

Year 11 and 12 curriculum offer DP (<i>subject to change</i>)				
Visual Art SL/HL	Theatre SL/HL	English A Literature SL/HL	History SL/HL	Languages Dutch Dutch AB French Spanish USS SL only
		English B HL		
Business Management SL/HL	Economics SL/HL	Psychology SL/HL	Geography SL/HL	
Mathematics: Analysis and Approaches SL/HL	Mathematics Application and Interpersonal SL	Sports, Exercise and Health Science	Biology SL/HL	Chemistry
			Physics SL/HL	ESS SL

Topic: Visual Art	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Grade 11: Students begin with guided projects that introduce students to a range of techniques, materials, and ways of looking at and thinking about art. The focus is on developing conceptual thinking, building visual analysis skills, and experimenting across different media. Students begin their Process Portfolio early in the year, documenting their creative journey, reflections, and technical development. The Comparative Study is introduced through structured assignments that build visual literacy and analytical skills. After the May break, students take more ownership of their artistic direction, beginning both their personal artwork for the final exhibition and the full Comparative Study. This sets a strong foundation for their independent work in Grade 12. Grade 12: At the end of the students' Visual Arts journey this school year, students will complete the final stages of all three components: the Comparative Study, the Process Portfolio, and the Exhibition. In November, students will		

	submit their Comparative Study, a visual and written analysis comparing and contrasting three artworks of their choice, demonstrating their understanding of cultural and stylistic contexts. Throughout the year, students will continue developing their Process Portfolio, which they began in Grade 11. This body of work will be finalised by February and will showcase their experimentation, conceptual development, engagement with materials, and exploration of the wider art world. In March, students will present their final Exhibition: a curated selection of 8 artworks (HL) or 4 artworks (SL) that communicate a clear artistic vision, demonstrate refined technical skill, and reflect personal and conceptual depth. Through weekly critiques, studio practice, and reflection, students will continue to develop the critical and creative thinking skills essential to their success in Visual Arts.		
Curriculum Grade 11	Manipulate My Portrait	From Touch to Sight: The Role of Texture in Art	Personal Expression in Still Life
Curriculum Grade 12	Comparative Studies	Process Portfolio	Studio Work
Concepts	Development, Form, Creativity, Perspectives		
ASSESSMENT	Comparative Study, Exhibition, Portfolio		

Topic: Business Management 11	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Term One Grade 11: During the first year of the IB Business Management curriculum, students are introduced to the foundational concepts of business management. They explore key areas such as the nature of businesses, types of business entities, and the role of stakeholders. Students also focus on methods of growth (Internal and External). The aim is to introduce students to contexts and concepts, developing their ability to utilise business theory and apply it to real world business situations. Students then move into interpreting, analysing and critically assessing financial accounts; learning about sources of finance, costs and revenues, and financial analysis techniques like profitability and liquidity ratio analysis and learning how to apply them to different contexts.		

	In Term Two Grade 11: Students focus on both Finance and Marketing principles, with a focus on market research, the marketing mix, and marketing planning. The emphasis is on connecting theories on marketing and finance and establishing links. Students will focus on core exam skills, developing their ability to calculate, interpret and then utilise financial data and then apply that to analytical and evaluative arguments, which will form the basis for the essays they write. In Term Three Grade 11: Students will have developed critical thinking and analytical skills by applying business management tools and theories to real world scenarios through case studies and group projects. In term 3 they should be able to apply their thinking contextually, in a more assured way using concepts and content to establish well developed arguments (following a point, link how why structure) They should also be adept at utilising data and applying it to arguments in preparation for the summer examinations.		
Curriculum	Unit 1: Introduction to Business Management	Unit 3: Finance and Accounts and Unit 4: Marketing	Unit 3: Finance and Accounts and Unit 4: Marketing
Concepts	Change, Ethics, Creativity and Sustainability		
ASSESSMENT	Presentation Inquiry assessment Exam practice		

Topic: Business Management 12	Term 1	Term 2	Term 3
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Curriculum Intent / overview.	Term 1: In the second year, students build on the foundational knowledge acquired in the first year, delving deeper into more complex and specialised topics. The curriculum emphasises the application of business concepts to real world situations and the development of advanced analytical and evaluative skills. Students focus on the Operations Management unit, but they should be able to link back to other concepts and content from the first year. By this stage, students will also have completed key aspects of their Internal Assessment. Term 2: Students explore Human Resource Management topics and connect the ideas to the other units. They will also review other units and focus on ensuring there are clear connections between the units. Students will also receive information about a pre-seen case study and begin to research and analyse key features, factors and content ahead of the summer examination. The second term culminates with the completion of an internal assessment where students undertake a business research project, applying their knowledge and skills to a real organisational issue or problem. They will have begun the process of writing this in G11. Term 3: The final term of G12 is devoted to the analysis of the case study as well as preparation for the examination. Students will have by now developed the understanding of content and theory and will be focusing on adapting and applying such theories to different case study contexts, with the emphasis on refining their exam skills.		
Curriculum	Unit 5: Operations Management	Unit 2: Human Resource Management	Exam Skills
Concepts	Change, Ethics, Creativity and Sustainability		
ASSESSMENT	Presentation Case Study Exam		

Topic: Theatre	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Grade 11: In Term One, HL students practically explore theories and practices of influential theatre theorists with a specific focus on Stanislavski for an understanding of how to design and perform a Solo Piece. Simultaneously, HL and SL students collaborate creatively in the Collaborative Project as they explore techniques to devise original work. In Term Two, students read and analyze Dennis Kelly's playtext, DNA, and learn to develop production and performance ideas for a Production Proposal. Finally, Term Three finds our students investigating global performance styles through the study of various world theatre traditions in teacher-led, workshop-based practical lessons which include the ability to present a "Ted-Style" talk in a Research Presentation. Upon completion, students have palpable knowledge and understanding of all task requirements to move forward into Grade 12, making independent performance and production choices for each of the tasks. Grade 12: Grade 12 IBDP Theatre empowers students to take full creative control, intrinsically applying all of the skills gained in the previous year with confidence, as well as with a strong sense of artistic identity in all four of the assessment tasks. In Term One, HL students have individually chosen a theatre theorist who appeals to their independent theatre-making interests to create and perform their personally driven Solo Piece. At the same time, HL and SL students together have chosen groups to take the lead in devising and directing an original performance for the Collaborative Project. In Term Two, students have self-selected a play text that inspired them to shape their unique vision for their Production Proposal. Finally, Term Three's Research Presentation task finds our students recording and presenting a 15-minute talk based on their exploration of a world theatre tradition.		
Curriculum Grade 11	Theatre & Me: What is my Context?	Creating Collaboratively	Who's in Charge? Role of the Director
Curriculum Grade 12	Research Presentation	Collaborative Project	Production Proposal
Concepts	Identity, Perspectives, Communication, Process, Creativity		
ASSESSMENT	Production Proposal, Research Presentation, Collaborative Project, Solo Theatre Piece (HL Only).		

