

IB Diploma & Career-related Programmes

Course Guide 2026-2028



IB CONTINUUM





Why Ascot

Three Pathways. One Community. Every Student Known.

At Ascot International School, our High School is built on a simple belief: **there is no single definition of success**. Young people learn differently, grow at different rates, and flourish when their individual strengths, interests, and aspirations are recognised and nurtured. That is why we offer **three IB-aligned pathways**, ensuring that *every student has a meaningful, challenging, and achievable route to success*.

Pathways for Every Learner:

Ascot offers students the choice of:

- **IB Diploma Programme (DP)** – for students seeking a rigorous, academically challenging pathway that prepares them for highly selective universities worldwide.
- **IB Diploma Courses (DP Certificates)** – offering flexibility and depth in selected subjects while allowing students to tailor their programme to their strengths and goals.
- **IB Career-related Programme (CP)** – a unique pathway that combines IB academic study with practical, career-focused learning, internships, and real-world application.

These pathways are **equally valued** and carefully guided. Students are supported to make informed choices, with pathways reviewed as students grow and their aspirations evolve. At Ascot, pathways are not limits, they are **launchpads**.

An Inclusive School Where Everyone Belongs

Belonging sits at the heart of our High School culture. Ascot is a genuinely inclusive community where students are known as individuals, not numbers. Small class sizes allow teachers to build strong relationships, personalise learning, and respond quickly to academic or wellbeing needs.

Our diverse international community is celebrated. Students are encouraged to bring their whole selves to school, languages, cultures, identities, interests, and to learn *with* and *from* one another. This sense of belonging empowers students to take risks, develop confidence, and grow into compassionate global citizens.

At Ascot, there is a pathway for everyone and a future for every student!

Wellbeing First, Always

We believe that students thrive academically when they feel safe, supported, and valued. Wellbeing is not an add-on at Ascot, it is woven into daily school life. Students benefit from strong pastoral care, dedicated counselling support, advisory programmes, and teachers who understand that learning is both academic and emotional.

Through the IB Learner Profile and explicit wellbeing education, students develop resilience, self-management, balance, and a healthy approach to challenge. Our small community ensures that concerns are noticed early and addressed with care and professionalism.

Personalised Learning Through Small Class Sizes

Our intentionally small classes enable a high level of individualised care and attention. Teachers differentiate learning, provide targeted feedback, and support students to set meaningful goals. Whether a student is preparing for university entrance, building vocational skills, or developing confidence in learning, they are guided every step of the way.

An IB Education, Grounded in Values

Ascot's High School is firmly rooted in the International Baccalaureate philosophy. Inquiry, critical thinking, global awareness, and ethical action underpin everything we do. Students are challenged to ask deep questions, think independently, and connect learning to the real world. Our values-driven approach ensures students leave Ascot not only academically prepared, but also principled, reflective, and ready to contribute positively to society.

A School That Grows With Your Child

Ascot International School is a place where students are supported to discover who they are and who they want to become. With multiple pathways, a strong sense of belonging, and a commitment to wellbeing and inclusion, our High School offers an education that is both ambitious and human.

At Ascot, there is no single definition of success.

What does it take to be successful as an IB student?

You need to have **academic ability** in each subject area, or the potential for it to be developed. There is a lot of material content to study and learn. There are complex concepts to understand. Successful students can think analytically and critically. They can communicate their ideas into coherent arguments that are supported by evidence and knowledge. You may have some of these attitudes and skills already. You may need to develop them if you want to **maximise your potential**.

To do this you also need to have **a good work ethic**; an ability to resist distractions and devote time to your studies both within and outside of the classroom; in school and at home.

Successful IB students are **resilient**; they have the ability to persevere when things get hard, to take the disappointments and learn from them, to be adaptable to new ways of learning and achieving their goals.

You should be **intrinsically motivated**. This means that you want the IB Diploma or one of the Certificates for your own satisfaction. The IB will not give it to you out of charity or empathy, but because **you have earned it**. Teachers and parents can and will provide support, guidance and encouragement. But you, the student, must provide the motivation to succeed.



The IB Learner Profile

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. Each of the IB programmes is committed to the development of students according to the IB learner profile.

The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

The key to success is unlocking your own potential

The IB Diploma Programme is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities. The programme is rigorous and demanding, but it also opens more doors to the most competitive higher education institutions.

Candidates for the full IB Diploma study one subject selected from each of the six subject groups.

For full Diploma students three subjects are studied at Higher Level (HL) and the remaining three subjects are studied at Standard Level (SL). Students will study some HL material within each class, where available, during the first semester. This gives students and teachers time to make an informed decisions about which classes to continue for the full 2 years at HL, and which to continue at SL.

At the end of the two-year programme, candidates are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

The six compulsory subject areas are:

- Group 1: Language A: Studies in Language and Literature
- Group 2: Language B: Acquisition
- Group 3: Individuals and Societies
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: The Arts (or another group 3 or 4 course).

