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**THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME**  
**AT ANGLO-CHINESE SCHOOL (INDEPENDENT) – YEARS 5 & 6 (IB Yr 1 & 2)**

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Anglo-Chinese School (Independent) was authorised as an IB World School in 2005 and is at present one of the few national schools in Singapore to offer the International Baccalaureate (IB) Diploma Programme.

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**ABOUT THE INTERNATIONAL BACCALAUREATE (IB)**

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Established in 1968, the International Baccalaureate® (IB) Diploma Programme (DP) was the first programme offered by the IB and is taught to students aged 16-19. The DP was established to provide students with a balanced education, facilitate geographic and cultural mobility and to promote international understanding. It was created by teachers at the International School of Geneva, with assistance from several other international schools. Since then, innovative and committed teachers and examiners from around the world have played a significant role in the development of the programme.

The International Baccalaureate® (IB) Diploma Programme (DP) is recognised and respected by the world's leading universities, and evidence suggests that higher rates of DP students go on to university and higher education study than non-IB students.<sup>1</sup>

DP students apply to more than 3,300 higher education institutions each year, in close to 90 countries. The most popular of these institutions are ranked among the top universities in the world.

Research suggests that the DP is a strong pathway to university – the impact of studying the DP on admission to university and higher education depends on each student's performance. The DP focuses on rigorous academic study, within a broad and balanced curriculum, which can prepare students well for employment. Students in the DP also have the opportunity to apply their knowledge and skills to community service, gaining valuable experience outside the academic world.

Universities around the world welcome the unique characteristics of graduands of the IB Diploma Programme and recognize the way in which the programme helps to prepare students for university level education. IB students routinely gain admission to some of the best-known universities in the world. Most of these institutions have established recognition policies for the IB diploma. The local universities in Singapore recognise the IB diploma as a university qualification.

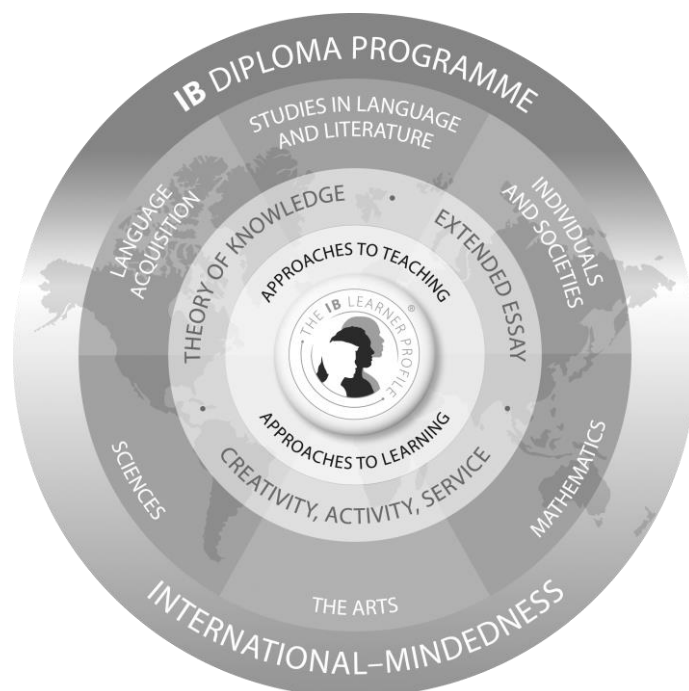
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<https://www.ibo.org/programmes/diploma-programme/what-is-the-dp/pathway-to-university-and-employment/>

## CURRICULUM STRUCTURE

The International Baccalaureate® (IB) Diploma Programme (DP) curriculum sets out the requirements for study of the DP. The curriculum is made up of the DP core and six subject groups.



Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

- [Theory of knowledge](#), in which students reflect on the nature of knowledge and on how we know what we claim to know.
- [The extended essay](#), which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- [Creativity, activity, service](#), in which students complete a project related to those three concepts.

The six subject groups are: [Studies in language and literature](#); [Language acquisition](#); [Individuals and societies](#); [Sciences](#); [Mathematics](#) and [The arts](#). There are different courses within each subject group.

### Choosing subjects in the Diploma Programme

Students choose courses from the six subject groups above. Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts. Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level. Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

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## SUBJECTS OFFERED

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ACS (Independent) offers the following subjects. However, the subjects taught will depend upon the number of students selecting them. If the enrolment for a subject is too small, it may not be viable for the school to offer the subject. Each diploma student is required to take six subjects; one subject from each of the Groups 1 to 5 and the sixth subject can be chosen from Group 6 or an additional Group 3 or 4 subject.