Topic: English A	Term 1	Term 2	Term 3
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Language and Literature			
Curriculum Intent / overview.	Grade 11: Building on students' writing foundation from IGCSE, this year aims to develop students' critical interpretations, through the study of a range of text types from photojournalism by Mads Nissen to controversial advertising campaigns by Benetton. Analytical skills, specifically linguistic and visual analysis, will be the focus in our study of The Things They Carried by Tim O'Brien, The World's Wife by Carol Ann Duffy (HL only) and Persepolis by Marjane Satrapi. Our termly assessments will focus on building specific skills for next year's internal assessments and final exams, including mock orals and comparative essays. Grade 12: At the end of the students' English Language and Literature journey this school year, students will complete both Paper 1 (unseen analysis) and Paper 2 (a comparison of two studied literary texts). In November we will complete our Individual Orals, analysing a literary and non-literary text for 10 minutes in an oral presentation. The Higher Level essay will be completed by January. We will cover the following texts this year: The Road by Cormac McCarthy, The Cherry Orchard by Anton Chekhov and Waiting for Godot by Samuel Beckett (HL only). Through our study of these texts we will develop and consolidate the analytical skills we have built so far, through weekly writing, discussion and debate.		
Curriculum Grade 11	Painting In Blood- Nissen and O'Brien	Shadows of Revolution- Satrapi and Neshat	Art and Change- Ai Weiwei
Curriculum Grade 12	The Fire Of Humanity - MacCarthy	The End Of Everything-Chekov	Exam Revision
Concepts	Change, Communication, Form, Creativity, Perspectives.		
ASSESSMENT	Individual Oral: Spoken analysis of two texts. Paper 1: Unseen analysis of non-literary texts. Paper 2: Comparison of two literary texts. HL essay: In-depth analysis of one studied text.		

Topic: English A Literature	Term 1	Term 2	Term 3
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Curriculum Intent / overview.	Grade 11: “In this course, students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.” (Source: IB Syllabus) Throughout the year, students will study the three main literary text types: poetry, drama and prose (fiction and non-fiction). It is a course for students who thoroughly enjoyed what was done in IGCSE World Literature as well as for those who love reading, providing in-depth analyses, evaluation and interpretations of literary texts. These skills will be the focus in our study of the 10 required texts such as <i>The Handmaid’s Tale</i> by Margaret Atwood, <i>Chronicle of a Death Foretold</i> by Gabriel García Márquez, <i>Antigone</i> by Sophocles, <i>Hamlet</i> by Shakespeare and a selection of poetry by Sylvia Plath, just to name a few. Our termly assessments will focus on building these skills in the form of short and longer writing exercises, class discussions and a variety of other tasks in order to prepare for next year’s official internal assessments and final exams, including mock orals in January. Grade 12: This year, the students will continue to read the remaining selected texts, to be chosen from a huge range, and build upon the analytical and interpretive literary skills started in Grade 11. In November we will complete the 15 minute (recorded) Individual Oral in which two literary texts are presented, discussed and analysed according to a chosen global issue. The 1200 - 1500 word Higher Level essay will be completed by January. Skills begun in Grade 11 which are used to approach Paper 1 (guided literary analysis) and Paper 2 (a comparative essay of two studied literary texts) will continue to be practiced and assessed.		
Curriculum Grade 11	Imprisoned Yet Free: Perspective and Voice	Societal Change: Why I Write	Writing History: Identity, Culture, Communication
Curriculum Grade 12	Defining the self by what it is not	Individual Oral (final prep)	Paper 1 and 2
Concepts	Change, Communication, Form, Creativity, Perspectives.		
ASSESSMENT	Individual Oral: Spoken analysis of two texts. Paper 1: Unseen analysis of literary texts. Paper 2: Comparison of two literary texts. HL essay: In-depth analysis of one studied text.		

Topic: English B HL	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grade 11: Building on students' writing foundation from IGCSE, this year aims to develop students' conceptual understandings and the 4 language skills of Reading, Writing, Speaking and Listening, through the study of the themes of Identity, Sharing the Planet, Social Organization, Human Ingenuity and Experiences. Topics vary from year to year to make learning authentic and related to events happening in English speaking countries. Some examples of topics would be learning about <u>How does our identity define us? How can we break the cycle of prejudice in the world?</u> We will also read two books, "The Fault in our Stars" and "Dear Martin", which will be used for their IOs in grade 12. In Grade 12: At the end of the students' English B HL journey this school year, students will complete both Paper 1 (writing - text types) and Paper 2 (Reading Comprehension and Listening). In February students will complete their Individual Orals, presenting a 4 minute presentation on an unseen extract from the two books we read in Grade 11 ("The Hunger Games" and "Dear Martin"). Students then complete the rest of the oral with a conversation with the English B teacher regarding the book they chose to present. Through our study of text types students will develop conceptual understanding of different scenarios on what is appropriate language use for a variety of text types.		
Curriculum	Grade 11: Term 1: Identity, Racism and Stereotypes, Social Organization - Minorities and Education. Grade 12: Term 1: Comparative Analysis Poetry; lyrics; short stories and The Wave. Text type review	Grade 11: Term 2: Reading Dear Martin; Human Ingenuity - Future Humans Grade 12 Term 2: Mock exams and Interactive orals	Grade 11: Term 2: Experiences - Leisure; reading The Hunger Games or The Fault in Our Stars; Sharing the Planet - Poverty, ethics Grade 12 - Exams
Concepts	Identity, Experience, Sharing the Planet, Human Ingenuity, Social Organization		
ASSESSMENT	Grade 11 and 12: Formative assessments such as vocabulary quizzes, Summative assessments such as text type writing, Reading comprehension and Listening Comprehension. Oral Presentations;		

Topic:Economics G11	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In year 11, students who learned about economic principles and skills in year 9 and 10, continue in exploring similar topics in more depth. In addition, students focus more on skills such as data analysis and illustration of real world scenarios using economic diagrams. The syllabus in Year 1 students build upon skills they have possibly acquired in the IGCSE. is structured around four main units: Introduction to Economics, Microeconomics, Macroeconomics, and The Global Economy. These units cover foundational economic concepts, theories, and their real-world applications. In contrast to the IGCSE Economics, students in IBDP explore these concepts through the lens of six real-world issues and nine key concepts, such as equity, well-being, or intervention. In this first year, in Term 1, students work through essential microeconomic topics such as the demand and supply relationship, topics related to price and income elasticity, failures of the market which includes externalities and abuses of market power by monopolies. In Term 2, some of the other topics include allocation of resources to provide public and private goods or aspects of behavioural economics by building upon skills acquired in Term 1. From Term 3 onwards students should be able to make informed judgements around the previously mentioned topics by discussing views from different perspectives and write their thoughts in elaborate essays. Students will also start linking economic theories to real world examples by writing commentaries on recent news articles starting from Term 2 onwards.		
Curriculum	Scarcity, Economic Systems and Price System.	Market Failure and Government Intervention	Macroeconomics and Macroeconomic Policies
Concepts	Scarcity, Resource Allocation, Price Determination, Government Intervention, Market Power, Choice, Equity, Sustainability, Change and Efficiency		
ASSESSMENT	Formative Assessments like quizzes, verbal questions and students showing diagrams on the whiteboard Summative Assessments like structured writing assessments		

