

SAMPLE C

Diploma Programme subject in which this extended essay is registered: ECONOMICS
(For an extended essay in the area of languages, state the language and whether it is group 1 or group 2.)

Title of the extended essay: To what extent are fees the main determinant
of demand for \$ upper school places at UWCSEA?

Candidate's declaration

If this declaration is not signed by the candidate the extended essay will not be assessed.

The extended essay I am submitting is my own work (apart from guidance allowed by the International Baccalaureate).

I have acknowledged each use of the words, graphics or ideas of another person, whether written, oral or visual.

I am aware that the word limit for all extended essays is 4000 words and that examiners are not required to read beyond this limit.

This is the final version of my extended essay.

Candidate's signature: _____

Date: 3rd February 2009

IB Cardiff use only:

A: 44732 B: _____

Supervisor's report

The supervisor must complete the report below and then give the final version of the extended essay, with this cover attached, to the Diploma Programme coordinator. The supervisor must sign this report; otherwise the extended essay will not be assessed and may be returned to the school.

Name of supervisor (CAPITAL letters) _____

Comments

Please comment, as appropriate, on the candidate's performance, the context in which the candidate undertook the research for the extended essay, any difficulties encountered and how these were overcome (see page 13 of the extended essay guide). The concluding interview (viva voce) may provide useful information. These comments can help the examiner award a level for criterion K (holistic judgment). Do not comment on any adverse personal circumstances that may have affected the candidate. If the amount of time spent with the candidate was zero, you must explain this, in particular how it was then possible to authenticate the essay as the candidate's own work. You may attach an additional sheet if there is insufficient space here.

Priscilla

This candidate enthusiastically pursued this investigation. It was a topic that she had read about in the news and one that she was immediately able to connect with. She demonstrated her resourcefulness and her capability as an independent learner by collecting a wide variety of primary and secondary data. She applied economic theory drawn from the micro area of the economics syllabus and integrated this, together with additional concepts, accurately and appropriately to create a sound academic commentary. This student showed high levels of engagement throughout the extended essay process and was highly organised. She met all the stipulated internal deadlines and was reliable in meeting the goals that she set herself.

I have read the final version of the extended essay that will be submitted to the examiner.

To the best of my knowledge, the extended essay is the authentic work of the candidate.

I spent hours with the candidate discussing the progress of the extended essay.

Supervisor's signature: _____

Date: 2/2/09

ABSTRACT

Research Question

This extended essay explores 'To what extent are fees the main determinant of demand for upper school places at _____?'

RD

Method of Approaching Investigation

This investigation was undertaken through means of primary and secondary research. Primary research included drawing up a survey and distributing it to a convenience sample of upper school families in _____ to investigate non-price factors that determined demand for Upper School places. Interviews with the Director of Communications and Admissions of _____ were also carried out to triangulate the data collected through other methods and give to give a more in-depth picture of this issue. Secondary research included retrieving data from the school's archive on number of applicants and school fees from 2000 to 2009 and these figures were used to find the value of the PED.

how
research
was
undertaken

Summary of Conclusion

It has been concluded that the PED was found to be very inelastic at 0.20, which meant a given change in school fees results in a smaller proportionate change in demand. This was consistent with the findings from the survey as non-price factors such as _____'s facilities and brand name, showed to be important as a contributing factor affecting the demand for school places.

Conclusion

could have given a
dearer to answer
to the Q2 in the
answer. but D.O.P

(203 words)
+ 97 words
to play
with!

TABLE OF CONTENTS

ABSTRACT	1
<u>Research Question</u>	1
<u>Method of Approaching Investigation</u>	1
<u>Summary of Conclusion</u>	1
INTRODUCTION	3
SCHOOL PROFILE	4
<u>Unique Global Movement</u>	4
<u>Diverse Student and Teacher Population</u>	4
<u>School Fee Structure</u>	4
REVIEW OF RELEVANT THEORIES.....	5
<u>Theory of Demand</u>	5
<u>Determinants of Demand</u>	5
<u>Price Factor</u>	5
<u>Non-Price Factors</u>	6
<u>Theory of Supply</u>	6
<u>Price Elasticity of Demand (PED)</u>	6
METHODOLOGY	8
DATA COLLECTION AND ANALYSIS	9
<u>Demand</u>	9
<u>Price as a Determinant of Demand</u>	9
<u>Non-Price Factors</u>	10
CONCLUSION	16
<u>Limitations to the Investigation</u>	16
<u>Unresolved Questions</u>	16
BIBLIOGRAPHY	17
<u>Websites</u>	17
APPENDICES	18

INTRODUCTION

Although school fees have consistently increased each year, the recent economic growth in Singapore has spurred an upsurge in the expatriate population by "nearly 10 per cent in just one year, from 798,000 in to 875,500 in 2006, going by latest available figures."¹ (Appendix 5) Articles have been featured in Singapore's local newspaper The Strait Times (Appendix 5 and 6) that account for the growing demand of international school places that has occurred as expatriates enter Singapore. It has become quite a concern for the government as despite this, international schools have limited supply of places and have continued to increase their tuition fees. Yet despite the fee hike, demand for school places continues to grow. This includes the school I attend, an international school hosting over 3500 students from 6 to 18 years old. ✓

Over the years, tuition fees for have been increasing gradually; in 2000/2001, school fees for an upper school student of 16 years old was \$5800 a term. Currently, it lies at \$8,105. Yet, demand for school places continue to increase. *of Δ? neat?*

As such, this investigation '**to what extent are fees the main determinant of demand for upper school places at** ?' developed out of my interest in exploring why students and their parents have demanded their place at despite the price hike.

Evidently, there are also other factors that determine the demand for places in upper school in . This investigation aims to explore and answer both price and non-price factors that affect demand for grade 11 places in . ✓

¹ http://www.straitstimes.com/print/Prime%2BNews/Story/STIStory_245856.html

UWCSEA SCHOOL PROFILE

is one of 26 international schools that attract ex-patriots and their children entering Singapore. It is unique compared to other schools because of the following:

Unique Global Movement

As part of the movement, aims to “brings together students from all over the world – selected on personal merit, irrespective of race, religion, politics and the ability to pay – with the explicit aim of fostering peace and international understanding.”² Thus, is part of a unique global community that in its mission statement, states that they make “education a force to unite people, nations and cultures for peace and a sustainable future”³

Diverse Student and Teacher Population

has an extremely diverse student and teacher population. “There are over 2,900 students from over 60 nationalities taught by around 280 full and part time teachers from more than 25 nationalities on the Dover Campus”⁴

Additionally, almost 100% of ’s student population is composed of expatriate students, as the Singapore government does not allow Singaporeans to enroll in international schools.

School Fee Structure

Fee for *Grade 12 Student* = S\$8672.35 per term

1 academic year = 3 terms.

Total fee for 1 academic year = S\$8672.35 x 3 = **S\$2,6017.05**

(see appendix 1)



² http://www.uwc.org/about_us

³ http://www.uwc.org/about_us/mission_and_vision

⁴ <http://www.uwcsea.edu.sg/>

REVIEW OF RELEVANT THEORIES

Theory of Demand

When a person demands something, it means they have the "willingness and ability"⁵ to purchase the good or service. Consumers buy goods and services to satisfy their wants. This is called utility. Assuming that consumers are rational and want to utilize as much as possible from buying goods and services, the law of demand thus states that while "other things remain the same, the higher the price of a good, the smaller is the quantity demanded"⁶ and vice versa.

