



ACS (International)

**@ACS (International)
Presentation**

19 January 2026

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.



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.

(from the IB Mission Statement)



The IB Learner Profile...

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



University Admissions Officers (2015)

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

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

Source: <http://www.ibo.org/globalassets/publications/acs-ibscsca-uni-admissions-officer-report.pdf>



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

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

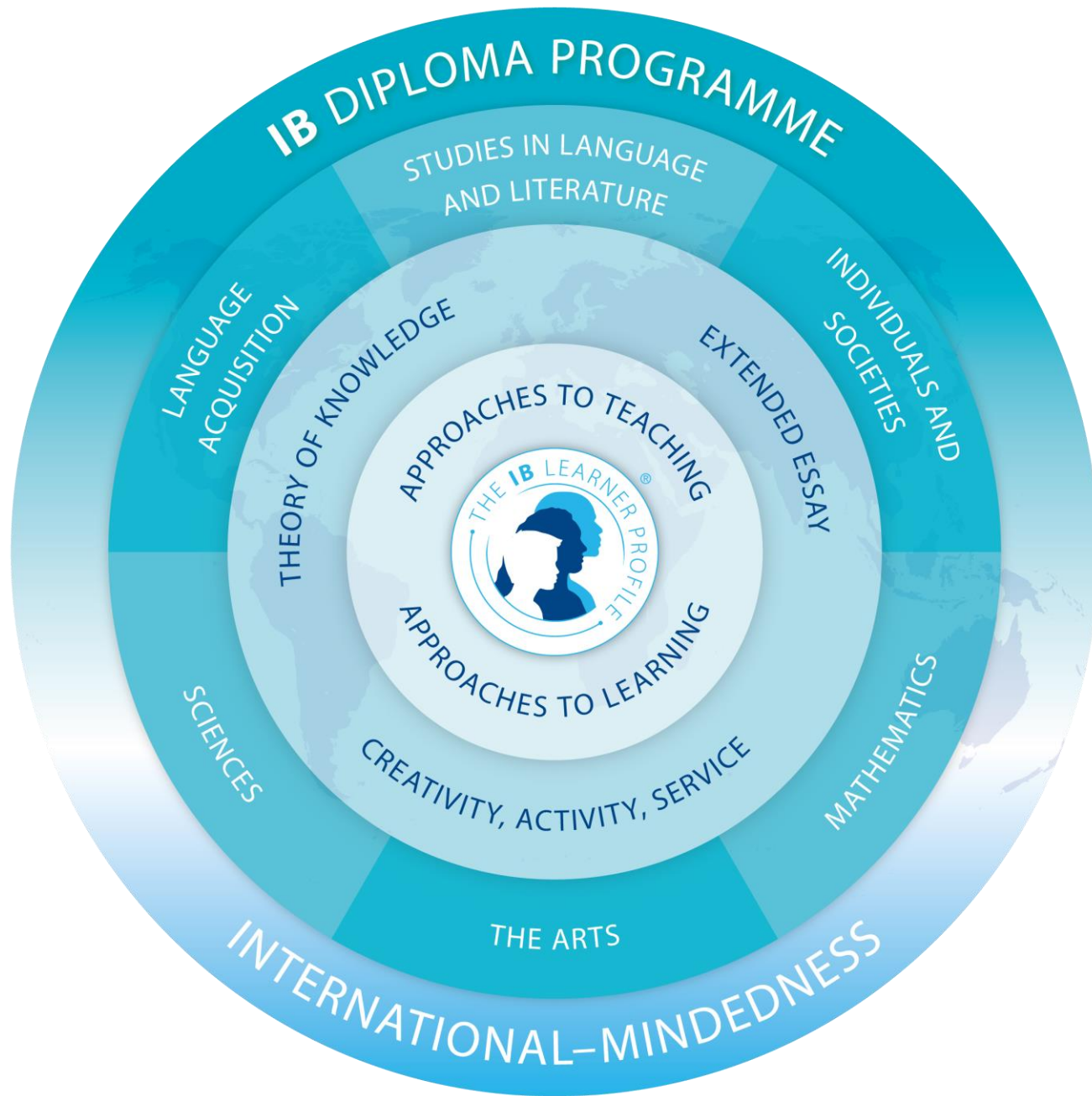


“Our experience is that IB diploma graduates are incredibly well prepared for university success. The program’s international flavour, academic rigour and emphasis on inquiry-based learning means that IB Diploma students enter university with a global outlook, an excellent work ethic and the critical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

