
HUMANITIES SCHOLARSHIP AND PROGRAMME (HSP)

ANGLO-CHINESE SCHOOL (INDEPENDENT)

EXPLORE HSP AT ACS (I)

Join us!

The Anglo-Chinese School (Independent) is the first and only Humanities Scholarship and Programme (HSP) centre offering the International Baccalaureate Diploma Programme (IBDP).

A prestigious and established pre-university course of study that emphasises high academic standards, the IBDP caters to students with high academic ability, a wide range of interests and an intrinsic motivation to excel.

The focus of the IBDP is academic excellence as well as personal development in areas such as global issues, social awareness, philosophy, culture and the arts.



Anglo-Chinese School
(Independent)

A Methodist Institution
(Founded 1886)

**FOR MORE INFORMATION,
PLEASE VISIT:**

[https://www.acsindp.moe.edu.sg/
talent-development/
humanities-scholarship-programme/](https://www.acsindp.moe.edu.sg/talent-development/humanities-scholarship-programme/)



ABOUT HSP

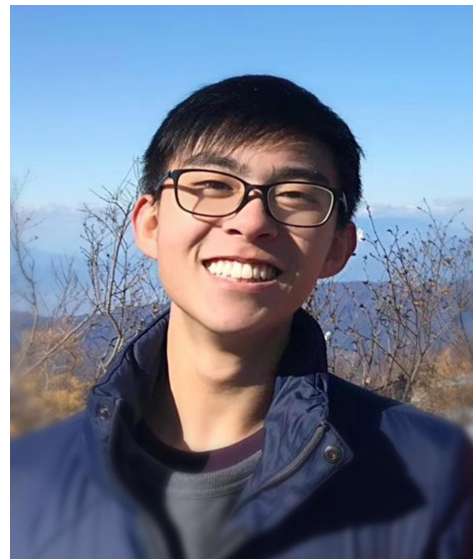
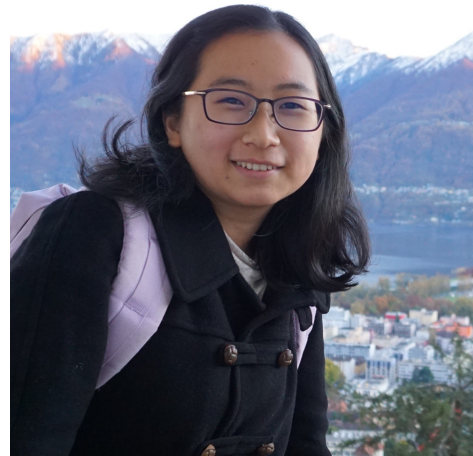
The holistic and comprehensive Humanities Programme in ACS (Independent) provides HSP scholars with the intellectual environment that will deepen their appreciation and understanding of man and his society.

Scholars get to further develop their passion in the Humanities through specially-created enrichment modules. The enrichment modules, some of which are designed and organised by our own scholars under the supervision of their tutors, take the form of colloquia, seminars, conferences, field studies, field trips and industry attachments.

The scholars' strong sense of ownership over their learning is best exemplified by their keen involvement in researching and designing learning multi-disciplinary experiences for their Overseas Education Programme.

“The humanities put to the test what it means to be fully human; they teach us, incrementally, endlessly, not what to do but how to be.”

Mark Slouka

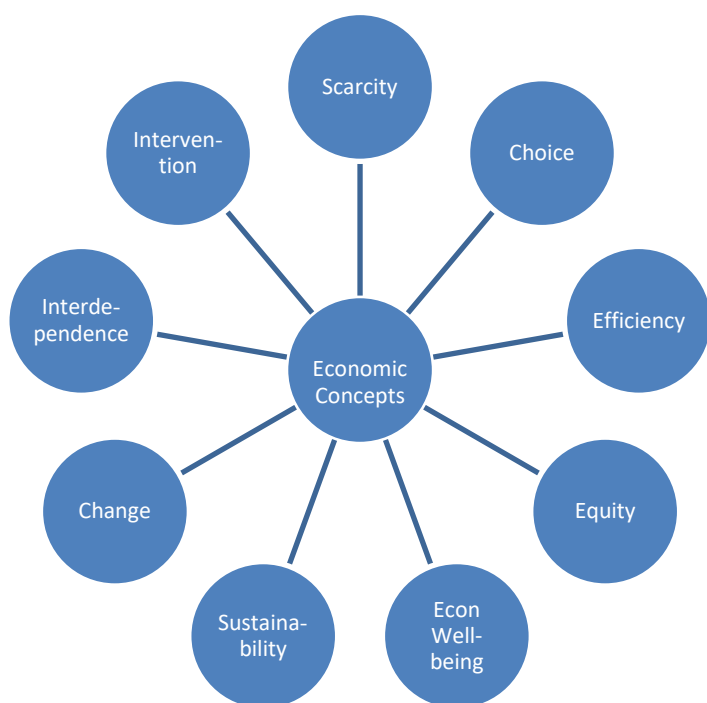




Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made.

