

IB Diploma Programme 2023-24

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

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.



“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



“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

Undergraduate Offers From Top UK Universities

The school extends its congratulations to our alumni, **Xander Pang and Chen Yili**, and their families for their success in gaining offers from the top UK universities for undergraduate studies.

Xander (Class of 2018 and our top IBDP student with 45 points) has been offered a place at the **University of Cambridge** to study Psychological and Behavioural Sciences.



Chen Yili (one of our top IBDP graduates for 2020, top IGCSE student in 2018) has been offered the following:

1. **Oxford University**, Mechanical Engineering (St John's College)
2. **Imperial College London**, Aerospace Engineering
3. **Imperial College London**, Mechanical Engineering

She has decided to accept the offer from Imperial College London to study Aerospace Engineering.



Top UK University Undergraduate Offer



The school congratulates Eliana Kwok (Class of 2021, 6 Thoburn) on her success in gaining offer from Exeter College, University of Oxford. She will read Mechanical Engineering.

Results Summary for N21

100% passing rate

167 Diploma Candidates

8 candidates	45 points	4.79%
17 candidates	44 points	10.18%
21 candidates	43 points	12.60%
83 candidates	40pts and above	49.70%

N21 Average Scores (167 candidates)

Bilingual Diploma

43 candidates

25.75%

Number of diploma awarded

100% Passing rate

Global Average

32.37

Asia-Pacific Average

37.02

ACS (Intl) Average

39.25



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/>



Tools (ATL)



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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...

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



- The **active participation** of the learner IB learners strive to be:
Inquirers ... Communicators ... Risk-takers ...
- The **personal responsibility** of the learner IB learners strive to be:
Thinkers ... Knowledgeable ... Balanced ... Reflective ...
- The **moral development** of the learner IB learners strive to be:
Principled ... Caring ... Open-minded ... They are encouraged to act with *integrity and honesty*

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:

- **Individual Oral** - (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

DSA -Direct Admission to IBDP

The qualification for DSA is:

- minimum of **2 A, 2 B, 2 C** grades in **Prelim Exam**
- **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 21 Nov 2022]*

*Start IBDP on 6 Jan 2023 (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.
- Entry into all **HL Subjects** requires either an **A or A*** grade.
- 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.



PIB + FIB progression to IBDP

minimum of **2 As, 2 Bs and 2 Cs** grades in the End of Year Examinations.

minimum of a C in English, Mathematics and at least one Science.

Must be able to gain entry into three Higher Level (HL) subjects (B or higher) and three Standard Level (SL) subjects (C or higher) at IB,

Students' academic, attendance and behavioural records for the duration of their time at ACS (International) will also be taken into consideration.



Subject Option Exercise

- 3 Higher Level (HL) subjects (B or higher) and 3 Standard Level (SL) subjects (C or higher) **(based on Prelim Exams for IGCSE students, based on the latest term reports for PIB/FIB)**
- 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.
- **The decision of placement of students into subjects is determined by the school.**

~ English Faculty ~

HOF: Mr Peter Thompson
Assistant HOF: Ms Michelle Liew





ACS
(International)
A Methodist Institution
(Founded 1880)

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 Diana Heng

~ 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



Group 2 Languages- English B HL Course aims

Advanced language acquisition:

- Develop advanced English communication and interactive skills
- Academic reading and writing skills
- Provide students with opportunities for intellectual engagement and the development of critical- and creative-thinking skills

Intercultural understanding:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar



Group 2 Languages- English B HL Syllabus

The syllabus centres on the following five themes:

- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet

Students study a range of authentic personal, professional and mass media texts. In line with the IB Approaches to Learning, students also broaden their conceptual understanding of texts through the study of audience and purpose, context of production and meaning and variation of text.

Students are also required to study **two literary works** at Higher Level.



Group 2 Languages- English B

HL Assessment

Component	Weighting
External Assessment (3h 30min) <i>Paper 1 (1h 30min)</i> Productive skills — Writing (30 marks) <i>Paper 2 (2h)</i> Receptive skills — Separate sections for listening and reading (65 marks) Listening comprehension (1h) (25 marks) Reading comprehension (1h) (40 marks)	75% 25% 50%
Internal Assessment Individual Oral Assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%

~ 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.



