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 2027-28

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 Submission
Higher Education Guidance

Padlet Q & A

IB

Diploma Programme Overview

Information has been extracted from www.ibo.org

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*

IB at ACS (International)

(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.

Life-long Learners

IB Learner Profile

- *Inquirers*
- *Knowledgeable*
- *Thinkers*
- *Communicators*
- *Principled*
- *Open-minded*
- *Caring*
- *Risk-takers*
- *Balanced*
- *Reflective*

PERSONAL RESPONSIBILITY - Balanced, Thinker

ACTIVE PARTICIPATION - Inquirer, Risk-taking, Open-minded

MORAL DEVELOPMENT - Principled, Caring

"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

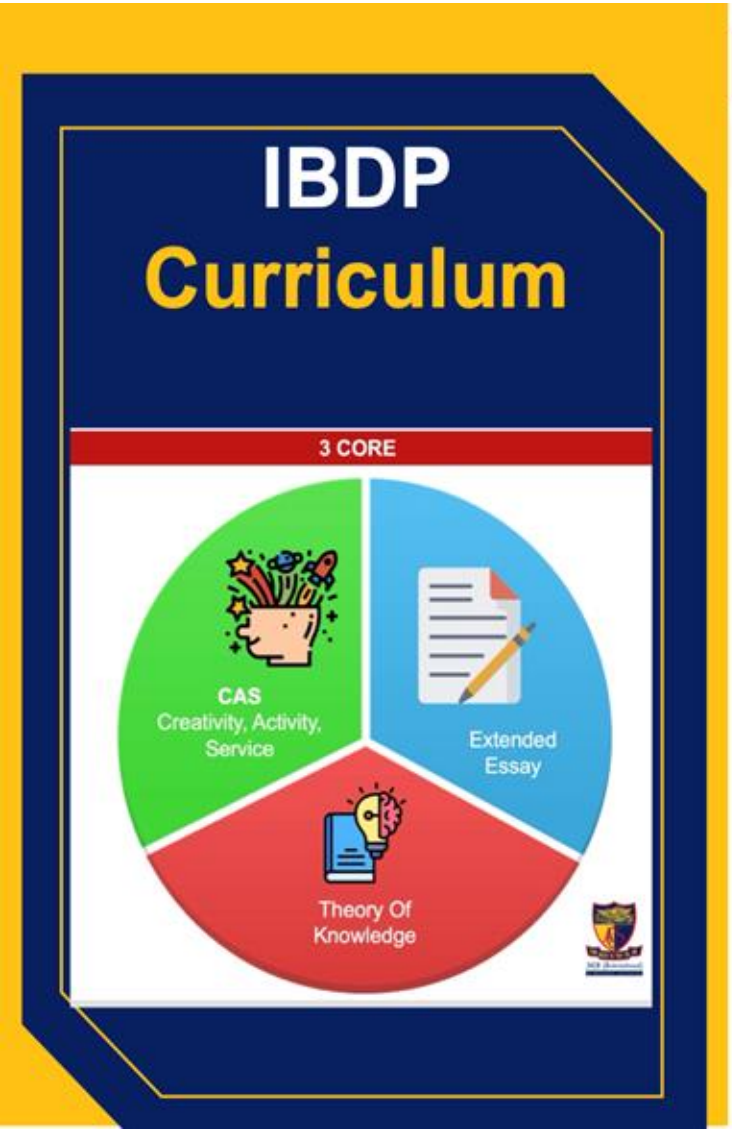
Undergraduate Admissions Manager, London School of Economics, UK

What is in IBDP Curriculum?

DP Core & 6 Subject Groups

Photo Credit:
https://www.ibo.org/digital-toolkit/logos-and-programme-models/

IBDP Curriculum



6 GROUPS

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, wider scope covered in written exams:

  History HL - 3 papers
  History SL - 2 papers

Assessment & Grading

- **Final Examinations** in late October to 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 Indonesian A/Hindi B SL
  - **Group 2 Subjects in Nov (Year 5):**

    Chinese B, Malay B, Tamil B

Internal & External Coursework

Coursework is an important element in all Subject Groups:

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

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

IBDP Points System

Groups			Core		Perfect Score
Internal + External Assessment			ToK + EE		
6	x	7	3	=	45
3HLs 3 SLs		Highest Grade / Points	Highest Points		Highest Points

Circumstances for NO Diploma Awarded

- *Less than 24 Points*
- *3 HLs < 12 points*
- *Failing a CORE (EE, TOK, CAS)*
- *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-tookit/brochures/academic-honesty-ib-en.pdf

ACS International Graduates at World Top 30 Universities

Times Higher Education World University Rankings 2026

Our Student Enrolment | Classes of 2023 – 2025

RANK	UNIVERSITY	NO. OF STUDENTS
1	University of Oxford	1
3	Princeton University	1
3	University of Cambridge	6
8	Imperial College London	2
9	University of California, Berkeley	1
15	University of Chicago	1
17	National University of Singapore	92
21	University of Toronto	3
22	University College London	15
24	Carnegie Mellon University	1
27	Technical University of Munich, Germany	1
29	University of Edinburgh	3
30	Northwestern University	1

Across the Classes of 2023 – 2025, ACS International graduates enrolled at **13 universities** ranked among the world's Top 30 by Times Higher Education.

Source: Times Higher Education World University Rankings 2026

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

5 Self-Management Reflection Questions

1. Prioritization & Time
2. Emotional Regulation
3. Adaptability & Resilience
4. Accountability & Follow-Through
5. Energy & Well-being

DSA - Direct Admission to IBDP

The qualifications for DSA are:

- Minimum of **2 A, 2 B, 2 C** grades in **school prelims/internal exams**
- **Able to gain entry into three Higher Level (HL) subjects (B or higher) and three Standard Level (SL) subjects (C or higher)** in IBDP
- Minimum of a **C** grade in English/ESOL, Mathematics and at least one Science
- 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 2026**
- IBDP school year begins on 6 Jan 2027 (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

Chat

Communication

How do we share meaning? To what extent is a text a vehicle for messaging or a site for interaction?

Brush

Creativity

How do writers invent? Why do authors make art? How do writers make aesthetic choices?

Visibility

Perspective

How do texts offer readers new perspectives on life? How can a character give us a window into a truth?

