



ACS
INTERNATIONAL
SCHOOL
EGHAM

IB Diploma & Courses Guide
2024-2025

Philosophy and Objectives

An IB Education

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Philosophy

At ACS Egham International School, we offer the International Baccalaureate Programme in our Lower, Middle and High Schools. The curriculum and instruction are respect for unique learning styles and understanding of our international student population. Our school promotes high standards of scholarship, responsibility and citizenship in a supportive learning community. We implement a developmental, student-centred approach to instruction following an inquiry-based, interdisciplinary curriculum. The success of our school relies on the partnership between students, parents and staff in providing a positive and enjoyable educational experience.

As a school community, we embrace the attributes of the International Baccalaureate (IB) learner profile. IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, risk-takers, balanced, caring and reflective. ACS Egham International School inspires, encourages and supports the development of the child as an independent, life-long learner.

Objectives

At ACS Egham International School, we:

- Encourage students to become responsible, contributing citizens of the school and the world
- Nurture an abiding sense of integrity and personal accountability
- Develop cooperative skills through collaborative, activity-based learning
- Foster respect for self and others, as well as for natural and created environments
- Promote active involvement in community service, both locally and globally
- Address a variety of learning needs, such as English as an additional language, native language, special education, enrichment and counseling, within the resources available
- Prepare students for success at the next stage of their education, including admission to competitive universities worldwide
- Strive for constant improvement by actively seeking input from students, parents and staff and by referencing academic research and external agencies
- Facilitate ongoing professional development for staff
- Enhance everyone's understanding of our school's vision, philosophy and practices.

ACS Egham International School's **Philosophy and Objectives** guide our work in fulfilling our vision to achieve excellent in international education and promoting consistent values throughout our school community.

International Mindedness

- Seeing the world from many perspectives
- Having empathy for others
- Understanding that there can be many right answers

The International Baccalaureate (IB) defines international mindedness as a fundamental value that emphasizes an appreciation for different cultures, perspectives, and values. It involves understanding and respecting the diversity of the world, promoting global engagement, and fostering a sense of shared responsibility for the planet and its inhabitants. Key components of international mindedness according to the IB include:

1. **Intercultural Understanding:** Recognizing and appreciating one's own culture and those of others. This involves an openness to, and a curiosity about, different ways of living and thinking.
2. **Global Engagement:** Taking active and responsible roles in the global community. This means being aware of global issues and considering how personal actions can have a broader impact.
3. **Multilingualism:** Encouraging the learning of multiple languages as a way to gain insight into different cultures and perspectives.

In essence, international mindedness is about cultivating a global perspective, empathy, and a commitment to making a positive difference in the world. It is a key aspect of the IB's mission to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and

communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

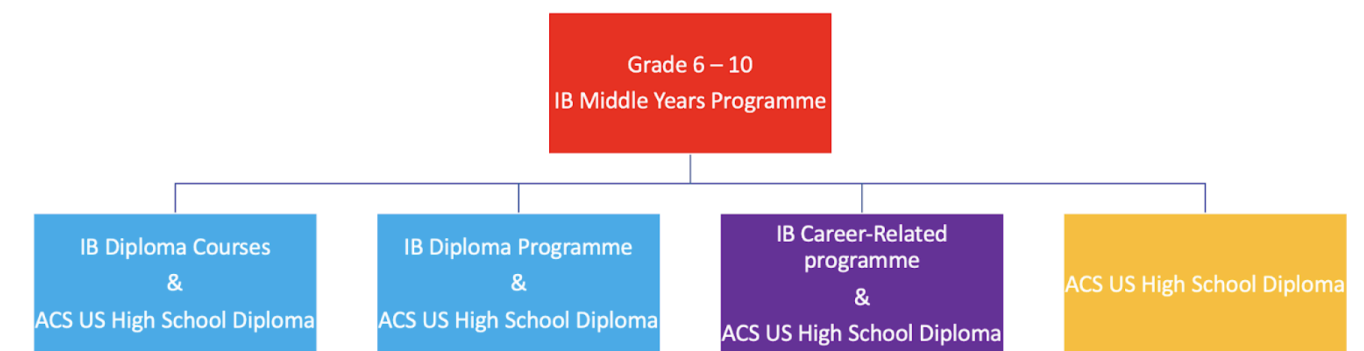
Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Pathways at ACS Egham



