

IB Diploma Programme 2022-23

Overview by Vice-Principal of Senior Division
Mrs Tan Siew Hoon

Subject Presentations

- English
- Languages
- Humanities
- Sciences
 - SEHS
- Mathematics
- The Arts

Subject Option Tool





IB Diploma Programme

Information has been extracted from www.ibo.org





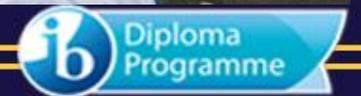
IBDP

Photo credits

<https://www.littledayout.com/2015/04/07/bukit-timah-hill-journey-to-the-summit/>

<https://sgtrek.com/event/my20190519-4d3n-mount-kinabalu-climb/>

<https://www.adventureinyou.com/malaysia/the-long-way-up-climbing-mt-kinabalu-review/>



ACS (International) IBDP since 2007

The **International Baccalaureate Diploma Programme** (IBDP) is an academically challenging and balanced **two-year curriculum**, primarily aimed at students aged 16 to 19.

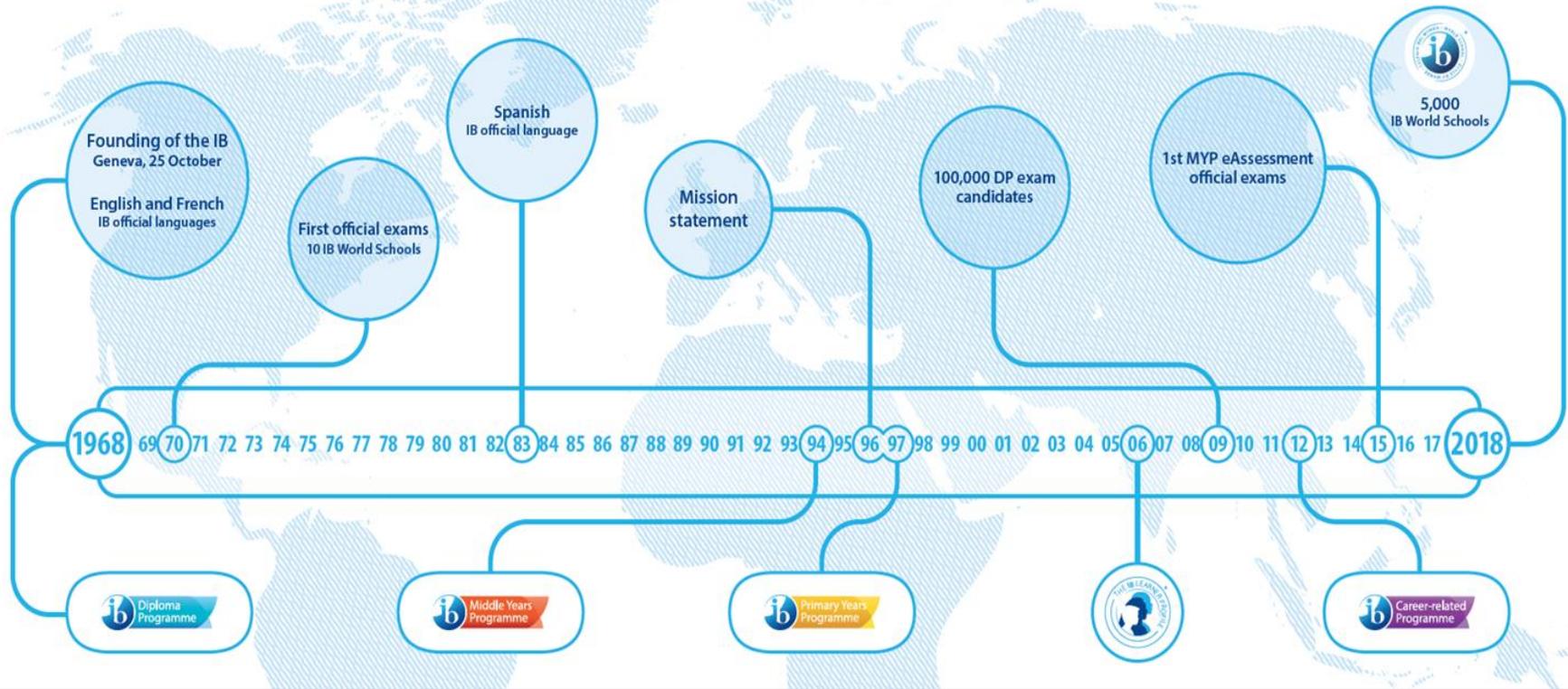
It leads to a qualification that is widely recognised by leading universities across the globe.





A better world through education

50years.ibo.org



What is the IBO?

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

(from the IBO Mission Statement)



The IB Learner Profile...



... is the IB mission statement translated into a set of learning outcomes for the 21st century -

- **inquirers**
- **knowledgeable**
- **thinkers**
- **communicators**
- **principled**
- **open-minded**
- **caring**
- **risk-takers**
- **balanced**
- **reflective**



University Admissions Officers (2015)

A scale of 1 to 5, where 1 is 'does not develop the quality well' at all and 5 is 'develops it extremely well.'

UK	A levels	The IBDP
	Combined 4 + 5	Combined 4 + 5
	%	%
Encouraging independent inquiry	37	87
Developing global awareness and connectivity	6	80
Developing in-depth subject expertise	81	79
Developing self-management skills	26	76
Developing ability to cope with pressure	56	72
Nurturing an open mind	15	71
Developing workplace skills	3	57
Nurturing communication skills	37	45
Encouraging creativity	15	37
Developing an entrepreneurial or positive approach to risk taking	4	23
Total % score	285	702

ploma
programme

“Diploma Programme students are well rounded, multifaceted, multi-skilled and have studied in depth. They have good time-management skills. They score higher than students in other national systems, and the IB score is worldwide the same measure.”

