, which is designed to help students make informed choices as they move into their final two years of schooling. 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; French; Japanese; School Supported Self-Taught Language	5	5
	Second Language (advanced) Chinese		
	Foreign Language (continuation) Chinese (Mandarin); French; Spanish		
	Beginner Language Chinese (Mandarin)		
Humanities option	Economics; Enterprise; Geography; History	4	4
Creative subject option	Art and Design: Fine Art; Art and Design: Graphic Design; Drama; Music; Design Technology: Food and Nutrition; Design Technology: Resistant Materials; Design Technology: Systems and Control	4	4
An additional option	Selected from Global Perspectives <i>or</i> a Humanities <i>or</i> a Creative subject option	4	4
<b>Total</b>		<b>40</b>	<b>40</b>

## Languages other than English

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

Our School Supported Self-Taught Language (SSST) option is for students who wish to pursue studies in their home language (mother tongue), but for whom there is no taught course available at UWCSEA. There is a small additional charge. These classes are available subject to demand. See 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 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

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, leadership and special interests is offered each week in four activity 'seasons' throughout the year, providing 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.

### Dragons Sports and Wellness for Life

The strong sports programme includes representative opportunities 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

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 outside the academic curriculum on a wide variety of instruments. Instrument hire is also available.

Dance performance opportunities include the annual CultuRama production in Term 1 which celebrates the 'panorama of cultures' on campus, and a 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. They do not need to be taking drama as an elective subject to be involved—nor do they need to be on stage, as there are opportunities backstage such as costume and set design. The performances are supported by teachers from the Drama Department.

### 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 the organising committee for the annual student-led MUN@UWCSEA and International Young Historians conferences. 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 the National Youth Achievement Award (NYAA, similar to the Duke of Edinburgh Award).





## Outdoor Education

All 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 choice including:

- 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; 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 arrangement 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 current 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 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, 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.

## Personal and Social Education

Our 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 equip students to deal with growing peer pressures. It endeavours to build resilience and self-confidence to empower them to make the right decisions.

Students are assigned a mentor teacher 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 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.

Our 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.

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, organised digital citizens. We 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 and career guidance programme commences in Grade 10. Students are provided 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 university advisors also provide advice on subject selection in preparation for the IBDP in Grade 11.

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.



### For more information, please contact Admissions

A detailed academic curriculum guide is available on our website.

+65 6305 5353  
admissionseast@uwcsea.edu.sg  
www.uwcsea.edu.sg/admissions

## Service

The College’s tiered model of service provides opportunities for all 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 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 long-standing partners in the Singapore community, such as MINDS and Happy Lodge.

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 our 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 ongoing efforts, but can also involve students ‘pitching’ to the student-led Service Executive Committee to approve a new GC 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 to visit a number of our NGO partners via optional trips are offered each year and also during Project Week in Grade 11.

## UWCSEA East (I)GCSE results

The (I)GCSE is an excellent preparation for the IB Diploma Programme and its assessment process. The performance of UWCSEA students in the (I)GCSE exams shows a strong correlation with subsequent IB Diploma point scores.

Year	UWCSEA %A*	ISC %A*	UWCSEA %A*-A	ISC %A*-A	UWCSEA %A*-C	ISC %A*-C
2017	45.0	34.5 (2016)	74.0	61.9 (2016)	97.0	90.8 (2016)
2016	29.9	34.5	62.2	61.9	97.1	90.8
2015	30.5	32.9	58.0	60.8	96.3	90.1
2014	36.4	32.7	63.2	60.6	96.5	90.9
2013	36.2	32.0	70.4	60.4	96.7	94.4

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