ACS
INTERNATIONAL
SCHOOL
COBHAM

# UPPER & HIGH SCHOOL PROGRAMME GUIDE - 2026/2027

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### Course Choice and Course Availability

Returning students will be asked to make their course selections for the next academic year in February. New students will be asked to make their selections after confirmation of admission.

Please note that course selection is NOT confirmation of registration in courses. Registrations may depend on:

- fulfilment of any prerequisites, including: prior study, learning behaviours and evidence of prior learning
- conflicts with other selected classes
- class capacity

### Course Changes

We have a thorough course selection process to ensure correct placement and a smooth start to the academic year. If in the first weeks of a new academic year a student is not able to access learning and meet course standards, or if a student requires a more challenging course level to support their appropriate learning progression, there is a process for making corrections. Such situations are rare, and we maintain a review process to support student learning in these emergency error situations.

For Year 1 IB Diploma Programme (DP) students, who are committing to courses for two-years, we also understand that there may be some changes at the beginning of the academic year, such as a change between Higher Level (HL) and Standard Level (SL) course registrations. These change requests are considered on a case-by-case basis by the Diploma Coordinator, College and Career Counsellors, Heads of Department, Faculty, and the US/HS Principals.

## INTRODUCTION

This curriculum guide outlines the course and credit requirements for graduation from ACS Cobham International School.

In addition to earning a High School Diploma, with credits gained from various subjects, students have the opportunity to earn the International Baccalaureate (IB) Diploma if they choose to follow the specific requirements outlined by the IB. Alternatively, students can take Advanced Placement (AP) courses and AP examinations offered by the College Board. Students may also take a combination of IB, AP, and ACS courses.

This curriculum guide provides students and parents with course descriptions, including length of course, credit and where applicable the course prerequisites, to help you make informed and appropriate selections. We aim to meet all students' requests.

Further detailed information regarding the ACS Cobham curriculum, standards and academic policies can be found on Schoology for exisiting students, and through our Admissions department for new ACS students.

## GRADUATION REQUIREMENTS

Students are required to attain a minimum of 20 credits over 4 years of High School, including the following credit requirements:

<table>
<tr><th>Subject</th><th colspan="2">Credit Requirements</th></tr>
<tr><td>English</td><td colspan="2">4 credits from 4 consecutive courses</td></tr>
<tr><td>Maths</td><td>A minimum of 2 credits</td><td rowspan="2">A total of 6 credits</td></tr>
<tr><td>Science</td><td>A minimum of 2 credits</td></tr>
<tr><td>Social Studies</td><td>A minimum of 3 credits</td><td rowspan="2">A total of 6 credits</td></tr>
<tr><td>World Languages</td><td>A minimum of 2 credits</td></tr>
<tr><td>Fine Arts</td><td colspan="2">A minimum of 1 credit</td></tr>
<tr><td>PE</td><td colspan="2">One credit per year in 9th and 10th grade</td></tr>
</table>

## Graduating Class of 2025

# Upper & High School Curriculum

## Course Selection

ACS Cobham students have a broad variety of course options and pathways which include a combination of regular, IB and AP courses, depending on their levels of achievement. Students receive course choice guidance at every grade level to help them proceed to the next grade level and find appropriate pathways and levels of challenge. Course guidance is given at the individual level, group level and in student/parent presentations.

### Upper and High School - Terminology

The ACS High School Diploma is achieved by students acquiring credits in the four years from Grade 9 to 12.

ACS students in Grade 9 and 10 are in our Upper School. In these two years of Upper School, students begin to acquire course credits that they will use to obtain their ACS High School Diploma.

ACS students in Grade 11 and 12 are in our High School. In these two years of High School, students will seek to obtain the balance of credits required for award of their ACS High School Diploma.

## Course Choice Guidelines and Upper/High School Planner

| Grades | Number of Courses | Requirement and Guidelines |
|---|---|---|
| 9<br><br>Upper School | 8 including PE Health/ Service Learning | Think carefully when choosing electives. Consider which courses will complement your skills, interests and preferred career or university courses. One of the electives should be a Fine Art (indicated in this guide with FA*). |
| 10<br><br>Upper School | 8 including PE Health/ Service Learning | Students may take more than one Science or Language. Some course choices in 10th grade will determine what IB or AP courses you can take in 11th and 12th grade. Carefully review your next year and four-year course plan to monitor progress toward your college and career goals.<br><br>English: English 10 Advanced provides students with the opportunities to engage with more challenging texts and literary studies.<br><br>Maths: Will depend on which pathway you are already on.<br><br>Science: To take IB or AP science courses in Grade 11, you should have successfully completed the corresponding named science in Upper School.<br><br>Social Studies: World History II or AP European History (Note prerequisites).<br><br>Languages: Students should progress to the next langugae level. If students have completed Level 4 and would like to continue their progression in a language, they are recommended to take that language as an AP course.<br><br>Electives: There may not be space in a student's schedule for two electives if they are taking multiple core courses or a Support class. However, students should ensure that they have a Fine Art credit if they did not take one in grade 9, as this is a graduation requirement. |
| 11 & 12<br><br>High School | Minimum 7 for IBDP and 6 for AP Capstone Diploma Students<br><br>Minimum 6 for other AP/HS diploma students | IBDP students take 6 courses + Theory of Knowledge (TOK), in addition to the requirements for Extended Essay (EE) and Creativity, Activity, Service (CAS).<br><br>AP Capstone Diploma students take at least 6 subjects including AP Seminar (Grade 11) or AP Research (Grade 12).<br><br>Grade 11 and 12 ACS High School Diploma students not taking the AP Capstone Diploma or the IB Diploma will also take at least 6 courses. |

Please use the Course planner on the following page to determine chosen pathways.

| SUBJECT | MINIMUM CREDIT REQUIREMENTS OVER 4 YEARS | GRADE 9 | Credits | GRADE 10 | Credits | GRADE 11 | Credits | GRADE 12 | Credits |
|---|---|---|---|---|---|---|---|---|---|
| ENGLISH | 4 consecutive years | | | | | | | | |
| MATHEMATICS | 2 of 6 mathematics and science | | | | | | | | |
| SCIENCE | 2 of 6 mathematics and science | | | | | | | | |
| SOCIAL STUDIES | 3 of 6 social studies and world languages | World History 1 | | | | | | | |
| WORLD LANGUAGES | 2 of 6 social studies and world languages | | | | | | | | |
| ELECTIVES | 1* Must include 1 in Fine Arts | | | | | | | | |
| PHYSICAL EDUCATION | 2 | Required | | Required | | | | | |
| TOTAL | 20 CREDITS | | | | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **University Destination:** | UK | US | Canada | Other: | |
| **Type of degree course:** | Foundation | Academic | Vocational | Other: | |
| **Career:** | | | | | |

# THE INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME

Life in the 21st century requires critical-thinking skills and a sense of international mindedness, something that International Baccalaureate (IB) Diploma Programme (DP) students learn to know and understand. The IB DP is designed as an academically challenging and balanced programme of education, with coursework as well as final examinations that prepare students for success at university and life beyond. The programme is taught over two years and has gained recognition from the world's leading universities.

To pursue the IB Diploma students are expected to have shown in their learning behaviours and approach to academic study that they are ready for the rigors of the IB Diploma. Students will also need to meet the specified course prerequisites and teacher approval in order to qualify for IB Courses or the IB Diploma. Students' standardised test data may also be taken into consideration.

## THE CURRICULUM

IB DP students study six courses - usually three at Higher Level (HL) and three at Standard Level (SL). Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 4. Depth is ensured by requiring 3 or 4 subjects at Higher Level.

In addition the programme has three Core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding:

- **The Extended Essay (EE):** requires students to engage in independent research through an in-depth study of a topic of interest within a chosen subject, or through combining two subjects, and write an essay of 4,000 words.

- **Theory of Knowledge (TOK)**: This course cultivates the capacity of students to critically reflect upon the foundational presuppositions of their other subjects of study and thus, to think for themselves. The key question of the course is: "How do I know?"; TOK distinguishes five areas of knowledge in which to ask this question. They are the natural sciences, the human sciences, the arts, mathematics and history. In addition to the areas of knowledge, students will investigate a core theme, 'Knowledge and the Knower', along with two of five optional themes: 'Knowledge and Language', 'Knowledge and Technology', 'Knowledge and Politics', 'Knowledge and Indigenous Studies' or 'Knowledge and Religious Studies'. By collaboratively inquiring into foundations of knowledge in these areas, the course seeks to develop the character of each student as it is exemplified in the IB Learner Profile.

- **Creativity, Activity, Service (CAS)**: requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately, and activities must take place throughout the two-year IB DP course.

The EE, CAS and TOK courses are also available as single subjects to students who are not taking the full IB Diploma. Please see the Diploma Coordinator for details.

## ASSESSMENT

Students complete assessment tasks in the school, which are either marked initially by teachers and then moderated by external examiners or sent directly to external examiners. Students also take written examinations, which are marked by external IB examiners, in May of the second year of the IB Diploma.

Grades in each subject range from 1 to 7 and up to 3 additional Core points can be earned from EE and TOK, according the Diploma Core point matrix:

| TOK / EE | A | B | C | D | E |
|---|---|---|---|---|---|
| A | 3 | 3 | 2 | 2 | Failing Condition |
| B | 3 | 2 | 2 | 1 | |
| C | 2 | 2 | 1 | 0 | |
| D | 2 | 1 | 0 | 0 | |
| E | Failing Condition | | | | |

The IB Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme (for instance, a minimum of 12 points combined from the three Higher Level subjects) as well as satisfactory participation in the three Core requirements: EE, TOK and CAS. Please see the Diploma Coordinator for details of the other conditions required for the award of the IB Diploma.

The highest total that an IB Diploma Programme student can be awarded is 45 points; that is, seven points for each of the six subjects, in additon to three Core points.

# The International Baccalaureate (IB) Diploma Programme

## University Recognition

The IB Diploma is a passport to higher education and it is considered to be among the most challenging and demanding university preparation courses that students can take.

# How to Make your Subject Selection for the IB Diploma

To study the full IB Diploma at ACS Cobham, you need to select

- One subject at least from each of groups 1, 3, 4 and 5
- Either another language from group 1 or a language from group 2
- Either a Group 6 Arts subject or another subject from groups 1, 2, 3 or 4
- The 'Core elements' of Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity, Service (CAS) which are compulsory for all IB Diploma students
- From the subjects you chose, you must study:
- Three at Higher Level (HL)
- Three at Standard Level (SL)
- Students can also take four HL and two SL subjects, instead of three of each

Subjects are selected using the chart on the next page, there are some restrictions on combinations and all students selections are only provisionally approved based on appropriate choice and scheduling constraints. Please note that once courses have commenced students cannot change courses unless in case of exceptional circumstances.

| IB Group | Subject | Level |
|---|---|---|
| 1 | English Language & Literature | SL/HL |
| | English Literature | SL/HL |
| | School Supported Self Taught (SSST) Literature in a student's first language, subject to availability* | **SL only** |
| 2 | French B or Ab initio | SL/HL |
| | French Ab initio | **SL only** |
| | German B or Ab initio | SL/HL |
| | German Ab initio | **SL only** |
| | Spanish B | SL/HL |
| | English B | SL/HL |
| 3 | Business Management | SL/HL |
| | Economics | SL/HL |
| | Geography | SL/HL |
| | Global Politics | SL/HL |
| | History | SL/HL |
| | Environmental Systems & Societies | SL/HL |
| | Psychology | SL/HL |
| 4 | Biology | SL/HL |
| | Chemistry | SL/HL |
| | Computer Science | SL/HL |
| | Environmental Systems & Societies | SL/HL |
| | Physics | SL/HL |
| | Sports, Exercise & Health Science | SL/HL |
| 5 | Mathematics: Analysis & Approaches | SL/HL |
| | Mathematics: Applications & Interpretation | SL/HL |
| 6 | Music | SL/HL |
| | Theatre | SL/HL |
| | Visual Arts | SL/HL |

*Not all languages are offered; also, some languages originating in the Southern Hemisphere, such as Afrikaans, are only available for exam in the November IB examination session, whereas all ACS Cobham students take the May IB exams

# Advanced Placement (AP)

Advanced Placement (AP) is an internationally recognized curricular program with a range of university-level courses across seven disciplines: Arts, English, Social Studies, Mathematics and Computer Science, Sciences, World Languages and Interdisciplinary.

Many colleges/universities worldwide recognize AP in admissions, and some grant credit and/or advanced placement for students scoring a 3 or above. Taking AP courses demonstrates to college admissions officers that students have sought one of the most rigorous curricula available to them, and research indicates that students who score a 3 or higher on an AP exam typically experience greater academic success in college/university and are more likely to earn an undergraduate degree.

At least 3, but preferably 4, AP courses and examinations are considered to fulfil the matriculation requirements of universities in the UK. Offers will vary depending on the university or the course. Students applying to UK universities with APs must also have the High School Diploma and can support applications with SAT scores.

ACS Cobham offers more than 20 Advanced Placement (AP) courses; all are one year in duration. Most AP courses culminate in a rigorous standardised exam administered during the 2-week testing period in May. The exam dates are set by College Board and students taking an AP course should be aware that, according to ACS Cobham policy, they are required to take the course's AP exam in May. At ACS, students also gain credit for the High School Diploma by taking AP courses.

AP courses are rigorous requiring strong reading skills and a commitment to independent learning. Students should note that most AP courses have prerequisites, and it is recommended that students have a strong academic record and learning behaviors of three and above in the previous year's courses.

Students and their parents will also be asked to sign an AP Agreement confirming that they understand the level of study and commitment required as well as the mandatory nature of the exam at the end of the course.

## AP SUBJECT SELECTION

Depending on what kind of university they want to go to, Grade 11 and 12 students should be taking between 2 and 5 AP classes at any point throughout high school. They will need to manage their time well, as they may also wish to study for the SAT or ACT. Due to the academic rigour and heavy workload of AP courses, students are usually advised against taking more than 3 AP courses a year. ACS Cobham High School offers the following AP courses:

| Disciplines | Courses | Prerequisites | Grades |
|---|---|---|---|
| **Art** | Studio Art<br>- AP 2-D Art and Design<br>- AP 3-D Art and Design<br>- AP Drawing | Must have completed at least one full credit of studio course or equivalent. | 10, 11, 12 |
| **English** | English Language and Composition<br>English Literature and Composition | At least grade 6 in the second semester in English 10 or grade 5 in English 10 Advanced and teacher recommendation. | 11, 12 |
| **Maths** | Calculus AB | At least a 6 in IM3 Standard or equivalent and teacher recommendation, or 5 in Calculus and a teacher recommendation. | 10, 11, 12 |
| | Calculus BC | At least IM3 Higher Grade 6, IM3 Standard grade 7 or equivalent and teacher recommendation. | 10*, 11, 12 |
| | Statistics | At least a grade 5 In IM3 Standard or equivalent, or a 5 in the Probability and Statistics course, and teacher recommendation. | 10, 11, 12 |
| **Sciences** | Biology | At least a grade 6 in Biology, preferably taken in the year before commencing this course, and a grade 5 in Chemistry. | 11, 12 |
| | Chemistry | At least a grade 6 in Chemistry, preferably taken in the year before commencing this course, and at least a grade 5 in IM2 Standard or equivalent. | 11, 12 |
| | Physics 1 | At least an average of grade 5 in Physics, preferably taken in the year before commencing this course, and at least a grade 5 in IM2 Standard or equivalent. | 10*, 11, 12 |

| Disciplines | Courses | Prerequisites | Grades |
|---|---|---|---|
| **Sciences (continued)** | Physics 2 | The successful completion of AP Physics 1 course in grade 11. Students should have taken or be concurrently taking IM3 Standard or an equivalent course. | 11, 12 |
| | Physics C | Successful completion of AP Physics 1, completion or concurrent enrolment in AP Physics 2, and completion or concurrent enrolment in AP Calculus or equivalent. | 11, 12 |
| | Computer Science Principles | At least a grade 5 in IM2 Standard or equivalent. | 10*, 11, 12 |
| | Computer Science A | At least a grade 6 in IM2 Higher or equivalent, and the successful completion of Computer Science or AP Computer Science Principles, or evidence of equivalent experience in Java programming. | 10*, 11, 12 |
| **Social Studies** | Business with Personal Finance | None. | 10, 11, 12 |
| | European History | At least a 5 in World History 1 Semester 2 grades, strong learning behaviors, and recommendation from World History 1 / Student Services - Academic teachers. Students should be able to read a college-level textbook and write grammatically correct, complete sentences. | 10, 11, 12 |
| | Human Geography | Grade 10 students must have a recommendation from the World History 1 teachers. | 10, 11, 12 |
| | Microeconomics and Macroeconomics | At least an average of grade 5 in IM2 Standard or equivalent. | 11, 12 |
| | Macroeconomics | Two semesters of grade 5 or better in AP Microeconomics in Grade 11 and at least an average grade of 5 or equivalent in IM2 Standard. | 12 only |
| | Psychology | Successful completion of Psychology is recommended. | 11, 12 |
| | US History | None. | 11, 12 |
| **World Languages** | German | Must have completed at least 4 years of study in German with a minimum of grade 5 in the semester exam in Level 4. | 10, 11, 12 |
| | French | Must have completed at least 4 years of study in French with a minimum of grade 5 in the semester exam in Level 4. | 10, 11, 12 |
| | Spanish | Must have completed at least 4 years of study in Spanish with a minimum of grade 5 in the semester exam in Level 4. | 10, 11, 12 |
| **Capstone Diploma** | AP Seminar | None. | 11 only |
| | AP Research | At least a final AP exam score of 3 in AP Seminar. | 12 only |

*Taking this AP course in Grade 10 may be a possbility; if interested, please contact the Diploma Coordinator

# AP Capstone Diploma Programme

AP Capstone is an innovative diploma program that gives students an opportunity to apply critical thinking, collaborative problem-solving, and research skills in a cross-curricular context. AP Capstone is built on the foundation of a two-year high school course sequence - AP Seminar and AP Research - and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

For more information about the AP Capstone Diploma programme go to http://www.collegeboard.org/ap-capstone.html, or see the Diploma Coordinator.

**AP Seminar = 1 credit (Elective)**
This foundational course, taken in Grade 11, provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross-curricular lens and consider multiple points of view to develop a deep understanding of complex issues as they make connections between these issues and their own lives. Students read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and explore artistic and literary works to gain a rich appreciation and understanding of issues.

Teachers have the flexibility to choose appropriate themes that allow for deep exploration based on student interests, local and/or civic issues, global or international topics, and concepts from other AP courses. Sample topics or themes include:- Education, Innovation, Sustainability, Technology, Revolution.

Assessment: Students are assessed through two in-course performance tasks and a written exam.

**AP Research = 1 credit (English)**
The second course in the AP Capstone experience, taken in Grade 12, allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding to real- world problems and issues. Students further the skills acquired in their AP Seminar course by using research methodology; employing ethical research practices; and accessing, analysing, and synthesizing information to build, present, and defend an argument.

