

家长通讯 Newsletter

Issue 2 | School Year 2023 - 2024



Welcome / 开篇语

Academics / 教务工作

PLR / 职业学习与反思

Student Affairs / 学生事务

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Paving the road today to build confidence for tomorrow that opens the journey of discovery.
铺垫今日之基石，以构筑明朝之信心，方可开启未来的发现之旅。

Dear parents,

Firstly, we are very grateful to the parents who participated in our annual survey, which provided valuable opinions for our next step to improve various work of ULC. The overall parent satisfaction rate reached 98.09%, and the areas that still need to be improved include: the assignment of duties between foreign homeroom supervisors and home-school advisors, the sharing of information from CAS office, the quality of individual teachers, volunteer opportunities, and the types of food and services of the cafeteria, etc. We are formulating a action plan based on the feedback and suggestions from students, teachers, and parents in the annual survey, and will share it with you later.

In the several principal tea events I participated in with parents, many parents feedbacked that they were still not clear about how to use the Engage Portal. Please contact the home-school advisor to obtain the related user guide so that you can log in in time to check the attendance, daybook, grades, and career exploration and further study directions of your child at school. The topics of parent-child relationships and children's intrinsic motivation that everyone pays attention to are relatively large. My advice is to understand the characteristics of teenagers in this era, and their confusion, respect, trust, accompany and guide them, and let them find the sense of value in life. Adults should first pay attention to their own emotions, not be anxious, and maintain a sense of relaxation. The people who create the future must be those who have the spirit of ownership, are full of creativity and innovative ideas, and have the ability to solve global problems and critical thinking, rather than judging by specific academic knowledge and skills. There are also issues regarding further studies. My overall advice is to follow the school's four-year study guideline. Correspondingly, the student tries more in G9, roughly determines the direction of course selection in G10, and in G11 grade, maintains academic stability, performs normally in the major exams, chooses and matches the universities based on the major with his/her own ability, submits applications to universities in at least two or more districts or countries, and takes the language exams as early as possible. The difficulty of the G12 courses increases, so he/she should not take it lightly. It is important to be clear about the pre-admission conditions and strive to receive the final offer.



各位家长,

首先, 非常感谢参与到我们年度调查的家长们, 为我们下一步提升学校各方面工作提供宝贵意见。总体的家长满意率达到98.09%, 仍需改善的方面包括: 外教班主任和家校沟通老师的职责划分、升学指导部门的信息分享、个别师资的质量、义工机会, 以及饭堂食品种类和服务等。我们正在根据学生、教师和家长在年度调查中的反馈意见和建议, 制定整改方案, 后续将与大家分享。



在我参与的几次与家长代表的校长茶会中, 很多家长反馈对于Engage系统的使用还不清楚, 请联系家校沟通老师获取使用指南, 以便可以及时登录查看孩子在校的出勤、奖惩、成绩及职业探索和升学方向等信息。大家关注的亲子关系和孩子的内驱力话题比较大, 我每次能给到的建议始终是, 了解这个时代青少年的特点, 理解他们的困惑, 尊重、信任、陪伴和引导他们, 让他们在现实生活中找到“价值感”; 成年人先关注好自己的情绪, 不焦虑, 保持松弛感。创造未来的人, 一定是那些具有主人翁精神、充满创造力和创新思想的人, 是具有全球问题解决能力和批判性思维的人, 而绝不再靠细分的学术知识与技能去评判。还有升学方面的问题, 总体建议是, 跟着学校的四年规划, G9年级多尝试, G10年级选课大概确定方向, G11年级保持学术稳定, 大考正常发挥, 以专业为导向选择和自己能力匹配的大学, 至少双申或多国同申, 语言考试尽早拿下, G12年级课程难度加大, 不要掉以轻心, 清楚预录取条件, 拿到最终Offer。

I would like to take this opportunity to share with parents the trends that we have learned regarding the recent "Taking classes at an off-campus agency" phenomenon. The emergence of off-campus learning agency has provided certain academic help to international examination students who are increasingly involuted. ULC also has students who choose to study in off-campus learning agency. We have always respected the choices of students and families, but under the current situation, foreign universities attach great importance to the source institution of candidates, whether it is a school or an agency. The universities need to distinguish whether there is international accreditation, whether there are many years of university acceptance results, etc., especially in the background of the serious cheating phenomenon in international examinations in recent years. University admissions officers pay more attention to the school qualifications and integrity. In addition, our goal of developing students is not only academic excellence, but also includes whole-person education and the perspective of international citizens, in order to lay a solid foundation for them to enter the university and graduate smoothly, having cross-cultural understanding and inclusion, and having critical thinking. Children's peer socialization, various campus activities, the return and sharing of alumni from previous years, the visit of admissions officers from various universities, and the career exploration of parents' resources, etc., are not something that off-campus learning agencies or intermediaries can provide. We hereby call on parents not to "be an accessory": many students are not serious in class at school, always relying on having their parents pay for tutoring after class, which forms a vicious circle, and lacks the ability of self-management and self-directed learning, which is not worth the loss. I hope parents will have the opportunity to communicate with their children about similar topics, understand the advantages and disadvantages of each choice, and make a decision that suits them.



Regarding the new campus, we are excited to share with you that we will start to move the library as planned on May 15, followed by the functional areas such as music, sports, and fine arts, and finally the overall relocation during the summer vacation. We are grateful for the affirmation and suggestions given to us by parents during the new campus visit, especially regarding the selection of decoration materials and the identification of harmful substances such as formaldehyde after decoration. We have attached great importance to it and implemented it one by one. The safety of the campus has always been the top

想借此机会，就近期的脱产学习现象，与家长分享学校获知的信息和趋势。校外培训机构的出现，对于日趋内卷的国际大考学生有一定的学术上的帮助。ULC也不乏有学生选择脱产在校外培训机构学习。学校从来尊重学生及家庭的选择，但就目前的形势，国外大学非常看重考生的来源机构，是学校还是中介，学校也要分出有无国际认证、有无多年办学成果等，特别是在近几年国际大考作弊现象严重的背景下，大学招生官更是看重学校资质和诚信。此外，我们培养学生的目标不仅仅是学术优秀，还包括全人教育和国际公民视野，以为其进入大学并顺利毕业，拥有跨文化的理解和包容，以及具有批判性思维，打好扎实基础。孩子们的朋辈社交、各种丰富的校园活动、历届校友的回归分享、各大学招生官的来访、家长资源的职业探索等等，都不是外边的培训机构或中介能够提供的。在此呼吁家长们“不要做帮凶”：有不少学生在校上课不认真，总依赖课后让父母付费去补习，形成恶性循环，缺失自我管理和自主学习的能力，得不偿失。希望家长们能有机会和孩子沟通类似的话题，了解每一种选择的利与弊，做出适合自己的决定。

关于新校园，我们很兴奋地与大家分享，将按照原计划5月15日开始腾挪图书馆，继而是音体美等功能区，最后是暑期里的整体搬迁。感谢家长们在新校园参观中给予我们的肯定和建议，特别是关于装修材料的选用及装修后甲醛等有害物质的祛除和鉴定，我们都非常重视并一一落实到位。校园安全从来都是学校工作首要，师生的身心健康是我们所有工作的基石。整个校园的装修改造会在5月底完工，大概开窗开门散味四个月左右。装修材料选用



priority of the school's work, and the physical and mental health of teachers and students is the cornerstone of all our work. The renovation of the entire campus will be completed by the end of May, and it will probably be about four months to open the windows and doors to disperse the smell. The imported and environmentally friendly materials are used for the decoration materials, and the projects involving the use of glue and other materials are preferably arranged in the earlier construction period. Office and teaching furniture has been purchased in advance and placed to disperse the smell. We have contacted a third-party qualified company to evaluate and give a written report on the environment, odors, etc. In addition, the kindergarten of GUIS was opened last year and has already had 35 children join. The first grade in primary school, and G7-8 will also start in August 2024. We welcome parents with two or three children to consult, and also welcome everyone to share the relevant information with relatives and friends to witness the guiding statements of GUIS: Pathways for Purposeful Lives.

