

# UWC Changshu China Achievement Reports 2018-2019

Prepared: December 12, 2018



**Student Name:** Ruiyan Huang

**Student ID:** P2021009

**Date of Birth:** February 15, 2003

**Grade:** FP

**Advisor:** Ge Qu

Dear Parents and Families of UWC Changshu Students, Dear National Committee Representatives, Dear Students, I am delighted to be writing to you with the Academic Report for the first semester of the 2018-19 Academic Year. Earlier in the semester, you received a general "settling in" report from Advisors, and at the end of January, before Chinese New Year, they will send a further report commenting on overall holistic engagement with the wider curriculum, especially in the context of a United World College. This letter and report serve to support Second Years about to start their final semester, First Years who are coming to understand how to navigate the challenges of leaning in a UWC and Foundation Students who are equipping themselves for the journey ahead.

UWC Changshu provides an outstanding opportunity for academic study within the context of a stimulating and diverse group of highly motivated peers. This is an outstanding opportunity we want all our students to benefit from. The report provides a summary of our students achievements across the subjects they are taking as part of the International Baccalaureate Diploma Programme (IBDP) or Foundation Programme. Teachers report on progress as well giving information on assessment criteria and mark schemes. The study of academic disciplines empowers our students with knowledge and it gives them the ability to ask questions and take control of their own learning. It equips them with what they need to move on to further study, not only the credentials they need to access future opportunities. As a parent you play an important role in this endeavour. We encourage you to discuss this report with your daughter, son or ward as part of their formative learning. Treat this report as a guide to future action, not simply as a historical summary of success. Explore where there is genuine interest, aspiration and aptitude and encourage engagement, focus and the necessary self-discipline where there are challenges. Allow your children to discover who they want to become. Encourage them to succeed and support them as they cope with difficulty. If you have any questions please communicate directly with teachers, via the Academic Office.

The transformative education of UWC Changshu comes through the experience of living, working and learning with other students who have similar ideals and aspirations, who also bring and share their differences. UWC provides the context for our students to understand and value human interaction and it is through our students that we can achieve our essential purpose, to learn how to unite for peace and a sustainable future. We are fortunate to benefit from such a diverse and committed group of students and giving them the experience of working with others who are different enables them to develop their own understanding of what they want to do in life. Our education is an experience, which we believe will make a profound difference, leading our students to contribute to making their world a better, safer, more peaceful and more sustainable place for everyone.

As they explore what they will do with their lives, please support their ideals and aspirations. On behalf of all who work at the college, I wish you and your family a happy and relaxing time together during the coming holiday.

尊敬的UWC常熟学生的家长和家属，亲爱的国家理事会成员，亲爱的学生们，我很荣幸在2018-19学年第一学期的学业报告发布之际给您写信。在本学期的早些时候，您收到了来自导师为学生们写的入学报告。在1月底，农历新年之前，他们将会发送跟进的报告，评论学生在世界联合学院背景下整体的课程参与情况。这封信和报告将为DP2的学生们开始最后一个学期，DP1学生了解如何应对在UWC学习面临的挑战，以及FP（Foundation Program）的学生们为迎接未来的学习之旅做好准备。

UWC常熟在积极进取和高度多元化的同龄人群体中提供了一个学术研究的绝佳机会，这也是一个我们希望所有学生都能从中受益的机会。该报告总结了我们在参加国际文凭大学预科课程（IBDP）或国际文凭大学预科预备课程（Foundation Program）的学生们在各科目中取得的成绩，教师也会报告学生的学习情况，并提供评估标准和学科分数的

信息。学术学科的研究为学生提供了知识，使他们能够提出问题并自主管理学习，同时也为学生提供了进一步学习所需具备的能力，而不仅仅是他们为了获取未来机会所需要的证书。作为家长，您在这一过程中发挥着重要作用。我们鼓励您与您的女儿，儿子或是被监护人讨论此报告，作为其形成性学习的一部分。请将这份报告视为未来行动的指南，而不仅仅是过去成绩的总结。请让孩子们探索他们有真正兴趣，抱负和才能的地方，并鼓励他们在有挑战的情况下关注，参与并保持必要的自律，让您的孩子慢慢去发现自己希望成为怎样的人。鼓励他们在应对困难时取得成功并为他们提供支持。如果您有任何疑问，请通过学术办公室直接与教师沟通。

