

# High School overview

*East Campus*





At the heart of our educational philosophy is the belief that we prepare students not just for university, but for life. We believe that 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.

Our holistic learning programme places equal value on learning beyond the classroom, and students are offered a holistic programme that allows for a student’s intellectual, physical and emotional maturity. We offer a balance of academics, access to a myriad of activities, a compulsory outdoor education expedition and a service learning programme that provides opportunity for self-development and reflection. This provides exceptional opportunities for students to develop independence and leadership skills while allowing them to further develop the fundamental skills and qualities embodied in the UWCSEA profile.

Underpinning our programme are regular opportunities for self-development and reflection through the supportive personal and social education programme. This focus on wellbeing assists our students in developing as self aware, resilient individuals who are well prepared for life after school, including for university.

Part of the unique nature of a UWCSEA education is that students enrolling in the High School 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.

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	220
	10	15–16 years	220
Foundation IB	10	15–16 years	36
IB Diploma	11	16–17 years	265
	12	17–18 years	265
<b>Total</b>			<b>1,006</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, UWCSEA's concept-based curriculum 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 curriculum organises learning around the development of transferable ideas (concepts), which may be disciplinary or interdisciplinary. Knowledge and skill acquisition is vital, but not the end goal in a concept-based learning environment. Instead, by 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.

This curriculum model takes into account the reality of our international school community. Students who join the College for their High School years are provided with a platform for a smooth transition from their previous school system into UWCSEA because of our focus on transferable concepts rather than specific content.

### Standards

These are the significant concepts from each learning area, articulated into 'conceptual statements' reflecting the broadest conceptual understandings of a discipline or learning area. Standards are informed by the UWCSEA mission, educational goal, values, the needs of our student body and research-based best practice. These apply to all grade-levels from K1–G12, ensuring 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 and educational systems can access the UWCSEA curriculum regardless of their educational background.

### Conceptual Understandings

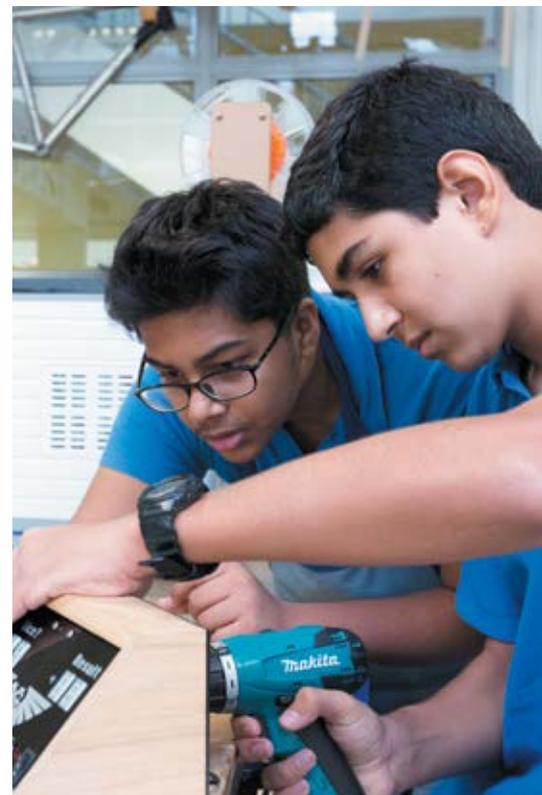
Under each standard are conceptual understandings, which are conceptual statements written for specific developmental stages. These may be grade-specific. This allows students to access the broader concepts in the standard, while simultaneously developing an understanding of specific concepts appropriate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

### Benchmarks

Attached to each conceptual understanding in each grade, they describe what a student should know or be able to do at each stage in their learning in order to develop understanding in each subject.

### Examination board requirements

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





## Academic programme entry points

There are three entry points into the UWCSEA High School programme, largely depending on the age of the student. At the end of Grade 12, students who meet our graduation criteria are granted a UWCSEA High School Diploma. The majority of students also undertake the IB Diploma and receive their IB Diploma results in the July after they finish Grade 12.