The May-June exam season is just around the corner. This year, there are new changes and trends in each exam board. The protection of exam papers and the examination rules are particularly strict. Please pay more attention to the information in the WeChat parent group and remind children together with the school to bring their ID cards and candidate cards, not be late, and abide by the examination rules and perform normally. Good luck to them!

The side effects of the COVID-19 epidemic are gradually disappearing. The highly resilient teenagers are gradually returning to the right track. I believe that in their beautiful youth years, with the love and trust of their parents, the instruction and guidance of their teachers, and the support and encouragement of their peers, everyone can discover a better self and plan their own future.

进口、环保材质，涉及使用胶水等材料的工程尽量安排在较早工期，办公及教学家私已提前购买并放置散味，已联系第三方有资质公司对于环境、气味等进行测评并给出书面报告。此外，GUIS幼儿园去年开办至今已有35个小朋友加入，小学一年级以及G7、G8年级也将于2024年8月开启，欢迎家有二宝三宝妈了解和咨询，也欢迎大家将相关信息分享给身边的亲戚朋友，一起见证GUIS的教育理念：教育成就理想未来。



大考在即，今年各大考试局又有新变化和动向，在考卷保密和严肃考场纪律上尤为严格，请家长们多留意企业微信家长群的信息，与学校一起提醒孩子，带齐身份证件和准考证，不要迟到，遵守考场纪律，正常发挥。Good luck to them!

疫情的副作用正在逐渐消失，修复能力超强的青少年们，正在逐步回归正轨。我相信，在他们美好的青春岁月里，有父母的爱与信任，有师长的教诲和引导，有同伴的支持和共勉，每个人都能发现更好的自己，都能规划好自己的未来。



Cherry Chang / 常燕
Executive Principal / 执行校长

Dear Parents,

As we approach the May/June examinations session, I would like to reflect on some events that have enriched the lives of the students at ULC this school year:

TEDx: Ideas Worth Sharing

On October 17th, we hosted a resoundingly successful ULC TEDx event that left an indelible mark on the hearts and minds of its attendees. The topics were carefully curated to represent a wide array of disciplines, backgrounds, and experiences. One speaker delved into the realm of artificial intelligence, shedding light on its potential to revolutionize industries and improve the lives of people worldwide. Another shared a deeply personal story of resilience and triumph over adversity, reminding us of the strength that lies within every individual. The talks challenged conventional thinking, encouraging attendees to question the status quo and embrace innovation.

World Scholar's Cup

Held in Shenzhen in early December with the theme 'Reconstructing the Past', the ULC Team participated and won the Gold and Silver in various categories and qualified for the Global Round in the summer 2024. The World Scholar's Cup has seen students from ULC compete in local, global and tournament of champions rounds since 2021. In essence it is an academic competition that does not take itself too seriously. Everyone has fun and it is a safe place for all students to try out things that they have not done before, such as debating. There is an emphasis on working together in teams of three, and students get to independently study a varied and interesting curriculum.



English Week (December 11-15)

English Week adopted a new approach with hopes of engaging the entire ULink community-students, faculty, and staff. QR codes were displayed all around campus that led Ulinkers to four different activities. Riddles challenged critical-thinking skills, with questions like: "Remove the outside, cook the inside, eat the outside, throw away the inside. What is it?" (It's corn!) Pictionary put forth pictures for participants to name, testing vocabulary knowledge. Can you identify candy canes, gingerbread men, and pumpkin pie? The Book Challenge presented participants with synopses

亲爱的家长们,

随着我们即将进入5-6月考试季,我想回顾一下本学年给ULC学生们带来丰富体验的一些事件:

TEDx演讲: 值得分享的思想

去年10月17日,我们成功举办了一场声势浩大的TEDx ULC演讲活动,给与会者留下了深刻的印象。演讲的主题经过精心策划,有代表性地涵盖了多类学科、背景和个人经历。一名演讲者深入探讨了人工智能的领域,揭示了其改变行业和改善全球人类生活的潜力。也有演讲者分享了一个关于战胜逆境的顽强个人故事,提醒我们每个人内心的力量。这些演讲挑战了传统思维,鼓励与会者质疑现状并拥抱创新。



世界学者杯

去年12月初,ULC学生赴深圳参加了主题为“重塑过去”的世界学者杯比赛,在不同类别中获得金牌和银牌,并晋级2024年夏季的全球赛。自2021年以来,ULC同学参加过世界学者杯的中国赛、全球赛和冠军赛。本质上,这是一个不太严肃的学术竞赛。每个人都玩得开心,这是一个让所有学生尝试以前未曾尝试过的事物(如辩论)的安全场所。它强调团队合作,学生们有机会独立学习多样且有趣的课程。

英语周 (12月11日至15日)



英语周采取了一种新的方式,希望能够吸引整个ULink社区的学生、教师和员工参与。校园各处展示了二维码,引导Ulinkers参与四个不同的活动项目。其中,谜题挑战了批判思维能力,例如:“去掉外面,煮熟里面,吃掉外面,扔掉里面。这是什么?”(答案是玉米!)看图猜词则设置了图片

让参与者说出名称,测试词汇知识。你能辨认出拐杖糖、姜饼人和南瓜派吗?书籍挑战则向参与者们展示了

of ULinkers' favorite books. Would you know Axie Oh's "The Girl Who Fell Beneath the Sea" from a synopsis alone? Participants were asked to Go Exploring! in the library, where Ms. Tate had set up additional challenges for prizes on the spot! English Week 2023 gave everyone a little bit of everything to do. What will English Week 2024 bring?

Visual and Performing Arts week (March 4-8)



The Visual and Performing Arts department organized the first VPA focused week in four parts: ULC students' fine arts exhibitions, visiting artist Hao Jun gave workshops, lesson support and displayed some of his famous paintings. There were spectacular student drama performances, and an amazing music salon. The participating students pushed their limits in expressing themselves creatively and the fabulous VPA week provided an opportunity for all ULC community members to immerse themselves in music, drama, and fine arts.



Model United Nations



Jointly organized by ULC and NCPA, the highly successful conference took place from March 8th to 10th with about 50 delegates from ULC, NCPA, QSI Shenzhen and SCIE to discuss the conference's dual themes: "drug control" and the "Israeli-Palestinian conflict". To quote from the MUN website: "Model United Nations is a popular activity for those interested in learning more about how the UN operates.

Hundreds of thousands of students worldwide take part every year at all educational levels. Many of today's leaders in law, government, business, and the arts - including at the UN itself - participated in Model UN as student".