Thus, there is an inverse relationship between demand and price; as price rises, quantity demanded decreases and vice versa.

This can be illustrated in the following diagram:

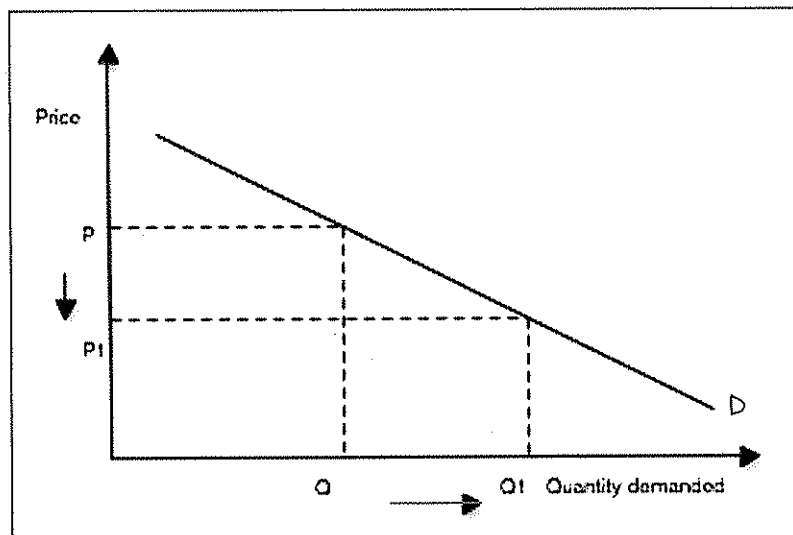


Figure 1.0

Figure 1.0 shows the inverse relationship that the law of demand portrays. When price decreases from P to P_1 , quantity increases from Q to Q_1 .

Determinants of Demand

Demand is influenced by a range of different factors, however the main ones are as follows:

Price Factor

Price of good or service: This is the key determinant of demand. Usually, the more expensive the good, the less willing people will demand it.

?

Henry

⁵ Blink, Jocelyn; Dorton, Ian, Economics Course Companion, Page 25

⁶ Parkin, Michael, Economics. Page 59.

Non-Price Factors

Current disposable income: consumers who have a higher disposable income are more willing and able to consume a good or service compared to those who have a lower disposable income.

Expected disposable income: When a consumer knows beforehand, that they will be receiving a bonus or a raise in income, they may be more willing to buy goods right now.

Preferences: Demand can be largely based on a person's preference of a good or a service.

Advertising: This can also influence a person's preference and thus their demand. Good advertising campaigns or reputations can draw in consumers thus quantity demanded increases.

Substitutes: Goods or services that are similar to another good and can replace the consumption of the other good. Substitutes can decrease demand of particular goods as there are cheaper alternatives consumers can turn to if a certain product's price is too high.

Complements: Goods or services that are consumed together yet do not replace the good. Complements may increase the demand for both goods, as they are both demanded together.

Theory of Supply

*"The quantity supplied of a good or service is the amount that producers plan to sell during a given time period at a particular price."*⁷

The quantity supplied may either exceed or be inadequate to the quantity being sold or demanded by consumers. This could either result in a:

Shortage: Too little of a good or service is being supplied compared to its demand and price increases.

Surplus: Too much of a good or service is being supplied compared to its demand and price falls.

Price Elasticity of Demand (PED)

The price elasticity of demand (PED) measures the responsiveness of demand in Good X to a change in price of that good. In this investigation, the PED of demand for school places at is measured when there is a change in price of school fees.

The formula for calculating PED is as follows:

8

$$\text{Price Elasticity of Demand} = \frac{\text{Percentage change in Quantity Demanded}}{\text{Percentage change in Price}}$$

i.e.

$$(PED = \frac{\% \Delta QD}{\% \Delta P})$$

⁷ Parkin, Michael, Economics Course Companion, Page 64

⁸ Norhaus, William, Samuelson, Michael, Economics, Page 66

Pliny 2

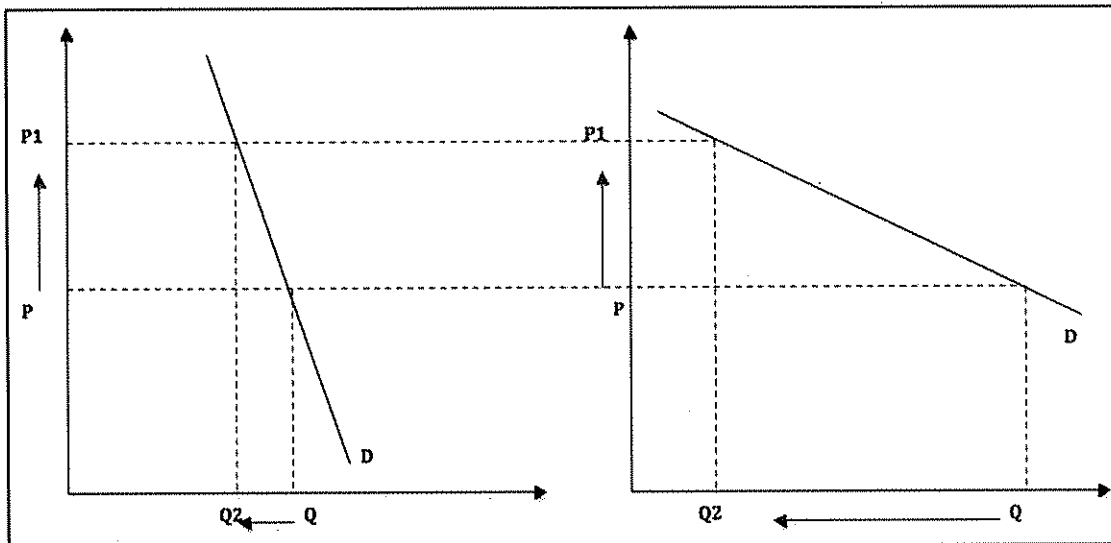


Figure 1.0

Figure 2.0

Figure 1.0 and 2.0 help explain the theory of price elasticity of demand.

Figure 1.0 shows an inelastic demand curve D. "If the increase in demand is lower than the increase in price then the price elasticity is described as inelastic (and) this is shown by a steep demand curve as for a given change in price there is a smaller change in demand."⁹

Figure 2.0 shows an elastic demand curve D. "If the increase in demand is higher than the increase in price then the price elasticity is described as elastic (and) this is shown by a shallow demand curve as for a given change in price there is a larger change in demand."¹⁰

In Figure 1.0, the price change from P to P1 is relatively large. Yet, the change in quantity from Q to Q1 is smaller.

However, Figure 2.0 shows that the same change in price of P to P1 will result in a much larger decrease in the change of quantity from Q to Q24

As previously stated, because the law of demand shows the demand curve as a downwards-sloping curve, the price and quantity change is inverse.