Margaret Fairman,

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





Elective Subjects (3 at HL & 3 at SL)

- Group 1 English Lang Lit / Korean Lit / Japanese Lit / Chinese Lang Lit
- Group 2 Second Language:
English/Chinese/French/Spanish/Malay/Tamil/Hindi
- Group 3 Humanities:
Economics / Business/ Geography / History / Psychology
- Group 4 Sciences
Biology / Chemistry / Physics / Sports, Exercise and Health Science
- Group 5 Mathematics
- Group 6 The Arts or Humanities or Science

Compulsory Subjects

Theory of Knowledge / Extended Essay / CAS (Creativity/Activity/Service)



Subject Choices in addition to the Core

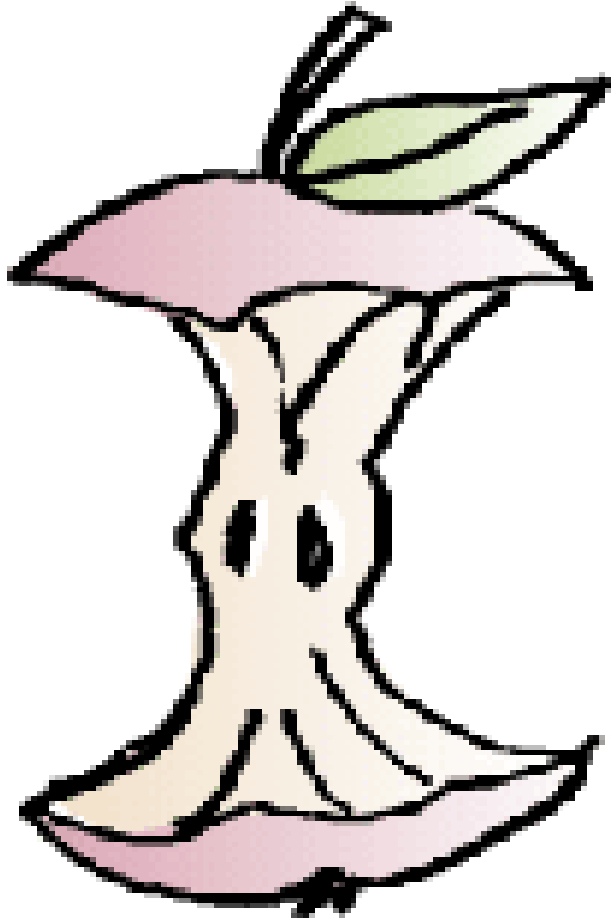
Students choose 6 subjects – one from each group.

3 are studied at Higher Level.

3 are studied at Standard Level.



What are the three core requirements?