Public

Culture

To what extent is a text a product of culture or tradition? How do texts represent the values and beliefs of a society?

Groups

Representation

How do texts represent reality? How are characters "re-presentations" of people?

Fingerprint

Identity

To what extent is a text an expression of a writer's identity? How likely are readers to see their own identity?

Psychology

Transformation

How is a text transformed by the reader? How can words transform the world?

Questions to spark thinking

about the key concepts

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 & Literature	→ Language B or Language Ab Initio
Chinese Language & Literature Jap/Kor Literature)	→ 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:

- 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.

Humanities Faculty

HOF: Chan Tien Hsiang

Assistant HOF: Ms Claudelia Koh

Group 3: Individuals & 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.

Psychology

- What it is :

  (1) Academic
  (2) Learning about behaviour through scientific approaches (Biological, Sociocultural & cognitive)

- What it Isnt :
  (1) Pop Psychology (e.g. body language,)
  (2) Personal Therapy
  (3) Psuedoscience (astrology)

What's the difference between Economics & Business Management?

Economics	Business Management
Study of markets and economies	Study of Business Organizations
Critical thinkers Thinking in depth logically and critically & diagrams	Thinking broadly and Mind Mapping

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
1. Unity and Diversity 2. Form and Function 3. Interaction and interdependence 4. Continuity and Change	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?	1. Space, time and motion 2. The particulate nature of matter 3. Wave behaviour 4. Fields 5. 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 to **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
Contributes to **20%** of final grade

PE Faculty

HOF: Ms 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)

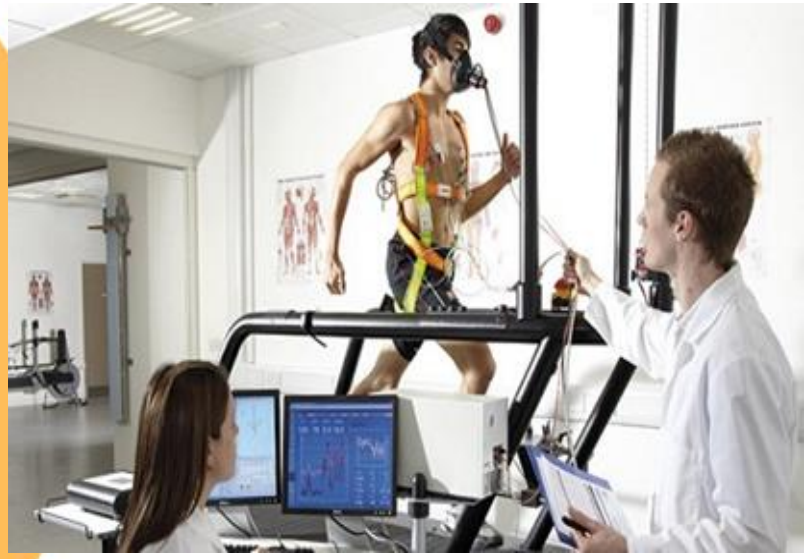


Photo source: https://www.hotcoursesabroad.com/

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! You just need to have a strong interest in sports and exercise, since the course regularly applies scientific concepts to sporting situations & health-related examples.

You will not be assessed on your own sporting performance.

Photo source: https://www.jsmcentral.org/SportsMedicine/about.php

IB SEHS Syllabus - Standard Level & 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 distinct math courses:
  - **AA HL** (Analysis & Approaches - Higher Level)
  - **AA SL** (Analysis & Approaches - Standard Level)
  - **AI SL** (Applications & Interpretation - Standard Level)
- All courses share **core topics** with different emphasis and depth: (1) Number & Algebra, (2) Functions, (3) Geometry & Trigonometry, (4) Statistics & Probability, (5) Calculus.
- **AA HL** includes additional content and greater depth.

Mathematics - AA vs AI

AA	*AI*
Pure, abstract, and theoretical mathematics.	Applied, practical, and real-world mathematics.
Algebraic manipulation and calculus.	Statistics, data analysis, and mathematical modelling.
Includes a strictly non-calculator paper. Remaining papers allow a graphing calculator.	Approved graphing calculators allowed on all exam papers.

IGCSE to IB Mathematics

- **AA HL Prerequisite:**
  - Additional Mathematics (or Pre-IB / FIB equivalent).
  - Requires a **minimum Grade B**.

- **AA SL & AI SL Prerequisite:**
  - International Mathematics (or Pre-IB / FIB equivalent)
  - Requires a **minimum Grade C**.

Future University Pathways

- **AA HL (STEM & Quantitative fields):**
  - Mathematics, Engineering and Physics.
  - Data Science and Computer Science.
  - Economics and Finance.
- **AA SL (Business & Sciences):**
  - Business Administration and Marketing.
  - Psychology and Sociology.
  - Chemistry and Environmental sciences.
- **AI SL (Humanities & Professional Careers):**
  - Law, Politics and International relations.
  - Humanities, Film and Media.
  - Hotel and Hospitality management.

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%

The Arts Faculty

HOF: Mdm Chang Hung Tho

The Arts are not a luxury. They are a necessity.

- *Lyndon B. Johnson,*
  36th US President

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.

Employers are looking for people who can think creatively, communicate clearly, and work collaboratively.

World Economic Forum report

(Interrelated) Core Areas of The Arts syllabus

- **Artistic Roles and Perspectives**
- **Integrated Creative Processes**
- **Engagement with Contexts (Personal, Local, Global)**
- **Communication and Curation**

Visual Arts Assessment components (3)

(1)	**ART-MAKING INQUIRIES PORTFOLIO** The students curate evidence of their art-making as inquiry in a variety of art-making forms and creative strategies.	External Assessment **SL - 40%** **HL - 30%**
(2)	**ARTIST PROJECT (HL only)** The students create and situate in context an artwork that they ideate and realize as part of a project of their choice.	External Assessment **HL - 30%**
(2)	**CONNECTIONS STUDY (SL only)** The students situate in context one of their resolved artworks, chosen from the five they submit for **IA.**	External Assessment **SL - 20%**
(3)	**RESOLVED ARTWORKS** The students submit five resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently.	Internal Assessment **SL - 40%**
(3)	**SELECTED RESOLVED ARTWORKS** The students create a coherent body of 5 works selected from their wider production of at least 8 works.	Internal Assessment **HL - 40%**