All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central to the philosophy of the Diploma Programme. They can also be taken as individual courses by Diploma Certificate students.



Entry requirements for the full IB Diploma:

Ascot is an inclusive community school and treats each student as an individual. IGCSE examinations are a good indication of potential success in the IB Diploma. A minimum of an IGCSE grade C is recommended for SL classes, and an A for HL. Students who don't meet these entry guidelines will be counselled by teachers into the pathways and courses that best fit their abilities and potential.

Assessment in the full IB Diploma:

Each of the 6 subjects are graded from a low of 1 to a high of 7, with the points being accrued to create a potential of 42. There are three further points available from the EE and ToK making a grand total of 45 points. In order to attain the IB Diploma a candidate must fulfill a number of requirements, including:

- 24 points in total,
- at least 12 points from the 3 HL courses
- at least 9 points from the 3 SL courses
- a grade A-D in ToK and the EE
- complete the CAS requirements

Important note:

Not all of these courses will be in the final timetable. Availability will depend on levels of student interest and availability of teachers. This is particularly the case for subjects listed in *italics*.

Group 1: Language A: Studies in Language and Literature

- English language and literature
- English language and culture
- Thai language and literature
- *Mandarin language and literature*

Group 2: Language B: Acquisition

- English language acquisition
- Thai language acquisition
- Mandarin language acquisition
- *French for beginners*

Group 3: Individuals and Societies

- Global Politics
- Business Management
- Psychology

Interdisciplinary

- Environmental Systems and Societies can count as either a Science or an Individuals and Societies course.

Group 4: Sciences

- Biology
- Chemistry
- Sports, Exercise and Health Science
- *Physics*
- *Computer Science*

Group 5: Mathematics

There are two IBDP courses available. Students will be placed appropriately according to their abilities and their intended career pathways.

Group 6: The Arts

- Visual Arts

The Diploma Core

Required for the full Diploma, optional for the Certificate

- Theory of Knowledge
- Extended Essay

Higher Level or Standard Level? - try it before you buy into it.

Most DP courses can be studied at HL and SL. Higher Level courses require 240 hours of study and have more subject matter to be learned, at greater depth. They have either an additional examination paper or a more demanding internal assessment component. Standard Level courses require 150 hours of study. Students will be timetabled for 4 periods a week of each subject, to allow for the HL course, but SL students will not attend all classes or study all material. However, this gives students the opportunity to try HL for a term, and then make an informed decision about which level to continue studying over the next 18 months.

The following course outlines were written with the aid of Artificial Intelligence, developed from the IB Subject Briefs. More details about course content can be found in the source material here: [Diploma Programme course information](#)

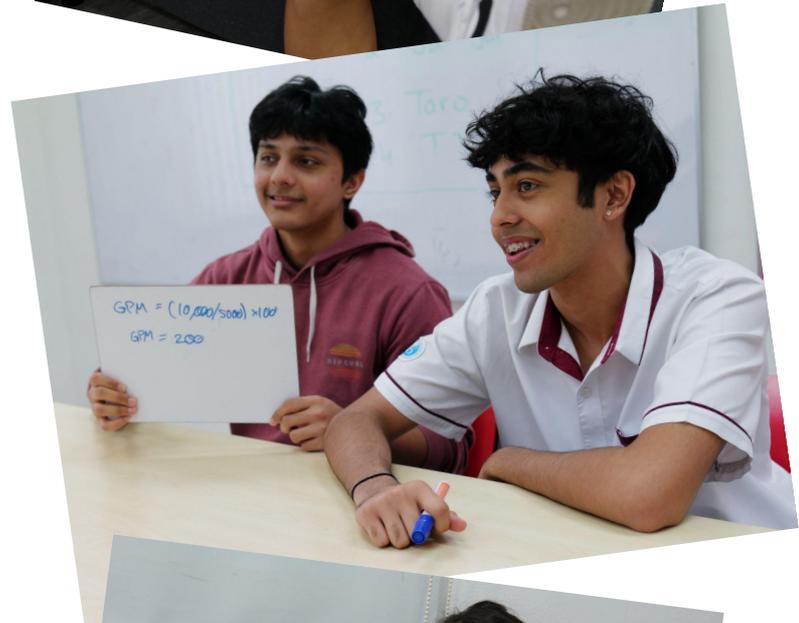
The **IB Diploma Certificate pathway** offers greater flexibility in which subjects and levels students follow, allowing them to tailor the programme to their strengths and goals.

Students are still encouraged to take one class from each of the six groups, but it is possible to drop one subject group and take only five classes. They can also choose as many or as few Higher Level subjects as meets their need and abilities. The extended essay and Theory of Knowledge are optional, but completion of Creativity, Activity and Service is required.