ULinkers最喜爱的书籍的简介。你能凭借简介认出Axie Oh的《坠入深海的女孩》吗？参与者被要求在图书馆里探索，Ms. Tate Hakobyan在那里设置了额外的挑战，完成即可获得奖品！2023年英语周给大家带来了各种不同的活动。明年的英语周将会发生什么呢？

VPA视觉及表演艺术周 (3月4日-8日)

视觉及表演艺术学科组老师组织了ULC首届VPA视觉及表演艺术周，内容涵盖了ULC学生的美术展览、著名艺术家郝军的讲座，郝军还担任户外写生课指导，为同学们展示了他的著名画作喷绘品。此外，艺术周还有学生们精彩戏剧表演和令人惊叹的音乐沙龙。参与其中的学生们在视觉和表演艺术方面挑战了自己创造性表达的极限，而充实的艺术周为所有ULC社区成员提供了沉浸于音乐、戏剧和美术的机会。

MUN模拟联合国大会



由ULC和NCPA两校学生共同组织的MUN模拟联合国大会于3月8日至10日举行，获得了极大的成功。来自ULC、NCPA、珠海科爱赛国际学校和深国交的约50名学生参与其中，共同探讨大会双主题——“国际禁毒合作”、“巴以冲突中的人文关怀”。引用模拟联合国网站上的话：“对于有兴趣了解更多关于联合国运作方式的人来说，模拟联合国是一项受欢迎的活动。全世界每年有数十万学生参加从小学到大学各个教育阶段的模拟联合国活动。当今许多法律、政府、商业和艺术领域的领袖，包括联合国官员本身，都以学生身份参与过模拟联合国活动。”



Battle of the Books

On March 20th, six students from G9-10 attended the Battle of Books hosted by Shenzhen QSI School. Prior to the event, the students divided and completed their assigned reading tasks. Based on the given questions, the participants quickly discussed and identified the corresponding books during the BOB. This collaborative teamwork made their reading more engaging and challenging. The event provided the students with diverse reading encounters. Many of them expressed a shared sentiment that 'Digesting information is more important than speed' and that 'Reading will take us to meet new friends, both within the pages of books and in the real world'.

Staff v students football match!

After the Fun Day activities on April 17th, the ULC staff played the ULC boys football team in a hugely entertaining game that finished in a 3-3 draw decided on penalties, with the staff edging the students 5-4! Congratulations and well done to everyone who took part!



Best wishes to you all and good luck to all our students during the exams!

BOB阅读大作战

3月20日，6名G9-10年级学生参加了深圳蛇口科爱赛国际学校举办的BOB阅读大作战。比赛之前，学生们已分组完成了分配的阅读任务。根据给定的问题，参与者快速讨论并确定了图书大战中对应的书籍。这种合作的团队合作使他们的阅读更加有趣和具有挑战性。这个活动为学生们提供了多样化的阅读体验。“理解和消化信息比速度更重要”，“我们能通过阅读在书本里，在现实世界中结识新朋友”是大多数参与同学的共同体会。



师生对抗足球比赛!

在4月17日的校内营趣味日活动之后，ULC教职员与ULC学生足球校队开展了一场非常有趣的比赛，双方以3:3比分进入点球大战，最终教职员以5:4比分略胜一筹！祝贺所有参与人员，你们都表现得很好！

祝愿大家一切都好，祝所有学生在考试中顺利发挥！



Dr. Timothy Fryer
Principal / 校长

Empowering Education through Transformative PBL Project

In the realm of education, Project-Based Learning (PBL) has emerged as a dynamic approach that fosters critical thinking, collaboration, and real-world problem-solving skills among students. It provides a platform for students to immerse themselves in hands-on projects, tackling complex challenges while simultaneously developing a deep understanding of the subject matter. This year we offered PBL classes to G9 students and they are quite engaged in the projects. At the stage, all the projects are going on well and the exhibition day will be on May 24. Below are some feedbacks from a few projects.

PBL 09H students are almost competing curation of photos that shows the past of ULC as a remarkable History PBL project. The students delved into a real-world problem, armed with the tools and knowledge needed to make a difference. The project's open-ended nature allowed for creativity and self-directed learning, enabling students to take ownership of their education, and become active participants in their own learning journey. Gone were the days of passive learning and rote memorization. Instead, students were immersed in an environment where their curiosity was nurtured, and their voices were valued. The project tapped into their innate desire

PBL项目式学习，在变革中赋予教育力量

在教育领域，PBL项目式学习已经成为一种为教学注入新的活力和动力的方法，以促进学生的批判性思维、合作和解决实际问题的能力。它为学生提供了一个平台，让他们沉浸在实践项目中，解决复杂的挑战，同时深入理解学科内容。今年我们为G9年级学生开设了PBL课程，同学们对这些项目非常投入。目前，所有的项目进展顺利，成果展示日将于5月24日举行。以下是一些项目的反馈。

PROJECT BASED LEARNING

ULC THROUGH HISTORY
PHOTO GALLERY

G9H PBL




Ulinkidol from 2010 is a large event. In this event, everyone dressed very beautifully and sang and danced to their heart's content. The four hosts stood on the stage with dignified and elegant demeanor, announcing the beginning

PROJECT BASED LEARNING

ULC THROUGH HISTORY
PHOTO GALLERY

G9H PBL



The football team of 2011 is playing a game with other teams, and a student from the team scored a goal. He was very happy, cheering and running towards the center of the field to celebrate with his teammates.

PBL 09H学生正在开展一项历史学科PBL项目——通过“旧照片策展”来回溯ULC的发展历史。学生们深入探究了一个现实世界的问题，凭借所需的工具和知识来输出成果。不同于被动学习和机械记忆的以往时代，项目的开放性质鼓励了创造力和自主学习，使学生能够主动参与自己的学习过程。同学们沉浸在一个培养好奇心和重视他们声音的环境中。该项目激发了他们探索、实验，以及在知识概念与周围世界之间建立有意义联系的内在渴望。该项目将充当ULC未来的一部分，来展示、记录它的过往。纪念照片策展作为一个典型PBL项目的

to explore, experiment, and make meaningful connections between classroom concepts and the world around them. The memorial photo curation hallmark of an exemplary PBL project is its connection to real-world issues and challenges and will show case the past of ULC to its future. The project transcended the confines of the classroom, empowering students to be agents of change in their own communities. They experienced the power of synergy, realizing that the collective intelligence of a group far surpasses that of an individual. The project not only cultivated teamwork but also honed essential skills that are vital for success in the professional world.



As the PBL project reached its culmination, the sense of accomplishment among the students was palpable. They had not only gained a deep understanding of the subject matter but also experienced personal and intellectual growth. The project showcased their ability to apply classroom knowledge to real-world scenarios, solidifying their confidence and belief in their own capabilities. The success of a PBL project lies in its ability to empower students, foster critical thinking, and bridge the gap between classroom learning and the real world. This remarkable project surpassed all expectations, providing an immersive and transformative educational experience. As we celebrate the achievements of this PBL project, let it serve as a reminder that authentic, engaging, and meaningful education has the power to shape the future and nurture the leaders and problem solvers of tomorrow.

In the "Fashion of the Elderly" project, students have undergone notable growth and development in various facets. Their engagement in interviewing elderly individuals and producing a documentary has not only enhanced their technical abilities in data collection and filmmaking but has also fostered significant advancements in their social and communication skills. Through collaborative efforts within their teams, students have refined their ability to effectively communicate ideas, delegate tasks,

标志, 是它与现实世界中的问题和挑战间的联系。该项目超越了课堂的限制, 赋予学生成为其所在社区变革推动者的力量。他们体验到了协同合作的力量, 意识到群体的集体智慧远远超过个体的能力。这一项目既培养了团队合作精神, 又磨练了职场成功所必需的关键技能。

随着PBL项目渐入佳境, 学生们的成就感明显可感受到。他们不仅对学科内容有了深入的理解, 还亲身体验到了个人智力上的成长。项目展示了他们将课堂知识应用于现实场景的能力, 发展了他们对自身能力的信心和信念。一个PBL项目的成功在于赋能学生, 培养批判性思维, 并弥合课堂学习与现实世界之间的鸿沟。这个卓越的项目超越了预期, 提供了一种沉浸式和变革性的教育体验。在我们庆祝这个项目成就之际, 也将它视作一个提醒——真实、具有吸引力和意义非凡的教育有能力塑造未来, 培养明日的领导者及问题解决者。



“老年人的时尚”项目中, 学生在多个方面都经历了显著的成长和发展。他们采访老年人并制作纪录片, 不仅提升了在数据收集和电影制作方面的技能, 还促进了在社交和沟通技巧方面的显著进步。通过团队合作, 学生们提高了有效沟通想法、分配任务和解决冲突的能力, 从而发展了他们的团队合作和人际互动技能。此外, 与老年受访者的互动培养了更好的文化敏感性, 丰富了他



and resolve conflicts, thereby strengthening their teamwork and interpersonal dynamics. Additionally, interactions with elderly interviewees have cultivated better cultural sensitivity, enriched their social skills and broadened their understanding of diverse perspectives. Via this project, students gained a holistic learning experience that equips them with valuable skills and insights applicable to both academic and real-world contexts.



