



**The International School  
of The Hague**

**International Baccalaureate (IB)  
Diploma Programme (DP)  
and Career-related Programme (CP)**

Guide for IBDP and IBCP Students

2018- 2020

*Curious, connected and  
compassionate!*

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# THE INTERNATIONAL SCHOOL OF THE HAGUE: GUIDING STATEMENTS

## Vision

To shape a better future for all: inspiring students to become compassionate and proactive global citizens

## Mission

Curious, connected and compassionate: inspiring personal excellence in our strong and diverse community

## Value Statements

### Curious

- We are open-minded critical thinkers who learn through inquiry, reflection and engaging with different perspectives
- We learn about ourselves and the world around us through service and experiential learning
- We are independent and interdependent life-long learners

### Connected

- We take pride in the strength of our community and the diversity within it
- We value our individual identities and celebrate cultural diversity
- We connect with local and global communities through our learning

### Compassionate

- We develop self-respect and show compassion to others
- We take responsibility for our actions and strive to have a positive impact
- We show courage and act with integrity, fairness and respect





## IB learner profile

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

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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# THE IB DIPLOMA PROGRAMME

## Welcome to the IB Diploma Programme at ISH

Welcome to the International Baccalaureate (IB) Diploma Programme (DP) at the International School of The Hague (ISH). You have now successfully completed your middle school education and you have decided to continue your education by following the IBDP in order to gain skills and knowledge that prepare you for professional life or university.

A new academic challenge awaits you. Indeed, the IBDP is a real challenge: full of intellectual stimulation and rich in opportunities for critical thinking and independent work. It is a two-year programme which leads to a qualification that is widely accepted by universities all over the world. It is a pre-university course, which means that you need to be academically able and motivated to study not only in class but also in your own time. It is a challenging academic programme with rigorous assessment and it requires good self-management skills and resilience; you need to be willing to commit to serious study and be determined to keep to the deadlines for assignments as well as other requirements. However, you should not forget that there are many rewards: you will get a qualification that is highly attractive to universities, not to mention a rich experience that goes well beyond studying academic subjects and which includes acquiring skills for lifelong learning. Furthermore, you will learn to work in groups, set joint targets and achieve them. If you develop those skills, with the support of your teachers, you will be successful in this challenging programme. And in doing so, and while taking advantage of the range of opportunities offered by our school to develop yourselves personally, as well-rounded individuals, you will accomplish the mission the IB has set for itself: to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect; active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

As a school, we offer an academic and pastoral structure that supports you. However, we also expect our students to grow in maturity and responsibility, so that you can increasingly organize your workload according to long-term deadlines. Being reliable in meeting deadlines for more complex work is a great skill to acquire, as it prepares you for the approach to learning you will need at university.

Offering a balance of support and ownership to our Year 12 and 13 students has proven successful at the ISH. We are proud of our IBDP results and the vast majority of our students move on to very good universities in the world. They find themselves well prepared for independent study and become responsible citizens of a global community. As a school, we offer the framework, but it is really our students whose commitment and excellence contribute considerably to the quality of the education. Being part of this learning community you will encounter openness, expertise and a genuine interest in your success from our staff and other members of the community. You will also find friends and fellow learners from more than 80 different cultures.

We believe that the IBDP at the ISH is a most enjoyable and unforgettable experience and we wish you all the best.

## The IB Diploma Programme at a Glance

The International Baccalaureate (IB) Diploma Programme (DP) is a comprehensive and rigorous two-year academic programme, which offers excellent preparation for higher education. It is an international curriculum recognized in many countries around the world. The general objectives of the IBDP are to provide students with a balanced education, to facilitate geographic and cultural mobility, and to promote international-mindedness through a holistic learning experience. In the 50 years since its founding, the IBDP has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to lifelong learning, both in terms of the mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world.

## The DP Curriculum Model

The DP curriculum comprises **six subject groups** and a **Core**:

- ▶ Group 1: Studies in Language and Literature
- ▶ Group 2: Language Acquisition
- ▶ Group 3: Individuals and Societies
- ▶ Group 4: Sciences
- ▶ Group 5: Mathematics
- ▶ Group 6: The Arts
- ▶ The Core:
  - Creativity, Activity and Service (CAS)
  - Theory of Knowledge (TOK)
  - Extended Essay (EE)



Central to the philosophy of the IBDP, in addition to the three **DP Core** elements mentioned above, are the **IB Learner Profile** and the **approaches to learning and approaches to teaching**.

The ten attributes of the IB Learner Profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the three programmes and, therefore, the culture and ethos of all IB World Schools. IB students strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. The IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

The **approaches to learning** (ATL), which the IB programmes aim to develop, are cognitive, meta-cognitive and affective skills which are crucial for effective learning as well as in preparing students effectively for life beyond school. There are five ATL categories: thinking skills, communication skills, social skills, self-management skills, and research skills. By developing ATL skills and the attributes of the learner profile, DP students can become “self-regulated learners” (Kaplan 1998).

The IB promotes a broadly constructivist and student-centred **approach to teaching** which is based on connectedness and concurrency of learning. There are six key pedagogical principles that underpin all IB programmes. Teaching is: based on inquiry; focused on conceptual understanding; developed in local and global contexts; focused on effective teamwork and collaboration; differentiated to meet the needs of all learners; informed by assessment (formative and summative).

## General Conditions for an IB Diploma

In order to fulfil the requirements for an IB diploma, students **must** study:

- ▶ Six subjects, of which at least 3 must be at Higher Level (HL);
- ▶ At least two languages (Groups 1 and 2), of which at least one must be a Language A (Group 1);
- ▶ At least one Individuals and Societies subject (Group 3);<sup>1</sup>
- ▶ At least one Science (Group 4);
- ▶ Mathematics (Group 5).

<sup>1</sup> An exception is made for students who have to take 3 sciences due to university requirements (e.g. medicine in The Netherlands). These packages need to receive special authorization from the IBO. Environmental Systems and Societies (ESS) is an interdisciplinary subject that can count for both Groups 3 and 4.

**Failure to fulfil these requirements set by the IBO for a DP package will result in a student not being eligible for an IB diploma.** A subject package that does not meet these requirements may be eligible for an IB certificate; however, this is not generally accepted by universities.

In addition, students must satisfy IBDP conditions in creativity, activity and service (CAS), theory of knowledge (TOK) and the extended essay. These are the three elements of the DP Core, which are compulsory for all students.

### *The DP Assessment Model*

The final IBDP grades will be based on both externally assessed components and internally assessed components.

External assessment (EA) is sent to the IB and marked by IB examiners, and includes the examinations taken at the end of the two-year course (in the May and November sessions) as well as a variety of other tasks that students have to complete in the different subjects at various times under various conditions during the two-year course (e.g. the written assignments and written tasks for the language A and B courses, certain assessment components in some of the arts courses, the extended essay, the theory of knowledge essay). External assessment includes: essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, multiple-choice questions.

Most courses also include assessment components which are internally marked by teachers and externally moderated by the IB. Internal assessment (IA) includes: oral work in languages, fieldwork in geography, laboratory work in the sciences, investigations in mathematics, artistic performances.

The chapter on “The DP Subjects” provides descriptions of each subject offered at ISH as well as the breakdown of the final grades in terms of the different formal assessment components that will determine the final diploma grade for each subject.

## **The IBDP Core**

### *Theory of Knowledge*

Theory of Knowledge (TOK) is an important and integral part of the IBDP curriculum, and one of the three components of the IBDP Core. Students cannot be awarded the IB diploma if they have not completed the TOK course, even if they have completed all other subject requirements.

The course examines how we know what we claim to know. It is a critical thinking course which encourages students to think about the nature of knowledge, to reflect on the process of acquiring knowledge in various areas, on the process of learning in all the subjects they study as part of the DP, and to make connections across them.

As an integral part of the IBDP programme, TOK is subject to assessment. Throughout the course students will be required to take an active part in class discussions and to reflect on and use the knowledge and skills acquired. There are two formal assessment components:

- ▶ An oral presentation assessed internally and moderated externally. This is completed in Year 12 and accounts for one third of the final grade.
- ▶ An essay on a title chosen from the list of titles prescribed by the IB. The maximum length of the essay 1,600 words. The essay is completed in Year 13, is externally assessed and accounts for two thirds of the final TOK grade.

In TOK, assessment is criterion-based, and students receive marks between 10 and 1, with 10 being the highest mark. These marks are converted into grades from A to E, with A being the highest grade.

If a student fails to complete the assessment and subject requirements or is awarded a grade E for TOK, which is a failing condition, the student will not qualify for the IB diploma.



## The Extended Essay

The Extended Essay (EE) is a 4,000-word research essay which provides each student with the opportunity to investigate a topic of special interest. The extended essay acquaints IBDP students with the kind of independent research and writing skills expected by universities. The IB recommends that a student should devote a total of about 40 hours of private study and writing time to the essay. The EE may be written in one of the IBDP subjects, including many languages; it is advisable for students to choose a topic from a subject they are enrolled in, preferably at HL. Each student is assigned a supervisor for support.



For further details, see our ISH Extended Essay Guide; this is issued to all students in Year 12 and can also be found on ManageBac.

The EE is entirely externally assessed. In total, students can achieve a maximum of 34 points; the points will be converted into a grade A (=excellent) to E (=elementary).

Please note that if a student gets a grade E for the extended essay, the student will not be awarded the IB diploma.

### Bonus Points Matrix

Depending on the final assessment of the TOK and EE components, up to three bonus points can be awarded for the diploma. This is illustrated in the matrix below.

For example, a candidate who writes a good extended essay (grade B) and whose performance in TOK is judged to be satisfactory (grade C), will be awarded 2 bonus points. Whereas a candidate who submits an elementary extended essay (grade E) will not only score no bonus points, but will not be awarded a diploma irrespective of all other grades.

[Grades: A = excellent, B = good, C = satisfactory, D = mediocre, E = elementary (N = not submitted)]

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

### Creativity, Activity and Service

Creativity, Activity and Service (CAS) is at the core of the IBDP.

- ▶ CAS is the IB Learner Profile in action – a good CAS programme can develop all the IB learner profile attributes.
- ▶ CAS aims to develop the whole person. It complements the academic demands of the IBDP and offers a balance to academic activities.
- ▶ CAS is experiential learning. In addition to academic/intellectual skills, CAS engages other intelligences in order for students to learn through doing.
- ▶ At the heart of CAS is a commitment to personal and social development.
- ▶ When well carried out, CAS should build self-esteem, self-confidence, autonomy and self-reliance.
- ▶ While CAS is both inspired and informed by components of the student's DP, CAS must not replicate other official IBDP requirements.
- ▶ Successful completion of CAS is a core requirement of the IBDP: CAS does not contribute to the total point score, but authenticated participation is a requirement for the award of the diploma.

The three strands of CAS can be characterised as follows:

- ▶ Creativity – arts and other new experiences that involve creative thinking;
- ▶ Activity – participation in sport or other activities requiring physical exertion;
- ▶ Service – involvement in making a meaningful contribution to the community.

The emphasis in CAS is on learning by doing real tasks that have real consequences, and reflecting on these experiences. The purpose is for students to be involved in activities that will make a significant difference to their lives and also to the lives of others, as well as challenge themselves to extend existing skills or learn new ones. CAS should be both challenging and enjoyable, a personal journey of self-discovery that will be different for each student.



More detailed descriptions and the up-to-date deadlines for all the DP core components are provided in the ISH Extended Essay Guide, the CAS Handbook, and the IBDP Internal & External Assessment Guide. You will also receive a year planner, which will include an overview of all deadlines. These documents can be found on ManageBac. Some of them (e.g. the ISH Extended Essay Guide), will be released later in Year 12 and you will be notified of this in due time.

## The DP Subjects

The table below lists all the DP subjects offered at the ISH:

IBDP Subject Groups					
Group 1: Studies in Language and Literature	Group 2: Language Acquisition	Group 3: Individuals and Society	Group 4: Experimental Sciences	Group 5: Mathematics	Group 6: The Arts
English A Lit HL / SL	English B HL / SL	Business Management HL / SL	Biology HL / SL	Mathematics HL	Visual Arts HL / SL
English A Lang Lit HL / SL	Dutch B HL / SL	Economics HL / SL	Physics HL / SL	Mathematics SL	Music HL / SL
Dutch A Lit HL / SL	Spanish B HL / SL	Geography HL / SL	Chemistry HL / SL	Maths Studies SL	Theatre HL / SL
Dutch A Lang Lit HL / SL	German B HL / SL	History HL / SL	Computer Science HL / SL		
Spanish A Lang Lit HL / SL	French B HL / SL	Global Politics HL / SL	Design Technology HL / SL		Online: Film SL
German A Lang Lit HL / SL		Psychology SL	ESS SL		
French A Lang Lit HL / SL	Other Lang B: tutored	ESS SL			
Other Lang A Literature: Tutored HL/ SL Self-taught SL	Online: French Ab Initio Spanish Ab Initio Mandarin Ab Initio	Online: Philosophy SL ITGS SL			

(Abbreviations: ITGS = Information Technology in a Global Society, ESS = Environmental Systems and Societies)

This chapter includes **brief descriptions of all the subjects** offered at ISH as well as **outlines of the formal summative assessment** in each subject. This is the assessment that directly contributes to the final IB diploma results and includes internally and externally assessed components to assess student performance:

- ▶ external assessment (EA): this is assessment which is externally marked by IB examiners, and includes the examinations taken at the end of Year 13 and a variety of other tasks spread over different subjects and completed by students at various times under various conditions during their course (e.g. the EE, the TOK essay, the written assignments in the Language courses).
- ▶ internal assessment (IA): most courses also include assessment components internally marked by teachers and externally moderated by the IB. Internal assessment includes: oral work in languages, fieldwork in

geography, laboratory work in the sciences, investigations in mathematics, artistic performances, the TOK oral presentation.



More detailed descriptions and the up-to-date deadlines for the formal assessments in all subjects, including the DP core, are provided in the IBDP Internal & External Assessment Guide. You will also receive a year planner, which will include an overview of all deadlines. These documents can be found on ManageBac.

In addition, other assessments will be completed during the school year in each subject; these include formative assignments and summative assessments that contribute to school reports and determine promotion from Year 12 to Year 13 (see the chapter “Assessment and Grading” for more information).

## Group 1: Studies in Language and Literature

All Language A courses at ISH are intended for students who have studied the language as a Language and Literature subject in the MYP or at an equivalent level.

### Language A: Literature

The literature course, offered in English and Dutch, aims to develop in students an understanding of the techniques involved in literary criticism and an ability to form independent literary judgments. Students will study a total of 13 texts at HL and 11 texts at SL.

#### Course Structure

##### Part 1: Works in translation (SL: 2 works; HL: 3 works)

This part of the course is a literary study of works in translation, based on close reading of the works themselves. Through that study students are encouraged to appreciate different perspectives of people from other cultures and to consider the role that culture plays in making sense of literary works.

##### Part 2: Detailed study (SL: 2 works; HL: 3 works)

In this part of the course, the focus is on detailed analysis of a work, both in terms of content and technique. Each work studied must be from a different literary genre and by a different author. At HL one of the genres must be poetry.

##### Part 3: Literary genres (SL: 3 works; HL: 4 works)

In Part 3, a group of works selected from the same literary genre is studied in depth. Each genre has recognisable techniques which we refer to as literary conventions and writers use these conventions, along with other literary features, in order to achieve particular artistic ends.

##### Part 4: Options (SL: 3 works; HL: 3 works)

###### ► **Option 1: School based choice**

All works are freely chosen by the teacher. This option provides teachers with the opportunity to choose the approach that best suits their own interests and backgrounds, as well as those of their students.

###### ► **Option 2: The study of prose other than fiction leading to various forms of student writing**

This option will acquaint students with various forms of writing which fall outside the realm of such fictional forms as novels or short stories. ‘Prose other than fiction’ may include travel writing, autobiography, letters, essays, speeches, or more contemporary experiments in creative non-fiction.

###### ► **Option 3: New textualities**

This option provides an opportunity for students to study rapidly evolving text forms. Examples of such text forms are: graphic novels, hyper-text narratives, and fan fiction which blend media and defy easy categorization.

###### ► **Option 4: Literature and film**

In this option the three works at the centre of the study must be printed works and the study will focus on adaptation, re-mediation, comparative narrative strategies, or skills of reading and viewing. That is, it is not a media study unit.



	Assessment components	Weighting
HL	<b>External assessment</b>	<b>70%</b>
	<b>Paper 1: Literary analysis: unseen commentary (2 hours)</b> The paper consists of two unseen passages: one prose and one poetry. Students choose one and write a literary commentary. (20 marks)	20%
	<b>Paper 2: Essay (2 hours)</b> The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)	25%
	<b>Written Assignment</b> A reflective statement (300-400 words) and a literary essay (1200-1500 words) on one work studied in part 1 (25 marks)	25%
	<b>Internal assessment</b>	<b>30%</b>
	<b>Individual oral commentary and interview (20 minutes)</b> Formal oral commentary on poetry studied in part 2 with subsequent questions (10 minutes) followed by an interview based on one of the other part 2 works (10 minutes) (30 marks)	15%
	<b>Individual oral presentation (10-15 minutes)</b> The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)	15%
SL	<b>External assessment</b>	<b>70%</b>
	<b>Paper 1: Guided literary analysis (1 hour 30 minutes)</b> The paper consists of two unseen passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions. (20 marks)	20%
	<b>Paper 2: Essay (1 hour 30 minutes)</b> The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)	25%
	<b>Written assignment</b> A reflective statement (300-400 words) and a literary essay (1200-1500 words) on one work studied in part 1. (25 marks)	25%
	<b>Internal assessment</b>	<b>30%</b>
	<b>Individual oral commentary (10 minutes)</b> Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2. (30 marks)	15%
	<b>Individual oral presentation (10-15 minutes)</b> The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)	15%

### Language A: Language and Literature

The language and literature course, offered in English, Dutch, Spanish, French and German, aims to develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts. Both literary and non-literary texts are used to enable students to develop an appreciation of the nature, power, and beauty of language and literature. The course is divided into four parts: two relate to the study of language and two to the study of literature.

