



ACS | **HILLINGDON**
INTERNATIONAL SCHOOL

www.acs-schools.com/acs-hillingdon

High School Programme Guide
Grades 9 to 12 /Ages 14 to 18 yrs

Academic Year: 2018-2019

High School Programme Summary

Contents

Welcome from the High School Principal	Page 1
Academic Programme Overview	Page 2
High School Credits	Page 2
Private Music Tuition	Page 2
Native Language Enrichment	Page 2
Outreach and Service Opportunities	Page 2
The IB Diploma Programme	Page 3
Assessment	Page 3
University Recognition	Page 3
Subject Selection	Page 3-4
Advanced Placement (AP)	Page 4
English	Page 5-6
Mathematics	Page 6-7
Science	Page 7-8
Social Sciences	Page 9-10
Language Acquisition	Page 11-12
The Arts: Music, Drama and Visual Arts	Page 12-14
Physical Education	Page 14
Theory of Knowledge	Page 14
EAL/Learning Support Programme Grade 9-12	Page 14

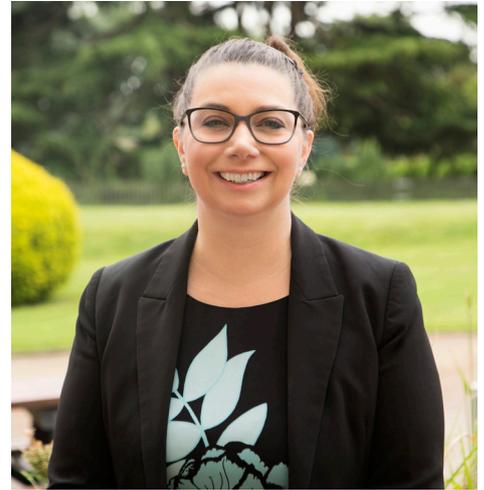
High School Programme Summary

Welcome to the High School!

At ACS Hillingdon we have a strong global outlook which celebrates and integrates the diverse cultures and nationalities that make up our diverse student body and faculty.

Our focus on nurturing community spirit encompasses celebration of achievement, both within and beyond the classroom setting, and enhancing personal relationships.

As this is such a critical time for students as they work towards the next phase of their education, we make sure we have the right team of counsellors, teachers, and support staff to facilitate our students in their education. The academic programmes we offer are rigorous and include a variety of subject choices to cater for all interests.



In Grades 9 and 10 this provides students with the foundations they need to enter any one of the the courses offered in Grades 11 and 12. Our Senior students benefit from three options (detailed below; which can be offered in combination as well as discrete programmes), which are recognised at universities across the globe, with our students being accepted at places including Cambridge University, McGill, Maastricht, and the University of South Carolina in 2018.

- International Baccalaureate Diploma or Certificates
- Advanced Placement
- US High School Diploma

We have high expectations of all our students, while offering support to ensure that students are able to achieve their full potential.

Lisa Blair

Lisa Blair
High School Principal

High School Programme Summary

Academic Programme Overview

In grades 9 and 10, students take eight separate courses, working toward the upper grades where students will study the International Baccalaureate (IB), Advanced Placement (AP), High School (HS) courses, or a combination of these. These courses include Mathematics, Science, Physical Education, World Languages, English, Visual and Performing Arts, and Humanities. We also offer Japanese Language A for those students who are native Japanese speakers.

Before entering grade 11, students choose the academic path they want to follow for the next two years; the IB Diploma Programme, Advanced Placement courses, High School courses or a mixture of these. All students have the opportunity to earn an ACS Hillingdon High School Diploma regardless of the academic pathway chosen.

High School credits

In order to earn the ACS High School Diploma, a student must earn a minimum of twenty credits. The following are required credits: 4 in English, 6 in Social Studies and Foreign Languages (at least two credits in the same foreign language and three credits in social studies), 6 in Mathematics and Science (at least two credits in each), 1 in Arts, 2 in Physical Education and 1 extra credit.

Private Music Tuition

In grades 9 and 10 there is an opportunity to take private music lessons on campus. The programme is available to students for violin, viola, flute, clarinet, alto saxophone, tenor saxophone, trumpet, trombone, baritone, bass guitar, guitar, drums, voice and piano. The private music lessons are 30 minutes long and take place during regular classes on a rotating basis.