Theatre Assessment tasks (3 or 4)

(1)	**COLLABORATIVE PROJECT** SL and HL students collaboratively create and present an original piece of theatre (13-15 min) for and to a specified target audience	**External Assessment** **SL - 40%** **HL – 25%**
(2)	**RESEARCH PRESENTATION** 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.	**External Assessment** **SL - 30%** **HL - 20%**
	HIGHER LEVEL ONLY	
(3)	**SOLO THEATRE PIECE (HL ONLY)** 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.	**External Assessment** **HL - 30%**
(4)	**PRODUCTION PROPOSAL** Choose a published play text and develop ideas regarding how it could be staged for an audience	**Internal Assessment** **SL – 30%** **HL - 20%**

Music Assessment Components (3 or 4)

(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 adaptation with reference to the audio excerpt (max. 2mins)	**External Assessment** **SL - 30%** **HL - 20%**
(2)	**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%**
(3)	**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%**
	HIGHER LEVEL ONLY	**Internal Assessment** **HL – 30%**
(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. 7-15mins) a) Process Evidence b) Final product (Curated if applicable)	

Entry Requirements

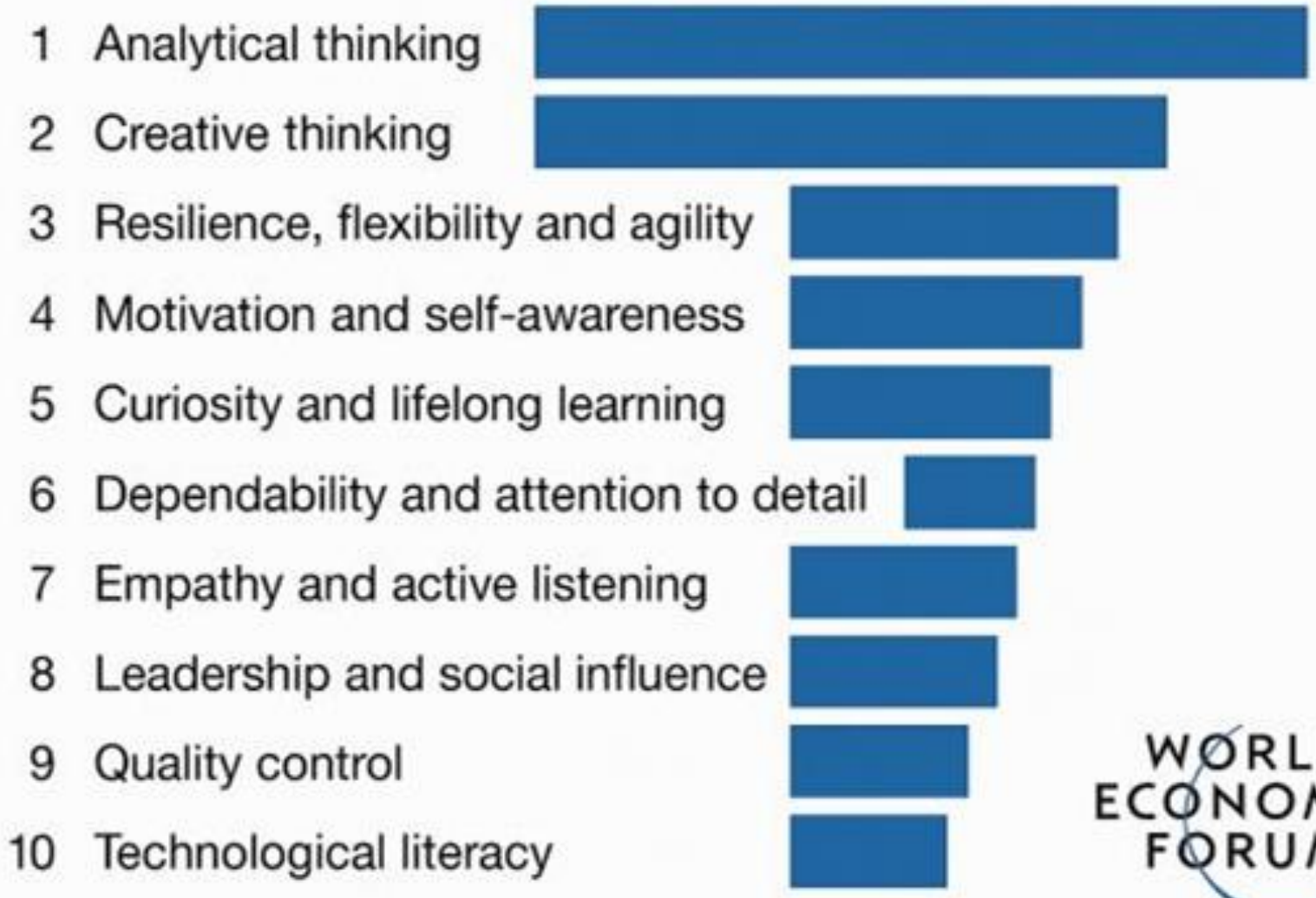
For IB Music:

- At least a Grade **4 Practical** and **Grade 4 Theory**. **Grade "B" for IGCSE Music** recommended.
- HL: Some compositional experience preferred.
- All IB students are expected to take individual instrumental/ vocal lessons at their own expense to support their learning of the various components of the subject.
- Students without the above-mentioned criteria are required to sit for an entrance test/audition before they enrol into the IB Music course.

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.

Top 10 Core Skills, 2030



WORLD ECONOMIC FORUM

Source: World Economic Forum, *Future of Jobs Report* 2025

What did our graduates say about the Arts?

"The opportunity to do research into real world issues that are often explored in dramatic literature, which I felt has educated me on alarming issues of the ever-changing world."

"My parents have always been skeptical of my choice...I couldn't see myself not taking it as a subject because of all the out of class benefits that it has provided me."

"I have grown accustomed to putting myself out for the world to see."

"the student has to be open to the fact that their experiments and the things that they try will not always work out...gives the student a higher capacity of patience and understanding."

"Art doesn't have defined rules, but guidelines which have helped me expand my creativity and ability to see the world from various perspectives both literally and metaphorically."

What did our graduates say about the Arts?

"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."

"Juggling between parents approval and personal interests are hard if your parents don't approve of the thing you want to pursue...if you've found something you love that inspires you and helps you grow and where you can be yourself, then you would find a way to make the people you love, love it too."