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



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

1. Cell biology
2. Molecular biology
3. Genetics
4. Ecology
5. Evolution and biodiversity
6. Human physiology



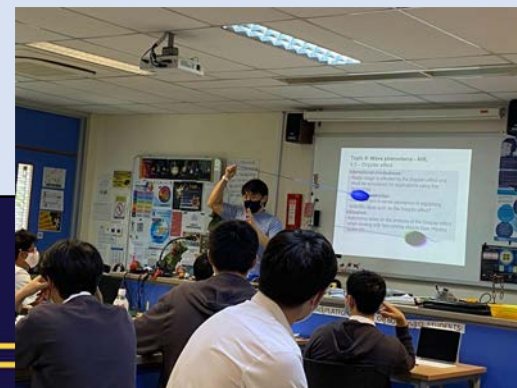
Chemistry

1. Stoichiometric relationships
2. Atomic structure
3. Periodicity
4. Chemical bonding and structure
5. Energetics
6. Chemical kinetics
7. Equilibrium
8. Acids and bases
9. Redox processes
10. Organic chemistry
11. Measurement and data processing



Physics

1. Measurements and uncertainties
2. Mechanics
3. Thermal physics
4. Waves
5. Electricity and magnetism
6. Circular motion and gravitation
7. Atomic, nuclear and particle physics
8. Energy production



AHL Syllabus (60 hrs)

Biology	Chemistry	Physics
<ol style="list-style-type: none">1. Nucleic acids2. Metabolism, cell respiration and photosynthesis3. Plant biology4. Genetics and evolution5. Animal physiology	<ol style="list-style-type: none">1. Atomic structure2. The transition metals3. Chemical bonding and structure4. Thermochemistry5. Chemical kinetics6. Equilibrium7. Acids and bases8. Redox processes9. Organic chemistry10. Measurement and analysis	<ol style="list-style-type: none">1. Wave phenomena2. Fields3. Electromagnetic induction4. Quantum and nuclear physics

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

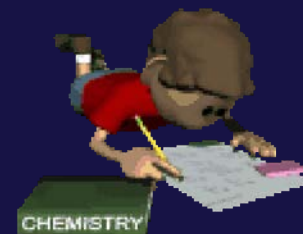
- At the end of 2nd year of Diploma Programme
- Consists of 3 different papers

Paper 1
Core (SL & HL)
Multiple-choice

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

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

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/departement-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