Topic:Economics G12	Term 1	Term 2	Term 3
Curriculum Intent / overview.	The second year of IB Economics builds upon the foundation established in the first year, focusing on in-depth study of microeconomics, macroeconomics, and the global economy, along with internal assessments. Students		

	will delve into complex economic theories, models, and real-world issues, applying their knowledge through case studies and data analysis. These skills will be assessed in Paper 1 and 2. The curriculum emphasizes the development of analytical and evaluative skills, crucial for success in both the written examinations and the internal assessment. Specifically, in Term 1 the students work through the topics of the global economy such as international trade, exchange rates and the Balance of Payments. In Term 2 the main topic will be economic development, and the impact of globalization on national economies. Using evaluative skills acquired in year 1 students will apply the same skills on the year 2 topics of Global Economics, while linking them to Year 1 topics like Economic Growth, Inflation and Unemployment. Students will be assessed by performing calculations on all topics in a separate paper 3. Term 3 is wrapping up all comprehensive knowledge and practicing them into exam writing skills.		
Curriculum	Benefits and Disadvantages of International Trade, Protectionism	Exchange Rates and Balance of Payments	Economic Development
Concepts	Exchange Rate Determination, Government Intervention, Market Power, Choice, Equity, Sustainability, Change and Efficiency, Standard of Living, Population		
ASSESSMENT	Formative Assessments like quizzes, verbal questions and students showing diagrams on the whiteboard Summative Assessments like structured writing assessments		

Topic: Geography	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Grade 11 SL and HL: All students start by learning the Changing Population unit, which introduces them to fundamental concepts in human geography pertaining to demographics, patterns, and economic development. They then do the Urban Environments unit, the largest unit in their entire IBDP geography journey at RISS, where they understand and apply principles of urban planning strategies, 21st century urban problems, and how to manage the urban environment to increase resilience. This leads them into their fieldwork excursion, a mandatory component of the programme. They use their data collected in 'the field' to write a 2500 word internal assessment, due a few weeks after the summer break in Year 2. Grade 11 (HL Extension): In addition to the Standard Level content, Higher Level students take an additional, 'Option' unit which they select democratically. Examples of previous selections include Geophysical		

	Hazards, Oceans and Coastal Margins, Extreme Environments, and Leisure Tourism and Sport to name a few. Around January they start with the 'HL Extension' unit of Power, Places and Networks, content which includes elements like geopolitics, global interactions, multi-governmental organisations, and more. Grade 12 SL and HL: All students complete their IA early in Year 2, primarily outside of class. They start the year with the Global Climate and Vulnerability unit, learning more about global energy balance, climate change, and how to respond to future environmental challenges. Afterwards all students complete an additional optional unit which they select as a class, similar to those listed in Year 1. They end the year with the Resource Consumption unit, primarily discovering the relationship between water, energy, and food, among other resources. Grade 12 (HL Extension): In addition to the Standard Level content, Higher Level students complete the remainder of the two HL Extension units, namely Human Development and Diversity, as well as Global Risks and Resilience. The former goes into the flows of cultural exchanges, imperialism, and unequal distribution of development, among other ideas. The latter unit examines the risks of our highly interconnected world, (disruptive) technological development, and conflict. The three extension units all build towards a difficult, university-level exam of one hour where they have to write two essays.		
Curriculum	11 SL and HL - Changing Population, Urban Environments 11 HL Extension - Option 1 (Student Choice) 12 SL and HL - Global Climate, Option 2 (Student Choice) 12 HL Extension - Human Development and Diversity	11 SL and HL - Urban Environments, IA 11 HL Extension - Option 1 (Student Choice), Power, Places, and Networks 12 SL and HL - Option 2 (Student Choice), Resource Consumption 12 HL Extension - Global Risks and Resilience	11 SL and HL - IA 11HL Extension - Power, Places, and Networks 12 SL and HL - Resource Consumption, Revision 12 HL Extension - Global Risks and Resilience, Revision
Concepts	Place, Process, Power, Possibility, Scale, Spatial Interaction		
ASSESSMENT	General format of one project and one unit test a term, with quizzes once in a while, the tests and quizzes being		

	always rooted in IB style exam questions. The projects are generally more creative and/or make explicit links with elements of the IB core. Additionally, the internal assessment (a geographic investigation) of 2500 words is started at the end of grade 11 and completed in early grade 12.
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Topic: History	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In IB History grade 11, students will further develop the range of historical thinking skills that are connected to internal and external assessments. The year starts with an introduction to historical inquiry where students keep on learning how historians construct knowledge, engage different interpretations and use evidence to support analysis. This connects to the paper 1 topic that focuses on source analysis skills and how to engage with both primary and secondary sources with critical analysis. In term two students are introduced to the paper two topics of Authoritarian States where students explore the conditions that lead to the rise of authoritarian leaders. Students complete writing assignments to develop their writing skills in thematic comparison to be able to show their conceptual understandings. In term 3 students are introduced to the Internal Assessment where students start to research on a narrow defined historical topic of their choosing. Students will turn in their first draft of 2,200 words before the summer holiday. The IA reflects the research, conceptual understanding and critical thinking skills that students have developed throughout the first year. HL Extension: Students complete 2 extra hours of HL topics related to the Americas. Term one is focused on developing the conceptual framework and the different historical perspectives on the Origins of the Cold War. This sets up how the US and Latin American relationships developed while providing more in depth coverage and analysis. Students continue to develop extended writing skills as needed for the range of essays they have to complete for their external exams. Each term students have an additional HL writing assessment. Term two explores the foreign policies of different American presidents. Term three gets into the second HL topic of Political Developments in Latin America. Students further develop their abilities to write and analyse while recognising the importance of perspective taking. Students work on writing and time management skills as the Grade 11: HL = Cold War and the Americas; Political Developments in the Americas Grade 12: HL= Civil Rights and Social Movements		

Curriculum 11:	Paper 1: Rights and Protest	Paper 2: Authoritarian States - Comparison Origins Mao/Castro - Methods	Paper 2: Authoritarian States - Life under/comparison Paper 2: Independence movements - Origins/ Methods
Curriculum 12	Paper 2: Independence Movements Ireland - first 10 years - Independence movements - Vietnam	Paper 2: Vietnam - Methods- First 10 years - Mocks - Choice on Paper 2 - 3rd Case study	- Rights and Protest - South Africa - Revision
Concepts	Significance, Continuity, Change, Ideologies, perspectives, causation consequence.		
ASSESSMENT	Each term has an essay for SL combined with a more creative assessment. Including source analysis; presentations; Students as the teacher; Essay scaffolding Paper 3: HL - extra essay per term across each term.		

