



This **IBDP Subject Booklet**, accessible via the QR code, is intended for **parents/guardians without access to the school's Google account.**



IB Diploma Programme 2026-27

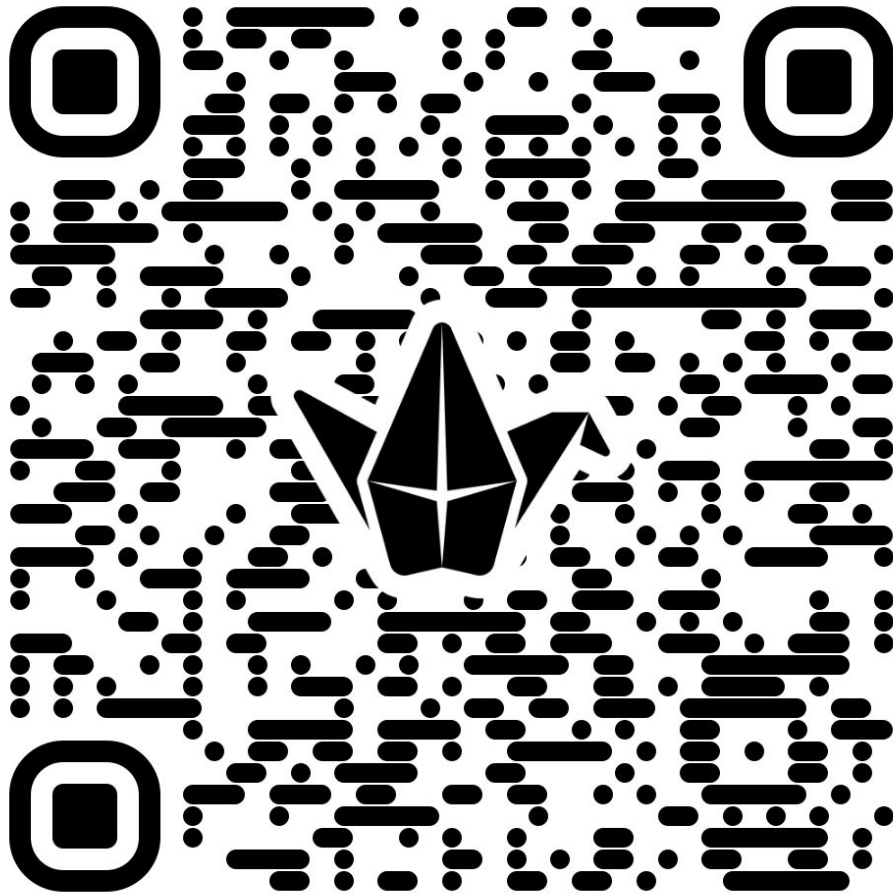
Overview & Subject Presentations by
Mrs Tan Siew Hoon, Vice-Principal (SD) & HOFs

- English A & B
- Languages A & B
- Individuals and Societies
- Sciences
 - SEHS
- Mathematics
- The Arts

Subject Option Tool
Higher Education Guidance



Padlet Q & A





IB

Diploma Programme Overview

What is the IB?

*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**.*

- IB Mission Statement



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.



An Eaglet's First Flight



PERSONAL RESPONSIBILITY -balanced,thinker,
ACTIVE PARTICIPATION in learning -inquirer, risk taking,..
MORAL DEVELOPMENT - principled, caring, open minded