#### Course Structure

##### Part 1: Language in cultural context

In part 1, students are given the opportunity to explore how language develops in specific cultural contexts, how it impacts on the world, and how language shapes both individual and group identity. Students will have to pay particular attention to the role of language in relation to the many areas involved in the construction of meaning and understanding of particular issues in the world.

##### Part 2: Language and mass communication

In part 2, students consider the way language is used in the media. Mass media include newspapers,

magazines, the Internet (for example, social networking), mobile telephony, radio and film. This part also addresses the issue of how the production and reception of texts is influenced by the medium through which they are delivered.

**Part 3: Literature – texts and contexts (SL: 2 works; HL: 3 works)**

Meaning in a text is shaped by culture and by the contexts of the circumstances of its production. It is also shaped by what the reader brings to it. Literary texts are not created in a vacuum, but are influenced by social context, cultural heritage and historical change.

**Part 4: Literature – critical (SL: 2 works; HL: 3 works)**

Close reading is considered to be a core skill in the understanding and interpretation of literature. By looking closely at the detail of literary texts, students develop awareness of their rich complexities and the intricacies of their construction.

	Assessment components	Weighting
HL	<b>External assessment</b>	<b>70%</b>
	<b>Paper 1: Comparative textual analysis (2 hours)</b> The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts. (20 marks)	25%
	<b>Paper 2: Essay (2 hours)</b> In response to one of six questions students, write an essay based on both the literary texts studied in part 3. (25 marks)	25%
	<b>Written tasks</b> Students produce at least four written tasks based on material studied in the course. Students submit two of these tasks for external assessment. One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study. Each task must be 800–1,000 words in length; task 1 should be accompanied by a rationale of 200–300 words, while task 2 should be accompanied by a short outline. (20 marks for each task)	20%
	<b>Internal assessment</b>	<b>30%</b>
	<b>Individual oral commentary</b> Students comment on an extract from a literary text studied in part 4 of the course. Students are given two guiding questions. (30 marks)	15%
	<b>Further oral activity</b> Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course. The mark of one further oral activity is submitted for final assessment. (30 marks)	15%
SL	<b>External assessment</b>	<b>70%</b>
	<b>Paper 1: Textual analysis (1 hour 30 minutes)</b> The paper consists of two unseen texts. Students write an analysis of one of these texts. (20 marks)	25%
	<b>Paper 2: Essay (1 hour 30 minutes)</b> In response to one out of six questions, students write an essay based on both of the literary texts studied in part 3. The questions are the same as HL, but the assessment criteria are different. (25 marks)	25%
	<b>Written task</b> Students produce at least three written tasks based on material studied in the course. Students submit one written task for external assessment. This task must be 800–1,000 words in length plus a rationale of 200–300 words. (20 marks)	20%
	<b>Internal assessment</b>	<b>30%</b>
	<b>Individual oral commentary</b> Students comment on an extract from a literary text studied in part 4 of the course. Students are given two guiding questions. (30 marks)	15%
	<b>Further oral activity</b> Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course. The mark of one further oral activity is submitted for final assessment. (30 marks)	15%

## Group 2: Language Acquisition

IBDP students at ISH can take language B courses in English, Dutch, Spanish, French and German. Learning the language will be achieved through the development of the receptive, productive and interactive skills and competencies; this will be accomplished through a variety of activities in oral and written forms. At the same time, the course aims to develop intercultural understanding by exposing the student to different cultures connected to the target language.

### Language B

The language B courses are additional language-learning courses designed for students with some previous experience of learning that language, but not competence at native level. The courses give students the possibility of reaching a high degree of competence in an additional language through the study of **language, themes and texts**. In doing so, they also develop **conceptual understandings** of how language works, as appropriate to the level of the course. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. The courses aim to develop the students' linguistic competence and intercultural understanding.

At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills and the number of teaching hours.

### Course Structure

The syllabus consists of five prescribed themes, which provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest. The five prescribed themes are:

- ▶ identities
- ▶ experiences
- ▶ human ingenuity
- ▶ social organization
- ▶ sharing the planet

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP. The themes are inspired by the transdisciplinary themes of the PYP and the global contexts of the MYP.

The five prescribed themes must all be addressed equally in the language B course; beyond that, teachers are free to work with the themes in a way that best helps them to organize a course plan and build upon students' interests in the target language and its cultures, and that best helps students to meet the expectations of the syllabus with regard to language and texts. The IB provides lists of **recommended topics** for each theme, which are appropriate for students to achieve the aims and objectives of the course.



Theme	Guiding principle	Optional recommended topics
<b>Identities</b>	Explore the nature of the self and what it is to be human.	Lifestyles Health and wellbeing Beliefs and values Subcultures Language and identity
<b>Experiences</b>	Explore and tell the stories of the events, experiences and journeys that shape our lives.	Leisure activities Holidays and travel Life stories Rites of passage Customs and traditions Migration
<b>Human ingenuity</b>	Explore the ways in which human creativity and innovation affect our world.	Entertainment Artistic expressions Communication and media Technology Scientific innovation
<b>Social organization</b>	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	Social relationships Community Social engagement Education The working world Law and order
<b>Sharing the planet</b>	Explore the challenges and opportunities faced by individuals and communities in the modern world.	The environment Human rights Peace and conflict Equality Globalization Ethics Urban and rural environment

In theory, a text is anything from which information can be extracted, including the wide range of oral, written and visual materials present in society. For the purposes of teaching and learning in a language acquisition course, the language B syllabus organizes written, visual, audio and audio-visual texts into three broad categories: personal, professional and mass media texts. The guiding principle for using texts in the DP language acquisition courses is to develop students' receptive, productive and interactive skills in the target language by focusing their attention on the ways in which good communicators consider the audience, context and purpose of what they want to say or write in the process of choosing and developing an appropriate text type to convey a message.

The use of literary works to develop students' receptive and productive skills is encouraged at all levels of language acquisition in the DP; however, in terms of formal requirements of the syllabus and assessment outline, the study of two literary works originally written in the target language is a requirement at HL in language B. HL students are expected to understand fundamental elements of the literary works studied, such as themes, plot and characters. It must be emphasized that literary criticism is not an objective of the language B course; literary criticism lies within the remit of the DP studies in language and literature courses. In language B HL, literature is intended as a stimulus for ideas to be explored, principally through oral assessment.

All DP language programme subject groups promote a vision of learning in which the development of language skills and conceptual understandings of language are complementary to each other, so that the total learning experience of the student is as robust as possible. Thus, DP students become more accomplished communicators in the languages they study when their abilities to read, write and speak about course content are reinforced and extended by an understanding of why and how people use language to communicate. Certain conceptual understandings of language are fundamental to successful communication and should be developed in all DP language acquisition courses. These include concepts such as audience, context, purpose, meaning and variation.

	Assessment components	Weighting
HL	<b>External assessment</b>	<b>75%</b>
	<b>Paper 1 (1 hour 30 minutes)</b> Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
	<b>Paper 2 (2 hours)</b> Receptive skills—separate sections for listening and reading (65 marks) <ul style="list-style-type: none"> <li>Listening comprehension (1 hour) (25 marks)</li> <li>Reading comprehension (1 hour) (40 marks)</li> </ul> Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
	<b>Internal assessment</b>	<b>25%</b>
	<b>Individual oral assessment</b> A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%
SL	<b>External assessment</b>	<b>75%</b>
	<b>Paper 1 (1 hour 15 minutes)</b> Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
	<b>Paper 2 (1 hour 45 minutes)</b> Receptive skills — separate sections for listening and reading (65 marks) <ul style="list-style-type: none"> <li>Listening comprehension (45 minutes) (25 marks)</li> <li>Reading comprehension (1 hour) (40 marks)</li> </ul> Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
	<b>Internal assessment</b>	<b>25%</b>
	<b>Individual oral assessment</b> A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%

## Groups 1 and 2: Tutored and Self-taught Languages

There are two options for students who do not have a regular ISH teacher for their language A in the IBDP; in some cases, this can apply to language B as well.

### *Tutored Language A Literature and Tutored Language B*

Students can be registered as tutored language A students. This means you will have a tutor who teaches you, gives you assignments and marks your work. This option can be taken at HL and SL.

You and your parents will have to make arrangements with the tutor regarding lesson times and payment. HL students usually meet their tutors twice a week for a double lesson (2 x 90 minutes) and SL students usually have lessons once a week (1 x 90 minutes). Where possible school will help you to find a tutor. Tutored students take exams and mock exams in Year 13, and report grades will be provided for tutored language A like for your other subjects. Your tutor will also conduct your oral exam and help you with your written assignment.

Entrance requirements for the language A - literature option: You need to be able to read, write and speak your language A fluently. Ideally, you should be taking lessons with a mother tongue tutor or a member of your family in Years 7 - 11 so that you practise reading, writing and speaking in a formal context. Your tutor will help you to develop these skills further in Years 12 and 13.

For many languages, it is also possible to take the tutored language B option. For this option, the arrangements with regard to tutors, number of lessons, exams, reports, orals and written assignment are the same as for the language A - literature option. If you wish to take this option, you must have a high degree of competence in your language but not at native level.

These courses follow the same assessment model as the regular, taught language A and language B courses.

Ms Bowden coordinates Mother Tongue Languages in the MYP and Tutored Languages A and B in the DP. Please contact her for further information about working with a tutor in Years 7 – 13. Ms Bowden's email address is [a.bowden@ishthehague.nl](mailto:a.bowden@ishthehague.nl).

### Self-taught Language A Literature

Students can be registered as self-taught language A students. This means you do not have a teacher or tutor. This option can only be taken at SL. We see it as an option for students where no tutor can be found or additional payment for a tutor is not possible. There is no self-taught language B.

Self-taught language A requires very good organisational skills, independent learning and a mature approach because each student is actually responsible for their own course. You will have a few meetings per year so that you understand what is expected of you. There will be no exams in Year 12, or mock exams in Year 13, and you will not get any report grades for self-taught language A in Years 12 and 13.

Entrance requirements: You need to be able to read, write and speak your language A fluently. Ideally, you should be taking lessons with a mother tongue tutor or a member of your family in Years 7 - 11 so that you practise reading, writing and speaking in a formal context. Tasks like reading a novel, writing a summary or an essay about the novel and giving an oral presentation about it can help you prepare for the self-taught course in the IB DP.

	Assessment components	Weighting
SL	<b>External assessment</b>	<b>70%</b>
	<b>Paper 1: Guided literary analysis (1 hour 30 minutes)</b> The paper consists of two passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions. (20 marks)	20%
	<b>Paper 2: Essay (1 hour 30 minutes)</b> The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)	25%
	<b>Written assignment</b> A reflective statement (300-400 words) and a literary essay (1200-1500 words) on one work studied in part 1. (25 marks)	25%
	<b>Alternative oral examination</b>	<b>30%</b>
	<b>Individual oral commentary (10 minutes)</b> Students present a formal oral commentary on an extract from a work studied in part 2. (30 marks)	15%
	<b>Individual oral presentation (10 minutes)</b> Students make a presentation based on two works studied in part 4. (30 marks)	15%

Ms Bergman coordinates Self-taught Language A. Details of the course – including registration for self-taught language A, the choice of books and the nature of assignments – will be announced at the first group meeting in Year 12. Ms Bergman's email address is [h.bergman@ishthehague.nl](mailto:h.bergman@ishthehague.nl).

### Group 3: Individuals and Societies

Group 3, individuals and societies, encompasses a broad range of subjects. At ISH, we offer the following Group



3 subjects: business management, economics, geography, history, global politics and psychology. Students can choose whether to study these subjects at HL or SL, with the exception of psychology, which is offered as an SL subject only. An interdisciplinary subject with science, environmental systems and societies (ESS), can also only be studied at SL. Although each of these courses has very distinct content, they involve common skills. Each subject is designed to foster the capacity to critically analyse and evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

## **Business Management**

Business management, offered at both HL and SL, is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources.

The ideals of international co-operation and responsible citizenship are at the heart of DP business management. The course encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. Students should be able to make sense of the forces and circumstances that drive and restrain change in an interdependent and multicultural world. The business management course will contribute to students' development as critical and effective participants in local and world affairs.

The **aims** of the business management course at HL and SL are to:

- ▶ encourage a holistic view of the world of business;
- ▶ empower students to think critically and strategically about individual and organizational behaviour;
- ▶ promote the importance of exploring business issues from different cultural perspectives;
- ▶ enable the student to appreciate the nature and significance of change in a local, regional and global context;
- ▶ promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organisations;
- ▶ develop an understanding of the importance of innovation in a business environment.

By the end of the business management course, students are expected to reach the following assessment objectives:

- 1) Demonstrate knowledge and understanding of:
  - the business management tools, techniques and theories specified in the syllabus content;
  - the six concepts that underpin the subject;
  - real world business problems issues and decisions;
  - the HL extension topics (HL only).
- 2) Demonstrate application and analysis of:
  - knowledge and skills to a variety of real world and fictional business situations;
  - business decisions by explaining the issues at stake, selecting and interpreting data, and applying appropriate tools, techniques, theories and concepts;
  - the HL extension topics (HL only).
- 3) Demonstrate synthesis and evaluation of:
  - business strategies and practices, showing evidence of critical thinking;
  - business decisions, formulating recommendations;
  - the HL extension topics (HL only).
- 4) Demonstrate a variety of appropriate skills to:
  - produce well-structured written material using business terminology;
  - select and use quantitative and qualitative business tools, techniques and methods;
  - select and use business material, from a range of primary and secondary sources;
  - the HL extension topics (HL only).

## Syllabus

The HL course differs from the SL course in terms of depth and breadth, the nature of the internal assessment and the nature of the examination questions. All students study the following syllabus:

- ▶ Unit 1: Business organisation and environment
- ▶ Unit 2: Human resource management
- ▶ Unit 3: Finance and accounts
- ▶ Unit 4: Marketing
- ▶ Unit 5: Operations management

These units are covered in a variety of ways. Contextualised learning is critical and students acquire understanding through the use of case studies and research. Students' own ability to carry out research is a key skill for success.

	Assessment components	Weighting
HL	<b>External assessment</b>	<b>75%</b>
	<b>Paper 1 (2 hours 15 minutes)</b> Students answer questions based on a case study issued in advance, with additional unseen material for sections B and C. Syllabus content: Units 1–5 including HL extension topics (60 marks)	35%
	<b>Paper 2 (2 hours 15 minutes)</b> Structured questions based on stimulus material plus an essay based primarily on two concepts that underpin the course Syllabus content: Units 1–5 including HL extension topics (70 marks)	40%
	<b>Internal assessment</b>	<b>25%</b>
	<b>Research project</b> Students research and report on an issue facing an organisation or a decision to be made by an organisation (or several organisations). Maximum 2000 words. (25 marks)	25%
SL	<b>External assessment</b>	<b>75%</b>
	<b>Paper 1 (1 hour 15 minutes)</b> Students answer questions based on a case study issued in advance, with additional unseen material for section B. Syllabus content: Units 1–5 (40 marks)	30%
	<b>Paper 2 (1 hour 45 minutes)</b> Structured questions based on stimulus material plus an essay based primarily on two concepts that underpin the course Syllabus content: Units 1–5 (50 marks)	45%
	<b>Internal assessment</b>	<b>25%</b>
	<b>Written commentary</b> Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organisation. Maximum 1500 words. (25 marks)	25%

No prior knowledge of business and management is necessary for students; however, a familiarity with business concepts would be an advantage, as would completing the business and economics courses in the IB MYP.

## Economics

The IBDP economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum – rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

The aims of the economics syllabuses at HL and SL are to:

- ▶ develop disciplined skills of economic reasoning;
- ▶ develop an ability to apply the tools of economic analysis to past and contemporary situations and data, and to explain the findings clearly;
- ▶ develop an understanding of how individuals, organisations, societies and regions organise themselves in the pursuit of economic objectives;
- ▶ develop an ability to evaluate economic theories, concepts, situations and data in a way which is rational and unbiased;
- ▶ develop international perspectives that feature a respect for and understanding of the interdependence and the diversity of economic realities in which individuals, organisations and societies function.

	Assessment components	Weighting
HL	<b>External assessment</b>	<b>80%</b>
	<b>Paper 1 (1 hour 30 minutes)</b> An extended response paper (50 marks)	30%
	<b>Paper 2 (1 hour 30 minutes)</b> A data response paper (40 marks)	30%
	<b>Paper 3 (1 hour)</b> HL extension paper: students answer two questions from a choice of three. Syllabus content, including HL extension material: sections 1 to 4—microeconomics, macroeconomics, international economics, development economics (50 marks)	20%
	<b>Internal assessment</b>	<b>20%</b>
	<b>Portfolio</b> Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3 (45 marks)	20%
SL	<b>External assessment</b>	<b>80%</b>
	<b>Paper 1 (1 hour 30 minutes)</b> An extended response paper (50 marks)	40%
	<b>Paper 2 (1 hour 30 minutes)</b> A data response paper (40 marks)	40%
	<b>Internal assessment</b>	<b>20%</b>
	<b>Portfolio</b> Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3 (45 marks)	20%

For both levels, no difficult mathematics is involved apart from basic algebra. However, it is necessary to be at home with graphs and be capable of rational thinking and expressing ideas in clear English. Students will need to be able to use data in a written, numerical and graphical form. IBDP economics is a start-up subject, i.e. the course assumes no prior knowledge.

Students of economics would of course be well qualified for a job in business, but other areas that might be considered would include international relations, journalism and law.