According to my observations, the dragon boat PBL has greatly improved our students soft skills. They now know what it truly means to work as a group and solve problems collectively, compromise and work around their individual visions for the project, manage and source resources from external parties, just to name a few. I hope they can transfer these skills to other areas in their life and prosper. Below is a comment from one of the group leaders:

"Making the boat was fun and interesting, but it couldn't be done without my teammate's help. [Student 1] is good at drawing, and [Student 2] is good at doing manual, she is very skillful. The other teammates are also very industrious. In general, our group's tacit understanding has greatly improved through continuous cooperation. I really enjoyed it!"

It is very pleased to see students' growth in doing their projects. Next year more teachers are joining to offer more project choices for G9 students.

们的社交技能，并拓宽了同学们对多元观点的理解。通过这个项目，学生获得了一次全面的学习经验，使他们收获适用于在学术和现实世界中的宝贵技能和见解。

此外，根据我的观察，“龙舟PBL项目”极大地提升了我们学生的软实力。这包括但不限于以下几个方面：学生们现在知道了团队合作和集体解决问题的真正含义，围绕个人的项目愿景去工作、折中，管理从外部获取的资源。我希望，他们能将这些技能转化到生活的其它领域，并取得成功。以下是一个学生小组负责人的体会：



“制作船只很有趣，但没有队友的帮助是无法完成的。我们当中，有擅长绘画的，也有能熟练做手工的，其它成员也非常勤奋。总的来说，我们小组的默契通过持续的合作得到了极大的改善。我真的很享受这个过程！”

非常高兴看到学生在完成项目中的成长。明年将有更多的教师加入，为G9年级学生提供更多项目内容。



Jennifer Li / 李娟
Deputy Principal / 副校长

CAIE Exam

The Cambridge November 2023 AS and A levels exam results were released on January 10 and IGCSE and O levels exam results were released on January 18. All candidates have checked their results online with the confidential exam result information. 16 candidates have applied to appeal against their results across 7 subjects and 19 components. The Cambridge June 2024 A level, IGCSE, and O-Level exam registration has now finished. 630 students have registered for 34 subjects in the Cambridge exam. The Cambridge ESL speaking test was held from April 10 to 12. The A level Art external set test was held from April 15 to 17. The first Cambridge written exam will start on April 25, while the last written exam will be finished on June 13. The detailed exam timetable was released on April 19.

Edexcel Exam

The Edexcel January Math Exam results were released on March 7. Students checked their results in the Result Plus account. After the result day, one student applied to appeal the result, and 17 students applied to view the script. The registration for the Edexcel May and June Math Exam has finished. 481 students registered for the exam, and 145 of them will take the make-up exam. All students have paid the registration fee. They will get a statement of entry for information confirmation in the coming month. There is also coming up with our school's first Edexcel IGCSE Japanese exam (ten students) and A level music exam (one student).

Mock Exam

To help students get ready for the forthcoming global exams administered by Cambridge and Edexcel, a mock exam was arranged for them all from March 18 to March 26. It comprised a total of 98 test subjects. Grade 9 students completed all subjects on the morning of March 20th. Normal lessons for Grade 9 resumed in the afternoon of the same day. Normal classes for Grade 12 resumed in the afternoon of March 25th. Grade 11 students resumed normal classes on March 26th. For students who were unable to participate in the mock exam due to approved leave, the Academic Office arranged make-up exams from March 27th to March 28th. A total of 37 students applied for make-up exams, with 7 students from Grade 9, 12 students from Grade 10, 7 students from Grade 11, and 11 students from Grade 12. These make-up exams involved 36 subjects.

End of Semester Exam

The 2023-2024 end-of-semester exam (EOS) for Semester I was held from December 6 to December 8, 2023. The end-of-semester exam for Semester II (only for Grade 9 students) will be held from May 29th to May 31st. As they had already tested their Math, English, and Chinese subjects during the mock exam, this time their Physics, Chemistry and three optional subjects will be assessed.

CAIE剑桥考试

剑桥考试局于1月10日公布了2023年11月考季的AS & A Level考试成绩, 1月18日公布了IGCSE/O Level考试成绩。所有考生都已使用保密的考试成绩信息在线查阅了自己的成绩。一共有16名考生提出复议考试成绩的申请, 涉及7个科目, 19类试卷。

目前, 剑桥考试2024年6月考季A Level/IGCSE/O Level考试报名已结束。我校共有630名学生报名参加剑桥考试的34个科目。其中, 剑桥ESL口语考试已于4月10日至12日开展。A Level 艺术考试于4月15日至17日举行。剑桥考试的第一场笔试于4月25日开始, 最后一场笔试将于6月13日结束。具体的考试时间表在4月19日公布。

爱德思考试

爱德思1月考试季的数学成绩已在3月7日公布。学生已经通过Result Plus账号查看自己的成绩。在成绩公布后, 有1名学生申请成绩复议, 17名学生申请查看试卷。爱德思考试5-6月考试季的考试已经在3月份全部完成报名。481名同学报名了考试, 其中145名学生报名了补考。他们都已经交齐报名费, 将在近期收到考试确认单并完成报名信息确认。在爱德思5-6月考试季, 我们也即将迎来首次爱德思IGCSE日语考试 (10名同学报考) 和A Level音乐考试 (1名同学报考)。

全校模考

为迎接即将到来的5-6月剑桥和爱德思全球性考试, 3月16日-26日期间, 学校组织全校学生参加模考, 共计98门考试科目。其中, G9年级同学于20日上午结束所有科目, 在当天下午恢复正常上课; G12年级同学于25日下午恢复上课; G11年级同学则从26日下午开始正常上课。对于那些在模考期间得到学校批准请假离校的同学, 教务处于3月27日和28日安排了补考, 一共有37名学生申请补考, 其中G9年级7人, G10年级12人, G11年级7人, G12年级 11人, 共涉及36门科目补考。

期末考试

学校已在2023年12月6日-8日开展了2023-2024学年第一学期期末考试, 将在5月29日至5月31日举行G9年级第二学期期末考试。由于G9学生的数学、英语和中文科目已经于模考期间完成测试, 产生的成绩即为相应科目的期末考试成绩; 此次期末考试科目为物理、化学和

For Grade 10-12 students, their mock exam results will be their Semester II EOS results.

A Level Course Introduction



The 2024-2025 A-level course introduction for G10 students was held from March 27th to March 28th. The principal and HOD first gave an introductory lecture to the G10 students in the lecture hall. Students can view some introductory PPTs and videos on the student landing page before meeting with the subject teachers. There are fourteen optional subjects. Subject teachers were in eight classrooms to introduce the subjects. Students joined the group they're interested in and talked with the senior G12 students on the evening of March 27. For Edexcel further math study in G11, the Math Department will confirm the final name list according to the 2024 May/June CAIE or Edexcel math exam grade that will be released in the middle of August. G10 students must submit their course selection by April 11. If G10 students want to make a change after that, they need to send an application email to the Academic Office.