*“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.”*

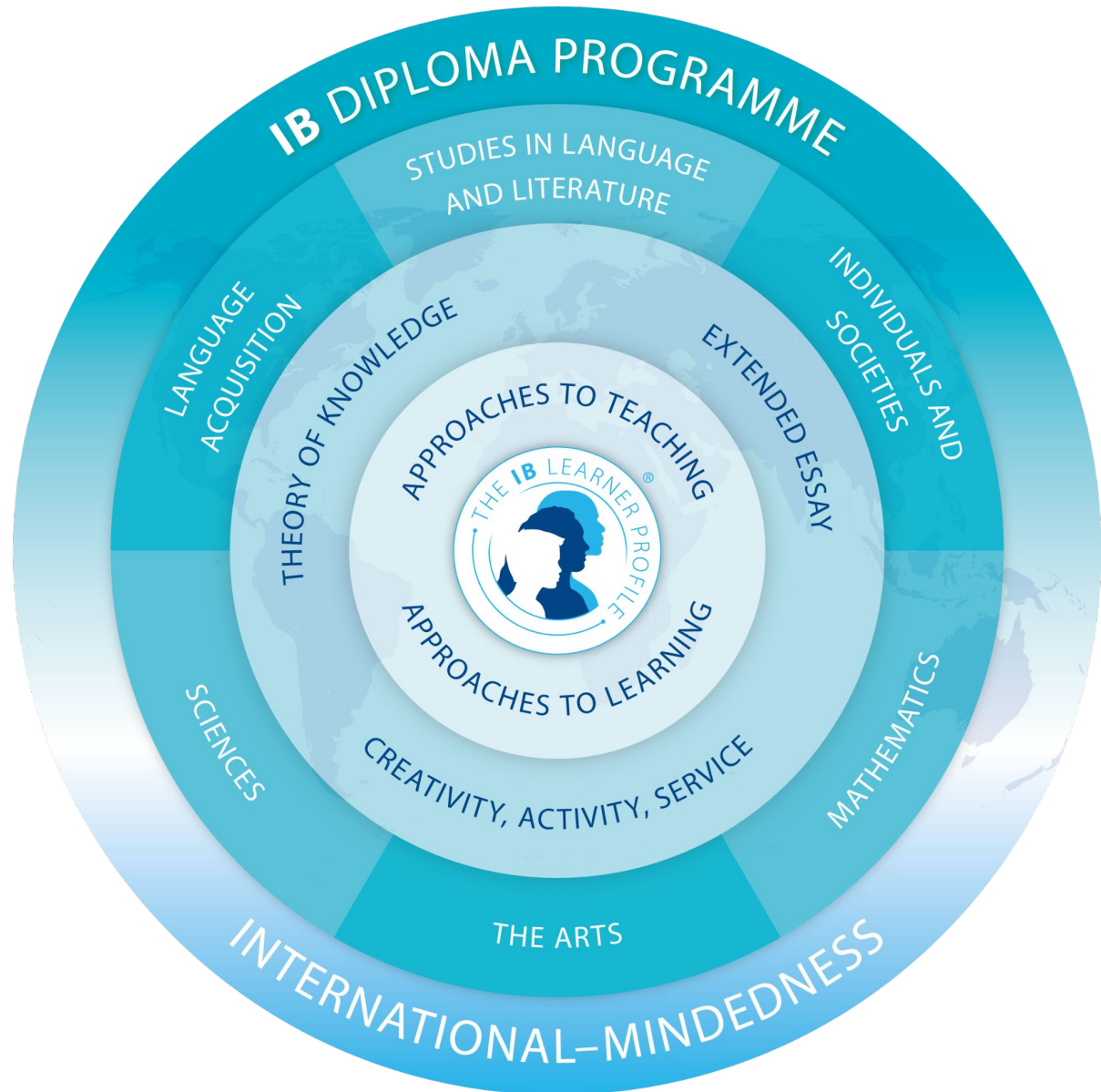
Hrilina Lock

Undergraduate Admissions Manager, London School of Economics, UK



What is in IBDP Curriculum?

**DP CORE
&
6 subject
groups**



IBDP Curriculum

6 GROUPS

IBDP Curriculum

3 CORE



5.
Mathematics



6. The Arts



4. Sciences



3. Individuals &
Societies



1. Studies in
Languages
& Literature



2. Language
Acquisition



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**

For example, the duration of written exams:

History HL - 3 papers (5 hrs)

History SL - 2 papers (2.5 hrs)

Assessment & Grading

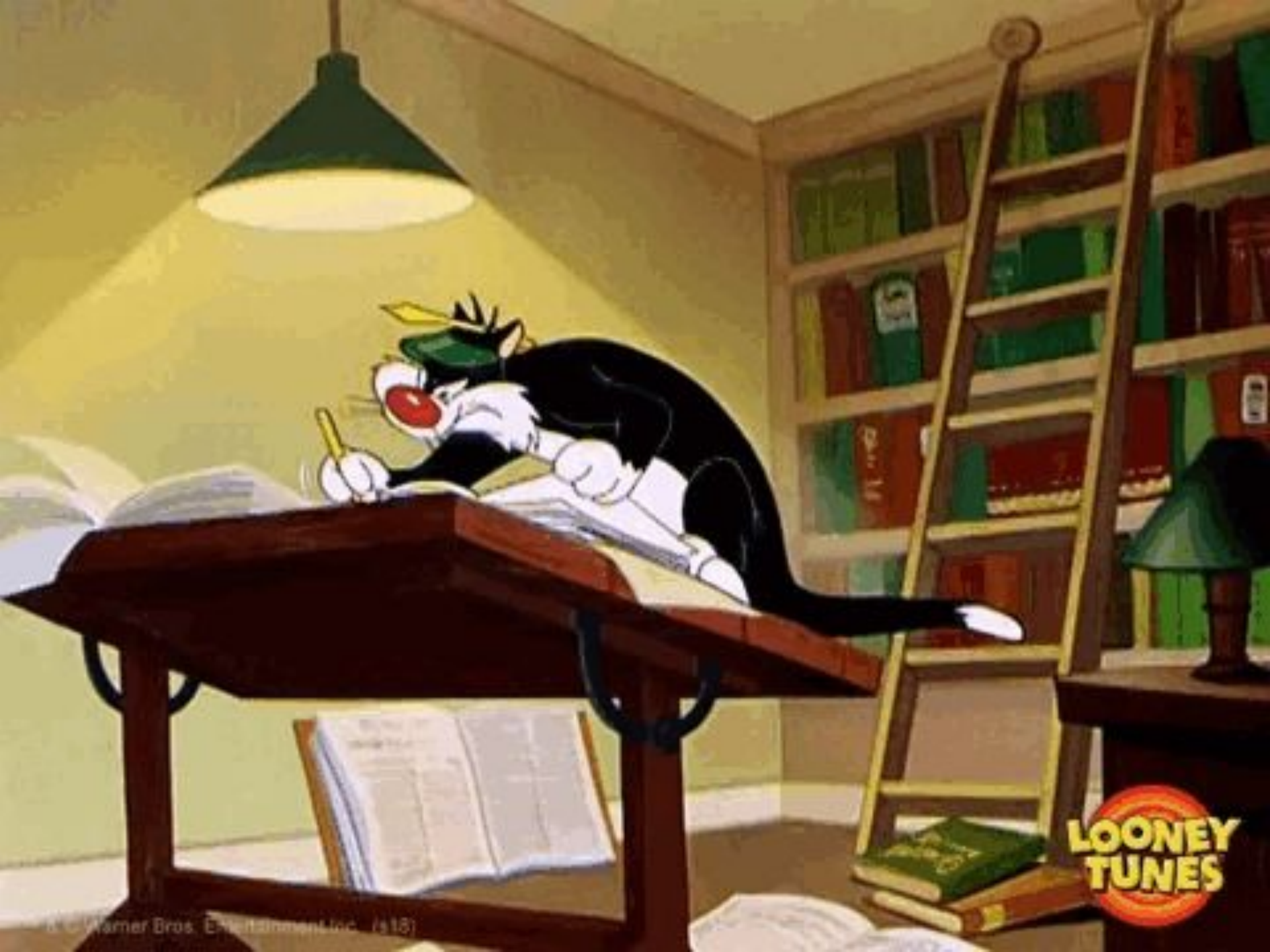
- **Final examinations** in late October-November (Year 6)
- **Internal assessments** undertaken by teachers to IB criteria, then externally moderated by the IB
- **Anticipated Papers**
 - **Group 1 & 2 Subjects in May (Year 6):**
SSST Bahasa Indonesia A/ Hindi B SL
 - **Group 2 Subjects in Nov (Year 5):**
Chinese B, Malay B, Tamil B