Hrilina Lock, undergraduate admissions manager,
London School of Economics, UK



“Our experience is that IB diploma graduates are incredibly well prepared for university success. The program’s international flavour, academic rigour and emphasis on inquiry based learning means that IB Diploma students enter university with a global outlook, an excellent work ethic and the critical thinking skills to ensure they achieve.”

Margaret Fairman,

director, Office of Prospective Students and Scholarships, University of Queensland,
Australia



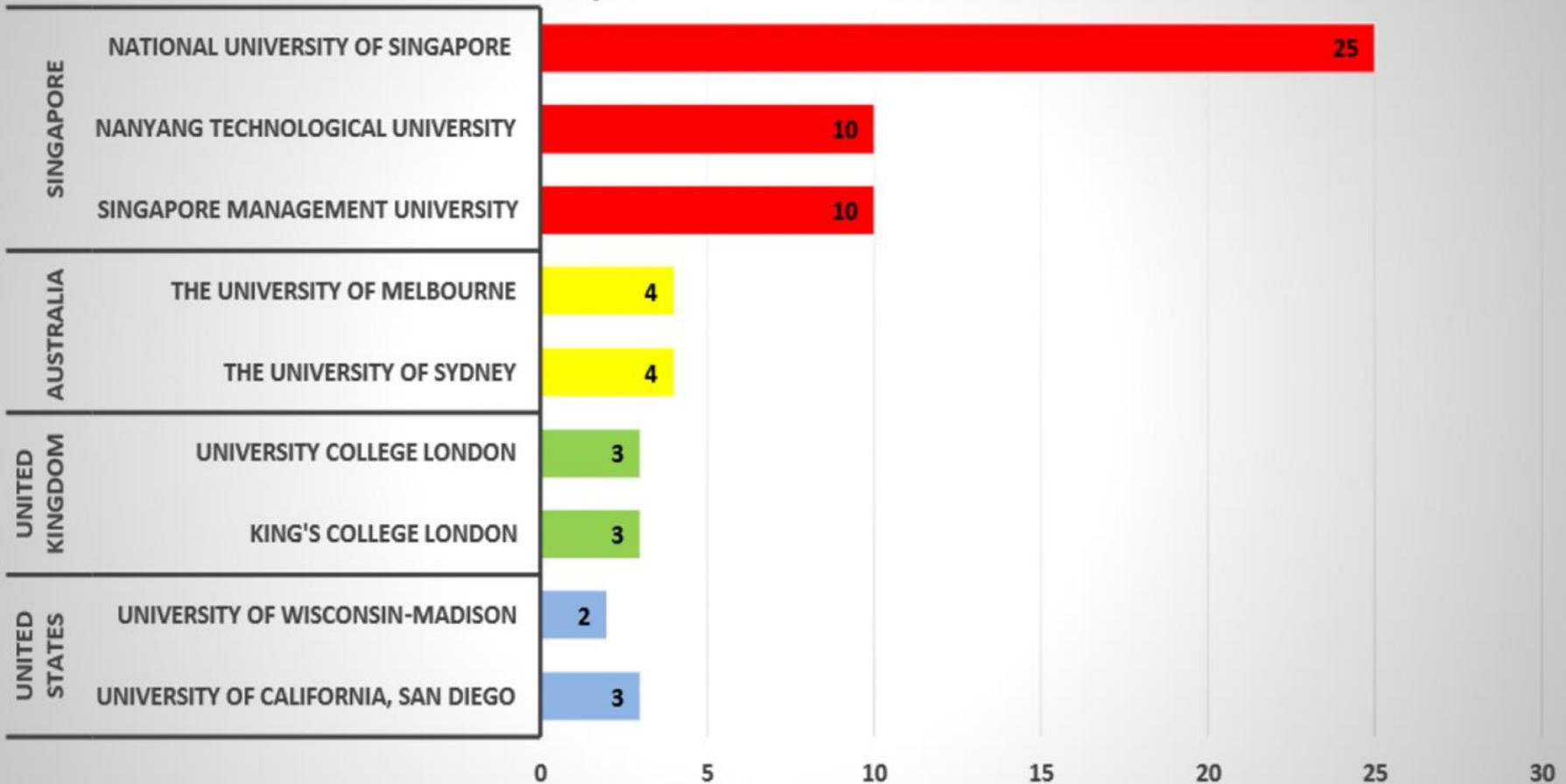
Results Summary for	Nov	2020	
170 Diploma Candidates	>/= 40pts	35/170 ss	20.58%
	>/= 36pts	87/170 ss	51.17%
Perfect score	45	2	
N20 Average Scores		36	
Bilingual Diploma	47/170	27.65%	
Number of diploma awarded	169/170	99.41%	
No diploma	1/170	0.59%	

IBDP Results 2020

IBDP Results	2013	2014	2015	2016	2017	2018	2019	2020
Pass Rate %	92	92	96	98	96	99.4	97	99.4
Score 40 & above	14%	12%	10%	18%	22%	21%	19%	21%
Top Score (45)	44	44	45	45	44	45	45	45
ACS Average	34	34	34.8	35.4	36	36.1	36	36
World Average	30	30	31	29.2	29.8	29.7	29.7	29.81
% Above World Av	72	77	83	83	85	90	91	92.3
Bilingual Dip.			26%	29%	33%	27%	28%	28%