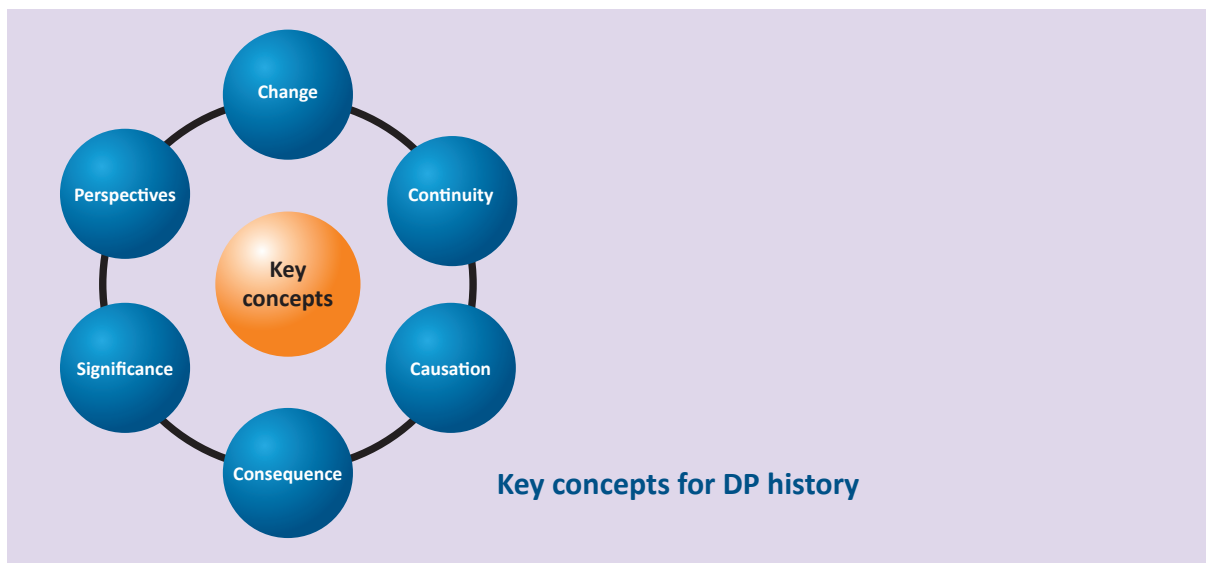


## History

Historical knowledge is important in the modern world, where different cultures and traditions have to understand one another. History prepares students for many university courses and careers including law, politics and journalism. The course at ISH has been designed to ensure it is a world history course and that social, economic and political aspects are studied.

History students are always encouraged to develop and express their own opinions both in class discussions and in their writing. Contemporary historical sources are also used regularly in lessons to develop students' evaluation skills.

There are six key concepts that have particular prominence throughout the DP history course:



## Syllabus

Both HL and SL students study the following topics:

- ▶ Prescribed subject:
  - The move to global war: This is a source-based unit focusing on Italian, German and Japanese expansionism in the build-up to the Second World War.
- ▶ World history topics:
  - The Cold War: Superpower tensions and rivalries
  - Authoritarian states (20th century): Case studies into the origins and development of authoritarian and single-party states are Castro and Mao.

HL students are also required to study an additional regional option. The option studied at our school is: Aspects of the history of Asia and Oceania. Students complete two in-depth studies; the topics studied are:

- ▶ Topic 14: The People's Republic of China
- ▶ Topic 15: Cold War conflicts in Asia

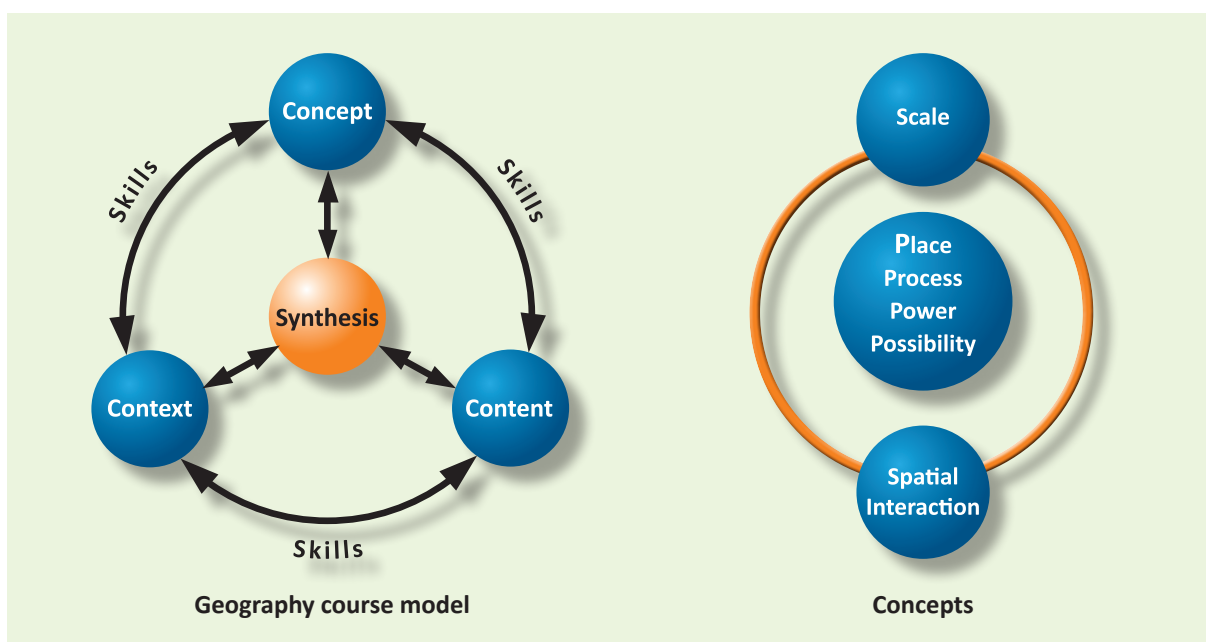
Throughout the course the historical skills being developed and refined are:

- ▶ demonstration of historical understanding through the acquisition, selection and effective use of knowledge;
- ▶ presentation of clear, concise, relevant and well-substantiated arguments;
- ▶ critical evaluation, interpretation and use of source material as historical evidence;
- ▶ identification and evaluation of different approaches to, and interpretations of historical events.

	Assessment components	Weighting
HL	<b>External assessment</b>	<b>80%</b>
	<b>Paper 1 (1 hour)</b> Source-based paper based on the prescribed subject: The move to global war. Students answer four structured questions on the prescribed subject. (24 marks)	20%
	<b>Paper 2 (1 hour 30 minutes)</b> Essay paper based on the world history topics: Authoritarian states; The Cold War. Students answer two essay questions on the two different topics. (30 marks)	25%
	<b>Paper 3 (2 hours 30 minutes)</b> Paper on the regional option: aspects of the history of Asia and Oceania. Students answer three essay questions for this option. (45 marks)	35%
	<b>Internal assessment</b>	<b>20%</b>
	Historical investigation (1,500-2,000 words) An in-depth historical investigation into a topic chosen by the student (25 marks)	20%
SL	<b>External assessment</b>	<b>75%</b>
	<b>Paper 1 (1 hour)</b> Source-based paper based on the prescribed subject: The move to global war. Students answer four structured questions on the prescribed subject. (24 marks)	30%
	<b>Paper 2 (1 hour 30 minutes)</b> Essay paper based on the world history topics: Authoritarian states; The Cold War. Students answer two essay questions on the two different topics. (30 marks)	45%
	<b>Internal assessment</b>	<b>25%</b>
	<b>Historical investigation (1,500-2,000 words)</b> An in-depth historical investigation into a topic chosen by the student (25 marks)	25%

## Geography

The DP geography course integrates both physical and human geography and includes elements of both scientific and socio-economic methodologies. The course is centred around key concepts and themes, and presents opportunities to examine major issues and concerns of today. Through the study of geography, the students develop an awareness of other cultures and their differences.



The study of geography in the IBDP can be a real asset for any course at university as it provides a good knowledge of challenging issues and a variety of skills, and offers broad career opportunities. A geography qualification can lead to careers in a wide range of fields such as: atmospheric science, geology, urban and rural planning, transport management, ecology and recreational management.

The **aims** of the geography course at both HL and SL are to:

- ▶ encourage the systematic and critical study of human experience and behaviour, and of physical, economic and social environments;
- ▶ develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society;
- ▶ enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material;
- ▶ develop an understanding of the interrelationships between people, places, spaces and the environment;
- ▶ develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management;
- ▶ to enable students to appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

## Syllabus

The core theme, geographic perspectives – global change, is compulsory for both HL and SL; this includes the following compulsory topics:

- ▶ Changing population
- ▶ Global climate – vulnerability and resilience
- ▶ Global resource consumption and security

Accompanying the core is a series of **options**. The optional geographic themes are a mixture of physical and human geography. SL students study two options, for the HL course three options are chosen. The options currently taught are:

- ▶ B: Oceans and coastal margins
- ▶ F: Food and health
- ▶ G: Urban environments (HL only)

The HL students also study the topic of geographic perspectives – global Interactions.

	Assessment components	Weighting
HL	<b>External assessment</b>	<b>80%</b>
	<b>Paper 1 (2 hours 15 minutes)</b> Geographic themes — three options (60 marks)	35%
	<b>Paper 2 (1 hour 15 minutes)</b> Core: Geographic perspectives — global change (50 marks)	25%
	<b>Paper 3 (1 hour)</b> Geographic perspectives — global interactions (28 marks)	20%
	<b>Internal assessment</b>	<b>20%</b>
	<b>Fieldwork</b> The fieldwork leads to a written report (2,500 words) based on a fieldwork question, information collection and analysis with evaluation (25 marks)	20%
SL	<b>External assessment</b>	<b>75%</b>
	<b>Paper 1 (1 hour 30 minutes)</b> Geographic themes—two options (40 marks)	35%
	<b>Paper 2 (1 hour 15 minutes)</b> Core: Geographic perspectives — global change (50 marks)	40%
	<b>Internal assessment</b>	<b>25%</b>
	<b>Fieldwork</b> The fieldwork leads to a written report (2,500 words) based on a fieldwork question, information collection and analysis with evaluation (25 marks)	25%

## Global Politics

The subject aims to interconnect individuals and societies in an increasingly challenging and dynamic global society, providing and exploring various perspectives and approaches to (contemporary) politics. The subject centres around three main concepts: people (communities, groups and individuals); power (dynamics, tension and outcomes) and politics (conflict, migration and climate).

These (and other) concepts are explored on local, national, international and global level, linking abstract political concepts to real world examples (such as Model United Nations and Global Issues Network). The course consists of four core units, which are taught at both SL and HL:

- ▶ Power, sovereignty and international relations (e.g. State and cooperation, IGO's, NGO's, the UN)
- ▶ Human rights (e.g. protection and enforcement, the Universal Declaration of Human Rights)
- ▶ Development (e.g. sustainable development and well-being, GNP and HDI)
- ▶ Peace and conflict (e.g. justification and causes of violence and the International Criminal Court)

In addition, the HL course also includes the topic of global political challenges; political issues in two of the following six global political challenges are researched and presented through a case study approach: environment, poverty, health, identity, borders, and security.

	Assessment components	Weighting
HL	<b>External assessment</b>	<b>60%</b>
	<b>Paper 1 (1 hour 15 minutes)</b> Stimulus-based paper based on a topic from one of the four core units Four compulsory short-answer/structured questions (25 marks)	20%
	<b>Paper 2 (2 hours 45 minutes)</b> Extended response paper based on the four core units. Students must write three essays from a choice of eight, each selected from a different core unit (75 marks)	40%
	<b>Internal assessment</b>	<b>40%</b>
	<b>Engagement Activity</b> A written report (2,000 words) on a political issue explored through engagement and research (20 marks)	20%
	<b>HL extension: global political challenges</b> Two video-recorded oral presentations (10-minute maximum each) of two case studies chosen from two different HL extension topics (20 marks)	20%
SL	<b>External assessment</b>	<b>75%</b>
	<b>Paper 1 (1 hour 15 minutes)</b> Stimulus-based paper based on a topic from one of the four core units Four compulsory short-answer/structured questions (25 marks)	30%
	<b>Paper 2 (1 hour 45 minutes)</b> Students must write two essays from a choice of eight, each selected from a different core unit (50 marks)	45%
	<b>Internal assessment</b>	<b>25%</b>
	<b>Engagement Activity</b> A written report (2000 words) on a political issue explored through engagement and research (20 marks)	25%

## Psychology

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognising that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour.



The aims of the psychology course at SL and at HL are to:

- ▶ develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
- ▶ apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
- ▶ understand diverse methods of inquiry
- ▶ understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- ▶ ensure that ethical practices are upheld in all psychological inquiry and discussion
- ▶ develop an awareness of how psychological research can be applied to address real-world problems and promote positive change.

## Syllabus

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour:

- ▶ biological approach to understanding behaviour
- ▶ cognitive approach to understanding behaviour
- ▶ sociocultural approach to understanding behaviour.

The knowledge, concepts, theories and research in these fields will be studied and critically evaluated to answer some of the questions being asked by psychologists today. The interaction of these approaches to studying psychology will form the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches can be best understood through the options. There are four options in the course. They focus on areas of applied psychology:

1. abnormal psychology
2. developmental psychology
3. health psychology
4. psychology of human relationships.

The options provide an opportunity to take what is learned from the study of the approaches to psychology and put it into the context of specific lines of inquiry, broaden students' experience of the discipline and develop the students' critical inquiry skills. SL students study one option, while HL students study two.

Surrounding the approaches and the options are the overarching themes of research methodology and ethics. A consideration of both is paramount to the nature of the subject.

This subject is only offered at SL at our school.

Assessment components	Weighting
<b>External assessment</b>	<b>75%</b>
<b>Paper 1 (2 hours)</b> Section A: Three short-answer questions on the core approaches to psychology Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour (49 marks)	50%
<b>Paper 2 (1 hour)</b> One question from a choice of three on one option (22 marks)	25%
<b>Internal assessment</b>	<b>25%</b>
<b>Experimental study</b> A report on an experimental study undertaken by the student (22 marks)	25%

## Group 4: Sciences

ISH offers physics, chemistry, biology, computer science and design technology as Group 4 subjects. An interdisciplinary subject with Individuals and Societies, namely environmental systems and societies (ESS), can also be studied at SL. A common curriculum model applies to all the sciences. This model offers a parallel structure at both HL and SL, whereby a core of material is studied, together with option topics. By studying any of the Group 4 subjects, students will become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that distinguishes the Group 4 subjects.

Students spend at least 25% of teaching time following an internally assessed scheme of practical investigative work. There is also an interdisciplinary science project that allows students to appreciate the environmental, social and ethical implications of science and mirrors the work of real scientists, allowing students to understand the limitations of scientific study, for example, the shortage of appropriate data and/or the lack of resources. This is the Group 4 project, in which all DP science students must participate; at ISH the Group 4 project is organised at the end of year 12. The emphasis of this project is on interdisciplinary cooperation and the processes involved in scientific investigation rather than the products of such investigations. The group 4 project is a collaborative activity where students from different group 4 subjects work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared in line with the course aim of “developing an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge”. The project can be practically or theoretically based.

The IB DP science subjects provide students with knowledge and understanding to become confident citizens in a technological world and encourage the development of an appreciation of the scientific contributions of people from different cultures and backgrounds.

Group 4 students at both SL and HL undertake a common core syllabus, a common internal assessment scheme and have some overlapping elements in the options studied. While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, both in the additional HL core material and in the common options. The distinction between SL and HL is one of breadth and depth.

### Biology

Although biologists have accumulated huge amounts of information about living organisms, the aim of the course is not to simply teach the students a large number of seemingly unrelated facts. In the DP biology course, it is hoped that students will acquire a body of facts and at the same time develop a broad, general understanding of the principles of the subject.

The DP biology SL and HL courses are built around four basic biological concepts: structure and function, universality versus diversity, equilibrium within systems, and evolution.

Biology is an excellent course for all students, both for those continuing their career in science (such as forestry, agricultural sciences, environmental sciences, microbiology, biochemistry, health related studies like medicine, dentistry, veterinary sciences, nursing, physiotherapy, biophysical sciences) as well as those with other career options.

### Chemistry

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

## Physics

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles – quarks, which may be truly fundamental – to the vast distances between galaxies.

The DP physics course allows students to develop traditional practical skills and techniques and increase facility in the use of mathematics, which is the language of physics. Physics also allows students to develop interpersonal skills, and information and communication technology skills which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right.

Good qualifications in IBDP physics are needed for entry into universities that offer courses such as physics, engineering, medicine, dentistry and even diverse subjects such as management.

	Assessment components (Biology, Chemistry, Physics)	Weighting
HL	<b>External assessment</b>	<b>80%</b>
	Paper 1 (1 hour)	20%
	Paper 2 (2 hours 15 minutes)	36%
	Paper 3 (1 hour 15 minutes)	24%
	<b>Internal assessment</b>	<b>20%</b>
	<b>Individual investigation (10 hours)</b> An individual scientific investigation – full lab report not longer than 12 pages – assessed for personal engagement, exploration, analysis, evaluation and communication	20%
SL	<b>External Assessment</b>	<b>80%</b>
	Paper 1 (45 minutes)	20%
	Paper 2 (1 hour 15 minutes)	40%
	Paper 3 (1 hour)	20%
	<b>Internal assessment</b>	<b>20%</b>
	<b>Individual investigation (10 hours)</b> An individual scientific investigation – full lab report not longer than 12 pages – assessed for personal engagement, exploration, analysis, evaluation and communication	20%

## Computer Science

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The core computer science syllabus, which both SL and HL students must study, covers these core topics:

- ▶ System fundamentals
- ▶ Computer organization
- ▶ Networks
- ▶ Computational thinking, problem-solving and programming

HL students must study the following additional core topics:

- ▶ Abstract data structures
- ▶ Resource management
- ▶ Control

In addition, students study one of the following options:

- ▶ Option A: Databases
- ▶ Option B: Modelling and simulation
- ▶ Option C: Web science
- ▶ Option D: Object-oriented programming (OOP)

Each option includes an HL extension. At ISH, we follow option C: Web science.