Internal and External Coursework

Coursework is an important element in all Subject Groups:

- Languages (Group 1 & 2) — **Individual Orals**
- Sciences — **Experiments/Reports**, Group Projects
- The Arts — **Exhibition, Composition, Performances**
- TOK — **Exhibition Commentary and Essay**

→ *Individual Independent Research
(Data and Experiment) + Report*

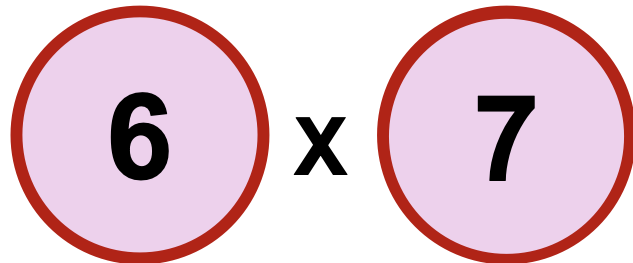


**LOONEY
TUNES**

IBDP Points System

Groups

Internal + External Assessment



3HLs
3 SLs

Highest Grade / Points

Core

ToK + EE



Highest Points

Perfect Score

=



Highest Points

*Circumstances for **NO** Diploma Awarded*

- 1. Less than 24 Points*
- 2. 3 HLs < 12 points*
- 3. Failing a CORE*

- 4. Breach of Academic Integrity Policy*

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.**

*“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.”*

- IB General Regulations

Consequences of academic malpractice may lead to *no grade in the subject concerned or no diploma awarded.*

Source: www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf





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/>



Photo Credit:

<https://borneocalling.com/tour/3d2n-via-ferrata-mount-kinabalu-climb-with-kundasang-resort-stay-lows-peak-circuit-2/>



Sharpening Approaches to Learning skills

- *Thinking*
- *Communication*
- *Social*

- *Research*
- *Self Management*

Result Summary of Nov 2024

Passing Rate: 100%

School Average: 39 points

Total 2024 Cohort: 184 Diploma Candidates

Total IB Score	No. of Candidates
45	5
44	6
43	17
40 points & above	87



IBDP Results	2019	2020	2021	2022	2023	2024
Pass Rate %	97	99.4	100	100	96.5%	100%
Score 40 & above	19%	21%	49.7%	44.77%	22.41%	47.28%
Top Score (45)	45	45 (2)	45 (8)	45 (3)	45 (3)	45 (5)
ACS Average	35.3	36	39.2	38.04	36.1	39
World Average	29.7	29.8	32.4	30.91	30.24	29.2
% Above World Av	91	92	98	93.6	94.2	97.3
Bilingual Dip.	28%	28%	26%	33.14%	23.56%	29.73%

2024 Cohort Offers from Top Universities

University of Cambridge

Imperial College London

University College London

University of Edinburgh

The University of Chicago

Carnegie Mellon University

National University of Singapore

Nanyang Technological University



DSA - Direct Admission to IBDP

The qualifications for DSA are:

- Minimum of **2 A, 2 B, 2 C** grades in **school prelims/ internal exams**
- Minimum of a **C** grade 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 sent out in September
- Acceptance of DSA offer
- 1st Semester fee payment for IBDP to be made by **Nov 2025**
- IBDP school year begins on 7 Jan 2026
(before IGCSE results are released)



Non-DSA - Entry to IBDP (IGCSE results)

- A minimum of **3 A and 3 B** grades in **IGCSE**
- The **3 As and 3 Bs** must be in a combination that leads to three Higher Level subjects, and three Standard Level subjects
- Higher Level (HL) subjects - strong IGCSE grades
- Students' academic and behavioural records apply
- Acceptance into the IBDP is also dependent on whether an appropriate subject package is available for them, with respect to their academic history

PIB & FIB progression to IBDP

- A minimum of **2 A, 2 B and 2 C** grades in EOY Examinations
- A minimum of a **C** grade 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 throughout 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)
- Ab Initio Languages - only for those with **NO formal instruction** in it (or less than 2 years)
- Certain subjects may not commence due to a low number of applicants in January

The final decision of students' placements into the IBDP and their subjects are ultimately determined by the school.