Native Language Enrichment (NLE)

ACS Hillingdon International School recognises the important role of a student's first language in enhancing second language acquisition, cognitive growth and overall wellbeing. For this reason, we host a Native Language Enrichment Programme organised and offered by our school to further students' proficiency and development in their native language and culture. The NLE programme meets once per week for 45 minutes and is offered complimentary by the school.

Outreach and Service Opportunities

At ACS, our core values state we will "engage in community" and "drive positive change". In keeping with these values, we run faculty-led service projects to enhance a student's community awareness and sense of responsibility towards others. During the year, students take trips, learn about a global issue linked to our curriculum, and create a community service action plan.

All students in the high school are encouraged to participate in an activity that inspires them to give back to the community. Students document their participation and reflections, and participate in programmes that are both local to the Greater London area and international in nature.

High School Programme Summary

The IB Diploma Programme

IB Diploma Programme (IBDP) 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:

1. 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.
2. The Theory of Knowledge (TOK) course cultivates the capacity of students to critically reflect upon the foundational presuppositions of their other subjects and to think for themselves. The key question of the course is: "How do I know?" TOK distinguishes eight areas of knowledge in which to ask the question. They are mathematics, natural sciences, human sciences, the arts, history, ethics, religious knowledge systems and indigenous knowledge systems. 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.
3. Creativity, Activity, and 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.

Assessment

Students complete assessment tasks in the school, which are either marked and moderated internally by teachers or moderated externally by external IB examiners. Students also take written examinations, which are marked by external IB examiners, in May of the second year. Grades in each subject range from 1-7 and up to 3 points more can be earned for the Extended Essay and Theory of Knowledge.

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, 12 points in 3 Higher Level subjects) and to satisfactory participation in the three core requirements. The highest total that a Diploma student can be awarded is 45 points.

University Recognition

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

Subject Selection

Students must select a subject from each group. Three subjects are taken at Standard Level (SL) and three at Higher Level (HL).

Group 1: Studies in Language and Literature

We offer IBDP Language A: English Language and Literature HL/SL, IBDP Language A: English Literature HL/SL, IBDP Literature and Performance SL (also counts as a Group 6 subject) and Language A: Japanese Literature HL/SL. Students may choose to study independently IBDP Language A: Literature as a self taught/school-supported subject, at Standard Level only. Recent examples include Hebrew, Dutch, Spanish and Swedish.

High School Programme Summary

Group 2: Language Acquisition

IBDP French B HL/SL, IBDP Spanish B HL/SL, IBDP Spanish ab initio SL, IBDP Italian ab initio SL or IBDP English B HL. Students who select IBDP English B must also select an IBDP Language A if they are full IB Diploma candidates.

Group 3: Individuals and Societies

IBDP Economics HL/SL, IBDP History HL/SL, IBDP Psychology HL/SL, IBDP Business and Management HL/SL, IBDP Environmental Systems and Societies-SL (also counts as a Group 4 subject).

Group 4: Sciences

IBDP Biology HL/SL, IBDP Chemistry HL/SL, Physics HL/SL, IBDP Environmental Systems and Societies SL (also counts as a Group 3 subject).

Group 5: Mathematics

IBDP Mathematics HL/SL, IBDP Mathematical Studies SL.

Group 6: The Arts

IBDP Visual Arts HL/SL, IBDP Film HL/SL, or another subject from Groups 1-4.

In addition, students take a Theory of Knowledge course, write a 4000 word Extended Essay on a topic of interest within a chosen subject, and complete a profile of activities in CAS (Creativity, Activity and Service) over 18 months.

Advanced Placement (AP) Programme

Students may gain college/university credit and/or advanced placement for the High School Diploma by taking AP courses. ACS Hillingdon offers a choice of six AP courses; all one year in duration. Most AP courses culminate in an exam administered during the two week AP testing period in May. The exam dates are set by the College Board and students taking an AP course should be aware that, according to ACS Hillingdon policy, they are required to take the course exam.

AP courses are fast-paced university level courses requiring strong reading skills and a commitment to independent learning. A high level of self-direction is assumed. Students should note too that the format of the AP exams is a combination of multiple-choice questions and free response, and that the final AP score is a result of the two part exam at the end of the course.

Many universities and colleges in the US and Canada offer credit and/or advanced placement for students scoring a 3 or above. In the UK, at least three AP courses and examinations are considered to fulfil the matriculation requirements of universities. Offers will vary depending on the university or the course. Students applying to UK universities with APs must also have the High School Diploma with a minimum GPA of 3.0 and take the SAT Reasoning test to be considered eligible. Some programmes may require that a student have a 3.5 GPA and/or a minimum of 5 AP exams. For individual university requirements see the College Board AP Recognition website.