The DP computer science course is engaging, accessible, inspiring and rigorous. It has the following characteristics:

- ▶ It draws on a wide spectrum of knowledge.
- ▶ It enables and empowers innovation, exploration and the acquisition of further knowledge.
- ▶ It interacts with and influences cultures, society and how individuals and societies behave.
- ▶ It raises ethical issues.
- ▶ It is underpinned by computational thinking.

Computational thinking involves the ability to:

- ▶ think procedurally, logically, concurrently, abstractly, recursively and think ahead;
- ▶ utilize an experimental and inquiry-based approach to problem-solving;
- ▶ develop algorithms and express them clearly;
- ▶ appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally.

During the course the student will develop computational solutions. This will involve the ability to:

- ▶ identify a problem or unanswered question;
- ▶ design, prototype and test a proposed solution;
- ▶ liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

DP computer science students will become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions.





	Assessment components	Weighting
HL	<b>External assessment</b>	<b>80%</b>
	<b>Paper 1 (2 hours 10 minutes)</b> Syllabus Content: Core Section A consists of several compulsory short answer questions testing mainly objectives 1 and 2. Section B consists of five compulsory structured questions that may be subdivided. (100 marks)	40%
	<b>Paper 2 (1 hour 20 minutes)</b> Syllabus Content: Option Section A consists of common questions (to the SL/HL core) for the option chosen. Section B consists of questions for the option chosen relating to the HL extension. (65 marks)	20%
	<b>Paper 3 (1 hour)</b> This paper is based on a case study produced annually by the IB. The paper consists of four structured questions, which assess the whole syllabus in an integrated way. Students are required to answer all of the questions. The questions are related to the scenario in the case study. In addition to the case study further stimulus material may be provided in the examination paper. (30 marks)	20%
	<b>Internal Assessment</b>	<b>20%</b>
	Development of a computational solution (30 hours) The focus of the solution is on providing either an original product or additional functionality to an existing product for a client. (34 marks)	20%
SL	<b>External Assessment</b>	<b>70%</b>
	<b>Paper 1 (1 hour 30 minutes)</b> Syllabus Content: Core Section A consists of several compulsory short answer questions testing mainly objectives 1 and 2. Section B consists of three compulsory structured questions that may be subdivided. (70 marks)	45%
	Paper 2 (1 hour) Syllabus Content: Option Students are required to answer all the questions for the option chosen. (45 marks)	25%
	<b>Internal Assessment</b>	<b>30%</b>
	Development of a computational solution (30 hours) The focus of the solution is on providing either an original product or additional functionality to an existing product for a client. (34 marks)	30%

## Design Technology

The DP design technology course, offered at HL and SL, aims to develop internationally-minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world.

Inquiry and problem-solving are at the heart of the subject. The course requires the use of the design cycle as a tool, in order to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In design technology, a solution can be defined as a model, prototype, product or system that students have developed independently.

This course provides the students with the opportunity for hands-on experimentation; they are carrying out some of the same processes that designers undertake.

The course has a balance of theory and practical tasks. 60 hours will be spent on practical tasks using our brand-new CAD/CAM facilities. Computer aided design and manufacture will be our focus, when exploring a variety of techniques using laser cutting and 3D printing.

The core syllabus, which both SL and HL must study, includes the following topics:

- ▶ Human factors and ergonomics
- ▶ Resource management and sustainable production
- ▶ Modelling
- ▶ Final production
- ▶ Innovation and design
- ▶ Classic design

In addition, HL students study the following topics:

- ▶ User-centred design (UCD)
- ▶ Sustainability
- ▶ Innovation and markets
- ▶ Commercial production

	Assessment components	Weighting
HL	<b>External assessment</b>	<b>60%</b>
	<b>Paper 1 (1 hour)</b> 40 multiple-choice questions on the core and HL extension material (40 marks)	20%
	<b>Paper 2 (1 hour 30 minutes)</b> Section A: one data-based question and several short-answer questions on the core material (all compulsory) Section B: one extended-response question on the core material (from a choice of three) (50 marks)	20%
	<b>Paper 3 (1 hour 30 minutes)</b> Section A: two structured questions on the HL extension material, both compulsory Section B: one structured question on the HL extension material based on a case study (40 marks)	20%
	<b>Internal Assessment</b>	<b>40%</b>
	<b>Individual design project (60 hours)</b>	40%
SL	<b>External Assessment</b>	<b>60%</b>
	<b>Paper 1 (45 minutes)</b> 30 multiple-choice questions on the core material (30 marks)	30%
	<b>Paper 2 (1 hour 30 minutes)</b> Section A: one data-based question and several short-answer questions on the core material (all compulsory) Section B: one extended-response question on the core material (from a choice of three) (50 marks)	30%
	<b>Internal Assessment</b>	<b>40%</b>
	<b>Individual design project (40 hours)</b>	40%

### *Interdisciplinary Subjects: Environmental Systems and Societies (Groups 3 and 4)*

This subject is only offered at SL. The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. They should recognize the many possible solutions to

environmental problems that are within humanity's capabilities and that make a sustainable future possible. The teaching approach is conducive to students evaluating the scientific, ethical and socio-political aspects of issues.

The course is highly demanding and combines science and humanities, therefore making sound knowledge of both fields crucial.

Assessment components	Weighting
<b>External assessment</b>	<b>75%</b>
<b>Paper 1 (1 hour)</b> Case study: Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All of the questions are compulsory. (35 marks)	25%
<b>Paper 2 (2 hours)</b> Short answers and structured essays: Section A is made up of short-answer and data-based questions. Section B requires students to answer two structured essay questions from a choice of four (65 marks)	50%
<b>Internal assessment</b>	<b>25%</b>
<b>Individual investigation (10 hours)</b> The purpose of the internal assessment investigation is to focus on a particular aspect of an ESS issue and to apply the results to a broader environmental and/or societal context. The investigation is recorded as a written report (1,500 to 2,250 words). (60 marks)	25%

## Group 5: Mathematics

At ISH we offer three courses in mathematics: mathematical studies SL, mathematics SL, and mathematics HL.

### *Mathematical Studies SL*

Mathematical studies (or: math studies) is designed for students who do not anticipate a need for mathematics in their future studies.

A basic knowledge of arithmetic, algebra and geometry is expected and necessary for success in this course, which emphasises the applications of mathematics to real world situations. In order to enrol in mathematical studies, the student must have demonstrated evidence of such preparation in their MYP work or, for students new to the school, in the placement test.

Through the introduction to some mathematical theory, students begin to see the relationships between various branches of mathematics, which gives them the opportunity to appreciate the subject as a logical whole with its underlying patterns and relationships.

Topics studied in this course include: numbers and algebra, descriptive statistics, logic sets and probability, geometry and trigonometry, and functions.

Assessment components	Weighting
<b>External assessment</b>	<b>80%</b>
<b>Paper 1 (1 hour 30 minutes)</b> 15 compulsory short-response questions based on the whole syllabus (calculator required) (90 marks)	40%
<b>Paper 2 (1 hour 30 minutes)</b> 6 compulsory extended-response questions based on the whole syllabus (calculator required) (90 marks)	40%
<b>Internal assessment</b>	<b>20%</b>
<b>Project</b> The project is an individual piece of work, begun in year 12 and completed in year 13, involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. Students are encouraged to choose a topic of personal interest that lends itself to mathematical investigation and analysis – e.g. architecture, travel, basketball, music. (20 marks)	20%

### Mathematics SL

Mathematics SL is designed for students who will need a sound mathematical background as they prepare for future studies in subjects as chemistry, economics, psychology and business administration.

This course requires students to possess a good level of preparation in all theoretical topics, in particular algebra, functions and trigonometry. In order to enrol in mathematics SL, the student must have demonstrated evidence of such preparation in their MYP work or, for students new to the school, in the placement test. In addition, students must have demonstrated a capacity for hard work and solid commitment to their studies.

The emphasis in the programme is on application of mathematical techniques. The course moves at a fast pace, which means that students who select this course need very solid preparation in order to keep up with the material and be successful.

Topics studied in this programme include: algebra, functions and equations, trigonometry, vectors, statistics and probability, and differential and integral calculus.

Assessment components	Weighting
<b>External assessment</b>	<b>80%</b>
<b>Paper 1 (1 hour 30 minutes)</b> Section A: Compulsory short-response questions based on the whole syllabus Section B: Compulsory extended-response questions based on the whole syllabus (calculator not allowed) (90 marks)	40%
<b>Paper 2 (1 hour 30 minutes)</b> Section A: Compulsory short-response questions based on the whole syllabus Section B: Compulsory extended-response questions based on the whole syllabus (graphic display calculator required) (90 marks)	40%
<b>Internal assessment</b>	<b>20%</b>
<b>Mathematical exploration</b> This is an original and independent piece of written work that involves investigating an area of mathematics. (20 marks)	20%

### Mathematics HL

The HL course is designed for students who have a very good aptitude for and a strong interest in mathematics. Some universities, particularly those in Europe, require maths HL for the study of mathematics, engineering, physics and similar programs.

The abstract nature of the subject, as well as the amount of work involved, must be taken into consideration when making the choice to take mathematics HL. The course requires students to possess an excellent level of preparation in all theoretical mathematics topics, in particular algebra, functions, trigonometry, and a high level of mathematical aptitude and giftedness. In order to enrol in mathematics HL, the student must have demonstrated evidence of this excellent preparation in their MYP work or, for students new to the school, in the placement test. In addition, students must have demonstrated a capacity for hard work and solid commitment to their studies.

The Maths HL course encourages students to question their existing mathematical assumptions, to investigate topics in modern mathematics, and to learn to reason and justify their results. In addition, students acquire a vast set of new mathematical skills. The IBDP examination in mathematics HL is designed to test the students' analytical skills as well as their knowledge of mathematical concepts. In order to develop analytical thinking, teamwork and a pursuit of excellence in mathematics, the Mathematics Department offers training for various international competitions to students who wish to participate.

Topics studied in this programme include: algebra, functions and equations, trigonometry, vectors, statistics and probability, differential and integral calculus and one option topic; at ISH the option topic studied is sets, relations and groups.

Assessment components	
External assessment	
<b>Paper 1 (2 hours)</b> Section A: Compulsory short-response questions based on the core syllabus Section B: Compulsory extended-response questions based on the core syllabus (calculator not allowed) (100 marks)	30%
<b>Paper 2 (2 hours)</b> Section A: Compulsory short-response questions based on the core syllabus Section B: Compulsory extended-response questions based on the core syllabus (graphic display calculator required) (100 marks)	30%
<b>Paper 3 (1 hour)</b> Compulsory extended-response questions based mainly on the syllabus options (graphic display calculator required) (50 marks)	20%
Internal assessment	
<b>Mathematical exploration</b> This is an original and independent piece of written work that involves investigating an area of mathematics. (20 marks)	20%

### Use of Technology

A graphic calculator is required for all IBDP Mathematics courses and it is essential for following the lessons, completing the assignments and performing well on tests and in exams. In mathematical studies the use of a calculator is allowed in all exam papers; in mathematics SL and HL, the use of a calculator is not allowed in Paper 1. The graphic calculator used at ISH is selected at the beginning of each school year by the Mathematics department. The model that we are currently using is the Texas Instruments TI-84, TI-84 plus or TI Inspire CX student version. It is important that students have the ISH model of graphic calculator and they are strongly advised to purchase one through a local bookstore or electronic shop before the start of the lessons.

### Group 6: The Arts

ISH offers courses in visual arts, music, and theatre. The IBDP visual arts course aims to develop creative thinking, technical skills and critical art appreciation that will provide students with a foundation for further studies in architecture, graphic and industrial design, fashion, (art) history and photography. The IBDP music course is designed to promote greater awareness and understanding of both the power and variety of musical experiences.



Students are exposed to a broad spectrum of music ranging from Western music, from many periods and styles, to world music. Through the DP theatre course students develop their skills as actors, directors, designers, theorists and practitioners. A variety of theatrical practices from different eras and places are studied, and students have the opportunity to pursue areas of specific interest.

### ***Trips and the ISH Artist in Residence Programme***

#### **Visual Arts Trip and Artist in Residence**

In Year 12, students and teachers go on a trip abroad (UK) that offers exposure to curatorial practices and modern and contemporary art. Throughout the course, trips to local museums and galleries take place, providing opportunities for critical appreciation and learning. Yearly, ISH hosts an artist in residence offering the students exposure to how a professional artist thinks and works.

#### **Theatre Trip**

In Years 12 and 13, students and teachers attend an ISTA TaPS Festival in the UK. The International School's Theatre Association runs this annual event to support the DP theatre course, and offers a variety of workshops to students based on the four assessment tasks. Included in this trip are special tickets to see professional productions, often offering the opportunity to work with directors and actors from the industry.

### ***Visual Arts***

The IBDP visual arts course, offered at HL and SL, combines creativity, critical thinking and art appreciation that provides a firm foundation for university studies. ISH students go on to study art and design at colleges all over the world. Possible careers for students with an art and design qualification include: architecture, engineering, interior design, graphic/digital design, advertising, fine art, publishing, fashion, photography, film, television, video and industrial design, as well as many other related professions.

Central to the course is the development of an increasingly personal line of investigation. Throughout years 12 and 13, students gradually develop their own work, using a range of media of their choosing. The course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and creative self-confidence. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary art practices and media. The course culminates with an exhibition of the student's work, curated by the students themselves.

The range of media offered includes: sculpture, painting, drawing, printmaking, (analogue) photography, 3D and digital media.

	Assessment components	Weighting
HL, SL	<b>External assessment</b>	<b>60%</b>
	<b>Comparative study:</b> <i>Culture, context and critical thinking in visual arts</i> Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.	20%
	<b>Process portfolio:</b> <i>Exploring and acquiring skills, techniques and processes involved in making artwork</i> Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.	40%
	<b>Internal assessment</b>	<b>40%</b>
	<b>Exhibition:</b> <i>The processes involved in selecting work for exhibition and public display</i> Students a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.	40%

## Music

The DP music course, offered at HL and SL, offers students an opportunity to expand their ability to understand, create, and perform music. It is relevant for any students considering a career in music, but also valuable for any student by virtue of its focus on creative process, long-term project work, and fostering engagement with and understanding of a variety of historical and cultural contexts.

The main aims of the DP music course, both at HL and SL, are to develop the student's abilities in two main areas: musical perception and musical creation and performance. Throughout the course, students do a variety of short- and long- term projects designed to improve their abilities in one of or both of these areas.

### Musical Perception

Students study a variety of music, both with notated score and without, and analyse with respect to its structure, musical features, and historical/social context. Particularly in the first year of the course, a focus is put on theory knowledge and score reading in order to allow students to fully access music from the Western classical tradition. Additionally, a wide variety of music is studied and analysed, including electronic, traditional/world music, jazz, rock, and pop music.

Additionally, a focus is given to comparing divergent musical examples and finding common musical links across time, place, and cultural context. In DP music, students learn that even wildly different musical examples often have many commonalities, which gives the music course a substantial potential to foster the student's general intercultural understanding.

The **Musical links investigation** is a 2,000-word media script (article, report, website, blog, podcast) comparing two musical examples from two different musical cultures. Students are asked to analyse the musical and technical content of the two examples and demonstrate their commonalities and differences.

Students also study two set works, chosen by the IB every two years, from the Western art music canon. These two pieces are studied in depth over the two-year course, as students will eventually be expected to answer analysis questions on these pieces without the aid of an audio recording (score only) in their final exam.

The **listening paper** is an external exam consisting of 5 long-form (essay) questions for HL and 4 for SL based on musical analysis of a variety of examples. Students analyse and discuss different musical examples from both the

Western art music repertoire, along with pieces from the jazz, world, and pop music traditions. Examples on the test may be score-only (no audio, as on the set works), score and audio, or only audio.

### Musical Creation and Performance

In music HL, students must compile a creating portfolio and a performing portfolio over the two-year course.

**The creating portfolio** consists of three compositions, each 3-6 minutes in length, in a variety of media and styles. Students can do a notated composition, electronic music piece, improvisation, arrangement, or stylistic exercises, and the pieces are assessed on their structure, control of musical elements, and various other aspects. These pieces are completed throughout Year 12 and the beginning of Year 13, under a variety of specific stimuli, such as creating an electronic dance piece or composing a piece of program music. At the end of Year 13, students have the opportunity to revise and improve these compositions before submitting them for final assessment.

**The performing portfolio** consists of 20 minutes of recordings of the student's instrumental or vocal performances, in which the student is featured. Students are assessed for the musical and stylistic variety of the CD program, and as such they are encouraged to attempt pieces from different genres and musical moods. While students are assessed for the technical mastery and musical expression as well, the criteria are focused on how appropriate the music's difficulty is for the students' ability level. Therefore, students are encouraged to search out and attempt a wide variety of music in many different contexts.

At HL, students must submit a **solo performing** CD (20 minutes) in which they are featured primarily on all the examples. At SL, students choose one option from **solo performing, creating or group performing**. At SL, if students choose performing (solo or group), they submit a 15-minute CD. For the group performance, students are assessed personally for their role in an overall group performance (such as a symphony orchestra or wind band member).