三门选修科目。同样地，G10-12年级同学的模考成绩将作为第二学期期末考试成绩。

A Level课程介绍



2024-2025学年G10年级学生A level课程介绍会已于3月27日至3月28日举行。校长和学科组组长首先在报告厅为全体学生做了整体介绍讲座。随后，在已安排好的8间课室里，均有相应老师介绍所教授学科。而在与学科老师会面之前，学生可以在学生登陆页面上查看相关PPT和视频，提前了解可供选择的14门选修科目。

此外，学校也安排学生在3月27日晚加入自己感兴趣的小组，与12年级高年级学生展开选课交流。对于能否在G11年级进入爱德思高数班学习，数学组将根据学生的2024年5-6月剑桥或爱德思数学成绩来确定最终名单（考试成绩将于8月中旬公布）。G10年级学生必须在4月11日之前在网上提交选课申请。如果学生在4月11日后想要更改选课，则需要向教务处发送邮件申请。



Yessenia Huang / 黄燕
Head of AO / 教务处主任
Chemistry Teacher / 化学教师

Professional Learning and Reflection (PLR)

PLR is specially designed for ULC teachers with the aim of enhancing their professional skills and knowledge, providing opportunities for educators to collaborate with colleagues, share ideas and experiences, and learn from each other. This year, PLR coordinator Ms. Grace Liu has structured three PLR programs for teachers to choose from - Data Wise Act group, Data Wise Inquire group, and Cambridge PDQs.

1. Data Wise Act group

This program is a continuation and extension of last year's Data Wise work. Teachers in departments develop an action plan, implement the action plan, and collect students' work to assess progress. They then meet to analyze students' progress and develop a follow-up lesson. Teachers observe another member delivering the new lesson and finally meet again to share reflections on what they have learned from the entire action-planning cycle.

2. Data Wise Inquire group

This program was designed for teachers to gain a deep understanding of the problem of practice and to delve into what actually occurs in classrooms. Many teachers lack experience in examining teaching, which results in a lack of skills to describe teaching in a detailed, evidence-based manner, as well as a lack of a supportive collegial culture for examining practice. To develop observation skills, the PLR coordinator organized teachers to watch videos of teaching from another school and learn the five key elements of observing practice - focus, observe, debrief, adjust, and follow up. During this school year, over half of the teachers participated in this PLR program and completed one round of observing their own practice using the provided protocol that includes all five key elements.

3. Cambridge Professional Development Qualifications (PDQs)

As the first qualified center to provide the Cambridge Professional Development Qualification (PDQ) Teaching & Learning (T&L) program in China, our school has successfully run the program for 9 years, supporting many teachers in their teaching and their students in learning. Congratulations to the following teachers who received the Cambridge International Certificate in Teaching and Learning in March: Kristen Dong (with Distinction), Maggie Zhao (with Distinction), Linda Duan, and Jenny Tan!



PLR课程及职业发展项目

PLR课程及职业发展项目面向ULC的教师，旨在提升他们的专业技能和知识，为教师提供与教育工作者合作、分享想法和经验、相互学习的机会。今年，学校课程及职业发展协调员Ms. Grace Liu为教师们提供了可供选择的三个PLR项目 - 数据智慧行动小组、数据智慧调查小组和PDQ剑桥项目。



1. 数据智慧行动小组

该项目是去年数据智慧工作的延续和拓展。来自同一学科组的教师们制定、实施行动计划，收集学生的表现以评估进展情况。而后，教师们在会面中分析学生的进展情况，并制定后续课程。再往后，教师们观察其中一名成员上新课，并在再次会面中分享各自关于整个行动规划周期中的反思。

2. 数据智慧调查小组

该项目旨在帮助教师深入了解实践问题，研究课堂中实际发生的情况。许多教师缺乏审视教学的经验，这导致缺乏以证据为基础的方式以详细描述教学的能力。为了培养观察技能，培养教师伙伴间支持性的文化来审视实践，学校课程及职业发展协调员组织教师观看来自另一所学校的教学视频，并学习观察实践的五个关键要素 - 关注、观察、总结、调整和跟进。在本学年中，超过一半的教师参与了这一PLR项目，并使用包含上述五个关键要素的规程完成了一轮关于自身实践的观察。

3. PDQ剑桥项目

作为中国首个获剑桥授予PDQ教学与学习认定资质的国际学校，ULC已成功开展PDQ项目逾9年，支持了许多教师的教学工作，进而提升了学生的学习体验。恭喜以下教师于3月获得剑桥国际教学与学习证书：Kristen Dong（优秀），Maggie Zhao（优秀），Linda Duan和Jenny Tan！

We extend our gratitude to the mentors and Program Leaders, particularly Grace Liu, for their valuable input to the candidates. The mentors for Teaching and Learning include Ruth Cumberland, Patrick Rakiro, Arundhati Sharma, and Jona Zhang. We sincerely appreciate the mentors' contributions and their dedication of time, energy, and expertise on behalf of the PDQ candidates!

我们向参与其中的同侪导师和项目负责人，尤其是Ms. Grace Liu表示感谢，感谢他们为参与培训教师提供的宝贵意见。其中，教学与学习项目的导师包括Ruth Cumberland、Patrick Rakiro、Arundhati Sharma和Jona Zhang。我们真诚感谢导师们为PDQ项目所做出的贡献，以及他们在时间、精力和专业知识上的奉献！

| Topic 探讨话题 | Gamifying Exit Tickets 游戏化的离场小测 | Collaborative Learning 合作学习 | Visual Aids 视觉辅助教学 | Teaching Hack 教学技巧 | Students Engagement 学生参与有效策略 | Content and Language Integrated Learning 内容与语言的融合学习 | Concept Mapping 概念图绘制 | Differentiated Teaching 差异化教学 |
|----------------|---------------------------------------|--------------------------------|-----------------------|-----------------------|---------------------------------|--|------------------------------|----------------------------------|
| Speaker 演讲者 | Krishna Yadav | Mustapha Ziane | Niki Luo | Judy Nicolas | Patrick Rakiro | Sockwun Phng | Ambiga Naidu & Tate Hakobyan | Yessenia Huang |
| Location 地点 | 2 - 305 | 2 - 308 | 2 - 310 | 2 - 307 | 2 - 312 | 2 - 309 | 2- 314 | 2 - 316 |

On the PLR day on March 15, we featured a series of "Share of Good Practice" sessions showcasing successful classroom practices, innovative teaching techniques, and effective student engagement strategies. This provides a valuable opportunity for exchanging ideas, learning from each other, and contributing to the professional development of our faculty. We extend our heartfelt thanks to the dedicated teachers who presented these workshops. Their expertise and insights will undoubtedly enhance the experience for all participants.



3月15日PLR课程及职业发展日，我们推出了一系列“教师优秀实践分享”活动，展示了关于成功课堂实践、创新教学技巧和学生参与有效策略的教学经历。老师们借此机会交流思想、互相学习和促进专业发展。我们衷心感谢组织、参与这些研讨会的教师们。他们的专业知识和见解无疑为所有参与者带来可供借鉴的经验。



The Duke of Edinburgh's International Award

The Duke of Edinburgh's International Award originated in the UK and has been recognized worldwide. By completing project challenges, it helps shape the character of teenagers, improve and cultivate leadership.

Among the students who have registered to participate, two G10 grade students, Hannah Wu and Luke Liang, have been the first to successfully completed all tasks, passed the assessment, and obtained a bronze award certificate.