Students should note that most AP courses have prerequisites. Students and their parents will also be asked to sign a contract 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. ACS Hillingdon offers a rotating schedule of AP courses every two years

Offered 2017-2018	Offered 2018-2019
English Language and Composition US History Human Geography Calculus AB Studio Art – 2D Design	English Language and Composition English Literature and Composition Comparative Government and Politics Calculus AB Studio Art – 2D/3D Design Biology

High School Programme Summary

English

English 9 = 1 credit

English 9 is designed to develop students' English skills and to prepare them for the demanding courses they may take in Grade 10 and beyond. This course combines the study of both literary and non-literary texts taken from a range of sources. Students will develop their writing and speaking in a variety of genres with emphasis placed on academic writing, speaking and analytical skills.

English B 9 = 1 credit

English B 9 is a course for second language students of English whose language skills are still developing towards near-native level. This course is taken instead of English 9 and is a mandatory course for those students whose level of English is deemed by the school 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 and to support them in their English needs across the curriculum.

English 10 = 1 credit

English 10 is designed to provide an engaging and supportive programme to develop the students' key English skills. The course combines a core of literary study with strands of non-fiction analysis, vocabulary and grammar. The way the course is run allows students to develop their abilities and focus on weaknesses with guided and structured support. Students will be exposed to a wide range of text types and will develop their writing and speaking skills in a variety of genres.

English B 10 = 1 credit

English B 10 is a course for second language students of English whose language skills are still developing towards near-native level. This course is taken instead of English 10 and is a mandatory course for those students whose level of English is deemed by the school to require an EAL teaching approach. The course will employ a wide range of strategies to help students develop their key speaking, listening, reading and writing skills and to support them in their English needs across the curriculum.

High School English 11 = 1 credit

In High School English students study a variety of texts and genres, including nonfiction. They develop skills of analysis by exploring how writers use language to create meaning in different contexts. Students also develop their communication and research skills through oral and written responses to texts studied. These skills are

developed through a series of activities, which include vocabulary and grammar work, composition of analytical and evaluative essays, and oral presentations. Students also undertake structured independent study of select texts and work both individually and in small groups.

High School English 12 = 1 credit

In High School English students study a variety of texts and genres, including nonfiction. They develop skills of analysis by exploring how writers use language to create meaning in different contexts. Students also develop their communication and research skills through oral and written responses to texts studied. These skills are developed through a series of activities, which include vocabulary and grammar work, composition of analytical and evaluative essays, and oral presentations. Students also undertake structured independent study of select texts and work both individually and in small groups.

AP English Language & Composition = 1 credit

Language and Composition pursues the study of rhetoric by considering how and why a speaker communicates a message to her audience. Students work almost exclusively with non-fiction texts covering many centuries of literary tradition and a wide range of styles from elevated prose to colloquial stuff, including the array of media confronting us today. As well as developing the ability to focus on the language of the text to develop cogent analysis of arguments, students also practice the skills of rhetoric in their own compositions. The AP Language programme is designed to provide its students with "exit-level proficiency" in first year college and university composition courses. The programme is reading and writing intensive, and preparation, attendance, and participation are essential for success.

AP English Literature and Composition = 1 credit

English Literature and Composition is a two semester class that is, in essence, a college level English class offered on a high school campus. The reading and writing experiences are similar to those commonly found in entry level English classes in colleges and universities. Students are expected to take the Advanced Placement English Literature and Composition exam given by the College Board in May. Scores on the exam are reported to colleges and may earn students units and/or course exemptions based on the policies of the individual institutions. Students enrolled in AP English Literature and Composition are expected to make a commitment to a rigorous curriculum of literary analysis and composition.

High School Programme Summary

IBDP English A Literature, SL/HL = 1 credit

IBDP Japanese A Literature SL/HL = 1 credit

Literary texts from different cultures and time periods are considered with attention to language, technique and context. Students learn to develop analytical responses at a high level, both in writing and oral presentations. This is for students who are fluent in the language and who demonstrate good study habits. The formal examination comprises two essay papers, one requiring the analysis of a passage of unseen literary text, and the other a response to a question based on the works studied. Students produce a written assignment based on the works studied in translation, and perform two oral activities presenting their analysis of works read.