	Assessment components	Weighting
HL	<b>External assessment</b>	<b>50%</b>
	<b>Paper 1 (2 hours 30 minutes)</b> Five musical perception questions (100 marks)	30%
	<b>Musical links investigation</b> A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures (20 marks)	20%
	<b>Internal assessment</b>	<b>50%</b>
	<b>Creating (75 hours)</b> Three pieces of coursework, with recordings and written work (30 marks)	25%
	<b>Solo performing (75 hours)</b> A recording selected from pieces presented during one or more public performance(s), 20 minutes (20 marks)	25%
SL	<b>External assessment</b>	<b>50%</b>
	<b>Paper 1: Listening Paper (2 hours)</b> Four musical perception questions (80 marks)	30%
	<b>Musical links investigation</b> A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures (20 marks)	20%
	<b>Internal assessment: students choose one of the following options:</b>	<b>50%</b>
	<b>Creating (75 hours)</b> Two pieces of coursework, with recordings and written work (30 marks)	50%
	<b>Solo performing (75 hours)</b> A recording selected from pieces presented during one or more public performance(s), 15 minutes (20 marks)	50%
	<b>Group performing (75 hours)</b> A recording selected from pieces presented during two or more public performances, 20–30 minutes (20 marks)	50%

## Theatre

Theatre is offered at both HL and SL in the IBDP at ISH. All workshops and assessments are firmly linked to the core curriculum for theatre: theatre in context, theatre processes and presenting theatre.

The theatre course provides a relevant learning opportunity for a diverse range of students as it lays an appropriate foundation for further study in theatre, performing arts and other related subjects. In addition, by instilling discipline, and refining communication and group-work skills, it offers a valuable course of study for students who may wish to pursue a career or further education studies in areas unconnected to theatre.

The aims of the theatre course at SL and HL are to enable students to:

- ▶ explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context);
- ▶ understand and engage in the processes of transforming ideas into action (theatre processes);
- ▶ develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre);
- ▶ [for HL only] understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).

A journal of the student's experiences of the course is written throughout the course and charts development of knowledge, ideas, research, responses and personal challenges and achievements. The aim of the journal is to support and nurture the student's personal reflection of their experience, and it is expected that much of the students' assessed work in the second year will emerge from it. Students can choose what form the journal should take, and are encouraged to choose a particular format which supports their personal learning style. A workbook can be used, as could recorded journaling or even the creation of their own YouTube channel!

Assessment components	Weighting	
	HL	SL
<b>External assessment</b>	<b>75%</b>	<b>65%</b>
<b>Director's notebook</b> Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.	20%	35%
<b>Research presentation</b> Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.	20%	30%
<b>Solo theatre piece [HL only]</b> Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory.	35%	-
<b>Internal assessment</b>	<b>25%</b>	<b>35%</b>
<b>Collaborative project</b> Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.	25%	35%

## Online Courses

There are a number of IBDP courses that can be taken through Pamoja Online Education. The courses that ISH students can choose from are:

- ▶ **Group 2:** French ab initio SL, Mandarin ab initio SL, Spanish ab initio SL
- ▶ **Group 3:** Philosophy SL, ITGS SL
- ▶ **Group 6:** Film SL

For information about the courses please see <http://pamojaeducation.com/IB-online-courses/> and contact Ms H. John ([h.john@ishthehague.nl](mailto:h.john@ishthehague.nl)), our Site-based Coordinator.

Please note that there are additional costs involved in taking an online course and for a student to be successful in an online course he/she needs to have strong self-management skills.

## Physical and Health Education

The IBDP physical and health education programme offers students a wide variety of physical experiences. The aims of the programme are to help students acquire knowledge and understanding of movement and how physical activity and well-being correlate to a healthy life-style, as well as to prepare them for participation in sports, both now and in the future.

All IBDP students follow an activity programme of their choice, for two lesson hours per week. One activity lasts five weeks; at the end of this period, effort and attendance will be evaluated.

At ISH students will get the opportunity to combine physical and health education and CAS.

The physical and health education activities offered at ISH include: football, touch rugby, flag football, Gaelic football, badminton, basketball, self-defence, fitness, volleyball, golf, dance, yoga, softball, squash, tennis, and rescue swimming. In Year 12, the students are also involved in the preparation and organisation of Sports day for the Year 7-11 students.

After following an induction course at the fitness centre and signing a fitness contract, we allow our students to work out in our fitness centre in their free time.

### After-school Clubs

Students may also choose to participate in various after-school clubs and teams. These teams play matches against local schools, compete in local tournaments, and in the International Schools Sports Tournaments (ISST). We welcome suggestions for new activities to the after-school programme.



## Assessment and Grading

### Assessment in the DP

Assessment in the DP includes:

- ▶ in-school assessment: this includes formative assessment tasks and summative assessments completed during the school year and marked by the teacher. Summative assessments can be tests taken at the end of a unit of work or other types of assignments. These include two exam sessions in Year 12 (in December and June) and one mock exam session in Year 13 (in February). Summative assessments contribute to report grades, and provide a basis for promotion from Year 12 to 13.
- ▶ formal summative assessment: this is the assessment that directly contributes to the final IB diploma results and includes internally and externally assessed components to assess student performance:
  - external assessment (EA): this is assessment which is externally marked by IB examiners, and includes the examinations taken at the end of Year 13 and a variety of other tasks spread over different subjects and completed by students at various times under various conditions during their course (e.g. the extended essay, the TOK essay, the written assignments in the Language courses). External assessment includes: essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, multiple-choice questions.
  - internal assessment (IA): most courses also include assessment components internally marked by teachers and externally moderated by the IB. Internal assessment includes: oral work in languages, fieldwork in geography, laboratory work in the sciences, investigations in mathematics, artistic performances, the TOK oral presentation.

The formal assessment components for each subject and their weighting in the final diploma grade are listed in the previous chapter “The DP Subjects”.

### DP Grades

In the IBDP, student work is assessed as direct evidence of achievement against the stated goals of the DP courses. Student results are determined by performance against set standards, not by each student's position in the overall rank order.

In the DP subjects in Groups 1-6, students receive grades ranging from 1 to 7, with 7 being the highest. In TOK, students receive grades ranging from A to E, with A being the highest. The EE is entirely externally marked; grades also range from A to E, with A being the highest; teachers are only required to provide a predicted grade. No grades are awarded for CAS, but authenticated participation is a requirement for the award of the diploma.

In the IBDP, we work with a mix of marks based on criteria and point scores. The criteria for each subject are specified in the IBDP subject guides.

In Years 12 and 13, grade boundaries, expressed as percentages, are used for converting assessment criteria marks and point scores into grades on a 1 – 7 scale in the DP subjects in Groups 1-6, unless other criteria or specific arrangements apply. These grade boundaries differ per subject. The final grade in Year 12 is comprised of the exam grades and/or other summative assessment grades (see section “Calculation of the Final Year 12 Grade” for more details) and is used to determine promotion from Year 12 to Year 13.



The grade boundaries will be published on ManageBac.

## Promotion from Year 12 to Year 13

Promotion from Year 12 to Year 13 depends upon satisfaction of all of the following requirements at the end of Year 12:

- ▶ a minimum total point score of 24 points, out of which 12 points in the higher-level subjects (see section: “Calculation of the Final Year 12 Grade” for details on how the final Year 12 grades are calculated in each subject group);
- ▶ satisfactory progress on the extended essay (indicated by at least a green flag) as judged by the EE supervisor based on the subject-specific requirements established by the EE Coordinator;
- ▶ satisfactory progress in CAS (indicated by at least a green flag) as judged by the CAS advisor/mentor based on the requirements for the final Y12 checkpoint established by the CAS Coordinator;
- ▶ satisfactory progress in TOK, indicated by a passing grade (at least D);
- ▶ satisfactory participation in PHE;
- ▶ all coursework up to date (see section: “Coursework Requirements for Promotion into Year 13” for more details);
- ▶ a good record of attendance and punctuality.

### *Calculation of the Final Year 12 Grade*

In order to be promoted to Year 13, students must obtain a minimum total point score of 24 points, out of which 12 points in the higher-level subjects, at the end of Year 12. The total point score is based on the final Year 12 grades students obtain in their Group 1-6 subjects. The model for calculating the final Year 12 grade is different across subjects/ subject groups. This grade is based on the grades the students have obtained in the December and/or June exams and/or in other summative assessments completed during the year.

Subject group/ Subject		Mid-year report	Final Year 12 report
Group 1			June exams: 50% + other summative assessments (including oral work): 50%
Group 2			June exams: 50% + December exams: 20% + other summative assessments: 30%
Group 3			June exams: 40% + December exams: 10% + other summative assessments (practical and design tasks, tests): 50% (IA criteria A and B: 20%; light project: 10%; ergonomic project: 5%; poster: 5%; tests: 10%)
Interdisciplinary Group 3 & 4: ESS			
Group 4: Biology, Chemistry, Physics, Computer Science			
Group 4: Design Technology			
Group 5		December exams + other summative assessments	June exams: 50% + December exams: 20% + other summative assessments: 30%
Group 6	Music		<b>HL:</b> exam: 30% + written analysis work: 20% + Performing: 25% + Creating: 25% <b>SL:</b> exam: 30% + written analysis work: 20% + Performing: 50% OR Creating: 50% (depending on student’s course)
	Theatre	summative assessments	<b>HL:</b> Director’s Notebook: 20% + Research Presentation: 20% + Collaborative Project: 25% + Solo Piece: 35% <b>SL:</b> Director’s Notebook: 35% + Research Presentation: 30% + Collaborative Project: 35%
	Visual Arts		May Exhibition: 50% + Process Portfolio: 50%

## Coursework Requirements for Promotion into Year 13

In addition to the point requirements, students must also meet other requirements. Thus, students must complete all the required coursework by the end of Year 12. The required coursework includes compulsory formal assessment components (IAs, EAs) that must be completed in Year 12.

Subject group/ Subject		Compulsory coursework components
Group 1	English A Lang Lit	<b>HL:</b> successful completion of 3 written tasks (EA) and 1 FOA (IA component) <b>SL:</b> successful completion of 2 written tasks (EA) and 1 FOA (IA component)
	English A Literature	satisfactory progress in the planning for the written assignment (EA) + satisfactory completion of the IOP (IA component)
	Dutch A Lang Lit	Successful completion of 2 written tasks (EA) and 1 FOA (IA component)
	French, Spanish & German A Lang Lit	<b>All:</b> successful completion of the individual oral commentary (IA component) + <b>French:</b> HL: successful completion of 3 written tasks (EA) and 3 FOAs (IA component) SL: successful completion of 3 written tasks (EA) and 2 FOAs (IA component) <b>German:</b> HL & SL: successful completion of 2 written tasks (EA) and 1 FOA (IA component) <b>Spanish:</b> HL: successful completion of 3 written tasks (EA) and 1 FOA (IA component) SL: successful completion of 2 written task (EA) and 1 FOA (IA component)
Group 3		IA up-to-date: <ul style="list-style-type: none"> <li>• Business management HL: IA Outline completed</li> <li>• Economics: first commentary completed</li> <li>• Geography: first two sections drafted (geographical context and methodology)</li> <li>• Global politics: IA plan approved</li> <li>• History: IA completed</li> </ul>
Interdisciplinary Group 3 & 4: ESS Group 4		Group 4 project completed + IA up-to-date: <ul style="list-style-type: none"> <li>• Computer Science, Design Technology: criteria A &amp; B completed</li> <li>• ESS: IA draft completed</li> </ul>
Group 5		Mathematics IA progress report
Group 6	Music	<b>HL:</b> Completion of 3 Creating assessments (IA); at least 5 minutes of Performing CD (IA); completed 2,000 MLI draft (EA) <b>SL:</b> Completion of 3 Creating assessments (IA) OR at least 5 minutes of Performing CD (IA); completed 2,000 MLI draft (EA)
	Theatre	<b>HL:</b> Final Research Presentation (EA); Draft Director's Notebook (EA) (criteria A, B, C, D); Draft Solo Piece (EA); Draft Collaborative Project (IA) (criteria A, B, C, D) <b>SL:</b> Final Research Presentation (EA); Draft Director's Notebook (EA) (criteria A, B, C, D); Draft Collaborative Project (IA) (criteria A, B, C, D)
	Visual Arts	<b>HL:</b> Exhibition (IA): 5-7 resolved art pieces & curatorial rationale (first draft); Process Portfolio (EA): a minimum of 10 PowerPoint slides (representing the best of the Process Portfolio) <b>SL:</b> Exhibition (IA): 3-5 resolved art pieces & curatorial rationale (first draft); Process Portfolio (EA): minimum of 8 PowerPoint slides (representing the best of the Process Portfolio)
Extended essay		satisfactory completion of the subject-specific requirements
Theory of Knowledge		the oral presentation delivered (IA) and the corresponding Presentation Planning Document (PPD) submitted

## Re-sit Examinations at the End of Year 12

In case a student has failed to meet the point requirements for promotion into Year 13, the school can decide to offer re-sit examinations to give the student another opportunity to obtain the grades necessary for promotion. Students will only be allowed to re-sit a maximum of two subjects; this means that only students who are at most 2 points below the requirements will be allowed to do re-sits.

The Deputy Heads and Year Leader will compile a list of re-sit candidates and will inform the students that they have re-sit exams and when they should sit the papers. The re-sits take place on a school day about a week prior to the summer holiday and the students will have one or two study leave days prior to the examination day in order to prepare. It is the responsibility of the student to revise for the exam(s) and to be present and on time for the re-sit examinations. Failure to show up (without good reason) will result in automatic failure.

Re-sits will be marked according to the usual subject criteria. The re-sit results will substitute for the initial June exam result(s) and will be added to the other assessment components in order to calculate the new final Year 12 grade, which determines promotion.

## Award of the IB Diploma

The IB diploma is awarded based on performance across all parts of the DP.

### Requirements for the Award of the IB Diploma

A total of six subjects must be studied, with a combination of SL and HL. Students must also complete the DP core, which consists of CAS, TOK and EE.

Each subject is graded 1–7, with 7 being the highest grade. These grades are also used as points (that is, 7 points for a grade 7, and so on) in determining if the diploma can be awarded. TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total ([see the section “Bonus Points Matrix” for details](#)). CAS is not assessed but must be completed in order for the diploma to be awarded.

The overall maximum points from subject grades and TOK/EE is therefore  $45 = (6 \times 7) + 3$ . The **minimum** threshold for the award of the diploma is **24 points**.

The additional requirements are the following:

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

In addition, students who have completed these conditions through multiple languages may be eligible for a bilingual diploma.



A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma. The examination sessions need not be consecutive.

### *Summary*

- ▶ Students must study six subjects, plus TOK, EE and CAS. They must accumulate no fewer than 24 points from assessment in these subjects in addition to grade stipulations.
- ▶ They must meet all of the additional requirements listed above.
- ▶ They must do so within a maximum of three examination sessions.
- ▶ Candidates who successfully meet these conditions will be awarded the diploma.
- ▶ Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

### *The Bilingual Diploma*

A bilingual diploma will be awarded to a successful candidate who fulfils one or both of the following criteria:

- ▶ Completion of two languages selected from group 1 with the award of a grade 3 or higher in both;
- ▶ Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language (the candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4).

If a student fulfils these criteria, the bilingual diploma will be automatically awarded by the IB; no request needs to be submitted.

The following cannot contribute to the award of a bilingual diploma:

- ▶ an extended essay
- ▶ a school-based syllabus
- ▶ a subject taken by a candidate in addition to the six subjects for the diploma ("additional subjects").

## THE IB CAREER-RELATED PROGRAMME

### Welcome to the IB Career-related Programme at ISH

Welcome to the International Baccalaureate (IB) Career related Programme (CP) at the International School of The Hague (ISH). You have now successfully completed your middle school education and you have decided to continue your education by following the IBCP in order to gain skills and knowledge that prepare you for professional life or university.

The Career-related Programme (CP) is a comprehensive education framework that brings the academic rigour and global focus of the International Baccalaureate (IB) classroom to a tailored, career-focused pathway that broadens opportunities for you to combine a career related education with a unique IB experience. The CP creates new opportunities for you to access a focused, flexible education that will give you the knowledge and practical skills you can use today and the intellectual engagement you need to grow and adapt in tomorrow's global workplace. The CP incorporates locally developed career-related coursework with a strong academic programme promoting multilingualism, global engagement and intercultural competence.

The Career-related Programme prepares you for flexibility and mobility in a range of employment opportunities as well as continuing lifelong learning. It integrates broad, general learning areas as well as specific career-related content into a rigorous and challenging framework of education.

The detailed knowledge, skills and understanding gained from studying Diploma Programme courses, the Career-related Programme core and the career-related study (BTEC) provide opportunities for:

**Employment:** the transferrable skills fostered in the personal and professional skills course, combined with the specific knowledge and skills developed by students in their career-related studies provide an opportunity for students to move directly into employment in their chosen field.

**Apprenticeships:** apprenticeship schemes are available in many countries where students are given on-the-job training as well as classroom instruction in a particular craft or trade.

**Further education:** students may wish to continue their education at educational institutions that specialize in their chosen field of study.

**Higher education:** the mix of career-related skills combined with the knowledge and skills obtained from studying Diploma Programme courses allows students access to higher education institutions such as universities and colleges.

As a school, we offer an academic and pastoral structure that supports you. However, we also expect our students to grow in maturity and responsibility, so that you can increasingly organize your workload according to long-term deadlines. Being reliable in meeting deadlines for more complex work is a great skill to acquire, as it prepares you for the approach to learning you will need at university.

We believe that the IBCP at the ISH is a most enjoyable and unforgettable experience and we wish you all the best.

### The IB Career-related Programme IBCP at a Glance

"Career-related programme students will access a broad, flexible education which will give them knowledge, practical training, intellectual engagement, and international-mindedness, while developing higher-order cognitive skills and academic behaviours that will enhance their employability and dramatically alter their world view. "

*Dr Siva Kumari, IB Director General 2014*

The International Baccalaureate Career-related Programme (IBCP) is a rigorous and unique academic programme that offers students a different learning environment than that of the older and more established IB Diploma Programme (DP).

The IBCP provides a balance of academic and career-related education, which allows students the opportunity to gain a valuable qualification that will enable them to attend universities both here in The Netherlands and the UK, as well as in other countries according to equivalence, as well as into apprenticeships or employment.