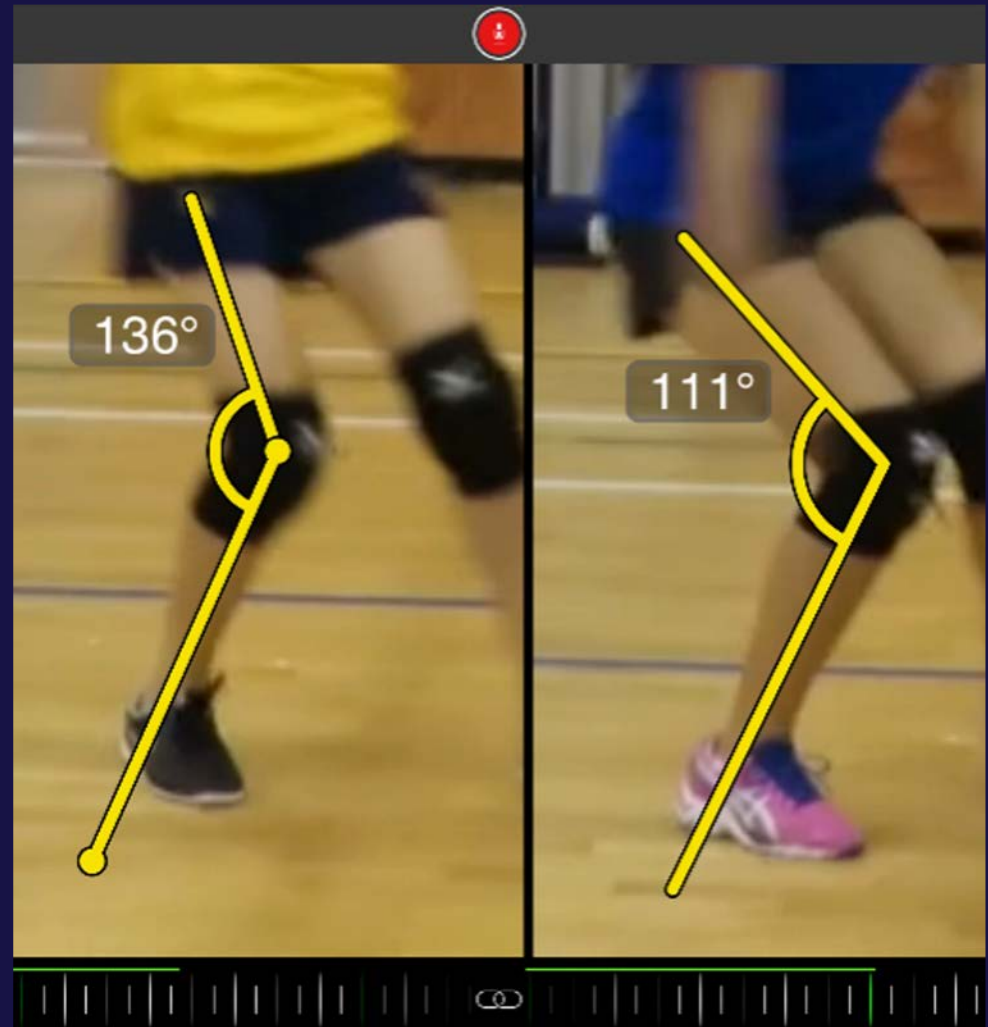


Photo source: PE Office

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



Difference between AA and AI

Analysis and Approaches

develops students' fluency in mathematical thinking and constructing mathematical arguments and proofs; covers abstract and theoretical understanding of maths concepts.

Consists of one non-calculator component.

Application and Interpretation

develops students' ability to use mathematical models to describe and solve real world phenomenon; emphasis on the use of technology.

Calculator can be used in all papers



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 – Grade A (IGCSE) or 75% in diagnostic test	E Math – Grade B (IGCSE)	E Math – Grade C (IGCSE)
	A Math – Grade B in prelims	E Math – Grade C in prelims	E Math – Grade C in prelims
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 ~

