The International School of The Hague

The International School of The Hague

ISH MYP STUDENT GUIDE

2026 | 2027









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The International School of The Hague

ISH Community Profile

The International School of The Hague Community Profile is used to promote intercultural learning and develop global citizenship. It is based on the IB Learner Profile, the concept of international mindedness, the IPC Personal Goals and the ISH Guiding Statements. Different departments in the school are encouraged to develop subject-specific and/or age-appropriate adaptations for the attributes in the profile.

At ISH we are global citizens who strive to be:

Curious, connected and compassionate!

Creative



We value creative processes and innovation even when the results are unpredictable and surprising. We create ideas individually and in diverse groups across the whole range of subjects and beyond. We respect and celebrate the creativity arising from our different cultural backgrounds.

Principled



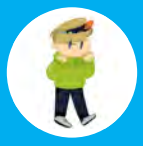
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Resilient



We persevere with a task, are capable of acknowledging disappointment and adapting when we are not successful straight away. We strive to achieve the best possible outcomes and support each other. We welcome the learning opportunities provided by difficulties and challenges.

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.

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.

Caring



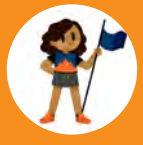
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

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.

Risk-takers



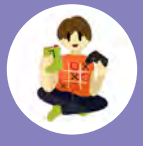
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

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.

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 recognise our interdependence with other people and with the world in which we live.

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.

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.

3

2. Introduction to the International Baccalaureate (IB) Middle Years Programme (MYP)



The International Baccalaureate (IB) Middle Years Programme (MYP) is an international programme for students aged 11 to 16. It provides you with a broad and balanced education, constantly encourages you to make connections between what you learn in the classroom and the world beyond school, and challenges you to apply your skills in new situations and contexts. By developing these attitudes and skills, the MYP prepares you for the future, to become an active global citizen who cares about the natural and built environments, and in making a positive difference to the lives of others. The MYP also prepares you for the IB Diploma Programme (DP) and Career-related Programme (CP), which are the IB programmes for students aged 16 to 19.

There are seven Year groups at ISH Secondary, five in the IBMYP (Years 7 – 11), two in the IBDP/ CP (Years 12 and 13).

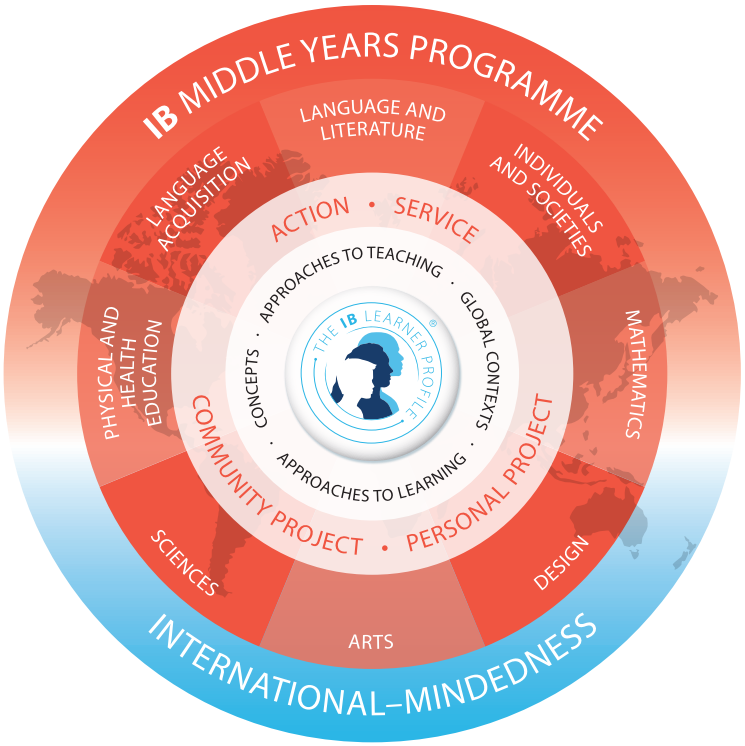
International Baccalaureate Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The MYP curriculum model below illustrates the key elements of the programme:



3. MYP Core



No matter which MYP school you attend in the world, the MYP core elements remains the same! The MYP core holds the curriculum together and helps you to develop skills that cross subject boundaries. It helps you to see how everything is connected and gives you opportunities to put your learning into practice in a way that is meaningful to you. All teaching and learning in the MYP connects with the MYP Core.

3.1. Approaches to learning skills (ATL)

In all your MYP classes you will work on developing essential skills that will help you become better at communicating your learning, being organised, working with others, finding and evaluating information, and analysing ideas – to name just a few ATL skills practiced in the MYP. Of course, you will also learn to use technology effectively for learning. The following ATL skill categories and clusters are practiced in all MYP subjects in a way that is relevant in each subject and discipline:





3.2. Global contexts

All learning in all subjects in the MYP is connected to one of six global contexts, which are big ideas that make learning in the MYP relevant, alive, and engaging. These global contexts help teachers link your learning to topics that are currently in the news all around the world – what is being discussed in the media, and what governments, international organisations, and local initiatives are working on right now. The six global contexts are: identities and relationships, orientation in space and time, personal and cultural expression, scientific and technical innovation, globalisation and sustainability, and fairness and development. Each global context is connected to even bigger themes of our shared humanity and guardianship of our planet.





Here are just a few sample questions for each global context that are explored in our MYP classes:

Identities and relationships

- What makes me unique? What do we all have in common regardless of where we come from?
- What are the conditions that give rise to genocide?
- Can anyone become an elite athlete?
- Can stories set our moral compass?

Personal and cultural expression

- How can I create a dance performance that reflects who I am?
- Can one civilisation be better than another?
- Is art more inspiration or calculation?
- How do we define beauty?

Orientation in space and time

- How do societies (like the Netherlands) adapt to natural processes?
- Should theatre be used to expose hypocrisy in society?
- How has our understanding of the atom changed over time?
- Why is positional awareness important in team sports?

Scientific and technical innovation

- Is technological and scientific development the same as progress?
- Is it possible to predict future events?
- Is there mathematical order in the natural world?
- Does digital technology connect us or set us apart?

Globalisation and sustainability

- How can we design products for reuse in the circular economy?
- Is our level of consumption of resources sustainable?
- Why do animals need protection?
- Is Earth too crowded?

Fairness and development

- What effect does global interaction have on different countries?
- How can we prevent the spread of infectious diseases?
- Do our actions really make a difference?
- Should genetically modified organisms be used in food production?



3.3. Interdisciplinary learning

The world is not divided into neat subject areas with distinct boundaries, and neither is learning in the MYP. In each year of the programme, you will engage in at least one interdisciplinary learning project which is planned collaboratively by teachers and assessed using special assessment criteria.

Our interdisciplinary learning has recently included these formally assessed units:

The Year 7 interdisciplinary unit (IDU) is a collaboration between Dutch language and physical and health education. In this unit, you will focus on collecting data from a football-related activity, and on analysing performance. The results will then be interpreted and presented in the style of a TV show. TV show includes a clear explanation of the data, performance highlights, and specific strategies for improvement, alldelivered in an engaging and informative way.

The Year 8 IDU is a collaboration between visual art and product design. You will explore geometric transformations and develop tessellating patterns that are then used to create unique works in both visual arts and product design. Prior to producing your work, you will have a virtual tour of the Escher Museum in The Hague in order to gain inspiration about how mathematical concepts can be incorporated into art.

The Year 9 IDU is a collaboration between English department and Individuals and Societies. The unit is called “Changing Hearts and Minds”. You will explore the statement of inquiry: “Communication can be used to inspire change on a social issue” with the key concept of Communication in English, and the key concept of Change in Individuals and Societies. The entry point of the Global Context of Fairness and Development, explored through the lens of Social Issues, gives you opportunities to identify a social issue that is important to you, justify why it needs to be addressed, and use a range of persuasive strategies to inspire change.

The Year 10 IDU is a collaboration between science and mathematics. You will face a range of collaborative practical challenges that involve a theme and a problem to be solved. Using mathematics and science, strategies to solve these problems are planned and applied in laboratories. The strengths and limitations of solutions are reflected upon and added to a presentation that communicates your challenge and solution to other students and teachers.

The Year 11 IDU is a collaboration between science and individuals and societies. You will explore the implications of change from a range of perspectives. In small teams, you will produce board games that help with explorations from a range of perspectives, including economic, environmental and ethical perspectives. This IDU involves systems thinking and the broader implications of scientific change on local and global communities.

Teachers assess interdisciplinary learning in the MYP using the following criteria:

Criterion A: Evaluating
Criterion B: Synthesising
Criterion C: Reflecting

For more information about Interdisciplinary learning, please contact our IDU coordinator, Mr Petar Ogrizovic (p.ogrizovic@ishthehague.nl)



3.4. Service as action

Service as action is about becoming a caring member of local and global communities through learning by doing. Service as action helps you to reflect on your strengths and interests, and use your skills and aptitudes to make a positive difference in the world around you. You can choose what kind of activities to get involved in, and whether you want to work on your projects independently or with others, depending on the goal of your action. Ideas for action are often connected to the curriculum, but you can also engage in projects that interest you outside of the school curriculum. After each Service as action activity, you are asked to reflect on your experience and your learning. Through your Service as action engagement you will learn valuable lessons and experiences:

- Become more aware of your own strengths and areas for growth
- Undertake challenges that develop new skills
- Discuss, evaluate, and plan new activities
- Persevere in your actions
- Work collaboratively with others
- Develop international-mindedness
- Consider the ethical implications of your actions.

Examples of current Service as action activities include: Shoe Box Charity, Student Council, Primary School Mother-tongue volunteers and Global Issues Network (GIN).
Our MYP Service as action coordinator and mentors help you find activities that match your interests and the skills you want to develop. You can find out further information about the MYP Service as action requirements from your mentor. You can also find more detailed guidance in ManageBac under 'Files'.