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



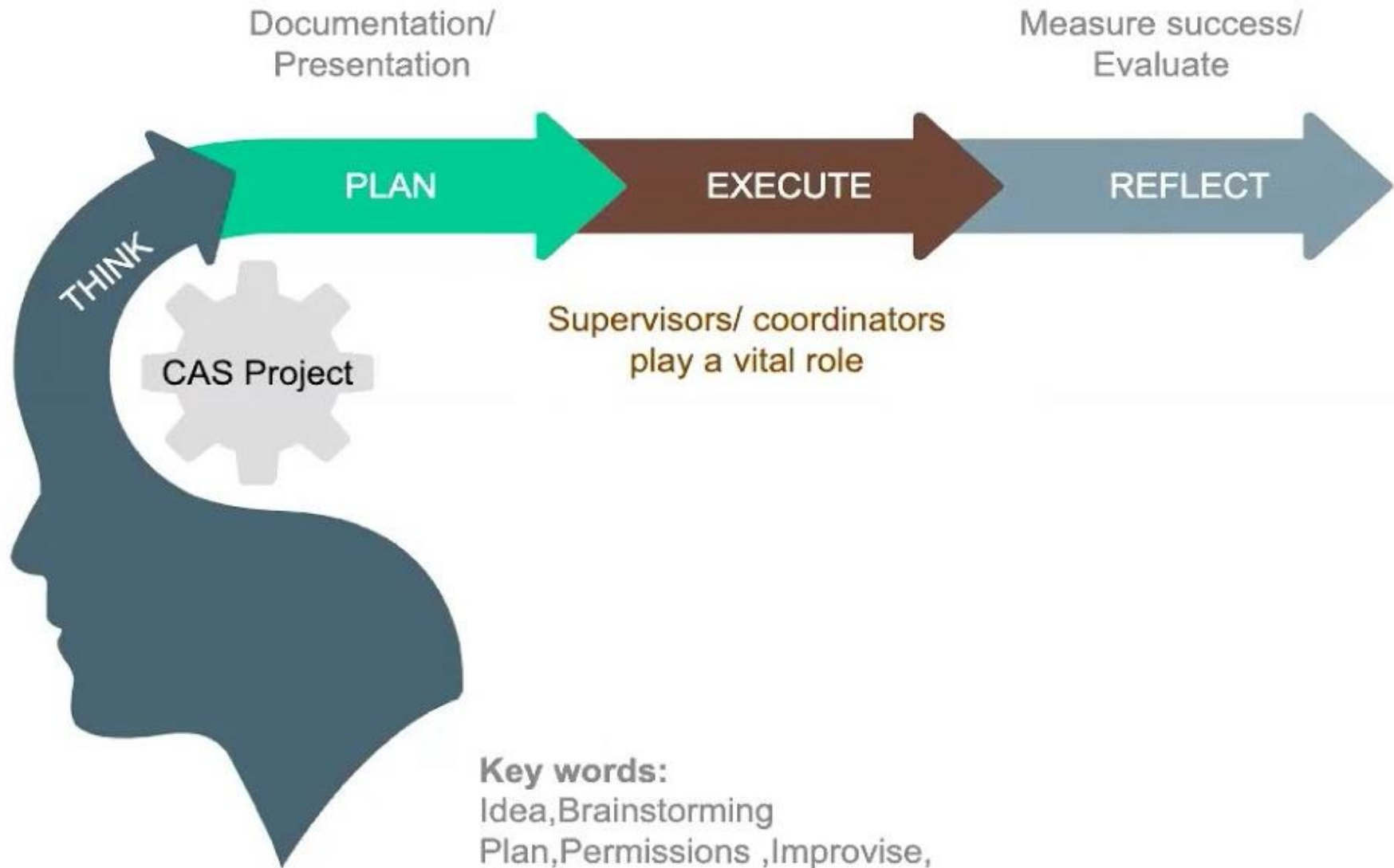
Extended Essay [4000 words]

- Math: *How to calculate the surface area of a Human face?*
- Business Mgt: *To what extent is XYZ Sportswear successful at using the extended marketing mix to influence consumer behaviour?*
- English Lang & Lit: *How do contemporary poets, Rodolfo Gonzales, Warsan Shire and Jennifer Toksvig depict the personal struggle for survival and creation of a new identity of refugees?*
- Biology: *What effects do different calcium salts in growth solutions have on the growth of the stems of basil (*Ocimum basilicum*) plants grown hydroponically?*

Theory of Knowledge

- 1. Are some types of knowledge less open to interpretations than others?*
 - 2. Does some knowledge belong only to particular communities of knowers?*
 - 3. In the pursuit of knowledge, is it possible or even desirable to set aside temporarily what we already know? Discuss with reference to natural sciences and one other area of knowledge.*
- 