The course, at both HL and SL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy).

It allows students to explore models, theories and key concepts, and apply them, using empirical data, through the examination of real-world issues. The nine key concepts are as follow



Course Content

(First Assessment from 2024)

The course aims to:

- Develop a critical understanding of a range of economic theories, models, ideas, and tools in the areas of microeconomics, macroeconomics and the global economy.
- Apply economic theories, models, ideas and tools, and analyze economic data to understand and engage with real-world economic issues and problems facing individuals and societies.
- Develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

Topics to be covered in the course include:

Unit 1: Introduction to Economics

- 1.1 What is economics?
- 1.2 How do economists approach the world?

Unit 2: Microeconomics

- 2.1 Demand
- 2.2 Supply
- 2.3 Competitive market equilibrium
- 2.4 Critique of the maximizing behaviour of consumers and producers
- 2.5 Elasticity of demand
- 2.6 Elasticity of supply
- 2.7 Role of government in microeconomics
- 2.8 Market failure—externalities and common pool or common access resources
- 2.9 Market failure—public goods

The following are added to the HL syllabus

- 2.10 Market failure—*asymmetric information*
- 2.11 Market failure—*market power*
- 2.12 The market's inability to achieve equity

Unit 3: Macroeconomics

- 3.1 Measuring economic activity and illustrating its variations
- 3.2 Variations in economic activity— aggregate demand and aggregate supply
- 3.3 Macroeconomic objectives
- 3.4 Economics of inequality and poverty
- 3.5 Demand management (demand-side policies)— monetary policy
- 3.6 Demand management—fiscal policy
- 3.7 Supply-side policies

Unit 4: The global economy

- 4.1 Benefits of international trade
- 4.2 Types of trade protection
- 4.3 Arguments for and against trade control/ protection
- 4.4 Economic integration
- 4.5 Exchange rates
- 4.6 Balance of payments
- 4.7 Sustainable development
- 4.8 Measuring development
- 4.9 Barriers to economic growth and/or economic development
- 4.10 Economic growth and/or economic development strategies

Assessment

Internal Assessment: (HL 20% ; SL 30%)

Three commentaries of 800 words each based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analyzed using different key concepts.

External Assessment:

HL 80%

Paper 1: (20%) Extended response paper based on all units of the syllabus

Paper 2: (30%) Data response paper based on all units of the syllabus

Paper 3: (30%) Policy paper based on all units of the syllabus

SL 70%

Paper 1: (30%) Extended response paper based on all units of the syllabus

Paper 2: (40%) Data response paper based on all units of the syllabus

Sample Questions

Paper 1

- Explain two tools open to a central bank to conduct expansionary monetary policy.
- Using real-world examples, evaluate the effectiveness of monetary policy to achieve low unemployment.

Paper 2

- Using an exchange rate diagram, explain how the increase in the interest rate by the Nigerian central bank might prevent the continued fall in the value of the naira.

Paper 3

- Using the data provided, and your knowledge of economics, recommend a policy that could be introduced by the government of Country A in response to the expected fall in the world price of coffee.

University Courses and Careers

A background in Economics can lead to advanced study and research in fields such as Finance, Public Policy, Business & Management as well as International Studies. It is also useful in the study of Law, Medicine and many other disciplines.

Do note that some top overseas universities require a good score in HL Mathematics as a pre-requisite in order to pursue Economics as a major.

Materials for this information sheet are taken from the IBO website. For more information, kindly speak to the friendly teachers from the Economics Business Management Department.



Read in order to live.

Gustave Flaubert, Letter, June 1857

The Anglo-Chinese School (Independent) English A: Literature Syllabus is a Literature based course studied in the first language of the student. Students in the ACS (Independent) IB DP study this course, to fulfil the IB Diploma requirement for a Group 1 subject. Students selected for the Humanities Scholarship Programme must study this subject at Higher Level.