If we use the formula above to calculate PED, we will end up with a value that will end up in one of the following categories as seen in Table 1.0:

Table 1.0 Values of PED and what they signify

Value	Elasticity	Explanation
> 1	Elastic	A larger figure by a smaller figure, thus >1. A change in price causes a larger change in the quantity demanded.
< 1	Inelastic	A smaller figure by a larger figure, thus <1. A change in price causes smaller change in the quantity demanded.
= 1	Unit elastic	Occurs when price and quantity demanded change by the same amount, thus =1.

⁹ <http://www.bized.co.uk/cgi-bin/glossarydb/broswe.pl?glostopic=1&diagtopic=0&brosediag=53diagsecs=1>

¹⁰ <http://www.bized.co.uk/cgi-bin/glossarydb/broswe.pl?glostopic=1&diagtopic=0&brosediag=55diagsecs=1>

METHODOLOGY

My investigation question to **what extent are school fees the main determinant of demand for school places in** , is based primarily on two components of either price factors or non price factors.

✓ To research whether price factors, i.e. school fees is the main determinant of demand for school places in , I carried out interviews with the Director of Admissions and the Director of External Communications. The Director of Admissions also gave me the data on the number of applicants and school fees from 2000 to 2008. The PED was calculated from this information (Appendix 4). This was used to discover whether historical and current evidence if any changes in school fees have increased or decreased the demand for waiting lists in UWC. Furthermore, these figures will be used to support the information I collect from my data collection of non-price factors of demand.

✓ To research the extent to which non-price factors influence demand for school places at , (See Appendix 2) I drew up an electronic survey (http://www.surveymonkey.com/s.aspx?sm=6jB8z0AFdaUGIWMwzvMZ1g_3d_3d) for grade 11 parents. (Appendix 2) Questions include factors regarding companies paying for fees as opposed to the parents themselves, as I thought the expatriate factor could be a key role in affecting demand for places, in addition to other non-price factors in influencing for demand for school places. These surveys were emailed to 50 grade 11 student parents with a response rate of 42 percent. It is important to note in the survey that non-price factors are essentially, subjective and parents may not necessarily react as they state. Thus this must be and is taken into account in the analysis of the survey data. *good*

Under 25 respondents

DATA COLLECTION AND ANALYSIS

Demand

There is no doubt that the demand for school places in Singapore is very high. (Appendix 5 and 6) Articles in newspapers have illustrated the growing demand for school places in international schools in Singapore as companies continue to hire expatriates.

why not give dates here?

Price as a Determinant of Demand

As outlined in the methodology, data collection was divided into price and non-price determinants of demand for school places at

The data collected included tuition fees, fee increase and number of grade 11 applicants for the academic years between 2000/2001 up to 2008/2009. Consequently, I calculated the % increase in grade 11 applicants.

Table 2.0 Tuition Fee and Corresponding Number of Grade 11 Applicants¹¹

Academic Year	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Tuition Fees/term (\$)	5,800	6,100	6,100	6,100	6,100	6,405	6,885	7,575	8,105
Fee increase (%)	-	5	0	0	0	5	7.5	4.5	7
Number of Grade 11 Applicants	47	57	63	55	60	77	67	90	132

*↑ P
↑ Q*

By simply looking at the table, it is hard to equate the relationship between the fee increase and the percentage change in the number of grade 11 applicants. I could simply say that number of grade 11 applicants has increased each year, despite fees sometimes remaining the same or increasing on average, up to 4%, if we take into account the 0% change in fee between 2002 and 2005. However, we don't know to what extent. Thus, we apply the PED formula:

$PED = \frac{\% \Delta QD}{\% \Delta P}$ to calculate the price elasticity of demand from each school year to the next.

(Appendix 1) A figure of less than 1 indicates that the price elasticity demand of school fees is inelastic where an increase in school fees results in a proportionally smaller percentage change in quantity demanded of school places.

All the calculations are consistently less than 1. Even the highest PED value calculated is 0.53 and despite being the highest, it is still relatively inelastic. The figure can also be explained by the fact that it falls where the largest fee increase of 7.5% occurs. Table 2.0 shows that this is between the academic year 2005/2006 and 2006/2007.

The average PED value (Appendix 1) is very inelastic with a value of 0.20. This is consistent with the information derived from the interview (Appendix 3), where it was said that no noticeable impact occurs in waiting lists when fees increase. Evidently, demand is very price

¹¹ Carter, Jonathan, Director of Admissions UWCSEA, UWCSEA Archives

Dubious calculations

*↑ P plus?
↑ Q*

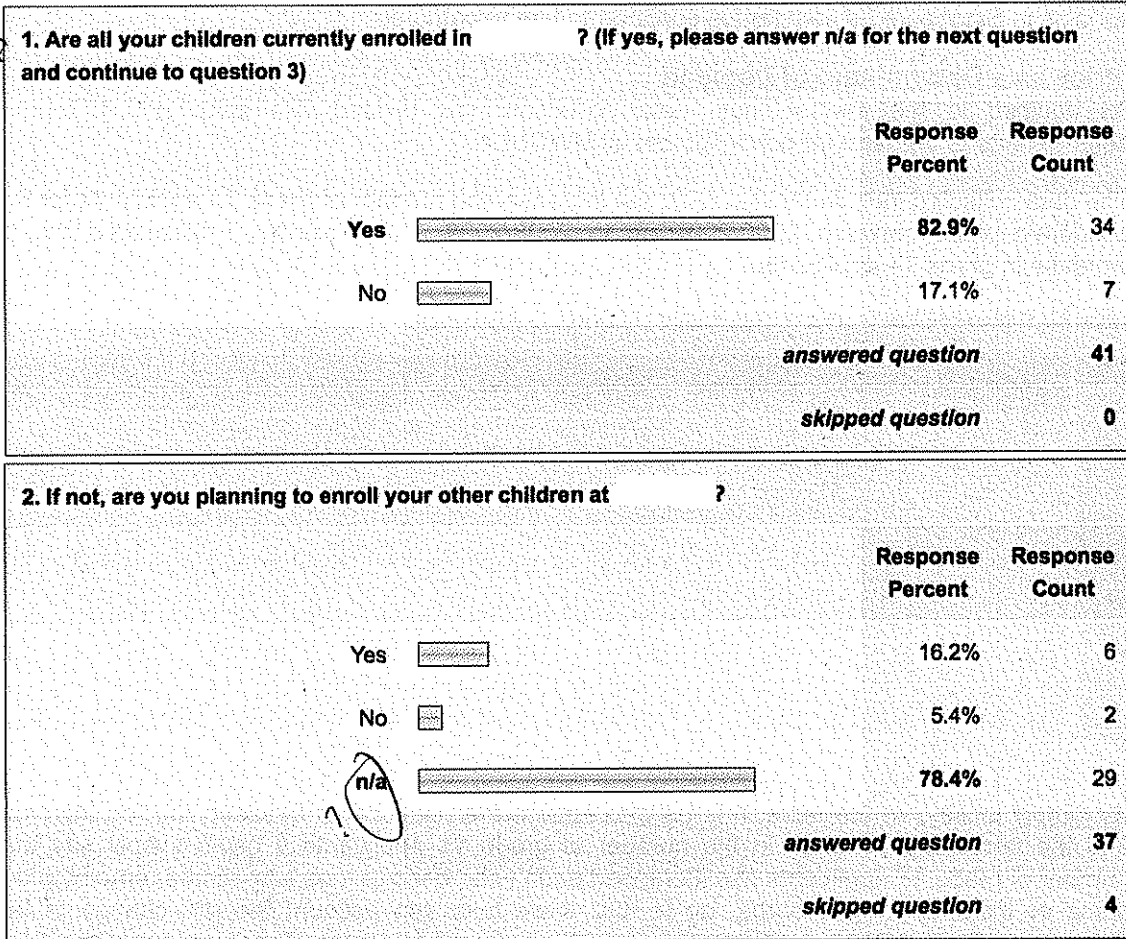
*too many references to the table
It should be here in the main body*

inelastic – increase in school fees do not result in large changes in demand which leads us to non-price factors that influence demand.