IBDP English A Language and Literature, SL/HL = 1 credit

This is an IB English course that may be taken as a Group 1 component of the IB Diploma. It is designed for native level speakers of English. The course content is divided between a study of language (in its cultural contexts and in the context of mass communication) and literature (six major literary works studied in depth). The course uses texts chosen from a variety of sources, genres and media. The formal examination comprises two essay papers, one requiring analysis of unseen literary and non-literary texts, the other a response to a question based on the literary works studied. Students also produce written tasks in a variety of genres, and perform two oral activities presenting their analysis of works read.

IBDP English B, HL = 1 credit

This two-year IB English course is designed for students who have English as a second language but 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. The focus of the course is on development of the four primary language skills: listening, speaking, reading and writing, which will be developed through the study and use of a range of written and spoken material.

IBDP Literature and Performance SL = 1 credit

This course aims to explore the relationship between literature and theatre as an elective English course. The main focus is the interaction between the literary skills of close reading, critical writing and discussion and the practical, aesthetic and symbolic elements of performance. Students hone their analytical and essay writing skills through the study of poetry and a novel. Students produce written coursework based on a critical analysis of a play they have studied and performed, a performance based on their transformation of literature studied and an oral presentation.

Mathematics

Integrated Mathematics 1, 2, 3 & 3+ = 1 credit each

The mathematical concepts covered include expressions and equation solving; inequalities; polynomials and factoring quadratics; properties of exponents; introduction to coordinate geometry; rational expressions; parallel and perpendicular lines; triangles, right triangles, congruence and similarity; polygons; transformations; statistics.

Probability, Statistics and Functions = 1 credit

Prerequisite: A passing grading in Integrated Math 2 or equivalent.

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 Calculus (AB) = 1 credit

Prerequisite: Passing grade in Integrated Math 3 or 3+, or equivalent courses.

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.

High School Programme Summary

IBDP Mathematical Studies, Standard Level = 1 credit

Prerequisite: Passing grade in Integrated Mathematics 2, 3 or 3+, or equivalent course.

This course develops skills needed to cope with the mathematical demands of a technological society without requiring great technical experience. A wide range of topics are covered: number and algebra, set theory, logic, geometry, trigonometry, statistics and probability, functions, financial mathematics, introductory differential calculus. All students are required to complete a project which is internally assessed and externally moderated.

IBDP Standard Level Mathematics = 1 credit

Prerequisite: Passing grade in Integrated Mathematics 3 or 3+, or equivalent course.

This course is for students who already have knowledge of basic mathematical concepts and are equipped with the skills needed to apply mathematical techniques correctly. Students apply their mathematical knowledge to solve realistic problems set in appropriate context. The course has seven major topics in the syllabus, including; algebra, trigonometry, probability and statistics, vectors, matrices, and calculus.

IBDP Higher Level Mathematics = 1 credit

Prerequisite: Passing grade in Integrated Math 3 or 3+, or equivalent course.

The first year of this course can also be taken as a Pre-Calculus Advanced course, for students who meet the entrance requirements, and who might be considering AP Calculus in their senior year. This demanding and rigorous course is for students with a strong background in mathematics who are competent in a range of analytical and technical skills. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas.

The course has seven major topics in the core syllabus, including; algebra, trigonometry, probability and statistics, vectors, matrices, and calculus. You will also study one specialist optional topic. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses.

Science

Biology = 1 credit

Biology includes the study of cellular structure and functions, diet and nutrition, biochemicals for life, plant transport systems and plant reproduction and ecology. Through inquiry of activities and laboratory, 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.

Advanced Biology = 1 credit

Prerequisite: Passing grade in Biology or equivalent course of Chemistry or Physics

This course includes human physiology, genetics and evolution, immune system and energy transformations. It prepares the students for IBDP and AP Biology courses. A parallel practical course runs alongside the theory and the skills to develop a hypothesis and test it, design the investigation, collect raw data, interpret it and draw a conclusion are taught and strengthened in this practical course

Physics = 1 credit

Physics is intended to be a precursor to pursuing the subject at IB level, so it is mostly aimed at 9th graders who performed well in Science 8 gaining at least a Level 5. It covers a broad range of topics in physics; mechanics, heat, electricity and magnetism, waves and nuclear physics, but at a level only requiring basic algebra and graphing skills. No trigonometry or calculus are required.

