

IB Diploma Programme - 2024-25

Overview by Mrs Tan SH, Vice-Principal(SD)
Subject Presentations(HOFs)

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

Subject Option Tool

Higher Education Guidance





Q & A




IB Diploma Programme

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

IBDP Results	2018	2019	2020	2021	2022
Pass Rate %	99.4	97	99.4	100	100
Score over 40	21%	19%	21%	49.7%	44.77%
Top Score (45)	45	45	45 (2)	45 (8)	45 (3)
ACS Average	36.1	35.3	36	39.2	38.04
World Average	29.7	29.7	29.8	32.4	30.91
% Above World Av	90	91	92	98	93.6
Bilingual Dip.	27%	28%	28%	26%	33.14%

Results Summary for N22 **passing rate -100%**

172 Diploma Candidates

School Average – 38

3	45 points		
10	44 points		
12	43 points		
77	40pts and above	44.77%	

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.



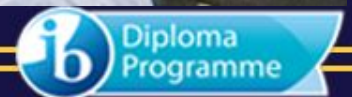
IBDP

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/>



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)

Tools (ATL)



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Sharpening Approaches to Learning skills

- *Thinking*
- *Communication*
- *Social*
- *Research*
- *Self Management*



The IB Learner Profile...

OUTCOMES

inquirers

knowledgeable

thinkers

communicators

principled

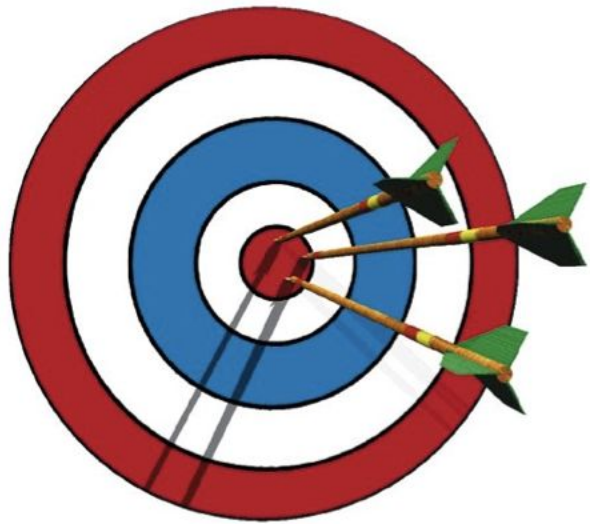
open-minded

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/school 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 16 Nov 2023]*

*Start IBDP on 5 Jan 2024 (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 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 Cheng Wei

~ ESOL Faculty ~

HOF: Ms Caroline Heng

Assistant HOF: Ms Alicia Chan



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> <ul style="list-style-type: none"> - Productive skills — Writing (30 marks) 	75% 25%
<i>Paper 2 (2h)</i> <ul style="list-style-type: none"> - Receptive skills — Separate sections for listening and reading (65 marks) - Listening comprehension (1h) (25 marks) - Reading comprehension (1h) (40 marks) 	50%
Internal Assessment Individual Oral Assessment A conversation with the teacher, based on an extract from one of the two 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 Natural Sciences offered at both HL and SL