Course Content

In the Language A: Literature course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as:

- the creativity of writers and readers
- the nature of the interaction with the writers' and readers' respective contexts and with literary tradition
- the ways in which language can give rise to meaning and/or effect
- the performative and transformative potential of literary creation and response.

Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students will be involved in processes of critical response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

HSP Literature Text List

- William Shakespeare: *Tempest*
- Mo Yan: *Red Sorghum*
- Euripides: *Medea*
- Carol Ann Duffy: *New Selected Poems*
- Bao Ninh: *The Sorrow of War*
- Yevgeny Zamyatin: *We*

- Gabriel García Márquez: *Chronicle of a Death Foretold*
- F. Scott Fitzgerald: *The Great Gatsby*
- Maya Angelou: *I know why the Caged Bird Sings*
- Joseph Conrad: *Heart of Darkness*
- Arthur Miller: *A View from the Bridge*
- Tennessee Williams: *A Streetcar Named Desire*
- Chimamanda Ngozi Adichie: *Purple Hibiscus*

Assessment

1) External Assessment: 80%

a) Paper 1: Guided literary analysis (35%)

The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)

b) Paper 2 Comparative Essay (25%)

The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 m)

c) Higher Level Essay (20%)

Students submit a 1500-word essay on one literary text or work studied during the course. (20 marks)

2) Internal Assessment (Individual Oral): 20%

Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: *Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.* (40 marks)

University Courses and Careers

Studying Literature will open the door to a wide range of university studies that could lead to a diversity of careers in education, law, public administration, journalism, publishing, human resource, international and public relations, media communications, psychology and social work. In addition, it also provides the necessary analytical skills in areas such as business and marketing.



Geography (Higher and Standard Level):

*'In the American Declaration of Independence, Thomas Jefferson wrote that among the most basic of human rights are life, liberty, and the pursuit of happiness. Each of these rights is played out upon a **geographic stage**, has **geographic properties**, and operates as a **geographical process**'. Geography Annual 04/05 (2004:9)*

What are the spatial constraints on pursuing goals of life, liberty, and happiness?

What are our future resource needs, and where will we find the new resources that have not been adequately explored?

How and why do sustainability and vulnerability change over space and time?

Geography seeks answers to these important questions. These answers help us to better understand the intimate relationships between (wo)man and their natural environments. IBDP Geography, in particular examines the process of globalization and the impact of economic development on social, cultural and natural environments. It examines geographical issues in light of the 4 'P's – **Place, Power, Problems and Possibilities**.

Course Content

Fieldwork is an integral part of IB Geography. This relates to both their Internal Assessment (IA) and the Extended Essay (EE) should they select Geography as their EE choice. Every effort is made by the department to encourage this 'Hands-On' experience. Several optional themes will be offered to provide students with choices of topics which they are interested in, as well as to emphasize the inter-relationships of topics covered.

Geographical skills– Integrated throughout. This is not a distinct unit of the syllabus but integrated throughout the entire course to ensure that students will have competency in a number of skills such as map interpretation, basic statistical techniques, the analysis and interpretation of graphical data.

The Geography Department offers the following three options:

Paper 1: Geographic Themes – (HL/SL)

- Leisure, tourism and sport (HL/SL)
- Urban environments (HL/SL)
- Geophysical hazards (HL)

Paper 2: Core (HL/SL)

Geographic perspectives – global change

- Population distribution – changing population
- Global climate – vulnerability and resilience
- Global resource consumption and security

Paper 3: HL Extension – Geographic perspectives – global interactions

- Power, places and networks
- Human development
- Global risks and resilience

Assessment

External Assessment: Three written papers for a total of 4 hours 30 minutes (**HL 80%**). Two written papers for a total of 2 hours 45 minutes (**SL 75%**)

Paper 1: Geographic themes: (**35% HL and SL**)

Paper 2: Core, Geographic perspectives global change: (**25% HL, 40%SL**)

Paper 3 (extension - HL only): Geographic perspectives, global interactions (**20% HL**)

Internal Assessment: (20% HL and 25% SL). One fieldwork leading to one written report of 2,500 words. **Must be from the syllabus.**

University Courses and Careers

IBDP Geography prepares students for a wide range of university courses and careers such as urban planning, travel and tourism, diplomatic services, International Relations, Business Management, Economics, journalism and Human Resources.



"History is who we are and why we are the way we are."

David McCullough

"History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future."

Robert Penn Warren

What do we offer?

The IB History course is an intrinsically fascinating course as it not only exposes students to key world events and powerful historical personalities, but also challenges students to look into the past to help them understand the world today. The study of History develops skills like source analysis, critical thinking, empathy and the formulation of persuasive arguments.