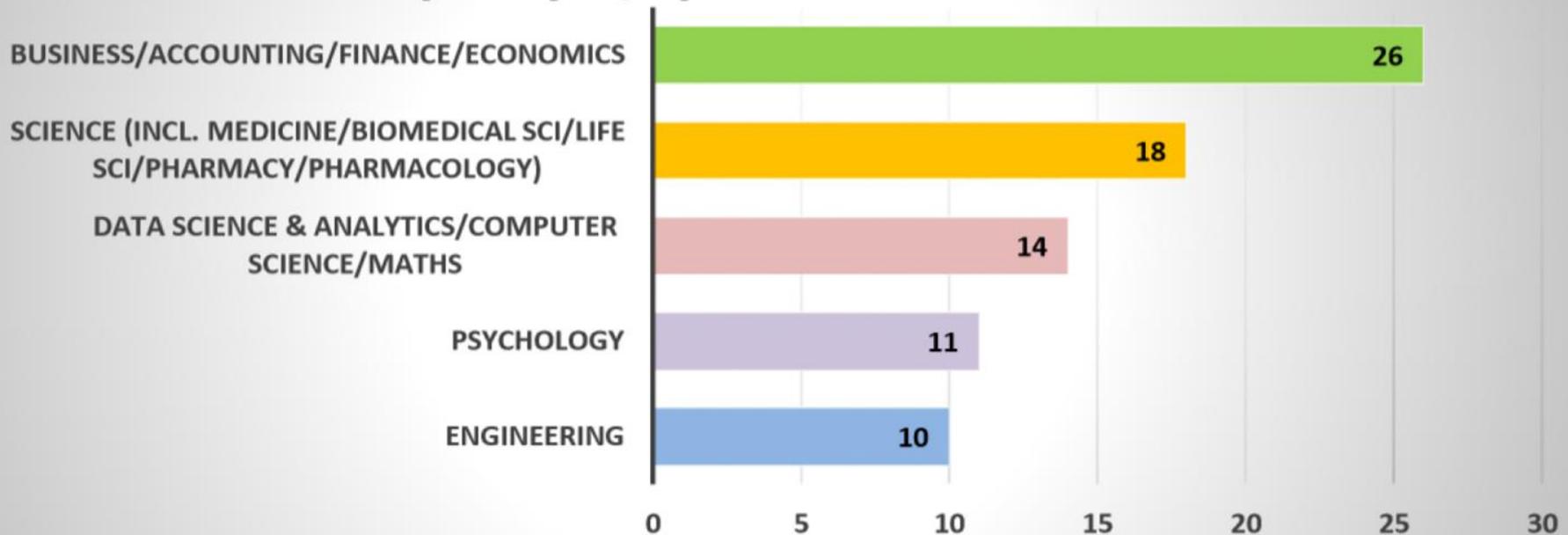
Class 2020 University Destinations

Top Universities 2020



Class 2020 University Major

Top Major/Specialization 2020



What is in the IBDP curriculum?

The curriculum contains SIX subject groups together with a **core** made up of three separate parts.



UNIQUE



What are the three core requirements?

- ✓ Extended Essay
- ✓ Theory of Knowledge
- ✓ Creativity, Activity, Service

Subject Choices in addition to the Core

- Students choose **6 subjects** – one from each group.
- **3** are studied at **Higher Level**.
- **3** are studied at **Standard Level**.



Differences between Higher & Standard Levels

- **Number of hours** allocated to teaching
 - Higher Level - 240 hours
 - Standard Level - 150 hours
- **Depth of knowledge/skills** expected
- **Assessment:**
 - e.g. History – HL: 3 papers (5 hrs) for written exam;
SL: 2 papers (2.5 hrs)



Assessment & Grading

- Final examinations in late October-November (Year 6)
- **Internal assessments** undertaken by teachers to IB criteria and then externally moderated by the IB
- Anticipated Papers: (Group 1, 2) – in May (Year 6) – Gp 1 Vietnamese Literature, Gp 2 Hindi B SL
- November (Year 5)- Chinese B, Malay B, Tamil B

- Each of the **6 subjects** is awarded a final grade of **1 – 7** points (so a possible **42**)
- Candidates may receive up to **3 bonus points** for their TOK & EE.
- This gives an absolute maximum of **45 points**.
 - A Diploma is awarded for minimum of 24 points.



COURSE WORK (Internal and External)

- an important element in all Groups:

- **Oral Assessment** - (Gp 1 and 2),
 - **Experiments/Reports - Sciences**
 - **Group Project** –Science
 - **Exhibition and Recitals** (The Arts)
 - **Exhibition and Essay** -TOK
-
- **Individual Independent Research(data/experiment) + Report**



Academic Integrity

The IB expects Diploma Programme candidates to exercise academic integrity in all of their work, which includes acknowledging any sources used within an assignment.

The IB General Regulations:

Diploma Programme defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Consequences of malpractice:

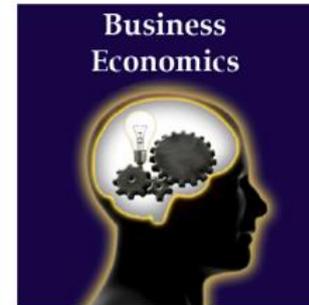
NO grade in the subject concerned or NO DIPLOMA awarded

University Course Entry Requirements

Entry requirements for popular courses:

Business, economics or related subjects:

- Mathematics (HL) or (SL).
- Math Studies SL may not be accepted.
- Economics at the IB level is usually not required.



Engineering:

- Entry requirements vary significantly.
- Math (HL) and Physics (HL) are required for some universities.
- Math (HL) and Chemistry (HL) for chemical engineering, possibly Physics (HL) or (SL) as well.



Medicine:

- Chemistry and Biology at HL.
- Physics may be accepted instead of Biology for some courses.
- Some programmes have English and/or Math requirements as well.



Law:

- There are usually no requirements. But students interested in studying Law will

DSA -Direct Admission to IBDP

The qualification for DSA is:

- minimum of **2 A, 2 B, 2 C** grades in **Prelims**
- **minimum of a C in English/ESOL, Mathematics and at least one Science**
- able to gain entry into three Higher Level (HL) subjects (B or higher) and three Standard Level (SL) subjects (C or higher) at IB,
- academic, attendance and behavioural records



DSA -Direct Admission to IBDP

Timeline:

Prelim results

DSA meeting

DSA offer letter in September

*Accept DSA offer : 1st semester fees
payment for IBDP by 19 Nov 2021]*

Start IBDP in Jan 2022 (before IG results)



Non DSA -entry to IBDP (IGCSE results)

- a **minimum of 3 As and 3 Bs** in **IGCSE** to qualify
- The 3 As and 3 Bs must be in a combination that leads to three Higher Level subjects, and three Standard Level subjects
- Students' academic and behavioural records
- Acceptance onto the IBDP is also dependent on there being an appropriate subject package available for them with respect to their academic history.