English Faculty

HOF: Mr Peter Thompson
Assistant HOF: Ms Michelle Liew





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.



7 Key Concepts



Engage your critical thinkers with the new edition of English A: Language and Literature for the IB Diploma series. Find out more: [cambridge.org/education/eng-a](https://www.cambridge.org/education/eng-a)



Building Brighter Futures Together



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.

Languages Faculty

HOF: Mdm Koh Leng Khim
Assistant HOF: Mdm Cheng Wei

ESOL Faculty

HOF: Ms Caroline Heng
Assistant HOF: Ms Rose Anne Rosanes



Group 1 Languages

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

Group 1 and 2 Languages

English Language
and Literature



Language B
Or
Language Ab Initio

Chinese Lang and Lit
Literature (other
languages)



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

Group 2 Languages - English B HL Course Aims

Advanced Language Acquisition:

- Extend the range and complexity of English language skills to communicate effectively for different contexts, purposes and audiences
- Further develop knowledge of vocabulary, grammar and conceptual understanding of how language works
- Construct, analyse and evaluate arguments on topics relating to the course content

International Mindedness:

- Develop international-mindedness through the study of languages, cultures, ideas and issues of global significance
- Provide opportunities for intellectual engagement and the development of critical and creative thinking skills



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, meaning and variation of texts.

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



Group 2 Languages - English B HL Assessment

Component	Weighting
<p>External Assessment (3h 30min)</p> <p><i>Paper 1 (1h 30min)</i></p> <ul style="list-style-type: none">- Productive skills — Writing (30 marks) <p><i>Paper 2 (2h)</i></p> <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)	<p>25%</p> <p>25%</p> <p>25%</p>
<p>Internal Assessment</p> <p>Individual Oral Assessment</p> <p>A discussion with the teacher, based on an extract from one of the two literary works studied in class, followed by a conversation based on one or more of the IB themes from the syllabus. (30 marks)</p>	<p>25%</p>

Humanities Faculty

HOF: Chan Tien Hsiang
Assistant HOF: Ms Claudelia Koh



Group 3: Individuals and Societies (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. We will look at your overall grades to see if you can be accepted in HL for a subject you have not taken before at IGCSE.
- Each IB subject requires you to undertake 1 IA, except in Economics which requires you to do 3.
- The main difference between HL and SL is delineated by coverage of content and not by difficulty.

What's the difference between Economics & Business Management?

Economics

Study of markets and economies

Critical thinkers
Thinking in depth logically and
critically

Business Management

Study of Business Organizations

Thinking broadly

Science Faculty

HOF: Mdm Susan Ong
Assistant HOF: Mr Kent Kor



Science Google Drive:
<http://bit.ly/ScienceACS>

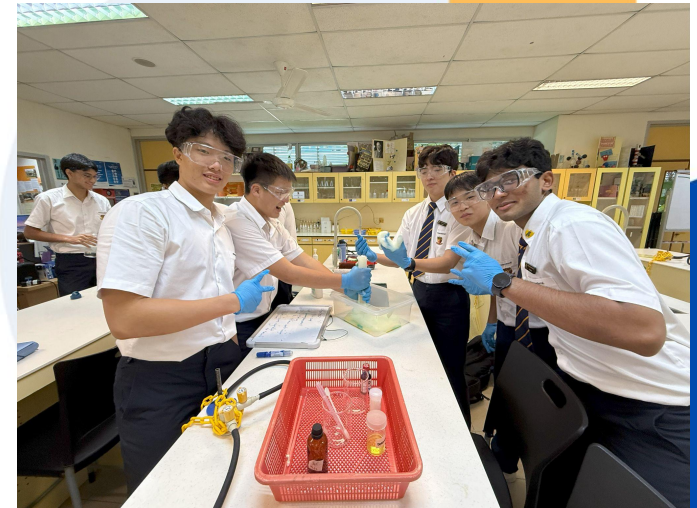
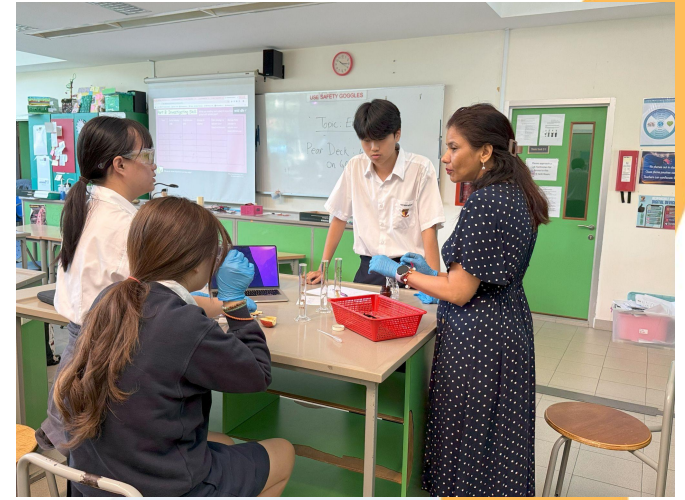
IBDP Group 4 Natural Sciences offered at both HL and SL