Assessment: Students are assessed through culminating performance tasks:

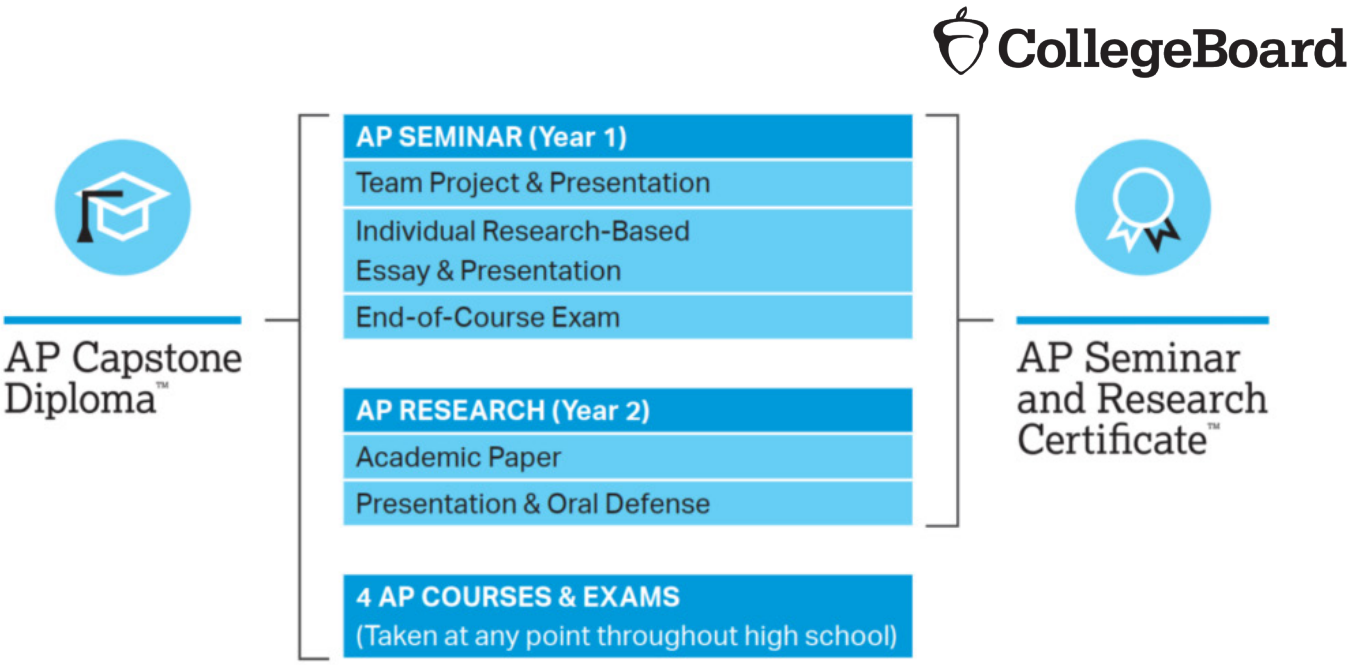
- Academic thesis paper (approximately 5,000 words) with a defined structure.
- Public presentation, performance, or exhibition and oral defence of research and presentation

# AP Scholars

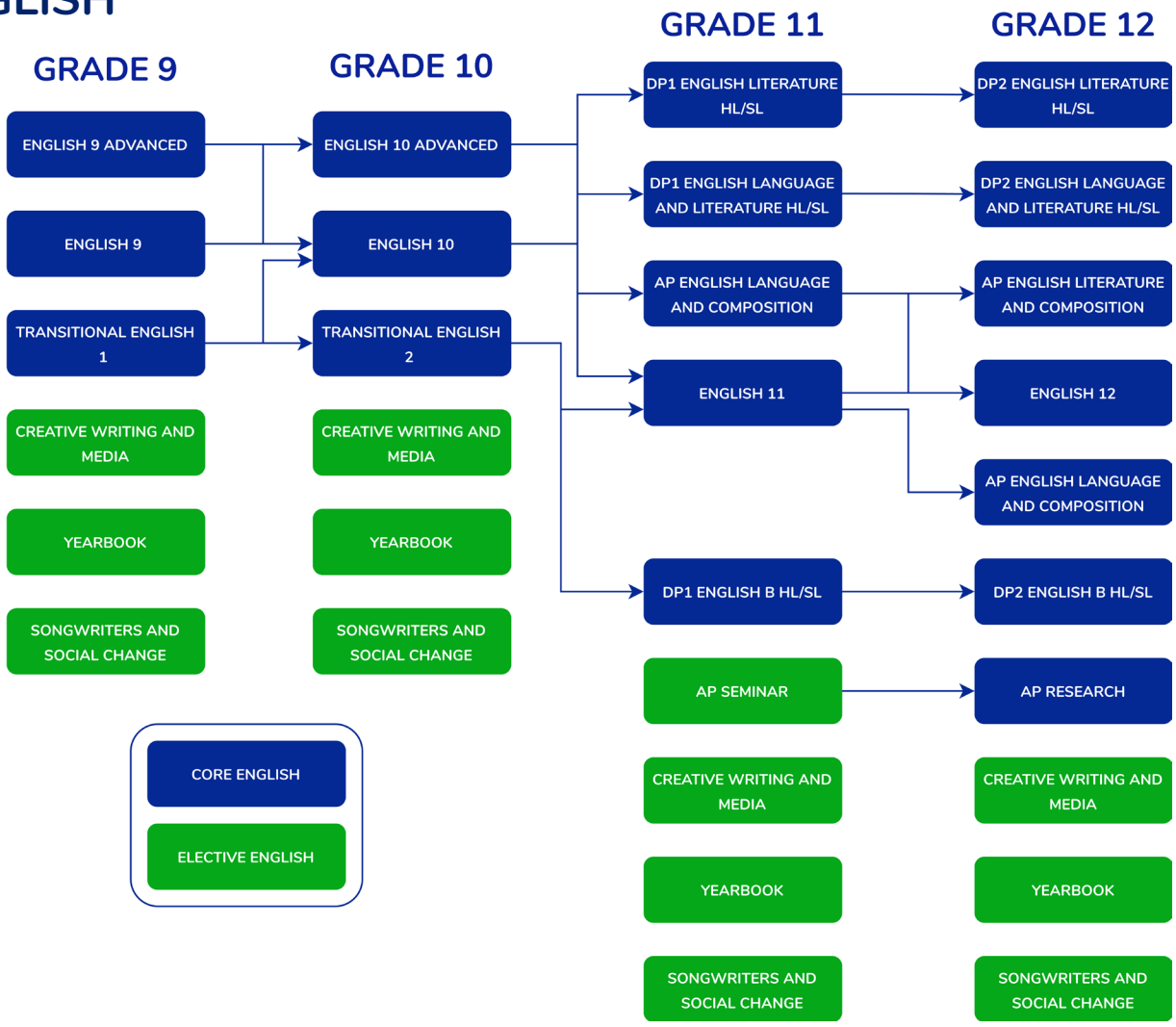
Every year, the AP Program recognizes high school students who have demonstrated outstanding college-level achievement through their performance on multiple AP Exams. AP Scholar Awards come in different levels and types. See the criteria here:

- AP Scholar: Granted to students who receive scores of 3 or higher on three or more AP Exams.
- AP Scholar with Honor: Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.
- AP Scholar with Distinction Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

Awards are listed on any AP score report that is sent to colleges after the award has been granted.



# ENGLISH




**HS English choices for Students coming into Grade 9**

ACS Cobham offers two options for Grade 9 fluent English speakers; these are English 9 and English 9 Advanced. Both courses give students a year of experience in English at the HS level before choosing to take the Advanced or Regular paths in Grade 10.

For English language learners, we offer Transitional English. When students have reached a suitable level of English competence, determined by achieving a proficient score on the current ACS-approved English skills test (Oxford Placement or similar), demonstrating proficiency in writing, and a teacher recommendation, they can transition into English 9.

**Transitional English 1 = 1 credit**
Transitional English 1 is a course for English language learners whose language skills are at the British Council B1 & B2 levels or equivalent. This course can be taken instead of English 9 and is a mandatory course for those students whose level of English is deemed by the school, and our WIDA language proficiency testing, to require an EAL teaching approach. The course employs a wide range of strategies to help students develop their key speaking, listening, reading and writing skills to support them in all their English needs.

**English 9 = 1 credit**
English 9 is designed to develop students' English skills to enhance their reading, writing, speaking and visual language abilities. This course focuses on fiction and non-fiction through an examination of texts that include but are not limited to short fiction, drama, film, memoir, and media studies. Students will develop their reading, composition, and presentation skills through a variety of applied learning activities designed to meet the needs of the Information, Digital, and New Media Age. English 9 will maintain a level of rigour to prepare students to continue into English 10 or English 10 Advanced if that is deemed an appropriate choice.

**English 9 Advanced = 1 credit**
English 9 Advanced is designed to develop students' reading, writing, speaking, and visual abilities to prepare them for the demands of English 10 Advanced and beyond. This course focuses on literary analysis and argument through an examination of texts that include but are not limited to short fiction, drama, novels, non-fiction, and visual texts. Students will develop their reading, composition, and presentation skills in a variety of genres with emphasis placed on academic writing, speaking, and analytical skills. English 9 Advanced will challenge and prepare students to continue into English 10 Advanced. In order to ensure student success and course suitability, students should demonstrate consistent High Proficient and excellent attainment scores in Grade 8 English language arts and teacher recommendations when requested.

**HS English choices for Students coming into Grade 10**

English 10 Advanced is a challenging course. Those HS students who wish to be admitted to this course are required to demonstrate sufficient English skills and, more importantly, a good work ethic in English 9 or English 9 Advanced. Therefore English 9 students must understand from the outset that their attitude and performance in Grade 9 will be considered for admission to English 10 Advanced. The following factors may be taken into account: work ethic, class performance, standardised test scores, and academic integrity.

For English language learners, we offer Transitional English. When students have reached a suitable level of English competence, determined by achieving a proficient score on the current ACS-approved English skills test (Oxford Placement or similar), demonstrating proficiency in writing, and a teacher recommendation, they can transition into English 10.

**Transitional English 2 = 1 credit**
Transitional English 2 is designed for "English as an Additional Language" (EAL) students—non-first language speakers of English whose language skills are still developing towards near-first language level and are working at the Upper Intermediate B2 English level of the British Council. This course can be taken instead of English 10 and is mandatory for students whose level of English is deemed by the school, and our WIDA language proficiency testing, to require an EAL teaching approach. Transitional English 2 employs a wide range of strategies to help students develop their key speaking, listening, reading and writing skills, and provides support for students in their English needs across the curriculum.

**English 10 = 1 credit**
English 10 develops students' key English skills, combining a core of literary study with strands of non-fiction analysis, vocabulary, and grammar. English 10 provides an engaging and supportive programme that allows students to develop their abilities with guidance and structure. Emphasis is placed on readings from a wide range of text types and development of students' writing and speaking skills.

**English 10 Advanced = 1 credit**
English 10 Advanced combines the study of literary and non-literary texts from a range of sources and is delivered at a rigorous pace with complex, challenging texts. Students develop writing and speaking skills in a variety of genres with emphasis on academic writing, speaking, and analytical skills. Students planning on taking IB/AP English are strongly encouraged to choose English 10 Advanced as this course is designed to better prepare them for the rigours of IB English A Literature, IB English A Language and Literature, AP Language & Composition, and AP Literature & Composition. In order to ensure student success and course suitability, students should demonstrate consistent, highly proficient and excellent skills in English 9 or English 9 Advanced and teacher recommendations when requested.

**English 11 = 1 credit**
English 11 is a comprehensive course designed to enhance communication and critical thinking skills essential for academic and personal success. Students will refine their abilities in research, composition, presentation, and vocabulary development while engaging with diverse texts and ideas. The course emphasises crafting well-structured arguments, honing public speaking techniques, and mastering the writing process for various purposes and audiences. Through these experiences, students build the skills needed for college readiness, including thorough research, analytical reading, clear and persuasive communication, and effective collaboration.

**English 12 = 1 credit**
In English 12 students analyse literature and nonfiction, and learn to write effectively in different forms. Students read texts from a variety of genres. Writing skills will be developed through a series of activities through vocabulary, routine composition of analytical and evaluative essays, large and small group discussions, grammar instruction, and the composition of a research paper.

# Electives

*****Courses marked FA count towards the Fine Arts credit*

**Creative Writing and Media (FA*) = 1 credit (Elective)**
This course is aimed at students who want to study the conventions and practices of creative writing expressed through various forms of electronic media. Examples of writing will include poetry, myths, flash fiction, radio drama, timed writes, reflections, and creative nonfiction. Vocabulary and grammar instruction will be integrated. Students will publish media such as videos, interactive media, sound files, and writings on their e-portfolio that will interweave the art of design with the craft of storytelling so that we can share and celebrate creative writing and media with others.

**Yearbook (FA*) = 1 credit (Elective)**
Prerequisites: Students who are interested in being on the Yearbook staff must fill in and return an application form that includes a teacher recommendation. Students' learning behavior grades must be 3+, and they may be asked to interview with the staff advisor and current editor-in-chief.

Students who enjoy designing and editing, have experience in Photoshop/photo- editing, and/ or have an interest in journalism and communication are ideal candidates for the course.

Students who choose Yearbook as an elective have the opportunity to work in an authentic workplace setting, developing a diverse range of skills including: interpersonal communication, interview techniques, IT, graphic design, desktop publishing, teamwork, time management, project management and leadership skills. Students considering the Yearbook as an option need to be able to work as part of a team, be flexible, willing to learn new skills and be committed to getting work completed by set deadlines.

**Songwriters and Social Change = 1 credit (Elective)**

*Please note this course is trandiscplinary and is offered as an English or Social Studies elective credit.*

This course will benefit students with an interest in the relationship of art, culture and history. It will rely on formal analysis of popular music and on the critical study of historical trends in Western society, which will prepare students well for advanced writing about text and context at the IB and AP level. Through the study of major songwriters in genres such as blues, folk, rock, pop and punk, the class will focus on how popular music both reflected and drove social changes in the second half of the 20th century, primarily in the US and Europe. The course will explore the origins of rock-and-roll in the African American blues tradition and in artists such as Robert Johnson and Chuck Berry, and emphasize the works of renowned 1960s songwriters such as Bob Dylan, John Lennon/Paul McCartney and Lou Reed.

The curriculum will pay particular attention to how these artists responded to the Civil Rights and anti-war movements, as well as how they shaped changing attitudes and styles regarding youth, fashion, gender, media, conformity, etc. The latter half of the course will focus on the influence of glam rock and punk music as exemplified by British and American artists such as David Bowie, Patti Smith, The Sex Pistols and The Clash. In addition to literary analysis of song lyrics, the course will explore topics such as the craft of songwriting and music theory, the ascendance of the guitar as an avatar of rebellion, the use of allusive intertextuality in pop music, the development of multi-media approaches to art, and the intersection of mainstream culture with the counterculture and the Avant-garde.

# AP English Courses

**AP English Language & Composition = 1 credit**
Prerequisite: At least grade 6 in the second semester in English 10 or grade 5 in English 10 Advanced and teacher recommendation.

AP Language and Composition (AP Lang) pursues the study of rhetoric by considering how and why a speaker communicates a message to their audience.
Students work with non-fiction texts covering a wide range of styles and genres that include but are not limited to speeches, essays, memoirs, letters, and articles. As well as developing the ability to focus on the language of the text to develop cogent analysis of arguments, students also practise the skills of rhetoric in their own compositions. The AP English Language program is designed to provide its students with an experience that replicates first year college and university composition courses. Therefore, the AP English Language program is reading and writing intensive.

**AP English Language & Composition - The Wild Places = 1 credit**
Prerequisite: At least grade 6 in the second semester in English 10 or grade 5 in English 10 Advanced and teacher recommendation.

This AP English Language course reflects the objectives, the workload, and the outcomes of an introductory college composition course. This particular course examines the changing and evolving definitions of wilderness and spaces in the United Kingdom and how these differing ideologies have impacted humans' understandings, relationships, and decisions regarding the land and nature. The central purpose of this course is to "provide students with the opportunity to read rigorous texts from various eras and in different genres, analyzing the ideas of rhetorical situation, claims/evidence, reasoning/organization, and style" (The College Board, AP English Course Description, 2020, p. 3). The course aligns with the requirements and guidelines of the current AP English Language Course Description.

At the core of this course is a "hands on", experiential approach to exploring ideas of leadership, decision-making, community building, and character. Students read both fiction and nonfiction texts and examine historical case studies of events and individuals that involve the course's major themes. Writing for this course includes journal writing, expository essays, and persuasive essays, and involves research focused projects that examine major themes of the course. An integral part of the course is mandatory student expeditions into areas in England throughout the year where students practice and refine skills and concepts discussed in class, in addition to learning basic navigational and camp craft skills. The class will use core principles of place-based educational pedagogy to connect students to the places they encounter and to create opportunities for students to observe, experience, and reflect on what they have learned and how it relates to these experiences in these spaces.

This course is taught according to principles of experiential education: the idea that learning by doing is one of the most powerful ways to acquire and master new skills and ideas. Students are expected to commit to the goals of the program, to be willing to take risks, and to take care of oneself and support others on the journey this course entails.

**AP English Literature & Composition = 1 credit**
Prerequisite: At least grade 6 in the second semester in English 10 or grade 5 in English 10 Advanced and teacher recommendation.

AP Literature and Composition (AP Lit) pursues the study of literary analysis by reading and writing about literature from various periods. The focus on literary analysis throughout the year is done through close reading of fiction that includes short prose, poetry, drama, and novels. Students engage in a variety of learning activites that explore how writers use language and employ literary strategies to construct prose and poetry, create characters and relationships, and convey meaning. In additon to developing analysis skills through reading and composition, students frequently engage in seminar style discussions analysing and discussing texts. The AP English Literature program is designed to provide students with an experience that replicates first year college and university composition courses. Therefore, the AP English Literature program is reading and writing intensive.

**AP Seminar = 1 credit (Elective)**
This foundational AP Capstone Diploma course, typically taken in Grade 11, provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross-curricular lens and consider multiple points of view to develop a deep understanding of complex issues as they make connections between these issues and their own lives. Students read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and explore artistic and literary works to gain a rich appreciation and understanding of issues.

Teachers have the flexibility to choose appropriate themes that allow for deep exploration based on student interests, local and/or civic issues, global or international topics, and concepts from other AP courses. Sample topics or themes include:- Education, Innovation, Sustainability, Technology, Revolution. Assessment: Students are assessed through two in-course performance tasks and a written exam.

**AP Research = 1 credit**
Prerequisite: At least a final AP exam score of 3/5 in AP Seminar

The second course in the AP Capstone experience, AP Research allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding to real- world problems and issues. Students further the skills acquired in their AP Seminar course by using research methodology; employing ethical research practices; and accessing, analysing, and synthesizing information to build, present, and defend an argument.