Academic Profile, Destinations & Choosing the Right Pathway

Options Process Timeline

- **Grade 9** - Morrisby Profile Assessment - This helps students connect their interests and passions to possible career paths.
- **December** - Student workshop on the different pathways available in grade 11.
- **January** -. Subject fair with students and parents
- Students will undertake an individual inquiry into University/careers/apprenticeship options
- **February** - Initial subject choices form to be completed by students
- Pathways meetings for students and parents with University Counselors, IB Coordinators and Principals. The purpose of these meetings is to discuss the initial choices and teacher/University Counselor recommendations
- **March** - Final subject choices form to be completed by students
- **April** - Letter to be sent to parents to confirm final choices signed by students and parents
- **May** - Confirmation of pathways and subject choices letter issued

Our recommendations for making successful subject choices are:

1. Think about what you might wish to study or what career you might wish to pursue.
2. Choose an appropriate pathway to support your success.
3. Choose courses that enable you to join a course leading to that career.
4. Choose courses (and a career!) that you enjoy.

Discuss Options with parents, teachers and University Counselors

- Listen to Teachers' Advice
- Enquire about the programme
- Start Thinking about Careers / Universities
- Start building up ideas for CAS activities
- Meet with University Counselors and the IB Diploma Coordinator
- Take Tests / Focus on your Academics in Grade 10

Criteria:

- Academic attainment as measured by High School report grades and comments
- MAP test results alongside PSAT scores/Morrisby testing
- Students' future educational plans
- Student's IB subject choices in consultation with and by recommendations from teachers and Heads of Department
- Curriculum provision and resourcing – not all subjects offered on the subject selection form are guaranteed and are subject to minimum numbers and staffing profile
- Consultation with IB Diploma Coordinator and University Counsellors

University Requirements

Amsterdam

University Acceptance:

The US High School Diploma is recognised globally when presented alongside IB Courses and/or a standardized test score

- The IB Diploma Programme is accepted, recognised and valued by universities across the globe
- IB Diploma Courses are recognised by a growing number of British universities and most US universities, but not usually European universities (refer to IB Country Statements on the web)
- Certain university degree programmes require specific IB subjects for admission, usually at Higher Level (particularly for British universities)
- US Universities take a more holistic view of the whole curriculum, but students normally require an ACT or SAT score
- Canadian and Dutch universities, like British universities will have certain subject requirements.

University Acceptance Examples

Example 1:

To apply to undergraduate medical school in the UK, a student must be studying Higher Level Chemistry and Higher Level Biology in the IB Diploma Programme. This HL combination will also be suitable for students considering a biomedical sciences degree (which may lead to medical school in the future). Potential medical applicants should also have SL Math (either pathway), but a strong MYP score may be sufficient.

NB: There are two admissions tests for UK medical schools

Example 2:

Most schools of engineering in the UK will require Higher Level Maths and Higher Level Physics in the IB Diploma Programme.

- Engineers will usually require Analysis and Approaches Math
- A small number of engineering schools are starting to show some flexibility (eg, Warwick, Glasgow, Surrey will accept one at SL)
- If this is going to be too challenging academically, but the student is still keen to become an engineer, a Foundation Year is an option too!

Other Examples

The Netherlands: Most will not accept SL Math Applications and Interpretations if the degree programme has a math requirement, EG Politics, Philosophy, Law & Economics combined degree at

Canada: The most competitive universities will not accept SL Math Applications and Interpretations (Toronto, McGill and UBC) if Math is an admission requirement of the programme (EG Business or Engineering).

Undergraduate law schools in the UK will require IB Group 1, 2 or 3 subjects at Higher Level. Many UK economics, accountancy or business management degree programmes have a HL Math requirement

Requirements can be found on university websites or the Universities and Colleges Admissions Service (UCAS) or The HEAP Guide 2020.

University Counsellor's Role

Students will be expected to attend their subject selection meeting having completed some research into university requirements. Counselor will advise based on:

- Classroom teacher feedback
- Morrisby report
- Prior academic attainment
- Student's university and career ambitions

ACS Egham Pathways

ACS Egham High School Diploma

Requirements:

Courses that meet eight or more periods over a two week cycle for one year earn one credit. 20.5 credits are required across Grade 9 to 12 including the following:
Language and Literature - 4 credits

- Individuals & Societies (Humanities including BTEC Business) - 3 credits
- Language Acquisition - 3 credits
- Mathematics - 3 credits (including 1 year of BTEC)
- Business which can be counted towards this credit)
- Language and Literature - 4 credits
- Sciences - 3 credits (including non-lab sciences in Gr 11 and 12 - Design Tech, Comp Sci, Sports Exercise Health)
- Arts -2 credits
- Design - 1 credit
- PHE - 1 credit
- TOK/PPS - 0.5 credit

An Honors Diploma is awarded to students who achieve 24 credits (across Grades 9 through 12) as well as a minimum 3.0 GPA and no grade lower than a 3 awarded in grades 11 & 12.