The flexibility of this pathway allows students more time and energy in their studies to concentrate on the subjects that matter most. This pathway allows more students to achieve their potential, to gain the benefits, knowledge and skills of an IB Diploma education without needing to meet the demands of the full Diploma.

Diploma Certificate candidates complete the same assessments as other students in each class, and attain the same certificate of results. Each course is graded 1-7, with a 3 generally being considered a passing grade. There are no additional requirements for the Certificate pathway; but the higher your total score in final exams then the greater choice of options in further education and careers.

Many universities will accept students with the Certificate and the Ascot high school transcript of grades only. Some may require students to also complete SAT, IELTS or High School Equivalency Certificate from a local examination centre. This would enhance an Ascot graduate's application to their chosen universities and colleges in Thailand.



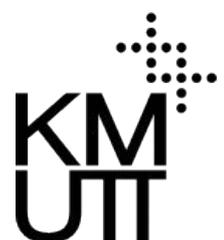
The **IB Career-related Certificate pathway** allows students who have already decided upon their specific adult career ambitions to gain in-depth preparation by studying with a specialist institution while also studying in the structure of a school community. The IB CP is a unique pathway that combines IB academic study with practical, career-focused learning, internships, and real-world application.

There are three main components required for students of this programme:

- The choice of two to four Diploma Programme courses. These courses provide and enhance the theoretical underpinning and academic rigour of the programme.
- The Career-related Programme core. This aims to develop personal qualities and skills and professional habits required for lifelong learning.
- The career-related study. This is the unique component of the CP that provides practical, real-world approaches to learning in a specific field or profession.

Career-related studies are offered by the school in consultation and agreement with third party educational institutions. Qualifications are not awarded by the IB, however they must satisfy the IB criteria for accreditation, assessment and quality assurance. Options currently available at Ascot include:

- SUMAS, Switzerland; a range of online courses in sustainable business management
- The Food School, Bangkok; a range of courses in culinary arts, crafts and businesses.
- KMUTT, Bangkok; a range of courses in interior, architectural and other design fields.
- Other studies can be arranged, depending on student interest and ambitions, and the availability of other authorised educational entities.





Assessment in the CP

The Career-related Programme requires students to be independent, hard-working, resilient and intrinsically motivated to succeed. The freedom and flexibility of the CP requires the independent time management of self-directed learning.

The Career-related Programme Certificate will be awarded subject to satisfactory completion of the following:

- a. Completion of the specified career-related study
- b. a grade 3 or more in at least two of the DP courses registered for the CP.
- c. at least a D for the reflective project.
- d. The core components of personal and professional skills, community engagement and language and culture studies requirements have been met.

All candidates receive programme results detailing their level of achievement of the DP courses and the reflective project, along with the status of completion of the CP Certificate.

CP Core components

The components of the core are at the heart of the Career-related Programme and are designed to enhance students' personal qualities and professional development.

All components of the core are mandatory, and are:

- **Personal and professional skills**
aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understandings, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. Emphasis is on the development of skills needed to successfully navigate higher education, the workplace and society.
- **Community Engagement**
is the practical application of knowledge and skills towards meeting an authentic community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions.
- **Language and Cultural Studies**
invites students to better understand and expand their linguistic and cultural repertoires and imagine how they could further engage with a range of linguistic and cultural groups. As partners in inquiry, students and teachers explore their linguistic and cultural repertoires and reflect on them in the context of local and global communities.
- **Reflective project**
is an in-depth body of work produced over an extended period and submitted in year 2 of the Career-related Programme. Through the reflective project, students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies. This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action and reflection, and to develop strong thinking, research and communication skills.

The career-related study is the backbone of the IBCP. It is designed to prepare students for higher education, an internship or apprenticeship, or a position in a designated field of interest. It provides the opportunity for students to learn about theories and concepts through application and practice while developing broad-based skills in authentic and meaningful contexts.

Current pathways available at Ascot include the following options. Some are studied entirely online, others are studied by day-release from school, with students attending a university of college campus. Additional career-related studies may be available and interested students should speak with the IBCP Coordinator at Ascot.



Six CP Career Pathways Tracks:

- Nature Conservation
- Sustainable Tourism
- Sustainable Hospitality
- Sustainable Culinary Arts
- Sustainable Finance and Digitalization
- Sustainable Fashion



Six CP Career Pathway Tracks:

- Architecture
- Interior Architecture
- Communication Design
- Landscape Architecture
- Design Innovation
- Multiple Intelligences for Design Innovation (MIDI)



6 CP Career Pathway tracks

- Professional Chef.
- Pastry and Bakery Chef.
- Culinary Instructor.
- Food Entrepreneur.
- Food Stylist or Photographer.
- Research and Development Chef.



Developing Global Communicators: Studies in Language and Literature

The IB Language A programme at Ascot International School is designed to empower students with the tools to navigate a complex, media-rich world. Whether through the lens of classical literature, contemporary media, or cultural anthropology, these courses cultivate high-level analytical skills and a profound appreciation for the power of language.