For more information about Service as action, please contact our Service as action coordinators:
Years 7-9 Ms Violet Munyane (v.munyane@ishthehague.nl)
Years 10-11 Mr Gijs van Vlaardingen (g.vanvlaardingen@ishthehague.nl)



3.5. The Personal Project

The personal project is a culminating experience in the MYP that you complete in your final year of the programme. It is an extensive independent piece of work which offers you the opportunity to explore a topic that is of personal interest of you in depth. You work on your personal project outside of your normal lessons, and are supported and guided by a teacher supervisor throughout the process. Personal projects are moderated by the International Baccalaureate, and you will receive a course certificate from the IB with your final IB-validated personal project grade upon completion of the project.

Your personal project includes a learning goal and a product goal that are interrelated. The goals can take on many forms, depending on your topic and personal preferences. Learning goals of past projects have included learning more about WWII in the Netherlands, learning about plant growth and learning how to sew. Product goals can also take on many forms and past product goals have included original artistic creations, awareness-raising campaigns, documentaries and events. In the project, you reflect on the ATL skills that you use towards your learning goal and the creation of your product/outcome.

Towards the end of the personal project process, you will have the opportunity to present your project to your family, friends, and the rest of the school community in the personal project exhibition which takes place in November. The purpose of this exhibition is to share learning experiences, celebrate the diversity of the projects on display, and inspire lifelong learning among our ISH community. For example, we welcome projects that focus on your home language or culture so others can learn from your exploration. It is also an opportunity for you to get valuable feedback on your product before the final stages of the personal project process.

Examples of Personal Projects that our students have completed recently include:

- Choreograph and perform a dance in the Indian dance form, Odissi, explaining to the audience the correlation between the philosophy of dance and the aesthetic expression
- Conduct a series of experiments investigating how the principles of physics affect middle-distance running and create a book of findings
- Research a classical style of art and make a piece that stays true to the style and depicts religious and societal symbols of the time
- Study the extent that economic development throughout the imperial period in China influenced the evolution of women's casual clothing and create a pop-up book showing the evolution of fashion
- Lead a series of workshops to teach my peers the programming language of Python
- Document the legacy of the war in Bosnia through a series of interviews and photographs
- Design and construct a functioning aquaponics model, as an environmentally sustainable



alternative to conventional agriculture

- Analyse aspects of three significant historical events in European history through family records, interviews and external sources, to create an overview of how these events shaped my Dutch identity and culture
- Live zero-waste for 50 days and create a documentary of my experience
- Raise awareness of the plastic that we waste at school by creating a sculpture out of plastic bottles found at school and displaying it
- Document the effects of war on the children in a refugee camp in Turkey and use my film to raise awareness and donations for the camp
- Research how colonisation and immigration has influenced Canada's popular desserts and film myself cooking a dessert from each province of Canada
- Promote kart racing to girls by training someone with minimal experience for a national championship
- Modernise the national dress of Finland by investigating the current Finnish fashion trends, clothing template design and what it is about the original national dress that teenagers do not find attractive
- Write and illustrate a children's book which discusses moving countries, and exploring the impact of these transitions

For more information about the Personal Project, please contact our Personal Project coordinator, Ms Susana Matthews (s.matthews@ishthehague.nl).

4. Teaching and learning in the MYP



Teaching and learning in the MYP is student-centred and inquiry-based. This means that teachers plan learning so that it connects with what you already know and so that you can progress in your learning in a flexible way that fits in with your strengths, preferences, and individual pace of learning. Sometimes you will also have a say in what you learn or how you show your learning. Each topic (unit of work) in the MYP follows an inquiry cycle in which you inquire, take action, and reflect on your learning either individually or collaboratively in pairs or groups.

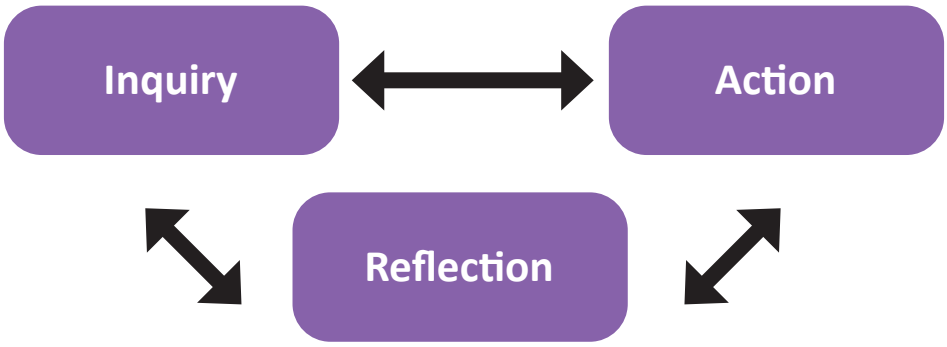


Image source: MYP: From Principles into Practice (IB publication, 2014)

Inquiry often starts by asking open questions about things that matter to you or things that you are interested in. It leads to research and finding out about things you did not know before and selecting and evaluating sources of information as you proceed in your investigation. As you investigate, you form a better idea of the problem that you want to solve or the challenge you want to meet, which leads to formulating a goal and/or a hypothesis for your inquiry, as well as an action plan.

Action is based on inquiry. It can take many different forms, for example conducting a science experiment, creating a product, writing a report or a proposal, designing a movement sequence, building a model, writing a role-play, or preparing a presentation. Through action you build your understanding and put into practice your learning in a real-world task.

Reflection means thinking hard about your learning. What went well? How did you meet the challenges you came across? What would you do differently next time? What ATL skills did you develop? What skills do you need to focus on developing further? What ISH Community Profile attributes do you still need to work on? Reflection helps you become a better learner.

5. Assessment and reporting in the MYP



5.1. Principles of MYP assessment

The main purpose of assessment in the MYP is to give you feedback on your learning so that you know what you can do to progress further. Assessment in the MYP is ongoing, criterion-related, and it can take place in many different ways.

MYP assessment is ongoing

The MYP at ISH does not prepare you for an external exam at the end of Year 11. Teachers assess your skills, knowledge and understanding continuously as you work through units of work in all your subjects. All assessments are prepared and marked by our teachers. Teachers give you feedback to help you improve and also give you numerical marks against the MYP assessment criteria.

MYP assessment is criterion-related

In the MYP teachers do not compare you to other students in the class. They assess the work you produce against a set of criteria provided by the IB. Every subject has four criteria: A, B, C and D, which are all equally important. Teachers assess your work against all these criteria at least twice a year. This is called summative assessment. Before each criterion-related assessment, teachers will explain what you have to do to show your learning in each criterion.

MYP assessment happens in many different ways

Assessments in the MYP are not just tests and essays. Teachers use various real-world tasks, such as presentations, portfolios, interviews, research projects, laboratory reports, and creative pieces of work. Sometimes you can choose what form your assessment takes.

MYP assessment includes self-assessment and peer-assessment

Assessing your own progress against the MYP criteria is part of student reflection in the MYP. It helps you to plan and set goals for your learning. In peer-assessment you support the learning of another student, which in turn helps you to develop your own independent-learner skills.

5.2. MYP Assessment Criteria - All Subjects

You can find a summary of all MYP assessment criteria below. Each criterion (A, B, C and D) are weighted equally, as they are equally important. For each criterion your achievement level can range from 0 to 8, the highest possible achievement level being 8. You can see the MYP inquiring cycle as well as subject-group specific groups are closely visible in the assessment criteria.

Arts	Criterion A Investigating	Criterion B Developing	Criterion C Creating/ Performing	Criterion D Evaluating
Design	Inquiring and analysing	Developing ideas	Creating a solution	Evaluating
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Language acquisition	Listening	Reading	Speaking	Writing
Language and literature	Analysing	Organising	Producing text	Using language



Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Interdisciplinary learning	Evaluating	Synthesizing	Reflecting	
Personal Project (Year 11)	Planning	Applying skills	Reflecting	

5.3. Communicating MYP assessment information and results

In addition to communicating with you directly about your assessments, teachers also use ManageBac to communicate MYP assessment information. Teachers post assessments on the Managebac calendar at least two weeks prior to the assessment or assessment deadline. This will include detailed information about the assessment and criteria used to assess the task. You can find the results of all your assessments as well as your teacher's written feedback on ManageBac within two weeks of the deadline. You and your parents/guardians can track your progress against the MYP criteria across the years and find other up-to-date assessment information on Managebac at any time.

5.4. Reporting student progress

MYP students receive four school reports during each academic year. Below you can see what is included in each report:

MYP progress report in November:

- Behaviours for learning feedback
- Progress grade for each MYP subject
- Progress towards meeting Service as action requirements

Full MYP report in January/February:

- Behaviours for learning feedback
- Achievement levels (0-8) for all criteria in all MYP subjects
- Overall IB grade (1-7) for all MYP subjects
- Progress towards meeting Service as action requirements

Interim grade report in April (Years 10 and 11):

- Behaviours for learning feedback
- Achievement levels (0-8) for all criteria in all MYP subjects
- Overall IB grade (1-7) for all MYP subjects
- Progress towards meeting Service as action requirements



MYP End-of-year report in July:

- Behaviours for learning feedback
- Final achievement levels (0-8) for all criteria in all MYP subjects
- Final overall IB grade (1-7) for all MYP subjects
- Progress towards meeting Service as action requirements

Behaviours for learning feedback include:

- *Comes to class on time, prepared and ready to learn*
- *Takes ownership for learning and uses classtime effectively*
- *Behaves in a responsible, respectful and safe manner*
- *Meets deadlines for homework and assignments*

Teachers use the following **descriptors** to assess behaviours for learning:

- *Requires significant support: significant and on-going practice, improvement and support needed to meet expectations*
- *Developing: requires further practice and improvement to meet expectations*
- *Demonstrating: meets expectations consistently*
- *Excelling: exceeds expectations and acts as a role model for others*

November MYP progress report uses the following **progress descriptors** for each subject:

- **VG** (Very good): exceeding expectations consistently
- **G** (Good): meeting expectations
- **S** (Satisfactory): meeting expectations with few exceptions
- **NI** (Needs improvement): not meeting expectations often enough
- **NA**: not assessed

Determining the achievement level 0-8) in each MYP criteria for grade reports:

Teachers use their professional judgement to award students an achievement level that best corresponds to their current level of attainment in the criterion at the end of the reporting period. Teachers base their decisions on summative assessments as well as evidence from supporting formative assessments and ongoing student work.

