The International School of The Hague

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

Guide for IBDP and IBCP Students 2025 - 2027



THE INTERNATIONAL SCHOOL OF THE HAGUE: GUIDING STATEMENTS 4
Vision 4
Mission 4
Value statements 4
- **Curious** 4
- **Connected** 4
- **Compassionate** 4

INTERNATIONAL SCHOOL OF THE HAGUE COMMUNITY PROFILE 5

THE IB DIPLOMA PROGRAMME 6
The IBDP at a Glance 6
- The DP Curriculum Model 7
- General Conditions for an IB Diploma 7
- The DP Assessment Model 8

The IBDP Core 8
- Theory of Knowledge 8
- The Extended Essay 9
- Bonus Points Matrix 9
- Creativity, Activity and Service 9

The DP Subjects 10
- **Group 1:** Studies in Language and Literature 11
- **Group 2:** Language Acquisition 15
- **Group 3:** Individuals and Societies 19
- Business Management 19
- Economics 21
- History 22
- Geography 24
- Global Politics 25
- Psychology 27
- **Group 4:** Sciences 29
- Biology 29
- Chemistry 29
- Physics 30
- Sports, Exercise and Health Science 30
- Computer Science 31
- Design Technology 32
- Interdisciplinary Subjects: Environmental Systems and Societies (Groups 3 and 4) 35
- **Group 5:** Mathematics 37
- **Group 6:** The Arts 38
- Trips and the ISH Artist in Residence Programme 39
- Visual Arts 39
- Music 41

Assessment and Grading 44
- Assessment in the DP 44
- DP Grades 44

Award of the IB Diploma 45
- Requirements for the Award of the IB Diploma 45
- Summary 45
- The Bilingual Diploma 46

THE IB CAREER-RELATED PROGRAMME 47
The IBCP at a Glance 47
- What is the IB Career-Related Programme (IBCP)? 47
- The CP Curriculum Model 47
- Requirements for Satisfactory Completion of the IBCP 48

The IBCP core 48
- Personal and Professionals Skills 48
- CP Community Engagement (CE) 49
- Reflective Project 50
- CP Language and Cultural Studies (LCS) 51

Academic courses from the IBDP 52
Career-related studies 52
- Skills needed to successfully complete the course 53
- Recording Student Achievement 53

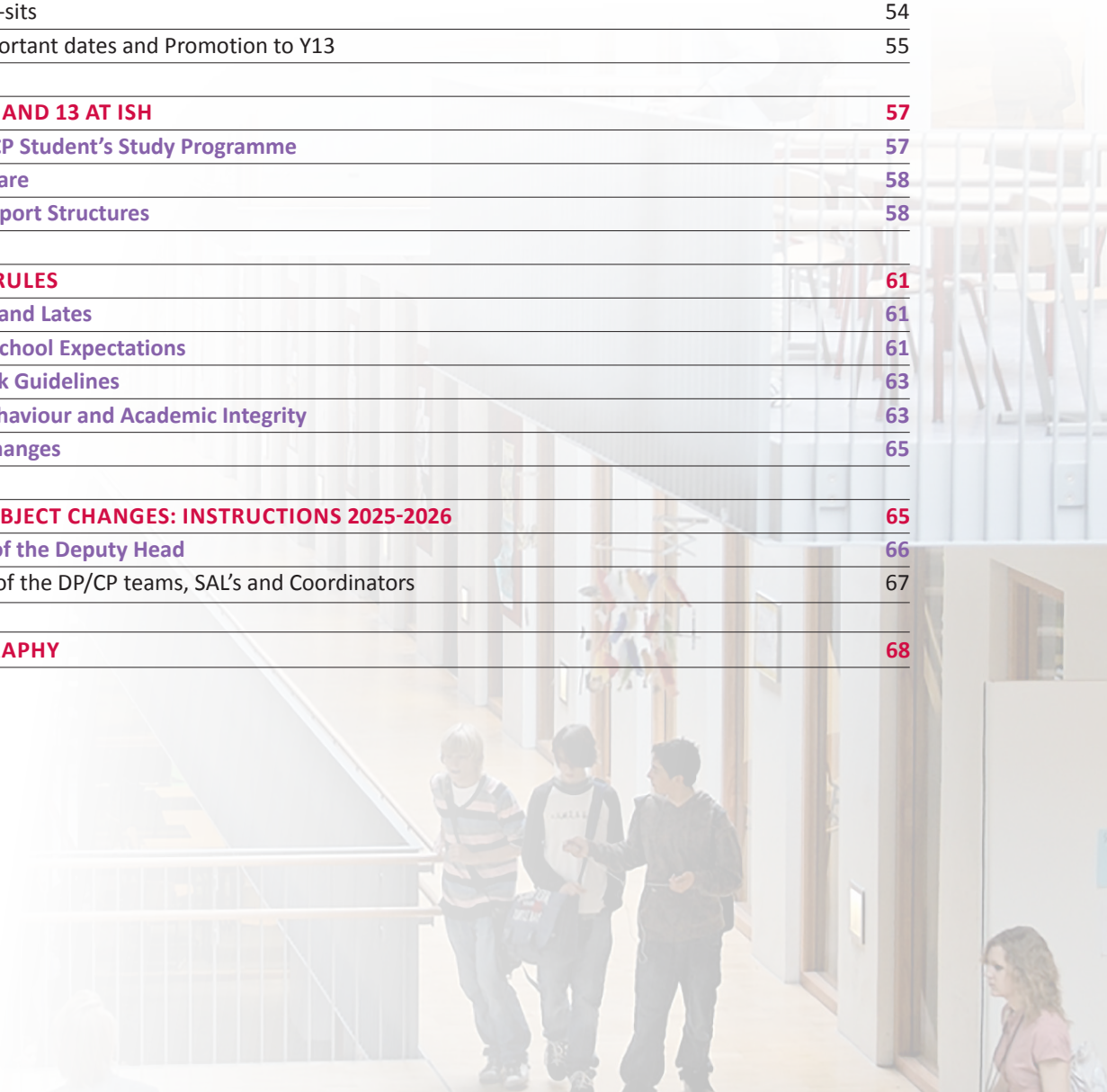
Promotion from Year 12 to Year 13 54
- Re-submissions for the BTEC 54
- BTEC Re-sits 54
- Y12 important dates and Promotion to Y13 55