Assessment: Students are assessed through culminating performance tasks:
- Academic thesis paper (approximately 5,000 words) with a defined structure.
- Public presentation, performance, or exhibition and oral defence of research and presentation

# IB English Courses

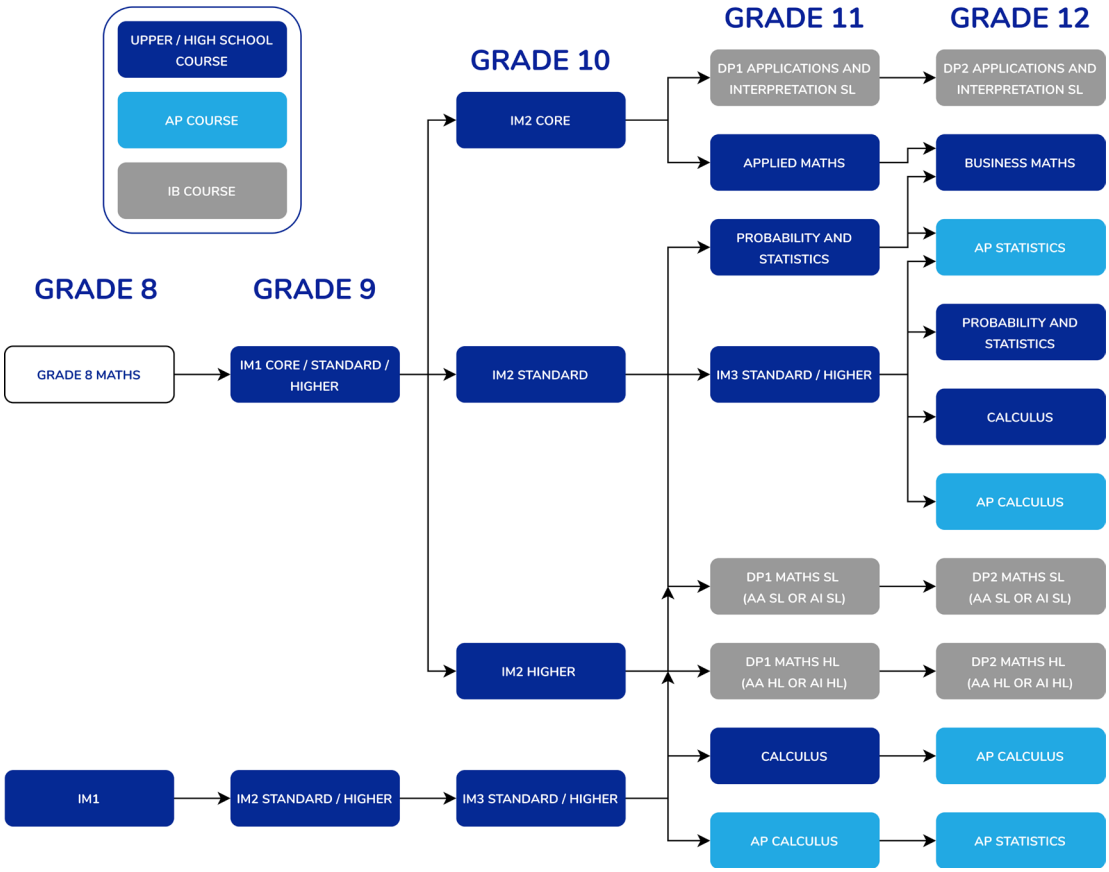
**IB English A Language and Literature, SL/HL = 1 credit**
The language A: language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

**IB English A Literature, SL/HL = 1 credit**
IB English A Literature is a Group 1 component of the IB Diploma designed for native level speakers of English. English A Literature considers texts from different cultures and time periods with attention to language, technique, and style. Students learn to deliver analytical responses, both in writing and oral presentations. Students who are fluent in the English language and who demonstrate good study habits are strong candidates for IB English A Literature. Major IB assessments include one oral presentation, one literature HL essay (HL only), and two exam essays.

**IB English B, SL/HL = 1 credit**
English B is a two-year IB English course designed for students who have English as a second language but who have had significant previous experience of the language. Grade 11 and 12 students whose language skills are still developing towards native level will be placed in this English course. English B may be studied at either Higher or Standard Level. The main focus of the course is on development of the four primary language skills: listening, speaking, reading and writing. Major English B assessments include one oral interview and two exam papers assessing reading, listening, and writing composition skills.

# MATHEMATICS

Student placement into these courses will be based on current math pathways, prerequisites, and where relevant, placement tests, standardised test scores and teacher recommendations.




**Integrated Mathematics 1 = 1 credit**

Integrated Mathematics 1 formalizes and extends the mathematics that students learned in the middle school. Students will study Number Theory and Algebra, Geometry including coordinate geometry, Data Analysis, and statistics and problem solving. Integrated Mathematics I uses properties of theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. New students joining ACS will be placed based upon a review of the students' past learning of mathematics from a previous school and ACS placement test. There are 3 levels of Integrated Mathematics 1: IM1 Core, IM1 Standard and IM1 Higher. All courses cover the same content to different depths at different paces.

- **Integrated Mathematics 1 Core**
  Prerequisites: Maths 8 or Pre- Algebra AND Placement Test.
  This course is for students who have completed Grade 8 Mathematics or equivalent and who hope to study IB Mathematics Applications and Interpretations at Standard Level or Math Electives in Grades 11 and 12
- **Integrated Mathematics 1 Standard**
  Prerequisites: Maths 8 or Pre- Algebra AND Placement Test
  This course is for students who have completed Grade 8 Mathematics or equivalent and who hope to study IB Mathematics Analysis and Approaches or Applications and Interpretations at Standard Level, or AP mathematics courses
- **Integrated Mathematics 1 Higher**
  Prerequisites: Maths 8 or Pre-Algebra AND Placement Test
  This extended course is for students who hope to study IB Mathematics Analysis and Approaches or Applications and Interpretations at Higher Level, or AP mathematics courses

**Integrated Mathematics 2 = 1 credit**

Integrated Mathematics 2 extends algebra, geometry and statistics taught in Integrated Mathematics 1. It focuses on quadratic expressions, equations, and functions comparing their characteristics and behaviour to those of linear and non linear relationships from Integrated Mathematics I, Direct and Inverse variation, Functions including transformations of functions and logarithmic, Trigonometry including graphs of functions and applications, Probability, Sets, Sequences and Properties of Circles. There are 3 levels of Integrated Mathematics 2: IM2 Core, IM2 Standard and IM2 Higher.

- **Integrated Mathematics 2 Core**
  Prerequisites: IM 1 or Algebra 1 and/or Placement Test/ Class Grades/ MAP Scores
  This course is for students who have completed Integrated Mathematics 1 or equivalent and who hope to study IB Mathematics Applications and Interpretations at Standard Level or Math Electives in Grades 11 and 12

- **Integrated Mathematics 2 Standard**
  Prerequisites: IM 1 or Algebra 1 and/or Placement Test/ Class Grades/ MAP Scores
  This course is for students who have completed Integrated Mathematics 1 or equivalent and who hope to study IB Mathematics Analysis and Approaches or IB Applications and Interpretations at Standard Level, or AP Courses
- **Integrated Mathematics 2 Higher**
  Prerequisites: IM 1 or Algebra 1 and/or Placement Test/ Class Grades /MAP Scores and teacher recommendation.
  This course is for students who have completed Integrated Mathematics 1 or equivalent and who hope to study IB Mathematics Analysis and Approaches or IB Applications and Interpretations at Higher Level, or AP Courses

**Integrated Mathematics 3 = 1 credit**

Integrated Mathematics 3 is a rigorous course which provides opportunities to apply learning from the IM1 and IM2 courses (or equivalent) and to extend further into higher level topics and skills. These are divided into units and cover Polynomials, Rational and Radical relationships, Coordinate Geometry and Trigonometry, Modelling, Proof and Calculus and Statistics and Probability.

- **Integrated Mathematics 3 Standard**
  Prerequisites: IM 2 and/or Placement Test/Class Grades/MAP Scores.
  This course is for students who have completed Integrated Mathematics 2 or equivalent and who hope to study IB Mathematics Analysis and Approaches or IB Applications and Interpretations, or AP Courses
- **Integrated Mathematics 3 Higher**
  Prerequisites: IM 2 and/or Placement Test/Class Grades/MAP Scores and Teacher Recommendation
  This course is for students who have completed Integrated Mathematics 2 or equivalent and who hope to study IB Mathematics Analysis and Approaches or IB Applications and Interpretations, or AP Courses

**Applied Maths = 1 credit**
Prerequisite: The successful completion of IM2 Core. Grades 11 and 12 only.

This course is for students who have completed IM2 Core and who are studying for the High School Diploma and who wish to go on to Maths Electives in Grades 11 & 12. Students will continue to build on their knowledge from IM2 and will apply maths to real life situations using technology.

**Business Mathematics = 1 credit**
Prerequisite: Completion of IM2 or equivalent/Teacher Recommendation. This course is for Grade 12 only.
This course is not to be taken in conjunction with IB/AP Mathematics courses.

A classic Algebra-based, practical business math course covering an introduction to accounting, finance, insurance, statistics, and taxation as well as many consumer-math and personal finance applications. Foreign exchange rate conversions will be included to help students deal with international transactions in the global market.

**Calculus = 1 credit**
Prerequisite: 5 in IM3 Standard or above and a teacher recommendation.

This course is seen as a solid introduction to calculus. Students will enhance their graphing skills, learn the basic tools required for differential and integral calculus, applying it to real life situations. Use of technology will enhance student understanding of these key concepts.

**Probability and Statistics = 1 credit**
Prerequisite: Completion of IM2 or equivalent AND teacher recommendation. Only grades 11 and 12.

This course is seen as a solid introduction to Statistics and lays the groundwork for further study at the AP level. Students will explore data by observing patterns and departures from patterns. This study will be enhanced by an efficient use of the statistical menus on the graphing display calculator and exposure to statistical software packages. It will be seen that the course is highly practical as students will develop skills that enable them to produce statistical models that relate to real world situations.

## AP Mathematics Courses

**AP Calculus AB = 1 credit**
Prerequisite: At least a 6 in IM3 Standard or equivalent and teacher recommendation, or 5 in Calculus and a teacher recommendation

This is a demanding college level course where topics in differential and integral Calculus are introduced intuitively and then developed at increasing levels of rigour. Students are expected to demonstrate the efficient use of technology in solving problems and be able to communicate the mathematical solution of problems both orally and in well-written sentences.

**AP Calculus BC = 1 credit**
Prerequisite: At least IM3 Higher Grade 6, IM3 Standard Grade 7 or equivalent and teacher recommendation.

AP Calculus BC is an advanced course that applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series. In other words, AP Calculus BC covers all the content in AP Calculus AB with additional topics. Students sit an exam paper that covers Calculus AB and BC content and skills together.

**AP Statistics = 1 credit**
Prerequisites: At least a grade 5 In IM3 Standard or equivalent, or a 5 in Probability and Statistics course, and teacher recommendation.

This course introduces students to the major concepts and tools for collecting, analysing and drawing conclusions from data. A basic understanding of probability theory provides the necessary tool to anticipate and recognise distributions formulated under a chosen statistical model. Statistical inference is used as a guide in the choice of appropriate models. Students will be able to show an efficient use of the statistical menus on the graphing display calculator and will be exposed to computer statistical software packages.

# IB Mathematics Courses

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different subjects offered in IB mathematics, each available at Standard Level and Higher Level These courses are designed for different types of students: those who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics, and those who wish to gain understanding and competence in how mathematics relates to the real world and to other subjects. There are some elements and topics common to both courses although the approaches may be different, as well as there being different topics and areas of mathematics studied in both courses. Both subjects will prepare students with the mathematics needed for a range of further educational courses corresponding to the two approaches.

It is important that students select their preferred course from the beginning of Grade 11 - as the courses begin to diverge it will become more difficult to change courses due to the amount of content that will need to be covered by the student. In selecting their preferred course, students are advised to take into account their own abilities and interest in mathematics and the type of mathematics in which they can be successful, their other choices of subjects within the framework of the DP and their future academic plans, in particular the subjects they wish to study in the future along with their choice of career.

**IB Mathematics: Analysis and Approaches = 1 credit**
Prerequisites: HL: Minimum IM2 Higher (grade 6) and readiness test, IM3 Standard (grade 5) or equivalent, and teacher recommendation; SL: Minimum IM2 Standard (grade 5) or equivalent, and teacher recommendation.

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course.

However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics. Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof; they will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Students are assessed through a combination of coursework based on individual exploration of an area of mathematics (Internal Assessment), and examinations based on Short and Extended Response Questions.

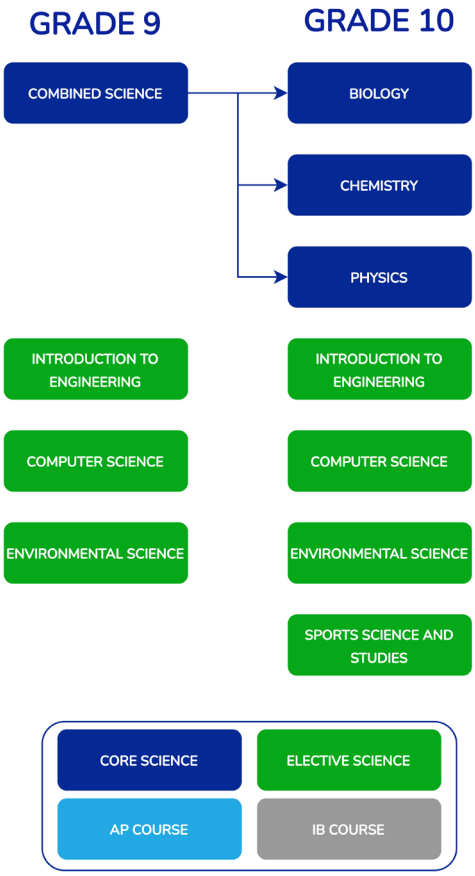
**IB Mathematics: Applications and Interpretation = 1 credit**
Prerequisites - HL: Minimum IM2 Higher (grade 6) and readiness test, IM3 Standard (grade 5) or equivalent, and teacher recommendation; SL: Minimum IM2 Core (grade 5) or equivalent and teacher recommendation.

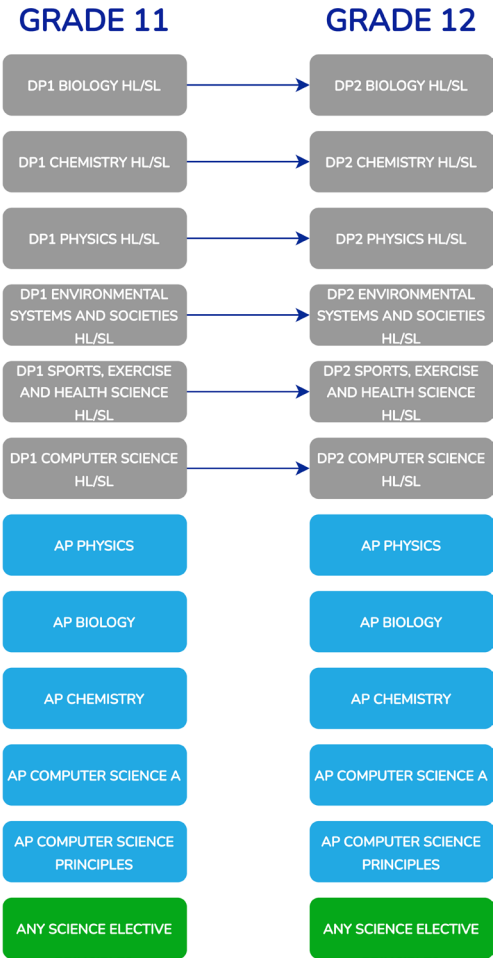
This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design.

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in authentic contexts and to solve authentic problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving authentic problems; they will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology. Students are assessed through a combination of coursework based on individual exploration of an area of mathematics (Internal Assessment), and examinations based on Short and Extended Response Questions.

For further information about the difference between the IB Mathematics courses, please refer to the offical IBO website: https://ibo.org/programmes/diploma-programme/curriculum/mathematics/

# SCIENCE




**Guide to Choices in HS Science for Students Coming into Grade 9**
Combined Science is the most appropriate course for the majority of Grade 9 students. It is a balanced course encompassing Biology, Chemistry, Physics, and Environmental Science. This provides students with a strong foundation in all four science disciplines and will provide experience of these different disciplines to inform subject selection of science courses in Grades 10-12.

Biology and Physics are available by special application in Grade 9 for highly able and motivated science students, allowing them flexibility in science pathways leading to IB and AP. These courses are demanding and admission to this class is not automatic. To be eligible, students need to be able to demonstrate high levels of interest, aptitude and proven performance in science. Admission will be decided on a combination of factors, including academic achievement in Grade 8, standardised test scores, Grade 8 teacher recommendation, motivation and learning behaviours across all subjects.

**Guide to Choices in HS Science for Students Coming into Grade 10**
Students must take one science class in Grade 10, although they can take up to three. If they are considering taking Biology, Chemistry or Physics at IB or AP level in Grade 11 and Grade 12, they must take the regular course (i.e. Biology, Chemistry, Physics) as a prerequisite, preferably in Grade 10 or the year before commencing the course.

**Guide to Choices in HS Science for Students Coming into Grade 11 and 12**
Students may choose between IB Diploma, AP or High School Diploma classes in 11th and 12th grade. IB Diploma are two-year courses. AP and High School Diploma classes are one-year courses. Entry into IB or AP Biology, Chemistry or Physics requires the successful completion of a prerequisite course (see notes in course descriptions). Elective Science courses do not require a specified prerequisite.

## High School Science Courses

**Biology = 1 credit**
Prerequisites: Successful completion or current enrolment in Integrated Math 1 or equivalent, completion of Combined Science or equivalent, or by special application.

Biology includes the study of cellular structure and function, genetics, evolution, ecology, along with plant and human physiology. Through inquiry of activities and practical work, students develop an understanding of essential biological principles. In the laboratory, an emphasis is placed on recognition of variables, data collection and processing, analysis and evaluation.

**Chemistry = 1 credit**
Prerequisites: Successful completion or current enrolment in Integrated Math 1 or equivalent, completion of Combined Science or equivalent, or by special application made directly to the Diploma Coordinator.
Chemistry is a dynamic course that considers key chemical concepts by addressing real world questions. It aims to build a strong foundation in the subject through the use of inquiry activities, contextual problems and practical work, inspired by the Next Generation Science Standards (NGSS). This course is suitable for students who wish to continue their studies with either IB or AP Chemistry.

**Combined Science = 1 credit**
Prerequisite: The successful completion of Science 8 or equivalent. This course is available to Grade 9 students. Combined Science consists of quarter-long courses in Biology, Chemistry, Physics, and Environmental Science. The course builds on the Middle School science and follows the spirit of NGSS. The focus is on the concepts that cut across the sciences and the development of scientific practices within the context of each of the disciplines taught. These include the interpretation and use of models; the design, collection and interpretation of data; the way in which structures of systems relate to their functions; and the communication of science. Strong emphasis is placed on laboratory and fieldwork, inquiry based tasks, and critical thinking.

**Physics = 1 credit**
Prerequisites: Successful completion or current enrolment in Integrated Math 1 or equivalent, at least a 5 in Combined Science or equivalent, or by special application.
Physics is intended to be a precursor to pursuing the subject at IB or AP level, so it is mostly aimed at 10th graders who performed well in Combined Science gaining at least a 5. It covers a broad range of topics in physics; mechanics, electricity and magnetism, waves and nuclear physics, but at a level only requiring basic algebra and graphing skills.

## Electives

**Computer Science = 1 credit**
In this course, students will learn how to design, write, compile, and execute Java applications. They will also become familiar with Java's object-oriented features and basic programming constructs. At the end of the course, students will complete a comprehensive project that demonstrates their understanding and skills. Prior programming experience is not required, but having an interest in computing and a strong foundation in Algebra will be essential. This course is an excellent preparation for AP Computer Science A, which focuses primarily on Java programming. It is also a suitable prerequisite for IB Computer Science. Ideally, students should enrol in this course in either Grade 9 or 10.

**Environmental Science = 1 credit (Elective)**
This course will introduce students to very important topics about how the environment works, how it is changing due to human activities, how we study it and how we can save our natural world. This course will help students prepare for IB Biology and IB Environmental Systems and Societies. It will also prepare you for a career in Environmental Science, Environmental Law, Biology, and even Business.

**Introduction to Engineering = 1 credit (Elective)**
This is a hands-on, lab-based course in which students use a variety of tools to learn about the design process and use it to solve problems. Students use industry standard 3D modelling software to create virtual product designs, use analogue and digital electronics to design and build solutions to real world situations, and use virtual and physical models to design, build and explore aeronautics. No prior knowledge is required for the course.