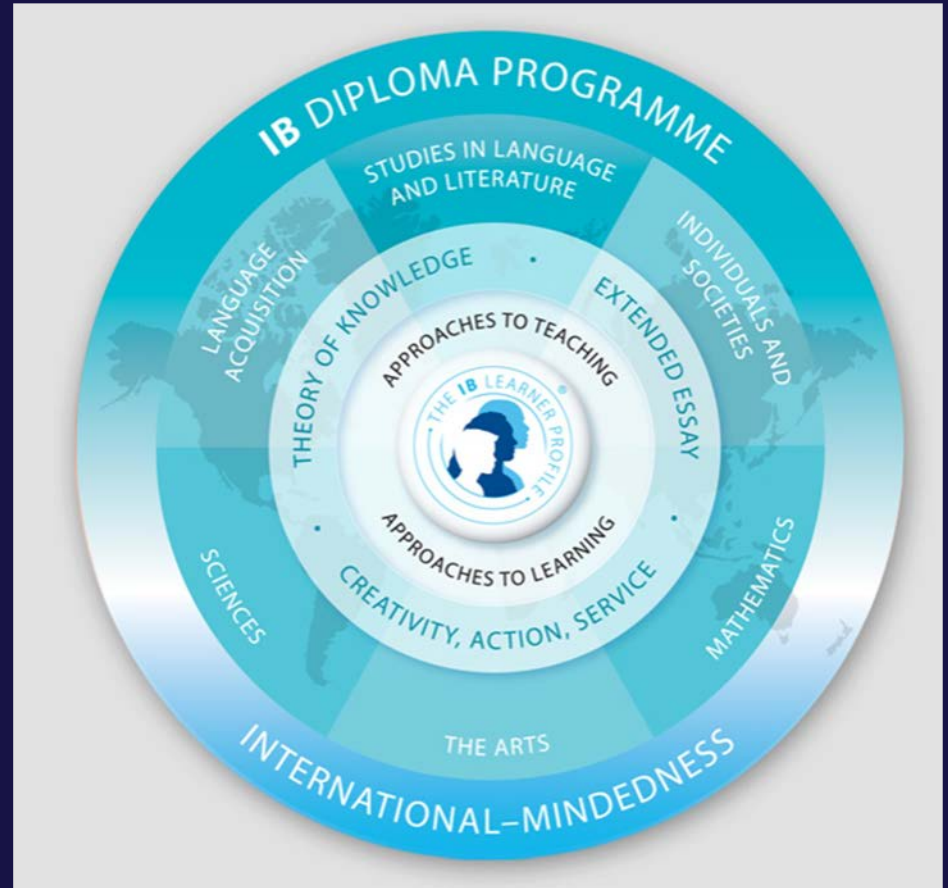
HOF: Mdm Chang Hung Tho



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 COLLABORATIVE PROJECT

SL 40%
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

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 PRODUCTION PROPOSAL (IA)

SL 30%
HL 20% Choose a published play text and develop ideas regarding how it could be staged for an audience

Music Assessment Components

(1)	EXPLORING MUSIC IN CONTEXT	External Assessment
	<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) 	SL - 30% HL - 20%
(2)	EXPERIMENTING WITH MUSIC	Internal Assessment
	<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>	SL - 40% HL - 20%
	PRESENTING MUSIC	External Assessment
(3)	<p>Submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry.</p> <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) 	SL - 40% HL – 30%
	HIGHER LEVEL ONLY	Internal Assessment
(4)	<p>The Contemporary Music-Maker</p> <p>Submit a continuous multimedia presentation documenting student's real-life project.</p> <p>A single video file containing all evidence – integrated written, audio and video evidence (approx. 7-15mins)</p> <p>a)Process Evidence</p> <p>b)Final product (Curated if applicable)</p>	HL – 30%

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

- DSA applicants: at least a grade **“B” in prelim/EOY exam in the subject** to offer it at **HL**.
- Non-DSA applicants, **must achieve a A* or A in IGCSE** to be eligible to offer the subject 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.



What our Arts Graduates say...

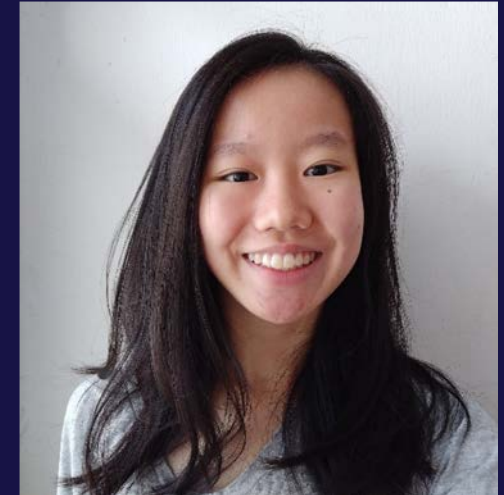
“Theatre has been a process where the student has to be open to the fact that their experiments and the things that they try will not always work out. Life as a student is full of failures, as any good student or any person, you must learn to accept that fact and realize that it is inevitable. Conversely, 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



Higher Education Session

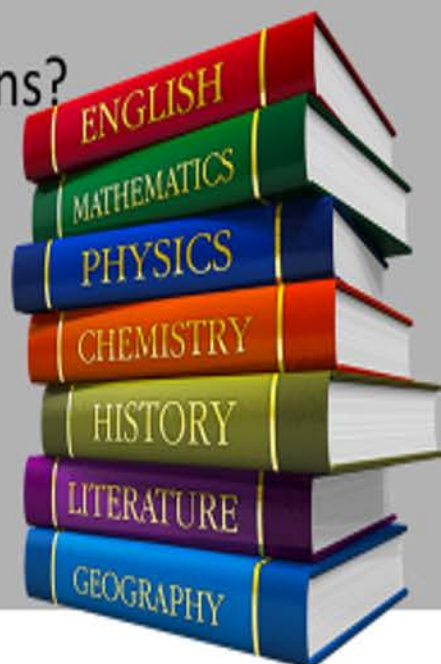
Choosing subjects with university courses in mind

We are at
Library
Block
Level 6,
Room
606/607 :



How do you decide?