- Biology
- Chemistry
- Physics

Note: 2024 is the start of the new IB Science syllabus



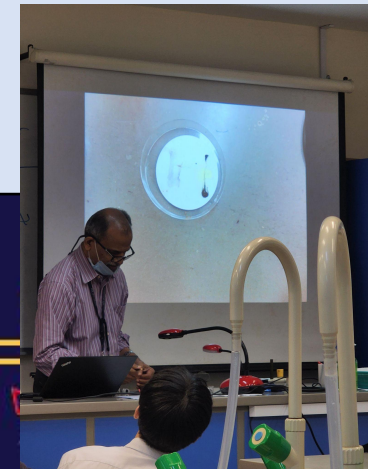
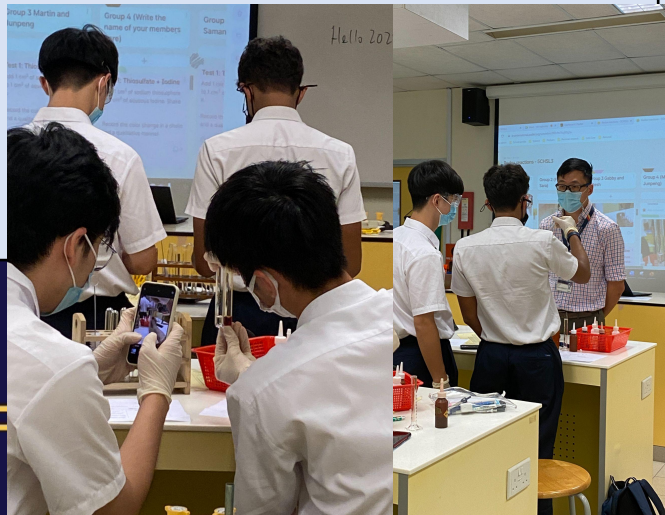
Distinction between HL and SL

- 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.



IB Syllabus in themes / topics

Biology	Chemistry	Physics
<ol style="list-style-type: none"> 1. Unity and Diversity 2. Form and Function 3. Interaction and interdependence 4. Continuity and Change 	<ol style="list-style-type: none"> 1. Models of the particulate nature of matter 2. Models of bonding and structure 3. Classification of matter 4. What drives chemical reactions? 5. How much, how fast and how far? 6. What are the mechanisms of chemical change? 	<ol style="list-style-type: none"> 1. Space, time and motion 2. The particulate nature of matter 3. Wave behaviour 4. Fields 5. Nuclear and quantum physics



Written Examinations

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

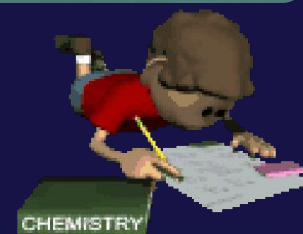
Paper 1

Core (SL & HL) Multiple-choice
(30 for SL and 40 for HL)
and Data-based questions for
Biology and Physics and
Data-based and experimental
work questions for Chemistry

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)
Collaborative Science project	10 hours	
Practical work and Scientific 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: Mrs Kerry Lakhani
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.jsmccentral.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 (HL)