- **Biology**
- **Chemistry**
- **Physics**



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 Diversity2. Form and Function3. Interaction and interdependence4. Continuity and Change	<ol style="list-style-type: none">1. Models of the particulate nature of matter2. Models of bonding and structure3. Classification of matter4. 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 motion2. The particulate nature of matter3. Wave behaviour4. Fields5. Nuclear and quantum physics

Written Examinations

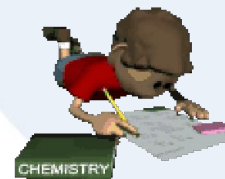
Paper 1

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)

- Like other DP sciences, SEHS is also an experimental science that combines academic study with the acquisition of practical and investigative skills.
- Students undertake practical experimental investigations in both laboratory and field settings.
- This helps them to acquire the knowledge and understanding necessary to apply scientific principles to the critical analysis of humankind and its sporting endeavours.



Photo source: PE Faculty

IB Sports, Exercise & Health Science (SEHS)



Photo source: <https://www.hotcoursesabroad.com/>

By studying SEHS, students explore what it means to thrive in terms of physical activity, athletic performance and personal health. Uniquely among the DP sciences, the course has immediate everyday applicability outside the classroom. Students can apply what they have learned to their daily lives, positively impacting their personal health and sporting performance.

IB Sports, Exercise & Health Science (SEHS)

“Do you need to be good at sports?”

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



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

IB SEHS Syllabus

Standard Level and Higher Level

- The course is divided into three themes and each theme is explored through the dual lenses of health and performance:
 - **A Exercise physiology and nutrition of the human body**
 - **B Biomechanics**
 - **C Sports psychology and motor learning**
- The SL course provides students with a fundamental understanding of SEHS and experience of the associated skills.
- The HL course requires students to increase their knowledge and understanding of the subject, and so provides a solid foundation for further study at university level. The distinction between SL and HL is therefore one of both breadth and depth.

IB SEHS Assessment

Assessment Component	Weighting
External Assessment	76%
Paper 1 Paper 1A - Multiple Choice Paper 1B - Data based questions	36%
Paper 2 Short answer and extended response questions	40%
Internal assessment (10 hours)	24%
The internal assessment consists of one task; the scientific investigation. The component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

IB SEHS Entry Requirements

- For HL SEHS the requirement for this course will be a minimum of **B** in **IGCSE Physical Education**

(If a student has not studied this subject at IGCSE (or equivalent) level a review of a student's ability in Biology or Physics 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



Mathematics: Courses offered

- **Mathematics** is compulsory in the IB Diploma.
- Students choose from three math courses:
 - **Analysis and Approaches (AA HL & SL):** Focuses on deep understanding and problem-solving, ideal for STEM pathways.
 - **Applications and Interpretation (AI SL):** Emphasizes practical math and real-world applications, suited for non-STEM fields.
- All courses share **core topics** with different emphasis and depth: Number & Algebra, Functions, Geometry & Trigonometry, Statistics & Probability, Calculus.
- **AA HL** includes additional content and greater depth.



Mathematics: Key Student Outcomes

- Develop a strong **understanding** of mathematical concepts, reasoning, and techniques.
- **Communicate** mathematics clearly, concisely, and confidently in a variety of contexts.
- **Reflect** critically on their own work and the work of others.
- **Apply** mathematical understanding independently and collaboratively.
- **Appreciate** the beauty and universality of mathematics, its multicultural, global, and historical significance, and its role as an area of knowledge in the TOK course.

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

Course	AA HL	AA SL	AI SL
Entry criteria	Minimum Grade B in Additional Math, Pre IB, or FIB.	Minimum Grade C in International Math, Pre IB, or FIB.	Minimum Grade C in International Math, Pre IB, or FIB.
Possible University pathways	Mathematics, Engineering, Physics, Data science, Economics	Business, Sociology, Psychology, Chemistry	Law, Hotel management, Social Sciences, Humanities, Languages, Arts

*An Additional Mathematics qualification or its equivalent (e.g., Pre-IB or FIB) is required for AA HL.

The Arts Faculty

HOF: Mdm Chang Hung Tho



Group 6: The Arts

Offered Subjects:

- Music
- Visual Arts
- Theatre

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

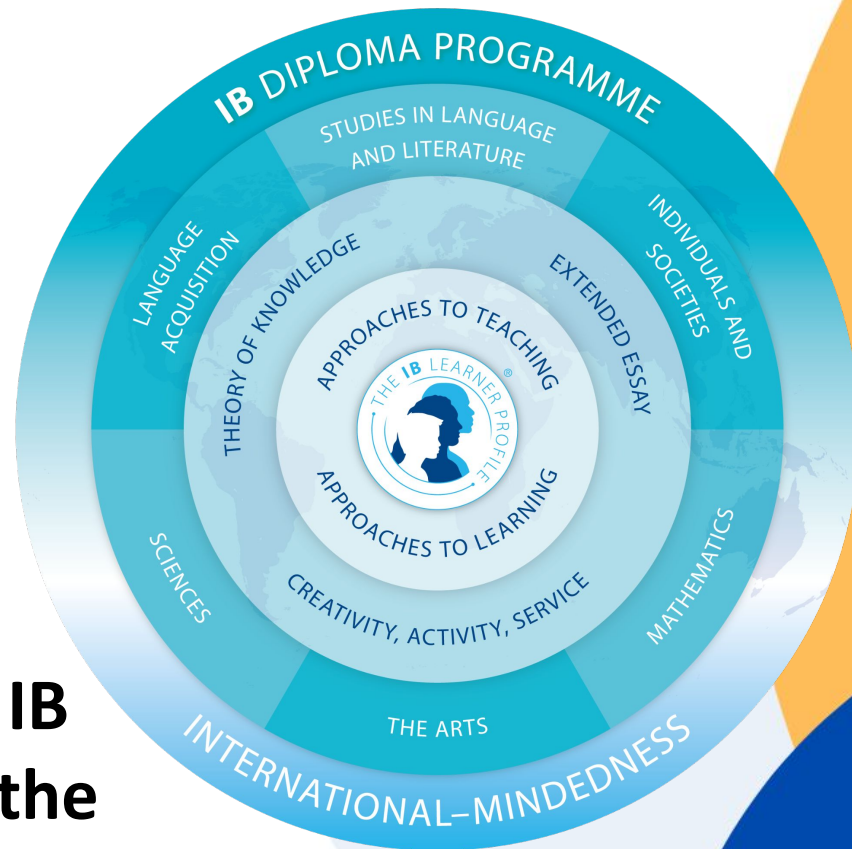


Photo source: IBO.org

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.**

(Interrelated) Core Areas of The Arts syllabus

- **Contextual Understanding and Cultural Exploration**
- **Creative Process and Experimentation**
- **Communication and Presentation of Artistic Intention**
- **Reflection and Critical Analysis**

Visual Arts Assessment components (3)

External Assessments	HL	SL
Art-making inquiries portfolio The students curate evidence of their art-making as inquiry in a variety of art-making forms and creative strategies.	30%	40%
Artist Project (HL) The students create and situate in context an artwork that they ideate and realize as part of a project of their choice.	30%	
Connections Study (SL) The students situate in context one of their resolved artworks, chosen from the five they submit for IA.		20%
Internal Assessment (IA)		
Selected Resolved works (HL) The students create a coherent body of 5 works selected from their wider production of at least 8 works.	40%	
Resolved artworks (SL) The students submit five resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently.		40%

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	<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. 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	<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 (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	<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. 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 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. 7-15 mins)</p> <ul style="list-style-type: none">a) Process Evidenceb) 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 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

IB Coordinator: Ms Carol Ling





ACS
International
A Methodist Institution
(Founded 1886)

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Search



English



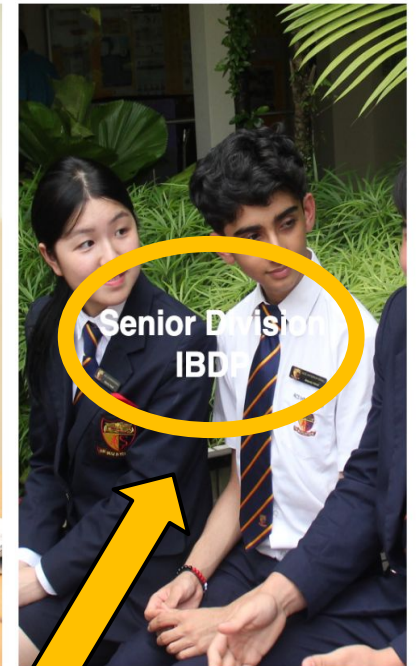
School Overview



Junior Division
Years 1 and 2



Middle Division
IGCSE



Senior Division
IBDP

Go to “Senior Division IBDP”

Source: <https://www.acsinternational.edu.sg/en/default>



different experiences and a purposeful and challenging project which involves community service. Their reflections of these experiences and the project are documented on Managebac, an online portal.

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

[Term 3 2025](#)

- [Year 5](#)
- [Year 6](#)

[2025 IB Programme Briefing](#)

[2024 Term 3 Assessment Dates \(Senior Division\)](#)

[Academic Integrity Policy](#)

[Language Policy](#)

[IBO Diploma Programme](#)

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

[Year 5 IBDP Subject Options for 2026 Intake](#)

[IBDP Subject Information for 2026 Intake](#)

[The IB Learner Profile](#)

[IBDP Q&A](#)

[IBDP Information Presentation for Enrolment](#)

[School Profile](#)

ACS (International) does offer scholarships every year to eligible external students. If you wish to apply please follow the link below:

[IBDP Scholarship for External Students](#)

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

New Information

made in January 2026 after IGCSE results have been released.

- **IGCSE ESOL** students must get a **minimum of A grade** to be guaranteed a place in **English Language & Literature (SL)**.
- Students **MAY NOT** opt for both **Economics and Business**





IBDP Subject Information

Use your school Google account to log in.



ACS (International)
A Methodist Institution
Nurturing Future Leaders and Global Citizens in a Christian Community



ACS (International) IBDP Subje... ▾ Choosing Six DP Subjects

Subject Option List

IBDP Subject Option Forms

IBDP Subject Information ...

Academic Faculties

Expand/Collapse

IB DIPLOMA PROGRAMME SUBJECT OPTIONS

FOR 2026 INTAKE

May 2025

Dear Parents and Students,

The 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 must consider each option carefully and discuss it with their teachers and parents before making a final selection.