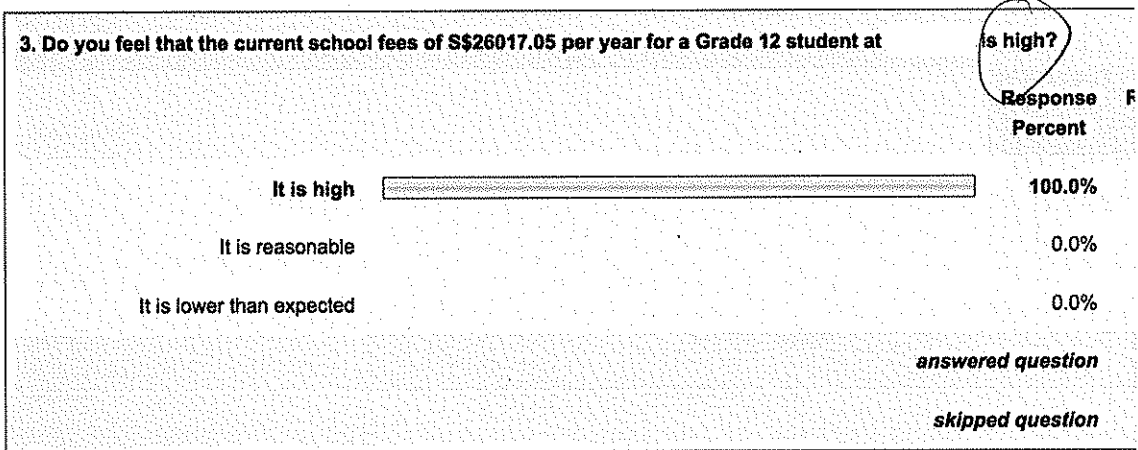
Non-Price Factors

The data for non-price factors is primarily derived from the surveys. I have taken a screenshot for each question.

Under 25 responses

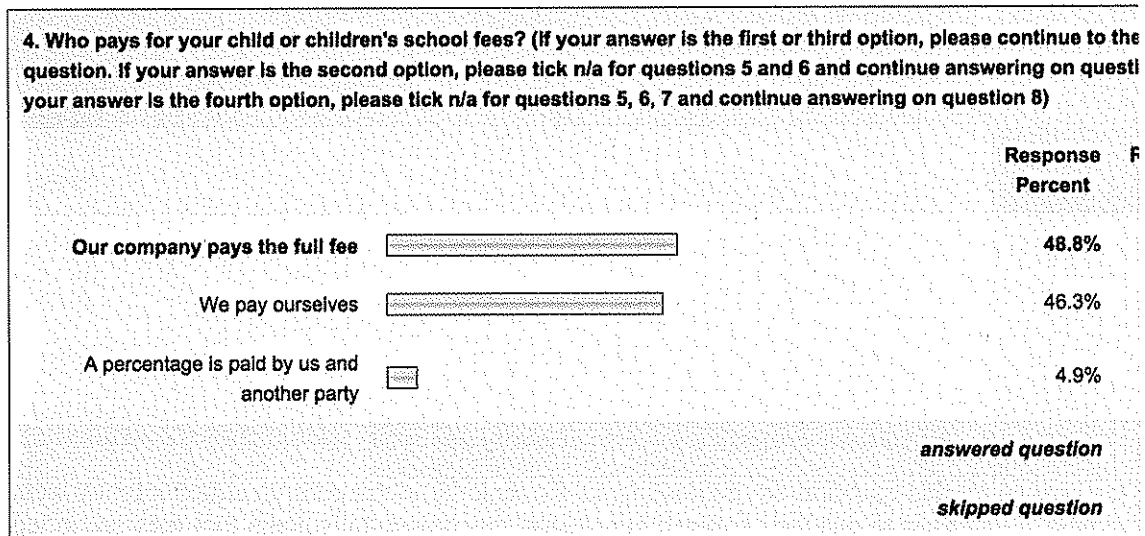


82.9% of parents have children enrolled at [redacted] and the 17.1% that don't have all children enrolled, 86% of them are planning to enroll their children at [redacted], accounting for the majority. On a very simple level, this has given me the basic indication that demand for school places at [redacted] are strong; siblings will potentially be attempted to be enrolled at [redacted]. This is consistent with the data highlighted in the newspaper articles (Appendix 5 and 6) have illustrated.



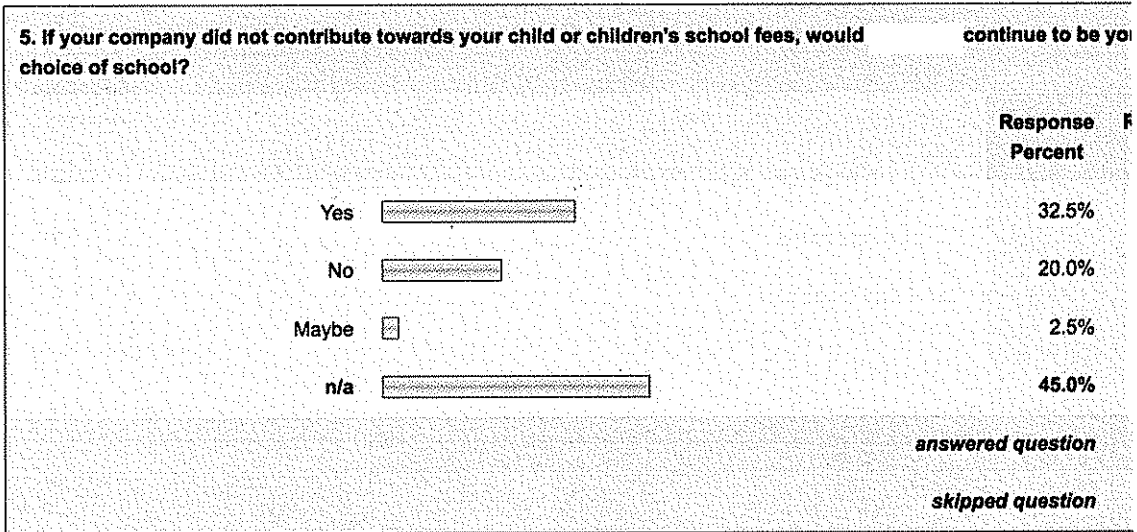
Although this question is very subjective and normative, i.e. opinion and hard to prove, it has also given me an extremely strong indication of what parents feel of the current academic year school fee for upper school. All parents questioned have stated and agreed that 's school fees are very high. Yet, as we have seen, demand for school places continues to be high and continues to increase despite increasing school fees. *(making PED calculations meaningless)*