Topic: Languages Dutch B SL/HL	Term 1	Term 2	Term 3
Curriculum Intent / overview.	HL grade 11: In grade 11, students are introduced to the Dutch B Higher Level course and become familiar with all components of the IB curriculum, including text types, skills, and assessment formats. The year provides a solid foundation for developing fluency, accuracy, and confidence in Dutch. Students explore two to three of the five global themes: identities, experiences, human ingenuity, social organization and sharing the planet. They begin reading and analysing the first literary work, and also start the second, which will be further explored in grade 12. Students work with a wide range of authentic texts and start producing both spoken and written texts for different audiences and purposes.		

The emphasis in Grade 11 is on:

- Becoming familiar with the course structure and expectations
- Developing core language skills
- Building vocabulary and grammatical control
- Understanding cultural perspectives including learning about Dutch society, values, and traditions
- Being assessed in all four skills: reading, listening, writing, and speaking (individual oral).

SL grade 11: In the Dutch B Standard Level course, students further develop their ability to communicate fluently and accurately in Dutch across a variety of contexts and purposes. This course provides the opportunity to develop language skills and learn about language through the conceptual understandings of communication, connections, creativity and culture through the study of the first three themes (identities, experiences, and human ingenuity) and students expand their vocabulary, grammar, and cultural awareness. Students explore and analyse a range of authentic texts, while also producing both spoken and written texts through the conceptual understandings of audience, purpose, meaning and context. Students learn to construct and evaluate arguments, express opinions, and reflect on cultural perspectives. The course fosters international-mindedness, critical thinking, and a deeper understanding of the relationship between language and culture. During the first year of this two-year course, students are encouraged to become confident, curious, and independent users of Dutch, preparing them for further academic study and real-world communication

HL grade 12: In grade 12, students build on the knowledge and skills gained in Grade 11. The focus shifts to **refining language use, deepening analysis, and preparing for the final IB assessments**. They continue working with the remaining global themes and further engage with a variety of **authentic and literary texts**.

The **second literary work**, introduced in grade 11, is now analysed in more depth. Students practise various **text types** and develop their ability to construct well-organized, purposeful responses in both spoken and written form.

Grade 12 emphasizes:

- Mastering complex vocabulary and grammatical structures
- Producing coherent and persuasive arguments
- Demonstrating intercultural understanding
- Preparing for and completing all components of the IB assessment:
 - **Paper 1** (productive writing)

	○ Paper 2 (receptive reading and listening) ○ Individual Oral SI grade 12: In the Dutch B Standard Level course, students further develop their ability to communicate fluently and accurately in Dutch across a variety of contexts and purposes. This course provides the opportunity to develop language skills and learn about language through the conceptual understandings of communication, connections, creativity and culture through the study of the final two themes (social organization and sharing the planet) and students expand their vocabulary, grammar, and cultural awareness. Students explore and analyse a range of authentic texts, while also producing both spoken and written texts through the conceptual understandings of audience, purpose, meaning and context. Students learn to construct and evaluate arguments, express opinions, and reflect on cultural perspectives. The course fosters international-mindedness, critical thinking, and a deeper understanding of the relationship between language and culture. During the last year of this two-year course, students further their confidence and curiosity as independent users of Dutch, preparing them for further academic study and real-world communication.		
Curriculum year 11	Identiteit		
Curriculum year 12	Menselijke vindingrijkheid		
Concepts	audience, context, purpose, meaning and variation		
ASSESSMENT	Writing, reading, listening, oral expression.		

Topic: Languages Dutch A SL/HL	Term 1	Term 2	Term 3
Curriculum Intent / overview.	GRADE 11 & 12 - Building on from IGCSE Dutch First language: in the Language A language and literature course, students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping		

the world. Students will also learn about their own roles as producers of language and develop their productive skills.

By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture.

Throughout the course in Grade 11 and 12, students will:

- explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning.
- consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.
- engage in activities that involve them in the process of production
- produce texts and critical analysis of texts in written and oral form.
- shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up to possibilities of texts.

Grade 11 - Through units as Language and satire, Language and cultural freedom, Language and populism, Language and critical compassion, Language and persuasion, News and the role of editing, Grade 11 SL and HL students study a wide range of literary texts (*Dit zijn de namen* by Tommy Wieringa, *Spijkerschrift* by Kader Abdollah, *De voorlezer* by Bernhard Schlink) and non-literary texts in a variety of media (news articles, political cartoons and speeches, opinion columns, journalistic essays, advertisements etc.)

HL Extension - With 2 extra lessons a week more, HL students will have the opportunity to explore more literary and non-literary texts through conceptual units as: Language and Escapism, Language and coming of age, Grade 11 HL will focus on 19th century poetry, 20th century literary texts in translation and additional non-fictional texts as documentary photography.

Grade 12 - Building on from Grade 11, students in Grade 12 study through units as Language and Believe, Truth versus News the literary medieval play *Elckerlyc* and non-literary texts as war photography. By examining these communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture.

Grade 12 Extension - With 2 extra lessons more, HL students will study through conceptual units as: Language and ethics in journalism, Language and art, HL students will focus on additional non-fictional texts such as news and art photography and work on their HL Essay. This IA is like a mini-EE in which students explores closely a studied literary or non-literary text through a research question that is defined by the student.

Curriculum 11	Transformatie - Culture, identity and community: migration (aanpassing en vervreemding. (Literary work and Body of work) HL Extension - Escapisme. The concept of escapism and freedom through different perspectives and in a different context of time and place. (Literary work and Body of work)	Satire - for the purpose to amuse and/or opionate (Body of Work) Cultural Freedom - freedom of speech in peace and conflict situations (Literary work) HL Extension - Rebellious - Documentary, reportage and art (Body of Work)	Populism - political speeches and campagnes (Body of Work) Persuasion - selling it, influenced by advertorials (Body of Work) Justice - moral and justice from different perspectives and contexts (Literary work) Conviction - Body of work HL Extension - Coming of age (Literary Work)
Curriculum 12	Believes - human moral and believes from different perspectives and contexts (Literary work) Truth and Beauty - war & conflict, war photography (Body of Work) HL Extension - Taboos, art photography (Body of Work)	Issues - connecting the texts Lit and Bow Developments - deepening the literary works, strengthening writing	
Concepts	Culture, identity, perspective, creativity, representation, communication, transformation		
ASSESSMENT	Grade 11 - Assessment for both SL and HL in Grade 11 is: mini-individual orals on literary and non-literary texts, literary essays, and text analysis.Guided textual analysis, Paper 2: Comparative essay and the Individual oral. HL students produce extra assessment; literary essay and mini-orals on their additional texts studied. HL students will also start drafting their HL essay (IA Grade 12). an extra piece of assessment: the HL essay. Grade 12 - Assessment for term 1 is for both SL and HL a Paper 1: Guided textual analysis, Paper 2: Comparative essay. Followed by a MOCK Individual oral in December and MOCK Paper 1 and 2 in January. Grade 12 HL students hand in their final draft of their HL essay.		