Factsheets outlining the subjects available and the structure of each course are available, as are detailed academic curriculum guides.

### Grade 9: (I)GCSE

Students joining the College in Grade 9 start the two-year International General Certificate of Secondary Education (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.

UWCSEA has selected the (I)GCSE courses we offer based on the relevance of course content to our students and its capacity to prepare them for the international nature of the IB Diploma programme and its assessment process. The programme has external assessments, and our learning programme is carefully designed to offer the necessary support and preparation to ensure success at the end of Grade 10 and into the next stage of schooling.

### Grade 10: Foundation IB

Students joining the Foundation IB (FIB) course are at the beginning of a three year programme, with their Grade 10 year offering a challenging and varied mixture of prescribed and free choice subjects in addition to access to the full UWCSEA learning programme in order to prepare students for a successful pathway into the IB Diploma in Grade 11. The holistic nature of the academic programme ensures that students from all educational backgrounds are well prepared to make informed choices as they move into the final two years of schooling.

### Grade 11: IB Diploma and UWCSEA High School Diploma

The IB Diploma Programme (IBDP) is offered to students joining us in Grade 11 for their final two years of schooling. Importantly, students are also granted a UWCSEA High School Diploma should they meet the requirements for the award, which are based on criteria linked with the UWCSEA learning programme.

Respected by universities throughout the world, the UWCSEA East IB Diploma Programme benefits from a number of senior contributors to IB curriculum development. While the majority of our students enrol in the full IB Diploma, UWCSEA also offers Certificate Courses for students who meet our entrance criteria.

### Feedback and reporting

Students and parents are provided constructive feedback on all areas of the students progress and attainment with regular reports and opportunities for feedback at scheduled times throughout the course.

## 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. The programme is structured so that students can successfully develop the self management skills in order to develop and maintain a balanced lifestyle, as well as potentially count these towards their CAS requirements for the IB Diploma.

### 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 Pamberl 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.

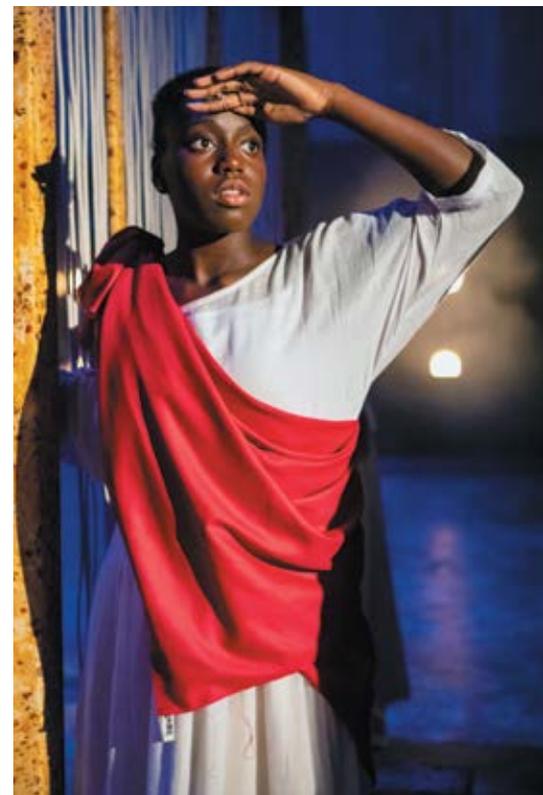
Dance performance opportunities include the annual CultuRama production in Term 1 which celebrates the 'panorama of cultures' on campus, and a Dance Showcase featuring genres such as Contemporary, Hip Hop, Jazz, Rock and Roll and Asian dance forms.

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.

### Mind Matters, Create and Innovate, Learn and Lead

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. 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.



## Outdoor Education

All students participate in our Outdoor Education programme. 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.