The IBCP certainly meet the needs of the international student body at our school. It gives students the opportunity to gain a meaningful and recognized qualification in an educational context that provides them a different learning experience to that which is currently offered by the IBDP.

The IBCP is a very exciting applied learning courses that enable students to acquire skills that many people do not learn until they begin university.

With the IBCP at ISH, we promote access to an IB education, to satisfy a worldwide trend of demand for qualifications that combine academic with career-related achievement, to broaden student options, to challenge and support our students every step of the way, and to ensure that our students are uniquely prepared to serve, lead and succeed.

### The CP Curriculum Model

The CP's three-part framework comprises the study of three DP courses alongside the core and a career-related study (BTEC).

The DP courses provide and enhance the theoretical underpinning and academic rigour of the programme.

The Core (Personal and Professional Skills, Language Development, Reflective Project and Service Learning) aims to develop personal qualities and skills, as well as professional habits required for lifelong learning.

The Career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning.



Central to the philosophy of the IBCP, in addition to the four **CP Core** elements mentioned above, are the **IB Learner Profile** and the **approaches to learning** and **approaches to teaching**.

Teaching and learning in the Career-related Programme (CP) engages students as inquirers and thinkers; promotes the understanding and practice of academic honesty; addresses the diversity of students; develops IB learner profile attributes; and addresses language needs, including those for students learning in a language(s) other than mother tongue.

The ten attributes of the **IB Learner Profile** express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the four programmes and, therefore, the culture and ethos of all IB World Schools. IB students strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. The IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

The **approaches to learning** (ATL), which the IB programmes aim to develop, are cognitive, meta-cognitive and affective skills which are crucial for effective learning as well as in preparing students effectively for life beyond school. There are five ATL categories: thinking skills, communication skills, social skills, self-management skills, and research skills. By developing ATL skills and the attributes of the learner profile, DP and CP students can become “self-regulated learners” (Kaplan 1998).

The IB promotes a broadly constructivist and student-centred approach to teaching which is based on connectedness and concurrency of learning. There are six key pedagogical principles that underpin all IB programmes. Teaching is: based on inquiry; focused on conceptual understanding; developed in local and global contexts; focused on effective teamwork and collaboration; differentiated to meet the needs of all learners; informed by assessment (formative and summative).

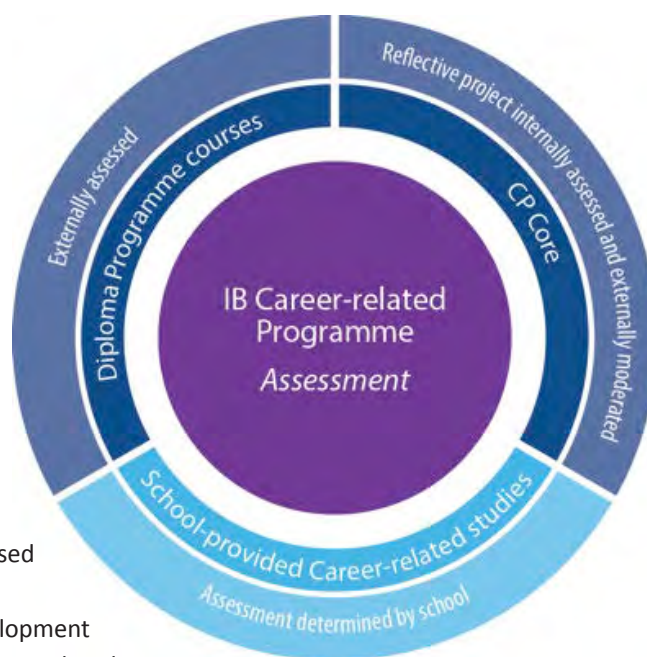
## The CP Assessment Model

### DP Courses

The students’ chosen Diploma Programme courses are assessed according to the specific requirements listed in the subject guides. More details on assessment can be found in Diploma Programme assessment.

### The Career-related Programme Core

The personal and professional skills and Language Development courses are internally assessed by the school. The reflective project is internally assessed by the school but externally moderated by the IB. The personal and professional skills, language development and service learning courses must be satisfactorily completed for the award of the Career-related Programme; satisfactory completion is determined by the school and reported to the IB through the IB Information System (IBIS).



### The career-related study

The career-related study is assessed by the school and verified by the BTEC.

## The IBCP Core

The Career-related Programme core is designed to enhance students’ personal qualities and professional development. The programme core places the Diploma Programme courses and the career-related study into context and draws all aspects of the framework together.

The IBCP core specifically promotes attributes of an IB education such as reflection, open-mindedness, communication, and thinking through a range of activities.

The IBCP core is made up of 4 components:

1. Personal and Professional Skills
2. Language Development
3. Service Learning
4. Reflective Project

## Personal and Professional Skills

The Personal and professional skills (PPS) course is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future.

In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

The PPS course aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understanding, perseverance, resilience, an appreciation of identity and perspective and an understanding of the complexity of the modern world. Emphasis is placed on the development of skills needed to successfully navigate higher education, the workplace and society.

### Five main aims

The overall aims of the personal and professional skills course are for students to:

- ▶ Develop as reflective and lifelong learners who can adapt to diverse situations
- ▶ Recognize personal strengths and identify ways to overcome challenges
- ▶ Be aware of and respond effectively to ethical dilemmas
- ▶ Value diversity of cultures and perspectives
- ▶ Demonstrate the ten attributes of the IB Learner Profile

### Five central themes

There are five themes in the personal and professional skills course:

1. Personal development
2. Intercultural understanding
3. Effective communication
4. Thinking processes
5. Applied Ethics

Each of these themes is further divided into topics and subtopics.

The topics for Personal development are:

1.1	Self-awareness
1.2	Self-management
1.3	Relationship management

The topics for Intercultural understanding are:

2.1	Cultural Identity
2.2	Cultural Diversity
2.3	Intercultural engagement

The topics for Effective communication are:

3.1	Interpersonal skills
3.2	Literacies
3.3	Self-expression

The topics Thinking processes are:

4.1	Critical thinking
4.2	Creative thinking
4.3	Application of thinking

The topics of Applied ethics are:

5.1	Introducing ethical dilemmas
5.2	Case studies in applied ethics
5.3	Professional ethics

By the end of the course, students will be able to:

LO 1	Identify their own strengths and develop areas for growth
LO 2	Demonstrate the ability to apply thinking processes to personal and professional situations
LO 3	Recognize and be able to articulate the value of cultural understanding and appreciation for diversity
LO 4	Demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively
LO 5	Recognize and consider the ethics of choices and actions

The PPS course at the International School of The Hague will run concurrently with the career-related study which is a BTEC Level 3 course in Business. There will be many links as the skills developed in the PPS course will serve to strengthen the students' achievement in the Business course and in the other components of the CP core such as Service Learning and the Reflective Project.

There will be many significant connections made throughout the course with the career-related study, the CP core components, the DP subjects and events and activities going on within and without the school.

Students will receive two lessons periods of instruction every week. They will need to complete various tasks and assignments throughout the course which will be assessed using various strategies. The students will need to complete the tasks and assignments according to the grading criteria. They will need to meet the minimum requirements for each task and assignment. They students need to be actively engaged participants in class and achieve all the learning outcomes for them to successfully complete the PPS course.

### Assessment

There will be ongoing assessment throughout the course. A variety of assessment tasks will be designed by teachers and by students themselves. The school will report to the IB whether or not the PPS course has been satisfactorily completed by each student.

### Service Learning

Service learning provides opportunities for students to understand their capacity to make a meaningful contribution to their community and society. Through service learning, students develop and apply academic knowledge, personal skills and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions.

Service learning emphasizes reflection, which is central to building a deep and rich experience. Reflection informs students' learning and growth by allowing them to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

The school and students must give service learning as much importance as any other element of the Career-related Programme and ensure sufficient time is allocated for engagement in the service learning programme.

### Learning outcomes

Student completion of service learning is based on the achievement of the five service learning outcomes realized through the students' commitment to their service learning programme. These learning outcomes articulate what students are able to do at some point during their service learning programme.

Through meaningful and purposeful service learning experiences, students develop the necessary skills, attributes and understandings to achieve the five service learning outcomes.

The five service learning outcomes are:

LO 1	Identify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	Demonstrate participation with service learning experiences



Descriptor	Students can articulate the five stages from investigating and conceiving an idea to executing a plan for a service learning experience or series of service learning experiences. Students may show their knowledge and awareness by building on a previous service learning experience, or by launching a new idea or process, or by advancing the work of others. This may be accomplished in collaboration with other participants.
LO3	Demonstrate the skills and recognize the benefits of working collaboratively
Descriptor	Students are able to identify and critically discuss the benefits and challenges of collaboration gained through service learning experiences.
LO 4	Demonstrate engagement with issues of global significance
Descriptor	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.
LO 5	Recognize and consider the ethics of choices and actions
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out service learning experiences.

### Assessment

Student's reflections will be monitored by the school. The school will report to the IB whether or not each student has satisfactorily completed the Service Learning requirements.

### Language Development

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB's mission.

The IBCP Language Development course has been developed to "ensure that all students have access to, and are exposed to, a second language that will assist and further their understanding of the wider world. Students are encouraged to extend or begin a second language that suits their needs, background and context. Language development aims to provide students with the necessary skills and intercultural understanding to enable them to communicate in an environment where the language studied is spoken. This process encourages learners to expand their awareness of the world and fosters respect for cultural diversity," ([www.ibo.org](http://www.ibo.org)).

At ISH all IBCP students need to complete a language development course and a portfolio over the course two year period. Students need to complete a minimum of 50 hours (over the two year period) on Language development tasks. The language portfolio is a requirement for Language Development. This portfolio will help students reflect on their language learning and document the evidence of their learning. Students will need to use the "language phases" provided in order to assess their progress towards their language own goals. It is important that students update their portfolio regularly.

At ISH IBCP students are required to go through an appropriate Language Development course which is relevant to their needs and supports their career-related studies.

### Assessment

There is no formal examination. There will be ongoing assessment through the course through variety of assessment tools. The school will monitor the satisfactory completion of the language portfolio, which may be required to be send to the IB for Verification.

## The Reflective Project

The Reflective Project is an in-depth body of work produced over the duration of the programme and submitted by the end of the course. It is the product of the student own initiative and should reflect his or her experience of the IBCP. It is designed to draw together key elements of the IBCP: career-related studies, service learning, and personal and professional skills. Students will need to identify an ethical issue/dilemma, stemming from their career-related studies, which they would like to explore in greater depth.

The reflective project aims to give students the opportunity to:

- ▶ Produce an extended piece of work
- ▶ Engage in personal inquiry, action and reflection on a specific ethical dilemma
- ▶ Present a structured and coherent argument
- ▶ Engage with local and global communities
- ▶ Develop research and communication skills
- ▶ Develop the skills of critical and creative thinking

Different formats of the Reflective Project:

▶ Essay/dialogue/short play (3000 words)
▶ Short film (10 minutes in length accompanied by a 750 word written report)
▶ Radio play/interview (10 minutes length accompanied by a 1500 word written report)
▶ Web page (5 single images accompanied by 2500 words of written material)
▶ Microsoft PowerPoint presentation (10 single slides accompanied by a 1500 word written report)
▶ Storyboard/photographic presentation (15 single images accompanied by a 1500 word written report).

## Assessment

The school assesses all reflective projects. The IB will then select a sample for the school to send to an external moderator for confirmation of the school's marks.

Students will be assessed on the approach they use to complete the reflective project—the process, and the output from that process—the product.

The reflective project is assessed using five assessment criteria designed to foster independent study and encourage students to use their own initiative.

## Career-related Studies: BTEC in Business

### Pearson BTEC Level 3 National Diploma in Business

The Pearson BTEC Level 3 National Diploma in Business is a vocational qualification with the equivalent of **two A levels**. In order to achieve the qualification a minimum of 120 credits needs to be earned across two years of study.

The course requires the completion of 12 units. Four (4) are mandatory and eight (8) optional units. Each unit is split into preparatory tasks that teach the skills needed for each assignment, followed by the formal assignments for the unit. Each unit must be completed and handed in by the learner by the deadline date shown on each assignment brief.

Pearson BTEC Level 3 National Diploma in Business				
Unit Number	Unit Title	Credit	Type	Assessed
Mandatory units – learners complete and achieve all units				
1	The Business Environment	10	Mandatory	Assignments 1 & 2
2	Business Resources	10	Mandatory	Assignments 1,2 & 3
3	Introduction to Marketing	10	Mandatory	Assignments 1,2 & 3
4	Business Communication	10	Mandatory	Assignments 1,2 & 3

Optional units – Learners complete eight (8) units				
10	Market Research in Business		Optional	Assignments 1 & 2
12	Internet Marketing in Business	10	Optional	Assignments 1,2 & 3
13	Recruitment & Selection in Business	10	Optional	Assignments 1,2 & 3
18	Managing a Business Event	10	Optional	Assignments 1 & 2
29	Understanding Retailing	10	Optional	Assignments 1,2 & 3
34	Web Design Strategy		Optional	Assignments 1 & 2
36	Starting a Small Business		Optional	Assignments 1 & 2
37	Understanding Business Ethics		Optional	Assignments 1 & 2

### Assessment

Students will complete their assignments throughout their course, using many different assessment methods, such as real life case studies, projects and presentation.

Their assignments are based on learning outcomes set by Pearson Edexcel. These are listed for each unit in the unit specifications. They must achieve all the learning outcomes to pass each course.

The BTEC course is made up of a number of units worth 10 credits.

A summative unit grade can be awarded as a pass, merit or distinction:

- ▶ To achieve a pass a learner must have satisfied all the pass assessment criteria
- ▶ To achieve a merit a learner must additionally have satisfied all the merit grading criteria
- ▶ To achieve a distinction a learner must additionally have satisfied all the distinction grading criteria.

## Skills needed to successfully complete the course

Students should:

- ▶ Work steadily throughout the course
- ▶ Make full use of tutorials
- ▶ Attend all sessions to get the most from the course.

They will need to:

- ▶ Have a high level of commitment to the course
- ▶ Have good and regular attendance to lessons
- ▶ Be well organised
- ▶ Be responsible for their own learning which means a high level of self-motivation
- ▶ Have a positive and professional approach, which must be maintained throughout the course.

## Recording Student Achievement

Your course is made up of a number of units worth 10 credits. When you have completed all the units of the course you will receive an overall grade for your qualification- Pass, Merit, Distinction or distinction\*.

These are the grades that will be shown in your certificate.

A summative unit grade can be awarded as pass, merit or distinction:

- ▶ To achieve a pass a learner must have satisfied all the pass assessment criteria
- ▶ To achieve a merit a learner must additionally have satisfied all the merit grading criteria
- ▶ To achieve a distinction a learner must additionally have satisfied all the distinction grading criteria.

Points given per unit:

Credit	Pass	Merit	Distinction
10	7	8	9

The points are added together to give your final grades as follows:

Grade Boundaries	BTEC Grade	UCAS Tariff Points
840-879	PP	32
880-919	MP	48
920-959	MM	64
960-999	DM	80
1000-1029	DD	96
1030-1059	DD*	104
1060 & above	D*D*	112

## Promotion from Year 12 to Year 13

Promotion from Y12 to Y13 depends upon satisfaction of all of the following requirements:

- ▶ Satisfactory progress in the Career related study (BTEC), indicated by a passing grade (at least a Pass)
- ▶ A grade of 3 or more in at least two of the Diploma Programme courses registered for the Career Related Programme.
- ▶ Satisfactory progress in Personal and professional skills (PPS) and Language Development (LD), indicated by a passing grade (at least a Pass)
- ▶ Satisfactory progress in Service learning (SL) indicated by at least a green flag as judged by the Service learning coordinator.
- ▶ Satisfactory participation in PHE
- ▶ All coursework up to date
- ▶ A good record of attendance and punctuality.

## Re-sit examination at the end of Year 12

### *Re-sits in the DP Subjects*

In case a student has failed to meet the point requirements for promotion into Year 13, the school can decide to offer re-sit examination to give the student another opportunity to obtain the grades necessary for promotion. Students will only be allowed to re-sit a maximum of 1 DP subject.

The Deputy Heads and Year Leader will compile a list of re-sit candidates and will inform the students that they have re-sit exams and when they should sit the papers. The re-sit take place on a school day about a week prior to the summer holiday and the student to revise for the exam and to be present and on time for the re-sit examination. Failure to show up (without good reason) will result in automatic failure.

Re-sits will be marked according to the usual subject criteria. The re-sit results will substitute for the initial June exam result and will be added to the other assessment components in order to calculate the new final Year 12 grade, which determines promotion.

### *Re-submissions and Retakes for the BTEC*

#### Re-submissions

Each internal assignment can be resubmitted once, within 15 days of the original work being returned to the student. Students can improve their grade, whether that's to reach the Pass threshold, or to achieve a narrowly missed Merit or Distinction.

The Lead Internal Verifier (BTEC teacher) can only authorize a resubmission if all of the following conditions are met:

- ▶ Students have met initial deadlines set in the assignment, or have met an agreed deadline extension.
- ▶ The Assessor (BTEC teacher) judges that the student will be able to provide improved evidence without further guidance.
- ▶ The Assessor (BTEC teacher) has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated declaration of authenticity by the student.

#### Re-takes

If students are still short of the Pass threshold, then they can retake the assessment for that unit, against a new assignment brief which covers only the Pass criteria.