Calculating the overall IB grade (1-7) for each subject:

The overall IB grade in each subject is calculated by adding up the achievement level of each criterion (A, B, C and D) and using the MYP grade conversion table to convert the total to an IB grade.
The lowest IB grade is 1 and the highest is 7. Please see the table on the next page for grade boundaries.

Year 7 Reports:

Year 7 reports have a simplified format. They include behaviours for learning feedback for each subject; final achievement levels for each assessment criterion and progress in Service as Action. However, they do not include an overall grade (1-7) for each subject.



Grade	Achievement level total (Criteria A-D)	Achievement level total (PP and IDU)	General grade descriptor for all MYP subjects
1	0-5	0 -3	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	4-6	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	7-10	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	11-13	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	14-17	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	18-20	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	21-24	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.



Overall MYP grading scale (1-7) and general grade descriptors for all subjects:

In addition to regular reports and up-to-date assessment results and feedback available on Managebac, teachers also meet students and parents for **Parent-Teacher-Student Conferences (PTS)** twice a year. These conferences take place in November and in February/March.

Note on Year 9:
Please note that you need an overall grade of 6 or 7 in mathematics in the final MYP report in Year 9, if you would like to select the mathematics extended course as part of your subject package in Years 10-11.

Note on Year 11:
Please note that decisions on your provisional subject package for the Diploma Programme and Career-related Programme are based on your Year 11 MYP January report.

5.5. Promotion to the next academic year

As a school we always seek to work with you and your parents to provide the help and support you need to be successful in progressing in your learning. This support may include counselling, learning support or support from an EAL (English as an Additional Language) teacher. It is our expectation that you are automatically promoted to the next year, unless there are significant academic and/or pastoral concerns that the school has identified. Making students repeat an academic year only happens in exceptional cases where it is considered to be in their best interest and beneficial to their learning and/or wellbeing. This type of decision needs careful consideration and is never made based simply on a student's grades. The school will take any decision on repeating an academic year collaboratively with the Year Leader, the Deputy Head MYP and parents/guardians.

5.6. ISH MYP Certificate

You will receive the ISH MYP Certificate at the end of Year 11 to mark your successful completion of the MYP if you meet the following requirements:

- Completion of the Personal Project
- Minimum of 32 points* across eight subjects**
- Completion of the ISH requirements for Service as action

Please note that as our school does not participate in the optional IBMYP eAssessments, our students are not eligible for the IBMYP Certificate. The ISH MYP Certificate is **not** an official certificate validated by an external examination body.

** Points are counted by adding up the final grade for each subject. For example, a final grade of 5 in mathematics gives you five points towards your points total.*

*** The best grade is counted from each of these six subject groups: language and literature; language acquisition (or a second language and literature); individuals and societies; mathematics; sciences; arts/design/PHE; and the best two other subjects. The minimum requirement of 32 points may be waived for students who join ISH at the start of Year 11. Also, in exceptional circumstances, in which a student does not have a language and literature subject taught at ISH, two language acquisition subjects can be counted towards the points total.*

6. Subject groups in the MYP



There are eight subject groups in the MYP: *arts, design, individuals and societies, language acquisition, language and literature, mathematics, physical and health education and sciences*. They are all considered to be equally important, as combined they contribute towards a well-balanced curriculum and development of a wide range of skills and understanding of disciplinary concepts. All students in Years 7-9 study at least one subject from each subject group at any time. Students in Years 10-11 study at least one subject from six subjects groups, depending on their subject choices, but many continue with all eight subjects groups throughout their five years in the MYP.

6.1. Arts

The MYP arts programme at ISH consists of visual arts, Theatre and music. All students study both visual and performing arts in Years 7-9. Students can study all arts as optional subjects in Years 10-11. Please see the table below for details.

	Theatre	Music	Visual Arts
Year 7		All students	All students
Year 8	All students	All students	All students
Year 9	All students		All students
Year 10	Elective subject	Elective subject	Elective subject
Year 11	Elective subject	Elective subject	Elective subject

MYP arts is built around the key concepts of aesthetics, change, communication, and identity. The programme helps you to:

- Create and present art
- Develop skills specific to the arts
- Engage in a process of creative exploration and (self-)discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between art and its contexts
- Respond to and reflect on art
- Deepen your understanding of the world.

You explore and develop your understanding of the following concepts in visual arts:

Audience	**Boundaries**	**Composition**	**Expression**
Genre	**Innovation**	**Interpretation**	**Narrative**
Presentation	**Representation**	**Style**	**Visual culture**

In music and Theatre you explore and develop your understanding of the following concepts:

Audience	**Boundaries**	**Composition**	**Expression**
Genre	**Innovation**	**Interpretation**	**Narrative**
Play	**Presentation**	**Role**	**Structure**

See page 19/20 for sample units of work from arts.



Subject:	Year 7 Music
Title of the unit:	Game music
Global context:	Orientation in space and time
Concepts:	Identity; Narrative and role
Inquiry questions:	*What is a loop? What is adaptive music? What is the role of a melody in game scores? How are characters, scenes and colours combined to narrate a plot musically? How are musical palettes developed? How does an instrument's role change when composing for games? Are game scores just layers of loops? Can music truly narrate a story?*
ATL skills practiced:	▶ Collaboration skills: Working effectively with others; helping others to succeed ▶ Critical thinking skills: Creating original ideas, using existing ideas in new ways

Unit description:
In this unit students investigate the concept of writing music for video games. By conducting research into a series of games, students deconstruct the rhythmic, melodic and harmonic components of each. This is followed up with group performances and active listening lessons that outline how the composer approached writing for that game. With the technology available on the iPad, students then collaborate on developing their own game, focusing on writing music that addresses the characters, scenes, plot, and colour of each level they design. This is then documented in a BookCreator Portfolio over the course of 10 weeks.

Subject:	Year 9 Theatre
Title of the unit:	Exploring script: *Noughts & Crosses* by Malorie Blackman
Global context:	Orientation in space and time
Concepts:	Change; Interpretation and narrative
Inquiry questions:	*What connections can we make to our own lives when we interpret a narrative? What do we understand by: a theme, a narrative, interpretation, perspective? How can theatre inspire change in a person's perspective about a situation? Why should an audience be educated rather than entertained?*
ATL skills practiced:	▶ Collaboration skills: Giving and receiving meaningful feedback ▶ Media literacy skills: Seeking a range of perspectives from multiple and varied sources ▶ Critical thinking skills: Considering different alternatives, including those that might be unlikely or impossible



Unit description:
In this unit students initially research, discuss and debate key discrimination events that have occurred historically, along with those that have occurred in more recent times, including the present day. There will be an introduction to Malorie Blackman before students connect with the script of Noughts & Crosses. Students explore key issues and themes through the play, using the script for improvisation work. Many opportunities and platforms will be given for the students to discuss, debate and create theatre around the serious and sensitive issues associated with discrimination. Students will view the perspective from all sides, exploring the perspectives of victim and perpetrator, identifying when and how these situations arise.

Subject:	Year 11 Visual arts
Title of the unit:	My playlist: Curation in art
Global context:	Personal and cultural expression. In addition, students choose their own global context for their virtual exhibition.
Concepts:	Relationships; Audience, narrative and presentation
Inquiry questions:	*What is the role of the curator? How does a curator highlight and present the relationships between artworks? How do they create a narrative? Should a curator convey values and ideologies through the exhibitions they organise?*
ATL skills practiced:	▶ Communication skills: Using a variety of media to communicate with a range of audiences; interpreting and using modes of non-verbal communication effectively ▶ Critical thinking skills: Considering multiple alternatives, including those that might be unlikely or impossible.

Unit description:
Curation is an important idea as selecting and presenting objects to the public is a role that comes with power and responsibility in regards to ideas of knowledge acquisition, representation, and experience. In this unit, students will study the role of the curator in a gallery and museum, learn about, and develop themes that connect works of art. Students also create a virtual exhibition as part of this unit.

MYP learning objectives in all arts subjects consist of:
- A: Investigating
- B: Developing
- C: Creating/Performing
- D: Evaluating

You are assessed and your progress is reported using these learning objectives.

For more information about MYP arts, please contact our SAL for Arts, Mr Theeus Devitt-Carolan (t.devitt-carolan@ishthehague.nl).



6.2. Design

The MYP design programme at ISH consists of digital design and product design. All students study both digital and product design in Years 7-9. Digital and product design are optional subjects in Years 10-11. Please see the table below for details:

	Digital design	Product design
Year 7	Elective subject	
Year 8 **Year 9**	Year 8 and 9 students (digital and product design carousel)	
Year 10	Elective subject	Elective subject
Year 11	Elective subject	Elective subject

MYP design is built around the key concepts of communication, communities, development and systems. The programme helps you to:

- Enjoy the design process, and develop an appreciation of its elegance and power
- Develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- Use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- Develop an appreciation of the impact of design innovations for life, global society and environments
- Appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- Develop respect for others' viewpoints and appreciate alternative solutions to problems
- Act with integrity and honesty, and take responsibility for your own actions developing effective working practices.

You explore and develop your understanding of the following concepts:

Adaptation	**Collaboration**	**Ergonomics**	**Evaluation**
Form	**Function**	**Innovation**	**Invention**
Markets and trends	**Perspective**	**Resources**	**Sustainability**

See below sample units of work from design.