- 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

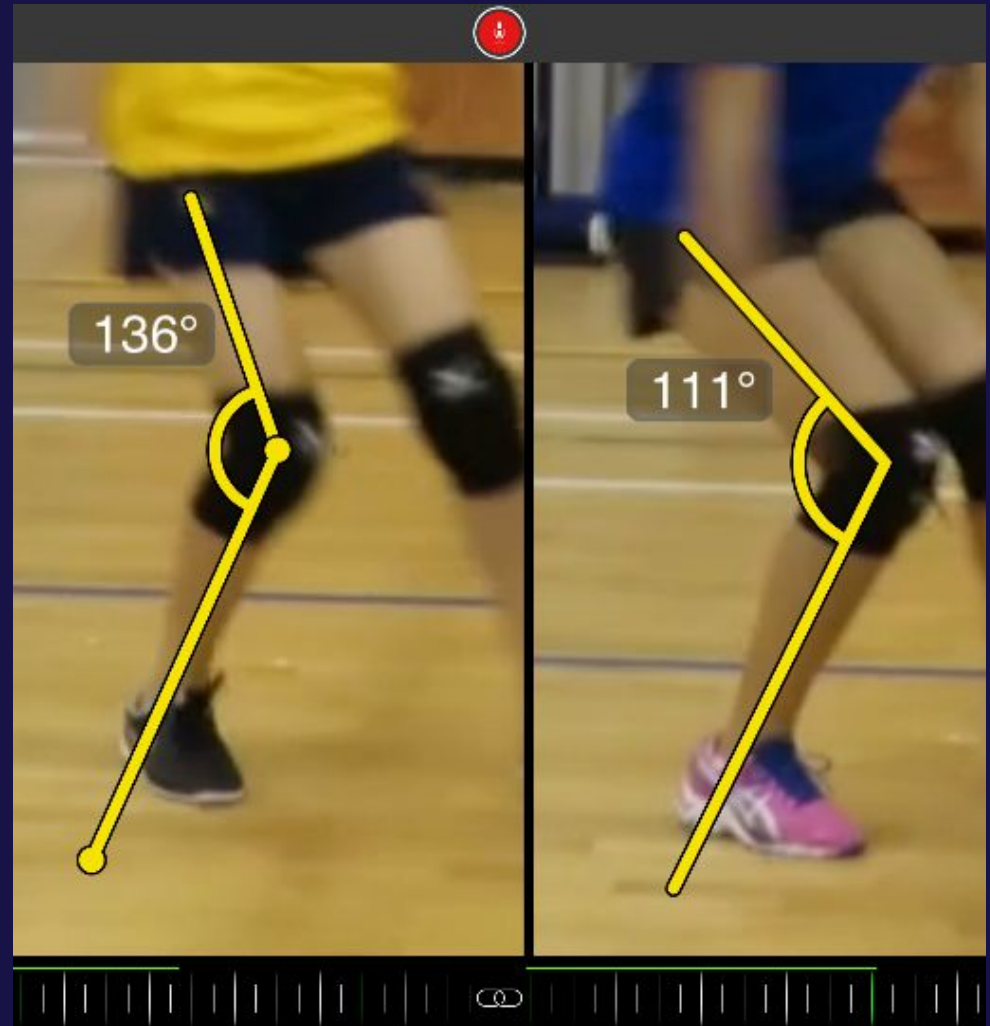


Photo source: PE Office

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	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 **apply** 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 ~

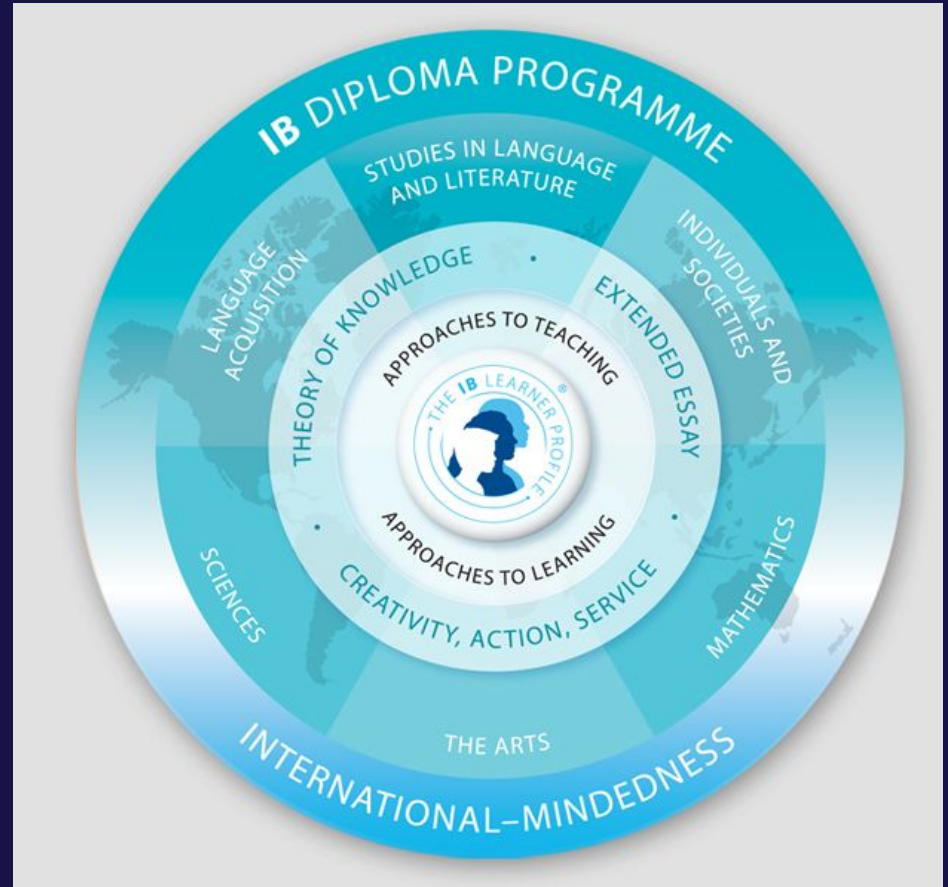
HOF: Mdm Chang Hung Tho



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 (Internal Assessment)