The condition for retaking a new assignment is that students must have met all of the conditions listed above in resubmission but still not achieved the targeted pass criteria following resubmission of an assignment. The Lead Internal Verifier (BTEC teacher) may authorize one retake opportunity to meet the required pass criteria. The Lead Internal Verifier (BTEC teacher) must only authorize a retake in the exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

## **Award of the CP Certificate**

The Certificate of the Career-related Programme of the International Baccalaureate will be awarded subject to satisfactory completion of the following requirements by a candidate:

- a. The candidate has completed the specified career-related study (BTEC).
- b. The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme courses registered for the Career-related Programme.
- c. The candidate has been awarded a grade of at least D for the reflective project.
- d. Personal and professional skills, service learning and language development requirements have been met.
- e. The candidate has not received a penalty for academic misconduct.

All candidates will receive programme results detailing their level of achievement in the Diploma Programme courses and the reflective project along with the status of completion of the Career-related Programme core.

## ***Bilingual CP Certificate***

Students successfully completing the Career-related Programme may, under certain conditions, be awarded a Bilingual Certificate of the Career-related Programme of the International Baccalaureate. This can benefit students' application to universities in addition to the numerous general benefits of demonstrating proficiency in more than one language.

A Bilingual Certificate for the Career-related Programme will be awarded to successful candidates who fulfil at least one of the following criteria in their Diploma Programme courses:

Completion of two Diploma Programme language courses selected from studies in language and literature, with the award of a grade 3 or higher in both.

Completion of one Diploma Programme language course selected from studies in language and literature, with the award of a grade 3 or higher. In addition, completion of one Diploma Programme course from individuals and societies or sciences, in a language that is not the same as the student's chosen language from studies in language and literature. The student must attain a grade 3 or higher.

Courses in individuals and societies and sciences are available in English, French and Spanish, and a small number of courses are available in German.



## LIFE IN THE UPPER SCHOOL

Being the oldest students in the school brings with it privileges as well as responsibilities. Younger students often look at the way the older students behave and copy language and behaviour. Therefore, it is vital that our IBDP/CP students are aware of being role models and act accordingly. IBDP/CP students increasingly represent their school as part of the events team, the student council, ISST teams, at THIMUN and in other functions. They shape school life and help younger students academically as well as in the process of settling in.

During free periods IBDP/CP students can use various areas to study, do research or socialize. All IBDP/CP students are responsible for keeping these areas tidy and will be assigned clean up duty. The notice boards offer students the chance to find out about CAS/ Service Learning activities, career information and also important notices from the teachers, Year Leaders and the Deputy Heads. In addition, the screen on the Plaza provides up-to-date information about timetable changes. ManageBac is used for important assignments (under “Assignments”), resources (under “Files”) and other messages, including work set when teachers are absent (under “Messages”). (See “Missed Lessons” for more on lessons missed or cancelled in the DP/CP.) It is the students’ responsibility to check these platforms daily in order to obtain vital information and to act on the information published.

### An IBDP/CP Student’s Study Programme

#### Timetable and Free Periods

An IBDP/CP student’s timetable may contain “free periods” in addition to classes. Those free periods are ideal to get work done during the day. They can be spent at home, in the library, or with other students in the study areas. An IBDP/CP student is expected to work on average for about 2.5 hours outside scheduled lessons each day, so it makes sense to use free periods. Moreover, students have resources available in school that they might not have access to at home.

Planning is essential to manage the workload. The student will be given short-term homework and long-term assignments. Some work will be coursework already counting towards final grades, e.g. IAs in sciences, the TOK oral presentation and other assignments. One key component is the extended essay. It is the student’s responsibility to be proactive in coping with all this work, as no-one will be able to do all of it the night before the work is due.

#### Missed Lessons

When a DP/CP teacher is absent, a cover teacher is not provided by default, unlike in the MYP. However, DP/CP classes are sometimes covered by subject teachers; this is arranged within each department especially in the case of longer-term or recurrent absences. Even if the class is not covered by another teacher, work is set for the students; students can and must complete this work independently during the time normally allocated to the lesson.

Students must check the display screens/ their Untis timetable app to know if their lesson is cancelled or not (covered). Students must check ManageBac for work set and they must complete this work: in the classroom, during the lesson, if there is a teacher covering the lesson, or independently, by the deadline indicated by their teacher (usually before their next class). Students must complete this work; otherwise, the usual consequences for not completing work will apply.

#### Pastoral Care

At ISH we safeguard the success of our students’ learning through a pastoral structure that consists of a Deputy Head Pastoral Upper School, a Year Leader and Assistant Year Leader for each year and a team of mentors. The

student will have the closest contact with the mentor, who works closely with the Year Leader, the Assistant Year Leader and the Deputy Head Upper School, to ensure that all students are supported in meeting the expectations of the programme and our school community.

## The Role of the Mentor

Each student is assigned to a mentor who is also the CAS/ Service Learning advisor. During regular meetings and conversations, the mentor and students will get to know each other very well, so that individualized guidance can be provided. The mentor is the first person students and parents should contact in case of questions and concerns. He/She can be contacted via email ([initial.lastname@ishthehague.nl](mailto:initial.lastname@ishthehague.nl)).

## The Mentor Programme

DP students have two mentor classes each week; each period will focus on one of the following two strands:

- ▶ One of the mentor lessons will focus on the mentor programme; this which centres around issues that are of relevance to DP students and takes into account their interests and concerns. Topics addressed include: planning and organization, career exploration, university applications, exam preparation and study skills, digital citizenship, coping with stress, etc.
- ▶ The second mentor class is a core lesson. These lessons focus on skills that are crucial to success in the DP core components, especially CAS and the EE, such as research skills, referencing, reflection, presentation skills etc.

## CP students only have one mentor class, focusing on the mentor programme.

The DP and CP mentor classes focus on topics and skills relevant to all students. Some of the sessions are held in a plenary format, some are in mentor groups and some sessions will include individual interviews.

### The Role of the Year Leader and Assistant Year Leader

In addition to the mentors, a Year Leader maintains standards and ensures that expectations are met by the students in each year group. A student will have an appointment with a Year Leader if a matter is considered of serious behavioural or academic concern. The Assistant Year Leader supports the Year Leader in this role. Thus, they may be involved in dealing with behavioural/pastoral issues in accordance with the Behaviour Expectations at ISH policy and monitor and support students of concern.

## Other Support Structures

### Library Resource Centre

The Library Resource Centre is an active centre for research, homework, leisure reading and literature appreciation. It aims to provide appropriate materials for study, revision and research in the IBDP. The library is open from 8:15 a.m. until 4:45 p.m. Students in Years 12 and 13 may borrow up to twelve books or magazines at a time, usually for three weeks. Exceptions to this rule are made at the discretion of the librarian. Printing and photocopying of library materials is allowed free of charge.

The head librarian, together with library assistants, are available during school hours. They take an active role in advising students in locating the materials and in research techniques. The librarian also participates in mentor group activities focusing on research skills.

With the help of a web-based catalogue, Oliver, students can easily search the library collections, which also include recommendations on educational and reliable web resources. The library's print collection comprises a wide variety of books, magazines, and newspapers in English, French, Dutch, Spanish and German. The journal subscriptions to a series entitled Philip Allan Reviews, for example, are very useful for projects in a number of

IBDP courses. The library also subscribes to a variety of general and subject-based online databases, such as EbscoHost, Global NewsBank, Modern World History. The library strives not only to hold current and relevant materials, but also welcomes input from the teachers and students for future purchases. Students in Year 12 and 13 also have an opportunity to learn more about the library by volunteering their time and assisting in a range of activities as part of CAS as well.

In case the offerings of the library are not satisfactory, students can take advantage of the vast collection of titles in the local public libraries, many of which are in English. Since the ISH library and the Dutch libraries use the same classification system (based on Dewey Decimal System), it is possible for students even with a limited knowledge of Dutch to use the local libraries with ease. Membership in local public libraries is free of charge for students under 18.

## Careers Guidance

Clearly the IBDP/CP is only one step in the future career of our students. All students entering from Year 11 have already had the opportunity of taking the Interquest Careers test, and an interview with a careers advisor. Once in Y12-13, students are expected to take an active interest in their own future. At ISH, the careers counsellors are there to provide information, advice and guidance in the application procedures, but it is up to students (and parents) to take decisions for themselves. Furthermore, it is the students' and guardians' responsibility to check that their IBDP/CP package meets any specific requirements of the University/country where the student aims to study.

A majority of our students go on to study a growing number of courses offered in English at various Dutch universities and colleges. About 5% go on to take university courses taught in Dutch and between 40% to 50% apply to UK universities, though not more than 15% to 20% end up studying there. Some students apply to colleges in other countries around the world such as the US and Canada.

BridgeU, an online careers support platform, has been introduced to further help students find and get into the best global universities for them. Students are encouraged to visit University and College Open Days. There are various opportunities for students to find out information on educational systems in other countries, notably the UK, Canada and the US. Students should keep an eye on the weekly newsletter (ISH Vibes), the Secondary student group space-Careers Guidance and University Applications, notice boards, but also review the information given via the school website and email.

Perhaps the most important lesson to learn is that it is never too early to start planning for the future. As part of Year 12, students are encouraged to start writing personal statements ('letters of motivation') and CVs, which are required by universities and colleges (including The Netherlands). Students often find their CAS activities and EE (DP), Service Learning, Personal & Professional Skills and Reflective Project (CP) as something useful to include. Students should bear in mind that many competitive courses are very interested in what students do as extracurricular activities. For example, Medical Schools in the UK now often regard work experience in hospitals or the care sector as almost an indispensable part of a student application. It is also worth remembering that many courses/ universities require students to get an IB diploma with a certain minimum number of points; some very competitive courses may require 38-43 IBDP points!

## Learning Support

The Learning Support department is an academic support service; it serves those educational needs of our students that cannot be fully met in the context of the regular classroom setting, and aim to empower students and staff with the tools and strategies for increasing student access and engagement to curriculum and assessments. The department provides an inclusive educational environment that welcomes diversity and encourages independent learning. Inclusion is an ongoing process that aims to increase access and engagement

in learning for all students by identifying and removing barriers. Valuing diversity and differences is a key aspect of becoming more internationally minded.

Thus, the objectives of the Learning Support department are to identify and remove learning barriers, to identifying assessment access requirements in order to ensure equity and fairness to all, to involve students in self-reflection and goal setting to improve learning, and to work in collaboration with teachers, in developing differentiated approaches to optimize learning for students.

Support may be offered in group or individual sessions, as well as in the classroom.

## Student Well-Being

The Student Wellbeing department offers support to all students to be emotionally resilient and well-balanced individuals.

The student wellbeing coordinator leads the department and is the main point of contact for staff, parents and external organisations. The student wellbeing counsellors provide individual and group support to students and their families, working collaboratively with teachers and other professionals. The school psychologists conduct psycho-educational assessments and contribute to the development of school-wide policies and procedures, in addition to providing counselling support as above. The social worker provides counselling support to students and their families in their homes as well as in school. They support students and families through the process of finding additional professional support outside school.

Support is offered in the following ways:

- ▶ Individual counselling: a one-to-one counselling session lasts for 45 minutes and the department usually offers 8-10 sessions
- ▶ There is an open-door policy so that students can access support without an appointment
- ▶ Referrals to external professionals/agencies are provided when additional professional support is needed
- ▶ Staff training
- ▶ Specialised programmes and support groups:
  - Rock and Water: an assertiveness and resiliency training that uses physical and self-defense exercises as tools to increase physical, emotional and self-awareness
  - NourISH: a social-emotional/learning skills program. This program includes different support groups that target various issues that students can struggle with: coping and living mindfully (CALM), stress reduction, friendship skills, fear of failure, depression prevention, identity, anxiety prevention, assertiveness skills, self-esteem, moving into meditation
  - The Camino group: specific social and emotional support for students with an Autistic Spectrum Disorder or related difficulties

## SCHOOL RULES

ISH prides itself on the fact that it is truly an international school with students of approximately 90 nationalities, and a multicultural staff body. Respect is fundamental to the ISH community and the expectations here provide guidance for everyone who is a part of it. These expectations apply to all aspects of school life including trips and events on or off the school premises.

All students have a responsibility to:

- ▶ Respect all members of the ISH community (i.e. all students, staff, parents/guardians and visitors), and its premises
- ▶ Strive for personal excellence in all aspects of school life
- ▶ Always be prepared
- ▶ Behave in a way that is safe for themselves and for others

In addition to these general expectations, there are some specific rules that apply to our students. Students will:

- ▶ Not eat or drink anything other than water in class
- ▶ Correctly record all assignments and homework
- ▶ Store balls in lockers unless they are carried in a bag
- ▶ Only go to lockers at break and lunch times, NOT between lessons
- ▶ Move calmly and safely around the building
- ▶ Not bring skateboards and/or skates onto school premises
- ▶ Avoid sitting in spaces that make movement of others around the school challenging or unsafe
- ▶ Where possible, only arrive in time for the first lesson of the day and leave the school premises after the last lesson unless they are: waiting for an extracurricular class, a sibling, and/or a meeting with a teacher; for quiet study in a designated study area

Being an IBDP/CP student means that a student has gained the privilege of being treated as a mature learner who can be trusted to organize his/her work outside class and to behave in a responsible way. The fact that an IBDP student is allowed to leave campus reflects the school's trust in its students.

However, this trust is a privilege. If a student does not accept the rules that apply to IBDP/CP students they will see some privileges taken away. It is important that all students familiarize themselves with the rules and procedures, as we expect them to be followed. Ignorance is not a valid excuse. School rules and procedures are there to support the learning process of all students in our community.



The document Behaviour Expectations at ISH contains all the relevant rules and regulations; other relevant documents are: The Academic Integrity Policy and The Late Work Procedures. These rules, regulations and guidelines will not be reproduced here in full. Only a summary will be provided, and students are referred to the documents mentioned above for further details. [See the section "Further Reading"](#).

## Absences and Lates

All students are expected to attend lessons unless they have a valid excuse. Having to catch up on work for other subjects is not a valid excuse. Parents/guardians should report absences immediately to the school (phone or email). Attendance is recorded for all lessons and shared with parents via daily e-mails. If absences remain without excuse, disciplinary measures will be taken. When unexcused absences or lates occur more than 16 times within a period of four weeks, the Dutch truancy office (Leerplicht) will be notified.

## Meeting School Expectations

Expectations for student attitudes, work ethic and behaviour inside and outside the classroom are clearly outlined in our student charter, in guides, assemblies, by mentors and teachers. Especially in the IBDP/ CP years it is vital that all students focus on lessons and feel safe in their environment, as the academic expectations are high. Each student should contribute to the smooth running of our programme by meeting school expectations.

### Consequences of Not Meeting School Expectations

Consequences for minor misbehaviour:

- ▶ Step 1: Verbal warning and a discussion with the member of staff who has observed the behaviour.
- ▶ Step 2: Where a behaviour occurs during lesson time, teachers will apply their own additional measures such as a conversation during break time or apology letters to address the behaviour issues.
- ▶ Step 3: If a member of staff has implemented their own measures but misbehaviour continues, they will send an email home to parents/guardians and the mentor is notified. The mentor and student will discuss how to avoid problematic behaviour in the future.

Consequences for more serious misbehaviour and/or repeated minor misbehaviours:

- ▶ If minor misbehaviour continues despite following steps 1 - 3 as detailed above and/or a member of staff observes a more serious misbehaviour, the member of staff will take one of the following steps:
  - Year 12-13 Study Lab: Where students' repeated behaviours mean that they are not making the necessary progress in their learning (e.g. missed homework, not completing classwork), students will be signed up for a Study Lab. The teacher will provide suitable work for the student and, where possible, will come and speak to the student to discuss how to avoid the problematic behaviour in future. The student/parents/mentor/Year Leader are automatically informed by the email generated by the online sign up. (Please note that students may also be signed up for a Study Lab when they need to complete a missed in-class summative assessment due to absence; this is not a consequence of misbehaviour, but to support the student in getting back on track with their learning.)
  - Year Leader Detention: Where students' repeated or more serious misbehaviours are, for example, disrespectful and/or impact negatively on the learning of others, the Year Leader will be informed and will assign a Year Leader Detention as appropriate. Parents/guardians will be informed of this consequence.

Consequences for major misbehaviour and/or illegal behaviours

- ▶ Step 1: Suspension or expulsion (this is dependent on the severity of the misbehaviour)
- ▶ Step 2: After 3 suspensions, the following next steps will be taken: In the event that the place of the student is no longer tenable (due to seriousness of the behaviour at the school and/or repeated misbehaviour)
  - the Principal will ask the parents to withdraw their child from the school;
  - or the student will be expelled. In the case of expulsion from the school, the Principal will inform the Executive Director of the Rijnlands Lyceum, who acts as the Competent Authority on such matters. The Principal will then work with the education authorities to find suitable schooling for the student, in accordance with the Dutch Ministry of Education.

Parents/guardians are notified of detentions and suspensions. Detentions and suspensions will also be recorded in the school files. Please bear in mind that attendance, completeness of coursework and behaviour are also considered for promotion into year 13.



The document *Behaviour Expectations at ISH* contains all the relevant rules and regulations as well as the full details of the consequences students face when not meeting expectations.



## Homework Guidelines

In preparation for class, students are expected to complete homework (work outside of the classroom) that develops new content knowledge, conceptual understanding, and skills.

In the IBDP, these are the minimum expectations concerning students' work outside of the classroom:

- ▶ Total: 13 hours approx. per week (2 hours per week day, 3 hours on weekend)
- ▶ 4.5 hours approx. per week for SL subjects (1.5 per subject)
- ▶ 7.5 hours approx. per week for HL subjects (2.5 per subject)
- ▶ 1 hour approx. per week TOK and/or EE

The expectation is that students use this as a guide to the amount of preparation and study required to succeed in the DP. The aim is to help students better organise their time and meet deadlines.

## Late Work Protocol

### Formal Written Assessments

This procedure will be applied for all written IBDP internal assessments (IAs) and external assessments (EAs) that students complete at various times during their course and that directly contribute to the IB diploma qualification, and for BTEC assessments in the IBCP.