Subject Option Exercise

- The decision of placement of students into subjects is determined by the school.
- 3 Higher Level (HL) subjects (B or higher) and 3 Standard Level (SL) subjects (C or higher) **in Prelims**
- **IGCSE ESOL** students must get a **minimum of A grade** to take **English Language & Literature A (SL only)**.
- **Ab Initio language** -only for those with **NO** formal instruction in it [or less than 2 years]
- Students **MAY NOT** opt for both **Economics and Business Management**.
- Languages, and The Arts and Humanities subjects offered in Group 6 are subject to sufficient numbers.
- Decisions in relation to not running subjects with low numbers, may be made in January after IGCSE results have been released

~ English Faculty ~

HOF: Mr Peter Thompson
Assistant HOF: Ms Michelle Liew





ACS
(International)
A Methodist Institution
(Founded 1888)

Key Student Outcomes

Know, understand and interpret:

- a range of texts, works as well as their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual craft
- features of particular text types and literary forms.

Analyse and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns.

Communicate:

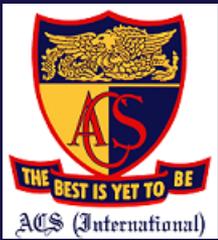
- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations.





Standard / Higher Level

Assessment	SL	HL
Paper 1: Guided textual analysis	A guided analysis of a previously unseen non-literary extract or text from a choice of two	Two guided analyses of previously unseen non-literary extracts or texts
Paper 2: Comparative essay	The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course.	The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course.
Individual Oral	This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.	This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.
HL Essay		Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. The essay must be 1,200-1,500 words in length.



IBDP English A: Language & Literature

Syllabus Components

Readers, writers and texts

Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.

Time and space

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

Intertextuality: connecting texts

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

~ Languages Faculty ~

HOF: Mdm Koh Leng Khim

Assistant HOF: Mdm Koh Leng Leng

~ ESOL Faculty ~

HOF: Mr Chris Bossan

Assistant HOF: Caroline Heng



Group 1 Languages

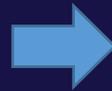
- Chinese Language and Literature HL/SL
- Korean Literature HL/SL
- Japanese Literature HL/SL
- Vietnamese Literature SL (May session)
- School supported self-taught (SSST)
Language SL



Group 1 and 2 Languages

Group 1

English Language
and Literature



Chinese Lang and Lit
Literature (other
languages)



Group 2

Language B
Or
Language Ab Initio

English B HL



Group 2 Languages

Languages B

*A continuation of language previously studied

Offered in HL/SL: Chinese, French, Spanish

Offered in SL only: Malay, Tamil, Hindi (May)

* Singaporean/PR to abide to MOE Mother-Tongue Language Policy

Languages Ab Initio SL

*No prior experience of the target language

Offered in French, Mandarin, Spanish, Japanese



~ Humanities Faculty ~

HOF: Mr Chan Tien Hsiang
Assistant HOF: Ms Alice Wong



IBDP Humanities Subjects offered at both HL and SL

- Business Management
- Economics
- Geography
- History
- Psychology



Key Points:

- No previous knowledge of the Subject is required to take it at IB level.
- All subjects will require 1 IA for submission, except for Economics which has 3.
- The main difference between HL and SL is delineated by coverage of content and not necessarily depth or difficulty.



Criteria for HL and SL

Types of combination	Criteria for IGCSE / GCE 'O' level
2 HL Humanities	Preferably grades A for both Humanities and A for English
1HL and/or 1 SL Humanity	Preferably grade B for HL subject and B for SL subject B for English



What's the difference between Economics and Business Management ?

Economics	Business Management
Study of markets and economies	Study of Businesses
Critical thinkers Thinking in depth logically and critically	Creative thinkers Thinking broadly and creatively

~ Science Faculty ~

HOF: Mdm Susan Ong
Assistant HOF: Mr Kent Kor

Science Google drive:

<http://bit.ly/ScienceACS>



IBDP Group 4 Experimental sciences offered at both HL and SL

- Biology
- Chemistry
- Physics



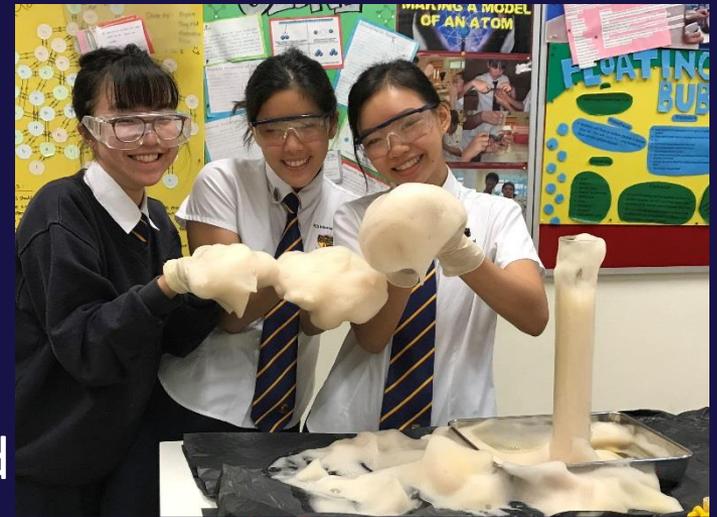
Criteria for HL and SL

Types of combination	Criteria for IGCSE / GCE 'O' level
2 HL Science	At least grades B for both science
1HL and/or 1 SL Science	At least grade B for HL subject and C for SL subject



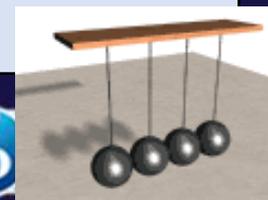
Distinction between HL and SL

- HL is more in depth and breadth (more topics to study)
- HL topics require much higher level of critical thinking and a broader perspective on any single topic.
- HL has more demanding practical tasks and lab reports, in addition to exam questions.
- HL exams target much more higher cognitive and analytical skills.
- SL is more for pupils who won't be using it later while HL is more geared for pupils who want to study and need them as pre-requisite subject.