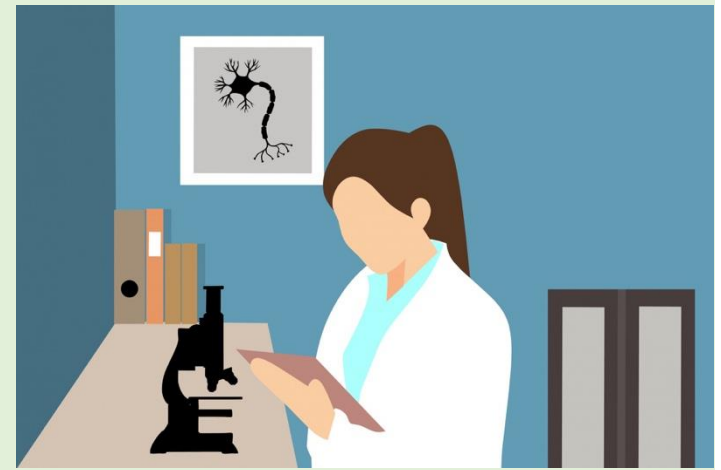
CAS Project: Student initiated & led



Key words:

Idea, Brainstorming
Plan, Permissions, Improvise,
Fundings, Execution, evaluation

- an important element in all Groups: **independent research-based report**
 - ✓ *oral work in languages*
 - ✓ *fieldwork in geography*
 - ✓ *laboratory work in the sciences*
 - ✓ *investigations in mathematics*
 - ✓ *artistic performances*
 - ✓ *portfolio (the arts)*
 - ✓ *exhibition (Visual Arts)*
 - ✓ *essays*



Assessments

- **Oct/November (Year 5)**
- Languages: *Chinese B, Malay B, Tamil B*
- Languages A: *Individual Oral*

2026 Nov/Dec break

YEAR 6

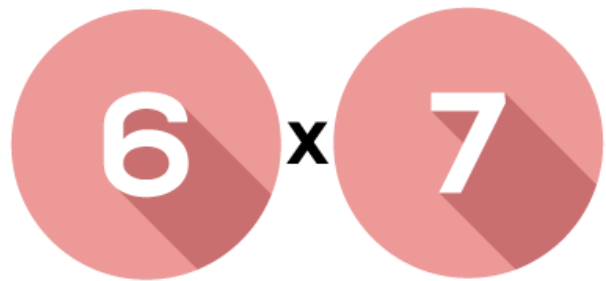
- Internal assessments
- Extended Essay
- TOK Exhibition & Essay
- **Prelim Exam –in July**