- Is my foundation in this subject strong?
- Am I interested in this subject?
- Can I sustain this interest for the next 2 years at IB level?
- Will my subject combination support my university options?
- Is there a good balance between my subjects?



Questions?

- What do you like studying? **Interest**
- What do you find rewarding in school?
- What do you dislike the most? **Subject**
- What is your study style? **Both exam/project**
- What are your teachers saying? 😊😞
- What are your future plans? **Banker/Teacher**
- University? Career? **UK, US, Singapore etc**



What are the current opportunities?

How can I find out what I don't know?

Use the **Explore tool** in the UCAS Hub – ucas.com/hub



Researching your options

Sign in to the UCAS Hub – ucas.com/hub

Search for 'engineering' courses using the search bar in the 'favourite courses' tool.

Favourite one you like the sound of.

Now do the same for other occupations which interest you...

CAREERS EXPLORATION



- 1) Go to the <https://bridge-u.com/resources/>
- 2) Select Content type : **University showcases**

And watch Career Showcases to find out more about Careers in:

- **Medicine**
- **Management**
- **Business**
- **Law**
- **Creative Industries and Arts**
- **Engineering and many more!**



BridgeU Career Showcase:
Medicine

UNIVERSITY SHOWCASES



BridgeU Career Showcase:
Management

UNIVERSITY SHOWCASES



BridgeU Career Showcase:
Business

UNIVERSITY SHOWCASES



BridgeU Career Showcase: Humanities & Social Sciences

UNIVERSITY SHOWCASES



BridgeU Career Showcase:
Creative Industries & Arts

UNIVERSITY SHOWCASES

Follow your interest

Think about yourself – awareness of strengths.

Think about the future of what the world really need?



General subject specific combination information

https://drive.google.com/file/d/13fBv1luX7Kuct_gOFewAa2xw9k0Q9TSc/view?usp=sharing

The information for popular courses below is provided as a general guideline, always check the specific university websites for subject combinations:



Area of Study	IB subjects	Level/Other requirement
Architecture	Physics/Maths/History/Language/Visual Arts	HL/SL Portfolio required
Accountancy	Maths HL/SL	HL/SL
Actuarial Science	Maths HL	HL
Banking and Finance	Maths and Economics	HL/SL
Business related – Administration/Management	Maths/Business/Economics	HL/SL
Biochemistry	Biology/Chemistry/Maths	HL/SL
Computer Science	Maths/Physics	HL/SL
Dentistry	Biology and Chemistry are essential/Physics/Maths	HL
Economics	Maths/Economics	HL/SL
Engineering	Maths and Physics	HL/SL
Law	English (Group 1 preferred)/Economics/History	Any combination
Material Science	Physics and Maths. Chemistry will be useful.	HL/SL
Mathematics	Maths at HL	HL
Medicine	Biology and Chemistry are essential/Physics/Maths	HL
Pharmacy	Chemistry with Biology/Maths/Physics	HL
Physics	Maths HL and Physics HL	HL/SL
Psychology	Biology/Maths/Chemistry	HL/SL

UK & Singapore – have very specific requirement for subjects at HL/SL – please check university websites directly.