Core elements of the subject area

- **Critical Thinking:** Students don't just read; they interrogate. They analyse how authors use style, structure, and tone to shape meaning.
- **Cultural Literacy:** By studying works in translation and exploring global issues, students develop the "international-mindedness" that is a hallmark of the IB.
- **Articulate Expression:** Assessment is focused on both written precision and oral confidence, preparing students for the demands of university-level seminars and professional life.

Course Pathways: Choosing Your Focus

While both courses share the same high standards of analysis, they offer distinct pathways depending on a student's interests and career goals.

English A: Language & Literature (SL/HL)

- **The Focus:** The interplay between literary and non-literary texts.
- **Key Feature:** Students study everything from ancient Greek drama to modern television shows, social media campaigns, and visual advertisements.
- **Primary Texts** include: novels, poetry, plays, adverts, articles, photographs, films, etc.
- **Best For:** Students interested in media, law, business, or communications who want to understand how language is used to persuade and influence in everyday life.

Language & Culture (SL - Interdisciplinary)

- **The Focus:** A unique, interdisciplinary bridge between Group 1 (Language) and Group 3 (Individuals & Societies).
- **Key Feature:** Drawing on linguistics and anthropology, students explore language as a "socially embedded practice" that shapes and is shaped by identity and power.
- **Best For:** Students curious about how their own linguistic backgrounds and cultural identities intersect. It is ideal for those interested in sociology, linguistics, or international relations.



DP Language A: *English, Thai, Mandarin*

Course Pathways: Choosing Your Focus

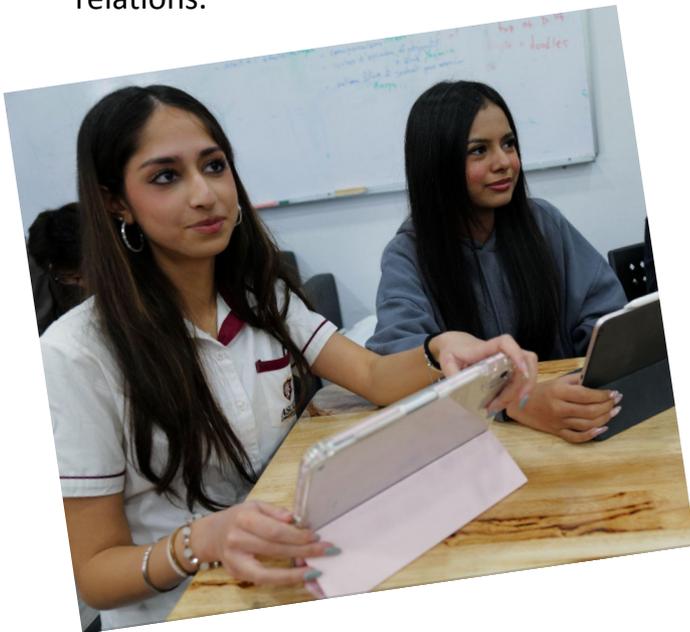
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- **Best For:** Students curious about how their own linguistic backgrounds and cultural identities intersect. It is ideal for those interested in sociology, linguistics, or international relations.



Thai A or Mandarin A: Language & Literature (SL/HL)

- **The Focus:** Mastery of the Thai or Mandarin language through both its rich literary heritage and its modern applications.

Key Feature:

Similar to the English A pathway, this course challenges students to analyze the cultural development of the Thai or Mandarin language. It balances classical Thai or Mandarin literature with contemporary media to ensure students are proficient in both formal and modern contexts.

Bilingual Qualification

Full IB Diploma students who complete a Thai or Mandarin Language and Literature course will obtain a Bilingual IB Diploma.



Language B - Acquisition: *Mandarin, French, Spanish*

Bridging Cultures: Language Acquisition at Ascot International School

The IB Language Acquisition program focuses on developing students who can communicate across borders. The curriculum goes beyond grammar and vocabulary; it is an immersion into the cultures, perspectives, and social organizations of the French, Chinese, and English-speaking worlds.

The Five Core Themes

Regardless of the language or level chosen, all students explore five universal themes that connect their language learning to global issues:

1. **Identities:** Personal attributes, health, and what it means to be human.
2. **Experiences:** Daily routines, travel, and life stories.
3. **Human Ingenuity:** Innovation, technology, and artistic expression.
4. **Social Organization:** Education, the workplace, and community engagement.
5. **Sharing the Planet:** Climate change, human rights, and global challenges.

There are two levels of Language Acquisition in the IB Diploma: a beginners course, and one for students who already have a good foundation in the language.

Level 1: Starting from Scratch (Ab Initio)

Designed for students with little to no prior experience in the target language.