Topic: Languages Dutch Ab Initio	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Grade 11: Students start their two year journey into the Dutch language and culture with an overview of the IB prescribed themes and subjects, and the requirements to successfully complete the IB exams the following year. This first year, the themes <i>Identiteiten</i>, <i>Ervaringen</i> and <i>Menselijke Vindingrijkheid</i> will be explored through a diversity of written and audio-visual texts. By the end of this year, students will be able to exchange information in various social contexts, and they can understand and interpret information about Nederland and assorted global issues. In a practical sense, students will be able to use their listening, speaking, reading and writing skills to interact with their local communities. Grade 12: The second year of the IB programme will expand their ability to communicate in Dutch by exploring topics within the themes <i>Sociale organisatie</i> and <i>De planeet delen</i>. December will see preparations for the mock exams, with the individual orals (IOs) and listening exams conducted during class hours, and the writing and reading exams scheduled in the mock exam weeks. Feedback and reflection on the mock exams will inform most of the in-class activities for the remainder of the school year to offer our candidates the best possible preparation for the final exams: speaking (IO), Paper 1 Writing, Paper 2 Listening, and Paper 2 Reading.		
Curriculum	Grade 11: Identity, vrienden en familie Grade 12: Social Organization, Saving the planet	Grade 11: eten en drinken, leisure activities Grade 12: Mock Exams and Revision	Grade 11: media and technology Grade 12: Revision and exams
Concepts	Identity, Sharing the Planet, Human Ingenuity, Experiences, Social Organization		
ASSESSMENT	Writing test, summative, peer assessment, student portfolio, reading comprehension, listening comprehension, oral expression.		

Topic: Languages French	Term 1	Term 2	Term 3
Curriculum Intent / overview.	<u>Grade 11 SL:</u> This is the first year of the International Baccalaureate (IB) French B Standard Level course. With an approximate entry level of B1/B2, students explore a wide range of global themes such as Identity, Human Ingenuity, Sharing the Planet, Experiences and Social Organization. Specific topics include language and identity, free time, art and leisure, migration, education, and human rights. Students work on grammar and vocabulary in context while also making connections with other subjects through TOK and CAS. They are assessed regularly through projects, speaking tasks, and written tests. The year finishes with an internal exam covering all four skills. <u>G11 HL:</u> In the first year of the IB French B Higher Level course, students explore themes in greater depth and complexity. With an approximate B2/C1 proficiency level, they study a wide range of topics such as language and identity, education, migration, human rights, and the influence of culture, art, and leisure. Students have five lessons per week and engage in detailed work with grammar, vocabulary, and francophone cultural content. Literature forms an essential component of the HL curriculum, and students will read and analyse one of the prescribed novels: <i>Rien dire de Bernard Friot</i> and <i>Le Petit Prince</i> by Antoine de Saint-Exupéry. Assessments take place each term and evaluate all four language skills: listening, speaking, reading, and writing. The year concludes with an internal exam to prepare students for the final assessment in Grade 12. <u>G12SL:</u> In their final year of the IB French B Standard Level course, students focus on revision and exam preparation while completing the final units of study. Topics include the environment, media and communication, and customs and traditions. Students continue to develop their language skills through reading, writing, listening and speaking activities while exploring cultural perspectives and global issues. Mock exams take place in December or January, followed by the oral exam in March, where students describe a visual stimulus and engage in a conversation on key themes. The course ends with the official IB exams in May: reading, writing, and listening comprehension.		

	<u>G12 HL:</u> In the final year of the IB French B Higher Level course, students continue to deepen their understanding of global issues while refining their linguistic accuracy and communicative skills in preparation for the final IB examinations. With sustained focus on grammar, vocabulary development, and francophone cultural perspectives, students engage with themes such as media and communication, customs and traditions, the environment, and contemporary social challenges. Literature remains a central component of the HL curriculum. Students will study and analyse selected chapters and passages from the novel <i>Rien dire</i>. This work will support both textual interpretation and thematic discussion at an advanced level. During the oral examination (March), students will present and discuss an extract from the novel, making links between literary elements and the broader course themes. Final assessments in May will include reading, listening, and writing papers aligned with the IB assessment criteria.		
Curriculum	Identity - experiences- human ingenuity	Experiences - human ingenuity	Organization social - share the planet
Concepts	Culture-Identity- Relationships- Time/place and scape - community - global interaction		
ASSESSMENT	Writing test, summative, peer assessment, student portfolio, reading comprehension, listening comprehension, oral expression.		

Topic: Languages Spanish B	Term 1	Term 2	Term 3
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Curriculum Intent / overview.	G11SL: This is the first year of the International Baccalaureate (IB) Spanish B Standard Level course. With an approximate entry level of B1/B2, students explore a wide range of global themes such as Identity, Human Ingenuity, Sharing the Planet, Experiences and Social Organization. Specific topics include language and identity, free time, art and leisure, migration, education, and human rights. Students work on grammar and vocabulary in context while also making connections with other subjects through TOK and CAS. They are assessed regularly through projects, speaking tasks, and written tests. The year finishes with an internal exam covering all four skills. G11HL: In the first year of the IB Spanish B Higher Level course, students begin to explore themes in greater depth and complexity. With approximately a B2/C1 level, they study a wide range of topics such as language and identity, education, migration, human rights, and the role of art and leisure. Students have five lessons per week and engage with grammar, vocabulary, and cultural content in detail. Literature is an important part of the HL course, and students will read and analyze one novel, either <i>Crónica de una muerte anunciada</i> by Gabriel García Márquez or <i>Nada</i> by Carmen Laforet. Assessments take place each term across all four language skills, and the year concludes with an internal exam. G12SL: In their final year of the IB Spanish B Standard Level course, students focus on revision and exam preparation while completing the final units of study. Topics include the environment, media and communication, and customs and traditions. Students continue to develop their language skills through reading, writing, listening and speaking activities while exploring cultural perspectives and global issues. Mock exams take place in December or January, followed by the oral exam in March, where students describe a visual stimulus and engage in a conversation on key themes. The course ends with the official IB exams in May: reading, writing, and listening comprehension. G12HL: In the final year of the IB Spanish B Higher Level course, students deepen their understanding of global issues and refine their language skills in preparation for their final exams. With continued focus on grammar, vocabulary, and cultural understanding, students study topics such as media and communication, customs and traditions, and the environment. Literature remains central: students read and analyze a selection of 8–10 short stories from a variety of authors. In the oral exam (March), they will describe and discuss a literary extract and its connections to the course themes. Final IB assessments in May include reading, writing and listening papers.
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Curriculum	G11: Language and identity; Human Rights G12: Media and communication; traditions	G11: Arts, leisure and holidays G12: Mocks!	G11: Education, migration G12: Exams!
Concepts	Identity, culture, communication, Perspectives, Representation, Change, Ethics, Globalisation, Innovation, Strategy, Place, Possibility, Significance, Consequence, Patterns, Systems, Generalisation.		
ASSESSMENT	Writing test, summative, peer assessment, student portfolio, reading comprehension, listening comprehension, oral expression.		