Subject:	Year 7 Digital design
Title of the unit:	Public information film
Global context:	Fairness and development
Concepts:	Perspective; Form and innovation
Inquiry questions:	*What are the characteristics of information films? How can we engage others through communicating in visual media? Can we change how people act through the use of media?*



ATL skills practiced:	▶ Media literacy skills: Interacting with media to use and create ideas and information; making informed choices about personal viewing experiences ▶ Critical thinking skills: Generating novel ideas and considering new perspectives

Unit description:
In this unit students create a public information or safety film. They research the elements that are needed for these films by looking at existing films. They learn to storyboard a film, then film and edit their film using iMovie. Students will choose their own authentic topic for the film based on an issue that could affect Year 7 students at ISH.

Subject:	Year 10 Product design
Title of the unit:	My Dystopian world
Global context:	Globalization and Sustainability
Concepts:	*Adaptation, Innovation*
Inquiry questions:	*What are the essential natural resources needed for human survival?* *What features make a survival product functional?* *What strategies have societies used to manage shared resources?* *How does systems thinking help manage limited resources more effectively?* *How can a design remain functional while using fewer resources?* *How do design decisions influence access to shared resources?* *Are simple systems more effective than complex systems in survival situations?* *Should sustainability ever be sacrificed for immediate survival?* *Should survival solutions prioritise community needs over individual needs?*
ATL skills practiced:	▶ Critical Thinking In this unit, students develop critical thinking skills to analyse survival systems, evaluate design solutions, and make evidence-based decisions.

Unit description:
In this unit, students explore how design becomes essential when systems collapse and resources are limited. Set in the year 2155, society has deteriorated due to environmental, social, or technological failure. Students are challenged to design a functional survival product, system or shelter that responds to extreme conditions.



Using the MYP Design Cycle, students will investigate how survival has been approached throughout history and in many dystopian narratives. They will examine how systems thinking, sustainability and functionality must work together to manage scarce resources such as water, food, shelter, and energy.

Students will complete both primary and secondary research, analyse existing survival products and develop a detailed design brief grounded in solid evidence. They will then create three design ideas, evaluate them against their design specifications and finally develop a feasible prototype using available materials, then test it.

MYP learning objectives in design consist of:

- A: Inquiring and analysing
- B: Developing ideas
- C: Creating a solution
- D: Evaluating

You are assessed and your progress is reported using these learning objectives.

For more information about MYP design, please contact our SAL for design, Mr Robin Hare (r.hare@ishthehague.nl).

6.3. Individuals and societies

The MYP individuals and societies programme at ISH consists of integrated humanities, business management, economics, geography and history. All students study integrated humanities in Years 7-9. Business management, economics, geography and history are optional subjects in Years 10-11. All students in Years 10-11 study at least one individuals and societies subject as part of their MYP programme.

Please see the table below for details:

	Integrated humanities	Business management	Economics	Geography	History
Year 7	All students				
Year 8	All students				
Year 9	All students				
Year 10	Elective subject	Elective subject	Elective subject	Elective subject	Elective subject
Year 11	Elective subject	Elective subject	Elective subject	Elective subject	Elective subject

MYP individuals and societies is built around the key concepts of change, *global interactions, systems and time, place and space*. The programme helps you to:

- Appreciate human and environmental commonalities and diversity
- Understand the interactions and interdependence of individuals, societies and the environment
- Understand how both environmental and human systems operate and evolve
- Identify and develop concern for the well-being of human communities and the natural environment



- Act as responsible citizens of local and global communities
- Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

You explore and develop your understanding of the following concepts in individuals and societies:

Integrated humanities:

Causality (cause and consequence)	**Choice**	**Culture**	**Equity**
Globalisation	**Identity**	**Innovation and revolution**	**Perspective**
Power	**Processes**	**Resources**	**Sustainability**

Business management:

Causality (cause and consequence)	**Competition**	**Cooperation**	**Culture**
Ethics	**Globalisation**	**Innovation**	**Leadership**
Power	**Processes**	**Strategy**	**Structure**

Economics:

Choice	**Consumption**	**Equity**	**Globalisation**
Growth	**Model**	**Poverty**	**Power**
Resources	**Scarcity**	**Sustainability**	**Trade**

Geography:

Causality (cause and consequence)	**Culture**	**Disparity and equity**	**Diversity**
Globalisation	**Management and intervention**	**Networks**	**Patterns and trends**
Power	**Processes**	**Scale**	**Sustainability**

History:

Causality (cause and consequence)	**Civilisation**	**Conflict**	**Cooperation**
Culture	**Governance**	**Identity**	**Ideology**
Innovation and revolution	**Interdependence**	**Perspective**	**Significance**

See below sample unit of work from individuals and societies.



Subject:	Year 7 Integrated humanities
Unit Title:	"Uncovering the Past: The Story of Ötzi the Iceman"
Key Concepts:	Time, Place, and Space
Related Concepts:	Evidence, Causality, Perspectives
Global Context:	Orientation in Space and Time
Inquiry Questions:	Factual: *What is historical evidence? What can different forms of evidence tell us about the past?* Conceptual: *How do we study history with archaeological sources? How do archaeological discoveries influence our under standing of history?* Debatable: Are all historical sources equally reliable?
ATL skills practiced:	▶ Communication skills: Reading, writing and using language to gather and communicate information; organising and depicting information logically ▶ Collaboration skills: Working effectively with others; helping others to succeed

Unit description:
In this unit students will develop an understanding of how civilisations developed from hunter-gatherers to early settlements. Through exploring some key ideas - early migration patterns, the role of the environment in where people settled, in particular the role of rivers, and how early civilisations began students will gain an understanding of how humankind developed and the reasons for this.





Subject:	Year 10 Economics
Title of the unit:	Water Scarcity
Global context:	Global interaction
Concepts:	Scarcity, Sustainability
Inquiry questions:	*What causes the scarcity of a resource? How do global interactions affect the consumption of resources?* *To what extent should people and businesses change their consumption habits in order to affect the sustainability of resources?*
ATL skills practiced:	▶ Critical thinking skills: Analysing and evaluating issues and ideas; consider ideas from multiple perspectives. ▶ Information literacy skills: Finding, interpreting, judging and creating information; make connections between various sources of information; collect and analyse data to identify solutions and make informed decision.

Unit description:
In this unit, students will experience the practical implications with regards to scarcity and sustainability of the crucial resource that is water. This unit will see students researching the issues surrounding the supply and demand of water in a country, considering the perspective of a range of groups in their population. They will discuss regional and global viewpoints with others in the class and seek to find compromise and solutions, trying to manage the expectations from all of these perspectives.

The students will present their findings and actively engage in a Socratic seminar where real sustainable solutions will be discussed. At the end of the course, students will be informed and empowered to take action.





Subject	Year 10 Geography
Title of the Unit	Solutions for a Hungry Planet
Global Context	Scientific and Technical Innovation
Concepts	Systems, Scale, Sustainability
Inquiry Questions	*What are the processes in a sustainable farming system?* *Can sustainable agricultural systems be scaled up to feed our growing world population?* *How can a linear system be turned into a circular system?*
ATL skills practiced	▶ Critical Thinking: Analysing and evaluating issues and ideas; consider ideas from multiple perspectives; identifying trends and forecast possibilities ▶ Creative thinking skills: Generating novel ideas and considering new perspectives; creating novel solutions to authentic problems

Unit description:
In this unit we will investigate the challenge of how our growing world population can be fed in a sustainable way. We will explore different farming systems, and evaluate the sustainability of each. We will go on a field trip to visit a farm to learn about agricultural systems and the challenges and solutions farmers face when growing food sustainably.

Subject:	Year 11 History
Title of the unit:	The Holocaust
Global context:	Identities and relationships: Identity formation
Concepts:	Causality, Conflict
Inquiry questions:	*Why did the Holocaust happen?* *What was the Dutch experience of the Holocaust?* *What roles did individuals take during the Holocaust?* *How are personal stories important when studying conflict and discrimination?*
ATL skills practiced:	▶ Research skills: Finding, interpreting, judging and creating information

Unit description:
During this unit students are exposed to a variety of historical perspectives and taught a number of historical skills to enable them to critically reflect on the causes of the Holocaust. During the Amsterdam field trip, students will learn about the Dutch experience of the Holocaust, and the different roles individuals took during the Holocaust. They will investigate the importance of personal stories when studying conflict and discrimination.





Subject:	Year 10 Business Management
Title of the unit:	Clean Image, Dirty Truth: The Ethics of Greenwashing
Global context:	Globalisation and sustainability
Concepts:	Ethics, Globalisation, Processes
Inquiry questions:	*To what extent do business processes reflect sustainability?* *What are ethical objectives in business?* *How do ethical business decisions affect different stakeholder groups?*
ATL skills practiced:	▶ Critical thinking skills: Analysing and evaluating issues and ideas ▶ Research: Information literacy skills Finding, interpreting, judging and creating information

Unit description:
During this unit, students investigate how business practices impact stakeholders, including consumers, employees, communities, shareholders, and the planet. Through the lens of sustainability, Corporate Social Responsibility (CSR), and greenwashing, they examine whether companies' environmental claims align with their actions. Using real-life case studies and classroom debates, students will explore how global supply chains influence social and environmental outcomes and why sustainable practices can be difficult to implement given the trade-offs between profitability, affordability, and ethical production.

MYP learning objectives in all individuals and societies subjects consist of:

- A: Knowing and understanding
- B: Investigating
- C: Communicating
- D: Thinking critically

You are assessed and your progress is reported using these learning objectives.

For more information about Integrated Humanities, History and Geography, please contact our SAL for Humanities, Ms Caroline Lewis Jones (c.lewis-jones@ishthehague.nl).
For information about Economics and Business Management, please contact our SAL for Social Sciences, Ms Helen Loughran (h.loughran@ishthehague.nl).