What historical topics do we teach?

Authoritarian states (20th century) – HL/SL

This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power, including the impact of the leaders' policies, both domestic and foreign, upon the maintenance of power. Case-studies include Adolf Hitler's Germany and Mao Zedong's China.

Richard Overy describes individuals like Hitler and Mao as 'constructing utopia'. Yet why did millions have to suffer for this idealistic vision?

The Cold War: Superpower tensions and rivalries (20th century) – HL/SL

The Cold War dominated global affairs from the end of the Second World War to the early 1990s. This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states. The topic aims to promote an international perspective on the Cold War by requiring the study of Cold War leaders, countries and crises from more than one region of the world.

Francis Fukuyama claimed that the end of the Cold War marked the end of history. Can History actually end?

The move to global war – HL/SL

This topic focuses on military expansion from 1931 to 1941. Two case studies are prescribed, from different regions of the world. The first case study explores Japanese expansionism from 1931 to 1941, and the second case study explores German and Italian expansionism from 1933 to 1940. The focus is on the causes of expansion, key events, and international responses to that expansion.

History of Asia and Oceania – HL only

Early modernisation and imperial decline in East Asia (1860-1912)

- This section focuses on developments in China and Japan between the mid-19th century and early 20th century. It examines the largely unsuccessful attempts at modernisation and reform in China. The conservative and popular opposition to change was demonstrated by the failures of the Self-Strengthening Movement and the Hundred Day's Reform, and by the violence of the Boxer Rebellion. In contrast, Japan modernised rapidly and successfully during this period to emerge as a country that challenged the power of the western nations in Asia.

China and Korea (1910-1950)

- This section focuses on China and Korea between 1910 and 1950. It examines the rise of nationalism and communism in China after the establishment of the Chinese Republic, the struggle to unite China, as well as the nature of Japanese rule of Korea, formalized with annexation in 1910. The section concludes by examining the reasons for the victory of the communists in the Chinese Civil War and the consequences of this defeat for the nationalists.

The People's Republic of China (1949-2005)

- This section focuses on China under the rule of the Chinese Communist Party, and the great changes as the Communist Party under Chairman Mao Zedong extended its rule and Mao's vision of a socialist state. The focus of this

section is on the impact of domestic political, social and economic policies. It also examines modernisation of China's economy since Mao's death.

One century ago, China was the 'sick man of Asia' but it has since become the world's largest economy and a regional power. How did it happen and what will the impact be for the region and the world?

History of Asia and Oceania – HSP only

HSP students will study this topic instead of Early modernisation and imperial decline in East Asia (1860-1912)

Japan (1912–1990)

- This section begins with post-Meiji Japan and the reasons for Japan's failure to successfully establish a lasting democratic system of parliamentary government. It explores the rise of militarism and extreme nationalism that led to expansion in Manchuria and China. It also examines the desire to establish a Japanese empire in East and South-East Asia and the Pacific, known as the Greater East Asia Co-Prospersity Sphere.

This complicated and diverse society is not a fictional 'Eastern' society struggling with features of 'Westernization', but rather a modern society that is continuously negotiating its identity and role in a world of global capitalism.

Assessment

External Assessment

Paper 1

A source-based paper set on the prescribed subject of 'The move to global war'.

Weighting: 30% SL, 20% HL

Paper 2

An essay paper based on the world history topics of Authoritarian states and the Cold War.

Weighting: 45% SL, 25% HL

Paper 3 (HL only)

An essay paper on the regional option of History of Asia and Oceania.

Weighting: HL: 35%

Internal Assessment

A historical investigation requiring students to devise a research question of their choice and take

on the role of a historian to conduct research and present an argument.

Weighting: 25% SL, 20% HL

Hear what taking IB History is like



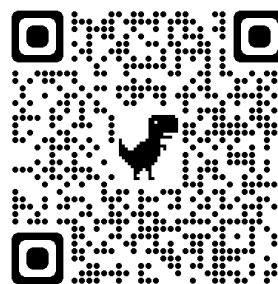
<https://tinyurl.com/takingIBhistory>

viewers will need a Microsoft Teams account to access the video

University Courses and Careers

IB History is a suitable and at times even a necessary preparatory course for a wide range of university courses and careers including: Law, Diplomatic Service, Foreign Service, Politics, International Relations, Administrative Service, Journalism, Business, Teaching, Human Resource.

Hear what our alumni have to say about how taking IB History has helped them



<https://tinyurl.com/historyalumnisay>