Topic: Languages Spanish Ab Initio	Term 1	Term 2	Term 3
Curriculum Intent / overview.	G11 Ab Initio: As the students embark on their Spanish journey, they will be introduced to how they will be assessed in their final exams and the shape of the course over the two years. In terms of content, there are five main units of study, three of which are studied in Grade 11: Identity, Experiences and Human Ingenuity. As beginners, they will be learning the language basics alongside topics such as the family, food and daily routine. With all these topics there will be an element of cultural comparison with the Spanish speaking and non Spanish speaking world. Students will develop their writing, reading, listening and speaking skills through a wide variety of activities and authentic resources. G12 Ab Initio: In their final year of the Ab Initio program, the students will finish the last two themes: Social Organization and How We Share the Planet and study topics such as the world of work, the neighbourhood, social issues and the environment. Using all the new knowledge of the language and the course learnt in Grade 11, they will continue to develop the four core skills and their knowledge of the Spanish speaking world. Their final oral exam will take place in May before the reading, writing and listening in June.		

Curriculum	G11: Identidades (<i>Identities</i>), G12: Organización Social (<i>Social Organization</i>), Cómo Compartimos el Planeta (<i>How We Share the Planet</i>)	G11: Experiencias (<i>Experiences</i>) G12: Repaso del Curso (<i>Revision of the Course</i>)	G11: El Ingenio Humano (<i>Humanity Ingenuity</i>) G12: Exams!
Concepts	Identity, culture, communication, Perspectives, Representation, Change, Ethics, Globalisation, Innovation, Strategy, Place, Possibility, Significance, Consequence, Patterns, Systems, Generalisation.		
ASSESSMENT	Writing test, summative, peer assessment, student portfolio, reading comprehension, listening comprehension, oral expression.		

Topic: Mathematics Analysis and Approaches SL	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Grade 11 In the IB Mathematics: Analysis and Approaches (AASL) course, students are building a solid foundation in mathematical thinking to prepare for further academic study. To support this, we've focused on key areas of the syllabus including Number and Algebra, Functions, Geometry and Trigonometry, and the basics of Differentiation from Calculus (excluding trigonometric functions at this stage). Students have also begun working on their Internal Assessment (IA), learning about the assessment criteria and using a planning document to guide their topic selection and structure. This approach ensures they not only understand the mathematical content but are also equipped to apply it in meaningful, independent ways. Grade 12 In the second year of the IB Mathematics: Analysis and Approaches (AASL) course, students are deepening their understanding and preparing for the final exams. They have completed their Mathematical Exploration (IA), demonstrating their ability to apply mathematics in a personal and meaningful context. This year, the focus has been on the remaining core topics: Probability and Statistics, advanced Calculus including the differentiation of trigonometric functions, and Integration. These areas not only consolidate their analytical skills but		

	also equip them for success in assessments and future academic pathways.		
Curriculum	G11 Number and Algebra Functions G12 Statistics & probability	G11 Number and algebra Functions Geometry and trigonometry G12 Calculus	G11 Calculus G12 IB exams
Concepts	G11 Patterns, generalization, relationships, representations, equivalence, change, quantity, space, G12 Representation, approximation, modelling, quantity, generalization, change, relationships		
ASSESSMENT	G11 Written assessments, formative revision assessments G12 Written assessments, formative revision assessments, Mock exams, IB exams		

Topic: Mathematics Analysis and Approaches HL	Term 1	Term 2	Term 3
Curriculum Intent / overview.	G11 The IB Mathematics: Analysis and Approaches (AAHL) course recognizes the need for analytical expertise and deep understanding of mathematical processes. In this course, students are building a solid foundation in mathematical thinking for further academic study. The syllabus includes topics that are both part of a pre-university mathematics course (Number and Algebra, Functions, Geometry and Trigonometry, Calculus) as well as topics that are based on investigation and conjectures. Students build strong algebraic skills and understanding of proofs, and recognition of patterns and understanding of mathematical generalizations. Students have also begun working on their Internal Assessment (IA), learning about the assessment criteria and using a planning document to guide their topic selection and research structure. G12 The Mathematics Analysis and Approaches (AA) Higher Level (HL) course for the International Baccalaureate Diploma Programme (IBDP) in Grade 12 focuses on deepening students' understanding of advanced mathematical		

	concepts. Key areas of study include statistics, probability, geometry, vectors, and advanced calculus. Throughout the school year, significant emphasis is placed on exam preparation, with students engaging in practice with multi-topic questions to enhance their problem-solving skills. Additionally, the course promotes conceptual understanding through investigations and exploration papers, allowing students to apply their knowledge in real-world contexts and develop a robust mathematical foundation.		
Curriculum	G11 Sequences & Series Proofs Functions G12 Univariate and bivariate statistics Probability and distributions (normal and ad binomial distributions) 3D Geometry and vectors	G11 Geometry, Trigonometry, Exponents, Logarithms, Complex Numbers and Polynomials G12 Advanced Calculus: Volumes of revolution, Differential Equations, Hôpital's Rule and McLaurin series	G11 Calculus: Differentiation and Integration G12 IBDP exams
Concepts	G11 Pattern, Generalization, Model, Representation, Relationships, Form, Systems G12 Validity, Relationships, Approximation, Space, Modelling, Change		
ASSESSMENT	G11 Written Tests, Quizzes G12 Written test, Mock Exams, Final exams		

Topic: Mathematics Application and Interpersonal SL	Term 1	Term 2	Term 3
Curriculum Intent / overview.	G11 This year aims to develop students' understanding of mathematics in contexts that are often used as application or in mathematical modelling. In these contexts, students will work on their calculator skills in the main areas of focus, being geometry, functions and statistics. Students will complete various projects and other types of assessments, as well as start with their internal assessment. G12 The topics covered this year will include hypothesis testing, probability and calculus. In December, we will complete the internal assessment to ensure maximum focus going towards the exams from then on. At the end of the school year, students will complete paper 1 (shorter questions) and paper 2 (longer, multi-topic questions) using		

	the knowledge obtained in both grade 11 and 12.		
Curriculum	G11 Measurement, sequences and finance 2D Geometry G12 Probability distributions Hypothesis testing Differentiation Mock exam revision	G11 Functions and modelling 3D geometry Univariate statistics G12 Optimization Integration Final exam revision	G11 Bivariate statistics Exponential and sinusoidal functions Probability G12 Final exam revision Study leave
Concepts	G11 Approximation, patterns, modelling, space, representation, relationships G12 Global interaction, validity, relationships, approximation		
ASSESSMENT	G11 Written tests, projects, internal assessment topic proposal G12 Written test, internal assessment		