French or Spanish or Mandarin (Ab Initio - SL only)

- **The Focus:** Practical communication and a foundational understanding of the Francophone world, or mastery of high-frequency characters and essential spoken Mandarin for real-world contexts. Students explore the unique relationship between the language and cultural traditions.
- **Key Feature:** This "from the beginning" course is fast-paced and highly rewarding. Students move from basic greetings to debating global issues like environmental sustainability.
- **Best For:** Students who want to add a third language to their portfolio or those looking to expand their career opportunities in international diplomacy and European business.

Level 2: Refining Fluency (Language B)

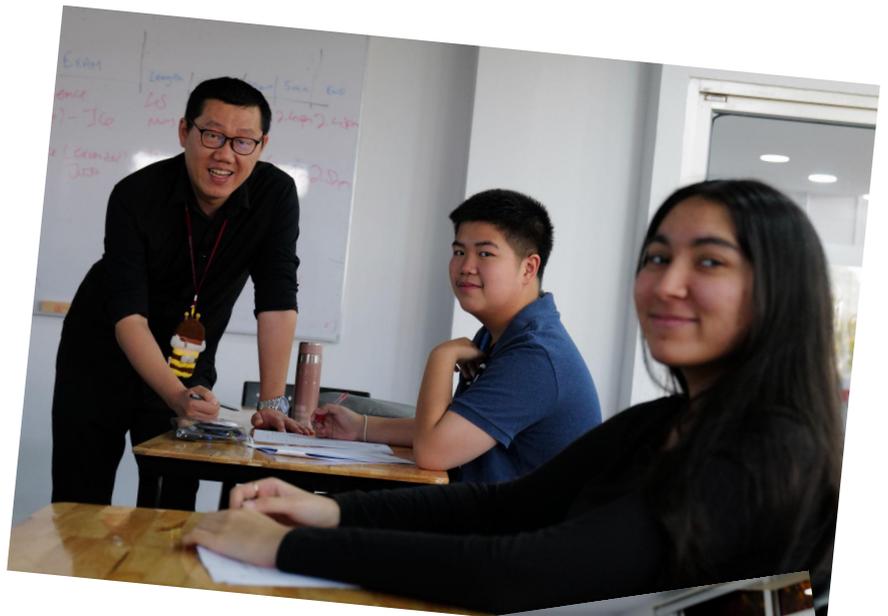
Designed for students with some previous experience in the language (e.g., IGCSE background).

English B (SL/HL)

- **The Focus:** Polishing English proficiency for academic and professional excellence.
- **Key Feature:** English B is an intensive course that challenges students to analyze complex texts and debate sophisticated concepts with spontaneity and fluency. It provides an excellent bridge for students whose primary language is not English but who intend to study at English-speaking universities.
- **Best For:** Students aiming to master the subtle registers of English required for university-level research, professional networking, and global leadership.

Mandarin B (SL/HL)

- **The Focus:** Developing advanced communicative competence and cultural sensitivity.
- **Key Feature:** At **Higher Level (HL)**, students transition from "learning the language" to "using the language to learn," including the study of two original literary works in Mandarin.
- **Best For:** Students with a background in Mandarin who want to achieve professional-level fluency and a nuanced understanding of Chinese society.



More details about the structure, content and assessment of these language courses can be found here:

[Diploma Programme courses](#)

Decoding the Human Experience Analyzing Society & Behaviour

“Business is an interesting and engaging subject that helps me understand how companies operate and make decisions. I learn skills that are useful for everyday life”

- Tani, Class of 2027



Business Management (SL/HL)

- **The Focus:** The "how" and "why" behind organizational decision-making in a world of strategic uncertainty.
- **Key Feature:** The course is built around four interdisciplinary concepts: **Creativity, Change, Ethics, and Sustainability**. Students utilize a "Business Toolkit" (including SWOT, Ansoff Matrix, and STEEPLE analysis) to solve real-world problems.
- **Best For:** Future entrepreneurs and leaders. It is ideal for students interested in finance, marketing, and the operational challenges of running a successful and ethical enterprise.

Global Politics (SL/HL)

- **The Focus:** The dynamics of power, sovereignty, legitimacy and interdependence in international relations.
- **Key Feature:** This is a highly contemporary course where "the world is the classroom." Students analyze the core units: **Power, Sovereignty, Legitimacy and Interdependence** and apply theories and recommendations for action to real world political issues in three thematic studies **Rights and Justice, Development and Sustainability** and **Peace and Conflict**
- **The Engagement Project:** A unique IA where students step out of the classroom to engage personally with a political issue (e.g., volunteering for an NGO or interviewing a local politician) and reflect on their experience through a theoretical lens.
- **Best For:** Students interested in law, international relations, politics, journalism, or diplomacy, and those who want to understand the forces shaping the 21st century.

Psychology (SL/HL)

- **The Focus:** The scientific study of human behavior and mental processes.
- **Key Feature:** Students investigate the "Triple Approach" to mind and behavior:
 1. **Biological:** The role of the brain, hormones, and genetics.
 2. **Cognitive:** How we process information, memory, and decision-making.
 3. **Sociocultural:** The influence of social norms and culture on the individual.