- Final IB Exams in Oct/Nov

GRADING SYSTEM

GROUPS

Internal + External
Assessment



Subjects

Points

+

CORE
ToK + EE



Points

=

MAXIMUM



Points

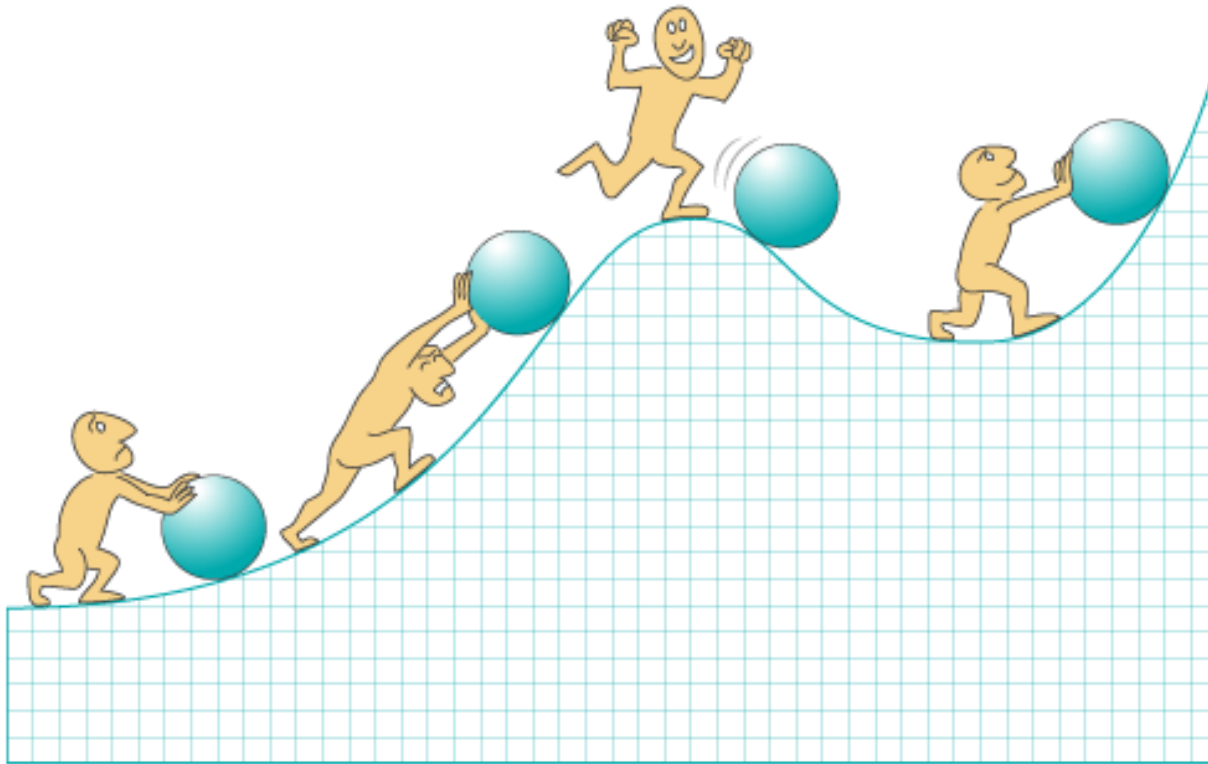


- The **active participation** of the learner IB learners strive to be:
Inquirers ... Communicators ... Risk-takers ...
- The **personal responsibility** of the learner IB learners strive to be:
Thinkers ... Knowledgeable ... Balanced ... Reflective ...
- The **moral development** of the learner IB learners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

IB LEARNERS ARE **REFLECTIVE**

- I think carefully about what and how I learn*
- I assess and understand my strengths and limitations*
- I understand what steps I need to take to support my **learning and personal development***