Topic: Sport and Exercise	Term 1	Term 2	Term 3
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Curriculum Intent / overview.	DP 1 Sports Exercise & Health Science In year 11 of the SEHS Diploma Programme, students build foundations of human movement and health. Topics include the structure and function of joints, muscles, and connective tissues, as well as how levers and Newton's laws apply in sport. Students examine fluid mechanics and movement analysis to understand performance. The course also delves into how the body maintains balance through inter-system communication, homeostasis, hydration, and energy systems. Throughout the year, students build practical research skills by planning investigations, conducting tests, and analysing data. This work culminates in students collecting and interpreting data, applying scientific methods to real-world sporting scenarios through the completion of their Internal Assessment (IA). This forms a key part of the course, allowing students to apply theory to practice, and is submitted at the end of Year 11. DP 2 Sports Exercise & Health Science In Year 12, students build on their knowledge to examine how training, motivation, and mental skills affect performance and well-being. They study the physical and psychological aspects of injury, benefits of physical activity, and key training principles. The course also explores motor learning, attentional focus, and the role of personality and mental toughness in sport. Students learn how factors like anxiety, arousal, and goal setting influence outcomes. To conclude Year 12, students complete mock exams that mirror the structure and expectations of the final IB assessments (Papers 1 & 2).	
Curriculum	DP 1 B.1 Generating movement in the body B.2 Forces, motion and movement A.1 Communication A.2 Hydration and nutrition	DP 2 A.3 Response B.3 Injury C.2 Motor learning C.3 Motivation C.4 Stress and coping C.5 Psychological skills C.1 Individual differences
Concepts	DP1	DP 2

	Systems Relationships Change Balance Energy	Development Communication Change Systems Movement
ASSESSMENT	DP1 - Paper 1 and Paper 2-style written assessments - IA proposal project project, development and draft reflection DP2 - Paper 1 and Paper 2-style written assessments - Mock exams	

Topic: Biology	Term 1	Term 2	Term 3
Curriculum Intent / overview.	DP 1 Biology - In Year 11 of the IB Diploma Programme, students study Biology at either Higher or Standard Level. This first year focuses on building a strong foundation in key biological concepts such as cell structure, biological molecules, metabolism, and homeostasis. Students also begin developing essential scientific skills including critical thinking, data analysis, and practical lab techniques that will support their Internal Assessment (IA) later in the course. DP1 Biology encourages a deeper understanding of the living world while preparing students for the more advanced topics to come in Year 12. DP 2 Biology - In Year 12, the DP Biology course builds upon the Grade 11 knowledge and skills to further expand to incorporate concepts that include form & function, continuity & change, and interaction & interdependence. The scope of topics covered also moves from a reductionist to a more systems-based approach, studying topics that include the human body, plant systems, biodiversity, and ecology. The experimental program culminates with the completion of the internal assessment (IA), a complete research report based on a biology topic of the student's		

	choosing. Beyond biology, the course emphasizes transferable skills such as logical reasoning, effective communication, and ethical decision-making, which are valuable across all disciplines and real-world contexts.		
Curriculum	DP1 - Introduction to Cells DP2 - Body Systems Plant Systems	DP1 - Molecules Metabolism DP2 - Biodiversity Ecosystems & Nutrition	DP1 - Genetics Equilibrium in Living Systems DP2 - Human Impacts
Concepts	DP1 - Systems DP2 - Systems	DP 1 - Change DP 2 - Global Interaction	DP 1 - Connections DP 2 - Time, Place, and Space
ASSESSMENT	- Paper 1 and Paper 2-style written assessments (1x per term) - One practical-based assessment per term, each focusing key skills in scientific inquiry		

Topic: Physics	Term 1	Term 2	Term 3
Curriculum Intent / overview.	DP1 Physics In DP1 Physics, students build a strong foundation in core areas such as motion, forces, energy, thermodynamics, particle theory, and introductory wave behaviour. Through experimental work, they develop essential scientific skills such as accurate measurement, data collection, analysis, and interpretation. Students learn to apply mathematical models, evaluate uncertainty, and critically reflect on the limitations of experimental design. The concept of relativity is introduced as students begin to explore how time, space, and motion are perceived differently depending on the observer, challenging their intuitive understanding of the physical world. A key highlight of the year is the Internal Assessment (IA) , where each student independently designs, conducts, and evaluates their own physics		

	investigation. This process encourages curiosity, scientific inquiry, and the ability to communicate findings clearly and precisely. DP2 Physics In DP2 Physics, students deepen their understanding of advanced topics including waves, electromagnetism, fields, quantum physics, and nuclear interactions. They apply increasingly abstract and theoretical models to explain natural phenomena, from the behaviour of subatomic particles to the structure of atoms and the operation of modern technologies. Practical work continues to play an important role, with students refining their skills in data analysis, critical evaluation, and scientific communication. Throughout the year, students are encouraged to make interdisciplinary connections, reflect on the nature of science, and consider the social and ethical implications of physics in the real world. By the end of the course, students are well-prepared to approach the final IB assessments with confidence, independence, and a deeper appreciation for how physics helps explain and shape the universe around them.	
Curriculum	DP 1 A. Space, time and motion B. The particulate nature of matter C. Wave behaviour	DP 2 C. Wave Behaviour D. Fields E. Nuclear and Quantum Physics
Concepts	DP1 Models Evidence Time Energy Space	DP1 Interaction Evidence Models Transformation Consequences