Scan Me!
**Subject Options
Application Form
(For 2026)**

IB DIPLOMA PROGRAMME SUBJECT OPTIONS

FOR 2026 INTAKE

IBDP Subject Options for 2026 Intake

Please indicate your **subject choice for Year 5 2026 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 school makes the final decision on placement of students into subjects.

You may make changes to your form before the deadline (before 8 Aug 2025). Please email Ms Carol Ling at carol.ling@acsinternational.edu.sg if you wish to do so.

Amendments to the subject option form will not be entertained after the **form closes on 8 August 2025, Friday at 12:00PM.**

Senior Division (IBDP)
ACS (International)



What are the Rules?

- Must choose **ONE** subject from each **Group (1 to 5)**.
- Group 6 - The Arts *can be substituted* with a subject from group 3 or 4.
- Choose **3 HL** and **3 SL** subjects.

How to select your DP subjects from Groups 1 to 6?

Group	Area	Subject Examples
1	Studies in Language & Lit	English A: Lang & Lit, Literature
2	Language Acquisition	Chinese B, Spanish ab initio
3	Individuals & Societies	History, Economics, Psychology, Geography
4	Sciences	Biology, Chemistry, Physics, SEHS
5	Mathematics	Math AA, Math AI
6	The Arts	Visual Arts, Music, Theatre or a second Group 3 or 4 subject

Group 5 (Mathematics): *

- Analysis and Approaches HL
- Analysis and Approaches SL
- Applications and Interpretations SL

**Google Form for
Groups 5 and 6**

Group 6 (The Arts, or another Group 3/4 subject) *

- Music HL (Students must have a Grade 4 Practical or Grade 4 Theory ABRSM or standard equivalent)
- Music SL (Students must have a Grade 4 Practical or Grade 4 Theory ABRSM or standard equivalent)
- Visual Arts HL (Students without IGCSE or O levels background are to provide a portfolio and attend an interview)
- Visual Arts SL (Students without IGCSE or O levels background are to provide a portfolio and attend an interview)

- Theatre HL
- Theatre SL
- Group 6 Economics HL
- Group 6 Economics SL
- Group 6 Business Management HL
- Group 6 Business Management SL
- Group 6 Psychology HL
- Group 6 Psychology SL
- Group 6 Biology HL
- Group 6 Biology SL
- Group 6 Chemistry HL
- Group 6 Chemistry SL
- Group 6 Physics HL
- Group 6 Physics SL

You are only allowed to submit **ONE** online option form.
If you need to make **changes before 8 August**, please
email **Miss Carol Ling** or visit her at the **IB Office**:

carol.ling@acsinternational.edu.sg

**Closing Date for Submission of
Subject Option by Year 4**

8 August 2025 at 12pm



Higher Education & Careers Department

Ms Junita Devi Sockalingam
Head of Higher Education & Careers



Where can you find us?

Library Block

Rm 606

Level 6



How to reach us?

tinyurl.com/hecacsintl

The screenshot shows the website's homepage with a dark blue background and a geometric pattern. The main heading is "Higher Education and Careers" in yellow. Below it are two buttons: "Book a Consultation with Ms. Junita Devi Sockalingam" and "Book a Consultation with Mr. Nicholas Chia (CKS, GHK)". A circular logo on the right says "ACS INTERNATIONAL Higher Education & Careers DREAM. EXPLORE. ACHIEVE". A central note states: "Note: This site is currently being updated and the final version will be ready on 12 July. Do check back again after 12 July. Thank you." Below this is a blue banner with the text "APPLYING TO UNIVERSITY" and four buttons: "US", "UK", "Singapore", and "Rest of the World". At the bottom are five yellow icons: a calendar, a lightbulb, a document, and a bar chart. A left sidebar contains a menu with items like "Home", "About Us", "Knowing Myself", "Preparing Myself", "Applying to University", "Alumni Journeys", "For Teachers", "For Parents", and "Meet Us".



SUBJECT COMBINATION

IMPORTANT NOTES:

1. Your choices should reflect your **aptitude**, your **interests** and your **skills**.
2. When choosing your subjects, you should **keep your future in mind**.

HIGHER EDUCATION CONSULTATIONS TO DISCUSS SUB.

Higher Education consultations act as a guidance tool for students navigating sessions, students gain clarity on course selection, career options, and insight

If you're seeking direction or clarity in your educational journey, here are the

1. Go through the FAQ section to make sure that your questions have not al
2. Book your Consultation slot
3. Relating it to university applications, watch this [guide](#).

Taking these steps can set you on the path to making informed decisions ar

During consults we can explore what you like, or are naturally inclined towa

- A hands-on person?
- Take objects apart to figure out how they work?
- Sensitive to how words are used?
- Tends to express himself/herself through words?
- *If you are unsure, try taking a Personality Assessment, then speak with a counsellor to go through the results.*



Higher Education & Careers

- Home
- About Us
- Knowing Myself
- Preparing Myself
- Subject Combination**
- Job Shadowing Program and Internships
- Scholarships
- Gap Year, NS and Other Paths
- Applying to University
- Alumni Journeys
- For Teachers
- For Parents
- Meet Us



ACADEMIC-ALLY

PODCAST

HELPING YOU TURN OPTIONS INTO OPPORTUNITIES

LOOK FORWARD TO EPISODES ON:

- HOW TO SPEND YOUR JUNE HOLIDAY
- APPLYING TO US, UK, SG UNIVERSITIES AND MORE
- REAL TALK ON COMPARISON AND PACING YOURSELF AND MANY MORE.