Core Syllabus (95 hrs)

Biology	Chemistry	Physics
<ol style="list-style-type: none">1. Cell biology2. Molecular biology3. Genetics4. Ecology5. Evolution and biodiversity6. Human physiology	<ol style="list-style-type: none">1. Stoichiometric relationships2. Atomic structure3. Periodicity4. Chemical bonding and structure5. Energetics6. Chemical kinetics7. Equilibrium8. Acids and bases9. Redox processes10. Organic chemistry11. Measurement and data processing	<ol style="list-style-type: none">1. Measurements and uncertainties2. Mechanics3. Thermal physics4. Waves5. Electricity and magnetism6. Circular motion and gravitation7. Atomic, nuclear and particle physics8. Energy production



AHL Syllabus (60 hrs)

Biology	Chemistry	Physics
1. Nucleic acids	1. Atomic structure	1. Wave phenomena
2. Metabolism, cell respiration and photosynthesis	2. The transition metals	2. Fields
3. Plant biology	3. Chemical bonding and structure	3. Electromagnetic induction
4. Genetics and evolution	4. Thermochemistry	4. Quantum and nuclear physics
5. Animal physiology	5. Chemical kinetics	
	6. Equilibrium	
	7. Acids and bases	
	8. Redox processes	
	9. Organic chemistry	
	10. Measurement and analysis	



Options Syllabus

Biology	Chemistry	Physics
A. Neurobiology and behavior B. Biotechnology and bioinformatics C. Ecology and conservation D. Human physiology	A. Materials B. Biochemistry C. Energy D. Medicinal chemistry	A. Relativity B. Engineering physics C. Imaging D. Astrophysics

*Students are required to take only **ONE** option from the topics given.*



Written Examinations

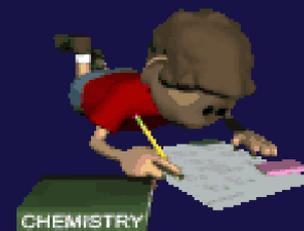
- At the end of 2nd year of Diploma Programme
- Consists of 3 different papers

Paper 1
Core (SL & HL)
Multiple-choice

Paper 2
Core (SL); Core & AHL (HL)
Data-based
Short answer
Extended response

Paper 3
Core and Options (SL & HL)
Short answer
Extended response
Practical skills

Contributes **80%** of final grade



Practical Work

	Higher Level (60 hours)	Standard Level (40 hours)
Group 4 project	10 hours	
Investigations	50 hours	30 hours

Over 2 years of Diploma Programme
Constitute practical activities and
an individual investigation (IA) – 10 hours
Graded by tutors; moderated by IBO
Contribute **20%** of final grade



~ PE Faculty ~

HOF: Mr Mike Patterson
Assistant HOF: Ms Laura Blunt



IB Sports, Exercise & Health Science (SEHS)



Photo source: PE Office

This exciting SL/HL course incorporates the traditional disciplines of anatomy, physiology, biomechanics, psychology and nutrition but are studied in the context of sport, exercise and health.



IB Sports, Exercise & Health Science (SEHS)

- Range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings.
- Opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance.



Photo source: PE Faculty

IB Sports, Exercise & Health Science (SEHS)



Photo source:
<http://www.uoslypfsd.edu.pk/newSite/index.php/department-sports-sciences/>

“Who is the SEHS Course designed for?”

- Students who enjoy science
- Students who are interested in sport and exercise
- Students who enjoy practical investigations

IB Sports, Exercise & Health Science (SEHS)

“Do you need to be good at sports?”

No! Students just need to have an interest in sports and exercise; they will not be assessed on their own sporting performance.



Photo source:
<https://www.jsmcntral.org/SportsMedicine/about.php>

IB SEHS Syllabus

Standard Level and Higher Level

Standard Level Core Curriculum

- Anatomy
- Exercise physiology
- Energy systems
- Movement analysis
- Skill in sport
- Measurement and evaluation of human performance

Additional Higher Level Topics (AHL)

- Further anatomy
- The endocrine system
- Fatigue
- Friction and drag
- Skill acquisition
- Genetics
- Exercise and immunity



Option Topics

Both SL and HL students will study two options during the course.;