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 - 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. 1 min) - Statement on the performed adaption with reference to the audio excerpt (max. 2mins)	External Assessment SL - 30% HL - 20%
(2)	EXPERIMENTING WITH MUSIC 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. - Submit an experimentation report that supports the experimentation (Approx. 1500 words) - Practical musical evidence of the process in creating and performing (3 related excerpts of the student’s experiments in creating and performing - each max. 5 mins)	Internal Assessment SL - 40% HL - 20%
(3)	PRESENTING MUSIC Submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry . - Submit a Programme notes (max. 600 words) - Presenting as creator: compositions and/or improvisations (max. 6 mins) - Presenting as performer: solo and/or ensemble performance (max. 12 mins)	External Assessment SL - 40% HL – 30%
HIGHER LEVEL ONLY		Internal Assessment
(4)	THE CONTEMPORARY MUSIC-MAKER 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. 7-15 mins) a)Process Evidence b)Final product (Curated if applicable)	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.
- Students without the above-mentioned criteria are required to sit for an entrance test/audition which will be held at the beginning of the new intake.

For IB Theatre and Visual Arts

- At least a grade **“B” in Prelim or “A” in IGCSE** in the subject to offer it 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.



45 pointers who took the Arts in Group 6



Jarell Tang Zhi Xian, 2021
SL Music



Aye, Lynn Khaing, 2022
HL Visual Arts



Xander Pang Jay Xian, 2018
HL Theatre



Online Submission of Option Form





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(International)
A Methodist Institution
(Founded 1886)

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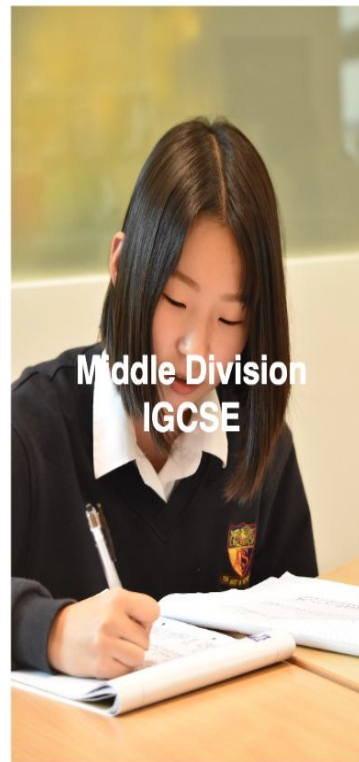
[English](#)



School
Overview



Junior Division
Years 1 and 2



Middle Division
IGCSE



Senior Division
IBDP

**Go to the Senior
Division IBDP**

Source: <https://www.acsinternational.edu.sg/en/home-7/>



IBDP Subject Updates



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[English](#)

documented on Managebac, an online portal.

For more information about the IBDP please follow the links below:

[IBO Diploma Programme](#)

[Year 5 & Year 6 International Baccalaureate Diploma Programme \(IBDP\) Overview](#)

[Year 5 IBDP Subject Options for 2024 Intake](#)

[IBDP Subject Information for 2024 Intake](#)

[IB Information for Y5 Parents](#)

[IBDP Information for Year 4 \(presentation on 22 July 2022\)](#)

[Higher Education Information](#)

[The IB Learner Profile](#)

[IBDP Examination 2022 Results](#)

[Academic Integrity Policy](#)

[IB Student Starter Pack](#)

[IBDP Q&A](#)

[Parents Evening 2023](#)

New!