IB Diploma Common Elements

The Core

3 components which aim to broaden students' educational experience and challenge them to apply their knowledge and skills. Optional for IB Diploma Courses students and mandatory for IB Diploma Programme Students.

1. Theory of Knowledge (TOK): Students reflect on the nature of knowledge and on how we know what we claim to know.
 Assessment: Grade 11 – Presentation: 1/3 of grade;
 Grade 12 – Essay: 2/3 of grade

2. The Extended Essay (EE): An independent, self directed piece of research, finishing with a 4,000-word paper.
 Assessment: Entirely externally assessed by the IB A-E Grade

5 criteria

- A - Focus and method (6 marks)
- B - Knowledge and understanding (6 marks)
- C - Critical thinking (12 marks)
- D - Presentation (4 marks)
- E - Engagement (6 marks)
- Total /34

3. Creativity, Activity, Service (CAS): CAS requires students to take part in a range of experiences and at least one project related to the three concepts.

IB Diploma Courses Pathway

Studying Diploma Courses as opposed to the full IB Diploma can give you a greater flexibility. You can do courses that are at Standard, Higher and aspects of the IB Core.

Courses are widely accepted and recognised around the world:

- USA - Recognised & often used for placement or

credit.

- UK - Universities & OFQUAL recognised each are given UCAS tariff points
- TOK & EE can earn UCAS tariff points

Example programme of study:

- Group 1 - English Literature HL
- Group 2 - French B SL
- Group 3 - Psychology SL
- Group 4 - Sport & Exercise Science SL
- Group 5 - Mathematics Applications & Interpretations HL
- Group 6 - Visual Arts SL
- CAS

Example programme of study:

- Group 1 - English Literature SL
- Group 2 - French B SL
- Group 3 - Psychology SL
- Group 4 - Computer Science HL
- Group 5 - Mathematics Analysis & Approaches High School
- Group 6 - Economics SL
- G11 TOK
- G11 & 12 CAS

IB Diploma Programme Pathway

Mandatory elements include:

- IB Core
- CAS
- EE
- TOK
- 3 Higher Level Subjects
- 3 Standard Level Subjects
- One subject each from Groups 1 to 5
- Either one subject from Group 6 OR another Group 1,3 or 4 subject

IB Diploma Points

IB Diploma total = max of 45 (3+42)
 TOK + EE = up to 3 Bonus Points
 6 subjects @ up to 7 points each

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

N.B. The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, extended essay or for a contributing subject.
- There is no grade E awarded for the theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Example programme of study 1:

- IB Core - CAS, EE & TOK
- Group 1 - English Literature HL
- Group 2 - French B HL
- Group 3 - Psychology SL
- Group 4 - Sport & Exercise Science SL
- Group 5 - Mathematics Analysis & Approaches HL
- Group 6 - Visual Arts SL

Example programme of study 2:

- IB Core - CAS, EE & TOK
- Group 1 - English Lang & Lit SL
- Group 2 - Arabic Lang & Lit SL
- Group 3 - Business Management HL
- Group 4 - Computer Science HL
- Group 5 - Mathematics Applications Interpretations SL
- Group 6 - Design HL

Group 1: Studies in Language & Literature

Available at HL & SL
Literature
Language & Literature

Through each course, students are able to develop: a personal appreciation of language and literature critical-thinking skills in their interaction with a range of texts from different periods, styles, text-types and literacy forms

an understanding of the formal, stylistic and aesthetic qualities of texts, strong powers of expression, both written and oral an appreciation of cultural differences in perspective an understanding of how language challenges and sustains ways of thinking.

	MYP	DP
Phase 1		Ab initio
Phase 2		Ab initio (in rare cases) Language B SL
Phase 3		Language B SL
Phase 4		Language B SL/HL
Phase 5		Language B SL/HL
Phase 5	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL Language A: language and literature SL Literature and performance SL
Phase 6	It is recommended the student has at least one semester in MYP language and literature before starting these DP courses.	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL

Table 1
Possible IB continuum pathways

Group 2: Language Acquisition

Appropriate Language Placement

Each candidate and their personal circumstances will be taken into account in language placement to ensure the language taken is a challenge, but not beyond the student's ability.