Advanced Physics = 1 credit

Prerequisite: Passing grade in Physics or any equivalent course of Chemistry or Biology

This course develops understanding and knowledge of mechanics, thermodynamics, electricity, electrons and electronics magnets, atoms and radioactivity. It prepares the students for the IBDP Physics course. A parallel practical course runs alongside the theory and the skills to develop a hypothesis and test it by designing an investigation, collecting raw data, interpret the data and draw a conclusion. These skills are taught and strengthened in this practical course.

High School Programme Summary

Chemistry = 1 credit

The chemistry course aims to build a strong foundation in chemistry as an independent subject. Topics emphasized in the course are atomic structure, periodic trends, bonding, redox reactions and acid/base theory. A parallel practical course runs alongside the theory and the skills to develop a hypothesis and test it by designing an investigation, collecting raw data, interpret the data and draw a conclusion. These skills are taught and strengthened in this practical course.

Advanced Chemistry = 1 credit

Prerequisite: Passing Grade in Chemistry or equivalent course of Biology and Physics.

This course develops understanding and knowledge of the Mole concept, energetics and kinetics, equilibrium principles and organic chemistry. It prepares the students for IBDP Chemistry course. It emphasises the development of skills and abilities in using science apparatuses and laboratory substance safely; Designing and conducting simple experiments independently appropriate to the student's level.

STEAM = 1 credit

(Science, Technology, Engineering, Arts and Mathematics) Students learn to combine essential skills in Science, Technology, Arts, Engineering and Mathematics within design processes for project-based, interdisciplinary learning. This elective program is intended to run in parallel with core teaching programs across the school. Through STEAM learning, students will develop creative and innovative approaches towards applying their skill strengths across curriculum subject areas.

IBDP Physics, SL/HL = 1 credit

Prerequisite: Passing grade in Advanced Physics or equivalent course or a minimum grade 5 in Physics.

This is a two year course in which all students cover common ground in Grade 11 and Grade 12. The topics taught include mechanics, thermal physics, oscillations and waves, electric currents, fields and forces, atomic and nuclear physics, energy, power and climate. The higher level students study motion as well as digital technology topics in further detail. SL and HL students study two options from a selection including astrophysics, relativity, communications, electromagnetic waves and particle physics. All students produce a portfolio of practical work and a project.

IBDP Biology, SL/HL = 1 credit

Prerequisites: Passing grade in Advanced Biology or equivalent course or a minimum grade 5 in Biology.

This is a two year course in which all students cover common ground in Grade 11 and Grade 12. Strong emphasis is placed on laboratory and fieldwork, data collection, analysis and evaluation. Topics include: statistical analysis; cells, the chemistry of life; genetics; ecology and evolution; and human health and physiology. All students produce a portfolio of practical work and a project.

IBDP Chemistry, SL/HL = 1 credit

Prerequisites: Passing Grade in Advanced Chemistry or equivalent or a minimum grade 5 in Chemistry.

This two year course has a strong emphasis on laboratory and fieldwork, data collection, analysis and evaluation. Topics studied include: the second law of thermodynamics and applications; some fundamental ideas underlying quantum theory; spectroscopic analysis; electronic structure and the periodic table; organic compounds, their chemical behaviour and their place in everyday life; organic reaction mechanisms; electrochemistry and its links to industry. All students produce a portfolio of practical work and a project.

IBDP Environmental Systems and Society, SL = 1 credit

Prerequisites: Successful completion of Biology, Chemistry or Physics.

This is a two-year, trans-disciplinary course that 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
- bio-diversity
- conserving bio-diversity
- population dynamics
- resources as natural capital
- energy, water and soil resources
- food resources succession
- pollution management and climate change.

All students produce a portfolio of practical work and a project.

High School Programme Summary

Social Sciences

Grade 9 Humanities = 1 credit

This is a full year length course designed to provide students with a strong grounding in skills necessary for success in Humanities courses throughout high school. Students will work on honing their skills in note-taking, document-analysis, research, and writing throughout the year. The course content balances key historical and geographic issues from an internationalist perspective, with units of focus around human migrations, Africa, human settlements, water, and the theories of Jared Diamond.

Grade 10 students choose two semester long classes each year. US History and Grade 11/12 courses are one year long.

Psychology = 0.5 credit

This course is designed to provide students with a basic understanding of the approaches and subfields of psychology, focusing on the behaviorist and sociocultural approach with a focus on social learning theory and the psychodynamic approach. Students learn about psychology foundations, differences among approaches and various research methods used to study psychology. We examine behaviorism, social learning theory, obedience, conformity, prejudice and discrimination and end with Freud's personality structure. The course is intended to expose students to the subject of psychology and provide them with a solid foundation and skills to move into AP or IBDP psychology.