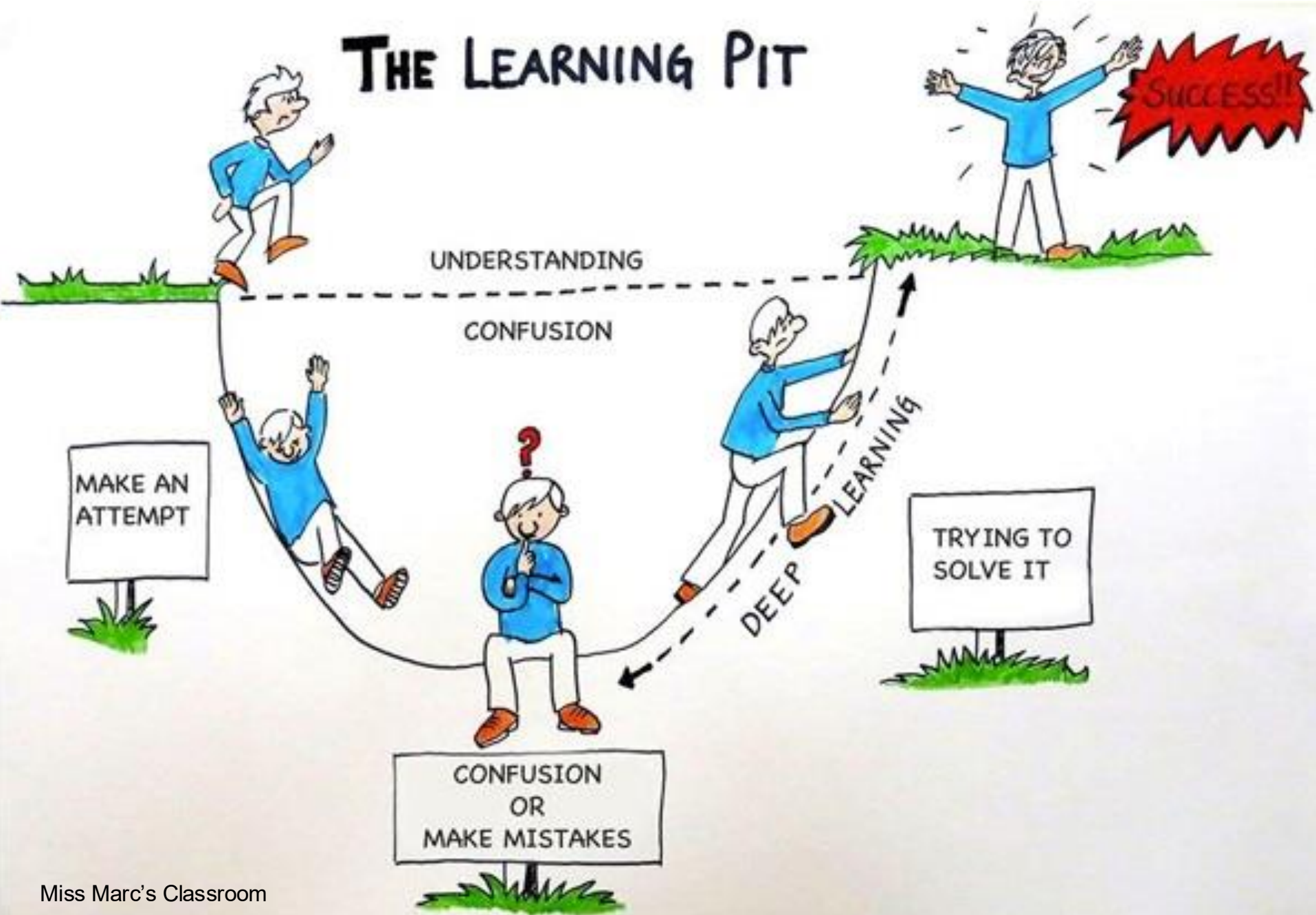


Productive Struggle

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THE LEARNING PIT



The IB Learner Profile...

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



Source:
<http://www.ibo.org/globalassets/digital-toolkit/presentations/1506-presentation-whatyouneedtoknow-en.pdf>