These are underpinned by **6 big ideas:** Causality, Evidence, Responsibility, Perspective, Development and Bias, and applied in **4 contexts:** Learning and cognition, Human relationships, Human development, and Health and well-being.

- **Best For:** Students curious about why people think and act the way they do. It is excellent preparation for careers in medicine, social services, human resources, counseling and education.



Environmental Systems & Societies (SL/HL)

ESS is an interdisciplinary and can be taken as either a Group 3 course, or a Group 4 Science.

- **The Focus:** A unique bridge between Group 3 (Individuals & Societies) and Group 4 (Sciences).
- **Key Feature:** The course is firmly grounded on scientific exploration and deep analysis of the environment as a set of interacting **Systems**. The course emphasizes **Sustainability** and the diverse **Perspectives** (worldviews) that shape environmental policy.

Eight distinct topics will be explored using case studies and practical work; *Foundations, Ecology, Biodiversity and Conservation, Water, Land, Atmosphere and Climate Change, Natural Resources, and Human Populations and Urban Systems.*

- **Best For:** Students interested in fields such as environmental law, sustainability management, ecology, or international development. For those who are curious where the world is headed environmentally and how it could be steered towards a better future. For HL it is recommended that students have a strong interest in analysing and connecting law, economics and ethics to environmental issues.

“Psychology is a great way to explore and use creativity; to learn about the mental mechanics of daily life.”

- Driya, Class of 2026

Innovation & Inquiry:

The Experimental Sciences

The IB Science programme is designed to develop students who are not only consumers of scientific knowledge but also creators of it. Through rigorous laboratory work and collaborative projects, students learn to investigate the natural world, analyse complex data, and understand the ethical implications of scientific advancement.

Core Pillars of the Sciences

- **The Scientific Method:** Students master the cycle of hypothesis, experimentation, observation, and analysis.
- **Collaboration:** The "Collaborative Sciences Project" brings students from different disciplines together to tackle a single real-world problem, mimicking professional research environments.
- **Technological Literacy:** From data-logging sensors to complex simulations, students use 21st-century tools to gather and interpret evidence.

Courses: Exploring the Natural World

Biology (SL/HL)

- **The Focus:** The study of life from the molecular level to entire ecosystems.
- **Key Features:** The course is organized around four themes: **Unity and Diversity, Form and Function, Interaction and Interdependence,** and **Continuity and Change.**

Within each theme there are four levels of organisation: **Molecules, Cells, Organisms and Ecosystems.** A good appreciation of Chemistry and its principles is required at **HL.**

- **Best For:** Students interested in medicine, genetics, environmental conservation, or biotechnology..



Chemistry (SL/HL)

- **The Focus:** The "Central Science"—investigating the properties of matter and the changes it undergoes.
- **Key Feature:** The curriculum focuses on the relationship between **Structure** and **Reactivity**. Students explore how the arrangement of atoms determines how substances behave, from industrial catalysts to life-saving medicines.
- **Best For:** Future doctors, chemical engineers, forensic scientists, and researchers.

“Combining my love of sport and football with science, IB SEHS helps me understand how the body performs, adapts and stays healthy.” - *Maii, Class of 2026*

“Chemistry is an extremely important step into the pathway to the sciences or doctor-related programs in the future. It takes you through a journey into the insight of how molecules and atoms work and how you can use certain substances in everyday life. This subject helps you become a more knowledgeable individual and comes in handy when applying to universities.” - *Adya, Class of 2026*

Sports, Exercise and Health Science (SL/HL)

- **The Focus:** An interdisciplinary study of human performance involving biology, psychology, and biomechanics.
- **Key Feature:** Students explore themes like **Exercise Physiology**, **Nutrition**, and **Sports Psychology**. They use the school’s sports facilities as a lab to measure human performance and recovery.
- **Best For:** Students pursuing physical therapy, sports medicine, professional coaching, or nutrition.

Note: this is **not a PE class** for those who are only interested in playing sports and games. It is a very demanding DP Science course.



Provisional Science Courses

These additional science classes may be available, depending on student interest, ability and potential, and depending upon the restrictions of the Ascot Secondary timetable.

Physics (SL/HL)

- **The Focus:** The most fundamental science, seeking to explain the universe through the study of the nature of matter and energy, from the subatomic to the cosmological scale.
- **Key Feature:** The syllabus explores **kinematics, dynamics, thermal physics, electromagnetism, wave behaviour, fields, and nuclear/quantum physics.**
The course requires high-level mathematical understanding and application skills. Students need to be able to model physical laws and develop experimental skills through the internal assessment and individual scientific investigations.
- **Best For:** Students aiming for careers in engineering, architecture, physical sciences, and/or theoretical research.