UWC常熟的转型性教育体验来自于和其他有着相似理想和抱负的学生一起生活，工作和学习的经历，参与并分享多元化。UWC为学生提供理解和重视人际互动的环境，通过我们的学生，我们可以实现我们的基本目标，学习如何团结一致共同创造和平以及可持续发展的未来。能够生活在这样一个多元而有信念的学生群体中是幸运的，学生们通过与他人合作获取的经验，使他们自己能够深入对生活中想要做的事情的理解。我们的教育是一种体验，我们相信这种体验会产生深远的影响，使我们的学生有助于为每个人创造一个更美好，更安全，更和平，更可持续的世界。

在学生们探索自己未来方向的旅途中，请对他们的理想和渴望给予您最大的支持。我代表学校所有的工作人员，祝愿您和您的家人在即将到来的假期里共同度过轻松愉快的时光。

佩勒姆·林德菲尔德·罗伯茨  
校长

Pelham Lindfield Roberts  
Principal UWC Changshu

Dear Parents,

Firstly, I would like to thank all our wonderful teachers for creating such a detailed settling-in reports for our United World College Changshu China students who have been working attentively throughout the semester.

Secondly, an education at our United World College Changshu China is about actively combining challenging and enriching experiences with academic rigor and creative opportunities along with our UWC core values. Therefore, it is important that parents wholeheartedly support the ethos of the UWC Changshu China school. We have high expectations of our UWC students and they, in turn, should have high expectations of themselves is our hope together for their challenging future throughout their residential life.

Thirdly, the UWC Changshu China settling-in report provides a summary of your sons/daughter's current student life programs at UWC Changshu China.

Lastly, we encourage you to read this settling in report carefully with your son/daughter. We invite you to celebrate her/his successes as a UWC Changshu China student, plus plan strategies for their future improvements, and to set new UWC learning challenges. Please communicate directly with your son/daughter's teacher if you have any questions. To access ongoing information about your son/daughter's achievement, please contact the UWC Changshu Academic Office.

Thanks for your time reviewing the settling-in report, and I appreciate your parental support for the UWC Changshu China vision for the future.

Thanks for helping as parents

亲爱的家长，

首先，我要感谢我们所有优秀的老师为我们中国常熟世界联合学院的学生创建了这份详细的入学报告，这些学生在整个学期一直都在努力学习。

其次，我们在常熟UWC教育活动中，积极地将丰富的经验与严谨的学术和创造性的机会以及UWC的核心价值观相结合。因此，父母全力支持常熟UWC学校的精神对于学校非常重要。我们对UWC学生抱有很高的期望，反过来，他们对自己也应该抱有很高的期望，这也是在他们面对未来充满挑战的学校生活中我们共同的希望。

第三，常熟UWC的入学报告概述了您的儿子/女儿目前在UWC的生活情况。

最后，我们鼓励您与您的孩子仔细阅读入学报告。我们也邀请您为您的孩子庆祝作为常熟UWC的学生以来所取得的成绩，并且为持续的提高和即将到来的挑战计划策略。如果您有任何关于某一学科的问题，请与您的儿子/女儿的任课老师直接沟通。如需持续获取您的孩子的成就信息，请联系常熟UWC学术办公室。

感谢您抽出时间阅读入学报告，并且感谢您作为父母在未来对中国常熟UWC学校愿景的支持。

谢谢您的帮助

Kevin Schooling,  
Vice Principal, UWC Changshu.