2. Vision/Aspiration

4. Barriers

3. Enablers

5. *Actions*

1. STRENGTHS

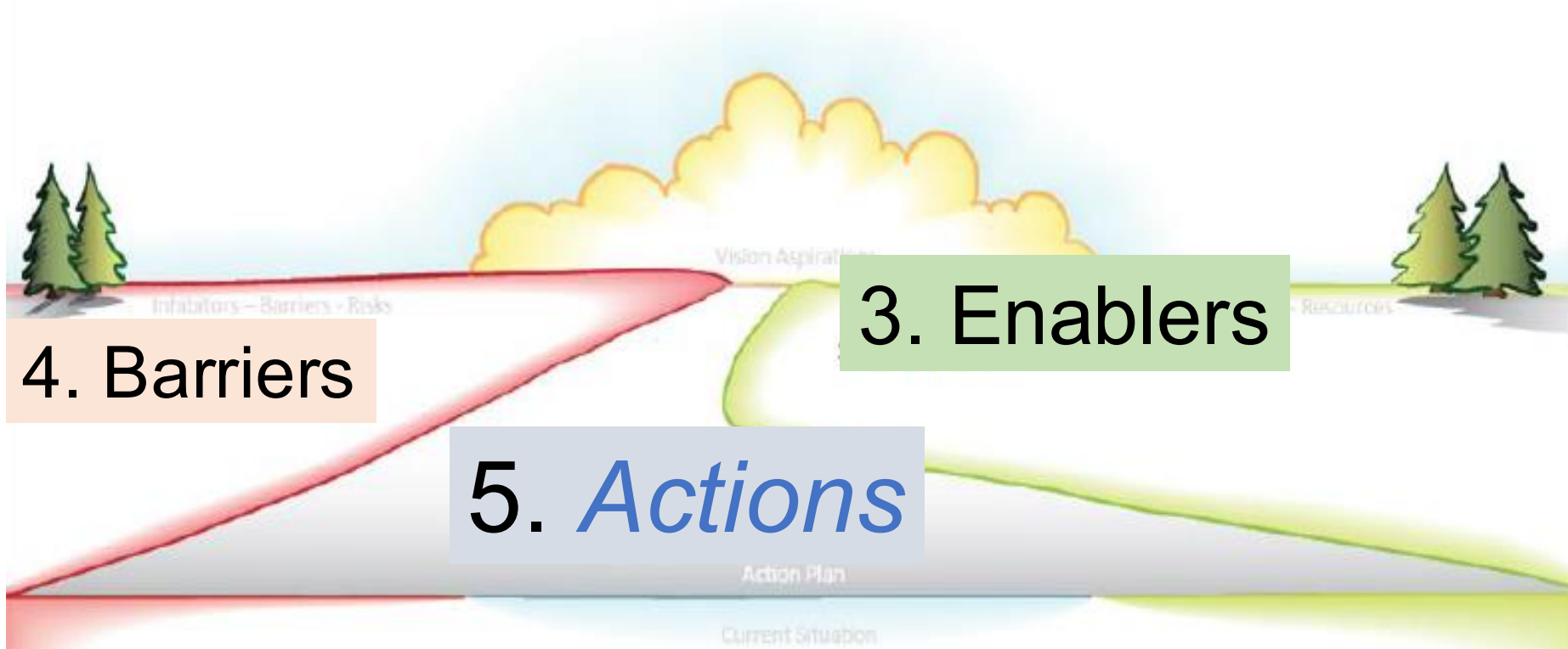




Photo credits

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

<https://sgtrek.com/event/my20190519-4d3h-mount-kinabalu-climb/>

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

Approaches to Learning (ATL) - Tools



**Lifelong
learner**

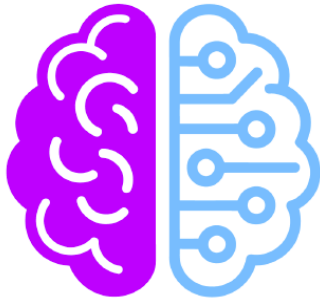


AI USE SCALE



Clarifying how and when I can use AI in my school work

As a principled ACS learner who has integrity and a noble character, the AI levels are to help me use AI responsibly, transparently and intentionally.



Here's a simple test:

If I use AI openly to help me learn, it's probably okay.

If I use AI to pretend I did something I didn't do, that's not okay.



Why is Academic Integrity Important?

Academic integrity is the foundation of ethical academic practices. It involves:

- Producing authentic work.
- Properly acknowledging sources.
- Avoiding plagiarism, cheating, and misconduct.



Key IB Guidelines

Submit original work for all assessments.

Cite all sources correctly using an approved style.

Avoid sharing work with peers during assessments.

Report any instances of malpractice you encounter.





ACS (International)

IBDP EXAMINATION 2025 RESULTS



99.5%

Passing Rate
(188 candidates)



37

School Average
(world average – 29.3)



45 points



44 points

27.7%

Scored 40 points and above



- ✓ **Academic** skills
- ✓ **Commitment**
 - heart/mind
 - time
- ✓ **Self management**
 - routines/habits
 - self regulation



IB CORE TEAM



Ms Carol Ling
(IB Coordinator)



Ms Jamuna Madhav
(CAS Coordinator)



Ms Claire Tan
(EE & Research/
Writing Coordinator)



Dr Philip Tieh
(TOK Lead)



Ms Alka Hingle
(Senior Division Coordinator)



HEADS OF FACULTY



Peter Thompson
English



Ms Caroline Heng
(Head of ESOL)



Ms Koh Le ng Khim
(Head of Languages)



Mr Chan Tien Hsiang
(Head of Humanities)



Mdm Susan Ong Saw Wan
(Head of Science)



Ms Laura Blunt
(Acting Head of Physical Education)



**Mr Raghuraman
Chandramani**
(Head of Mathematics)



Mdm Chang Hung Tho
(Head of The Arts)



Expectations

1. Follow school rules-uniform/appearance

2. School/Class attendance

HL -240 hours

SL-150 hours

TOK -100 hours



- Year 5 Timetable is *provisional*
- Class sets may change
- Ongoing enrolment of Y5 until end of January



Holland Village Lunch Pass

1. Photo to be taken (chapel attire) for the SD Student Pass/ISAMs
2. 11am to 1pm (or earlier) lunch
3. Tap student card at main gate to **check out and check in**

A PRIVILEGE!



Ms Carol Ling - IB Coordinator [IB Office/Admin Blk]

Ms Alka Hingle - Senior Division Coordinator [NB 2-4]

Mrs Tan Siew Hoon - VP/Senior Division





Overview of Higher Education Department Programme

by Ms Junita