6.4. Language acquisition

The MYP language acquisition programme at ISH consists of languages that students study as a non-native language or languages in which they have not yet acquired a high level of proficiency. All students study at least one language acquisition language in Years 7-9. In Years 10-11 students either study one language acquisition language or alternatively students may choose a second language and literature option. It is also possible for students in Years 10-11 to study a combination of language acquisition languages, with some restrictions.



Language acquisition in the MYP is divided into six phases that correspond to the development of language skills from beginner level (phase 1) to near-native language level (phase 6). In English and Dutch language acquisition students are placed in the phase that best corresponds to their level of skill in the language. In these languages it is also possible for students to exit language acquisition and move to language and literature if they reach a level of proficiency that enables them to successfully meet the learning objectives of the language and literature course. In French, German and Spanish language acquisition, all students start at beginner level in Year 7 in their chosen language.

Students' language acquisition language in the MYP cannot be their mother-tongue or language spoken at home. Also, please note that it is not possible for students to move from language and literature class to a language acquisition class in the same language.

Students' language acquisition language in the MYP cannot be their mother-tongue or language spoken at home. Also, please note that it is not possible for students to move from language and literature class to a language acquisition class in the same language.

	English LA	Dutch LA	French LA	German LA	Spanish LA
Year 7	Phases 1-4	Phases 1-5	Phase 1	Phase 1	Phase 1
Year 8	Phases 2-4	Phases 1-5	Phase 2	Phase 2	Phase 2
Year 9	Phases 2-4	Phases 1-5	Phase 2-3	Phase 2-3	Phase 2-3
Year 10	Phases 3-4	Phases 1-5	Elective subject: Phase 3-4	Elective subject: Phase 3-4	Elective subject: Phase 3-4
Year 11	Phases 3-4	Phases 1-4	Elective subject: Phase 4	Elective subject: Phase 4	Elective subject: Phase 4

MYP language acquisition is built around the key concepts of *communication, culture, connections and creativity*. The programme helps you to:

- *Gain proficiency in an additional language while supporting maintenance of your mother tongue and cultural heritage*
- *Develop a respect for, and understanding of, diverse linguistic and cultural heritages*
- *Develop communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes*
- *Develop multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication*
- *Develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning*
- *Recognise and use language as a vehicle for thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy*
- *Understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components*
- *Offer insight into the cultural characteristics of the communities where the language is spoken*
- *Develop an awareness and understanding of the perspectives of people from your own and other cultures, leading to involvement and action in your own and other communities*
- *Develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.*





You explore and develop your understanding of various concepts as you make your way through the phases in language acquisition:

Phases 1-2 (emergent level):

Audience	Conventions	Patterns	Purpose
Function	Message	Context	Structure
Pronunciation	Form	Meaning	Word Choice

Phases 3-4 (capable level):

Conventions	Audience	Purpose	Function
Meaning	Context	Structure	Word choice
Idiom	Message	Empathy	Point of View

Phases 5-6 (proficient level):

Argument	Empathy	Purpose	Audience
Idiom	Stylistic Choices	Bias	Inference
Theme	Context	Point of View	Voice



See below sample units of work from language acquisition.

Subject:	Year 8 Spanish Language Acquisition
Title of the unit:	We are going out for “tapas”
Global context:	Personal and Cultural Expression
Concepts:	**Key concept:** Culture **Related Concep**t: Conventions, message
Inquiry questions:	Factual questions: *What are some typical dishes from different Spanish-speaking countries?* What are common mealtimes in Spain and Latin America? Conceptual questions: *How does food reflect a country’s cultural identity?* *Why do social conventions related to food vary across cultures?* Debatable questions: *Is fast food changing culinary traditions?* *Should we adapt our eating customs when travelling to another country?*
ATL skills:	**I Communication skills** Reading, writing and using language to gather and communicate information ▶ Read critically and for comprehension ▶ Write for different purposes **VIII Critical thinking skills** Analysing and evaluating issues and ideas ▶ Practice observing to recognise problems ▶ Draw reasonable conclusions and generalisations

Unit description:
In this unit, students will explore food as both a basic need and a cultural expression. By studying typical dishes, eating habits, and social customs in Spanish-speaking countries, they will reflect on how food practices represent values and identity. The unit includes analysing authentic texts and real-life scenarios like reading menus, ordering in restaurants, and discussing food routines. Students will compare their customs with others to develop intercultural awareness. Through oral, written, and comprehension tasks, they will strengthen their language skills and learn how cultural and textual conventions shape communication, aiming to express themselves effectively and appropriately.



MYP learning objectives in language acquisition consist of:

- A: Listening
- B: Reading
- C: Speaking
- D: Writing

You are assessed and your progress is reported using these learning objectives.
For more information about MYP English language acquisition, please contact our English SAL Simon Stevens (s.stevens@ishthehague.nl). For Dutch language and literature, please contact our SAL Ms Liane Bom (l.bom@ishthehague.nl) and for French, German and Spanish language acquisition our SAL for core languages Mrs Annette Scheffer (a.scheffer@ishthehague.nl).

Subject:	Phase 3 English language acquisition
Title of the unit:	My family and culture
Global context:	Identities and relationships
Concepts:	Culture; Context and meaning
Inquiry questions:	*What words can we use to describe a family? How has the idea of family changed over time? How does the tradition of oral history improve our beliefs and understanding? Why is culture important to identity?*
ATL skills practiced:	▶ Communication skills: Exchanging thoughts, messages and information effectively through interaction; using intercultural understanding to interpret communication; structuring information in summaries, essays and reports ▶ Collaboration skills: Working effectively with others; giving and receiving meaningful feedback



6.5. Language and literature

The MYP language and literature programme at ISH consists of languages that students study as their native language or a language in which they have acquired a high level of proficiency. All students study at least one language and literature option throughout the MYP, unless they are EAL students, who may not have a language and literature option available to them.

Please note that it is not possible for students to move from a language and literature class to a language acquisition class.

Please see the table below for details:

	English LL	Dutch LL	French LL	German LL	Spanish LL
Year 7	All students with required proficiency	All students with required proficiency	Students with required proficiency	Students with required proficiency	Students with required proficiency
Year 8	All students with required proficiency	All students with required proficiency	Students with required proficiency	Students with required proficiency	Students with required proficiency
Year 9	All students with required proficiency	All students with required proficiency	Students with required proficiency	Students with required proficiency	Students with required proficiency
Year 10	All students with required proficiency	All students with required proficiency	Elective subject: students with required proficiency	Elective subject: students with required proficiency	Elective subject: students with required proficiency
Year 11	All students with required proficiency	All students with required proficiency	Elective subject: students with required proficiency	Elective subject: students with required proficiency	Elective subject: students with required proficiency

MYP language and literature is built around the key concepts of *communication, creativity, connections, and perspective*. The programme helps you to:

- *Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction*
- *Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts*
- *Develop critical, creative and personal approaches to studying and analysing literary and non-literary texts*
- *Engage with text from different historical periods and a variety of cultures*
- *Explore and analyse aspects of personal, host and other cultures through literary and non-literary texts*
- *Explore language through a variety of media and modes*
- *Develop a lifelong interest in reading*
- *Apply linguistic and literary concepts and skills in a variety of authentic contexts.*



You explore and develop your understanding of the following concepts:

Audience imperatives	Character	Context	Genre
Intertextuality	Point of view	Purpose	Self-expression
Setting	Structure	Style	Theme

See below sample units of work from language and literature.

Subject:	Year 8 English language and literature
Title of the unit:	Facing Our Future
Global context:	Scientific and Technological Innovation - *Adaptation, Ingenuity and Progress*
Concepts:	*Connections; Character and Genre*
Inquiry questions:	*How do writers explore the impact of progress? How does a reader's individual context influence the ways they interpret science fiction? How do science fiction writers use conventions of genre? Who & what determines the direction and speed of progress?*
ATL skills practiced:	**I. Communication skills** Reading, writing and using language to gather and communicate information ▶ Read critically and for comprehension ▶ Write for different purposes **VI. Information literacy skills** Finding, interpreting, judging and creating information ▶ Access information to be informed and inform others Evaluate and select information sources and digital tools based on their appropriateness to specific taskst
Unit description: In this unit students examine the genre of sci-fi and how it acts as a lens for exploring the complexity of technological change and its impact on society. They learn about how writer's use setting, context and characterisation to convey potential challenges or opportunities relating to technology and how literature can act as an innovator and driver for technology.	



Subject:	Year 10 German language and literature
Title of the unit:	“History through stories”
Global context:	Orientation in space and time
Concepts:	**Key concept:** Connections **Related concepts:** Point of View, Setting
Inquiry questions:	*What big changes happened in the 1930s in Germany? How does the choice of setting impact the portrayal of historical events in literature? To what extent can literature accurately depict the complexities of historical events?*
ATL skills practiced:	▶ Research - Information literacy skills ▶ Finding, interpreting, judging and creating information ▶ Make connections between various sources of information ▶ Thinking - Critical thinking skills ▶ Analysing and evaluating issues and ideas ▶ Consider ideas from multiple perspectives

Unit description:
Through thought-provoking texts like Klaus Kordon's "Mit dem Rücken zur Wand" and Art Spiegelman's "Maus," students will explore the power of storytelling in capturing the essence of history. Students will explore and debate whether tales can depict history or change the world.
Through literary analysis, critical thinking, and lively discussions, students will navigate the complexities of historical events and grapple with moral dilemmas. They will analyse characters, their motivations, and the impact of their choices.



Subject:	Year 10 French language and literature
Title:	Unité 1 - Langue et pouvoir - Language and Power
Concepts:	Perspective and intertextuality
Inquiry questions:	*What are the means used in propaganda?* *How do we define power?* *What does it mean to be socially engaged?* *What are the characteristics of successful speeches?* *How does perspective contribute to a better understanding of a situation?* *How can we use language to connect with the audience?* *Should authors write objectively?* *Does literature support our understanding of history?* *Do all texts have a purpose?*
ATL skills practiced:	Communication skills, exchanging thoughts, messages and information effectively through interaction, give and receive meaningful feedback.