"Music has taught me the importance of details of facts and how we must be prepared to answer unexpected questions which requires us to rely on our own perspective and opinions."

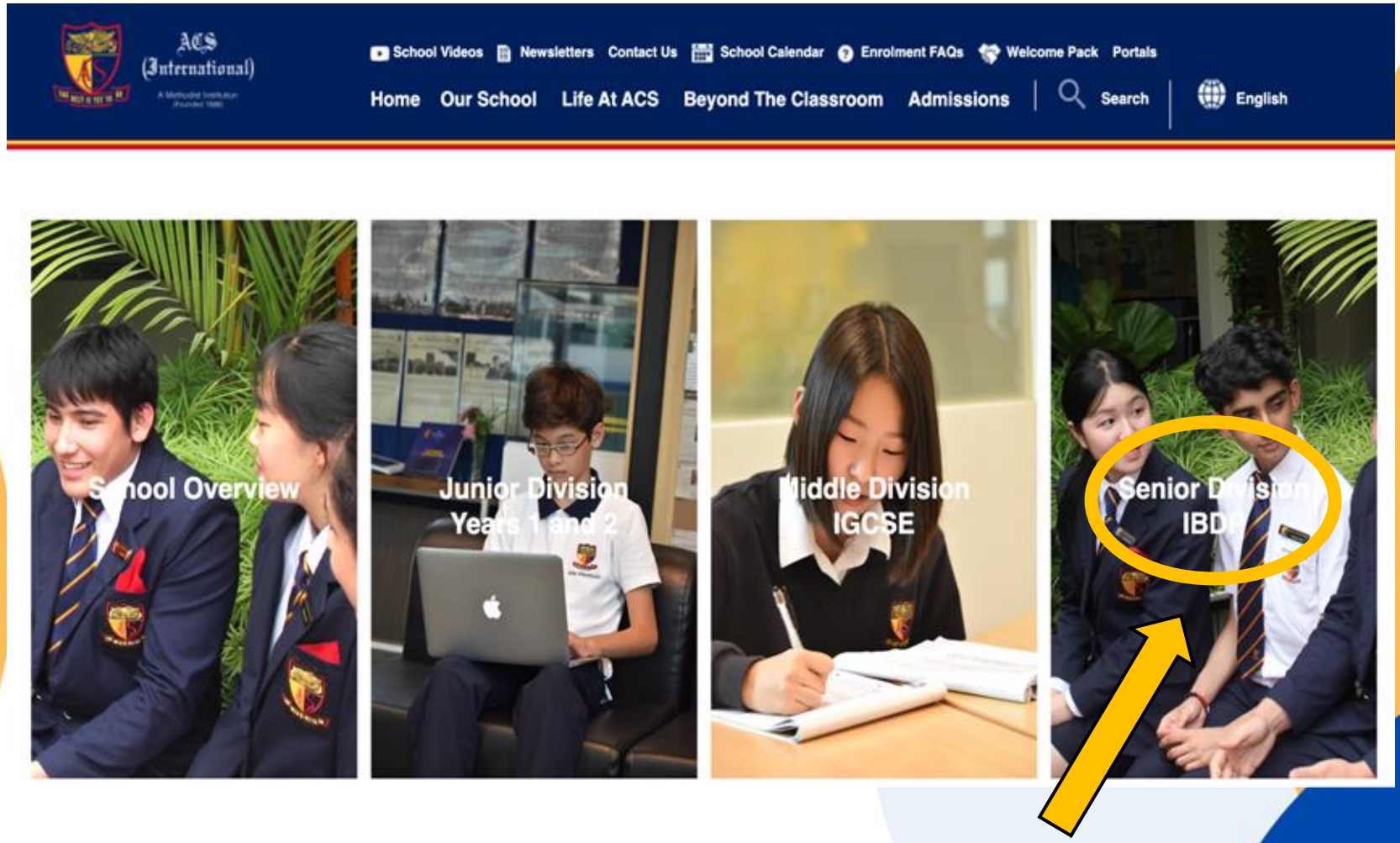
" I have learnt how to think critically, and reason out creative solutions."

The future belongs to young people with an education and an imagination to create.

- ***Barack Obama***

Online Submission of Option Form

IB Coordinator: Ms Carol Ling



Go to *"Senior Division IBDP"*

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

The IBDP is a rigorous post-secondary academic programme that seeks to develop the students intellectually, physically, emotionally and ethically. To gain both depth and breadth of knowledge, all students take six subjects: one subject per group and three Core elements, Extended Essay, Theory of Knowledge and Creativity, Activity and Service (CAS) over the course of two years. Three subjects are taken at Higher Level and three subjects at the Standard Level.

Each subject has internal assessments which are marked by the respective teacher supervisors but moderated by external examiners. Written examinations for the six subjects are mostly taken at the end of the second year of the programme and are externally marked.

The Core elements of Extended Essay and Theory of Knowledge are assessed by coursework which are done under teacher supervision but externally marked. The IB coursework and internal assessments results in the development of independent inquiry, research and academic writing skills which are essential for studies in tertiary institutions and future work.

CAS is an element which requires students to engage in a series of 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:

Assessment Calendar Term 2 2026

- **Year 5**
- **Year 6**

IB Diploma Programme 2026–2027

Overview of IBDP for Parents 2026

Academic Integrity Policy

Language Policy

IBO Diploma Programme

Year 5 IBDP Subject Options for 2027 Intake

Year 5 IBDP Subject Options for 2027 Intake (Internal Applicants)

Year 5 Subject Information E-Booklet

The IB Learner ProfileSchool Profile

New Information

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

Subjects offered

Group 1

Literature – Korean, Japanese
Language and Literature – English, Chinese
School Supported Self-taught Language A Literature

Group 2

Language B – English (HL only), Chinese, French, Malay, Tamil, Hindi, Spanish
ab initio: Mandarin, Spanish, French, Japanese ab initio SL