In 2013 the MYP introduced 6 phases into their programme and we are following this within ACS Egham.

Please note:

A native speaker of any language should not choose the language B of their native language. The final Language B choice is at the discretion of the HS Principal.

Home / Mother Tongue Languages

ACS Egham considers it educationally important that students continue in their mother tongue language if this is a possibility.

The school financially supports the study of a Home/ Mother Tongue Language in Studies in Language and Literature A at the Diploma Level if there are 2 or more students taking the same course and the availability of a tutor permits.

If only 1 student is studying a given Language A, ACS Egham will help to find a tutor and assist with the organisation of classes but the payment of the tutor will be at the parents' expense.

If a course starts with 2 students but due to subject changes students numbers reduce to 1 then ACS Egham will continue payment until the end of the current semester - after that point payment of the tutor will be at the parents' expense.

Note these classes may also not fit inside the normal school day and schedule.

Group 2: Option 1 - Language Acquisition

Availability:

- Language B HL & SL (Spanish & French): Language B courses are intended for students who have had some previous experience of learning the language.
- Language *ab initio* SL only (Spanish & French): Language *ab initio* courses are for beginners (that is, students who have little or no previous experience of learning the language they have chosen).

Group 2: Option 2 - Additional Language & Literature in Mother Tongue

Availability where there are 2 students or more wishing to study a language

Literature*
Language & Literature*

**dependent on IB DP Course and Tutor availability*

Through each course, students are able to develop:

- a personal appreciation of language and literature
- critical-thinking skills in their interaction with a range of texts from different periods, styles, text-types and literacy forms
- an understanding of the formal, stylistic and aesthetic qualities of texts strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective
- an understanding of how language challenges and sustains ways of thinking.

Group 3: Individuals & Societies

Availability at HL & SL:

- Business Management
- Economics
- Geography
- History
- Psychology

Studying any one of these subjects provides for the development of a critical appreciation of:

- human experience and behaviour
- the varieties of physical, economic and social environments that people inhabit
- the history of social and cultural institutions.

In addition, each subject is designed to foster in students the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments relating to the

nature and activities of individuals and societies.

Group 4: Sciences

Availability at HL & SL

- Biology
- Chemistry
- Computer Science
- Design Technology
- Physics
- Sport Exercise & Health Science

Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

A compulsory project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.

Group 5: Mathematics

Availability at HL & SL

- Mathematics: analysis and approaches
- Mathematics: applications and interpretation

All DP mathematics courses serve to accommodate the range of needs, interests and abilities of students, and to fulfill the requirements of various university and career aspirations. The aims of these courses are to enable students to:

- develop mathematical knowledge, concepts and principles
- develop logical, critical and creative thinking
- employ and refine their powers of abstraction and generalization.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.

Mathematics: Analysis and approaches

Designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization.

Mathematics: Applications and interpretation

Designed for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

Group 6: The Arts

- Availability at HL & SL
 - Theatre
 - Visual Arts

Alternatively:

Students may opt to study an additional Sciences or Individuals and societies

The subjects in the arts allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres.

In addition, each subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence.

ACS Egham Policy Documents

In addition to this curriculum guide, ACS Egham has also produced a number of policy and procedures documents. These are available on the school intranet in the 'Policies' section.

Academic Integrity Policy

This policy regards malpractice as laid down by the IB that will bring "together the cultural/educational background of [our] students, address the research and citation skills [our] school values and understands, and guide [our] students on how [our school] expects them to meet the academic honesty expectations of the IB."

Assessment Policy

This policy focuses on methods of assessment including grading, feedback, examinations, the multiple purposes of assessment and more within the school.

Language Policy

This policy states the school's approach to meeting the language needs of its students and providing effective support for students' linguistic development. All IB programmes require the study of at least one world language in addition to the principal language of instruction. The policy reflects the school's position on mother tongue support and what steps are taken to

meet the needs of additional language learners.

Inclusion/Special Educational Needs Policy

The Student Services Handbook provides clear explanation of the approaches to the teaching and learning of students with special educational needs at ACS Egham. The handbook identifies the school's support structures in the areas of special educational needs, counselling, enrichment and language programmes, including Native Language Enrichment (NLE) and English as an Additional Language (EAL).

Contacts:

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Vicki Ryan	University Guidance
Counsellor	
Danielle D'Onofrio	University Guidance
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