ASSESSMENT	Formative Assessment (throughout DP1 & DP2) • Experimental work & investigations • Conceptual quizzes & checkpoint tasks • Graphical/modelling exercises • Class discussions & Socratic questioning DP1 • Internal practical write-ups (data handling, uncertainties) • End-of-term summative tests on <i>A: Space, time & motion</i>, <i>B: Particle nature of matter</i>, <i>C: Wave behaviour</i> • IA proposal development and draft reflection DP2 • Topic tests on <i>D: Fields</i> and <i>E: Nuclear & Quantum Physics</i> • Full IA completion and reflection • Mock exams and final cumulative assessments aligned to IB command terms and assessment objectives
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Topic:Chemistry	Term 1	Term 2	Term 3
Curriculum Intent / overview.	The IB DP Chemistry course is a rigorous, inquiry-driven science program that explores the fundamental principles of chemistry through both theoretical and practical approaches. At RISS, the students are encouraged to further develop their problem solving skills, thinking outside of the box in order to tackle issues relating to everything from nanoscale experiments to industrial chemical processes. The course also fosters global awareness as well as real world applications, preparing students for university level science and interdisciplinary understanding. During DP1, students will focus on the fundamental skills of chemistry, working from chemical models of the atom, through practical skills in kinetics, thermodynamics, equilibria, and acid/base chemistry as well as exploring the structure of the periodic table. In DP2, students will build upon these skills while learning more about redox processes, chemical bonding and organic chemistry. Higher Level students will also explore topics related to entropy, quantum mechanics and chemical mechanisms. The two years are bridged by the internal assessment, where students are expected to develop an experiment in order to research an area of interest within the chemical sciences.		
Curriculum	<u>DP1</u> Structure 1: Models of the Particulate Nature of Matter Reactivity 2.1: How Much? The Amount of Chemical Change	<u>DP1</u> Reactivity 2.2: How Fast? The Rate of Chemical Change Reactivity 1: What Drives Chemical Reactions? Reactivity 2.3: How Far? The extent of Chemical Change	<u>DP1</u> Reactivity 3.1: Proton Transfer Reactions Structure 3.1: The Periodic Table. Classification of the Elements Reactivity 3.2: Electron Transfer Reactions (Part 1) Internal Assessment
	<u>DP2</u> Reactivity 3.2: Electron Transfer Reactions (Part 2) Structure 2: Models of Bonding and Structure	<u>DP2</u> Structure 3.2: Functional Groups, The Classification of Organic Compounds Reactivity 3.3: Electron Sharing	<u>DP2</u> Exam Preparation

		Reactions Reactivity 3.4: Electron-Pair Sharing Reactions	
Concepts	Change, Form, Time, Place and Space, Relationships, Connections, Identity, Aesthetics, Perspective, Systems, Creativity, Logic		
ASSESSMENT	Formative Assessment (throughout DP1 & DP2) • Experimental work & investigations • Conceptual quizzes & checkpoint tasks • Graphical/modelling exercises • Class discussions & Socratic questioning DP1 • Lab Reports: <i>Quantitative Chemistry (Titration and Back Titrations), Acid-Base Reactions</i> • Topic Tests: <i>Foundational Skills in Chemistry, Physical Chemistry, Periodicity and Nature of Compounds.</i> • Practice IA: <i>Investigation of Reaction Kinetics</i> • End of Year Exams DP2 • Full Write Up of Internal Assessment. • Topic Tests: <i>Electrochemistry and Bonding</i> • Mock Examinations aligned with Full IB Curriculum • Final IB Exams.		

Topic: ESS	Term 1	Term 2	Term 3
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Curriculum Intent / overview.	Grade 11: Students are introduced to Environmental Systems and Societies by exploring the interactions between ecological systems and human societies. The focus is on developing a holistic understanding of environmental issues through both scientific and social science lenses. Key conceptual foundations are established through the study of systems, models, sustainability, and resilience. Grade 12: In DP2, students build on DP1 foundations and develop a deeper, more critical understanding of environmental change from ethical, social, political, and technological perspectives. They apply systems thinking to global challenges and engage in higher-level analytical tasks. A major focus this term is the completion of the Internal Assessment, where students independently plan and conduct an environmental investigation.		
Curriculum Grade 11	Topic 1: Foundations of ESS Topic 2: Ecology	Topic 2: Ecology Topic 3 Biodiversity and Conservation	Topic 3 Biodiversity and Conservation Topic 6 Atmosphere and Climate Change
Curriculum Grade 12	Internal Assessment Topic 4: Water	Topic 5: Land Topic 7: Natural Resources	Topic 8: Human Populations and Urban Systems
Concepts Grade 11	Term 1: Systems Term 2: Communities Term 3: Global Interaction		
Concepts Grade 12	Term 1: Change Term 2: Communities Term 3: Development		
ASSESSMENT	Grade 11: Structured and short-answer Paper 2 style assessment. Paper 1 case study based assessment. Begin the IA: (planning → data collection) formulating research questions, basic data collection, lab report writing.		

	End-of-year Paper 1 / Paper 2 style assessment. Grade 12: Structured and short-answer Paper 2 style assessment. Paper 1 case study based assessment. Complete the IA: (→ analysis → evaluation) Mock Assessments.
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Topic: Psychology Grade 11 a	Term 1	Term 2	Term 3
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Curriculum Intent / overview.	Grade 11 SL and HL course begins in Term 1 with developing students understanding and engaging with the key concepts of bias, causality, change, measurement, perspective and responsibility. This is taught through an introduction to research methods that are found in Psychology. Students are encouraged to develop their critical thinking and application to real life social and global problems. As the term develops the context of Learning and Cognition is introduced through the content of biological, cognitive and sociocultural. Students continue to apply the six concepts to understand learning theories, and thinking and decision making. Students are assessed through concept based essay questions. HL - Extension: In the HL course, students develop their data analytical skills through the context of motivation and growth mindset. Term 2 In term 2 students continue to engage with Learning and Cognition, with the context of memory. Paper 1 question a and b are introduced. Human relationships are started, looking at conflict. Students are required to complete their practical class, which is an experiment. HL - Extension: In the HL course, students develop their data analytical skills through the context of culture and technology. Term 3: Students are introduced to Paper 1, Question 1a using their class practical. This is the focus of the students assessment. Human relationships are completed through looking at attraction and group behaviour. Students continue to develop their psychological literacy: critical thinking, understanding cultural awareness and respecting diversity, and ability to apply their understanding to real life social and global problems. The term ends with the class practical survey/questionnaire.		
Curriculum	Grade 11: Learning and cognition	Grade 11: Learning and cognition/Human Relationships	Grade 11: Human relationships
Concepts	Bias, perspective, causality, change, measurement, responsibility		

ASSESSMENT	Practice Paper 1, 2 and 3. These questions are a mixture of essays and short answers.
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Topic: Psychology grade 12	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grade 12 SL Psychology students have the opportunity to apply their knowledge from the core units (biological, cognitive and sociocultural) that students learnt in grade 11 to understand the module of Relationships. This module encompasses why bystander behaviour occurs and how to encourage prosocial behaviour. Students have the opportunity to develop their research and critical thinking skills to analyse theories and studies. They then need to evaluate how strong these theories are in terms of their validity, credibility and practical application. In addition, students complete their internal assessment, which gives students the opportunity to carry out their own research project. In Grade 12 HL Students study the Abnormal Psychology module looks at the etiologies and treatments of depression. Students have the opportunity to develop their research and critical thinking skills to analyse theories and studies. They then need to evaluate how strong these theories are in terms of their validity, credibility and practical application. In addition, students learn how to analyse an experiment in terms of ethics, credibility, generalisability and bias.		
Curriculum	Internal Assessment Relationships - Bystanderism	Relationships - Attraction	
Concepts	Bias, perspective, causality, change, measurement, responsibility		
ASSESSMENT	Practice Paper 1, 2 and 3. These questions are a mixture of essays and short answers.		