Group 3

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

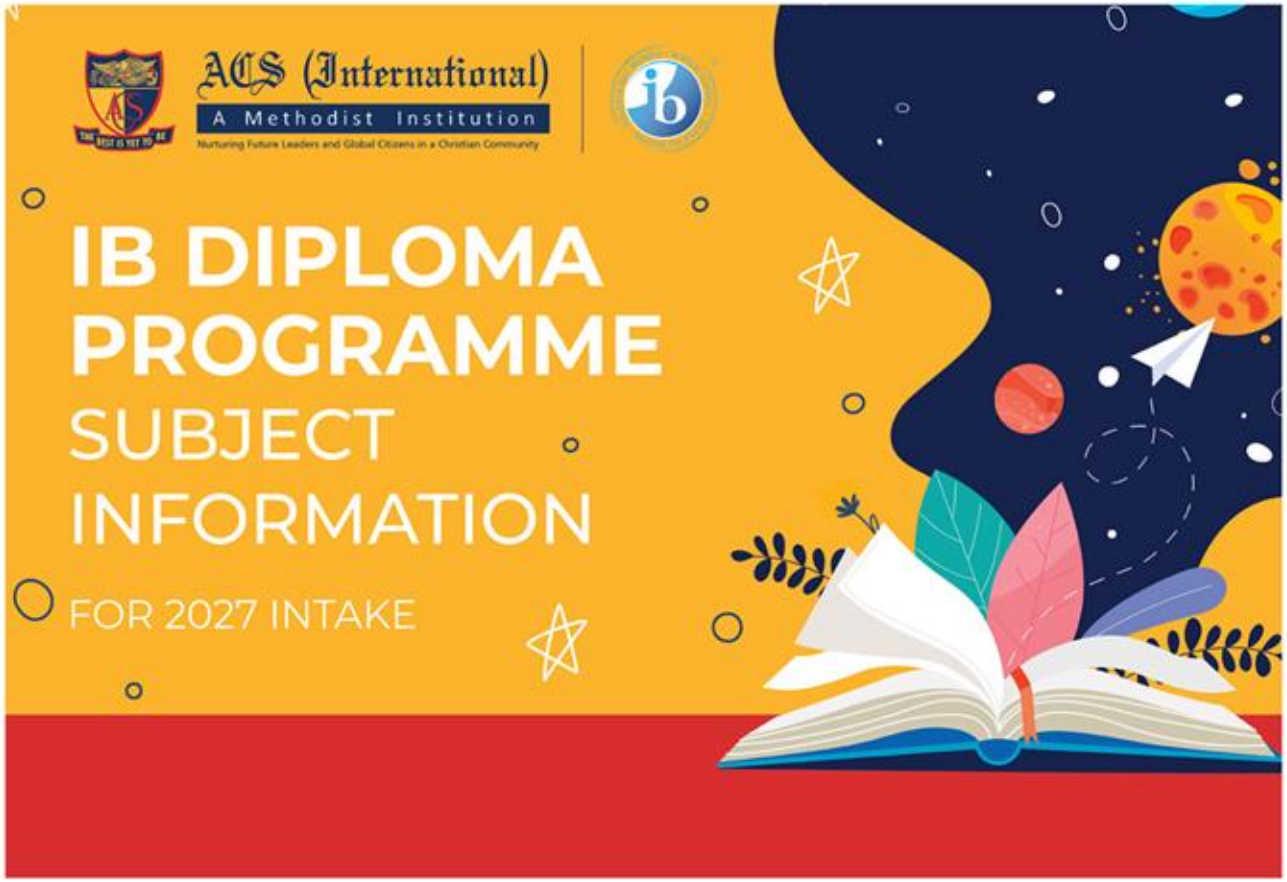
Music, Visual Arts, Theatre or another Group 3 or 4 subject

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 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 Management.**

IBDP Subject Information

Use your school Google account to log in.



May 2026

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 must consider each option carefully and discuss it 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 the examination in 2028. Subject changes are only permitted up to three weeks after the classes begin for January 2027 intake.

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

Please note the following points:

Scan Me!

Subject Options Application Form

(For 2027)

IBDP Subject Options for 2027 Intake

Please indicate your subject choice for Year 5 2027 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 15 Aug 2026).
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 Monday, 17 August 2026, 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/ Japanese A Lit/ Korean A Lit
2	**Language Acquisition**	Chinese B/ Spanish ab initio
3	**Individuals & Societies**	History/ Economics/ Psychology/ Geography /Business Management
4	**Sciences**	Biology/ Chemistry/ Physics/ SEHS
5	**Mathematics**	Math AA/ Math AI
6	**The Arts**	Visual Arts/ Music/ Theatre/ 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 **Ms Carol Ling** or visit her at the **IB Office:**