Unit description:
During this unit, students will explore "littérature engagée" and non-literary texts with the aim to reflect on the concept of power. Through this exploration, they will gain exposure to new perspectives, which may challenge their existing conceptions. Throughout the unit, they will analyse short stories, the novel La Vague, images of propaganda and caricature that reflect the expression of authority and resistance. Contextualisation will allow students to learn about major historical events and political figures who impacted the twentieth century.

MYP learning objectives in language and literature consist of:

- A: Analysing
- B: Organising
- C: Producing text
- D: Using language

You are assessed and your progress is reported using these learning objectives.

For more information about MYP English language and literature, please contact our SAL for English, Ms Fiona Norman (f.norman@ishthehague.nl). For Dutch language and literature, please contact our interim SALs for Dutch Ms Liane Bom (l.bom@ishthehague.nl) and for French, German and Spanish language and literature our SAL for core languages Mrs Annette Scheffer (a.scheffer@ishthehague.nl).



6.6. Mathematics

All students study mathematics throughout their five years in the MYP. In Years 10-11 students choose either standard mathematics or extended mathematics. Extended mathematics is available as an option for students who would like to be challenged further in mathematics and develop a deeper understanding of mathematical concepts. Students have to meet specific attainment criteria to secure entry to extended mathematics.

Please see the table below for details:

	Mathematics	Standard mathematics	Extended mathematics
Year 7	All students		
Year 8	All students		
Year 9	All students		
Year 10		Option for all students	Option to students who meet requirements
Year 11		Option for all students	Option to students who meet requirements

MYP mathematics is built around the key concepts of logic, form and relationships. The programme helps you to:

- *Enjoy mathematics, develop curiosity and begin to appreciate its elegance and power*
- *Develop an understanding of the principles and nature of mathematics*
- *Communicate clearly and confidently in a variety of contexts*
- *Develop logical, critical and creative thinking*
- *Develop confidence, perseverance, and independence in mathematical thinking and problem-solving*
- *Develop powers of generalisation and abstraction*
- *Apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments*
- *Appreciate how developments in technology and mathematics have influenced each other*
- *Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics*
- *Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives*
- *Appreciate the contribution of mathematics to other areas of knowledge*
- *Develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics*
- *Develop the ability to reflect critically upon their own work and the work of others.*

You explore and develop your understanding of the following concepts:

Approximation	**Change**	**Equivalence**	**Generalisation**
Models	**Patterns**	**Quantity**	**Representation**
Simplification	**Space**	**Systems**	**Validity**





See below sample unit of work from mathematics.

Subject:	Year 9 Mathematics
Title of the unit:	Linear relationships: Impact of human decision-making
Global context:	Globalisation and sustainability
Concepts:	Relationships; Change, model and representation
Inquiry questions:	*What is a pattern? What is a slope? How can we represent changing relationships? What are the different ways we can identify a constant rate of change? What makes a good representation? How does human-decision making affect the environment? How are we held accountable for our decisions?*
ATL skills practiced:	▶ Critical thinking skills: Analysing and evaluating issues and ideas; identifying obstacles and challenges ▶ Media literacy skills: Locating, organising, analysing, evaluating, synthesising and ethically using information from a variety of sources and media

Unit description:
In this unit students will study linear relationships through identities, relationships, fairness and development. Students look at 'What is change? How can we model real life situations of change?' They will model water waste and saving water, investigate energy consumption of different types of lightbulbs and energy saving schemes. All this is modeled and investigated using mathematics and in particular linear equations.

Subject:	Year 11 Extended mathematics
Title of the unit:	Time to take a chance
Global context:	Identities and relationships
Concepts:	Logic; Representation and system
Inquiry questions:	*What are the different ways of representing a sample space? How do you calculate the probability of an event? What are the axioms of probability? How do you calculate the probability of mutually exclusive events and of independent events? What are the advantages and disadvantages of the different probability representations? In which ways can conditional probability be represented? Does randomness affect the decisions we make? Does a system help solve a problem?*
ATL skills practiced:	▶ Communication skills: Reading, writing and using language to gather and communicate information; using and interpreting a range of discipline-specific terms and symbols; understanding and using mathematical notation





Unit description:
In this unit students learn about using different forms of representation to show information involving probabilities, such as sample space tables and tree diagrams.

Students also learn to calculate conditional probabilities and determine whether two events are independent. They will discover how to make decisions involving health and fitness using these concepts involving probabililty.

MYP learning objectives in mathematics consist of:
- A: Knowing and understanding
- B: Investigating patterns
- C: Communicating
- D: Applying mathematics in real-life contexts

You are assessed and your progress is reported using these learning objectives.

For more information about MYP mathematics, please contact our SAL for Mathematics.
Yinka Chinery (y.chinery@ishthehague.nl).

6.7. Physical and health education

All students participate in physical and health education throughout their five years in the MYP. In Years 10-11 students choose either MYP physical and health education or physical education and wellbeing, which is a non-MYP subject with an added emphasis on physical activity and practical skills development.

Please see the table below for details.

	Physical and health education	Physical education and wellbeing (non-MYP subject)
Year 7	All students	
Year 8	All students	
Year 9	All students	
Year 10	Option for all students	Option for all students
Year 11	Option for all students	Option for all students

MYP PHE is built around the key concepts of *change, communication, development and relationship*s. The programme helps you to:

- Use inquiry to explore physical and health education concepts
- Participate effectively in a variety of contexts
- Understand the value of physical activity
- Achieve and maintain a healthy lifestyle
- Collaborate and communicate effectively
- Build positive relationships and demonstrate social responsibility
- Reflect on your learning experiences.



You explore and develop your understanding of the following concepts:

Adaptation	Balance	Choice	Energy
Environment	Function	Interaction	Movement
Perspective	Refinement	Space	Systems

See below a sample unit of work from physical and health education.

Subject:	Year 10 Physical and health education
Title of the unit:	Individual sports: Badminton
Global context:	Scientific and technical innovation
Concepts:	Development; Adaptation and refinement
Inquiry questions:	*What kind of technology can we use to give and receive feedback on our performance? How can digital feedback help us adapt and refine techniques and tactics? Is digital feedback better than verbal feedback in adapting and refining our techniques and tactics?*
ATL skills practiced:	▶ Self-management skills: Considering the process of learning; developing new skills, techniques and strategies for effective learning ▶ Critical thinking skills: Analysing and evaluating issues and ideas; practicing observing carefully in order to recognise problems
Unit description: In this unit students focus on improving their badminton knowledge, techniques and tactics through digital, peer and teacher feedback. Students develop techniques such as serve, clear, forehand and backhand strokes and analyse the opponents play to adjust their own tactics and strategies. Digital tools such as video are used to analyse and improve performance.	

MYP learning objectives in PHE consist of:
- A: Knowing and understanding
- B: Planning for performance
- C: Applying and performing
- D: Reflecting and improving performance

You are assessed and your progress is reported using these learning objectives.

Please note that the non-MYP PEW programme has seperate objectives, and is assessed using seperate criteria.

For more information about MYP PHE, please contact our SAL for physical and health education, Mrs Kim Adam (k.adam@ishthehague.nl).



6.8. Sciences

The MYP sciences programme at ISH consists of integrated science, biology, chemistry and physics. All students study integrated science in Years 7-9. Biology, chemistry and physics are optional subjects in Years 10-11. All students in Years 10-11 study at least one science subject as part of their MYP programme.

Please see the table below for details:

	Integrated science	Biology	Chemistry	Physics
Year 7	All students			
Year 8	All students			
Year 9	All students			
Year 10		Elective subject	Elective subject	Elective subject
Year 11		Elective subject	Elective subject	Elective subject

MYP sciences are built around the key concepts of change, relationships and systems. The programme helps you to:

- *Understand and appreciate science and its implications*
- *Consider science as a human endeavour with benefits and limitations*
- *Cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments*
- *Develop skills to design and perform investigations, evaluate evidence and reach conclusions*
- *Build an awareness of the need to effectively collaborate and communicate*
- *Apply language skills and knowledge in a variety of real-life contexts*
- *Develop sensitivity towards the living and non-living environments*
- *Reflect on your learning experiences and make informed choices.*

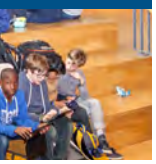
You explore and develop your understanding of the following concepts:

Integrated science and biology:

Balance	**Consequences**	**Energy**	**Environment**
Evidence	**Form**	**Function**	**Interaction**
Models	**Movement**	**Patterns**	**Transformation**

Chemistry:

Balance	**Conditions**	**Consequences**	**Energy**
Evidence	**Form**	**Function**	**Interaction**
Models	**Movement**	**Patterns**	**Transformation**



Physics:

Consequences	Development	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation

See below sample units of work from science.

Subject:	Integrated Science Year 7
Title of the unit:	Discovering the lab
Global context:	Scientific and technical innovation
Concepts:	Relationships
Inquiry questions:	*What safety rules are needed when working in the lab? Why do different measurement systems allow for innovation? Should we keep the different measurements systems that currently exist in the world or is there a need to replace them?*
ATL skills practiced:	▶ Organisational skills: Managing time and tasks effectively ▶ Reflection skills: Considering the process of learning; choosing and using ATL skills ▶ Information literacy skills: Creating references and citations; using footnotes/endnotes and construct a bibliography according to recognised conventions

Unit description:
Students develop a sense of responsibility in the laboratory by understanding the potential consequences of their actions and decisions. Through mastering the fundamentals of measurement and learning how to design controlled experiments, they gain the skills to conduct safe, accurate, and reliable investigations. This fosters innovation by empowering students to explore scientific concepts with precision and responsibility, preparing them to contribute to advancements in science and technology.