Business = 0.5 credit

This course is designed to expose the interested student to many functions of modern business, including factors of production, forms of business competition, marketing, business economics and excel/business correspondence training. The course shows the student how these functions exist in a changing society and the type of decisions which must be made within that environment. The course is also designed to expose the student to the multitude of career fields in the areas of business. The importance of business in the modern society is also stressed throughout the course.

Economics = 0.5 credit

The course is a one-semester comprehensive project based course designed to prepare students for AP and IB economics and to develop the student's executive skills. Economic vocabulary, theory and critical thinking are covered using current economic and social situations associated with both the developing and developed world. Theory topics: scarcity, opportunity costs,

PPC, supply and demand, elasticity, business cycle, characteristics of money, GDP, GDP components, GDP equation, circular flow of income, trade protectionism, barriers to trade, comparative advantage, terms of trade, Millennium Goals, types of aid, aid theories, unemployment, inflation, economic growth, equity vs equality, economics development, Lorenz Curve, HDI, poverty cycle, human capital, political, financial, social and cultural barriers.

International Politics = 0.5 credit

This course is designed to explore, historically and conceptually, the theories and practices of international political economy. The course examines the interplay of politics and economics at the global level. It introduces students to ways of understanding the modern world as a unit of international, political, and economic processes.

US History 11/12 = 1 credit

United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to present and apply historical thinking skills as they learn about the past. Seven themes of equal importance – identity; peopling; politics and power; work, exchange and technology; America in the world; environment and geography; and ideas, beliefs and culture – provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in a different times and places.

AP Comparative Government and Politics = 1 credit

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

IBDP 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. 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.

High School Programme Summary

To achieve success in the class and subsequent IBDP 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.

Students develop mastery of the skills necessary to write long evaluative essays and analyse data response questions. Higher Level students develop mathematical skills necessary to demonstrate mastery of economic theory through solving numerical questions and explaining the meaning of mathematical answers.

IBDP 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. 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. Students survey issues from the causes, practices and effects of war, to the rise and rule of single-party states and the Cold War. Students who choose higher level history, study in further detail, nineteenth and twentieth century history from Tsarist Russia to the collapse of Communism 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.

IBDP 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 perspectives: 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? Students also complete their own experimental study and report for their Internal Assessment.

IBDP Business and Management, SL/HL = 1 credit

The Business Management course is designed to offer intensive study of business and management concepts, theories, case-studies, and experiments. Among the topics of inquiry, students will explore business organization, human resources, accounts and finance, marketing, operations management and business strategy. In relation to this, the course, divided into the two years of the DP, intends to provide an understanding of principles of economics, the nature of firms, the role of entrepreneurs in economy, essential of economic policy and regulation, globalization of business environment and fundamentals of business strategy.

Among the major objectives of the course, students are expected to become acquainted with economic perspectives and ways of thinking, develop intercultural awareness and understanding, become globally aware and ethically sensitive individuals, and challenge traditional assumptions of economics and business. In addition, students will be encouraged to develop awareness on political and social issues that interact with economic and business topics such as the negative and positive externalities of economic development, questions of poverty, globalization of traditional societies. The course takes a global perspective but it does emphasize the relationships between local, regional and global processes and issues.

High School Programme Summary

Language Acquisition

Depending on students' previous experience in the various languages on offer, there are several pathways to follow.

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.

French 2 = 1 credit

Prerequisite: French 1, Middle School French 1B or equivalent with a passing grade 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.

French 3 = 1 credit

Prerequisite: French 2 or equivalent with a passing grade in the second semester.

French 3 develops and deepens 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. Students read contemporary articles on a variety of topics and talk about personal experience as well as learn more about French culture and French-speaking countries.

French Advanced = 1 credit

Prerequisite: French 3 or equivalent with a passing grade in the second semester.

French Advanced consolidates and extends learning in French 3. Students continue to develop listening, speaking, reading and writing skills. They refine knowledge of grammar and vocabulary and prepare for IB classes.

IBDP French B, SL/HL = 1 credit

Prerequisite: French Advanced or equivalent with a passing grade in the second semester.

Language B is a foreign language course for students with some previous experience 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.

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 or equivalent with a passing grade in the second semester.

This one-year course expands skills of speaking, reading, writing and listening. 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 or equivalent with a passing grade in the second semester.