Pelham Philip Lindfield Roberts  
Principal



Kevin Schooling  
Vice Principal

# Attendance Record

## IB Diploma - First Term

Subject	Final Grade	Self-Management	Collaboration	Communication	Research	Thinking
<b>English 6</b> <b>Philippa Anne Keene</b>	7	Level 4 Expert	Level 4 Expert	Level 4 Expert	Level 3 Practitioner	Level 3 Practitioner
Attendance: 0 Absent 45 Present 0 Late 0 Health 0 Excused 0 Other						
<b>Chinese 7</b> <b>Ge Qu</b>	7	Level 4 Expert	Level 3 Practitioner	Level 3 Practitioner	Level 3 Practitioner	Level 2 Learner
Attendance: 0 Absent 45 Present 0 Late 0 Health 0 Excused 0 Other						
<b>Spanish 2 SL</b> <b>Raquel Gomez</b>	7	Level 4 Expert	Level 4 Expert	Level 4 Expert	Level 4 Expert	Level 4 Expert
Attendance: 0 Absent 36 Present 0 Late 0 Health 0 Excused 0 Other						
<b>Economics 3</b> <b>Suvash Dhakal</b>	7	Level 4 Expert	Level 4 Expert	Level 3 Practitioner	Level 3 Practitioner	Level 3 Practitioner
Attendance: 0 Absent 36 Present 0 Late 0 Health 0 Excused 0 Other						
<b>Chemistry 1</b> <b>Paul Montbriand</b>	7	Level 4 Expert	Level 4 Expert	Level 4 Expert	Level 4 Expert	Level 4 Expert
Attendance: 0 Absent 35 Present 1 Late 0 Health 0 Excused 0 Other						
<b>Physics 3</b> <b>Jaime Gonzalez</b>	7	Level 3 Practitioner	Level 3 Practitioner	Level 1 Novice	Level 2 Learner	Level 4 Expert
Attendance: 0 Absent 36 Present 0 Late 0 Health 0 Excused 0 Other						
<b>Math L 10-2</b> <b>Kokming Lee</b>	7	Level 3 Practitioner	Level 4 Expert	Level 4 Expert	Level 3 Practitioner	Level 4 Expert
Attendance: 0 Absent 45 Present 0 Late 0 Health 0 Excused 0 Other						

## High School - First Term

Subject
<b>FP supervised Self-Study</b> <b>Shirla Nga Wan Sum</b>
Attendance: 0 Absent 12 Present 0 Late 1 Health 0 Excused 0 Other
<b>Life Skills FP A6 Baile</b> <b>Michael Martell</b>
Attendance: 0 Absent 14 Present 0 Late 0 Health 0 Excused 0 Other
<b>PreDP Critical Thinking201801</b> <b>Shirla Nga Wan Sum</b>
Attendance: 0 Absent 12 Present 0 Late 1 Health 0 Excused 0 Other
<b>PreDPPassion Project201801</b> <b>Shirla Nga Wan Sum</b>
Attendance: 0 Absent 5 Present 0 Late 1 Health 0 Excused 0 Other

## Subject

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Prep peace & sustainable future 201801

**Shirla Nga Wan Sum**

Attendance: 0 Absent 20 Present 0 Late 0 Health 0 Excused 0 Other

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## Attendance

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Absent	Present	Late	Health	Excused	Other
0	54	0	0	0	0

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# Class Reports

## English 6

Philippa Anne Keene

Final Grade

7

Attendance: 0 Absent 45 Present 0 Late 0 Health 0 Excused 0 Other

### Comments

This term, students worked towards building skills that are relevant and intrinsic to DP English such as literary analysis, argument structure, self- and peer-assessment, collaborative work and presentation skills. For the first unit, students worked very closely with short fiction and poetry. Their first summative assessment was a presentation which took place at the end of the unit, and they have recently completed a formative creative writing piece. In the last few weeks, we have been studying how media texts represent issues related to the theme of migration and working towards a textual analysis essay, which will be the first summative mark in their spring term report.

Huang Ruiyan (Maggie) has a keen attentiveness to all she does. She is gaining confidence in class, and in her ability to be a crucial member of class discussion. Maggie works well with her peers, and is always prepared for class with her homework complete. Maggie's presentation to the class was well-executed and included effective analysis of her chosen poem. I enjoy having her in class and appreciate her engagement with all we have done this semester. She is a conscientious, hard-working student, and if she continues in this manner, she will reach her high potential this year.