The Edinburgh Duke of Edinburgh's International Award is a non-academic project that encourages and guides students to persevere in physical exercise, improve their interest skills, participate in community service, and accept outdoor challenges. After completing the above four tasks, candidates can apply for certificates and medals from the award center. The award is divided into three levels: bronze, silver, and gold.

The levels differ in terms of the age of participants, the length of perseverance in each project, and the difficulty of the challenge. For example, the bronze award requires at least 6 months of perseverance, and the gold award requires 18 months of perseverance. Overall, more and more high school students across the country are participating in this project, and the number of people who receive awards and certifications each year is gradually increasing.

At ULC, the project leader is Mr. Mark Zheng, Head of the Student Affairs Office. He, along with several other teachers on campus, serves as a mentor for students participating in the Duke of Edinburgh's Award program. Since the introduction of the Edinburgh Duke of Edinburgh's International Award, the teachers have not only encouraged more students to participate but also provided daily supervision to ensure that students adhere to the program requirements. They offer guidance and assistance to students when they encounter any challenges during their participation.

爱丁堡公爵国际奖

爱丁堡公爵国际奖起源于英国，已经在世界各地获得认可。通过完成项目挑战，有助于塑造青少年的品格，提升和培养领导力。

在现阶段报名参加的同学当中，已有吴之涵、梁子路两名G10年级同学率先完成了爱丁堡公爵奖的铜奖认证，将获得全球认可的铜奖证书。

爱丁堡公爵国际奖属于非学术类项目，它鼓励和引导学生坚持体育锻炼，提升兴趣技能，参加社区服务，接受户外挑战。完成上述四项任务后，候选人可向奖项中心申请证书和奖章。该项目奖项分为铜奖、银奖、金奖三个等级。



等级不同，对参与者的年龄、各个项目的坚持周期、挑战难度也各不相同。比如，铜奖要求坚持至少6个月，金奖则要求有18个月的坚持周期。总的来看，全国有越来越多的高中生参与该

项目，每年获得奖项和认证的人数也在逐步上升。

在ULC，该项目负责人为学生处主任Mr. Mark Zheng。他还与校内多名老师共同担任了爱丁堡公爵国际奖项目参与学生的指导老师。自引入爱丁堡公爵国际奖以来，指导老师们不仅鼓励更多学生参与其中，日常监督学生遵循项目要求，在学生参与过程中遇到问题时提供指引和帮助。



Mark Zheng / 郑云东
Head of Student Affairs Office
学生处主任

Athletics Events

It has been an exciting year for many of our student-athletes at ULC as they can finally participate in their beloved sports. This is the first time in several years that students were able to play in sporting activities at ULC. ULC fielded teams in all our Pearl River Conference sports. Over 150 student-athletes were involved in volleyball, basketball, football, tennis, table tennis, badminton, and ultimate frisbee. We are working hard to increase the number of opportunities for students to be involved in the school team and increase the number of school teams we offer at ULC.



We have had many highlights throughout the year. A few that come to mind include teamwork achievements, moments of teammate support, and athletic accomplishments. During the fall, I invited a few members of our boy's volleyball team to speak with school staff about how they created a bond amongst each other, and how they support one another. We desire to highlight more on and off-field accomplishments from our student-athletes. Student-athletes' accomplishments include, Girl's Doubles Tennis winning 1st place, Boys Basketball earning 2nd place, and the ULC Badminton team finishing 2nd overall. We are encouraged by the results of our teams after such a lengthy stoppage of sport but we are back!!!!



校际体育赛事

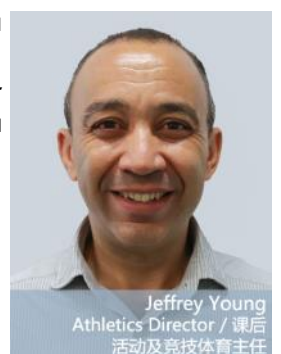


对于ULC校队运动员来说，本学年是令人兴奋的一年，因为他们终于可以到校外参加他们热爱的运动项目了。相应地，这也是几年来校外学生们第一次能够再到ULC参加各类体育活动。ULC在珠三角校际体育赛事项目中派出了各项运动员。累计有超过150名学生运动员参与了排球、篮球、足球、网球、乒乓球、羽毛球和极限飞盘等项目。我们正在努力增加学生参与学校校队的机会，提升ULC校内体育团队的数量。



今年我们取得许多亮眼的成就。值得一提的是团队合作的成就、队友之间的支持和运动成绩。赛季期间，我邀请了几名男子排球校队成员与（平素爱好体育团队项目的）学校教师员工交流，分享他们是如何建立起彼此间的纽带，以及他们如何相互支持的。我们希望，更多地

强调我们学生运动员在场内外的成就。其中，学生运动员的成就包括女子双打网球第一名、男子篮球第二名、ULC羽毛球队在校际总排名中获得第二名。在长时间的停摆之后，我们从ULC团队取得的成绩中受到鼓舞，我们回来了!!!



Jeffrey Young
Athletics Director / 课后
活动及竞技体育主任

Greetings, ULinkers!

From the beginning of spring to the arrival of early summer, the second semester has already reached its midpoint. We are delighted to present a plethora of campus activities organized by the Student Union over the past two months. From significant events involving our seniors in G12 to upcoming enjoyable activities, here is a summary of recent events on campus and a glimpse into the future.

Coming-of-Age Ceremony



At the Coming-of-Age Ceremony, we witnessed a significant milestone as our seniors transitioned into adulthood. They exchanged their youthful school uniforms for dignified attire. Reflecting on their journey at ULC, we join teachers and parents in extending our best wishes to G12 ULinkers for a bright and prosperous future!

Change in Student Union Leadership

The leadership within the Student Union changes as the seasons change. After a month of intense competition, Joyce and Inès have emerged as the new President and Vice President of the ULC Student Union. We extend our deepest gratitude to the outgoing Student Union President and Executive Committee members for their dedicated service during their tenure. We warmly welcome the new generation of leaders who will guide us towards a bright future.



ULC的师长、同学们，你们好！

从春暖花开到初夏将至，转眼间第二学期也即将过半。我们非常高兴为同学们分享近两个月来由学生会组织的缤纷多彩的校园活动。从G12年级学长学姐的成人礼到校内营趣味日活动，我们共同织就了校园近期的一些动态，并对未来翘首以盼。

G12年级学生成人礼



在G12年级学生的成人礼上，我们一起见证了即将毕业迈入成人社会的学长学姐们的重要时刻。他们褪去昔日青涩，换上了稳重的正装。在与老师和家长的真情嘱咐和祝愿中回望在ULC学习生活的点滴。在此，学生会祝愿G12年级同学们都有光明灿烂的未来！

学生会主席部长换届



随着季节的更替，学生会的诸位主席部长也迎来了更新迭代。经过一个月的激烈角逐，Joyce同学和Inès同学在一众菁英里脱颖而出，成为了ULC学生会的新主席与副主席。我们向即将离任的学生会主席及执行委员会成员致以深深的谢意，感谢他们在就任期间兢兢业业地为校园社区作出贡献，也热烈欢迎新一届优秀的领袖们，期待学生会将由这批新鲜的血液引领着迈向崭新的明天。

Spring Recruitment for Student Union Committees

Spring recruitment for Student Union committees is in full swing, with enthusiasm filling the air. Students from all grades are eagerly signing up, and we warmly welcome new members to join various departments of the Student Union! If your passion lies in event planning, community service or advocacy work, we encourage ULinkers to showcase their talents within our dynamic student body.

Fun Day Extravaganza

The Fun Day Extravaganza promises a day full of excitement, with students from all disciplines participating in subject-specific activities and team challenges. Both teachers and students engage in joyful learning, gaining a wealth of knowledge amidst laughter and cheers.