Academic-Ally
By Academically



Our very own
Higher Education
Podcast!

Episode 1: IB Experience



Let's Play a Game!



Clarisse Lim

English Language & Lit HL

Economics HL

Psychology HL

Chemistry SL

Mathematics Analysis and

Approaches SL

Chinese B SL

TOK, EE



**PPL - Philosophy,
Politics and Law**

**University of
Warwick, UK**



Abhay Malik

Economics HL

Physics HL

Mathematics Analysis and
Approaches HL

Sports Exercise and Health SL

English Language & Lit SL

Hindi B SL

TOK, EE



Computer Science

**Georgia Institute of
Technology, US**

Two Key Messages About Choosing Your Subjects



#1

Play to your Strengths



Consider Your Strengths

IBDP subjects are very different from the same ones in IGCSE. They are more rigorous and require much more self-study.

Talk to someone (Teachers, Higher Ed Counsellor etc).



Self Awareness

- Do you enjoy solving puzzles or tackling complex problems?
- Are you interested in creating digital content, such as videos or blogs?
- Do you often find yourself helping friends understand difficult concepts?
- Are you curious about how things in nature work and interact?
- What energises you?

Bridge U > Prepare > Self-assessments



BridgeU

Home

Prepare

Discover

Decide

Your list  

[Home](#) / Self-assessments

Self-assessments



AchieveWorks® Personality

Discover your strengths and challenges

15 minutes to complete

Start



AchieveWorks® Learning & Productivity

Understand your unique learning style.

20 minutes to complete

Start



AchieveWorks® Intelligences

Explore your emotional intelligence and intellect.

20 minutes to complete

Start



AchieveWorks® Skills

Build skills for academic and workplace success.

20 minutes to complete

Start

Personality

What are your interests, strengths & skills? What are the Career considerations?

Learning & Productivity

How do you like to learn?

Intelligences

Explore your type of intelligence, for example, linguistic, interpersonal, kinesthetic and others.

Skills

What are your top aptitude and soft skills, and how can you build on them over time?

Follow Your Interests

Can you be suitably **motivated to sustain your study** for the next two years?

Read subject notes or textbooks, have a sense of the content.

Coursera Courses - **Free online courses** to sample university courses



*“I think I am content with my subject choices. People always say that certain combinations are considered harder subject combinations but I think that if these are the subjects that you are interested in, naturally the content would be easier to grasp. Therefore, **I would advise all Year 4’s to choose the subjects they are interested in/linked to the careers they would like to pursue.**”*

*“Think about what you want to do in the future, and **if you don’t know yet, at least think about what you enjoy more:** Sciences, Languages or Arts. Ask seniors and teachers for advice.”*

*“IAs and EEs are challenging. You'll have to spend quite a long time doing all of them and the number of deadlines are just going to increase throughout IB. So, I recommend everyone to **choose subjects they have a genuine interest in. But at the same time remember to also consider the university courses you may want to attend in the future.**”*

#2

Keep Your Future in Mind



Subject Prerequisites

Refer to university websites, especially if you have a education or career destination in mind.

They will specify subject requirements.

e.g UCAS.com for UK Universities

Medicine?

Many UK universities ask for HL Chem & Bio

Engineering?

Choose HL Math AA



Career Exploration



Your list



[Home](#) / Careers

Careers

Discover careers that align with your skills and interests, and save your top choices.

Your saved career interests

Star within this page or rate a career in assessments for a career to show here. We will share these with your advisor.

Save your first career!

Explore the different career groups to find careers that interest you or take an assessment to view career matches.

Discover careers in...



Agriculture, Food and Natural Resources



Architecture and Construction



Arts, Audio/Video Technology and Communications



Business Management and Administration



Career Exploration

discover.nyc.gov.sg

A Singapore Government Agency Website [How to identify](#)

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Welcome to Discover On My Way! We **welcome feedback** to improve your user experience further. #AlwaysInBeta

Figure out what to study or future career goals with On My Way

Learn about the different jobs and industries, connect with schooling seniors and industry professionals and get a taster of various job roles.

Get started →

<https://discover.nyc.gov.sg/omw>

A day in the life



Animator

Meet Soh Fia, a young award-winning Animator! In this video, she dives into her world, revealing the process behind bringing characters and stories to life.

What you should know about Animator jobs in Singapore



Nature of Work

Besides film production companies, you can also work in other sectors such as events companies (e.g. PICO, SingEx, etc.) as Animators.



Key Advice

You need to be observant and have a good understanding of complex motions to be able to translate them into believable, fluid animation.

Your current subject choices won't prevent you from exploring different paths in the future

Cambridge law grad, former IMH peer support specialist in new batch of Duke-NUS medical students



Although from different backgrounds, both Mr Isaac Ong, 24, and Ms Faith Wong, 40, have a love for medicine. PHOTOS: ISAAC ONG, HUANG SHICONG

<https://www.straitstimes.com/singapore/cambridge-law-grad-former-imh-peer-support-specialist-in-new-batch-of-duke-nus-medical>

- 1. Play to your Strengths**
- 2. Keep Your Future in Mind**

All the best!



Padlet Q & A