## Chinese 7

Ge Qu

Final Grade

7

Attendance: 0 Absent 45 Present 0 Late 0 Health 0 Excused 0 Other

### Comments

FP阶段，中文课程分别对小说、戏剧、散文、诗歌这四种常见文学体裁进行专题探究，并结合名家作品进行赏析和理解。此外还有翻译类作品的整本阅读，让学生更多的了解经典作品的写作手法，鼓励学生欣赏来自其他文化的人们不同观点。本课程考核方式多样，包括口头表达、评论性写作、创意写作等考核方式。本学期已完成小说单元、文学评论基础知识介绍和戏剧单元，开始进行翻译类作品的赏析。

黄睿妍同学对本课程表现出极大的热情，上课一直坐在第一排，学习认真，思维活跃，课上发言非常积极主动，乐于跟老师和同学们交流分享，对于文学作品有着良好的感受力，时常会有独到的见解和看法。从口头表达到创意写作和小说的评论性写作，都展现了非常高的文学素养和良好的文字功底，特别是小说评论，理解深刻，思路清晰，表达流畅，让老师眼前一亮。口语表达方面也不错，落落大方。但阅读量部分还需要积累，可以更好的拓宽视野。希望睿妍始终保持对自己的严格要求，进一步夯实基础，加强阅读积累和写作练习，充分挖掘自身潜力。圣诞假期期间多读一些中文或者英文原版的小说，例如《了不起的盖茨比》、《台北人》、《吾国吾民》等等。

Attendance: 0 Absent 36 Present 0 Late 0 Health 0 Excused 0 Other

### Comments

During this term, students have gained the knowledge to communicate with basic structures in a range of situations: introduce themselves and others, describe their family and friends, buy train tickets or reserve a hotel room. They are familiar with the conjugation of verbs in the present tense, being able to make the difference between the formal and informal way to refer to someone. Students have also been exposed to the pronunciation of Spanish and have tried to communicate orally in different situations, such as role-play presentations.

Huang Ruiyan has some previous knowledge of Spanish and I thought that would disengage her from the class if she found it too easy; on the contrary, she chose to push herself and to always go the extra mile. When I suggest an extra part of assignments for her or more difficult tasks she takes it gracefully. Her willingness to learn is very motivating. Sometimes she stays after class to ask for something which is not covered in the course but that she is curious about. Huang Ruiyan had perfect scores in her writing and reading exam, but more surprisingly, in her listening exam too, which is usually a very challenging assessment for students. During oral activities in lessons she always performed to a high standard, being able to even play both sides of a role-play without any notes, using excellent pronunciation and use of structures.

## Economics 3

Suvash Dhakal

Attendance: 0 Absent 36 Present 0 Late 0 Health 0 Excused 0 Other

### Comments

During this semester, the Foundation Program economics students have learned the foundation of economics, competitive markets and market failure. After completion of each unit, students were given summative assessments. In addition, students had opportunity to demonstrate their research and communication skills through class presentation on economic systems by analyzing data on variables such as unemployment, government spending on education, income tax etcetera and presenting their findings in class. Students had opportunities to participate in student-centered discussion to further enhance their collaborative and communication skills.

Huang Ruiyan is an intelligent student who demonstrates hard work and produces quality results. She arrives to class every day with a smile, ready to learn economics. She has a passion for economics that shows through the resolve she puts into every single assignment. She enjoys class discussions, particularly student-centered discussions, and actively contributes by offering her own views regarding economic situations. She conveys her thoughts and ideas clearly in her written work. As a result, she scored perfect scores in the second summative assessments. However, I am noticing that she is a lot quieter and not participating at the level she used to engage at. I am hoping she can overcome this situation in the coming days and continue to engage in class with high level enthusiasm as shown during most of the first semester.



## Final Grade

7

Attendance: 0 Absent 35 Present 1 Late 0 Health 0 Excused 0 Other

## Comments

Foundation Program Chemistry is designed to introduce students to the skills necessary for success in the IB Diploma Programme experimental science courses. Chemistry concepts such as atomic theory, chemical bonding and stoichiometry are investigated through hands-on project-based work. This semester we have focused on developing communication, evaluation and research skills through our study of the properties of matter and atomic structure as it relates to the organization of the periodic table.

Huang Ruiyan demonstrates a consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a wide variety of contexts. She consistently applied analytical skills to evaluate data and information. The work produced by Ruiyan demonstrates significant insight and is high quality.