In the case of a student not submitting a draft formal assessment by the due date:

- ▶ The teacher is not obliged to provide formal feedback.
- ▶ The subject teacher will sign the student up for the Y12-13 Study Lab on the following Wednesday afternoon. When filling in the online form, the subject teacher will specify that the outstanding work is the draft for a formal IBDP/CP assessment (IA, EA or BTEC component). When the form is submitted, an email is generated and sent to the student, the parent(s)/guardian(s), the Year Leader and the Deputy Heads.
- ▶ Whatever work has been submitted by the end of this extension will constitute the draft. In the case of no work having been submitted by the end of the slot, a blank piece of paper will constitute the draft.

In the case of a student not submitting a final formal assessment by the due date:

- ▶ The subject teacher will sign the student up for the Y12-13 Study Lab on the following Wednesday afternoon. When filling in the online form, the subject teacher will specify that the outstanding work is the final version of a formal IBDP/CP assessment (IA, EA or BTEC component). When the form is submitted, an email is generated and sent to the student, the parent(s)/guardian(s), the Year Leader and the Deputy Heads.
- ▶ Whatever work has been submitted by the end of this extension will constitute the final version. In the case of no work having been submitted by the end of the slot, the student's draft will be submitted to the IB/ BTEC.

### Oral Formal Assessments

If a student is sick on the day of an internal assessment deadline that must be completed in class, a presentation or an oral exam (e.g. the TOK oral presentation, the oral exams in the languages, the Group 4 project etc.):

- ▶ The student and the parents/ guardian need to inform the teacher by email that he/she will not be in school.
- ▶ A doctor's note will be required.
- ▶ Upon receipt of the doctor's note, the oral assessment will be rescheduled/ the deadline will be extended to the day the student is back in school. The student and the parents/guardians will be informed of the new date by email. (Please note that rescheduling will be particularly difficult in the event of a group activity, such as the Group 4 project or a pair or group TOK presentation.)

Failure to keep a second appointment will be taken even more seriously. Unless a medical note is available, the same approach will be taken as in the case of written formal assessments (see above).

## Other Late Work

If a student is late submitting coursework, the teacher will first try to solve the issue, for example, by discussing it with the student and re-emphasizing the expectations. A follow-up step would be signing the student up for a Study Lab.

## Catch-up Work or Tests

If a student misses a test (or similar assignment), it can be agreed with the student that he or she completes it in the Study Lab as this does not impinge on lesson time and there is a supervisor present.

## Ethical Behaviour and Academic Integrity

Students are required to act in a responsible and ethical manner throughout their participation in the IBDP and IBCP at ISH. Being a community based on integrity is part of our school's mission and philosophy. Students of all ages are, therefore, expected to maintain the highest standards of integrity in their academic work and must avoid any form of malpractice.

Academic integrity refers to the use of one's own thoughts and materials in the writing of papers, taking of tests, and other classroom related activities. Students are expected to give full credit for using others' ideas, words or work or indeed work that the student has previously submitted.

The IB programmes taught at ISH require academic rigour and active student involvement in all aspects of the curriculum. The IB programmes place "a strong emphasis on the ideals of international understanding and responsible citizenship. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world" (Ethical Practice in the Diploma Programme). IB learners strive to be principled: "They act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. They take responsibility for their actions and their consequences" (IB Learner Profile). "Behaving and learning in an ethical way means that students will observe [among others] the following practices:

- ▶ Students will exercise academic integrity in all aspects of their work. They will acknowledge the work of others, including material taken from other sources. They will not claim as their own the work of others. They will not give their work to others to pass off as their own. They will observe the integrity of the examination room.
- ▶ Laboratory or field experiments and investigations will be undertaken in an ethical way.
  - No experiments involving other people will be undertaken without their written consent and their understanding of the nature of the experiment.
  - No experiment will be undertaken that inflicts pain on humans or live animals.
  - No experiment or fieldwork will be undertaken that damages the environment.
- ▶ No artwork, performance or film will be undertaken that damages the environment.
- ▶ No artwork, performance or film will include excessive or gratuitous violence or explicit sexual activity.
- ▶ All presentations will respect the personal, political and spiritual values of others and will contain no intention to offend in remarks about race, gender or religious beliefs." (Ethical Practice in the Diploma Programme).

We follow the IB in defining academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. The definitions we use are based on official IBO publications (*General regulations: Diploma Programme* 12-13; *The conduct of IB Diploma Programme examinations* 26) Thus, academic misconduct is a breach of regulations and includes, but is not restricted to:

### 1) Plagiarism and duplication of work:

- ▶ **plagiarism:** this is defined as the representation of the ideas or work of another person as the student's own;
- ▶ **duplication of work:** this is defined as the presentation of the same work for different assessment components and/or core requirements;
- ▶ **any other behaviour which gains the student an unfair advantage** - for example:
  - falsifying a CAS record,
  - substantial editorial or compositional assistance,
  - false claims or fabricated references.

### 2) Cheating and other types of misconduct during a test or an examination or other summative assessments:

- ▶ **cheating and other types of misconduct** - for example:
  - ▶ taking unauthorized material into an examination,
  - ▶ copying off someone else's exam/ quiz etc.,
  - ▶ communicating with another student,
  - ▶ failing to obey the coordinator's/ invigilator's instructions in a test or examination (e.g. to stop writing at the end of a test or examination, not to write during the reading time).
- ▶ **any other behaviour which gains an unfair advantage for a student** - for example: receipt of confidential information about examinations, tests or other summative assessments.

### 3) Behaviour which gains an unfair advantage for a student or which affects the results of another student:

- ▶ **collusion:** this is defined as supporting malpractice by another student, for example, allowing one's work to be copied or submitted for assessment by another;
- ▶ disclosure of confidential information about examinations, tests or other summative assessments;
- ▶ **misconduct during a test or an examination** - for example: behaviour that disrupts the examination or distracts other candidates.

Malpractice or attempted malpractice is treated as a serious matter at the ISH and by the IB and will result in a severe penalty.



Please read our school's *Academic Integrity Policy* for more information and always consult the *ISH Referencing Guide for Years 12-13* to ensure that you know how and when to reference.

Teachers help students plan their work and monitor the development of longer pieces of work or projects (e.g. brainstorming, planning, drafts etc.). If students find they require assistance in order to complete an assignment properly, they must see their teacher well in advance of the due date.

## Consequences of Academic Misconduct

Academic misconduct will have serious consequences for students of all ages.

A record of student misconduct will be kept centrally and consequences will be more severe for repeated offences across subjects.

When lack of academic integrity is suspected, students will be interviewed by the teacher and the subject coordinator in an attempt to determine whether the transgression was inadvertent or deliberate. If it was inadvertent, the student may be counseled and will be allowed to revise the work as appropriate. If it was a deliberate act of dishonesty, the following procedure applies in the case of summative assessments.

## School Summative Assessments

### Plagiarism and duplication of work

First offence:

- ▶ The teacher reports the academic misconduct to the Year Leader and also informs the mentor. The teacher should provide a copy of the assignment and the sources where it was copied from (e.g. TurnItIn originality report) which can be used as evidence and shown to parents.
- ▶ The Year Leader informs the parents and invites the student to a meeting to discuss the importance of academic integrity and the consequences of academic misconduct.
- ▶ The student will be required to re-do the work or complete an alternate assessment with honesty and integrity; this has the purpose of providing accurate evidence of the student's achievement. The student will complete the work under supervision (in the Study Lab). The teacher will mark the work and provide feedback, and give a summative grade for the assessment.

Repeated offence:

- ▶ The teacher reports the academic misconduct to the Year Leader and also informs the mentor. The teacher should provide a copy of the assignment and the sources where it was copied from (e.g. TurnItIn originality report) which can be used as evidence and shown to parents.
- ▶ The Year Leader informs the parents and invites them to a meeting to discuss the importance of academic integrity and the consequences of repeated academic misconduct. The following parties will attend: the student, the student's parents/ guardians and the Year Leader.
- ▶ The student will receive a 0 grade for the assessment.
- ▶ The student will serve a Year Leader detention and will be required to write a paper on the subject of academic ethics and integrity.
- ▶ The student will be required to re-do the work or complete an alternate assessment with honesty and integrity; this has the purpose of providing accurate evidence of the student's achievement. The student will complete the work under supervision (in the Study Lab). The teacher will mark the work formatively and provide feedback.
- ▶ If a student repeats an act of academic misconduct more than twice this will lead to more severe measures including suspension.

### Cheating in exams, tests or other summative assessments

First offence:

- ▶ The teacher or invigilator reports the academic misconduct to the Year Leader, who informs the parents.
- ▶ The student is given a Year Leader detention.
- ▶ The work is given a zero.

Repeated offence:

- ▶ The Year Leader informs the parents and invites them to a meeting to discuss the importance of academic integrity and the consequences of repeated academic misconduct. The following parties will attend: the student, the student's parents/ guardians and the Year Leader.
- ▶ The student is given a Year Leader detention.
- ▶ The work is given a zero.
- ▶ If a student repeats an act of academic misconduct more than twice this will lead to more severe measures including suspension.

### Collusion and disclosing information about an exam or test to peers

These are incidents of "more serious misbehaviour and/or repeated minor misbehaviours" and the consequences are as defined in the Behaviour Expectations at ISH – see section "Consequences of Not Meeting School Expectations" above.

## Formal Assessments

- ▶ If questions arise about the authenticity of a student's work **before submission to the IB or BTEC** for assessment, the situation will be resolved within the school using the following procedure:
  - The teacher reports the academic misconduct to the Year Leader and the relevant Deputy Head Academic, and also informs the mentor.
  - The Deputy Head Academic informs the parents and invites them to a meeting to discuss the importance of academic integrity and the consequences of academic misconduct. The following parties will attend: the student, the student's parents/ guardians, and the relevant Deputy Head Academic.
  - The student will serve an in-school suspension and will be required to:
    - re-do the work with honesty and integrity under supervision. The teacher will mark the work and provide feedback, subject to the applicable IB procedures and the school's late work policy.
    - write a paper on the subject of academic ethics and integrity.
  - A record will be kept centrally and consequences will be more severe for repeated offences. If a student repeats an act of academic misconduct, this will lead to more severe measures including suspension; the school may also withdraw the student from the session or from the subject(s) in which academic misconduct may have occurred.

- ▶ If possible academic misconduct (for example, plagiarism, collusion) is identified **after the student's work has been submitted to the IB or during an IB examination**, the Deputy Head Academic must inform the IB without delay.

In this case, the following IB regulations (in accordance with official IB publications - *General regulations: Diploma Programme* 13-14; *The conduct of IB Diploma Programme examinations* 26-27) apply:

- When the school, an examiner or the IB establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB with statements and other relevant documentation concerning the case.
- Students suspected of academic misconduct will be invited by the MYP/ DP/ CP coordinator to present a written statement that addresses the suspicion of academic misconduct. If a student declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.
- If the IB notifies the school that a student is suspected of academic misconduct and that the IB has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.
- Academic misconduct constitutes a breach of regulations that, if confirmed by the final award committee, will result in no grade being awarded in the subject and level concerned. If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate. For IB Diploma candidates, DP Course Results will be awarded for other subjects in which no academic misconduct has occurred.
- An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.
- Except in cases of serious or repeated misconduct, the student will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met.
- If the student has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

## Subject Changes

It is the responsibility of the student and their parent(s)/guardian(s) to do research on universities and courses **prior to** the student making his/her DP subject choices to make sure that the subject package meets the entry requirements for the courses, at the universities, in the countries that the student is interested in.

### **First window of opportunity to change a DP subject:**

A Year 12 student has the first opportunity to request a change of subject within the first two weeks of starting his/her Year 12 classes.

### **Second window of opportunity to change a DP subject:**

A Year 12 student has the second opportunity to request a change of subject within the first two weeks after his/her first report is published.

There will be **no more opportunities** for student-initiated subject change requests after this point.

Students and parents/guardians must be aware that even when a change is requested within the time frame indicated above, we cannot guarantee that the change can be implemented due to timetable constraints and class sizes.

A subject change may also affect an IBDP student's other subjects. Before starting the process of requesting a subject change, students must discuss this with their parent(s)/ guardian(s) and with their mentor and Year Leader. They should ask their mentor and Year Leader for advice concerning the implications that changing one subject might have for their subject package:

- ▶ What other changes might need to be made? If a student drops a subject, which other subject will they take on instead?
- ▶ Are these changes possible given the timetable/ cluster constraints and the number of students in the class they would like to join? (use the table below to check the clusters)
- ▶ Will their package still fulfil the IB requirements for a correct DP subject package (e.g. 3 HL and 3 SL subjects, a subject from each Group 1-5 etc.)?

The mentor and Year Leader will also inform the students who the relevant **subject coordinators** and **subject area leaders** are, as the students will have to discuss their motivation for dropping/adding subjects with them and to obtain their approval. The final approval needs to be given by the Deputy Head Academic IBDP.



When, after discussions with parents/guardians, the mentor and Year Leader, students decide to request a subject change, they must contact the Deputy Head Academic IBDP, and for CP students, also the Deputy Head Academic IBCP, who will provide them with the subject change form they need to fill in to submit their request. This form can also be found at the Secondary Office.



ISH IBDP Clusters						
Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6	Cluster 7
English A Lit HL/ SL	English A Lit HL/ SL	Dutch A Lang Lit HL/ SL	Spanish A Lang Lit HL/ SL	Economics SL/ HL	Geography HL/ SL	Economics HL
English A Lang Lit HL/ SL	English A Lang Lit HL/ SL	French A Lang Lit HL/ SL	German A Lang Lit HL/ SL	Business Management HL	History HL	Business Management SL
				History SL	Business Management HL	
English B HL/ SL	English B HL/ SL	French B HL/ SL	Dutch B HL/ SL		Economics SL	ESS SL
			Spanish B HL/ SL	ESS SL	Global Politics HL / SL	
Maths HL	Maths HL	Geography HL	German B HL/ SL		Psychology SL	Biology HL/ SL
Maths SL	Maths SL			Biology HL/ SL		Chemistry HL/ SL
Maths Studies SL	Maths Studies SL	Design Technology SL		Chemistry HL Music HL/ SL	Chemistry SL	Computer Science HL/ SL
		Chemistry HL	History HL		Physics HL/ SL	Physics HL/ SL
				Visual Arts HL/ SL		Design Technology HL
		Visual Arts HL/ SL	Physics HL			
				Theatre HL/ SL		
<b>Note:</b> A class needs to have at least 6 students for it to go ahead as planned.						

## KEY STAFF FOR THE UPPER SCHOOL

### The Role of the Deputy Heads

The Deputy Heads oversee the IBDP; they are responsible for all students doing the DP at ISH and ensure the quality of the programme. The primary focus of the Deputy Head Pastoral Upper School is on pastoral matters, while the focus of the Deputy Heads Academic is on academic matters. The Deputy Heads Academic also have the role of IBDP/CP Coordinators and are responsible for communication with the IB, for the registration of all students with the IB for their final examinations and for running the examinations.

Deputy Head Academic IBDP/ IBDP Coordinator	Dr C. Constantinescu	(room B204)
Deputy Head Academic IBCP/ IBCP Coordinator	Dr A. Trumic	(room B227)
Deputy Head Pastoral Upper School	Mr R. Verloop	(room B217)

### Other Key Staff

Year Leader (Year 12)	Ms Z. Conroy	(room A211)
Year Leader (Year 13)	Dr R. Hogg	(room A211)
Assistant Year Leader (Year 12)	Ms B. Bouwman	(room A020)
Assistant Year Leader (Year 13)	Mr S. Power	(room B205)

CAS Coordinator	Mr. A. Toye	(room Q004)
Extended Essay Coordinator	Mr L. Reygel	(room R004)
Extended Essay Assistant Coordinator	Ms E. Kooiman	(room R004)
TOK Coordinator	Ms B. Bouwman	(room B205)
Service Learning Coordinator	Ms D. Lira	(room D204)
Reflective Project Coordinator	Mr S. Inziria	(room A206)
Personal and Professional Skills Coordinator	Mr R. Verloop	(room B217)
Language Development Coordinator	Ms D. Lira	(room D204)
BTEC Curriculum Coordinator	Mr S. Inziria	(room A206)
BTEC Work-related Learning Coordinator	Mr B. Brunas	(room A206)
Careers Advisor (Years 9-13)	Ms C. Maaswinkel	(room R105)
Careers Counsellor Dutch universities	Ms Y. van der Horst	(room R105)
Careers Counsellor UK universities	Ms J. Austin	(room A206)
Careers Counsellor all universities	Ms K. Holley	(room R105)
Tutored Languages Coordinator	Ms A. Bowden	(room B207)
Self-Taught Languages Coordinator	Ms H. Bergman	(room B208)
Head Librarian	Ms I. Tomljanovic	
Subject Area Leader – English	Mr T. Kidd	(room R004)
Subject Area Leader – Dutch	Mr T. Veken	(room A023)
Subject Area Leader – Modern Languages	Ms G. Fredriksen	(room A025)
Subject Area Leader – Individuals and Societies	Ms J. Austin	(room A206)
Subject Area Leader – Mathematics	Mr D. Trembirth	(room P009)
Subject Area Leader – Science	Ms I. Howland	(room A212)
Subject Area Leader – Computer Science & Design	Mr R. Hare	(room D204)
Subject Area Leader – Physical and Health Education	Ms K. Adam	
Subject Area Leader – English as an Additional Language	Ms H. Harmander	(room R003)

## FURTHER READING

*Behaviour Expectations at ISH*

*Academic Integrity Policy*

*ISH Referencing Guide for Years 12-13*

*IBDP Internal & External Assessment Guide*

*ISH Extended Essay Guide*

*CAS Handbook*

*ISH Reflective Project Guide*

All these documents can be found on ManageBac. Some of them (*e.g. the ISH Extended Essay Guide and ISH Reflective Project Guide*), will be released during the school year and you will be notified of this in due time.

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