Subject:	Year 10 Biology
Title of the unit:	Hidden Worlds
Global context:	Scientific and technical innovation
Concepts:	Relationships; Form and function
Inquiry questions:	*Why are there differences between plant and animal cells?* *Can we determine function from form?* *How does transport take place inside organisms?*
ATL skills:	▶ Research skills: collect, process and present data ▶ Scientific skills: Design and perform a scientific investigation

Unit description:
In this unit students explore the hidden world of our cells: What structures can we see with a microscope? What shape do cells have and how does this help their function? How have we improved our understanding of this hidden world through better technology? As part of this unit students carry out an investigation into osmosis, analyse the results of their investigation and evaluate the accuracy of their chosen method.

Subject:	Year 10 Physics
Title of the unit:	The heat is on
Global context:	Orientation in Space and Time
Concepts:	**Key concept:** Change **Related Concepts:** Energy, environment, interaction
Inquiry questions:	*What is thermal energy? How does the state of matter depend on the movement of the it's molecules? To what extent can we understand and control our changing climate?*
ATL skills practiced:	▶ Information literacy skills: Process data and report results ▶ Critical thinking skills: Analysing and evaluating ideas; using models and simulations to explore complex concepts

Unit description:
The focus of this unit is the concept of thermal energy transfer. Students will learn about how thermal energy is transferred, the lowest possible temperatures in the universe and conductors and insulators and how they can be used in real life situations.



Subject:	Year 10 Chemistry
Title of the unit:	Breaking Bonds: The Chemistry of Atomic Structure & Beyond
Global context:	Scientific and Technical Innovation – Systems, Models, Modernization, Principles and Discoveries
Concepts:	Systems; Form and Function
Inquiry questions:	Factual: *What characteristics and behaviours of atoms and molecules underpin the periodic trends observed in elements?* Conceptual: *Do the interactions between atomic structure and chemical bonding determine the properties of substances?* Debatable: *Has the historical evolution of atomic theory been more influential in shaping technological advancements or societal beliefs and policies?*
ATL skills practiced:	**I. Thinking skills** ▶ Critical thinking: Analyse atomic models, trends, and bonding types ▶ Creative thinking: Design experiments, generate hypotheses ▶ Transfer skills: Apply understanding across unfamiliar contexts **VI. Information literacy skills** ▶ Locate and evaluate sources for scientific research ▶ Synthesize information from varied perspectives ▶ Document and cite sources accurately **VII. Media literacy skills** ▶ Interact with digital media to explore atomic structure and bonding ▶ Analyse and compare scientific data presentations **VIII. Critical thinking skills** ▶ Recognize and interpret scientific problems ▶ Evaluate arguments and draw conclusions from evidence

Unit description:

In this foundational unit, students explore the building blocks of matter through the study of atomic structure, the periodic table, chemical bonding, and states of matter. Hands-on investigations and guided inquiry develop a deep understanding of how atomic and molecular properties give rise to the behaviour of substances. Students analyse historical models and modern theories, drawing connections to real-world applications and technological innovation. They also engage in critical reflection on how scientific knowledge impacts society and the environment.



MYP learning objectives in sciences consist of:

- A: Knowing and understanding
- B: Inquiring and designing
- C: Processing and evaluating
- D: Reflecting on the impacts of science

You are assessed and your progress is reported using these learning objectives.

For more information about MYP sciences, please contact our SAL for sciences, Mrs Ioana Howland (i.howland@ishthehague.nl).

7. Subject choices



7.1 Year 9 subject choices

After completing Years 7–9, you finally get a say in what you learn during Years 10 and 11. This is a big step, and it is one of those moments where it helps to pause and ask yourself a few honest questions: What truly interests me? What do I see myself doing in the future? What subjects do I actually feel good at? And - this one matters too - what do I actually enjoy spending time on?

You are not alone in figuring this out. Your parents/guardians will be part of the conversation, and so will your teachers, your mentor, your YL or DYL, and the rest of the ISH MYP team. We are all here to walk you through it. We call this process: Year 9 subject choices.

From December all the way until you submit your final choices in early March, we will be there to guide you. We will run subject presentations during lessons, set up displays on the Plaza, hold two assemblies, and dedicate several mentor periods just to talk through your options and answer your questions. There will also be an info evening for you and your parents/ guardians, so everyone is on the same page.

One thing to keep in mind: subjects do get more demanding from Year 10 onward. Topics go deeper, assessments become tougher, the workload increases, and there is more homework. That might sound like a lot, and it is. But it is also part of growing into a more independent learner. Your teachers will still support you, but they will gradually step back a little, giving you more room to take charge of your own learning.

At ISH, we offer a broad range of subjects in Years 10 and 11. You can find the full list earlier in this Student Guide. You will be expected to choose 9 or 10 subjects for Years 10–11. Just remember that some subjects have entry requirements. For instance, you will only be invited to take Extended Maths if you finish Year 9 with an overall grade of 6 or 7 in your July report. We also strongly encourage everyone to pick an additional language, like French, German, or Spanish. That is especially important if you are thinking about the Diploma Programme later on, or if you might leave the Netherlands before finishing secondary school at ISH.

You will also begin the Personal Project in Year 10, and it will need to be completed by February of Year 11. It is compulsory, done outside class time, and it takes a serious amount of effort. On top of that, your Service as Action includes a long-term service learning project, so it is good to start thinking about how you will manage your time and how to develop your ATL skills.

For more details, including answers to frequently asked questions, check out the subject choices section on the school portal. Everything from last year is still there to help you.

7.2 Year 11 subject choices

Moving from MYP 5 to the IB Diploma (DP) or Careers Programme (CP)

Over the last two years, you've built a strong foundation across many subjects. Now, in Year 11, you stand at a key crossroads: choosing between the IB Diploma Programme (DP) and the IB Careers Programme (CP) for your final two years at ISH.



This is a personal and important decision, and it's normal to have questions. Your goal is to find the path that fits your academic strengths, interests, and future ambitions. Are you drawn to a broad, rigorous university-preparatory route, or a career-focused path that connects learning to a professional field, while still providing a pathway to some university courses?

Entry Requirements
Subject choices are guided not only by preference but by academic performance. Each subject has specific requirements for Years 12 and 13 to ensure you're placed where you can succeed and be appropriately challenged. Your Behaviours for Learning are equally important. Teachers will consider commitment, participation, and deadlines when advising on your best pathway.

You will not be alone in the subject choices process. Your parents/guardians, teachers, mentor, and the DP/CP Coordinator are here to support you.

From September, we will guide you step by step:

Year 11: September-October	DP/CP Introductory subject choices assembly and parent information evening
Year 11: October	Students submit their preliminary subject choices for DP/CP
Year 11: November	DP/CP Taster Lessons Day
Year 11: January	Second DP/CP subject choices information evening
Year 11: January	Students submit their final DP/CP subject choices
Year 11: February-April	Review of students' subject choices against grade requirements, following MYP January student reports

For more information check the school portal:
IB DP/CP Guide
Y11 Subject choices portal

8. Academic integrity



One of our ISH Community Profile attributes is principled, which for us means 'acting with integrity and honesty, with a strong sense of fairness and justice.' Acting with integrity at school includes presenting work that is your own and always recognising and giving credit for any contributions from others in your work. You learn about academic integrity in every year of the MYP, for example how to correctly cite a source or use images you find on the internet.

The following are considered breaches of academic integrity in the MYP. Any academic misconduct or attempt at academic misconduct has serious consequences for students, which are detailed in the ISH Academic Integrity Policy.

1) Plagiarism and duplication of work:

- Plagiarism: the representation of the ideas or work of another person as the student's own
- Duplication of work: 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: substantial editorial or compositional assistance, false claims or fabricated references.

2) Cheating and other types of misconduct during a test or other summative assessment:

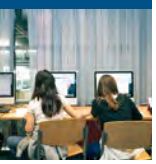
- Cheating and other types of misconduct, for example taking unauthorised material into a test, or copying off someone else's answers
- Using artificial intelligence (AI) or other web-based or computer assisted tools for generating academic content and answering questions: including the use of tools designed to mask plagiarism.
- Communicating with another student during an assessment
- Failing to obey the supervisor's instructions in an assessment
- Any other behaviour which gains an unfair advantage for a student, for example: receipt of confidential information about 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 work to be copied or submitted for assessment by another student
- Disclosure of confidential information about tests or other summative assessments
- Misconduct during a test or an examination, for example: behaviour that disrupts the examination or distracts other candidates.

9. Homework





In addition to classwork, your learning in the MYP also includes work done at home to prepare for the next lesson, to complete assignments, and to prepare for tests. Such work can include learning new material, revision, doing skills practice, completing projects, writing laboratory reports, and reading literature. Homework should always be meaningful with a clear learning objective, and you should have an understanding of the purpose of the homework set.

Purpose of homework

Homework in the MYP helps you to:

- Develop ATL skills such as planning and organisation
- Learn to work independently and consolidate what you have learned in class
- Complete extended pieces of work
- Prepare for assessments.

Amount of homework per week

The amount of time per week that students can be expected to spend on homework will vary depending on the student's abilities and needs. Students in Year 7 can be expected to spend approximately 30 minutes per subject per week on homework. Students in Year 8 and 9 can be expected to spend approximately 40 minutes per subject per week on homework, and in Years 10 and 11 approximately 60 minutes per subject per week.

Further notes on homework

- All subjects are expected to regularly set homework as appropriate whilst taking into account the approximate allocation of time per subject.
- Language and literature and language acquisition (Dutch/French/German/Spanish) phases 4/5 and English language acquisition all levels may have an additional 30 minutes per week for reading homework in Years 7-9 and additional 60 minutes in Years 10-11.
- The preparation time required for formative and summative assessments should not exceed the allocated homework time.
- Teachers explain the homework to students in the lesson and ensure that students understand the homework assigned to them.
- Teachers must always communicate all homework assignments on messages placed on ManageBac.
- Homework can only be due at a time and date that corresponds with a lesson.
- No homework is set for the following day. Only in exceptional circumstances can students be asked to finish off work for the following day.
- No homework is set for the holidays.
- In Years 7-9 no homework is due for the first day of school after a holiday.