**Sports Science and Studies = 1 credit (Elective)**
This course is for students in Grade 10, 11 or 12 who are interested in learning more about the world of sport and the opportunities in the sport industry. Whilst studying the basic principles of sports science in the following areas - applied anatomy and physiology, movement analysis, physical training, use of data, sport psychology, socio-cultural influences and health, fitness and wellbeing, students also develop an understanding of its relevance to sport and the scientific principles of performance. Students will develop their organization and communication skills, and gain leadership skills in a variety of settings.

## AP Science Courses

**AP Biology = 1 credit**
Prerequisites: At least a grade 6 in Biology, preferably taken in the year before commencing this course, and a grade 5 in Chemistry, unless being taken concurrently.

AP Biology is designed to be the equivalent of a two-semester college introductory biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like molecules and cells; cellular energetics; heredity and evolution; molecular genetics; evolutionary biology; organisms and populations; structure and function of plants and animals; and ecology. The skills developed in this course include the following: designing experiments and procedures to test a prediction or theory, collecting and analyzing data, interpreting data to draw conclusions, and developing and supporting a scientific claim with evidence.

**AP Chemistry = 1 credit**
Prerequisites: At least a grade 6 in Chemistry, preferably taken in the year before commencing this course, and at least a grade 5 in IM2 Standard or equivalent.

AP Chemistry is designed to be the equivalent of a two-semester college introductory chemistry course. The key concepts and related contents that define AP chemistry are organised around Science Practices. Skills students will learn in the course include designing experiments and procedures to test a prediction or theory, creating graphs, diagrams, and models that represent chemical phenomena, explaining how the microscopic structure of a substance determines its chemical properties, and making scientific claims which are justified by supporting evidence and reasoning.

**AP Physics 1 = 1 credit**
Prerequisites: At least an average of grade 5 in Physics, preferably taken in the year before commencing this course, and at least a grade 5 in IM2 Standard or equivalent.

This is a 1-year course designed to permit students in high school to gain college credit and/or placement in physics by taking courses in school at the introductory level most commonly offered at college and university. After showing themselves to be qualified on the AP exam, some students are permitted to undertake upper-level courses in physics or to register for courses for which physics is a prerequisite. Topics include: kinematics; Newton's laws of motion; work, energy, and power; systems of particles, linear momentum; oscillations; gravitation; rotational motion.

**AP Physics 2 = 1 credit**
Prerequisites: Successful completion of AP Physics 1. Students should have taken or be concurrently taking IM3 Standard or equivalent course.

This is a 1-year course designed to permit students in high school to gain college credit and/or placement in physics by taking courses in school at the introductory level most commonly offered at college and university. After showing themselves to be qualified on the AP exam, some students, in their first year at university, are permitted to undertake upper-level courses in physics or to register for courses for which physics is a prerequisite. Topics include: Thermodynamics; electric force, field and potential; electrical circuits; electromagnetism; geometric and physical optics and quantum, atomic and nuclear physics.

**AP Physics C: Mechanics and Electricity & Magnetism = 1 credit**
Prerequisites: Successful completion of AP Physics 1, completion or concurrent enrolment in AP Physics 2, and completion or concurrent enrolment in AP Calculus or equivalent.

This is a 1-year, calculus-based physics course designed to permit students in high school to gain college credit and/or placement in physics by taking courses at the introductory level most commonly offered to science and engineering majors at colleges and universities. After showing themselves to be qualified on the AP exams, some students, in their first year at university, are permitted to undertake upper-level courses in physics or to register for courses for which physics is a prerequisite. Students may elect to study and sit for the AP Physics C: Mechanics exam, the AP Physics C: Electricity & Magnetism exam, or both.

Topics in **Mechanics** include: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular and rotational motion; torque and angular momentum; gravitation and orbital motion; and oscillations.

Topics in **Electricity and Magnetism** include: electrostatics; conductors, capacitors, and dielectrics; electric circuits including transient RC behaviour; magnetic fields and magnetic forces; electromagnetism and induction; and Maxwell's equations.

Throughout the course, differential and integral calculus is used to develop physical models, solve problems, and communicate scientific reasoning.

## IB Science Courses

**IB Biology, SL/HL = 1 credit**
Prerequisites: The successful completion of Regular Biology or equivalent with at least a grade 5.

This is a 2-year course in which all the students cover common ground in Grade 11 and then split in Grade 12 into Higher or Standard Levels. Strong emphasis is placed on laboratory and fieldwork, data collection, analysis and evaluation. In addition the students carry out a science project of about 10 hours duration. Topics include: statistical analysis; cells, the chemistry of life; genetics; ecology and evolution; and human health and physiology. Students are assessed through a combination of coursework based on individual investigation (Internal Assessment), and examinations based on Multiple Choice, Data-Based, Short and Extended Response Questions.

Please note IB Biology students are required to attend a IB Biology and ESS field study, with additional costs. The field study provides hands-on experience to learn about Biology and ESS in a real-life context.

**IB Chemistry, SL/HL = 1 credit**
Prerequisites: The successful completion of regular Chemistry or equivalent with at least a grade 5.

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems.

The course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. Students are assessed through a combination of coursework based on individual investigation (Internal Assessment), and examinations based on Multiple Choice, Data-Based, Short and Extended Response Questions.

**IB Environmental Systems and Societies, SL/HL = 1 credit**
Prerequisites: successful completion of Regular Biology, Chemistry, Physics, Geography or equivalent with at least a grade 4. Students will also need to have demonstrated proficiency in basic arithmetic functions, use of descriptive statistics, use of standard scientific notation, using and constructing charts, column graphs, histograms and pie charts to display and interpret data, use of the scientific method and lab report writing.

Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences (Group 4) and individuals and societies (Group 3) and is offered at both standard level (SL) and higher level (HL). As such, ESS combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies. ESS is both a complex and contemporary course that engages students in the challenges of 21st century environmental issues. ESS can be used to meet IB requirements for group 4 experimental sciences and/or group 3 individuals and societies.

Topics include: The modern environmental movement; Environmental perspectives; Ecosystems; Systems theory; Biodiversity; Conserving biodiversity; Population dynamics; Resources as natural capital; Energy resources; Water resources; Soil resources; Food resources; Succession; Pollution management; Climate Change. This is a rigorous IB Diploma Course. Students are assessed through a combination of coursework based on individual investigation (Internal Assessment), and examinations based analysis of an unknown case study, data response and extended response questions (structured essays).

Please note IB ESS students are required to attend a IB Biology and ESS field study, with additional costs. The field study provides hands-on experience to learn about Biology and ESS in a real-life context.

**IB Physics, SL/HL = 1 credit**
Prerequisites: The successful completion of Regular Physics or equivalent with at least a grade 5.

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies. The Diploma Programme physics course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course. The course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. A single internal assessment is undertaken in the form of a ten hour individual investigation. Topics include Newtonian mechanics, thermal physics, waves, electrostatics, current electricity and electromagnetism, gravitation and circular motion, nuclear and quantum physics, and energy production. Students are assessed through a combination of coursework based on individual investigation (Internal Assessment), and examinations based on Multiple Choice, Data-Based, Short and Extended Response Questions.

**IB Sports, Exercise & Health Science, SL/HL = 1 credit**
Prerequisites: The successful completion of Biology, Chemistry, Physics or equivalent with at least a grade 4.

This course is taken over two years. The Sport Exercise and Health Science course incorporates the disciplines of anatomy, physiology, biomechanics, psychology, and nutrition, which are studied in the context of sport, exercise, and health. A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyse human performance. The curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science, or Physical Education. Students are assessed through a combination of coursework based on individual investigation (Internal Assessment), and examinations based on Multiple Choice, Data-Based, Short and Extended Response Questions.

# SOCIAL STUDIES

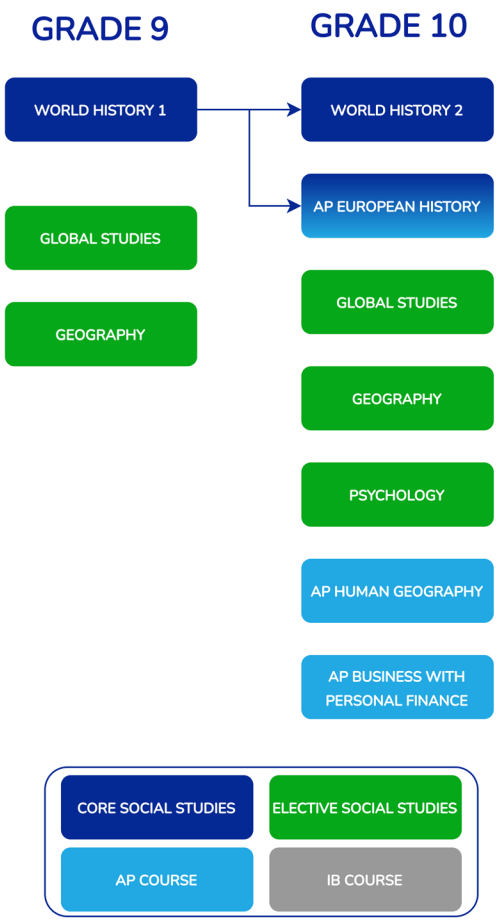
## High School Social Studies Courses

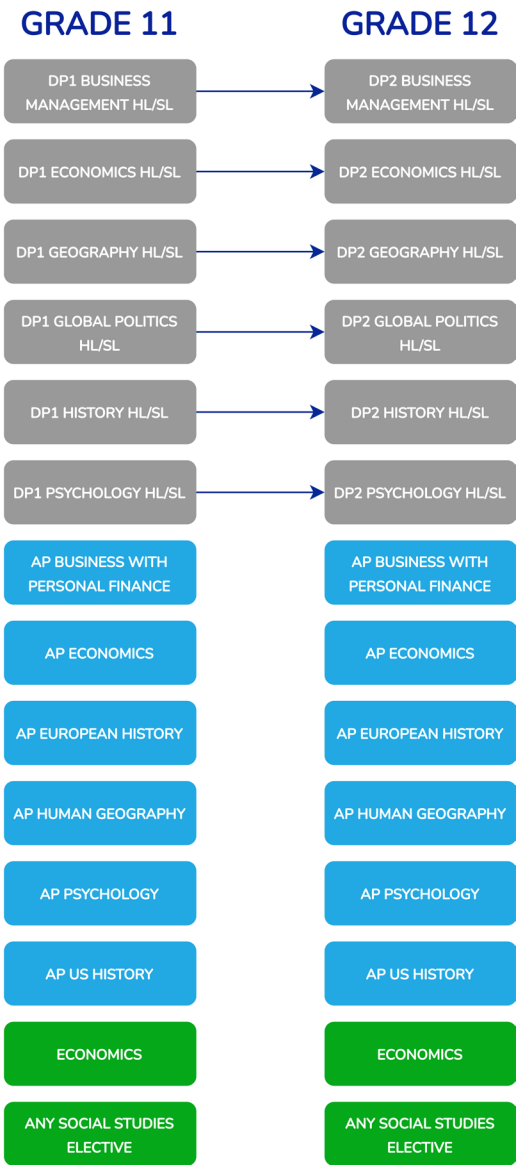
**World History I = 1 credit**
This course is a survey of World History from prehistoric times to the Renaissance. The geography, government, religion and achievements of non-western (Middle Eastern, Indian, Chinese, Islamic, and Japanese) and western (Greek, Roman, Byzantine, Medieval Europe) civilizations are explored through discussions, presentations, essays, and field trips. The aim of World History I is to provide students with the knowledge and skills to become independent thinkers, using logic and analysis, with a degree of human understanding, in their study of the past.

The course is designed to be relevant to today's issues, as students learn to take part in an increasingly complex world environment.

**World History II = 1 credit**
World History 2 explores global change from the Great Convergence to the Contemporary World using conceptual design to study a variety of themes, ideas, individuals, and events that shaped the world we live in. The aim is to provide students with the knowledge and ability to become independent thinkers using logic and analysis along with historical empathy in the study of the past. The course investigates today's issues so students can learn to take part in an increasingly complex world. A strong focus on inquiry-based learning strengthens literacy, critical thinking, and global citizenship skills.

# Social Studies Pathways




# Electives

**Economics = 1 credit (Elective)**
Available to students in Grade 11 and 12.

This is a year long course designed for students in Grades 11 and 12. It serves as an introduction to economics and economic theory. Students who are interested in economics, but do not wish to take an IB Diploma or AP course in the subject, may select this course. This course is not a prerequisite for AP Economics.

**Geography - 1 credit (Elective)**
Open to Grade 9 and Grade 10 as an elective, except incoming students who have taken GCSE/IGCSE Geography.

A practical, hands-on introduction to both Physical and Human Geography based around case studies and real-world applications. Topics covered will relate to the themes of climate, population, settlement, and the natural environment. Skills covered will provide a strong base for AP/IB Geography.

**Global Studies = 1 credit (Elective)**
Global Studies focuses on the cultural, political, environmental, scientific, and economic issues of modern times and prepares students to become citizens of the world. Topics and themes include global issues such as food and population, the spread of disease, human rights, sustainable development, empowerment of women, indigenous peoples, causes of poverty, ecological degradation, and migration.

**Psychology = 1 credit (Elective)**
Available to students in Grades 10 to 12.

Psychology is the study of the brain and behaviour. This one-year course will provide an overview of the various perspectives in psychology and will include neuroscience, memory and intelligence, sleeping and dreaming, motivation and emotion, social relationships, and psychological disorders and treatments. Each unit will include a project and the course is designed to be interactive and participatory. No background knowledge is required and it is not a prerequisite for either IB or AP Psychology. However, it will help students to prepare for the AP or IB courses and will act as a suitable introduction to these higher level courses.

**Songwriters and Social Change = 1 credit (Elective)**

*Please note this course is trandiscplinary and is offered as an English or Social Studies elective credit.*

Please refer to the course description in the English Elective section on page 13.

**United States History = 1 credit (Elective)**
Available to students in Grade 11 and 12.

The US History course begins with the European colonization of the Americas and covers the political, economic, social, and cultural aspects that have shaped the development of the United States up until the present. Students will acquire a body of knowledge and skills that will enable them to understand how aspects of the various disciplines studied are related to each other and how they have contributed to US history.

## AP Social Studies Courses

**AP Business with Personal Finance = 1 credit**
Avaiable to students in Grade 10-12.
This is an introductory college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project-based learning. In addition, students learn and apply the American National Standards for Personal Financial Education created by the Council for Economic Education and the JumpStart Coalition for Personal Financial Literacy. There are no prerequisites for this course. This course is examined by an external examination with both multiple choice and free response questions.

**AP European History = 1 credit**
Prerequisites: at least a 5 in World History 1 Semester 2 grades, strong learning behaviors, and recommendation from World History 1 / Student Services - Academic teachers. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

**AP Economics: Microeconomics and Macroeconomics = 1 credit**
AP Economics is a rigorous and demanding university level course that covers the essentials of microeconomic and macroeconomic theory.

*Class of 2027 students who took AP Microeconomics as a seperate course in the 2025-2026 academic year can select AP Macroeconomics in Grade 12 as a standalone course for the 2026-2027 academic year.*

*For students in the Class of 2028 and after, we offer the two component halves as one yearlong course, with AP Microeconomics taught in the first semester and AP Macroeconomics taught in the second semester.*

AP Economics courses are delivered through a combination of lecture presentation and discussion, requiring mature study and note-taking skills of students. Most practical work, designed to consolidate new concepts and theories, is done outside class time.

Homework consists of extensive reading, numerical and graphical worksheets, essay writing, and practice AP free response questions. Students are required to master fundamental theory and apply their knowledge to written, numerical and graphical problems. The application of theory to numerical and graphical examples and case studies is an essential skill, along with an analytic approach to problem solving. These courses place a premium on mathematical skills and understanding.

**AP Microeconomics and Macroeconomics**
Prerequisites: At least an average of grade 5 in IM2 Standard or equivalent. Available to Grade 11 and 12.

Microeconomics is the study of individual decision-making in an economy, focusing on the motivations and actions of consumers, firms and government. It incorporates the analysis of product and factor markets, the structure of competitive markets, international trade, and market failure.

Macroeconomics is the study of group decision-making within the American economy, focusing on the aggregate actions of consumers and firms and the role of government fiscal and monetary policies. It attempts to measure economy-wide phenomena and the effect of government actions in realizing national economic goals.

**AP Macroeconomics**
Prerequisite: Open to students in Grade 12 who have completed two semesters of grade 5 or better in AP Microeconomics in Grade 11 and at least an average of 5 or equivalent in IM2 Standard.

Macroeconomics is the study of group decision-making within the American economy, focusing on the aggregate actions of consumers and firms and the role of government fiscal and monetary policies. It attempts to measure economy-wide phenomena and the effect of government actions in realizing national economic goals.

**AP Human Geography = 1 credit**
Prerequisites: Available to students in Grade 10 to 12. Grade 10 students must have a recommendation from the World History 1 teachers.

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organisation and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course is suitable for students who have an interest in the world around them and current affairs. A good level of reading and writing skills, and good numeracy and graphing/data skills are required.

**AP Psychology = 1 credit**
Available to students in Grade 11 or 12.

This course is designed to provide an overview to multiple fields and themes in Psychology. A few topics include neuroscience, development, sensation/perception, learning/memory, psychological disorders, and social relations.

Like all AP classes, this is a university-level course with a great deal of content to cover, and keeping a fast pace is essential in being adequately prepared for the AP exam in May. On average, students are responsible for completing study of one unit every two-to-three weeks. Students who do not keep up with the workload will find that their grades in class and on the exam suffer greatly. The AP Psychology exam assesses students through multiple choice questions and free response questions. Students are assessed after each unit of the course which equates to approximately two or three assessments per quarter.

**AP United States History = 1 credit**
Available to students in Grade 11 and 12.

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past.

The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

# IB Social Studies Courses

**IB Business Management (SL/HL) = 1 credit**
This two-year course promotes the importance of exploring business issues from different cultural perspectives, encouraging a holistic view of the world of business. Over the two academic years, students will study five units (Introduction to business management, human resource management, finance and accounts, marketing and operations management). They will also be required to use business management tools such as critical path analysis and circular business models. The coure draws from such a varied range of sources that it is suitable for most occupations. It is widely accepted by universities for many diverse courses and employers recognise its strong practical respectability. Future careers may include management, retailing, marketing, sales, accountancy, research, the civil service and consultancy. This course will provide students with a wide range of transferable skills and can, therefore, be useful in many other subjects and careers.

Skills gained in the course include: development of the capacity to think critically about individual and organisational behaviour; enhancement of the student's ability to make informed business decisions; appreciation of the nature and significance of change in a local, regional and global context; awareness of social, cultural and ethical factors in the actions of organisations and individuals in those organizations; appreciation of the social and ethical responsibilities associated with businesses operating in international markets. Students will learn through a variety of methods including class discussion, individual work and study, exam-focused teaching, presentations, and a scheduled programme of assessment and revision to reinforce learning. The course is externally assessed by combination of coursework (the Internal Assessment) and examinations that include essay writing and case studies.

**IB Global Politics (SL/HL) = 1 credit**
This course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective. The core units of the course together make up a central unifying theme of "people, power and politics". The emphasis on "people" reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals. The concept of "power" is also emphasized as being particularly crucial to understanding the dynamics, tensions and outcomes of global politics. Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens: "politics" provide a uniquely rich context in which to explore the relationship between people and power.

**IB Economics, SL/HL = 1 credit**
IB Economics is a demanding course in the foundations of modern economic thought. Its syllabus covers a diverse range of economic topics, including microeconomics, macroeconomics, international economic and development economics. IB Economics satisfies the Group 3, Individuals and Societies, component of the IB Diploma Programme. The course is delivered through a combination of lecture presentation, class discussion, and directed work, requiring mature study and note-taking skills of students. Much of the practical work designed to consolidate new concepts and theories is done outside the class as homework.