### Grade 9 adventure programme

We offer a variety of choices, which take place during school holidays throughout the year. Students travel with their Dover Campus peers. Past options have included:

- diving in Indonesia or Maldives
- eco-research in Borneo (Malaysia)
- mountain biking in Thailand
- sea kayaking off Sibiu (Malaysia)
- tall ship sailing in Australia or Malaysia
- trekking in Ladakh (India), Bhutan, Hong Kong, Annapurna (Nepal), Chamonix (France), Wales (UK), Canada or Japan

### Grade 10 Foundation IB

Students participate in an expedition with their cohort, accompanied by UWCSEA Outdoor Education staff and their mentors and teachers. The trips involve both adventure and service components—previously, students have travelled to Pulau Tioman in Malaysia. The expedition is designed to help the cohort bond and to prepare them for the challenges of Project Week.

### Grade 11 Project Week

Students are trusted to take themselves out of their comfort zone, giving them opportunities to gain invaluable life skills, greater independence and responsibility.

Project Week involves students independently organising themselves to travel in small groups to undertake a service project or challenging activity, often outside Singapore. Many projects are linked with our Service programme and are planned to assist students fulfil their IBDP CAS requirement. Students are prepared 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.



## 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 each programme, and the PSE curriculum is delivered through daily meetings with the mentor group and 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.

Workshops and professional guidance from the High School counsellor, located in the campus Wellness Centre 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 of 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.

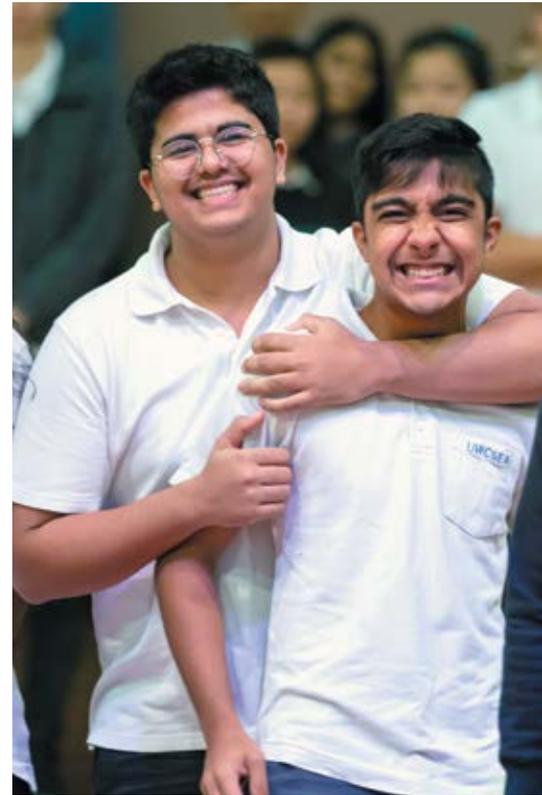
Students are supported in the responsible use of technology through our extensive digital citizenship programme as we aim to provide our students with the skills and knowledge to become responsible, independent, organised digital citizens. We use Generation Safe tools to provide our teachers with professional 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.





## Service

Our tiered model provides opportunities for students to become involved in three areas: College, Singapore and Global Service. All students are expected to commit fully to a service, and 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, coaching a sports team or by taking a lead in projects that enhance the campus environment.

### Singapore Service

UWCSEA has long standing partnerships with many Singapore-based community organisations such as MINDS and Happy Lodge. Most students join projects linked with our partners in the Singapore community, volunteering once a week after school for at least half the academic year in Grades 9 and 10, and for the entire academic year in Grade 11. While this assists students to fulfil their IBDP CAS requirements in Grade 11, it also provides valuable connections with our community.

Some students travel off campus to our partner 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. 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 % passed	Worldwide average % passed	UWCSEA average score	Worldwide average score
2019	242	97.1	78.2*	36.0	29.8*
2018	254	98	78.2	36.2	29.8
2017	247	99.2	78.4	36.4	29.9
2016	172	100	79.3	36.4	30
2015	176	97.7	80.8	35.9	30.2

\*2018 statistics | 2019 worldwide average not available at the time of printing | [www.ibo.org](http://www.ibo.org)

**For more information, please contact Admissions**

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