Computer Science (SL/HL)

- **The Focus:** A practical problem-solving discipline centered on computational thinking.
- **Key Feature:** Students don't just learn to code; they learn **Algorithmic Thinking.** They study how computers operate, how networks function, and the ethical impact of AI and big data on society.
- **Best For:** Future software developers, data scientists, cybersecurity experts, and digital innovators.

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The Power of Pattern: IB Mathematics

Our mathematics programme moves beyond rote calculation. We challenge students to become mathematical thinkers who can interpret data, construct logical proofs, and model the world around them. The IB offers two distinct pathways, each available at **Standard Level (SL)** and **Higher Level (HL)**, to cater to different interests and strengths.

Core Elements of the courses

- **Logical Fluency:** Developing the ability to follow and create complex chains of reasoning.
- **Technological Integration:** Extensive use of Graphic Display Calculators (GDC), which you will need to own, and mathematical software to explore concepts.
- **The Mathematical Exploration (IA):** A unique 12–15 page independent investigation where students apply math to a topic of their personal interest (e.g., the physics of a football curve, the math of music, or modeling population growth).

Choosing Your Pathway

1. Mathematics: Analysis and Approaches (AA)

- **The Focus:** Abstract mathematical thinking and analysis, deductive reasoning, and the "why" behind the math.
- **Key Feature:** This course has a strong emphasis on **Functions, Trigonometry, Calculus** and **Algebraic manipulation**. The examinations include a "non-calculator" element to ensure students develop deep mental agility and a mastery of theoretical proofs.
- **Best For:** Students who enjoy the elegance of pure math and those aiming for careers in **Engineering, Physical Sciences, Economics, or Mathematics** at top-tier universities.

2. Mathematics: Applications and Interpretation (AI)

- **The Focus:** Practical problem-solving, contextual and applied maths, and the "how" of math in the real world.
- **Key Feature:** This course has a strong emphasis on **Statistics, Modeling, Networks and Probability**. It makes extensive use of technology to solve complex, data-heavy problems that reflect modern professional environments. All examination papers allow the use of a Graphic Display Calculator.
- **Best For:** Students who want to see math in action. It is ideal for those interested in **Social Sciences, Natural Sciences, Business, Psychology, Design, and the Arts**.

Which is right for you?

Mathematics teachers and the IB DP and CP Coordinator will recommend which course you should take, based on your abilities and likely career ambitions. At Ascot, both pathways lead to doorways that open onto global success. We will help you to choose and craft the key that will open the right door for you.

Mastery Through Expression:

Visual Arts (SL/HL)

The new syllabus moves away from rigid, separate tasks toward an integrated, "studio-based" model focused on **Art-making as Inquiry**.

The IB Diploma Programme Visual Arts course is a practice-led journey that invites students to step into the role of a professional artist. Students are encouraged to transform their classroom into a collaborative studio space where they explore personal "lines of inquiry," experiment with diverse media, and critically engage with the cultural impact of art.

The curriculum is built around three interconnected strands that mirror the real-world creative process:

- **Create:** The physical and technical exploration of art-making.
- **Connect:** Situating personal work within historical, cultural, and contemporary contexts.
- **Communicate:** Understanding how artistic intentions are curated and presented to an audience.



There are no examinations in Visual Arts. Students complete three coursework components for assessment:

Art-Making Inquiries Portfolio: This showcases experimentation, the development of a "visual language," and critical reflection on their artistic process.

Connections & Projects SL (Connections Study): Students analyze one of their own artworks in relation to two works by other artists.

HL (Artist Project): A sustained project where students create a stand-alone artwork and a short video (3 mins) explaining its development and context.

Selected Resolved Artworks: Students select and present **5 resolved artworks** from their two-year production. They submit high-quality images and a written rationale articulating their artistic intentions.



IB Art is a fun and creative course that encourages experimentation and self-expression. It allows students to explore different artists and techniques while creating meaningful artworks that reflect their ideas and emotions. - *Jasmin, Class of 2027*

The Heart of the Diploma

While the six subject groups provide academic breadth, the IB Core—comprising Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS)—is what truly sets the IB Diploma apart. These components challenge students to apply their learning in real-world contexts, conduct independent research, and reflect on their own place in the world.

Theory of Knowledge (TOK)

- **The Focus:** "How do we know what we claim to know?"
- **Key Feature:** TOK is a course in critical thinking rather than a body of facts. Students investigate the "Areas of Knowledge" (e.g., Natural Sciences, History, The Arts) to uncover biases, explore the role of evidence, and understand the cultural nature of truth.
- **The Experience:** Students engage in lively debates on contemporary issues—from the ethics of AI to the reliability of historical records—learning to appreciate multiple perspectives.