Looking Ahead: Welcome Day for New Students & New Campus Expansion

As we eagerly await the start of the new academic year, we look forward to welcoming new students to our community during Welcome Day. We are also thrilled about the upcoming campus expansion. As ULC embraces change, we hope ULinkers will face future challenges with even greater passion and determination.

Stay tuned for more updates and exciting events as we continue to foster a vibrant and inclusive community here at ULink College.

Warm regards,

[ULC Student Union]

学生会部员春季招新

春日弥漫着生机与活力，学生会部员的春季招新正如火如荼地进行。各年级的同学们都踊跃地报名，我们欢迎新成员加入学生会的各个部门！无论你的热情在于活动策划、社区服务还是倡议引导，我们都鼓励 ULinkers 在我们充满活力的学生团体中发光发热。

学科拓展趣味日



趣味十足的学科拓展趣味日让每个校内营的同学们都乐在其中，从各学科的知识竞答到团队挑战，老师们寓教于乐，同学们则在欢声笑语中收获了丰富的知识。

展望未来：新生欢迎日和新校区开启

在我们迎接新学年的到来之前，我们迫不及待地期待着在新生欢迎日上欢迎新同学加入我们的大家庭。此外，我们对即将开启的新校区学习生活充满期待，在 ULC 迎来辞旧迎新之际，愿 ULinkers 也能以更佳的精神面貌迎接未来的挑战。

以上即为 ULink College 近两月的大事件简报与前瞻，请继续关注更多精彩活动，学生会将持续为营造一个充满活力与正能量的校园社区而努力。

热忱致意，

[ULC学生会]



Kitty He / 何瑜婷
Student Life Coordinator / 学生活动专员
Student Union Advisor / 学生会指导老师

Latest Events from V.A.

Recently, Volunteer Association has been actively offering numerous volunteer recruitment messages on campus. In March, our community cumulatively released volunteer recruitment emails for 13 events, providing ample and safe volunteer opportunities for students who wish to participate in those activities. In total, we recruited 186 volunteers for on-campus volunteer activities in March.



The month of devotion, V.A. warmly planned and organized the Week of Love activities, which covered: 1. Home visits to the elderly in the NanBeitai communities; 2. Setting up a donation spot on campus and mobilizing staff and students to donate more second-hand

clothes to support the mountainous areas/people in need. 3. Collecting secondhand books to help build the village library. 4. At the same time, V.A. organized members and volunteers to make our contribution to re-employment of people with disabilities by selling handicrafts of people with disabilities on campus. 5. Continuing to pay attention to the survival and health problems of stray cats on campus, in addition to rescuing kittens, and saving the lives of stray cats on campus. 6. In addition to rescuing kittens, we raised donations from the campus community through various channels after discovering that the school cat, Pawpaw, had suffered a leg injury, and raised RMB 7,018 in just three days. Pawpaw has returned safely, and the remaining budget, in addition to the medical expenses, will be used as funds for the follow-up of the stray cats.

As the school year is coming to an end, we will complete the change of the management team of V.A. in May, and we will also evaluate the members of the organization, so that the iterative renewal can add new vitality and concepts to the Volunteer Association. This is also a process of inheritance and continuity, whereby the former management can pass on their experience to the new members, helping them to better adapt to their roles and promoting the sustainable development of the organization.

In the upcoming summer, we will continue to share off-campus volunteer opportunities, including but not limited to ASDAN Wisee volunteers, community volunteers, etc. Please stay tuned for more information to be sent out through the WeChat Official account and emails.

近期义工社动态

近来义工社发布了校园内的大量义工招募信息。仅在3月，义工社累计发布了13封义工活动的招募邮件，为同学们提供了充足、安全的义工机会，总计为校内活动招募到186名义工。



3月是雷锋月，义工社策划并组织了温馨的爱心周活动，内容涵盖了：

1. 两场南北台社区孤寡老人的入户探访。2. 在校内设立了捐赠处，发动校园社群成员捐赠二手衣物，帮助山区内所需之人。3. 收集二手书籍，助力乡村图书馆建设。4. 在支持残疾人再就业的方面，在校园内售卖的残疾人手工艺品通过义工社组织社员和义工同学全数售罄。5. 持续关注校园流浪猫的生存和健康问题，除了救助小奶猫以外，在发现校猫泡泡腿部受伤后通过各种途径向校区社群筹集爱心捐款，短短3天筹集了7018元，现泡泡已平安归来，扣除医药费以外，余下的费用将作为后续的流浪猫经费。

学年即将结束，我们将在五月完成义工社的管理层换届，社内成员考核，在迭代更新中为义工社增添新的活力与理念。同时，这亦是一个传承与延续的过程，前任管理层可将其经验与智慧传递予新一届成员，帮助他们更好地适应角色，推动社团持续发展。

在暑假即将到来之前，义工社还会持续分享校外义工的机会，包括但不限于来自校外的ASDAN、汇时、广州社区等等，具体内容请留意后续通过义工社公众号和校内邮件发送的信息。



Dane Li / 李丹

Attendance Officer / 考勤专员

Volunteer Association Advisor / 义工社指导老师

Admission Updates

The 2024 application season is drawing to a close. Up till mid-April, our 141 graduates have received 585 offers from universities around the world. Amongst them, there are 33 conditional offers from the UK G5 super elite institutions (University of Oxford, University of Cambridge, Imperial College London, University College London, London School of Economics and Political Science), and nearly 100 conditional offers from the UK "Wang Man Ai Hua" (King's College London, University of Manchester, University of Edinburgh, University of Warwick).

At the same time, with the trend of multi-country applications, results from the United States, Canada, Australia, Hong Kong and Europe are also fruitful. Admissions include University of California Davis, New York University, University of Toronto, Hong Kong "Top 8s", University of Sydney, University of Melbourne and Ecole Hoteliere de Lausanne, which is a total of over 280 offers and about 13,000,000\$ in scholarships.

大学录取

2024申请季已接近尾声，截止至四月中旬，本届141名毕业生共收到来自世界各地院校录取585封。其中，来自英国G5超级精英院校（牛津大学、剑桥大学、帝国理工学院、伦敦大学学院、伦敦政治经济学院）的预录取33封，来自英国“王曼爱华”（伦敦国王学院、曼彻斯特大学、爱丁堡大学、华威大学）的预录取近百封。

与此同时，随着多国连申的趋势，来自美国、加拿大、澳洲、香港地区及欧洲的申请成果也遍地开花。录取院校包括美国加州大学戴维斯分校、纽约大学，加拿大多伦多大学，香港八大，澳洲悉尼大学和墨尔本大学，瑞士洛桑酒店管理学院等，共计获得录取超过280封，奖学金总计约130万美元。

CLASS OF 2024 OFFERS (by Apr. 12, 2024)

2024届毕业生大学录取汇总 (截止至2024年4月12日)

| Country/Region 国家/地区 | Offers in total 总录取数 | Main Universities 主要大学 | Offers 预录取 |
|-------------------------|-------------------------|---|---------------|
| UK 英国 | 305 | 牛津大学 University of Oxford | 1 |
| | | 帝国理工学院 Imperial College London | 3 |
| | | 伦敦政治经济学院 The London School of Economics and Political Science | 1 |
| | | 伦敦大学学院 University College London | 28 |
| | | 曼彻斯特大学 University of Manchester | 45 |
| | | 华威大学 The University of Warwick | 18 |
| | | 伦敦艺术大学 University of Arts London | 8 |
| US 美国 | 54 | 纽约大学 New York University | 2 |
| | | 加州大学戴维斯分校 University of California-Davis | 1 |
| CA 加拿大 | 56 | 多伦多大学 The University of Toronto | 40 |
| AUS 澳洲 | 127 | 墨尔本大学 University of Melbourne | 53 |
| | | 悉尼大学 University of Sydney | 52 |
| HK-China 中国香港 | 32 | 香港大学 The University of Hong Kong | 13 |
| | | 香港科技大学 The Hong Kong University of Science and Technology | 7 |
| | | 香港中文大学 Chinese University of Hong Kong | 3 |

The majors our students have obtained range from popular fields such as science, mathematics, computer science, engineering, business, and psychology to less common programs such as environmental science, film, anthropology, and veterinary medicine. It is worth mentioning that amongst these results, we have got one conditional offer

纵观学生们目前收到的专业录取，既有自然科学、数学、计算机科学、工程、商科、心理学等热门领域，又有环境科学、电影制作、人类学、兽医等往年少有学生涉猎的领域。

of experimental psychology from the University of Oxford, and social anthropology and psychological and behavioural science offers from the London School of Economics and Political Science (LSE). In addition, our art students have got direct admissions from the University of the Arts London (UAL), the Art Institute of New York and School of the Art Institute of Chicago.