carol.ling@acsinternational.edu.sg

Closing Date for Submission of Subject Option by Year 4

17 August 2026 at 12pm

Higher Education & Careers Department

Ms Junita Devi Sockalingam
Head of Higher Education & Careers

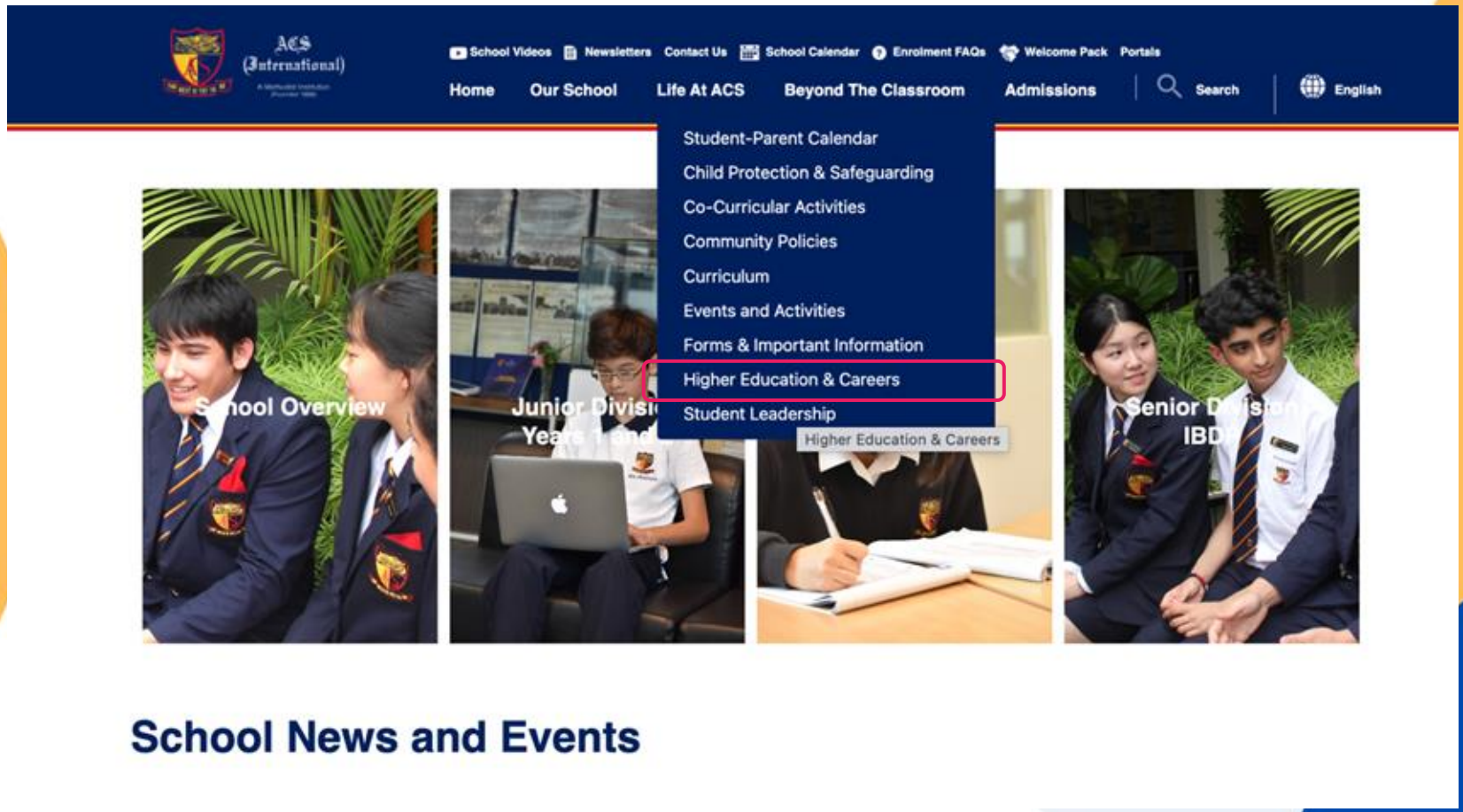
Where can you find us?

Library Block

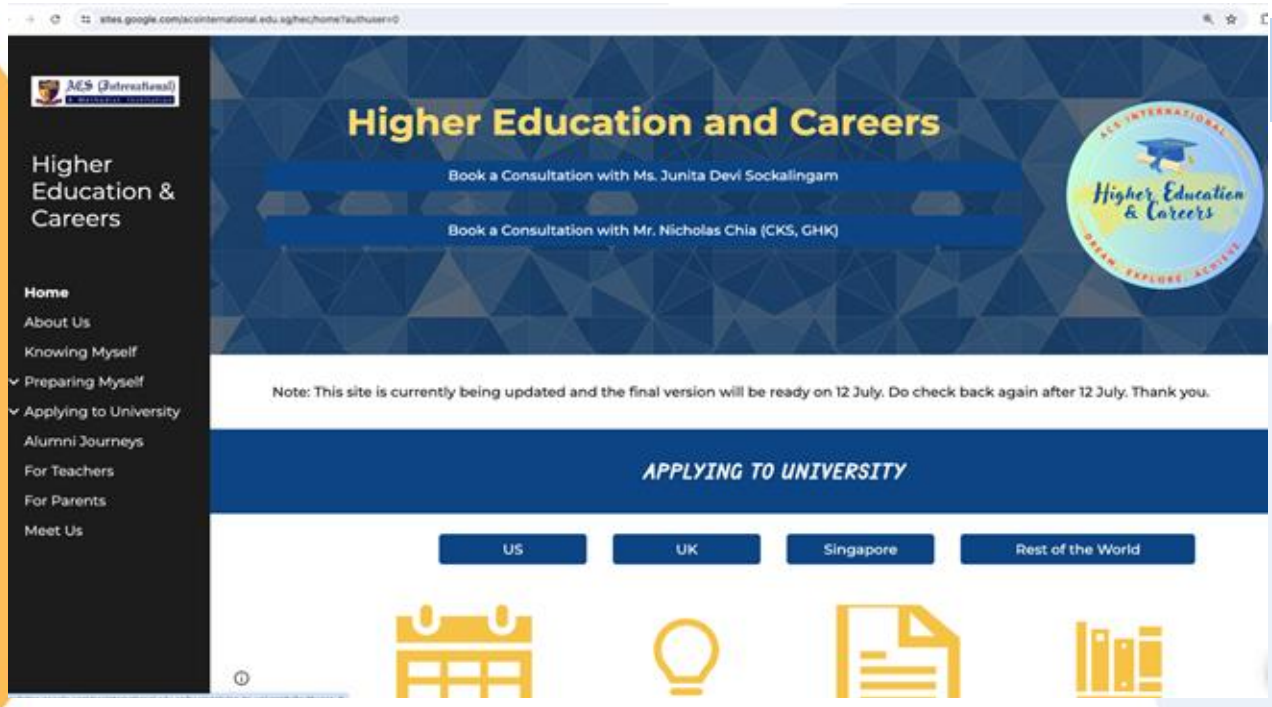
Rm 606

Level 6

How to Reach Us?

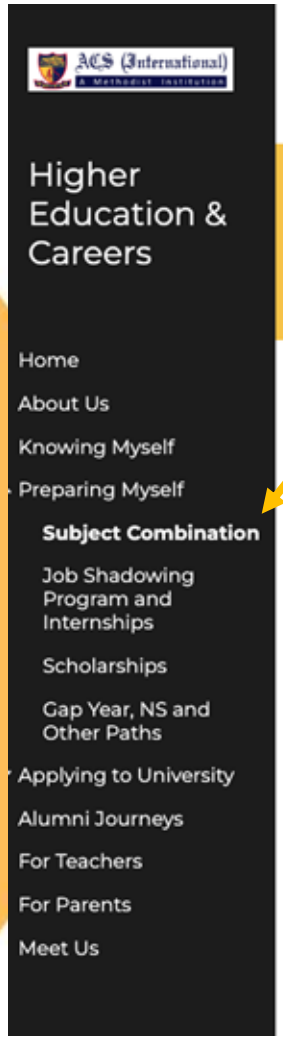


How to Reach Us?



tinyurl.com/hecacsintl

tinyurl.com/hecacsintl



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 SUBJECT COMBINATIONS

Higher Education consultations act as a guidance tool for students navigating the maze of university choices and career paths. Through th sessions, students gain clarity on course selection, career options, and insights from personality assessments tailored to their needs.