A- Optimising physiological performance

B- Psychology in sport

C- Physical activity and health

D- Nutrition for sport and exercise

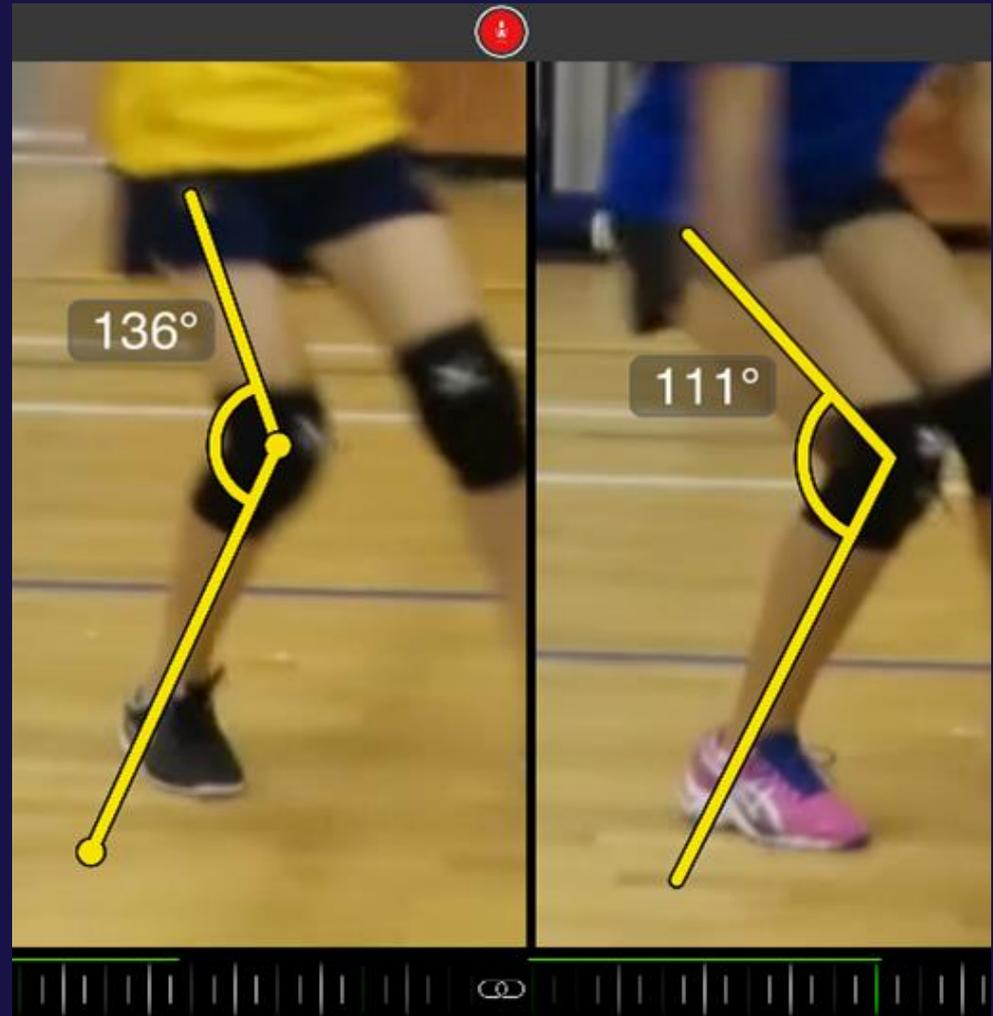


Photo source: PE Office



IB SEHS Assessment

How is SEHS assessed?

- Individual Assessment (IA)
10 Hours
- 3 Written Papers
- Option to use SEHS as a Extended Essay subject

Component	Format and syllabus coverage
Paper 1	40 multiple-choice questions
Paper 2	Section A: one data-based question and several short answer questions Section B: one/two extended-response questions on the core and AHL (from a choice of four)
Paper 3	Several short-answer and extended-response questions (all compulsory) in each of the two options studied
Internal Assessment	Individual investigation



IB SEHS Entry Requirements

- There is no minimum requirement for SL SEHS.
- For HL SEHS the requirement for this course will be a minimum of **B** in either **IGCSE Physical Education** OR **IGCSE Biology**

(If a student has not studied these subjects at IGCSE (or equivalent) level a review of a student's ability in Physics and Chemistry may be used as a guide. In such instances a decision will be on a case by case basis.)



~ Mathematics Faculty ~

HOF: Mr Raghuraman Chandramani
Assistant HOF: Ms Jasmine Teo



IBDP Mathematics

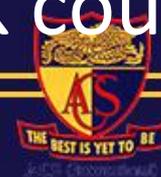
At ACS (International), we offer three Mathematics courses in the diploma program, namely Mathematics:

- (i) Analysis and Approaches HL (AA HL)
- (ii) Analysis and Approaches SL (AA SL)
- (iii) Applications and Interpretation SL (AI SL)



Mathematics: Key Student Outcomes

- develop an understanding of the concepts, principles and nature of mathematics.
- communicate mathematics clearly, concisely and confidently in a variety of contexts.
- develop the ability to reflect critically upon their own work and the work of others.
- independently and collaboratively extend their understanding of mathematics.
- appreciate the universality of mathematics and its multicultural, international and historical perspectives, and as a particular “area of knowledge” in the TOK course.



Mathematics: Syllabus Outline

Syllabus outline for all three courses

- Number and Algebra
- Functions
- Geometry and Trigonometry
- Statistics and Probability
- Calculus



Mathematics: Assessment outline

Course	AA HL	AA SL	AI SL
External Assessment	Paper 1 – 30% Paper 2 – 30% Paper 3 – 20%	Paper 1 – 40% Paper 2 – 40%	Paper 1 – 40% Paper 2 – 40%
Internal Assessment	Math Exploration – 20%	Math Exploration – 20%	Math Exploration – 20%



Mathematics: Entry requirements

	AA HL	AA SL	AI SL
Criteria	A Math – at least Grade B or 75% in diagnostic test	E Math – at least Grade C	E Math – at least Grade C
	E Math – at least Grade B		
For whom	Students who want to study Mathematics, Engineering Economics, Physics	Students who want to study Business, Sociology, Psychology, Chemistry	Students who want to study Law, Hotel management, Social Sciences, Humanities, Languages, Arts