Homework consists of extensive reading in the text and supplemental reading material, essay writing, data response questions, and numerical and graphical worksheets. Students are required to master essential theory and apply their knowledge to a variety of essay questions and data response / case study problems. A holistic approach to the overlapping sections of the syllabus is essential, for the IB rarely confines essay and data response questions to any one area.

To achieve success in the class and subsequent IB examination students must be highly motivated, self-directed and dedicated, and deeply curious about the fundamental processes that underlie human social interaction in the nations and economies of the world. Both the Higher Level and Standard Level courses require mastery of the skills necessary to write long evaluative essays and analyse data response questions.

In addition, the Higher Level course requires the mathematical skills necessary to demonstrate mastery of economic theory through solving numerical questions and explaining the meaning of mathematical answers. All students study selected topics from Microeconomics, Macroeconomics, and The Global Economy, and are assessed by combination of coursework (Internal Assessment) and examinations that include essay writing, case study responses, and quantitative methods.

**IB Environmental Systems and Societies, SL/HL = 1 credit**

Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences (Group 4) and individuals and societies (Group 3) and is offered at both standard level (SL) and higher level (HL).

*For course description, refer to Science section; page 21.*

**IB Geography, SL/HL = 1 credit**
IB Geography is a two-year course that embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Throughout the course, teachers have considerable flexibility in their choice of examples and case studies to ensure that Diploma Programme Geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location. Inherent in the syllabus is a consideration of different perspectives, economic circumstances, and social and cultural diversity.

Assessment in the class involves essay type tests, homework and projects. Assessment for the IB Diploma includes a combination of coursework (Internal Assessment) and examinations that include essay writing and case studies.

**IB History, SL/HL = 1 credit**
The IB History course provides a framework for the study of major issues relevant to life in the 21st century. The aim of the course is to stimulate interest in and enthusiasm for the study of the past and to promote understanding of the background to current international issues. All students study selected topics from nineteenth and twentieth century world history and are assessed by combination of coursework (Internal Assessment), and examinations that include essay writing and source analysis.

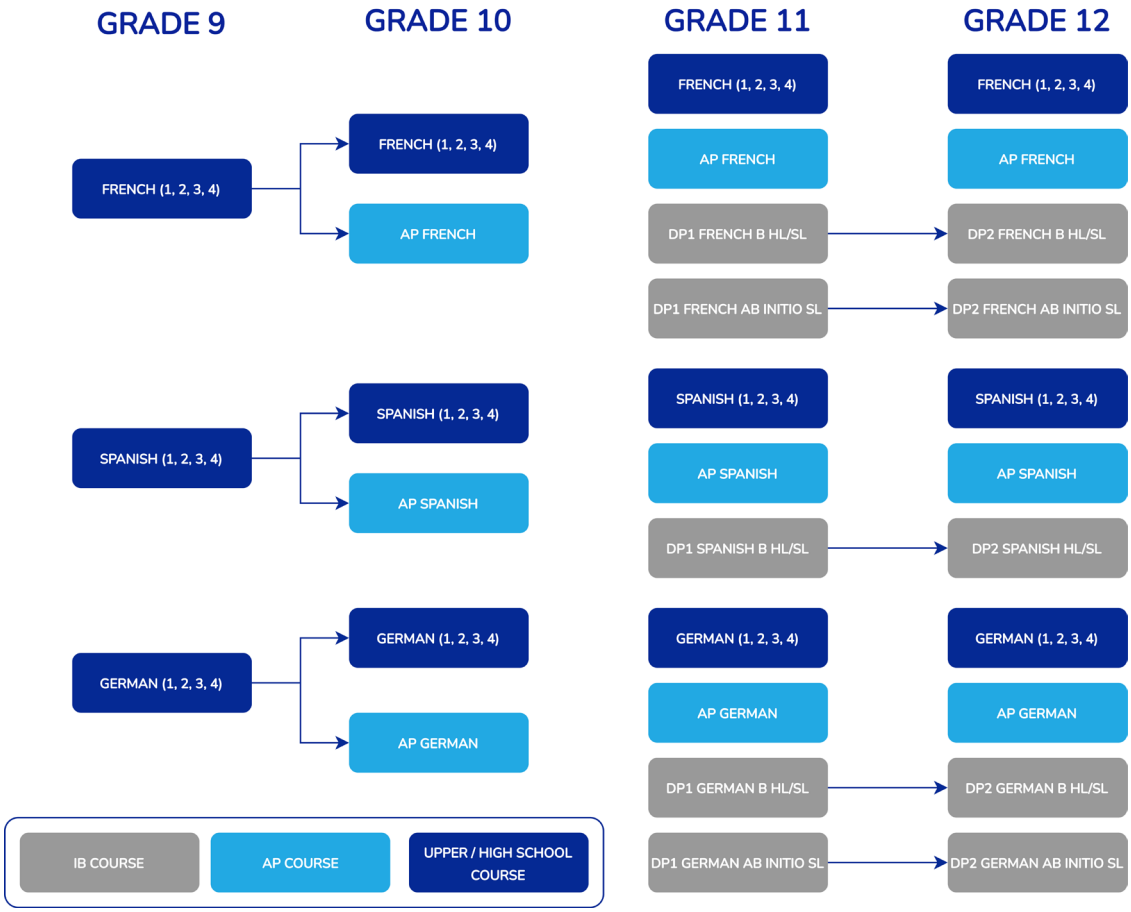
European history is used as the foundation for studying, while references are drawn to non- European cultures for comparative purposes and to develop global themes. Over two years, students will survey issues from the causes, practices, and effects of war, and the rise and rule of single-party states. Students will write an investigation of 2200 words on a topic of their own choice. In addition, all students write two exam papers at the end of year two based on essay questions and source analysis. Students who choose higher level history, study in further detail, nineteenth and twentieth century history and write a third exam paper.

Students who have done well in this course are those who have a keen interest in current events, enjoy reading and participating in discussion and debate, and can present a clear written argument in English. Students who may wish to study or follow careers in law, business management, public administration, the media or social sciences will find this course develops relevant skills but should also consider studying history at this level because it is challenging and interesting.

**IB Psychology, SL/HL = 1 credit**
Psychology investigates how, when, and why we think, feel, and behave as we do. Through developed research methodological skills, students look at psychology from three different approaches: biological, cognitive, and socio-cultural. They also look deeper at one to two additional topics, depending on whether they choose SL or HL. Students should be able to analyse and evaluate theories and empirical studies related to each level of analysis and the optional topics. Questions such as, why do people form groups? Why do we forget and how accurate are our memories? How can we distinguish a 'normal' person from an 'abnormal' person? These are some of the subjects we look at. Students are assessed through a combination of coursework (Internal Assessment) and examinations that include essay writing and research analysis.

# WORLD LANGUAGES

New students must take a compulsory Language placement test. The test result not only determines the course placement, but also provides the student and teacher with guidance about the actual level of the student's knowledge of the language at the start of the course. Depending on students' previous experience in the various languages on offer, there are several pathways to follow. See the progression chart below, and consult the course descriptions. Languages are a core class requirement in Grade 9 and Grade 10. Students are expected to complete two consecutive years of study of the same language at the Upper/High School level to comply with general university matriculation requirements.




## Guide to US/HS Language Choices

### Grade 9 Languages

Courses offered at level 4 in French, German and Spanish are aimed at non-native speakers. These courses, therefore, do not cater to:

- bilingual Grade 9 students whose ability exceeds level 4
- Grade 9 students whose mother tongue is the target language
- Grade 9 students who have studied the language at the secondary school level or have acquired certificates for an accredited course abroad (e.g. CNED for French)

The above students are advised to enrich their experience in Grade 9 by starting or continuing their learning of a different foreign language, or undertaking an elective. Students who speak French, German or Spanish fluently but have not received any formal education in the language might find joining a level 4 class beneficial. We recommend that such students contact the school to complete a placement test.

### Grade 10 Languages

Students who have completed Level 4 and would like to continue language progression should consider taking the language as an AP course, providing an additional qualification even if they wish to take the IB Diploma.

### Grade 11 and Grade 12 Languages

If students have not met the language requirements of the High School Diploma or have not studied a foreign language in their previous school, they may take up to two credits in any of the language courses, subject to meeting prerequisites. Please note that the two consecutive credits must be in the same language.

# High School World Languages Courses

## French

**French 1 = 1 credit**
This one-year course introduces students to the French language and culture. It promotes listening, speaking, reading and writing skills so that students can communicate in the language at a basic level in a French-speaking country. This course should not be taken if the student intends to take IB French ab initio.

**French 2 = 1 credit**
Prerequisite: French 1 or Middle School French 1B with a 4 or higher in the second Semester.

This one-year course reviews and reinforces skills learned in the first year. By the end of this course, students should be able to communicate ideas related to the present, past and future. Cultural content continues to play an important part of this course.

**French 3 = 1 credit**
Prerequisite: French 2 with a 4 or higher grade in the second semester.

French 3 will develop and deepen students' knowledge and language skills. The objective is to complete vocabulary acquisition of the basic topics and start developing more advanced listening, speaking, reading and writing skills. You will be able to read contemporary articles on a variety of topics, talk about your personal experience, as well as learn more about French culture and French-speaking countries. This course is for you if you enjoy expressing yourself in French and want to improve your communication skills. You must be prepared to learn grammar rules and new vocabulary by heart as you will be tested on them on a regular basis.

**French 4 = 1 credit**
Prerequisite: French 3 with a 4 or higher Grade in the second semester.

French 4 consolidates and extends the work done in French 3. Students continue to develop their listening, speaking, reading and writing skills. They will refine their knowledge of grammar and vocabulary and prepare for AP/IB classes, which they will take in the following year. This course is for you if you enjoy communicating in French and want to develop your accuracy and fluency.

## German

**German 1 = 1 credit**
This one-year course introduces students to the German language and culture. It promotes listening, speaking, reading and writing skills so students can communicate in the language at a basic level in a German-speaking country. This course should not be taken if the student intends to take IB German Ab initio.

**German 2 = 1 credit**
Prerequisite: German 1 or Middle School German 1B with a 4 or higher in the second Semester or in the language exam.

This is a one-year course that reviews and reinforces skills learned in the first year. By the end of this course, students should be able to communicate ideas related to the present, past and future. Cultural content continues to play an important part of this course.

**German 3 = 1 credit**
Prerequisite: German 2 with a 4 or higher grade in the second semester.

German 3 will develop and deepen students' knowledge and language skills. The objective is to complete vocabulary acquisition of the basic topics and start developing more advanced listening, speaking, reading and writing skills. You will be able to read contemporary articles on a variety of topics and talk about your personal experience as well as learn more about German culture and German-speaking countries. This course is for you if you enjoy expressing yourself in German and want to improve your communication skills. You must be prepared to learn grammar rules and new vocabulary by heart as you will be tested on them on a regular basis.

**German 4 = 1 credit**
Prerequisite: German 3 with a 4 or higher grade in the second semester.

German 4 consolidates and extends the work done in German 3. Students continue to develop their listening, speaking, reading and writing skills. They will refine their knowledge of grammar and vocabulary and prepare for IB classes, which they will take in the following year. This course is for you if: you enjoy communicating in German and want to develop your accuracy and fluency, you have good study habits and are organised, you are prepared to work hard independently.

## Spanish

**Spanish 1 = 1 credit**
This one-year course introduces students to the Spanish language and culture. It promotes listening, speaking, reading and writing skills so that students can communicate in the language at a basic level in a Spanish-speaking country.

**Spanish 2 = 1 credit**
Prerequisite: Spanish 1 or Middle School Spanish 1B with a 4 or higher in the second semester.

This one-year course expands the students' ability to speak, read, write and listen. The course includes a greater use of tenses, interactive oral practice, cultural articles and stories, and writing short compositions. By the end of the course, students are able to understand a native speaker within the limits of acquired vocabulary.

**Spanish 3 = 1 credit**
Prerequisite: Spanish 2 with a 4 or higher grade in the second semester.

Spanish 3 will develop and deepen students' knowledge and language skills. The objective is to complete vocabulary acquisition of the basic topics and start developing more advanced listening, speaking, reading and writing skills. You will be introduced to Hispanic literature and be able to talk about your personal experiences as well as learning more about Spanish speaking countries and their culture. This course is for you if you enjoy expressing yourself in Spanish and want to improve your communication skills.

You must be prepared to learn grammar rules and new vocabulary as you will be tested on them on a regular basis.

**Spanish 4 = 1 credit**
Prerequisite: Spanish 3 with a 4 or higher Grade in the second semester.

Spanish 4 consolidates and extends the work done in Spanish 3. Students continue to develop their listening, speaking, reading and writing skills. They will refine their knowledge of grammar and vocabulary and prepare for AP/IB classes, which they will take in the following year.

## Elective

**Language and Culture = 1 credit (Elective)**
Prerequisite: Only open to students in grades 11 and 12.

This course is offered subject to demand. The course will offer a basic introduction in a variety of languages. The cultural part of the course will cover topics like geography, habits, food, family life, celebrations, and industry. This course would give students the opportunity to dive a little deeper into the main European culture groups.

# AP World Languages Courses

**AP Language and Culture in French, Spanish or German = 1 credit**

Prerequisite: Must have completed at least 4 years of study in the chosen language with a minimum of grade 5 in the semester exam in Level 4.

AP Language and Culture is designed for students who have already completed at least 4 years of study in the chosen language. The course emphasises communication by applying interpersonal, interpretive and presentational skills in real-life situations. This includes vocabulary and language study as well as raising cultural awareness in both contemporary and historical contexts. The course is taught predominantly in the target language.

**AP Self-Taught Languages**
Students may elect to self study for one of these AP language exams: Chinese, German, Italian, Japanese, and Latin. They are expected to register and monitor their own progress towards the exam requirements. The school will help students register for their exams and order the papers, deal with administrative matters, and set up scheduled examinations. Register with the Diploma Coordinator by the end of September.

# IB World Languages Courses

**Language A (Studies in Language and Literature in First Language)**: IB Diploma Language A is taught in English. If students wish to study another language at the IB 'A' level, it may be offered through the School Supported Self Taught (SSST, SL Only; see page 29).

## Ab initio (SL Only): German or French

**IB French Ab initio, SL only = 1 credit**
The French Ab initio course is a two-year language course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts. Students are assessed in the 4 skills: oral (Internal assessment), writing, reading and listening.

**IB German Ab initio, SL only = 1 credit**
German Ab initio is a two-year language course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. The course is very fast-paced and students have to be prepared to revise grammar and vocabulary independently on a regular basis. At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts. Students are assessed in the 4 skills: oral (Internal assessment), writing, reading and listening.

## Language B (SL or HL)

**IB French B, SL/HL = 1 credit**
Prerequisite: French 3 with a 6 or higher grade in second semester. French 4 with a 4 or higher in the second semester. Language B is a foreign language course for students with a strong foundation of the language. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills are developed through the study and use of a range of written and spoken material, such as films, literary texts and topics related to the French speaking countries. Language B students learn how to communicate effectively in a number of situations and within the culture(s) where the language is spoken. In the Higher Level classes, students will study two works of Literature. Students are assessed in the 4 skills: oral (Internal assessment), writing, reading and listening.

**IB German B, SL/HL = 1 credit**
Prerequisite: German 3 with a 6 or higher in second semester. German 4 with a 4 or higher in second semester. Language B is a foreign language course for students with a strong foundation of the language. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills are developed through the study and use of a range of written and spoken material, such as films, literary texts and topics related to the German speaking countries. Language B students learn how to communicate effectively in a number of situations and within the culture(s) where the language is spoken. In the Higher Level classes, students will study two works of Literature. Students are assessed in the 4 skills: oral (Internal assessment), writing, reading and listening.

**IB Spanish B, SL/HL = 1 credit**
Prerequisite: Spanish 3 with a 6 or higher in second semester. Spanish 4 with a 4 or higher in second semester Language B is a foreign language course for students with a strong foundation of the language. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These skills are developed through the study and use of a range of written and spoken material, such as films, literary texts and topics related to the Spanish speaking countries. Language B students learn how to communicate effectively in a number of situations and within the culture(s) where the language is spoken. In the Higher Level classes, students will study two works of Literature. Students are assessed in the 4 skills: oral (Internal assessment), writing, reading and listening.

## IB School Supported Self Taught Language A: Literature option (SL only)

**IB SSST Language A: Literature, SL only = 1 credit**

The IB Organisation only offers the Self Taught option in IB Language A: Literature at Standard Level. Before considering this option, students should be aware that this is a demanding literature course, involving the study of ten major texts over a two-year period. Simply being fluent in the language is not sufficient; in order to be successful in the IB Self Taught Language A option students should:

- have a strong background of studying literature in the language A (preferably have spent a significant portion of their recent school career studying literature in that language A)
- have good skills in formal writing and reading in the Language A
- be well organised and highly self-motivated.

It is also important to note that ACS Cobham offers limited school support to students who take the IB Self-Taught option. The school provides a supervisor for the course that meets with the students weekly. The role of the supervisor is to:

- deal with administrative matters, ensure that deadlines are met, that assessment tasks are completed, submitted correctly and on time
- communicate with the IB for support or clarification
- ensure that the text choices are appropriate and that they follow the IB requirements
- provide information, guidelines and resources to students and language tutors
- follow students' progress in the various parts of the course and provide guidance
- schedule examinations in school

However, the IBO also requires that students have a tutor in the language of study, this person needs to have knowledge and ideally experience of the IBDP. The school can provide advice for parents in their selection of a tutor but arrangements regarding the employment is a direct relationship between the family and the tutor. For further information, contact the Diploma Cordinator.

# PERFORMING ARTS

All courses (Except IB courses) are electives and fulfil the Fine Arts graduation requirement. Students are strongly advised to take a Fine Art course in Grade 9 and 10.

## High School Performing Arts Courses

## Drama

**Acting, Writing and Directing for Film = 1 credit**
(*New Course in Performing Arts in Partnership with Creative Arts*)

This comprehensive film course guides students through the complete filmmaking process across five integrated units. Beginning with collaborative skills and team-building techniques essential for production companies, students progress through screenwriting fundamentals including world-building and character development to create original screenplays. They then explore acting and directing techniques using both professional and original scripts while building performance reels. In the production unit, students work in collaborative teams to fully produce and edit short films for screening at the annual ACS film festival. The course concludes with film history and critique, examining renowned auteurs and independent filmmakers to inform self-analysis and refine students' creative craft.

**Theatre in Performance = 1 credit**
This course is designed for students who are passionate about the dramatic arts and wish to develop their skills in acting, public speaking, and stagecraft. This hands-on, interactive course provides students with a comprehensive introduction to the world of live performance, combining theory with practice to enhance both individual and group performances. During this one-year course, students will engage in a variety of performance techniques, including physical theatre, scene study, improvisation, vocal training, and character development. By the end of the course, students will develop a foundational understanding of theatre performance techniques, gain hands-on experience in stagecraft, including lighting, costume, and sound design, work collaboratively to produce a live performance, and analyse and critique performances to enhance their theatrical understanding.

## Music

Music in the High School is primarily about having an amazing experience making music together with your friends. Choosing a performance class is not about paving your way to a music career, but about having a balanced and more holistic education, where you can let off steam, express yourself and have lots of fun, whilst learning a multitude of transferable skills. Studies have shown that students can benefit greatly from being involved in the performing arts. Academic abilities have been shown to increase and well-being, like stress and anxiety management, can improve. You can take all music electives in Grades 9 to 12. Students are strongly advised to take a Music course in Grades 9 and 10.