Evidently, this means that parents take into account, other non-price factors in their demand for school places for their children at

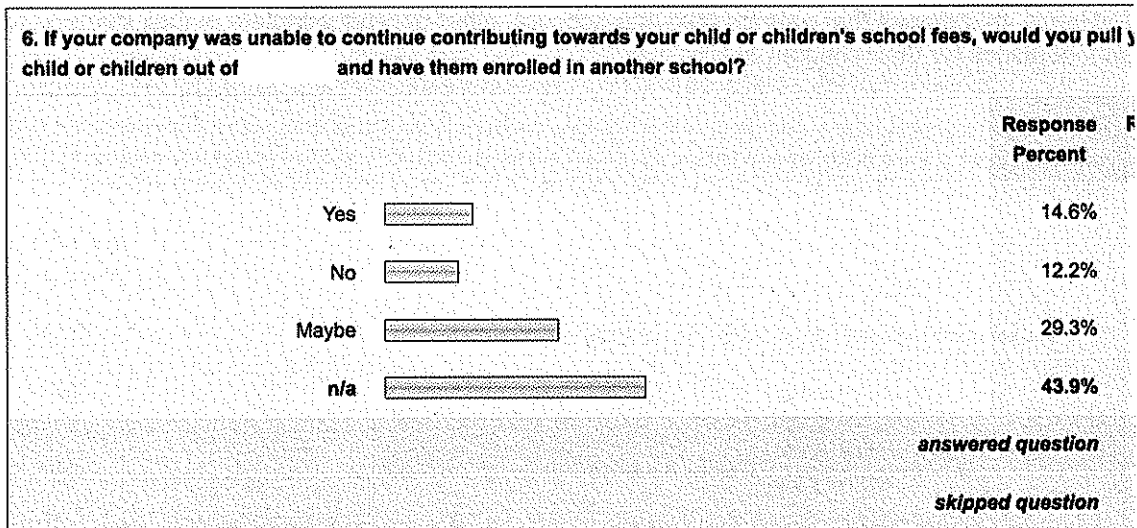


This question is important as it contributes to whether or not a parent may demand a school place at for their child. Parents who pay for fees themselves are more likely to have lesser disposable income than those who have their company pay the fee thus should prices increase, be less willing to pay the higher price. However, surprisingly, despite the majority of 's population being expats, only 48.8% of the parents have their companies pay the full school fee and almost half pay the full school fee themselves although it is important to note the survey results are of small sample size. It could be expected then, that if school fees increase significantly, demand would decrease. However, this is not the case as we have noted earlier demand for school places is very inelastic with a low PED value of 0.20.

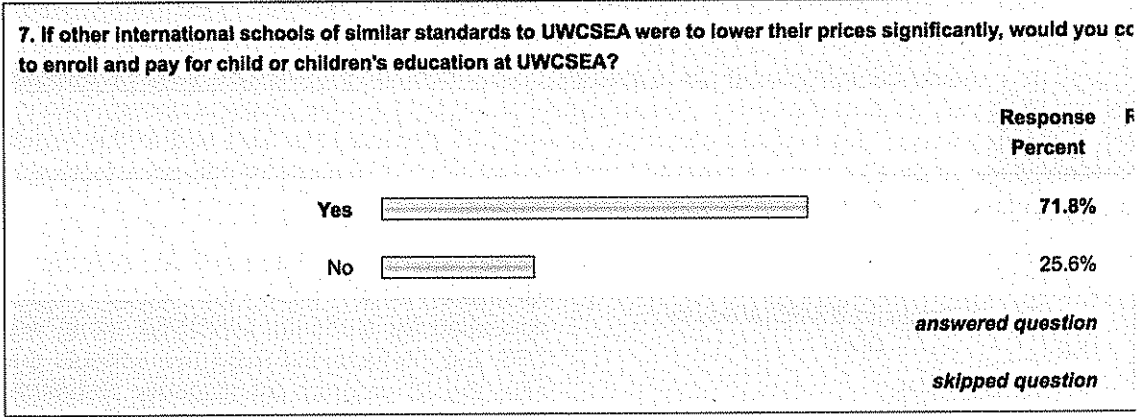
opposite in fact



The results seem to be split in half. (62%) of the 21 say yes, would continue to be the school of first choice, 8 families say no and 1 says maybe. This seems to contradict the fact that non-price factors play a role in the demand for school places at but other questions in the survey say otherwise so we have to continue exploring the other questions.



The results for this question are interesting as the majority of the parents state that they would 'maybe' be inclined to pull their children out. Again, this seems to indicate that fees are in fact, a determinant their demand for enrolling their children at



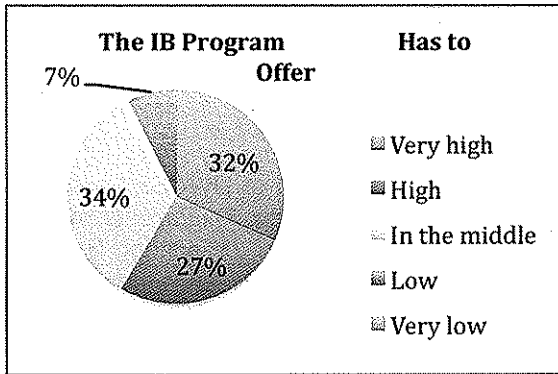
This question is similar to number 6 however it provides a comparison of [redacted]'s school fees with other international schools school fees in Singapore (Appendix 7). Parents may or may not realize that [redacted]'s school fees lie within the average of school fees for international schools within Singapore. Assuming they do not have this knowledge, most parents seem to agree that they would continue to enroll their children in [redacted], particularly in upper school as the PED for upper schools as noted is very price inelastic. This is a definite indication that there are non-fee factors that contribute towards their decision for enrolling their child at [redacted] and Question 8 follows up on this:

8. Please rate the following on the basis of how important they influence your decision to put your child at [redacted]:

	Very high	High	In the middle	Low	Very low	Rating Average	Response Count
The IB program [redacted] offers high school students:	31.7% (13)	26.8% (11)	34.1% (14)	7.3% (3)	0.0% (0)	3.83	41
[redacted]'s values and ethos compared to other schools:	29.3% (12)	24.4% (10)	36.6% (15)	4.9% (2)	4.9% (2)	3.68	41
[redacted] a brand name and inclusion in a global movement:	22.0% (9)	36.6% (15)	34.1% (14)	2.4% (1)	4.9% (2)	3.68	41
Facilities that [redacted] has to offer:	12.2% (5)	68.3% (28)	14.6% (6)	4.9% (2)	0.0% (0)	3.88	41
Range of extra-curricular activities, sports, music and drama opportunities that [redacted] provides:	19.5% (8)	61.0% (25)	17.1% (7)	2.4% (1)	0.0% (0)	3.98	41
[redacted]'s location in Singapore:	4.9% (2)	14.6% (6)	22.0% (9)	43.9% (18)	14.6% (6)	2.51	41
[redacted]'s international and diverse student body:	17.1% (7)	29.3% (12)	41.5% (17)	12.2% (5)	0.0% (0)	3.51	41
<i>answered question</i>							41
<i>skipped question</i>							0