Spanish 3 develops and deepens 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. Students are introduced to Hispanic literature and be able to talk about personal experiences as well as learning more about Spanish speaking countries and their culture.

Spanish Advanced = 1 credit

Prerequisite: Spanish 3 or equivalent with a passing grade in the second semester.

Spanish Advanced consolidates and extends learning in Spanish 3. Students continue to develop their listening, speaking, reading and writing skills. They refine their knowledge of grammar and vocabulary.

High School Programme Summary

IBDP Spanish B, SL/HL = 1 credit

Prerequisite: Spanish Advanced or equivalent with a passing grade in the second semester.

Language B is a foreign language course for students with some previous experience 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 Spanish speaking countries. 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.

IBDP Spanish ab initio, SL = 1 credit

The Spanish ab initio course is a two year course for students who have little or no previous experience of learning Spanish. The main focus of the course is on the acquisition of language required for purposes and situations usual in everyday social interaction.

The course is very fast-paced and students have to be prepared to revise grammar and vocabulary independently on a regular basis. The course develops a variety of linguistic skills, and a basic awareness of Spanish and Latin American culture through the study of a variety of topics.

IBDP Italian ab initio, SL = 1 credit

The Italian ab initio course is a two year course for students who have little or no previous experience of learning Italian.

The main focus of the course is on the acquisition of language required for purposes and situations usual in everyday social interaction. The course is very fast-paced and students are required to revise grammar and vocabulary independently on a regular basis. The course develops a variety of linguistic skills, and a basic awareness of Italian culture through the study of a variety of topics.

The Arts: Music, Drama and Visual Art

All courses (Except IBDP courses) are electives and fulfil the Fine Arts graduation requirement. Students are required to take a fine art credit in Grades 9 and 10.

Grades 9 and 10 students choose 2 semester long classes each year. Grade 11 and 12 courses are one year long.

Film Genre Production 9/10 = 0.5 credit

Students explore different processes of creative filmmaking, while learning the same techniques that are used professionally in blockbuster films, focusing and learning about different genres. This will prepare students for the IBDP Film course in grade 11.

Film Art Production 9/10 = 0.5 credit

Students explore different processes of creative filmmaking, while learning the same techniques that are used professionally in blockbuster films. Students work with actors, operate the camera and record sound, focusing on a final production product.

IBDP Film, SL/HL = 1 credit

The IB Diploma Programme film course is a two year course which aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. Students also develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film.

Art and Design 9/10 = 0.5 credit

Fine arts skills and techniques of Painting, Sculpture and Printmaking are learned. Drawing and mark making is central to all activities. Students use workbooks for planning and documentation purposes. This course prepares students in skills used in IBDP Visual Arts in Grade 11.

High School Programme Summary

Art History Studio 9/10 = 0.5 credit

The study of history of art with an emphasis on the 20th Century. Understanding through making is central to the course with very hands on approach. This course prepares students in skills used in the IBDP Visual Arts in Grade 11.

Art Design = 1 credit

Students will learn the basic skills and techniques required for the Fine Arts (Painting, Sculpture and Printmaking). Drawing and mark making will be central to all activities. They will use workbooks for planning and documentation purposes. Extension of concepts and skills for students interested in further study

Digital Art and Design 9/10 = 0.5 credit

Skills and techniques for digitally illustrating and manipulating photos are studied to create work in Photoshop with Bamboo drawing tablets. Photography is also a focus for this class. This course prepares students in skills used in AP Studio Art and IBDP Visual Arts in Grade 11.

Textile Design 9/10 = 0.5 credit

Students design a product/garment and learn the skills of sewing using sewing machines. They create two-dimensional patterns before constructing of the product/garment. Sketching and the illustration of ideas will be the foundation for their designs. This course prepares students in skills used in the IBDP Visual Arts in Grade 11.

Drama 9/10 = 0.5 credit

Drama at high school level explores performance skills (acting and directing) and theatre production (backstage, design work and tech crew training). The Drama course consists of several units such as acting, film study, dance, play production and includes practical work such as theatre games, group work, improvisation, presentation of scenes and dialogues. Emphasis is placed on learning through doing, on creativity, on production-based work and on mixed-media exercises.