The Extended Essay (EE)

- **The Focus:** A 4,000-word independent research paper on a topic of the student's choice.
- **Key Feature:** This is the ultimate "passion project." Under the guidance of a faculty supervisor, students conduct university-level research. Whether it's analyzing a local water supply for Chemistry or investigating the economic impact of a global event, the EE allows for deep specialization.
- **The Experience:** Students master the skills of academic formal writing, citation, and primary/secondary source analysis.

Creativity, Activity, Service (CAS)

- CAS is all about experiential learning beyond the classroom.
- The highlight is the **CAS Project**, a month-long collaborative initiative that requires leadership, perseverance, and reflection.



Learning With Purpose. Action With Impact.

At Ascot International School, learning extends far beyond the classroom. Through **Creativity, Activity, and Service (CAS)** in the IB Diploma Programme and **Community Engagement** in the IB Career-related Programme, students are challenged to apply their learning in meaningful, real-world contexts while developing compassion, leadership, and a strong sense of social responsibility.

These experiences are not about completing hours or ticking boxes. They are about **becoming engaged global citizens**—young people who understand their role in the world and are empowered to make a positive difference.

Creativity, Activity and Service (CAS) in the DP

Students design and participate in a wide range of experiences that foster personal growth, well-being, and service to others.

- **Creativity** develops imagination, expression, and innovation through the arts, design, and creative thinking.
- **Activity** promotes physical wellbeing, teamwork, perseverance, and balance.
- **Service** connects students with local and global communities, encouraging empathy, ethical action, and meaningful contribution.

A key highlight is the **CAS Project**, a collaborative initiative lasting at least one month. Through this experience, students take ownership, demonstrate leadership, work through challenges, and reflect deeply on their learning and impact.



Community Engagement in the IB CP

Community Engagement in the CP is a powerful extension of learning into authentic contexts. Students apply knowledge and professional skills to address **real community needs**, often connected to their chosen career pathway.

Through service, students develop:

- initiative and responsibility
- problem-solving and decision-making skills
- professional communication and collaboration
- a deeper understanding of social, ethical, and global issues

Reflection is central. Students consider not only *what* they do, but *why it matters*—to themselves, to others, and to the wider world.

Preparing Students for Life Beyond School

Universities and employers increasingly value students who demonstrate **initiative, empathy, leadership, and real-world engagement**. Through CAS and Community Engagement, Ascot students graduate not only with strong academic outcomes but with the confidence, character, and commitment needed to thrive in an ever-changing world.



At Ascot, we believe education should inspire students to ask:

“How can I use what I know to make a difference?”

Three Pathways. One Community. Every Student Successful.

At Ascot International School, our graduation pathways are built on a simple belief: **there is no single definition of success; but we want all our students to experience it.** We help students to identify their talents, define their ambitions and realise their potential. For this they need to choose the right combination of courses in the right Programme. Here are some ideas:

For a university degree and career in law, civil service, or politics & government:

The Full IB Diploma:

1. English Language and Literature HL
 2. another Language SL
 3. Psychology HL
Global Politics HL
 4. Environmental Systems SL
 5. Mathematics SL
- & DP Core: ToK EE CAS



For a university degree and career in medicine, pharmacy or biological science:

The Full IB Diploma:

1. English Language and Culture SL
 2. another Language SL
 3. Environmental Systems HL/SL
 4. Biology HL
Chemistry HL
 5. Mathematics HL/SL
- & DP Core: ToK EE CAS



Three Pathways. One Community. Every Student Successful.



For a career in the creative media, arts, crafts or design:

The IB Career-related Programme

- a KMUTT career-related study
- Psychology or ESS or Business Management
- Visual Arts HL
- The CP Core

or IB Diploma Certificate

- Language and Culture SL
- another language SL
- Computer Science SL
- Psychology SL
- Visual Arts HL

For a career in financial services, business, management or administration:

The IB Career-related Programme

- a SUMAS career-related study
- Business Management HL
- Mathematics SL
- The CP Core

or IB Diploma Certificate

- Language and Culture SL
- another language SL
- Psychology SL
- Business Management HL
- Mathematics SL



Choosing the right pathway and courses, can be a challenge. Speak with your teachers and current DP/CP students to learn more about the options. Think about your aptitude and abilities as well as your interests and ambitions. Make informed decisions.



Why Ascot: Facts & Figures

Last year, 2025, over 200,000 students took IB Diploma courses to their final examinations; in 3240 schools, across 153 countries. Of those, 128,000 were awarded the full Diploma*.



Ascot results over the past 5 years show our pass rate to be better than the global average; typically 5% points higher. Our average (mean) score for Diploma students is the same as the global average, at 30 points.

With the right aptitude, motivation, quality teaching, inspiration and guidance
Ascot students can compete with the world.

Ascot graduates are currently studying at many universities in Thailand and overseas, including:



More details can be found here: <https://ascot.ac.th/en/university-offers/>

*Incidentally, only 9400 of all those 200,000 students attained 40 points of more, out of the maximum 45.. **Could you be one of them in 2028?**