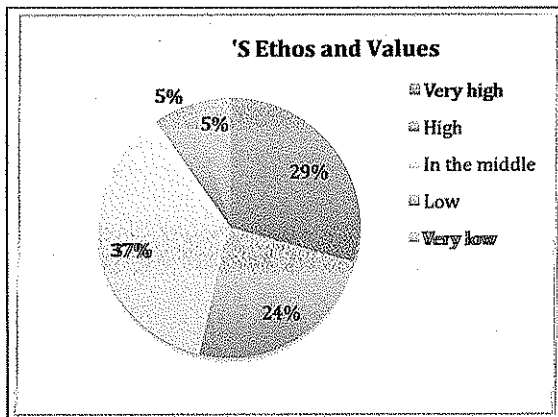
difference?

Question a variety different non-price factors that could contribute towards a parent's decision for enrolling their child at . Those highlighted in bold are the answers chosen with the highest percentage. The majority of survey answers lie between the high and in the middle section of the scale a very good indication that parents tend to account for non-price factors as a contributing factor for their upper school place demand.

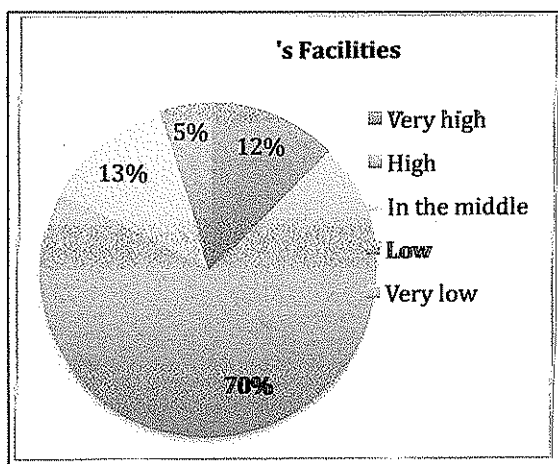


There are many international schools in Singapore that offer the same higher education for students. along with OFS are perhaps the main two schools that offer the IB program for students. Substitute education programs include the British A-Levels in Tanglin Trust School or American Advance Placement's in the Singapore American School.

Evidently, about half of parents fall quite evenly between the 'in the middle', 'high' and 'very high' range when it comes to the type of education that they wish for their child to have and it is ultimately a family's preference that they choose to seek the IB program has a vital component in demanding a school place.



Similarly about half of parents also fall quite evenly between the 'in the middle', 'high' and 'very high' range when it comes to 's relatively unique ethos and values. This may be because such ethos and values have no substitutes – no other school offers the unique values that UWCSEA upholds and it is this that parents seek for their children when they enroll them at



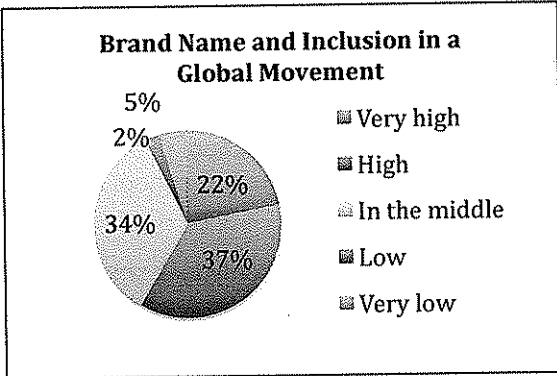
An overwhelming percentage of parents seem to feel that 's facilities play a high role in influencing their decision in enrolling their children at

There are very few schools that are close when it comes to 's facilities:

boosts an Olympic sized pool, several astro-turfs, indoor sport halls, tennis courts, 3 theatres, rock climbing walls among a variety of other things.

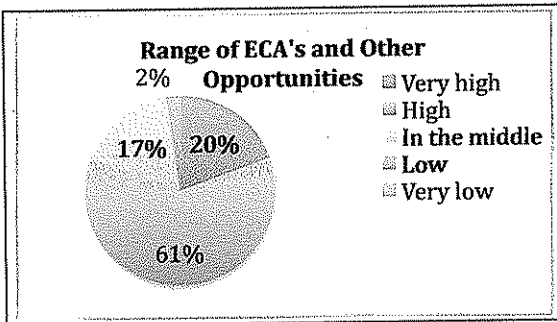
This is obviously attractive to parents and it is something advertises highly.

Describe of results



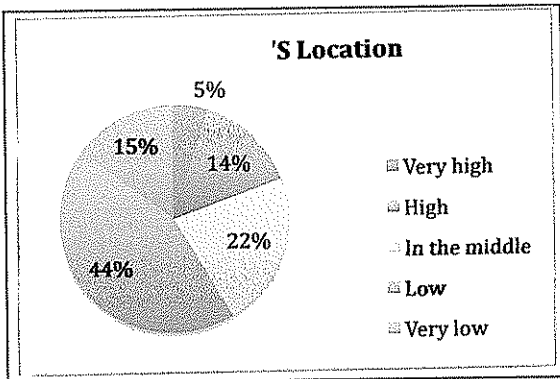
Most parents seem to agree that [redacted]'s brand name falls between the 'high' and 'in the middle' range in influencing their decision for enrolling their children at [redacted].

[redacted] has established itself extremely well as a school with no close substitutes when it comes to inclusion in a global movement – with 11 other schools worldwide that believes in the same values, it is quite expected that 59% believe it is high or very high in importance as a contributing factor.

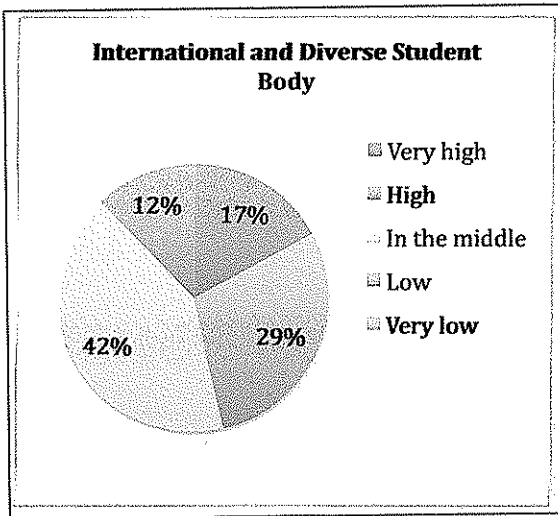


An overwhelming 59% of parents deem the range of ECA's [redacted] has as very high or high in importance.

This is quite expected as similar to facilities, [redacted] boosts a huge variety of activities that students may take part in.



Almost half of the parents questioned state that the location of [redacted] is unimportant as a contributing factor in enrolling their child at [redacted]. [redacted] offers a school bus service that parents may utilize. Perhaps this is why UWCSEA's location is not as important as other non-price factors.