1. Ms Rita Kaur, Head of Higher Education & Careers
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2. Mr Nicholas Chia, Careers Advisor
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Online selection





Search



English



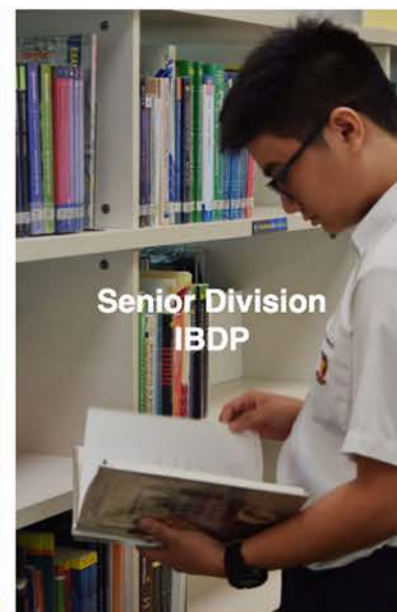
School Overview



Junior Division
Years 1 and 2



Middle Division
IGCSE



Senior Division
IBDP

School News and Events



SUBJECT INFORMATION



IB Diploma
Programme

^ Home

IB CORE

Group 1

Group 2

Group 3

Group 4

Group 5

Group 6

IBDP Subject Option for 2023 Intake

APRIL 2022

Dear Parents and Students,

This IBDP subject information has been collated to help families make the best possible subject choices for Years 5 and 6. Choices made now will affect subsequent university courses as well as, ultimately, future jobs and career pathways.

Students will need to consider each option carefully in discussion with teachers and parents before making a final selection. Once chosen, students are expected to commit themselves to the courses and to see them through to examination in 2024. Subject changes are only permitted up to three weeks after the courses begin for January 2023 intake.

In making their choices, students must consider their strengths and weaknesses, their interests and possible future plans. Choosing a particular subject because someone else in the family or circle of friends thinks it is a good idea is unwise. Students should spend time reading the course requirements and outlines in this booklet carefully, discussing their options with teachers and also their parents.

Please note the following points:





ACS
International
A Multicultural Institution
Established 1988

📺 School Videos 📄 Newsletters 📞 Contact Us 📅 School Calendar ⓘ Enrolment FAQs 📁 Welcome Pack 📁 Portals

Home **Our School** **Life At ACS** **Beyond The Classroom** **Admissions**

🔍 Search | 🌐 English

With the exception for language classes, all instruct

The one-year Foundation IB (FIB) course aims at preparing English-speaking students who have not been undertaking the IGCSE. Students complete the equivalent standard of work that Mainstream students are completing. The FIB course prepares these students for transition into the Senior Division, enabling students who migrate from a northern hemisphere school calendar to successfully enter the southern hemisphere school calendar.

For students who are still developing and acquiring their English language skills, the Pre IB course, similar to the FIB course, provides additional English classes that set the foundation for the students to complete their IBDP in the Senior Division.

To understand more about the IGCSEs and the details about the curriculum please follow the links below:

Cambridge IGCSE

ACS (International) IGCSE Programme Overview

Year 3 IGCSE Subject Information Booklet for 2022-2023

Year 4 Foundation International Baccalaureate (FIB) Programme Overview

Year 4 Foundation International Baccalaureate (FIB) Syllabus Information

Year 4 Pre-International Baccalaureate (Pre-IB) Programme Overview

Year 4 Pre-International Baccalaureate (PIB) Syllabus Information

Year 4 IB Information (AEP)

2023 IBDP Subject Information and Option Exercise

IGCSE 2020 Examination Results Summary



IBDP Subject Options for 2023 Intake - exercise ends on 22 Aug

This form is use to indicate your subject choice for 2023 Year 5 Intake. You can only submit ONE. You can make changes to your form before the deadline. No Changes will be entertained after the exercise ends.

choongkiat.chia@acsinternational.edu.sg [Switch account](#)



Your email will be recorded when you submit this form

* Required

My Full Name (Official) *

Your answer



My House *

☐ CKS

☐ GHK

☐ LSG

☐ OLD

☐ SVM

☐ Group 6 Physics SL

☐ Other: _____



Please indicate 'Yes' if you are taking Theory of Knowledge in Chinese.

☐ Yes

☐ No

Notes

The final decision of placement of students into subjects is determined by the school. Languages, The Arts and Humanities subject offered in Group 6 are subjected to sufficient numbers.

Decisions in relations to not running subjects with low numbers may be made in January 2023, after IGCSE or O levels results have been released.

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

Students may not opt for both Economics and Business Management.



A copy of your responses will be emailed to choongkiat.chia@acsinternational.edu.sg.

Submit



Page 1 of 1

Clear form

a
me