**Chamber Ensemble = 1 credit**
Prerequisites: Students should be able to read music fluently. Students should have their own instrument and are required to take private music lessons.

Chamber Ensemble students enjoy the experience of playing a wide variety of music from all genres including film music, whilst preparing for concerts and assemblies. Chamber Ensemble caters for a variety of instruments including all wind, brass, strings, and piano. The course also includes music theory, aural, music appreciation and general musicianship. The expectation is for students to attend all rehearsals and performances as part of the full music experience which also contributes to their quarterly grades.

**Music and Technology = 1 credit**
Any Upper or High School student with an interest in music will enjoy this course. The Music And Technology course offers a dynamic and rewarding experience, giving students the opportunity to compose, perform, record, and mix their own music using DAW (Digital Audio Workstation) software. This inclusive course is suitable for all levels of musical experience, from complete beginners to those who already have instrumental or vocal skills.

The course covers essential aspects of music making and production: listening, performing, composing and understanding. Students will have the opportunity both to study music of their choosing, and also to explore less familiar genres. We will encounter a wide variety of popular music styles and cultures, music for film, world music and art music. Students will perform cover versions, and create their own songs. They will learn to listen analytically to music, and enhance their understanding of important musical elements such as chords, riffs, grooves and song structure. This will be done hands-on, using keyboards, guitars, percussion where possible.

The course places strong emphasis on music technology as a means of enhancing, documenting and creating music. We will study basic acoustics, amplification, recording techniques, digital music production using both MIDI and audio, techniques such as quantising, working with loops, sampling, audio processing, synthesis and sound design.

**Singers = 1 credit**
Prerequisites: No previous experience is required. Students should have a general sense of musical pitch and a good ear.

Using a variety of music from all genres including the latest pop and jazz music, Singers will develop music reading skills, ear training, and ensemble singing as they prepare for school concerts and assemblies. Emphasis is also given to vocal training and warm-ups. The course includes music theory, aural skills, music appreciation and general musicianship. The expectation is for students to attend all rehearsals and performances as part of the full music experience which also contributes to their quarterly grades.

**Jazz Band = 1 credit**
Prerequisites: Students should be able to read music fluently, including percussionists and bass guitarists. Guitarists need to be able to read and play barred chords. Not suitable for strings, flute, oboe or bassoon. Jazz Band members should have their own instrument and are required to take private music lessons.

The Jazz Band is a wonderful opportunity to explore a wide variety of jazz music and have the opportunity to improvise and develop ensemble playing skills. Students will learn the techniques of jazz improvisation using traditional and contemporary compositions and prepare for music department concerts and assemblies. The course also includes music theory, aural, music appreciation and general musicianship. The expectation is for students to attend all rehearsals and performances as part of the full music experience which also contributes to their quarterly grades.

## IB Performing Arts Courses

**IB Music SL/HL = 1 credit**
The IB music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers.. There are four key assessments in this course: Experimenting with Music; Exploring Music in Context; Presenting Music; Contemporary Music Maker (HL only). The IB music course is designed to offer students the opportunity to build on prior experience in music while encouraging a broad approach to the subject and developing new skills, techniques and ideas.

Prerequisites: Students are strongly advised to take a Music course in Grades 9 and 10. It is desirable to have achieved a minimum level of ABRSM Grade 5/6 in performance and ABRSM Grade 5 in Theory. While prior music experience is not mandatory at SL, it is recommended. At HL it is very strongly recommended. All students are required to enrol for private music tuition, either in school, or at home by private arrangement and have their own instrument.

**IB Theatre SL/HL = 1 credit**
This course is a theoretical and practical exploration of theatre in context, theatre processes and presenting theatre. Typically students study a range of theatre practitioners and practices, with a detailed focus on textual analysis, creative collaboration and research into theatre from diverse cultures. Students are also obliged to attend a formative theatre training experience such as the 3-day ISTA TAPS practical workshops or an equivalent educational opportunity. Students also attend several theatre productions in London as part of the course. Through exposure to a range of diverse theatre practices students develop skills as performers, designers, directors and creators.

# CREATIVE ARTS

All courses with the exception of IB and AP courses are electives and fulfil the Fine Arts graduation requirement.
High School Pathways

- Grade 9: Art 1 or Art 2
- Grade 10: Art 2 and/or Art 3; AP Studio Art for ambitious 10th grade artists.
- Grade 11 & 12: IB Visual Arts / AP Studio Art/Art3 (Only 1 full year course such as Art 1 is required for IB and AP courses; however, Art 2 is desirable)

This progression will allow for students to broaden their skill base as well as specialize in areas of strength and interest. This produces a clear, coherent and consistent progression towards the IB and AP Visual Arts courses.

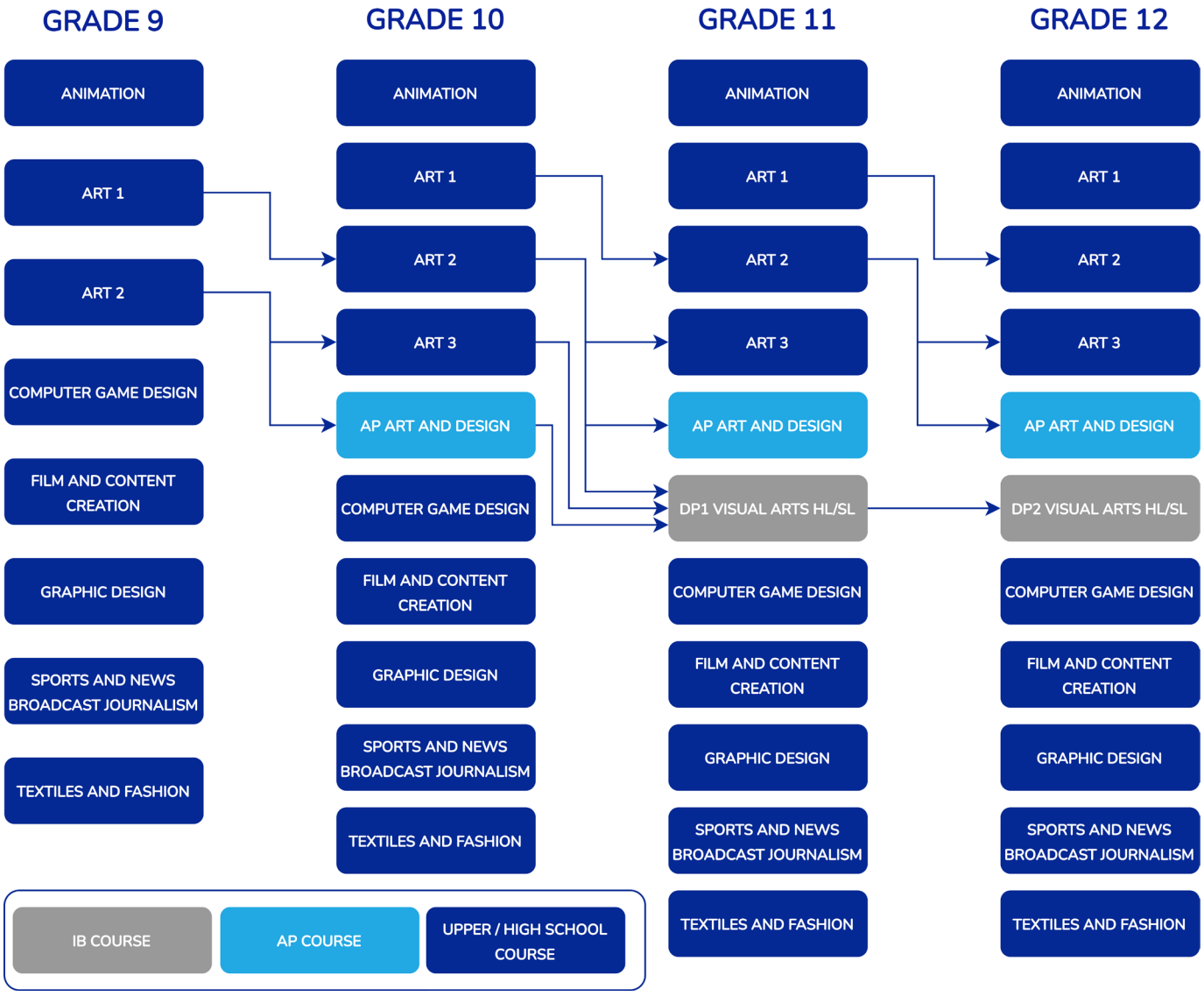
These courses are suitable for students interested in pursuing arts as part of their future. It will also benefit students who wish to improve their visual literacy and awareness of visual culture.

Careers and Pathways: University/career plans: to work in the visual arts: fine artist/ illustrator/ graphic designer (digital and print)/ fashion designer/ theatre and set design/ shoe design/ costume design/ interior design/ product and furniture design/ textile design/ animation. UK BA degree courses in the visual arts mostly require you to complete a one year Foundation Course in Art and Design or a two year BTEC Course.

Application to these courses is direct to the institution, rather than through UCAS. Places are given based on a portfolio of work, either physically or virtually on a website or photo sharing web site (such as Flickr). Ultimately, the portfolio of artwork will be the only deciding factor in whether you are offered a place or not. However, having at least an AP Studio Art or IB Visual Art course qualification might be a requirement for some courses (Kingston insist on 24 points from a range of IB courses). US universities offer broad or specialist arts courses.

The admissions tutors that have visited ACS from Institutions such as Savannah College of Art and Design, Ringling and Maryland Institute College of Art have said that they require a portfolio of a range of work. Some other institutions have their own portfolio requirements which means that they set a series of tasks that the students need to complete and then submit direct to admissions. Much of the information that you gather and drawing exercises will be recorded in your sketchbook: the presentation and development of this is fundamental to your progress in this course.

# Creative Arts Pathways: Visual Arts & Media courses




## High School Visual Arts Courses

**Art 1 = 1 credit**
This course is a foundation course for High School that introduces students to problem solving, working creatively, generating ideas and communicating their ideas in the context of artistic activity. It is a one- year course suited to students with little or limited experience of working with art media and artistic contexts. Media will be introduced as a vehicle for expression and communication where opportunities will be given for practice with a range of processes and approaches to art making. Students will have choices to work with 2-D forms (drawing, painting, collage, mixed media), lens based forms (moving image/film, photography, digital image- making) and 3-D forms (sculpture, ceramics) in the context of themed projects to guide focus and provide objectives.

Homework load for this class is light, with some expectation to practice skills and enrich knowledge, but all assessed skills and knowledge will be based on activities within the studio. The National Visual Arts Standards, Creating, Presenting, Responding, Connecting, are the basis for the structure, unit plans, and assessment of this course.

**Art 2 = 1 credit**
Prerequisite: Art 1 or teacher recommendation.

This course is intended for more experienced students that have either consistently demonstrated their high levels of skill and ability in 8th grade, or who have successfully completed Art 1 or similar courses at their previous schools. Students that have completed Art 1 or those that have advanced skills and experience working within the visual arts can select Art 2 as their elective choice. Students will need to show how their interest in areas of the arts informs their own approach to making, so research and investigation of artworks and artists will be an important component of the course. Homework load for this class is light, with some expectation to practice skills and enrich knowledge, but all assessed skills and knowledge will be based on activities within the studio. An Art 2 elective is great preparation for AP Studio Art or IB Visual Art courses.

**Art 3 = 1 credit**
Art 3 is an advanced course designed for students who have successfully completed Art 2 or Fashion and Textiles 2, or an equivalent program. It is ideal for students with a high level of skill in their chosen medium and the ability to work independently on self-directed projects. Running concurrently with the AP Art and Design course, Art 3 offers a challenging and creative environment for students passionate about pursuing advanced artistic study. In Art 3, students take the lead in their creative journey. They will define their own projects, from initial concept to the completion of fully resolved artworks. The course emphasizes research, experimentation, technical skill-building, and the ability to synthesize ideas, processes, and materials. Students will:

- Research artists, ideas, and techniques to inform their work.
- Generate ideas in response to their chosen theme or brief.
- Experiment with various media, materials, and processes, documenting their findings in their sketchbooks.
- Practice and refine technical skills to achieve high-quality results.
- Create and present six resolved pieces that demonstrate the integration of their ideas, materials, and processes.

Each project will span approximately five weeks, allowing students the time to develop thoughtful, polished work. The program encourages artistic independence while ensuring students meet high standards aligned with the NCAS Visual Arts Standards. Art 3 is ideal for students who are motivated to push the boundaries of their creativity while honing their technical and conceptual skills. Whether building a portfolio for further study or simply pursuing their passion, students will emerge with a strong body of work and a deeper understanding of their personal artistic voice.

**Textiles and Fashion 1,2 = 1 credit**
This course is for students who are interested in textiles, fashion, materials, clothing, decorating and adorning bodies. Completing this course could lead to students taking IB Visual Art or AP Art: 3-D portfolio and will be a useful stepping stone for anyone preparing a portfolio to apply for a fashion-oriented course at university or art college. Working through 4 projects (2 per semester), students will collect resources; develop and experiment with media; explore materials and techniques; study and research fashion designers, artists, cultural artifacts and seek visually inspiring stimuli relevant to given themes. Work will primarily be completed in sketchbooks (physical and digital), creating resources for ideas and subsequent textile pieces. Over the year, students will look at a variety of starting points ranging from cultural textiles, ideas of identity and ownership of such imagery, leading to work that explores surface pattern through processes such as batik and printing. There will be research into 20th Century Fashion Icons leading to pattern cutting and some garment making. Inspirational sources will be derived from “MARS”- Maths, Art, Religion and Science– leading to experiments with a range of materials and techniques. These cumulative experiences will lead to an independent project in the second half of Semester 2. Homework load is light, though students will be expected to catch up on any missed studio time to meet course requirements.

Textiles/Fashion 2 is a one-year course designed for students who have already developed a foundation in textile and fashion design processes and are ready to extend their technical skills, creative confidence, and personal design voice. Building on prior knowledge, students will engage with a wider range of advanced textile and fashion techniques, working with increased independence to explore how materials, construction methods and surface processes can communicate more sophisticated ideas. During Q1, 2 and 3, students will undertake a series of progressively challenging practical tasks, using their Year 1 skills as a springboard. During Q2, students are required to design and create either a small fashion range or one major garment to be showcased in the Senior Fashion Show, allowing them to apply their skills in a real-world, performance-based context. In Q4, students will produce a self-directed major project, selecting their own themes, techniques, and media, and managing their workflow with greater autonomy as they create a resolved and personalised final body of work.

## AP Visual Arts Courses

**AP Art and Design = 1 credit**
Prerequisites: Must have completed at least one full credit of studio course or equivalent. The course is not for students with little technical skill or prior art experience.

AP Art and Design is a one-year course designed for students with a serious interest in developing strong technical and design skills in visual art. Students can choose to complete three portfolios from the following: Drawing Portfolio; 2-D Design Portfolio; 3-D Portfolio. Students without such credits or experience may only apply to do AP Art in exceptional circumstances.

The AP Art and Design course asks students to consider three ‘Big Ideas”: Investigate Processes, Materials and Ideas; Make Art and Design; Present Art and Design. The “Sustained Investigation” component of the course is worth 60% of the AP grade, made up of 15 digital slides that the student compiles during the course. The “Selected Works” section of the course is worth 40% and requires the student to submit 5 high quality studio pieces that show high standards of technical skill and are physically sent to the College board for assessment. The work for these components will emerge from projects and assignments that the students undertake during the course, as well as other art experiences vital to learning about within Visual Arts, but not assessed by the AP.

These include research into the work of artists and practitioners, documenting student activity and recording their learning experiences in the sketchbook. Students can take more than one AP Art and Design portfolio in High School and can complete up to three portfolios in the AP Art and Design class in High School. These could be done in consecutive years, meaning that an ambitious art student can have up to three portfolios externally assessed by the college board and use these as part of their application to art institutions. Students taking AP Art and Design are expected to work on their portfolios and assignments outside of school hours.

# IB Visual Arts Course

**IB Visual Art = 1 credit**
Prerequisites: At least one full studio course. Students without such credits may only apply to do IB Visual Art in exceptional circumstances.

The IB Visual Arts course is a hands-on, creative program where you'll learn through art-making and exploring ideas. The course focuses on three key areas: create, connect, and communicate. You'll develop your creativity, critical thinking, and collaboration skills while exploring how art helps us understand ourselves and the world. Whether you are aiming for a career in the arts or just want to build useful skills for the future, this course has something for everyone.

Classrooms become art studios, where you will work on projects that let you grow as an independent artist. You will experiment with different materials, explore ideas, and think deeply about how artists, audiences, and cultures connect through art. The process is flexible and encourages you to combine creative thinking with hands-on work.

Assessment focuses on showing what you have learned through three main tasks:

- Art-Making Portfolio: Create a collection of work that shows how you explored ideas and developed your own visual style.
- Connections Study (SL): Choose one of your artworks and explain how it connects to your ideas, cultural influences, and other artists' work.
- Artist Project (HL): Plan, create, and present a unique artwork that shows your growth as an artist and how you connect with your audience.

For both Standard Level (SL) and Higher Level (HL), you will also submit a selection of your best finished artworks for internal assessment. HL students will include reflections on how they selected and developed their work. While you are not required to document an exhibition, you will still have opportunities to showcase your work and celebrate your achievements. This flexibility allows you to focus on your creativity without added pressure at the end of the course.

Whether you are passionate about art or want to try something new, IB Visual Arts is a chance to explore your creativity, share your ideas, and build skills you will use for life.

Successful IB Visual Arts candidates have typically taken Art courses in 9th and 10th grades. They should have a strong drawing background to do the course, even if they ultimately choose to represent their work through media such as film, performance or photography.
You will enjoy this course if you are prepared to work outside of class time on your assignments; you are aware that this course is research-based activity; and you are self-directed and independent.

# High School Media Courses

**Courses marked FA count towards the Fine Arts credit*

**Animation = 1 credit (FA*)**
Animation introduces students to the art and craft of bringing images to life, building on foundational skills in drawing, digital illustration, and motion graphics. Students will explore a range of animation techniques, including 2D frame-by-frame, stop-motion, and basic 3D, while learning to combine sound, timing, and storytelling to create compelling sequences. Emphasis is placed on creative experimentation, technical precision, and workflow management, with students producing original animated content for personal projects, school initiatives, and community-focused media. The course encourages independence, problem-solving, and the development of a distinctive creative voice.

**Computer Game Design = 1 credit (FA*)**
Computer Game design offers the student an opportunity to embark on a creative journey where they can be masters of an entire universe or make a small window into a world that works to the rules they have created, using the digital 2D and 3D assets they have crafted - all contained in a game that they have conceived. Students start with basic 2D modelling and animation skills in the Adobe suite, and then progress to working in 3D in Blender, where they then gain confidence in modelling and animation. This then forms the launchpad for them to master the interactive and gaming tools that are used in Unreal Engine, which is used by the gaming industry. As an overarching objective, students gain an understanding the fundamentals of game making and encapsulating those all elements that make a game playable and develop the tools to make gameplay that has a fine balance of reward and constant challenge.