Business Management, Economics, Geography, History and Psychology

Group 4

Biology, Chemistry, Physics, Sports, Exercise and Health Science

Group 5

Mathematics: Analysis and Approaches; Applications and Interpretation

Group 6

Music, Visual Arts, Theatre or another Group 3 or 4 subject

Notes

- The final decision of placement of students into subjects is determined by the school.
- Languages, 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 2024 after IGCSE results



Scan Me!

Subject
Information



Subject Information

(For 2024 Intake)



APRIL 2023

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 2025. Subject changes are only permitted up to three weeks after the courses begin for January 2024 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:

- Students must choose six subjects - one subject from each of the six different Groups 1 – 6.
- In addition, all students take Theory of Knowledge (in English or Chinese), the 4000-word Extended Essay and complete the Creativity, Activity and Service (CAS) requirements.
- Three subjects are studied at Higher Level (HL) and three at Standard Level (SL). Students must have gained B or higher in the school's Preliminary Examination, or an A* or A grade in IGCSE, or for external students a B3 or higher in O-Level in that subject in order to take it at Higher Level.



Subject Option List

IBDP Subject Information

ACS (International) IBDP Subject Information

Subject Option List

IBDP Subject Option Forms

IB Core

Group 1: Language of Studies and Literature

Group 2: Language Acquisition

Group 3: Individuals and Societies

Group 4: Sciences


Group 5: Mathematics

Group 6: The Arts

IBDP Subject Information (Booklet)

Go to Subject Option List for the Application Form

YEAR 5 IBDP SUBJECT OPTIONS
(For 2023 Intake)



Group	Subjects offered	Level offered	
		SL	HL
Group 1 (Studies in Language & Literature)	English Language & Literature	✓	✓
	Chinese Language & Literature	✓	✓
	Japanese Literature	✓	✓
	Vietnamese Literature	✓	✗
	Korean Literature	✓	✗
	School Supported Self-Taught Literature (Other Languages)	✓	✗
Group 2	Chinese B	✓	✓
	French B	✓	✓
Group 3	Spanish B	✓	✗
	Hindi B	✓	✗
Group 4	Physics B	✓	✗
	Chemistry B	✓	✗

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IBDP Subject Option List

For 2024 Intake

Subject Option Form

IBDP Subject Options for 2024 Intake

Please indicate your **subject choice for Year 5 2024 Intake**. Students study **SIX** subjects chosen from the six subject groups. Each student takes **three subjects at Higher Level (HL)** and **three subjects at Standard Level (SL)**.

Each student is allowed to submit **ONE application form**. The final decision of placement into IB Diploma Programme and subjects is determined by the school.

IBDP Subject Options for 2024 Intake

Please indicate your **subject choice for Year 5 2024 Intake**. Students study **SIX** subjects chosen from the six subject groups. Each student takes **three subjects at Higher Level (HL)** and **three subjects at Standard Level (SL)**.

Each student is allowed to submit ONE application form. The final decision of placement into IB Diploma Programme and subjects is determined by the school.

You can make changes to your form before the deadline. Email to Ms Carol Ling for the request at carol.ling@acsinternational.edu.sg

Amendments to the subject option form will not be entertained after the exercise closes on *21st August 2023, Monday at 12:00PM*.

Senior Division (IBDP)
ACS (International)

carol.ling@acsinternational.edu.sg [Switch account](#)



* Indicates required question

Email *

☐

Record carol.ling@acsinternational.edu.sg as the email to be included with my response

**You are only allowed to submit ONE online option form.
If you need to make changes before 21 August, please
email to
carol.ling@acsinternational.edu.sg
or see her in IB Office.**

Closing Date for submission Of Subject Option by Year 4:

21 August 2023



~ Higher Education and Careers Department ~

Head: Mrs Rita Kaur
Careers Advisor: Mr Nicholas Chia



Where can you find us?