We would like to congratulate the offer holders and look forward to hearing more good news before the application season closes!

College Application Supports

Since the beginning of this academic year, the college application team has been providing step-to-step supports to students in different Grades according to the "4-year Plan" through the weekly seminars and one-on-one consultations.

In mid-March, the school held a seminar on different countries' visa applications and fund preparation for parents of Grade 12, followed by a Q&A session to help families get ready before going abroad.

To help students broaden their views and explore future possibilities, we invite the admission representatives to campus regularly to introduce the courses, admission conditions, campus culture and student life of different universities.



On March 22, the school hosted the College Fair for the first time, to open rich resources to our community members and build a bridge between our students, parents, and the universities. More than 50 university admission representatives from the UK, the US, Canada, Australia, New Zealand, France, Ireland, Switzerland, Singapore, Japan, Hong Kong, Macau and other countries and regions gathered on campus to meet students and parents face to face and respond to the inquiries. The event was unprecedented. We are happy to see that everyone was enthusiastic, and there were even long queues lining up for some booths. Studying abroad is not an overnight decision and it requires students to explore their future direction from a very early stage. We want them

值得一提的是，在这些录取结果中，有分别来自牛津大学的实验心理学专业，伦敦政治经济学院的心理与行为科学、社会人类学预录取，艺术生更是不乏伦敦艺术大学和美国纽约艺术学院、芝加哥艺术学院的直录案例。

我们在此祝贺已获得录取的同学们，期待在申请季收官前得到更多的好消息！

升学支持工作

本学年以来，升学指导部通过每周的升学课和面谈的形式，根据不同年级的需求和状况，依照“高中四年计划”有所侧重地提供支持，循序渐进地帮助学生规划大学申请。

3月中旬，学校专门为G12年级家长开设了一场关于各国签证及资金准备的专题讲座，并进行现场答疑，帮助各家庭为出国做好充足的准备。

为了帮助同学们拓宽视野，探索、寻找未来方向，学校定期邀请大学招生代表到校，为学生介绍不同院校的专业设置、录取条件、校园文化、学生生活等。

3月22日，学校举办了ULC首届大学展(College Fair)，进一步将丰富的升学指导资源分享给校园社区成员们，架起一座学生、家长与各国高校沟通的桥梁。来自英国、美国、加拿大、澳大利亚、新西兰、法国、爱尔兰、瑞士、新加坡、日本、中国香港、中国澳门等多个国家和地区的50多位大学招生代表齐聚校园，与学生、家长面对面交流与答疑。当日活动盛况空前，大家热情高涨，有的大学展位前甚至排起了长长的队伍。海外留学不是一趟一蹴而就的旅程，需要学生们从入学就开始探索、寻找未来方向。我们希望他们尽



to benefit as much as possible from these university visits and college fairs.



Grade 11 students are about to enter the application season and are at their most important stage. They not only need to fight for the external examinations in May and June, but also need plans for various extracurricular projects. To this end, the school has specially invited five top Oxbridge students from the UK, specialized in mathematics, economics, materials science, biological natural science, and experimental psychology. In the one-on-one meetings, they gave the students suggestions and plans of preparations on areas such as personal statement, admission test and interview. The feedback from our students was very positive. They were enlightened with clearer direction and framework for the whole application process.

Towards the end of April, students of all grades are about to enter the stage of external exams, the college application team wishes students to achieve good results!

可能从各种大学教育展参观、海外大学招生访校等活动受益。

考虑到即将进入申请季的G11年级学生正处于最关键阶段，他们当下不但要冲刺5-6月统考，也需要提前做好背景提升等各类工作。为此，学校专门从英国请来了五名牛剑高材生，与相关学生们进行一对一面谈，为他们提供数学、经济、材料科学、生物自然科学、实验心理学这五个专业申请方向的建议与规划，具体包括文书、加试、面试等的准备。学生们反馈茅塞顿开，对整个申请有了更明确的方向和框架。



4月底，各年级学生即将进入和大考阶段，升学指导办预祝同学们考出理想的成绩！



Yuki Qian / 钱匀
Head of College Application Services
/ 升学指导处主任

Well-being Week

After the spring break, we prepared a variety of manual activities to help students find a sense of belonging on school, so that they can enter the state of learning faster and better.



How to support your child during exam season?

The exam season is coming! How to form healthy relationships and better communication with your kids?

1. Understand Child's need for intimate relationship studying in boarding school. Peers always have more understanding than parents. Students study in boarding school have less communication with parents, while at the same time interacting with their friends at school more often. At teenager times, kids are more likely to build intimate relationship with peers in school, so please give them rooms and respect in choosing their own relationship, and injecting less interruption with their relationship as possible. In this way, children can feel the respect and understanding from parents, so better relationship with parents and children.

2. Less focus on child's grades, and more focus on releasing child's pressure and anxiety. Instead of moaning around with scores from child, parents should pay more attention on Child's anxiety of failing the exam. This is an excellent time for parents to enact your unconditional love for your child. Unconditional love is necessary for building a strong self-esteem and positive realization of a child. With your unconditional support which means no matter what grade a child has, the child would have confidence in chasing his dreams and trying his best.

心理关怀周

春假结束后，我们准备了各种引导同学们动起手来的小活动，旨在帮助他们在校园找到归属感，能更快更好地调整学习、生活状态。



如何在考试季给予孩子支持?

考试季已来到，如何保持健康的亲子关系，帮助孩子缓解压力?

- 1. 理解孩子对互相理解和亲密关系的需求，孩子更容易和同龄人互相理解，从而培育出健康良好的亲密关系。** 特别是一周中有五天住在学校的同学，在考试压力与社交压力的影响下，容易寻求别人的支持与理解，从而获得能动性探索世界的力量。家长可以在积极与孩子沟通的同时，降低自己对孩子选择对象的干扰。这样孩子能感受到自己的选择无论好坏，是被家长尊重 and 理解的，从而与家长建立良好亲子关系，在遇到一些重要的意外事件的时候，可以相信家长，并与家长积极沟通。
- 2. 除了孩子成绩，家长可以把重心放在孩子处理压力和焦虑的能力上。** 尽量避免把沟通的话语只放在孩子的学习成绩上，家长可以多问问孩子最近心情如何，有没有什么烦心事，自己是如何处理的，自己有没有解压的小技巧与方法，可以和孩子共同讨论一些活动，并建立一些假期可以一起完成的愿望清单。在考试季的强压下，家长对孩子的信任是非常重要的，现在正是一个可以给予孩子无条件的信任和关爱的时候。无条件的关爱本身会给孩子力量，让他对探索新事物获得勇气，面对挫折不屈不挠。

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