## Physics 3

Jaime Gonzalez

## Final Grade

7

Attendance: 0 Absent 36 Present 0 Late 0 Health 0 Excused 0 Other

## Comments

During this semester, Huang Ruiyan has been familiarized with many of the physical variables she encountered including their notation and their SI units. She has learned to use a variety of measuring equipment and techniques including video analysis of motion. In the process, she has grasped the limitations of scientific measurements and how uncertainties can provide an estimation for them. She is now capable of understanding the connection between the number of significant figures and the precision of a physical quantity. Mechanics has been the core of this semester where she has learned to describe one and two-dimensional motion with graphs and mathematical equations, as well as the effect forces can have on physical systems. Ruiyan has applied her newly acquired knowledge to real life situations like stopping distances for cars on the roads and has researched the implications of scientific knowledge on car safety regulations. She is an able physicist who relishes the challenge found in the subject and grasps new concepts with ease. She is always fully prepared to take advantage of the lesson's contents and her verbal responses, although only occasional, show a mature understanding of the concepts being covered.

## Mathematics: Math L 10-2

Kokming Lee

## Final Grade

7

Attendance: 0 Absent 45 Present 0 Late 0 Health 0 Excused 0 Other

## Comments

Huang Ruiyan has shown improved ability to apply her mathematical skills and transfer understanding to unfamiliar situations. She asks good factual and conceptual questions in this term. Ruiyan has improved her confidence in expressing mathematical ideas verbally in class. She used appropriate terminology and speaks clearly in her presentation. She has excellent numerical skills. Ruiyan presents her work in an organized manner that demonstrates the lucidity of her logic. To further improve her conceptual understanding, she should share her mathematical understanding more with her peers. In doing so, she can enhance her oral presentation and deepen her mathematical understanding. Ruiyan is an exemplary student in class.

Ruiyan Huang

UWC Changshu China — Achievement Reports 2018-2019

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## High School - First Term

FP supervised Self-Study

Shirla Nga Wan Sum

Attendance: 0 Absent 12 Present 0 Late 1 Health 0 Excused 0 Other

Life Skills FP A6 Baile

Michael Martell

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Prep peace & sustainable future201801

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# IB Diploma Core



CAS:

Advisor: Ge Qu

Key Experiences:

Girls Coding, Architecture, 2018 DP1 & FP PW - Ruyang

## Key Pillars of UWCCSC Foundation Program

[Key Pillars of UWCCSC Foundation Program.](#)

**\*\* Please note that HS classes report only the attendance record for Zhi Xing activities and lessons on Fridays.**

Key Pillars of UWCCSC Foundation Program

[https://uwccsc-my.sharepoint.com/:b:/g/personal/precoordinator\\_uwcchina\\_org/EYumhgnhfxVMudk-YYVo32kQBnHmTvTAMhKMMphtJRTPLfA?e=6jixHM](https://uwccsc-my.sharepoint.com/:b:/g/personal/precoordinator_uwcchina_org/EYumhgnhfxVMudk-YYVo32kQBnHmTvTAMhKMMphtJRTPLfA?e=6jixHM)

### FOR APPROACHES TO LEARNING (ATL)

#### Level 1 Novice

1. I watch others performing the task and using the skill.
2. I am beginning to understand how the skill works. I ask questions when I am not sure.
3. I often make errors when using the skill.
4. My teacher frequently assists me to develop my use of the learning skill.

#### Level 2 Learner

1. I emulate others performing the skill. I follow a step-by-step approach when using the learning skill.
2. As I practice the skill, I feel that I am improving.
3. When I use the skill, I check to make sure I have not made any errors.
4. I can only use the skill in situations that I have encountered before. My teacher needs to help me sometimes.

#### Level 3 Practitioner

1. I am able to use the skill whenever I want, in different situations.
2. I can usually use the skill without referring to the way that I have done it in the past.
3. Any errors I make I can quickly correct.
4. My teacher only occasionally needs to help me with the skill.

#### Level 4 Expert

1. I am able to use the learning skill whenever I want and I can teach my peers
2. How to use the skill.
3. I can use the skill automatically. I use the learning skill in different situations, including those that are new to me. Any errors I make are corrected automatically.
4. My teacher does not need to help me with the learning skill.

## Grade Descriptors (Adapted from IBO.)

### Grade Descriptor

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- 7 The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse,
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evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.

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- 6 The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
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- 5 The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.
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- 4 The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.
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- 3 The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
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- 2 The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
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- 1 The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.
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N/A Not Yet Assessed.

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