### **GROUP ONE – Studies in Language & Literature**

All students will study Literature (English) or Language & Literature (English). The range of texts studied is broad; students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. Confidence and competence in oral and written communication skills are fostered. One of the explicit aims of these subjects is to engender a lifelong interest in literature and a love for the elegance and richness of human expression.

### **GROUP TWO — Language acquisition**

Chinese B, Malay B, Tamil B, Hindi B, Spanish *ab initio*.

The two language options in this group; Language B or *ab initio*, accommodate second language learners with previous experience learning the language, and beginners respectively. The principal aim is to enable students to use the language in a range of contexts and for many purposes; the courses focus on written and spoken communication.

### **GROUP THREE — Individuals and Societies**

Business Management, Economics, Geography, History - each subject is designed to foster in students the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

### **GROUP FOUR — Sciences**

Biology, Chemistry, Physics, Computer Science - students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

### **GROUP FIVE — Mathematics**

Mathematics: Analysis and Approaches offered at Standard and Higher Levels are available to cater for different abilities and levels of student interest. This course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure; and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

### **GROUP SIX — The Arts**

This includes visual arts and music, with emphasis placed on practical production by the student and exploration of a range of creative work in a global context.

Options: Instead of a group 6 subject, a candidate in ACS (Independent) may select an additional subject from Groups 3 or 4.

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## ASSESSMENT AND GRADING SYSTEM

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An essential element of IB assessment is that standards are the same worldwide. The students' performance is measured according to established standards and criteria that are consistent from place to place and year to year. The Diploma Programme's grading system is criterion referenced: each student's performance is measured against well defined levels of achievement consistent from one examination session to the next. Grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all schools. Top grades are not, for example, awarded to a certain percentage of students.

Classroom teachers and IB examiners work in partnership to ensure that students have ample opportunity to demonstrate what they have learned. Responsibility for all academic judgements about the quality of students' work rests with examiners worldwide led by chief examiners with international authority in their fields.

The IB diploma subjects are examined by a combination of continuous coursework (Internal Assessments) and written examinations at the end of the two-year programme. Internally assessed work usually accounts for a minimum 20% of the final grade in a subject. The modes of Internal Assessments are used to evaluate both the content and the process of academic achievement and include portfolios, essays, practical work, oral presentations and oral commentaries. The written examinations are taken in November in ACS (Independent).

Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). In order to be awarded the diploma, a student must meet defined standards and conditions, including a minimum total of 24 points (based on the notion that a grade 4 represents passing grade) and the satisfactory completion of the three diploma requirements: TOK, EE and CAS activities.

Excellent performance in all the six subjects result in a total of 42 points (7 points for each subject). TOK and EE contribute to the overall score through a matrix system which awards up to 3 points based on the student's combined performance. Thus, the maximum diploma point score is 45 points.

*Extracted and adapted from IB website (<https://www.ibo.org>).*

*Information provided is accurate at time of release and is subject to change.*

**ANGLO-CHINESE SCHOOL (INDEPENDENT)**  
**INTERNATIONAL BACCALAUREATE DIPLOMA**  
**PROGRAMME**



The IBDP requires a student to offer 6 examination subjects as well as complete the Theory of Knowledge course, write an Extended Essay in one of the chosen subjects and participate in the Creativity, Activity and Service Programme.

Students offering the full IB diploma must take 3 Higher Level subjects and 3 Standard Level subjects. They must select 1 subject each from Groups 1 to 5. The 6th subject may be an arts subject from Group 6, or an additional subject from Groups 3 or 4.

	Higher Level	Standard Level
<b>Group 1: Studies in Language &amp; Literature</b>	Literature (English) *Only for HSP students Language & Literature (English)	Language & Literature (English)
<b>Group 2: Language acquisition</b>  <b>Language B</b>  <b>OR</b> <b>Language <i>ab initio</i>*</b>		Chinese B Malay B Tamil B Hindi B  Spanish <i>ab initio</i>
<b>Group 3: Individuals &amp; Societies</b>	Business Management Economics Geography History	Business Management Economics Geography History
<b>Group 4: Sciences</b>	Biology Chemistry Physics Computer Science	Biology Chemistry Physics
<b>Group 5: Mathematics</b>	Mathematics (Analysis and Approaches)	Mathematics (Analysis and Approaches)
<b>Group 6: The Arts</b> <b>OR</b> <b>A second-choice subject from Groups 3 or 4</b>	Music Visual Arts	

*\*To offer Language ab initio, students must have obtained a D7 grade or better for the GCE O-Level Higher MT exam. Otherwise, they will be required to sit for the GCE A-Level H1 MT exam.*