~ The Arts Faculty ~

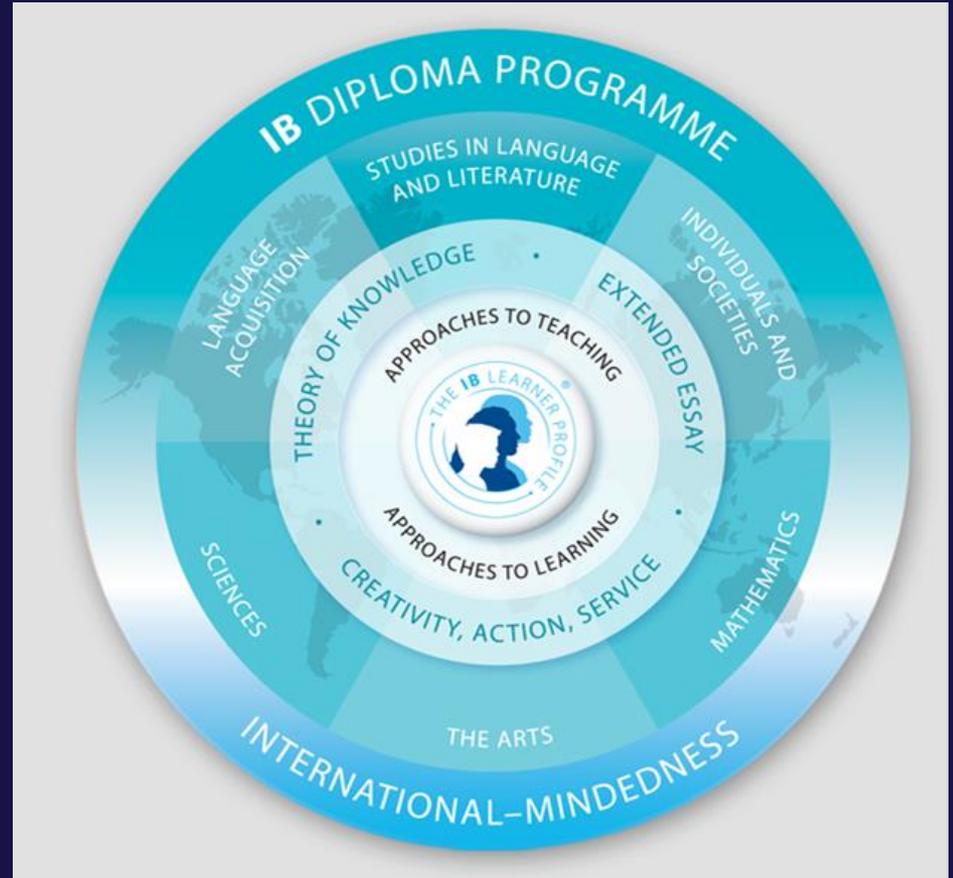
HOF: Mdm Chang Hung Tho



Group 6: The Arts

The subjects offered are:

- Music
- Visual Arts
- Theatre



A holistic and balanced IB curriculum will include the Arts subjects in Group 6

Key Learning Outcomes – The Arts (Music, Theatre, Visual Arts)

enable students to:

1. Explore the diversity of the arts across time, cultures and contexts.
2. Develop as imaginative and skilled creators and collaborators.
3. Express ideas creatively and with competence.
4. Critically reflect on the process of creating and experiencing the arts.
5. Develop as informed, perceptive and analytical practitioners.
6. Enjoy lifelong engagement with the arts.



Core areas (interrelated) of the Arts syllabus

- The Arts in context
- Communicating/ Presenting the Arts
- The Arts Methods/ Processes



Visual Arts Assessment components

COMPARATIVE STUDY

HL & SL: 10-15 screens. Analyse and compare different artworks by different artists.

HL: Additional 3-5 screens – analyse the extent which their work and practice have been influenced by the art and artists examined

20%

**External
assessment**

PROCESS PORTFOLIO

SL: 9-18 screens, **HL: 13-25** screens

Documentation of processes, investigation and experimentation.

40%

**External
assessment**

EXHIBITION

SL: 4-7 artworks, **400** worded curatorial rationale.

HL: 8-11 artworks, **700** worded curatorial rationale.

40%

**Internal
assessment**

Theatre Assessment tasks

TASK 1 SOLO THEATRE PIECE (HL ONLY)

HL 35% Research a theatre theorist they have not previously studied. Identify any aspect(s) of their theory and create and present a solo piece (4-8 min) based on this.

TASK 2 DIRECTOR'S NOTEBOOK

SL 35%
HL 20% Choose a published play text and develop ideas regarding how it could be staged for an audience

TASK 3 RESEARCH PRESENTATION

SL 30%
HL 20% SL and HL plan and deliver an individual presentation in which they outline and physically demonstrate their research into a convention of a theatre tradition.

TASK 4 COLLABORATIVE PROJECT (IA)

SL 35%
HL 25% SL and HL students collaboratively create and present an original piece of theatre (13-15 min) for and to a specified target audience

Music Assessment Components

(1)	EXPLORING MUSIC IN CONTEXT <ul style="list-style-type: none">- Written work of 2400 words on exploration of diverse musical material- Statement on creating exercise with reference to the score embedded in the written text and/or audio excerpt (score max. 32 bars and/or audio max. 1min)- Statement on the performed adaption with reference to the audio excerpt (max. 2mins)	External Assessment SL - 30% HL - 20%
(2)	EXPERIMENTING WITH MUSIC <p>Musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process.</p> <ul style="list-style-type: none">- Submit an experimentation report that supports the experimentation (Approx. 1500 words)- Practical musical evidence of the process in creating and performing <p>(3 related excerpts of the student's experiments in creating and performing - each max. 5mins)</p>	Internal Assessment SL - 40% HL - 20%
PRESENTING MUSIC		External Assessment SL - 40% HL - 30%
(3)	Submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry . <ul style="list-style-type: none">- Submit a Programme notes (max. 600words)- Presenting as creator: compositions and/or improvisations (max. 6mins)- Presenting as performer: solo and/or ensemble performance (max. 12 mins)	
HIGHER LEVEL ONLY		Internal Assessment HL - 30%
(4)	The Contemporary Music-Maker <p>Submit a continuous multimedia presentation documenting student's real-life project. A single video file containing all evidence – integrated written, audio and video evidence (approx. 7-15mins)</p> <ol style="list-style-type: none">Process EvidenceFinal product (Curated if applicable)	

ENTRY REQUIREMENTS:

For IB Music:

- At least a **Grade 4 Practical** and **Grade 4 Theory** . **Grade “B” for IGCSE Music** recommended.
- HL: Some compositional experience preferred.
- All IB students are expected to take individual instrumental/ vocal lessons at their own expense to support their learning of the various components of the subject.