The majority of parents have said that [redacted]'s international and diverse student body is 'in the middle' in importance, while 29% have stated that it is high in importance.

While this does imply that the international and diverse student body is a factor of importance, it also implies that it is not the largest factor if importance.

This may be as it is likely other international schools within Singapore also boasts similar international student populations, thus there are closer substitutes for this non-price factor at play.

Descript of results

CONCLUSION

The purpose of this investigation was to explore 'to what extent are fees the main determinant of demand for upper school places at _____?' A survey of 14 per cent of grade 11 was carried out to determine the factors that affect demand for school places as well as information collected on the number of applicants and school fees for upper school students between the academic years of 2000/2001 up to 2008/2009.

It was found from the calculated inelastic average PED value of 0.20 that only to a small extent are fees the main determinant of demand for upper school places at _____ and that there are a lot of non-price factors that are considered when determining demand for school places.

The survey showed this clearly as a lot of non-price factors _____'s unique international body, facilities and inclusion in a global movement are deemed as 'high' as a contributing factor in the decision to enroll children at _____. It was found that location is trivial compared to the aforementioned factors and this indicates that the closeness in substitutes for these factors is lacking in Singapore, as other international schools simply cannot compete in these areas with _____.

Evidently, non-price factors play a huge role in determining for parents enroll their children at _____. Despite the evident increase in fees over the years, demand continues to be strong.

Limitations to the Investigation

Firstly, the survey carried out was of small sample size and included only 14 percent of Grade 11. This could limit the validity of the analysis and conclusion drawn. Additionally, the research question focused on just the upper school and ignored the rest of the school. It could be that because of this, the PED may be higher as students are in their final couple of years at school. Parents with primary children would be more price sensitive and willing to shift them to other schools if fees were to increase significantly. Furthermore, other factors such as the concern with lack of school spaces in Singapore may account for the conclusion drawn and again limit its validity. It may be that all international schools are experiencing the same inelastic demand despite their lack of individuality compared to _____. These factors exceed the scope of this investigation and could be taken into consideration and explored in greater detail in further study.

Unresolved Questions

Because the research was narrowly focused in the upper school section of _____, the PED for the rest of the school may vary greatly as it targets a different consumer group that includes younger children. Thus, this should be further explored if the PED for the school is to be taken into account.

Real PED figures may also vary from the one derived from this investigation as the survey was carried out in a small sample size. Further investigation on a larger scale including all students of the upper school to see if real PED values are consistent with my PED value.

Additionally, it would be interesting to extend this investigation into upper schools of international schools in Singapore. Are they all consistent with the same price inelasticity for demand as Singapore's upsurge of expatriate population continues to grow?

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APPENDICES

APPENDIX 1

	2000/2001- 2001/2002	2001/2002- 2002/2003	2002/2003- 2003/2004	2003/2004- 2004/2005	2004/2005- 2005/2006	2005/2006- 2006/2007	2006/2007- 2007/2008	2007/2008- 2008/2009
$(PED = \frac{\% \Delta QD}{\% \Delta P})$	7.							
	0.28	0.00	0.00	0.00	0.22	0.53	0.35	0.21
Average PED value	$(0.28 + 0.00 + 0.00 + 0.00 + 0.22 + 0.53 + 0.35 + 0.21) / 8$ $= 1.59$ $1.59 / 8 = 0.20$							

DUBINS

APPENDIX 2

Survey for Demand of School Places at

[Exit this survey](#)

1.

Hi, my name is Priscilla Goh (12MIC) and I am currently pursuing the International Baccalaureate (IB) diploma in . As part of the IB requirement, an 4,000 word extended essay is required.

I am investigating 'To what extent are fees the main determinant of demand for school places at ?' and would be extremely grateful if you could help me by participating in this anonymous survey. All answers will be strictly confidential and will only be viewed in discretion by myself, my extended essay supervisor and the IB exam board.

If you have any queries, please feel free to contact myself at priscilla.l.goh@gmail.com. Thank you for your time.

***1. Are all your children currently enrolled in ?**
(If yes, please answer n/a for the next question and continue to question 3)

- Yes
- No

2. If not, are you planning to enroll your other children at ?

- Yes
- No
- n/a

***3. Do you feel that the current school fees of S\$26017.05 per year for a Grade 12 student at is high?**

- It is high
- It is reasonable
- It is lower than expected

***4. Who pays for your child or children's school fees?**

(If your answer is the first or third option, please continue to the next question.

If your answer is the second option, please tick n/a for questions 5 and 6 and continue answering on question 7.

If your answer is the fourth option, please tick n/a for questions 5, 6, 7 and continue answering on question 8)

- Our company pays the full fee
- We pay ourselves
- A percentage is paid by us and another party

5. If your company did not contribute towards your child or children's school fees, would continue to be your first choice of school?

- Yes
- No
- Maybe
- n/a

6. If your company was unable to continue contributing towards your child or children's school fees, would you pull your child or children out of and have them enrolled in another school?

- Yes
- No

7. If other international schools of similar standards to [redacted] were to lower their prices significantly, would you continue to enroll and pay for child or children's education at [redacted] ?

- Yes
- No

*8. Please rate the following on the basis of how important they influence your decision to put your child at [redacted] :

	Very high	High	In the middle	Low	Very low
The IB program UWCSEA offers high school students:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UWCSEA's values and ethos compared to other schools:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UWCSEA's brand name and inclusion in a global movement:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilities that UWCSEA has to offer:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Range of extra-curricular activities, sports, music and drama opportunities that UWCSEA provides:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UWCSEA's location in Singapore:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UWCSEA's international and diverse student body:	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

*9. If [redacted] did not exist or did not have space to offer your child a placement at [redacted], what would be your next best choice?

- Singapore American School (SAS)
- Australian International School (AIS)
- Overseas Family School (OFS)
- International School of Singapore (ISS)
- Tanglin Trust School (TTS)
- International Community School (ICS)
- Canadian International School (CIS)
- Chatsworth International School
- Other international schools
- Government local schools with an international branch (eg. Anglo Chinese School International)
- A local school

*10. Was [redacted] your first choice of school for your child or children?

- Yes
- No, another international school was our first choice

Done

Survey Powered by:
SurveyMonkey.com
 "Surveys Made Simple."

APPENDIX 5

Story Print Friendly

<http://www.straitstimes.com/print/Prime%2BNews/Story/STL...>

Print Article

>> [Back to the article](#)

June 9, 2008

Expat schools make room for growing population

Aussie school's \$45m extension is latest; long waiting lists at popular ones

By Jane Ng

THE Australian International School's new campus extension in Lorong Chuan makes it the latest among international schools here to address the issue of the squeeze on places.

The \$45 million junior school complex is a self-contained one on the school's existing campus.

The fact that it needed this add-on facility points to the booming expatriate population here: many international schools are full, and popular ones have long waiting lists.

All eight schools contacted have either expanded or will do so in the next few years.

The number of expatriates here went up nearly 10 per cent in just one year, from 798,000 in 2005 to 875,500 in 2006, going by latest available figures.

The demand for places in international schools is expected to grow. A survey done by the American Chamber of Commerce in Singapore (AmCham) among its member companies last year found that a third - or 22 out of 68 - would be expanding their expatriate headcounts here by about 200 within the next three years.