**Sports & News Broadcast Journalism 1,2 = 1 credit (FA*)**

This course offers students a specialised focus on the effective use of all digital tools to support and reinforce traditional journalism and journalism for the ever evolving online landscape. The linkage with real-world events and briefs within the school community offers students the opportunity to create content that is both print and digital in nature and fits into the fast changing consumption of content. This allows students to hone their writing skills that range from 'call-to-action' poster based products to thoughtful and well researched news stylised pieces that can be used for both online and print distribution. The writing component of this course is well balanced with a strong emphasis on the technical Adobe suite and understanding the process of producing well laid out content for both print and digital environments. Students will also learn basic to intermediate interviewing skills that can be applied both written and video based outputs. Sports and Broadcast Journalism 2 builds on the skills developed in the introductory course, giving students the opportunity to take a more advanced and professional approach to reporting. Students will refine their writing, interviewing, and storytelling skills, while producing high-quality print, digital, and video content for real-world events within the school and wider community. The course places greater emphasis on live broadcasting, multi-camera coverage, and advanced editing techniques using the Adobe Creative Suite, encouraging students to develop their own journalistic voice, meet professional deadlines, and respond creatively to evolving briefs.

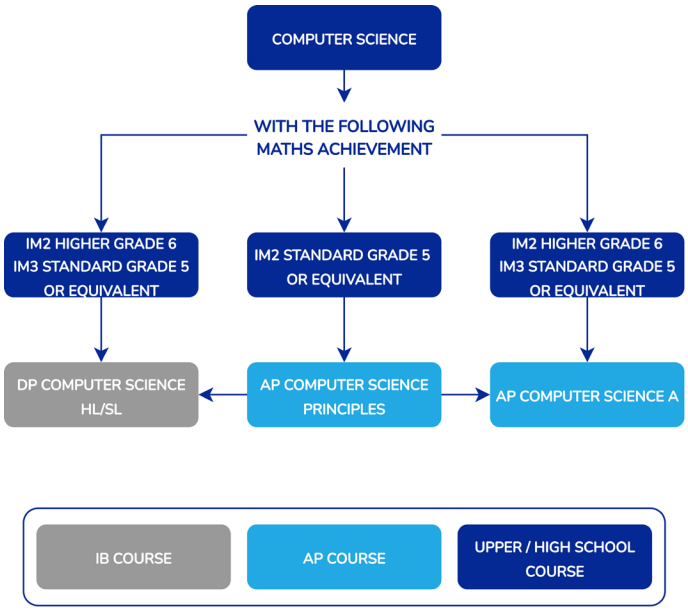
**Film and Content Creation 1,2 = 1 credit (FA*)**
The Film and Content Creation course is concerned with the conception, development and completion of moving image. This falls into a number of categories and outcomes that will be explored throughout the course. Students will start with learning the basics of Photoshop and Illustrator then progressing into basic animation using the power of programs such as After Effects. In tandem they will be introduced to the language of film that incorporates the broadcast of live events, news coverage, classic film making and the evolution of film as cross-over medium between comic and gaming worlds.

The essence of film making will be actualised by the students as they then dive into the world of editing and live broadcast of small events, which will be then supplemented by their initial understanding and experience in Photoshop and illustrator, as they will be able to make and modify all bitmap and vector based artwork. They will learn the essential skills to work in a live studio by using the full power of the Adobe suite and its internal stability and file sharing capabilities. The students will be offered many real-world and hands-on opportunities to create and share digital assets that serve to support the community internally and externally. Homework load is light, though students will be expected to participate in activities outside of timetabled classes.

Film 2 builds on the skills developed in Film 1, giving students the opportunity to take a more advanced and independent approach to filmmaking. Students will refine their abilities in animation, editing, motion graphics, and studio production, while exploring a wider range of genres, including documentary, experimental, and media influenced by gaming and comics. Emphasis is placed on professional workflows, collaborative production, and creative problem-solving, with students producing high-quality digital media for school and community projects. Projects are more open-ended, encouraging personal voice, technical confidence, and creative experimentation.

**Graphic Design = 1 credit (FA*)**
Graphic Design is the discipline of communicating messages through visual representation, primarily with text but also incorporating imagery as well. This course will introduce and extend learning of both bitmap and vector-based editing software from the Adobe suite of applications so that students will be able to understand and execute effective digital asset creation. Students will learn how to design and make imagery and understand the technical criteria for both print and screen digital asset content creation. Students will start with Photoshop and Illustrator, making useable digital assets and then progress to both static and basic animated digital products using Indesign and After Effects respectively. Students will respond to briefs that relate to events taking place in the school community and integrate their work with other subject areas within media, to demonstrate a collaborative approach to visual communication.

# COMPUTER AND INFORMATION TECHNOLOGY




## High School Computer & Information Technology Courses

**Computer Science = 1 credit**
In this course, students will learn how to design, write, compile, and execute Java applications. They will also become familiar with Java's object-oriented features and basic programming constructs. At the end of the course, students will complete a comprehensive project that demonstrates their understanding and skills. Prior programming experience is not required, but having an interest in computing and a strong foundation in Algebra will be essential. This course is an excellent preparation for AP Computer Science A, which focuses primarily on Java programming. It is also a suitable prerequisite for IB Computer Science. Ideally, students should enrol in this course in either Grade 9 or 10.

**Digital Innovation and Design = 1 credit (FA*)**
This dynamic digital design and 'making' course provides students with an expansive understanding of digital tools and how they are used in industry. Students will explore the practical applications of digital design and coding, fostering creativity and innovation throughout the learning experience. Students will gain hands-on skills with basic tools as well as advanced equipment in the ACS Cobham Innovation Centre, including laser cutter, 3D FDM printers, CNC milling machine, vacuum forming, sublimation printing and experience using Arduino microcontrollers and Raspberry Pi microcomputers. Students will apply problem-solving techniques using the Engineering Design Process - refining prototypes both digitally and physically. Students will showcase completed projects digitally. This transformative course seamlessly integrates digital expertise with practical application, elevating students' skills, and creativity.

## AP Computer & Information Technology Courses

**AP Computer Science Principles = 1 credit**
Prerequisite: At least a grade 5 in IM2 Standard or equivalent.

This course is an examined course that focuses on innovation to solve problems. Students create artefacts using a variety of different methods, developing their computational thinking skills and applying them in numerous situations. The course focuses heavily on online content, with the use of widgets to facilitate the understanding of data representation, compression and transfer. Basic Java is used to create some of the artefacts, ensuring students become familiar with programming constructs such as collections, loops and conditional statements. The course is suitable as a prerequisite for IB Computer Science due to the general content, as well as the programming experience. In some instances, it may be considered as a prerequisite to AP Computer Science A. This is a demanding AP Course with an external examination and coursework.

**AP Computer Science A (Java) = 1 credit**
Prerequisite: At least a grade 6 in IM2 Higher or equivalent, and the successful completion of Computer Science, AP Computer Science Principles, or evidence of equivalent experience in Java programming.

AP Computer Science A focuses heavily on object-oriented programming methodology with a concentration on problem solving and algorithm development using Java. The course also includes the study of data structures, design and abstraction. Students will spend the majority of their time practising their programming skills in a computer laboratory setting. The AP requirement is that students spend 40% of their time writing Java programs; in this course students should expect to spend approximately 75% of their time programming. Students should ideally have completed the Computer Science elective due to the heavy reliance on Java programming skills in this course, although students who have completed the AP Computer Science Principles examination will be considered.

## IB Computer & Information Technology Course

**IB Computer Science = 1 credit**
Prerequisite: At least a grade 6 in IM2 Higher or equivalent, and the successful completion of Computer Science, AP Computer Science Principles or evidence of equivalent experience in Java programming.

IB Computer Science provides an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. It draws on a wide spectrum of knowledge and so there is much reading involved. The course is underpinned by computational thinking, which involves the ability to think procedurally, logically, concurrently abstractly and recursively. Students need to think ahead while utilizing an experimental and inquiry-based approach to problem solving.

# SERVICE LEARNING

## Service Programme Course

**Service Leaders = 1 credit (Elective)**

Service Leaders is an experiential year-long elective course open to all 11th Graders and 12th Graders (Non-IB Diploma Students). Students are introduced to what service-learning is, how it benefits them and how it relates to the ACS Core Values and Student Learning Outcomes as well as their Personal Inventory of skills, interests and talents.

The strands in the course focus on:

*Sustainability*, such as with the UN Sustainable Development Goals and earning the Green Flag award for the school. Through the Upper and High School service-learning clubs program, students will connect to partnerships with charities such as the Cobham Food Bank;

*Social entrepreneurship*, in which students are introduced to the concept of using business practices to make a positive difference in the world for others;

*Leadership skills*, as students will design and implement their own service-learning projects. Students participate in service initiatives such as working with the ACS Cobham Lower School or with ACS partnership schools/ organisations;

*Global citizenship*, in which students have the opportunity to become more self-directed learners and develop skills such as global understanding and intercultural communication.

Students are responsible for keeping a digital journal documenting evidence of tasks and learning outcomes as the course unfolds. Students are assessed on their skills of self-management, research, communication, critical and creative thinking, collaboration and reflection.

# PHYSICAL AND HEALTH EDUCATION

## High School Physical & Health Education Courses

**Fitness for Life = ½ credit (Elective)**
Open to students in Grades 11 and 12. The purpose of the Fitness for Life course is to prepare students for the challenges of the 21st century by providing opportunities to attain the skills of working independently and applying the knowledge to be physically active. Students will be challenged to conduct fitness testing and design their own training programs as part of a healthy lifestyle. We recommend students electing to take this course have studied Sports Science in Grade 9 and or Grade 10.

**Health 9 and Health 10 (Required, but no single credit weighting unless in conjunction with PE)**
Health at ACS is specifically designed to meet the needs of a unique student body that comes from all over the world. The curriculum is tailored to meet the emotional, physical and social needs of adolescents, teaching them the skills to be thoughtful decision-makers. Topics include drugs, alcohol, tobacco, and relationships. The goal of the Health course is to empower each student to be able to make healthy, safe, and knowledgeable choices with regards to lifestyle and their bodies. Classes are often discussion-based with students sharing their own points of view; this is combined with activities and multimedia.

**Physical Education (Grades 9 and 10 only) = 1 credit (In conjunction with Health 9 and 10)**
The purpose of the physical education program is to prepare students for the challenges of the 21st century by providing choice and opportunities to attain the skills and knowledge to be physically active as part of a healthy lifestyle. Students will become competent in various movement forms, motor skills, and social interaction skills in addition to learning to enjoy physical activity. The goal is to provide pathways towards chosen activities. Each student in Physical Education is assessed across three broad learning domains (psychomotor, cognitive, affective). The objective is to reflect and apply knowledge with the aim to improve the development of physical skills and how they are performed. There will be focus on teamwork and character within the physical activity. You will enjoy this class if you are willingly active, have a positive attitude towards physical activity, and are eager to participate in all types of movement forms/ activities. You will succeed if you put forward consistent effort and enjoy the benefits of leading an active lifestyle.

# STUDENT SERVICES - ACADEMIC

## Student Support Programme Course

**Student Support Programme - Grades 9-12**

Our Student Service- Academic course is designed to meet the diverse needs of students. Students are assisted on acquiring skills across five cognitive domains of learning by the time they graduate and enter higher education. This course aims to provide assistance to those who may require supplementary support in their academic journey. The curriculum is designed to address the needs of students who require differentiation in the classroom, personalized attention, and assessment accommodations. In a small group setting, students are taught time management, metacognition, executive functioning and academic skills within the context of their course assignments. Support classes are scheduled periods that are in place of a study hall or in some cases, an elective following an integrated curriculum. Individualized learning plans (ILP) are formulated based on which individual learning needs are addressed.

Student support team members act as advocates for our students, collaborating with classroom teachers and the pastoral team to provide equitable access, promote wellbeing, and foster independence. We also arrange for students to access classroom accommodations such as extended time on testing, computer use, and other accommodations as appropriate. IB and College Board (AP) have standardised guidelines on documentation required for students to qualify for external assessment accomodations. We apply for these for the IB, SAT, AP and ACT exams.

# Appendix: Electives

**Courses marked FA count towards the Fine Arts credit*

**Acting, Writing and Directing for Film = 1 credit (FA*)**
This comprehensive film course guides students through the complete filmmaking process across five integrated units. Beginning with collaborative skills and team-building techniques essential for production companies, students progress through screenwriting fundamentals including world-building and character development to create original screenplays. They then explore acting and directing techniques using both professional and original scripts while building performance reels. In the production unit, students work in collaborative teams to fully produce and edit short films for screening at the annual ACS film festival. The course concludes with film history and critique, examining renowned auteurs and independent filmmakers to inform self-analysis and refine students' creative craft.

**Animation = 1 credit (FA*)**
Animation introduces students to the art and craft of bringing images to life, building on foundational skills in drawing, digital illustration, and motion graphics. Students will explore a range of animation techniques, including 2D frame-by-frame, stop-motion, and basic 3D, while learning to combine sound, timing, and storytelling to create compelling sequences. Emphasis is placed on creative experimentation, technical precision, and workflow management, with students producing original animated content for personal projects, school initiatives, and community-focused media. The course encourages independence, problem-solving, and the development of a distinctive creative voice.

**Art 1 = 1 credit (FA*)**
This course is a foundation course for High School that introduces students to problem solving, working creatively, generating ideas and communicating their ideas in the context of artistic activity. It is a one- year course suited to students with little or limited experience of working with art media and artistic contexts. Media will be introduced as a vehicle for expression and communication where opportunitieswill be given for practice with a range of processes and approaches to art making. Students will have choices to work with 2-D forms (drawing, painting, collage, mixed media), lens based forms (moving image/film, photography, digital image- making) and 3-D forms (sculpture, ceramics) in the context of themed projects to guide focus and provide objectives. Homework load for this class is light, with some expectation to practice skills and enrich knowledge, but all assessed skills and knowledge will be based on activities within the studio. The National Visual Arts Standards, Creating, Presenting, Responding, Connecting, are the basis for the structure, unit plans, and assessment of this course.

**Art 2 = 1 credit (FA*)**
This course is intended for more experienced students that have either consistently demonstrated their high levels of skill and ability in 8th grade, or who have successfully completed Art 1 or similar courses at their previous schools. Students that have completed Art 1 or those that have advanced skills and experience working within the visual arts can select Art 2 as their elective choice. Students will need to show how their interest in areas of the arts informs their own approach to making, so research and investigation of artworks and artists will be an important component of the course. Homework load for this class is light, with some expectation to practice skills and enrich knowledge, but all assessed skills and knowledge will be based on activities within the studio. An Art 2 elective is great preparation for AP Studio Art or IB Visual Art courses.

**Art 3 = 1 credit (FA*)**
Art 3 is an advanced course designed for students who have successfully completed Art 2 or Fashion and Textiles 2, or an equivalent program. It is ideal for students with a high level of skill in their chosen medium and the ability to work independently on self-directed projects. Running concurrently with the AP Art and Design course, Art 3 offers a challenging and creative environment for students passionate about pursuing advanced artistic study. In Art 3, students take the lead in their creative journey. They will define their own projects, from initial concept to the completion of fully resolved artworks. The course emphasizes research, experimentation, technical skill-building, and the ability to synthesize ideas, processes, and materials. Students will: Research artists, ideas, and techniques to inform their work; Generate ideas in response to their chosen theme or brief; Experiment with various media, materials, and processes, documenting their findings in their sketchbooks; Practice and refine technical skills to achieve high-quality results; Create and present six resolved pieces that demonstrate the integration of their ideas, materials, and processes. Each project will span approximately five weeks, allowing students the time to develop thoughtful, polished work. The program encourages artistic independence while ensuring students meet high standards aligned with the NCAS Visual Arts Standards. Art 3 is ideal for students who are motivated to push the boundaries of their creativity while honing their technical and conceptual skills. Whether building a portfolio for further study or simply pursuing their passion, students will emerge with a strong body of work and a deeper understanding of their personal artistic voice.

**Chamber Ensemble = 1 credit (FA*)**
Chamber Ensemble students enjoy the experience of playing a variety of music from all genres including film music, whilst preparing for concerts and assemblies. Chamber Ensemble caters for a variety of instruments including all wind, brass, strings and piano. The course also includes music theory, aural, music appreciation and general musicianship. Students should be able to read music fluently. Chamber Ensemble members should have their own instrument and are required to take private music lessons. The expectation is for students to attend all rehearsals and performances as part of the full music experience which contributes to their quarterly grades.

**Computer Game Design = 1 credit (FA*)**
Computer Game design offers the student an opportunity to embark on a creative journey where they can be masters of an entire universe or make a small window into a world that works to the rules they have created, using the digital 2D and 3D assets they have crafted - all contained in a game that they have conceived. Students start with basic 2D modelling and animation skills in the Adobe suite, and then progress to working in 3D in Blender, where they then gain confidence in modelling and animation. This then forms the launchpad for them to master the interactive and gaming tools that are used in Unreal Engine, which is used by the gaming industry. As an overarching objective, students gain an understanding the fundamentals of game making and encapsulating those all elements that make a game playable and develop the tools to make gameplay that has a fine balance of reward and constant challenge.

**Computer Science = 1 credit**
In this course, students will learn how to design, write, compile, and execute Java applications. They will also become familiar with Java's object-oriented features and basic programming constructs. At the end of the course, students will complete a comprehensive project that demonstrates their understanding and skills. Prior programming experience is not required, but having an interest in computing and a strong foundation in Algebra will be essential. This course is an excellent preparation for AP Computer Science A, which focuses primarily on Java programming. It is also a suitable prerequisite for IB Computer Science. Ideally, for students in Grade 9 or 10.

**Creative Writing and Media = 1 credit (FA*)**
This course is aimed at students who want to study the conventions and practices of creative writing expressed through various forms of electronic media. Examples of writing will include poetry, myths, flash fiction, radio drama, timed writes, reflections, and creative nonfiction. Vocabulary and grammar instruction will be integrated. Students will publish media such as videos, interactive media, sound files, and writings on their e-portfolio that will interweave the art of design with the craft of storytelling so that we can share and celebrate creative writing and media with others.

**Digital Innovation and Design = 1 credit (FA*)**
This dynamic digital design and 'making' course provides students with an expansive understanding of digital tools and how they are used in industry. Students will explore the practical applications of digital design and coding, fostering creativity and innovation throughout the learning experience. Students will gain hands-on skills with basic tools as well as advanced equipment in the ACS Cobham Innovation Centre, including laser cutter, 3D FDM printers, CNC milling machine, vacuum forming, sublimation printing and experience using Arduino microcontrollers and Raspberry Pi microcomputers. Students will apply problem-solving techniques using the Engineering Design Process - refining prototypes both digitally and physically. Students will showcase completed projects digitally. This transformative course seamlessly integrates digital expertise with practical application, elevating students' skills, and creativity.

**Environmental Science = 1 credit**
This course will introduce students to very important topics about how the environment works, how it is changing due to human activities, how we study it, and how we can save our natural world. This course will help students prepare for IB Biology and IB Environmental Systems and Societies. It will also prepare you for a career in Environmental Science, Environmental Law, Biology and even Business.

**Economics = 1 credit**
Open to students in Grades 11 and 12. This year long course serves as an introduction to economics and economic theory. Students who are interested in economics, but do not wish to take an IB or AP course in the subject, may select this course. This is course not a prerequisite for AP Economics.

**Film and Content Creation = 1 credit (FA*)**
The Film and Content Creation course is concerned with the conception, development and completion of moving image. This falls into a number of categories and outcomes that will be explored throughout the course. Students will start with learning the basics of Photoshop and Illustrator then progressing into basic animation using the power of programs such as After Effects. In tandem they will be introduced to the language of film that incorporates the broadcast of live events, news coverage, classic film making and the evolution of film as cross-over medium between comic and gaming worlds. The essence of film making will be actualised by the students as they then dive into the world of editing and live broadcast of small events, which will be then supplemented by their initial understanding and experience in Photoshop and illustrator, as they will be able to make and modify all bitmap and vector based artwork. They will learn the essential skills to work in a live studio by using the full power of the Adobe suite and its internal stability and file sharing capabilities. The students will be offered many real-world and hands-on opportunities to create and share digital assets that serve to support the community internally and externally. Homework load is light, though students will be expected to participate in activities outside of timetabled classes.