Band = 1 credit

Band is a class where musicianship is developed through small ensemble experience and individual musical study. Students should have prior experience with their instrument of choice, and players of woodwinds and brass, as well as guitar, bass, piano and drum kit are encouraged to enroll. Students will develop their music reading and listening skills in addition to improving their instrumental technique. Musical emphasis is primarily contemporary, including rock, jazz, Latin styles and their variants. Theory fundamentals are taught where applicable.

Electronic Music Composition 9/10 = 0.5 credit

Students learn how to compose contemporary electronic dance music, through extensive study of forms and structures found in various EDM styles, the development and application of compositional and sound design skills built around digital audio technology, and project-based assessments covering a breadth of sub-genres drawn from the three main genres of techno, house and trance. This course prepares students for IBDP Music.

Soundtrack Design 9/10 = 0.5 credit

Students learn how to design sounds and score musical soundtracks for film and media projects, through the study of exemplary soundtracks from cinema history, the development and application of compositional skills built around digital audio technology, and project-based assessments covering a variety of soundtrack scoring tasks essential to film and media projects. This course prepares students for IBDP Music and IBDP Film.

IBDP Visual Arts, SL/HL = 1 credit

The visual arts core syllabus at SL and HL consists of three equal interrelated areas. Visual Arts in Context; Visual Arts Methods; Communicating the Visual Arts.

- Visual Arts in Context provides a lens through which students are encouraged to explore perspectives, theories and cultures that inform and influence visual arts practice. Students should be able to research, understand and appreciate a variety of contexts and traditions and be able to identify links between them.
- Visual Arts Methods addresses ways of making artwork through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods.
- Communicating Visual Arts involves students investigating, understanding and applying the processes involved in selecting work for exhibition and public display. It engages students in making decisions about the selection of their own work.

Throughout the course students at both SL and HL are required to maintain a visual arts journal. This is their own record of the two years of study.

AP Studio Art 2D/3D Design = 1 credit

Students develop a cohesive body of work investigating a strong underlying visual idea that grows out of a coherent plan of action or investigation (i.e., a "concentration"). Students learn a variety of concepts and approaches to demonstrate a range of abilities and versatility with techniques.

High School Programme Summary

Such conceptual variety can be demonstrated through either the use of one or the use of several media. The course enables students to develop mastery (i.e., "quality") in concept, composition, and execution. The course teaches students a variety of concepts and approaches so that the student is able to demonstrate a range of abilities and versatility with ideation (i.e. "breadth"). Such conceptual variety can be demonstrated through either the use of one or the use of several media. The course includes group critiques, with the teacher, enabling students to learn to analyze and discuss their own artworks as well as artworks of their peers.

Yearbook/Photography = 1 credit

Students 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 to an agreed but tight time frame.

Physical Education

Physical Education (Grades 9 and 10) = 1 credit

The purpose of the physical education program is to prepare students for the challenges of the 21st century by providing 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. There are end of quarter written tests that focus on the basic rules and strategies of each topic covered throughout the year. Additionally, the fundamental skills are continually assessed in a game situation following a rubric format. Students enjoy this class who are willingly active and eager to participate in all types of movement forms and succeed in this class with consistent effort and enjoyment of the benefits of leading an active lifestyle.

Theory of Knowledge

TOK (Grades 11 and 12) = 1 credit

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake, as well as

an option for other students. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore knowledge questions. A knowledge claim is the assertion that "I/we know X" or "I/we know how to Y", or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between shared knowledge and personal knowledge is made in TOK. This distinction is intended as a device to help students explore the nature of knowledge.

EAL/Learning Support Programme - Grades 9-12

Students who qualify for learning support receive support lessons in a small-group setting for as many periods per week as needed. Students are taught metacognitive and study skills using their own course assignments, according to individual learning needs, in the areas of organization, revision, the writing process, memory, exam preparation as well as some re-teaching of concepts in specific subjects. In addition, students are encouraged to develop self-knowledge and awareness of personal learning style. Classes are scheduled periods that are in place of a study hall or in some cases, an elective, so all students follow a fully integrated curriculum. Support is guided by the individual learning needs of each student, according to their formal Educational-psychological Testing Evaluation Report. The aim of the support is not only to raise student achievement, but also for the student to learn skills that lead them toward further independence. We act as advocates for our students within the school, while encouraging students to develop self-advocacy skills.

We also arrange for students to access classroom accommodations such as extended time on testing, computer use and other classroom accommodations as appropriate, and we apply, on their behalf, for external examination accommodations for the IB, SAT, AP and ACT exams. All students have basic goals that they are encouraged to master by the time they graduate and enter higher education.

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