These employees have about 300 children who will need places in international schools here.

The employees of the companies surveyed had among them 24 children who were on waiting lists.

AmCham has set up a committee to give its member companies better access to these waiting lists, and to work with various agencies to help schools gauge their expansion needs more accurately.

AmCham chairman Steve Okun, noting that many AmCham member companies have been unable to move key employees here because these employees' children do not have places in their selected schools, said: 'With most international schools at their admissions' saturation, the situation is only worsening.'

Prime Minister Lee Hsien Loong recently counted the squeeze on places in international schools as a 'constraint' here, and said the Government had stepped in to ease the shortage by helping these schools to expand.

The director for education and professional services at the Economic Development Board (EDB), Mr Toh Wee Khiang, said that EDB was facilitating the expansion of the German European School and the United World College's second campus.

It is also trying to interest top-quality institutions in setting up pre-tertiary schools here, he added.

But at least one school principal thinks the support given is insufficient.

He complained: 'The EDB is attracting many companies here, but it is helping only some schools with expansion. Not enough is being done for many others. We are pretty much left on our own.'

The Australian International School happens to have room to expand on its existing campus.

Its new block has 40 classrooms for 800 pupils, a cafeteria, music and art rooms, a children's library, more outdoor eating and play areas and an underground carpark.

The school's population, now at 1,860, is expected to climb to above 2,100 next month.

Together with its other campus just next door, the school will be able to accommodate 2,500 students - and hold off having a waiting list for 18 months, said its director for marketing and enrolments Kim Douglas.

The school expects to have a waiting list again from 2010.

Its principal, Mr Peter Bond, said: 'With many schools facing a similar situation as us, families want to know there's a space for their children before bringing them here.'

He said he expected 'no respite in the short term'.

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APPENDIX 6

Story Print Friendly

http://www.straitstimes.com/print/Singapore/Story/STIStory_...

Print Article

>> [Back to the article](#)

April 21, 2008

UWC to open green campus

Eco features at Tampines school will cut energy use by 25%

By Jane Ng

UNITED World College South-east Asia's second campus in Tampines will be an eco-friendly one, complete with solar panels, sky gardens and a rainwater tank.

The campus, to be ready in 2010, aims to save the Earth as well as money while teaching environmental lessons to its students, said college head Julian Whiteley.

The rainwater tank, for instance, will have a see-through pipe running from it, so students can watch rainwater being collected and filtered for use in the school's gardens.

The green features in the \$300 million school for students aged five to 18 will cut energy consumption by 25 per cent, said Mr Whiteley.

Besides theatres, music studios, language and science laboratories as well as art rooms, the school will also have a section for children - with a treehouse, a pool and two playgrounds.

It will have one other feature no school here is known to have: A 50m-long tubular slide that can whoosh students from the second level down to the garden.

Mr Whiteley said the 'practical' design excludes slabs of granite, which are expensive, and full-length glass walls, which make air-conditioning systems work harder.

At 5.5ha, the campus will be about half the size of its Dover one.

It will, however, make up for its smaller land area with space-savers like an elevated soccer field and underground sports halls and carparks.

It will also have a 19-storey boarding house for foreign students here on scholarships.

The campus was planned to mop up demand from the growing number of expatriates here. It will take in 2,500 students eventually, compared to the 2,900 at its Dover campus.

Until the campus is ready, students will use an interim campus in Ang Mo Kio. It will start off with 420 pupils, from kindergarten to Grade Four, when it opens in August.

The rising number of expatriates - up from 798,000 in 2005 to 875,500 in 2006 - is putting a squeeze on international schools here.

Mr Whiteley said the average waiting time for a place at UWC is four years, but some parents make enquiries even before their children are born.

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APPENDIX 7

Australian International School

Senior School (Yrs 10-12)	Per Term
Year 10 and 11	\$6745
Year 12 (paid over 3 terms)	\$6995

Singapore American School

Tuition Fees

Tuition Fees	First Semester	Second Semester	Per Year
Preschool	\$5,150	\$5,150	\$10,300
Pre-Kindergarten	\$7,725	\$7,725	\$15,450
Primary School (Kindergarten - Grade 2)	\$10,300	\$10,300	\$20,600
Intermediate School (Grades 3-5)	\$10,300	\$10,300	\$20,600
Middle School (Grades 6-8)	\$11,200	\$11,200	\$22,400
High School (Grades 9-12)	\$12,200	\$12,200	\$24,400
ESL Surcharge (Grades 1-12)	\$1,500	\$1,500	\$3,000

The tuition fees plus GST are due in full August 1 for first semester and December 1 for second semester. The tuition fees are not pro-rated regardless of when the student enrolls during the semester.

Overseas Family School

Tuition Fees

(Singapore Dollars)

Kindergarten	(Pre K) \$6,000 per semester (K1-K2) \$9,000 per semester
Elementary School	(Gr 1-5) \$10,000 per semester
Middle School	(Gr 6-8) \$11,000 per semester
High School	(Gr 9-12) \$12,500 per semester
ESL Special Fee - SPP	(Gr 1-12) \$1,000 per semester

All fees are in Singapore Dollars and payable before the start of each Semester.

Tanglin Trust

Senior School			
Year 7	\$8563	\$600.81	\$9163.81
Year 8	\$8563	\$600.81	\$9163.81
Year 9	\$8563	\$600.81	\$9163.81
Year 10	\$9000	\$630.00	\$9630.00
Year 11	\$9000	\$630.00	\$9630.00
Year 12	\$9448	\$661.36	\$10,109.36
Year 13	\$9448	\$661.36	\$10,109.36

There are 3 terms in a year.

School Fees are inclusive of Building Fund (at \$850 per term, unchanged from 2007/08)

*GST- Goods and Services Tax (currently at 7%)

THANKS AND ACKNOWLEDGEMENTS

Thank you to my supervisor for all her help!

I'd also like to thank:

Assessment form (for examiner use only)

Candidate session number	0	0						
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Assessment criteria	Achievement level			Second examiner
	First examiner	maximum		
A research question	2 ✓	2		<input type="checkbox"/>
B introduction	2 ✓	2		<input type="checkbox"/>
C investigation	3 ✓	4		<input type="checkbox"/>
D knowledge and understanding	2 ✓	4		<input type="checkbox"/>
E reasoned argument	2 ✓	4		<input type="checkbox"/>
F analysis and evaluation	2 ✓	4		<input type="checkbox"/>
G use of subject language	2 ✓	4		<input type="checkbox"/>
H conclusion	2 ✓	2		<input type="checkbox"/>
I formal presentation	4 ✓	4		<input type="checkbox"/>
J abstract	2 ✓	2		<input type="checkbox"/>
K holistic judgment	3 ✓	4		<input type="checkbox"/>
Total out of 36			26 ✓	<input type="checkbox"/>

*straight forward
basic
application
of analysis*

A well-organised, straightforward piece of work. There are flaws in the economic analysis, but a good effort is made to analyse functional data, and to show some evaluative skills

Name of first examiner: _____
(CAPITAL letters)

Examiner number: _____

Name of second examiner: _____
(CAPITAL letters)

Examiner number: _____