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



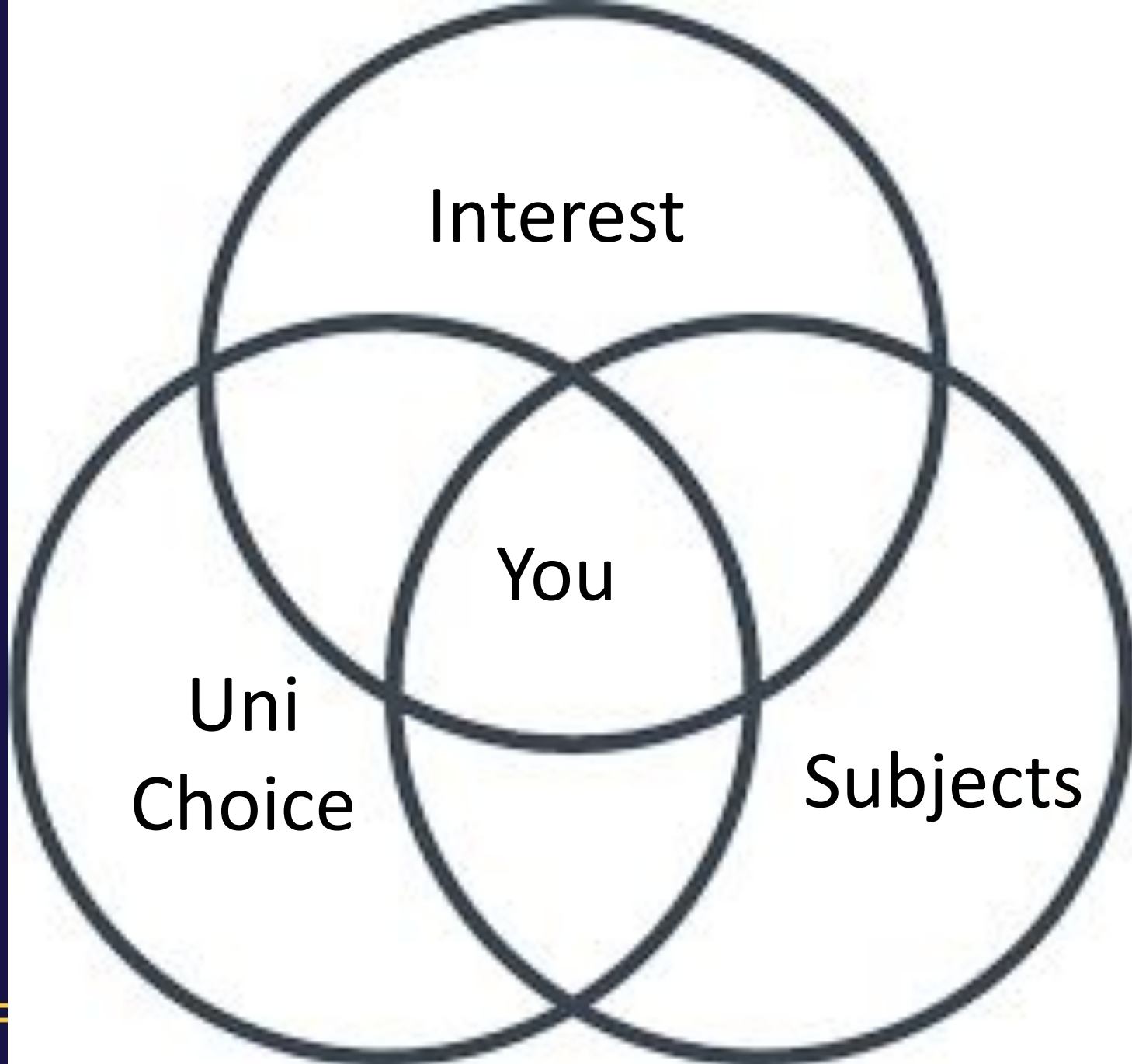
Start with the end in mind

5SQ_5337



IBDP Graduation Ceremony

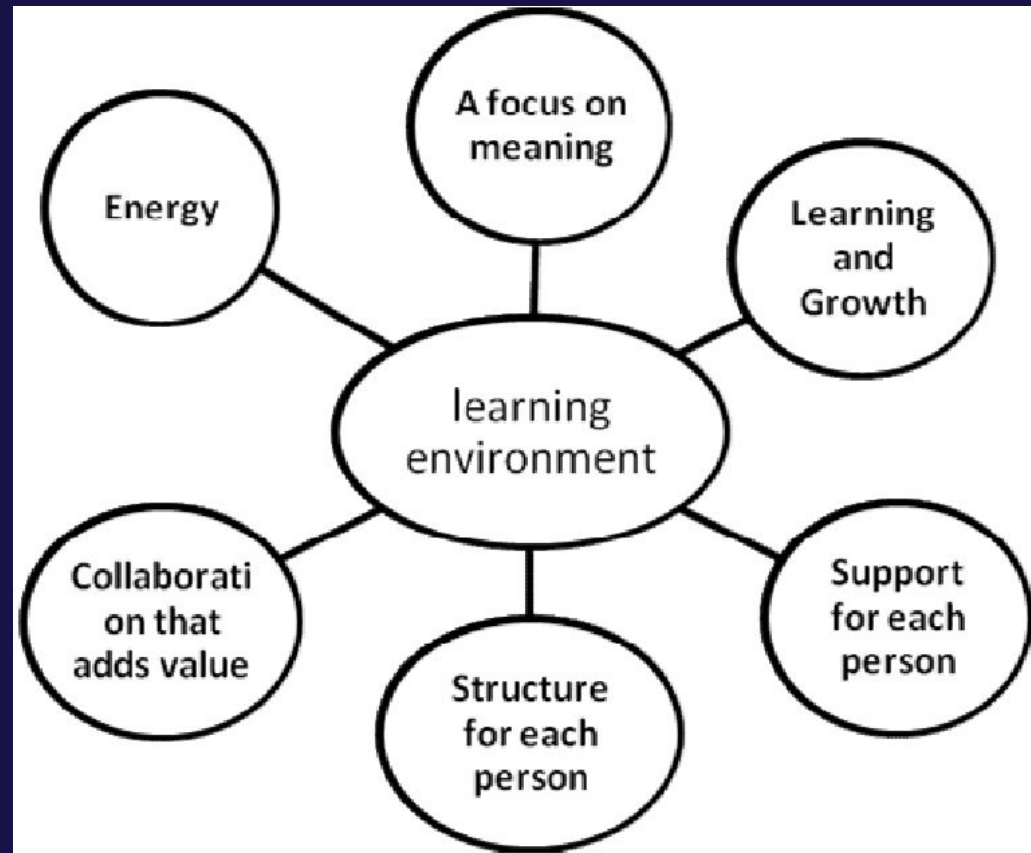
11 November 2022



Know Thyself

Being self-aware

- Which type of learning environment do you thrive in?



Knowing your surroundings



Subjects

- Foundational knowledge
- ability to sustain interest in subject
- Pre-requisite for university admissions



Subject pre-requisite

Law	English (Group 1 preferred)/Economics/History	Any combination
Material Science	Physic and Maths. Chemistry will be useful.	HL/SL
Mathematics	Maths at HL	HL
Medicine	Biology and Chemistry are essential/Physics/Maths	HL

Getting a feel of what is needed

Uni subject
requirements

Weblink:
ucas.com/hub

The logo for UCAS (Universities and Colleges Admissions Service) features the letters 'UCAS' in a bold, sans-serif font. The letter 'A' is stylized, with its two vertical strokes in black and its horizontal crossbar in red.

Universities and Colleges
Admissions Service

University Admission



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



1. Ms Rita Kaur, Head of Higher Education & Careers
rita.kaur@acsinternational.edu.sg

2. Mr Nicholas Chia, Careers Advisor
nicholas.chia@acsinternational.edu.sg