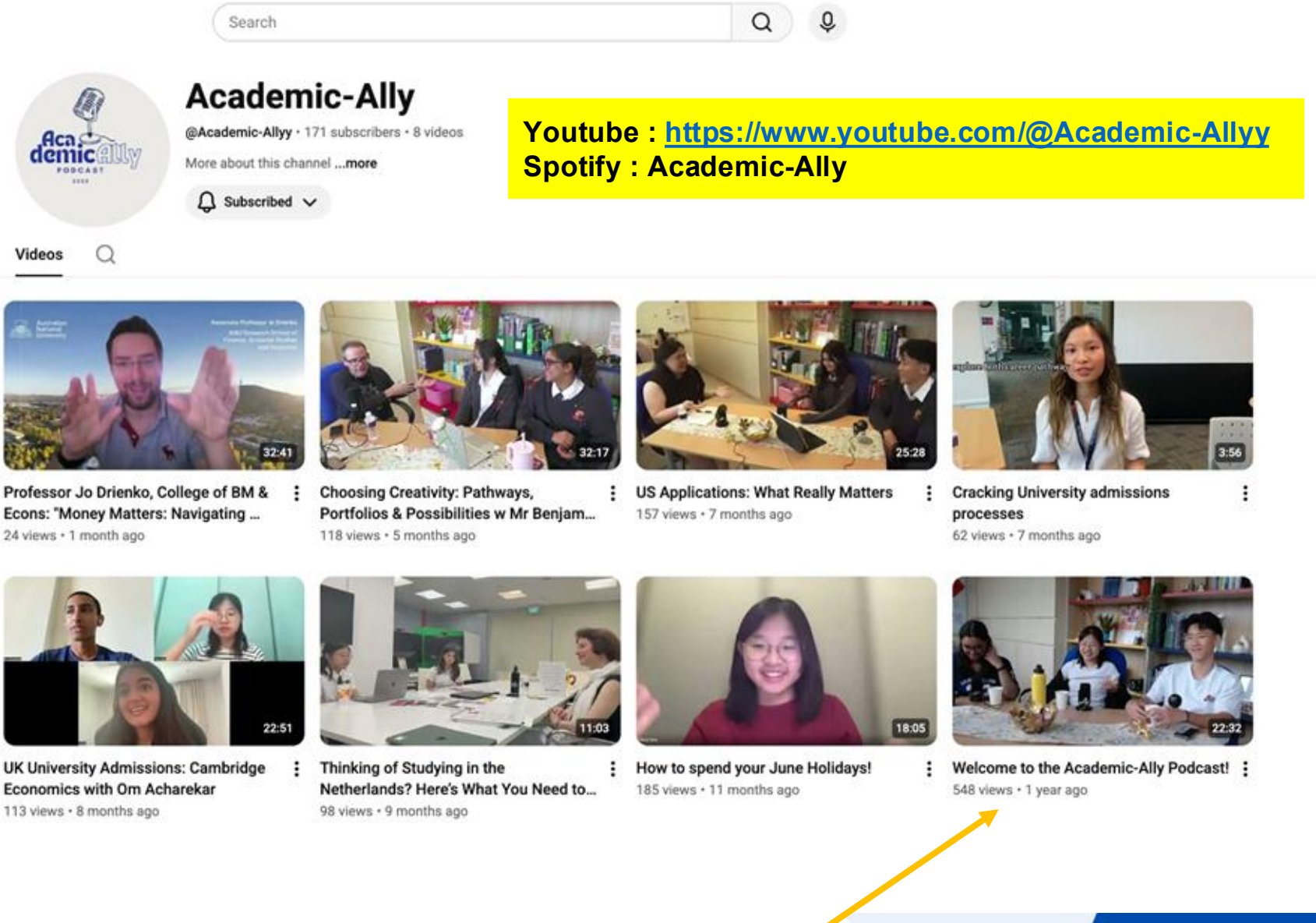
If you're seeking direction or clarity in your educational journey, here are the steps you need to take :

1. Go through the FAQ section to make sure that your questions have not already been addressed in the FAQ section.
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 and a brighter educational future.

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

- 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.



Youtube : https://www.youtube.com/@Academic-Allyy
Spotify : Academic-Ally

Episode 1: IB Experience

Let's Play a Game!