For IB Theatre and Visual Arts

- at least a grade **“B” for their IGCSE-relevant Arts subject** to offer at HL.
- Students who did not take IGCSE Art or Drama to submit **an Art portfolio** (Art students) and **to attend an interview / audition** before they enrol into the IB Theatre or Visual Arts course.
- They can only offer the course **initially at Standard Level** and will be assessed during their **trial period** of subject options for their eligibility **to offer Visual Arts at HL**.



What our Arts Graduates say...

“Theatre has been a process where the student has to be open to the fact that their experiments and the things that they try will not always work out. Life as a student is full of failures, as any good student or any person, you must learn to accept that fact and realize that it is inevitable. Conversely, the most important part of learning that life lesson is the fact that we must pick ourselves up from that. This is a common thing in theatre experimentation and I always felt like theatre gave me the patience and endurance to translate it into a character building exercise in my real life.”

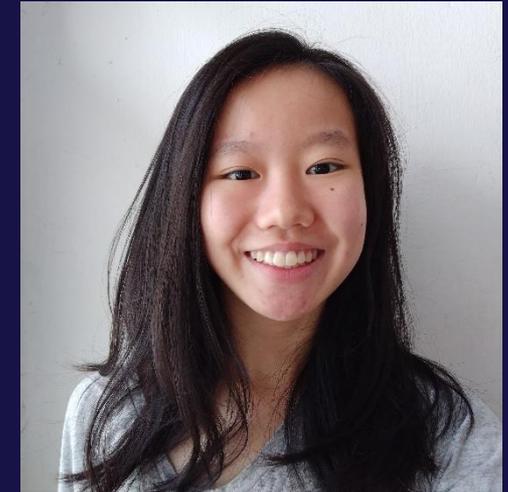
Note: 21st century competencies and character qualities such as adaptability, persistence (grit)



Muhd Harith Liew,
cohort of 2017
Theatre,
New York University
Theatre production
and design (Aug 2018)



Art doesn't have defined rules, but guidelines which has helped me **expand my creativity and ability to see the world from various perspectives both literally and metaphorically**. I have learnt to **respect** any and many forms of artistic expression, and to see the weight of its purpose to individuals, societies and the world.



Angelia Gan, cohort of 2017 Visual Arts, SCAD

Note: 21st century competencies and character qualities such as **social and cultural awareness**



It has opened my eyes to so many **new aspects of music** I never knew existed or would have thought of if I hadn't taken this subject. It has allowed me to channel my creativity and **hone my passion for music without feeling that this subject was a chore**.

Shawnia Seah, cohort of 2018 Music, Faculty of Arts and Social Science, NUS



Option Tools and Online Application

~ Director of Administration ~

Mr Chia Choong Kiat



http://acs.fireflycloud.asia

The screenshot shows the ACS Firefly Cloud Asia dashboard. At the top, there is a navigation bar with a search icon, a notification bell with '1', and buttons for 'Set a New Task', 'Messages', 'Bookmarks', and a user profile for 'Choong Kiat Chia'. Below this is a main navigation bar with icons for 'Dashboard', 'Resources', 'Planner', 'Tasks', and 'Markbook'. The 'Resources' menu is expanded, showing a list of sections: 'MY PAGE', 'Teaching & Learning', 'Students', 'Research and Discovery', 'Staff', 'CPD', 'House', 'CCA', 'Information for Parents', and 'View all sections'. The 'Students' section is further expanded, displaying a list of links: 'Subject Options Exercise', 'Assessment & Reporting', 'Pupil IT Resources', 'Level Camps 2019', 'Examinations', 'Students Survey of Teachers', 'Academic Programme', and 'Darren Loh Cup VII'. To the right of these links, there are additional links: 'School Policies and Procedures', 'Council of International schools', and 'House & Tutor Survey 2019'. At the bottom of the 'Students' section, there is a link to 'See all 11 pages in this section'. The text 'Accessible to Students only' is overlaid on the bottom right of the screenshot.

Accessible to Students only



http://acs.fireflycloud.asia

Subject Options Exercise 2018 > 2019 IBDP Subject Option

2019 IBDP Subject Option

! Closing Date for Subject Option Exercise: 24 Aug 12 noon Singapore time

THE BEST IS YET TO BE
ACS (International)

The IB Diploma Programme

The **International Baccalaureate Organization (IBO)** is a recognised leader in the field of international education, encouraging students to be active learners, well-rounded individuals and engaged world citizens. Founded in 1968, it currently works with 3,874 schools in 148 countries to develop and offer three challenging programme to over 1,218,000 students aged 3 to 19 years.

The International Baccalaureate Diploma Programme (IBDP) is a challenging two-year



http://acs.fireflycloud.asia

Official Full Name (as in PUPIL PORTAL) *

House *

Group 1 (language and Literature) *

! Vietnamese Literature is not confirmed

If you have chosen school supported self-study (other language), please indicate the language .

Group 2 (language Acquisition) *

! English Language and Literature SL only applies to those with Other Language in Group 1

! IGCSE ESOL students must get a minimum of A grade to be guaranteed a place in English Language & Literature (SL)

Please select...

- ✓ Please select...
- English Language and Literature HL
- English Language and Literature SL
- Chinese Language and Literature HL
- Chinese Language and Literature SL
- Japanese Literature HL
- Japanese Literature SL
- Vietnamese Literature SL*
- Korean Literature HL
- Korean Literature SL
- School Supported Self-Study (other languages) Literature



<http://acs.fireflycloud.asia>

Theory of
Knowledge *

- in English
- In Chinese

Please indicate whether you are
doing TOK in English or Chinese

Send me a copy of this form Send to your school email address

 Submit

CLICK SUBMIT

You cannot re-submit your options.

You need to email choongkiat.chia@acsinternational.edu.sg

Or see Mr. Chia at the IT Office