Specific guidance for Year 7

- In Year 7 homework is assigned when deemed appropriate by the teacher, within the maximum guidelines described above.
- The first three weeks of the school year will be a transition period where no or very little homework is set.

You practice and demonstrate ATL self-management skills by completing homework at expected standards and on time. Students who do not meet homework expectations are supported as appropriate either through disciplinary measures or through learning support.

10. MYP command terms



Command terms are action words that MYP teachers use in instructions during lessons, on assessment tasks and in project work. You can also find them in the assessment rubrics for different subjects. Command terms guide you on what you are expected to do or how you are expected to demonstrate your learning.

This list of all 70 MYP command terms at ISH will help you understand the terms, for example the difference between 'describe' and 'discuss'. Terms with an asterisk (*) usually require higher order thinking skills, so you can expect the task to be more difficult.

Command terms	MYP definitions
Analyse*	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Annotate	Add brief notes to a diagram, graph or text.
Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also "Use".)
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Collect	Put together, combine.
Comment*	Give a judgment based on a given statement or result of a calculation.
Communicate	Give messages or information to others through speech, writing, body movements, signals or other ways, e.g. drawing.
Compare*	Give an account of the similarities between two (or more) items or situations, referring to both / all of them throughout.
Compare and contrast*	Give an account of the similarities and differences between two (or more) items or situations, referring to both / all of them throughout.
Construct*	Display information in a diagrammatic or logical form.
Contrast*	Give an account of the differences between two (or more) items or situations, referring to both / all of them throughout.
Create*	Evolve from one's own thought or imagination, as a work or an invention.
Critique*	Provide a critical review or commentary, especially when dealing with works of art or literature. (See also "Evaluate".)
Deduce*	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive*	Manipulate a mathematical relationship to give a new equation or relationship.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design*	Produce a plan, simulation or model.
Determine*	Obtain the only possible answer.
Develop*	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.





Discuss*	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish*	Make clear the differences between two or more concepts or items.
Document	Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Draw	Show information in picture or mind-map form. / Represent by means of a labelled, accurate diagram or graph using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value for an unknown quantity.
Evaluate*	Make an appraisal by weighing up the strengths and limitations. (See also "Critique".)
Examine*	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes. (See also “Justify”.)
Explore*	Undertake a systematic process of discovery.
Find	Obtain an answer showing relevant stages in the working.
Follow	Move forward taking direction from someone or something, e.g. a plan.
Formulate*	Express precisely and systematically the relevant concept(s) or argument(s).
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Inquire*	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions. (“Investigate”)
Interpret*	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate*	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions. (“Inquire”)
Justify*	Give valid reasons or evidence to support an answer or conclusion. (See also "Explain".)
Label	Add title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.
Measure	Obtain a value for a quantity.
Organize	Put ideas and information into a proper or systematic order.
Outline	Give a brief account or summary.
Plot	Mark the position of points on a diagram.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prioritize	Give relative importance to, or put in an order of preference.
Prove*	Use a sequence of logical steps to obtain the required result in a formal way.
Provide	Give.
Recall	Remember or recognize from prior learning experiences.
Recognize	Identify through patterns or features.
Reflect*	Think about deeply, consider.
Select	Choose from a list, group or text.



Show	Make clear or visible. For Mathematics and Sciences: Give the steps in a calculation or derivation.
Show that	Obtain the required result (possibly using information given) without the formality of proof. "Show that" questions do not generally require the use of a calculator.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve*	Find an answer or solution. For Mathematics and Sciences: Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Structure	Create a system. (See also "Organize".)
Suggest*	Propose a solution, hypothesis or other possible answer.
Summarize	Abstract a general theme or major point(s).
Support	Provide to help explain or justify something.
Synthesize*	Combine different ideas in order to create new understanding.
To what extent*	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence. (not a verb but an important term)
Trace	Follow something (often by going back). For Mathematics and Sciences: Follow and record the action of an algorithm.
Translate*	Express the meaning of a text in another language or dialect.
Use	Apply knowledge or rules to put theory into practice. (See also “Apply”.)
Verify*	Provide evidence that validates the result.
Write down	Express in writing / obtain brief answer(s) by extracting information. For Mathematics and Sciences: Little or no calculation is required. Working does not need to be shown.

11. MYP glossary





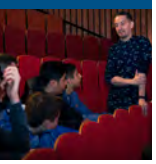
See below a list of frequently used MYP terminology with definitions:

Achievement level (also: level of achievement or criterion level)	The number that corresponds to the descriptor that best describes the student's work. Achievement levels are shown in the left-hand column of the assessment criteria and range from 0 (lowest) to 8 (highest).
Assessment criteria	Criteria against which the student's work is measured. Every MYP subject group has four criteria (A, B, C and D) which are considered to be equally important.
Assessment rubric	The grid that connects achievement levels and descriptors.
Assessment task	The activity or series of activities with which students engage in order for assessment to take place.
Criterion levels total	The sum of the final achievement levels awarded for each individual criterion in any given subject or subject group. Criterion levels total is used to determine the final overall IB grade for each subject or subject group.
Formative assessment	Ongoing assessment aimed at providing information to guide teaching and improve student learning and achievement.
Grade (IB)	The description of student achievement. Final grades for student work in the MYP range from 1 (lowest) to 7 (highest). The grade represents a judgement on the overall qualities demonstrated and is consistent between years and subjects. Final grades are awarded at the end of each reporting period.
Interdisciplinary	Combining or involving two or more branches of learning or fields of academic study. In the MYP, interdisciplinary study can be developed both within and between subject groups.
Objective	One of a set of statements describing the skills, knowledge and understanding that will be assessed. MYP objectives are aligned with assessment criteria for each subject and subject group.
Phase (in language acquisition)	A stage of language learning development as indicated by a standard or proficiency that the student has reached. There are six phases on the language learning continuum in the MYP (Phase 1 corresponding to beginner level and Phase 6 to near-native level proficiency). The phases do not directly correspond to the years of study in the MYP or to the age of students in the programme.
Points total	The sum of the final overall IB grades (1-7) awarded across subjects. Points total is one of the criteria used to determine successful completion of the MYP.



Process journal	A tool that allows students to manage and record their learning processes and development of skills and factual and conceptual understanding. In the MYP process journals are used in many subject groups, including arts and design.
Standardisation	The collaborative process by which teachers establish a common standard of marking assessments.
Subject group	A collection of related subjects or courses grouped into a common category, which together represent a broad and balanced curriculum. The MYP is organised into eight subject groups: arts; design; individuals and societies; language acquisition; language and literature; mathematics; physical and health education; and sciences.
Summative assessment	Assessment aimed at determining the level of achievement of a student generally at the end of a course of study or a unit of work.
Unit of work	A series of lessons around a topic, focused on a statement of inquiry and inquiry questions, which is designed to enable students to achieve some of the objectives of an MYP subject group.
Task-specific clarification	An explanation of how the student can in a given assessment task demonstrate the general achievement level descriptors. A teacher can give this clarification by using a rubric or through a discussion and/or examples.
Task-specific rubric	An example of one type of task-specific clarification. An assessment grid adapted by the teacher that better identifies how the student can demonstrate in a given assessment task the general achievement level descriptors.

12. Further guidance and information



Further essential information for MYP students at ISH can be found in the ATL Folder in the Files section on Managebac:

ATL overview

Guidelines for presenting and submitting your work

Academic integrity practices at ISH Secondary

Late Work Protocol

ISH Referencing Guide

ISH Writing Guide

Command Terms (also with EAL definitions)

Personal Project Handbook/Files

Service as action Handbook/Files

Further information about the IB Middle Years Programme:
International Baccalaureate

MYP Coordinator Maria Lamminaho (m.lamminaho@ishthehague.nl)

The MYP is a journey that will hopefully help you to discover who you are as a learner:

- ✔ **what interests you**
- ✔ **what moves you**
- ✔ **what makes you unique**
- ✔ **what connects you to others**
- ✔ **how you can make a positive difference in the world around you.**

We hope this guide has helped you to get started on that exciting journey!





The ISH Student Charter below outlines your rights and responsibilities as a student at ISH. Please note that you can advocate for yourself and for your peers if you think that your rights or expectations as a student have not been met. You can do that through your mentor, Year Leader or the Student Council, depending on the concern or question you have.

The International School of The Hague

Student Charter

This charter sets out the rights and responsibilities of all students who are part of the ISH Community. It was created by students for students and developed from the United Nations Convention on the Rights of the Child (UNCRC) and our school's Guiding Statements.

We have the right to:

1. be treated with respect regardless of who we are, where we are from and what we believe
2. be consulted about decisions that affect us through our student representatives (e.g. student council); be able to question those decisions; and to assert our rights as they are set out in school policies and protocols
3. a safe, clean and well-maintained school environment, which supports our learning and personal development
4. share our personal views at appropriate times, keeping in mind that we must respect the views of others and not share views in a harmful and disrespectful way
5. learn about ways to take care of our well-being and personal safety
6. have access to support services that help to take care of our physical and mental health
7. a healthy and balanced learning experience, which allows us to pursue our own interests
8. experience learning in line with the school's High Quality Learning Statements so that we are enabled to achieve our own personal excellence and be well prepared for life after school
9. be informed about our rights within and beyond school
10. learn about and share our culture and language and have it valued by others

Our school and our parents/guardians work together to uphold these rights.

With rights come responsibilities. To enjoy these rights, we will:

1. be respectful of others regardless of who they are, where they are from and what they believe
2. be safe in how we take care of ourselves and in our behaviour towards and around others
3. be responsible in our behaviour and in our learning

We behave in accordance with these responsibilities to ensure that we can all enjoy these rights. We understand that if we do not, there may be negative consequences for ourselves, our environment and others.

Curious, connected and compassionate!

13. References



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