**Fitness for Life = ½ credit**
Open to students in Grades 11 and 12. The purpose of the Fitness for Life course is to prepare students for the challenges of the 21st century by providing opportunities to attain the skills of working independently and applying the knowledge to be physically active. Students will be challenged to conduct fitness testing and design their own training programs as part of a healthy lifestyle. We recommend students electing to take this course have studied Sports Science in Grade 9 and or Grade 10.

**Geography - 1 credit**
Open to grades 9-12 as an elective, except incoming students who have taken GCSE/IGCSE Geography. A practical, hands-on introduction to both Physical and Human Geography based around case studies and real-world applications. Topics covered will relate to the themes of climate, population, settlement, and the natural environment. Skills covered will provide a strong base for AP/IB Geography.

**Global Studies = 1 credit**
Global Studies focuses on the cultural, political, environmental, scientific, and economic issues of modern times and prepares students to become citizens of the world. Topics and themes include global issues such as food and population, the spread of disease, human rights, sustainable development, empowerment of women, indigenous peoples, causes of poverty, ecological degradation, and migration.

**Graphic Design = 1 credit (FA*)**
Graphic Design is the discipline of communicating messages through visual representation, primarily with text but also incorporating imagery as well. This course will introduce and extend learning of both bitmap and vector-based editing software from the Adobe suite of applications so that students will be able to understand and execute effective digital asset creation. Students will learn how to design and make imagery and understand the technical criteria for both print and screen digital asset content creation. Students will start with Photoshop and Illustrator, making useable digital assets and then progress to both static and basic animated digital products using Indesign and After Effects respectively. Students will respond to briefs that relate to events taking place in the school community and integrate their work with other subject areas within media, to demonstrate a collaborative approach to visual communication.

**Introduction to Engineering = 1 credit**
This is a hands-on, lab-based course in which students use a variety of tools to learn about the design process and use it to solve problems. Students use industry standard 3D modelling software to create virtual product designs, use analogue and digital electronics to design and build solutions to real world situations, and use virtual and physical models to design, build and explore aeronautics. No prior knowledge is required for the course.

**Jazz Band = 1 credit (FA*)**
The Jazz Band is a wonderful opportunity to explore a wide variety of jazz music and have the opportunity to improvise and develop ensemble playing skills. Students will learn the techniques of jazz improvisation using traditional and contemporary compositions and prepare for music department concerts and assemblies. The course also includes music theory, aural, music appreciation and general musicianship. Students should be able to read music fluently – including percussionists and bass guitarists. Guitarists need to be able to read and play barred chords. Not suitable for strings, flute, oboe and bassoon. Jazz Band members are required to take private music lessons and have their own instrument. The expectation is for students to attend all rehearsals and performances as part of the full music experience which also contributes to their quarterly grades.

**Language and Culture = 1 credit**
Open to students in Grades 11 and 12. The course will offer a basic introduction in a variety of languages. The cultural part of the course will cover topics like geography, habits, food, family life, celebrations, and industry. This course would give students the opportunity to dive a little deeper into the main European culture groups.

**Music and Technology = 1 credit (FA*)**
Any Upper or High School student with an interest in music will enjoy this course. The Music And Technology course offers a dynamic and rewarding experience, giving students the opportunity to compose, perform, record, and mix their own music using DAW (Digital Audio Workstation) software. This inclusive course is suitable for all levels of musical experience, from complete beginners to those who already have instrumental or vocal skills. The course covers essential aspects of music making and production: listening, performing, composing and understanding. Students will have the opportunity both to study music of their choosing, and also to explore less familiar genres. We will encounter a wide variety of popular music styles and cultures, music for film, world music and art music. Students will perform cover versions, and create their own songs. They will learn to listen analytically to music, and enhance their understanding of important musical elements such as chords, riffs, grooves and song structure. This will be done hands-on, using keyboards, guitars, percussion where possible. The course places strong emphasis on music technology as a means of enhancing, documenting and creating music. We will study basic acoustics, amplification, recording techniques, digital music production using both MIDI and audio, techniques such as quantising, working with loops, sampling, audio processing, synthesis and sound design.

**Psychology = 1 credit**
Open to students in Grades 10 to 12. Psychology is the study of the brain and behaviour. This one-year course will provide an overview of the various perspectives in psychology and will include neuroscience, memory and intelligence, sleeping and dreaming, motivation and emotion, social relationships, and psychological disorders and treatments. Each unit will include a project and the course is designed to be interactive and participatory. No background knowledge is required and it's not a prerequisite for either IB or AP Psychology. However, it will help students to prepare for the AP or IB courses and will act as a suitable introduction to these higher level courses.

**Service Leaders = 1 credit**
Service Leaders is an experiential year-long elective course open to all Grade 11 and 12 (Non-IB Diploma). Students are introduced to what service-learning is, how it benefits them, and how it relates to the ACS Core Values and Student Learning Outcomes as well as their Personal Inventory of skills, interests, and talents. The strands in the course focus on: *Sustainability*, such as with the UN Sustainable Development Goals and earning the Green Flag award for the school. Through the Upper and High School service-learning clubs program, students will connect to partnerships with charities such as the Cobham Food Bank; *Social entrepreneurship*, in which students are introduced to the concept of using business practices to make a positive difference in the world for others; *Leadership skills*, as students will design and implement their own service-learning projects. Students participate in service initiatives such as working with the ACS Cobham Lower School or with ACS partnership schools/ organisations; *Global citizenship*, in which students have the opportunity to become more self-directed learners and develop skills such as global understanding and intercultural communication. Students are responsible for keeping a digital journal documenting evidence of tasks and learning outcomes. Students are assessed on their skills of self-management, research, communication, critical and creative thinking, collaboration and reflection.

**Singers = 1 credit (FA*)**
Using a variety of music from all genres including the latest pop and jazz music, Singers will develop music reading skills, ear training, and ensemble singing as they prepare for school concerts and assemblies. Emphasis is also given to vocal training and warm-ups. The course includes music theory, aural skills, music appreciation, and general musicianship. No previous experience is required. Students should have a general sense of musical pitch and a good ear. Students should attend all rehearsals and performances as part of the full music experience and contributes to quarterly grades.

**Songwriters and Social Change = 1 credit**
This course will benefit students with an interest in the relationship of art, culture and history. It will rely on formal analysis of popular music and on the critical study of historical trends in Western society, which will prepare students well for advanced writing about text and context at the IB and AP level. Through the study of major songwriters in genres such as blues, folk, rock, pop and punk, the class will focus on how popular music both reflected and drove social changes in the second half of the 20th century, primarily in the US and Europe. The course will explore the origins of rock-and-roll in the African American blues tradition and in artists such as Robert Johnson and Chuck Berry, and emphasize the works of renowned 1960s songwriters such as Bob Dylan, John Lennon/Paul McCartney and Lou Reed. The curriculum will pay particular attention to how these artists responded to the Civil Rights and anti-war movements, as well as how they shaped changing attitudes and styles regarding youth, fashion, gender, media, conformity, etc. The latter half of the course will focus on the influence of glam rock and punk music as exemplified by British and American artists such as David Bowie, Patti Smith, The Sex Pistols and The Clash. In addition to literary analysis of song lyrics, the course will explore topics such as the craft of songwriting and music theory, the ascendance of the guitar as an avatar of rebellion, the use of allusive intertextuality in pop music, the development of multi-media approaches to art, and the intersection of mainstream culture with the counterculture and the Avant-garde.

**Sports Science and Studies = 1 credit**
This course is for students interested in learning more about the world of sport and the opportunities in sport industry. Whilst studying the basic principles of sports science in the following areas: applied anatomy and physiology, movement analysis, physical training, use of data, sport psychology, socio-cultural influences and health, fitness and wellbeing, students also develop an understanding of its relevance to sport and the scientific principles of performance. Students will develop their organization and communication skills, and gain leadership skills in a variety of settings.

**Sports and News Broadcast Journalism = 1 credit (FA*)**
This course offers a specialised focus on the effective use of all digital tools to support and reinforce traditional journalism and journalism for the ever evolving online landscape. The linkage with real-world events and briefs within the school community offers students the opportunity to create content that is both print and digital in nature and fits into the fast changing consumption of content. This allows students to hone their writing skills that range from 'call-to-action' poster based products to thoughtful and well researched news stylised pieces that can be used for both online and print distribution. The writing component of this course is well balanced with a strong emphasis on the technical Adobe suite and understanding the process of producing well laid out content for both print and digital environments. Students will also learn basic to intermediate interviewing skills that can be applied written and video based outputs.

**Textiles and Fashion = 1 credit (FA*)**
This course is for students who are interested in textiles, fashion, materials, clothing, decorating and adorning bodies. Completing this course could lead to students taking IB Visual Art or AP Art: 3-D portfolio and will be a useful stepping stone for anyone preparing a portfolio to apply for a fashion-oriented course at university or art college. Working through 4 projects (2 per semester), students will collect resources; develop and experiment with media; explore materials and techniques; study and research fashion designers, artists, cultural artifacts and seek visually inspiring stimuli relevant to given themes. Work will primarily be completed in sketchbooks (physical and digital), creating resources for ideas and subsequent textile pieces. Students will look at a variety of starting points ranging from cultural textiles, ideas of identity and ownership of such imagery, leading to work that explores surface pattern through processes such as batik and printing. There will be research into 20th Century Fashion Icons leading to pattern cutting and some garment making. Inspirational sources will be derived from "MARS"- Maths, Art, Religion and Science– leading to experiments with a range of materials and techniques. These cumulative experiences will lead to an independent project in the second half of Semester 2. Students will be expected to catch up on any missed studio time to meet course requirements.

**Theatre in Performance = 1 credit (FA*)**
This course is designed for students who are passionate about the dramatic arts and wish to develop their skills in acting, public speaking, and stagecraft. This hands-on, interactive course provides students with a comprehensive introduction to the world of live performance, combining theory with practice to enhance both individual and group performances. During this one-year course, students will engage in a variety of performance techniques, including physical theatre, scene study, improvisation, vocal training, and character development. By the end of the course, students will develop a foundational understanding of theatre performance techniques, gain hands-on experience in stagecraft, including lighting, costume, and sound design, work collaboratively to produce a live performance, and analyse and critique performances to enhance their theatrical understanding.

**United States History = 1 credit**
Open to students in Grades 11 and 12. The US History course begins with the European colonization of the Americas and covers the political, economic, social and cultural aspects that have shaped the development of the United States till present. Students will acquire a body of knowledge and skills that will enable them to understand how the above disciplines are related to each other and contributed to US history.

**Yearbook = 1 credit (FA*)**
Prerequisites: Students who are interested in being on the Yearbook staff must fill in and return an application form that includes a teacher recommendation. Students' learning behavior grades must be 3+, and they may be asked to interview with the staff advisor and current editor-in-chief. Students who enjoy designing and editing, have experience in Photoshop/photo- editing, and/ or have an interest in journalism and communication are ideal candidates for the course. Students who choose Yearbook as an elective have the opportunity to work in an authentic workplace setting, developing a diverse range of skills including: interpersonal communication, interview techniques, IT, graphic design, desktop publishing, teamwork, time management, project management and leadership skills. Students considering the Yearbook as an option need to be able to work as part of a team, be flexible, willing to learn new skills and committed to getting work completed by set deadlines.

# Frequently Asked Questions

**Q. What is the difference between the IB Diploma (DP) and Advanced Placement (AP) programmes?**

A. Please refer to the table below, although there are many similarities also. Both programmes reflect a high level of achievement; they are therefore highly respected and valued qualifications by universities. They are academically rigorous, which means that they have a demanding workload. Courses in both programmes may have prerequisites, and may not be available or accessible to all students, or may not be suitable to all learning styles. Both IB and AP courses are available as individual courses or diploma programmes: International Baccalaureate Diploma Programme (IBDP) or AP Capstone Diploma.

| Differences | AP | IBDP |
|---|---|---|
| **Duration of course** | 1 academic year | 2 academic years |
| **Subject requirements** | 'a la carte' = Allows subject specialisation. There is no set requirement in the number of APs a student can take, or when they take them. Depending on what kind of university a student wants to go to, they would usually take 2 to 5 AP classes at any point during High School (Grade 11 & 12). | 'fixed menu' = a broad subject range (baccalaureate) with some choices. Students are required to take 6 courses in a least 5 subject areas as well as 3 compulsory Core courses: Creativity, Activity, Service (CAS), Extended Essay (EE) and Theory of Knowledge (TOK). |
| **Availability** | Grade 10-12, although most APs are taken in Grade 11 and 12.<br>Students will generally avoid taking more than 3 AP courses a year. | Grade 11 and 12. |
| **Workload** | Consistently fast-paced. | Varied pace, with certain high pressure, high volume periods of work. Coursework forms an integral part of the award of IB Diploma courses and the Core and demands significant independent work. |
| **Assessment** | Most courses are 100% exam based, with the exception of AP Seminar, AP Research, AP Computer Science Principles and AP Art and Design. | All 6 subjects have externally graded coursework, and final exams. TOK and EE are also externally assessed; completion of a CAS porfolio is required to achieve the IB Diploma. |
| **Exam awards** | Exams are individually scored on a scale of 1-5, with 3 considered as passing grade. To earn the AP Capstone Diploma students are required to score a minimum score of 3 in all of their 6 APs. There is an honor award system as well; AP Scholar, with honors, or with distinction. | The IB Diploma is awarded on total accumulated points in all IBDP courses, with a maximum total score of 45. A pass requires the achievement of 24 points, with 12 points at Higher Level. Each course is scored on a scale of 1-7, plus 3 additional points for the Core subjects of TOK and EE. |

**Q: Do universities accept both the AP and IB qualification?**

A: Yes, they do! Sometimes it takes a little more investigation to find the AP requirements in the UK and Europe, but they are accepted and our AP students have been very successful at universities around the world.

**Q: Can I take both AP and IB classes?**

A: Yes, you can. However, a mixed curriculum may make university requirements somewhat confusing. You should speak with a College Counsellor before selecting a combination of AP and IB courses.

**Q. How many AP courses should I take?**

A. To determine how many AP courses to take, students should review their academic success in rigorous classes and consider co-curricular engagements and social commitments. Rather than overloading themselves, we suggest that students concentrate on AP courses they are interested in and feel confident they can pass. As AP courses are university-level courses, students should consult with teachers and college counsellors before selecting more than 3 AP courses in any one High School year.

**Q. Where do our students go to university?**

A. This varies year by year; however, in 2020: 59% went to the UK; 20% went to the US; 8% went to Canada; 4.5% went to The Netherlands and 8.5% went to universities in other parts of the world. A full destination list for our Class of 2025 is on the next page.

**Q. Are APs only accepted in the US?**

A. No, APs are also accepted in Canada, the UK, the Netherlands, and many other countries. Many universities and colleges in the US and Canada offer credit and/or advanced placement for students scoring a 3 or above on the final AP exam. At least three, but preferably four, AP courses and examinations are considered to fulfil the matriculation requirements of universities in the UK. Offers will vary depending on the university or the course. Students applying to UK universities with APs must also have the High School Diploma and may be required to take the SAT Reasoning Test to be considered eligible. For individual university requirements see the College Board AP Recognition websites: https://apstudents.collegeboard.org/ap-around-the-world/find-universities-that-recognize-ap-scores

**Q: Can I change courses?**

A. If in the beginning of a new academic year a student is not able to access learning and meet course standards, or if a student requires a more challenging course level to support their appropriate learning progression, there is a process for making corrections. Such situations are rare and we maintain a review process to support student learning in these emergency error situations.

**Q: If I haven't studied languages previously, or I'm not very good at languages, does that mean I can't do the IB Diploma?**

A. Not at all. You are required to take a second language (other than English) in the IBDP, so if you have no prior experience in our World Language program, then there are two options: you can take an Ab initio language (French or German), which is a beginners' level course, or if you are proficient or native in a language other than English, then you can take the self-study option in literature. Please speak to the Diploma Coordinator.

**Q: How do I know which of the IB maths courses to take?**

A. Mathematics: Analysis and Approaches reflects the emphasis on calculus and on algebraic, graphical and numerical approaches. This course is intended for students who wish to pursue studies in mathematics or subjects that have a largely mathematical content at university level. In general, degree programs in maths, engineering, and computer science will require or prefer Maths A&A at Higher Level.

Mathematics: Applications and Interpretation emphasises the applied nature of the subject, and also that interpretation of results in context is an important element of the subject. This course is suited for students who require mathematics at university to solve practical problems or real world situations. For degree programs in subjects like economics and biosciences, Maths A&I can be a beneficial choice.

Teachers use a combination of factors, including placement tests, to help students find the most suitable course for them.

The IB produce a helpful guide to maths subject choices here: https://tinyurl.com/dpmaths

**Q: What is the minimum number of courses 11th and 12th grade students can take?**

A. It depends on how many credits a student has accumulated over 9th and 10th grade; however, six is the usual minimum for Grade 11 and 12 students.

**Q: Can I get credit for team sport participation after school?**

A. No, we do not award credit for activities outside the timetabled, credited classes. All our credited courses are based on achievement standards, and we cannot verify that outside activities meet these standards.

**More Information:**

More Information: For more detailed information on all our programmes, policies and courses, please visit the ACS Schoology pages.

# 2025 University Placements

## UK

Aberystwyth University
Bristol, UWE
Brunel University of London
Buckinghamshire New University
City (City St George's, University of London)
Durham University
Escape Studios
Imperial College London
King's College London
Kingston University
London School of Economics
Loughborough University
Middlesex University
Northeastern University London
Oxford Brookes University
Queen Mary University of London
Queen's University Belfast
Regent's University London
Richmond American University London
Royal Holloway, University of London
Sheffield Hallam University
Swansea University
UCFB
UCL (University College London)
University of Bath
University of Bristol
University of Cambridge
University of Edinburgh
University of Exeter
University of Glasgow
University of Leicester
University of Liverpool
University of Manchester
University of Oxford
University of Surrey
University of the Arts London
University of the Arts London
University of Warwick
University of Westminster, London

## USA and Canada

Air Force Academy
Boston College
Boston University
Case Western Reserve University
College of Charleston
Denison University
Drexel University
Fairfield University
George Mason University
Gonzaga University
Grand Valley State University
Indiana University
Louisiana State University
Loyola Marymount University
Loyola University New Orleans
Lynn University
McGill University
Michigan State University
Northeastern University
Pennsylvania State University
Pepperdine University
Purdue University
Rice University
Santa Clara University
Spelman College
Suffolk University
SUNY, Binghamton University
Syracuse University
University of Alabama
University of California Berkeley
University of Chicago
University of Denver
University of Houston
University of Maryland, College Park
University of Miami
University of Pittsburgh
University of San Fransisco
University of South Carolina
University of South Florida
University of Tampa
University of Virginia
University of Virginia (WISE)
Wake Forest University
Western University

## Rest of the World

### FRANCE

ESCP Business School, Paris

### GERMANY

Freie University Berlin
Otto Beisheim School of Management

### ITALY

LUISS

### JAPAN

Keio University

### NETHERLANDS

University of Groningen
Erasmus University Rotterdam University College Utrecht

### POLAND

University of Warsaw

### SPAIN

European University of Madrid
IE University (Madrid)
ESCP Business School

# Upper and High School Programme Guide 2026/27

## Grades 9-12/Age 14-18

**ACS Cobham International School**
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**Switchboard**
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