Two Key Messages About Choosing Your Subjects

#1
Play to your Strengths

Consider Your Strengths

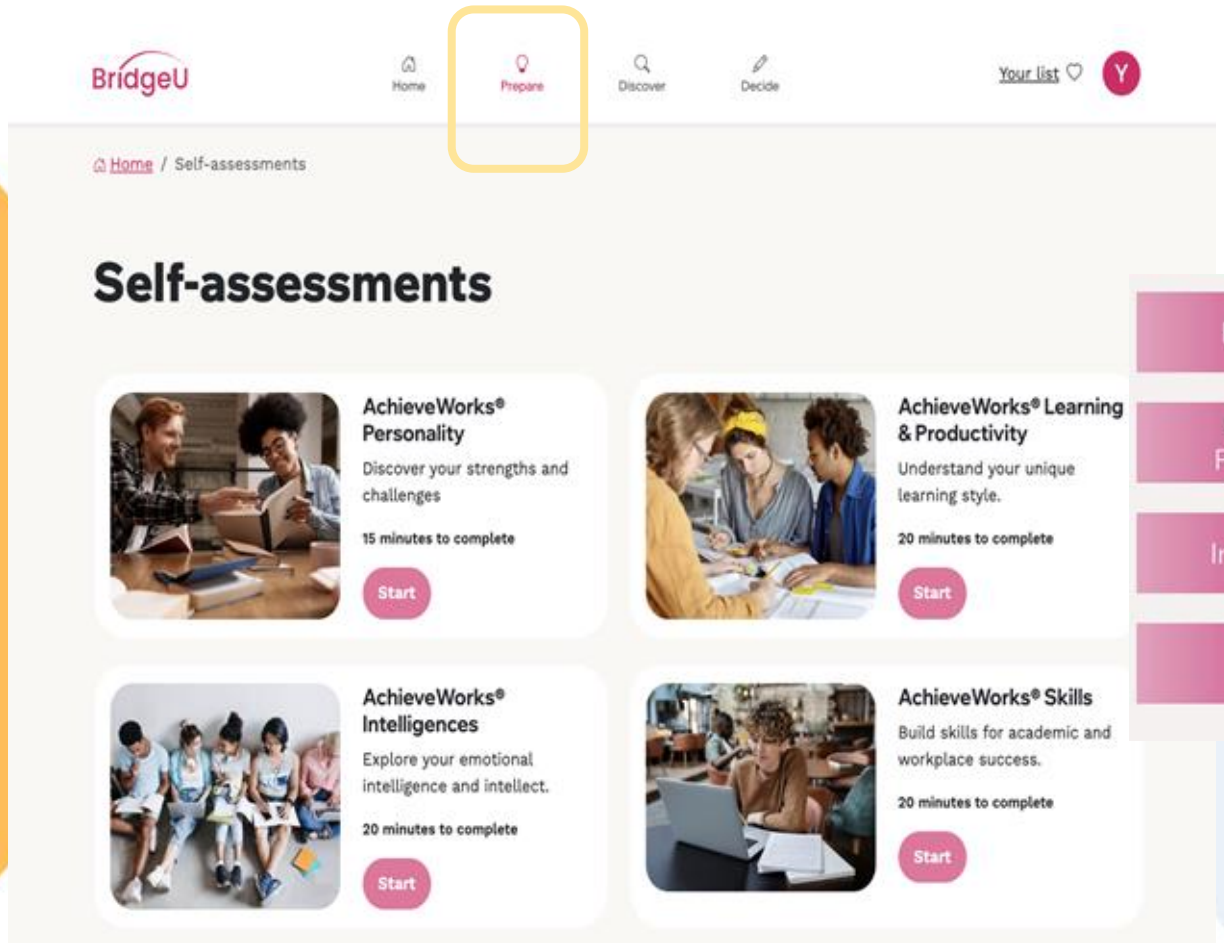
IBDP subjects are very different from the same ones in IGCSE. They are more rigorous and require much more self-study.

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



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 an 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

BridgeU

Home / Prepare / Discover / Decide

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...

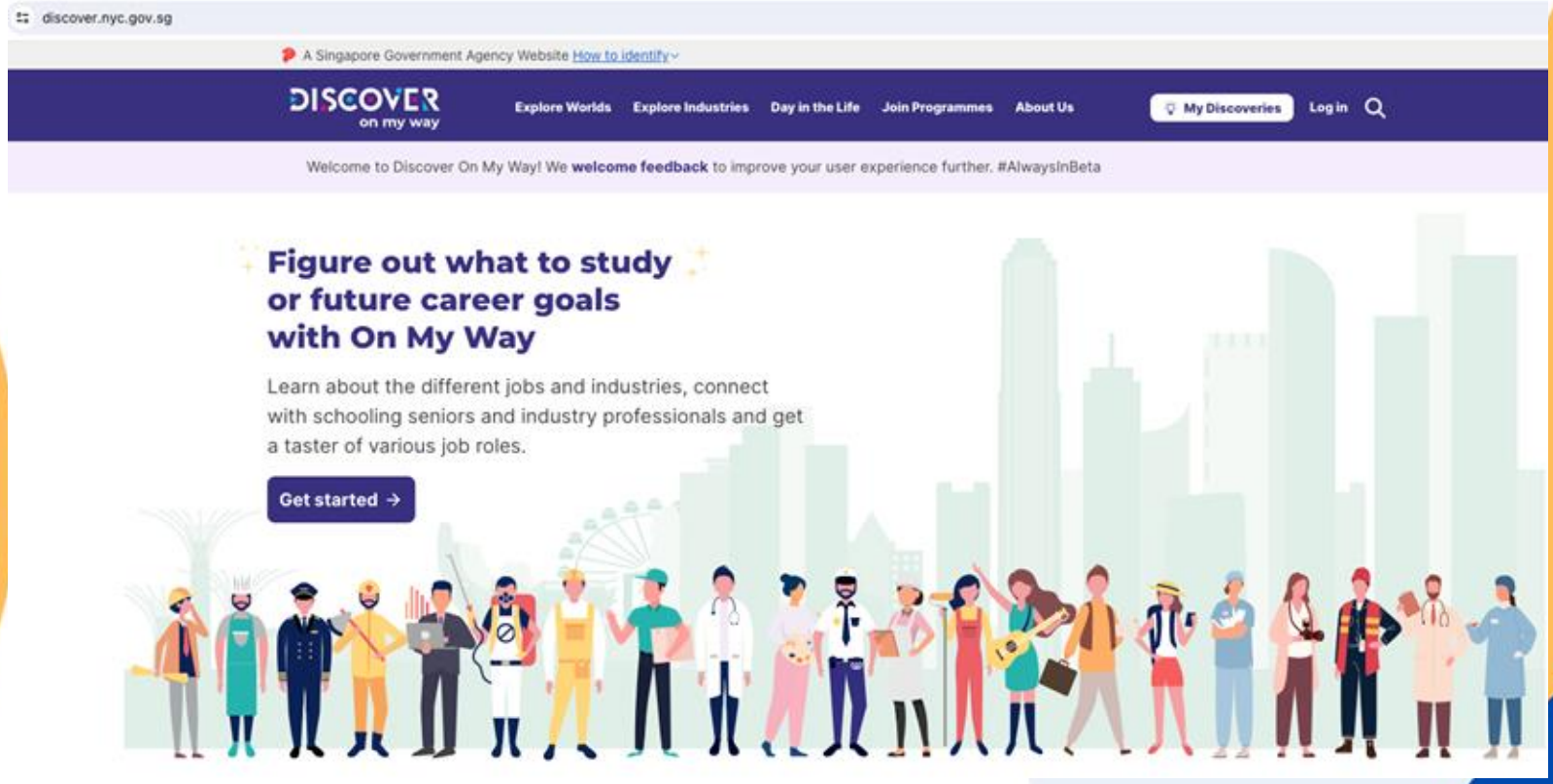
Agriculture, Food and Natural Resources

Architecture and Construction

Arts, Audio/Video Technology and Communications

Business Management and Administration

Career Exploration



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