YEARS 12 AND 13 AT ISH 57
An IBDP/CP Student's Study Programme 57
Pastoral Care 58
Other Support Structures 58

SCHOOL RULES 61
Absences and Lates 61
Meeting School Expectations 61
Homework Guidelines 63
Ethical Behaviour and Academic Integrity 63
Subject Changes 65

DP/CP SUBJECT CHANGES: INSTRUCTIONS 2025-2026 65
The Role of the Deputy Head 66
- The list of the DP/CP teams, SAL's and Coordinators 67

BIBLIOGRAPHY 68



THE INTERNATIONAL SCHOOL OF THE HAGUE: GUIDING STATEMENTS

Vision

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

Mission

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

Value statements

Curious

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

Connected

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

Compassionate

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



ISH Community 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**.
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.
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
Knowledgable	We develop and use conceptual understanding, **exploring** knowledge across a range of disciplines. We engage with issues and ideas that have **local and global** significance.
Thinkers	We use **critical and creative thinking** skills to analyse and take **responsible action** on complex problems. We exercise initiative in making reasoned, **ethical** decisions.
Communicators	We express ourselves confidently and **creatively** in more than one language and in many ways. We **collaborate effectively**, **listening carefully** to the perspectives of other individuals and groups.
Principled	We act with **integrity and honesty**, with a strong sense of **fairness and justice**, and with **respect** for the dignity and rights of people **everywhere**. We take responsibility for our actions and their consequences.
Open-minded	We critically **appreciate** our own cultures and personal histories, as well as the values and traditions of others. We seek and **evaluate a range of points of view**, and we are willing to grow from the experience.
Caring	We show **empathy, compassion and respect**. We have a commitment to service, and we act to make a positive difference in the **lives of others and in the world around us**.
Risk-takers	We approach uncertainty with forethought and determination; we work **independently** and **cooperatively** to **explore new ideas** and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - **to achieve well-being for ourselves and others**. We recognise our **interdependence with other people and with the world** in which we live.
Reflective	We thoughtfully **consider the world** and our own ideas and experience. **We work to understand** our strengths and weaknesses in order to **support our learning** and **personal development**.

The **ISH community profile** is used to promote intercultural learning and develop global citizenship, and it is based on the IB Learner Profile, the concept of international mindedness, the IPC Personal Goals and the ISH Guiding Statements

THE IB DIPLOMA PROGRAMME and CAREER RELATED PROGRAMME

Welcome to the IB Diploma Programme and Career Related Programme at ISH

Welcome to the International Baccalaureate (IB) Diploma Programme (DP) and Career-related Programme (CP) at the International School of The Hague (ISH). You have now successfully completed your middle school education and chosen to continue your learning journey in one of these challenging and rewarding IB pathways. Both programmes are designed to help you gain the skills, knowledge, and experiences that will prepare you for university, professional life, and active participation in a global community.

A new academic challenge awaits you. The IB programmes are rigorous, full of intellectual stimulation, and rich in opportunities for critical thinking, creativity, and independent work. Whether you are following the IBDP or the IBCP, you will be engaged in a two-year programme that requires commitment, resilience, and strong self-management skills. You will be expected to work not only in class but also in your own time, to meet deadlines, and to balance multiple responsibilities. With determination and perseverance, you will discover that the rewards are immense: both programmes provide qualifications and experiences that are recognised worldwide and valued by universities and employers.

The **IBDP** offers a broad, academically rigorous, pre-university curriculum with a strong emphasis on inquiry, critical thinking, and developing well-rounded learners. The **IBCP** combines the academic rigour of selected Diploma Programme courses with career-related studies and the unique CP core, helping you to develop professional skills, intercultural understanding, and personal growth. Both pathways nurture skills for lifelong learning, encourage you to work collaboratively, and support you in becoming reflective, principled, and compassionate individuals.
At ISH, we provide an academic and pastoral structure to support you. At the same time, we expect you to grow in maturity and responsibility, taking ownership of your learning and managing your commitments effectively. Developing reliability in meeting deadlines, resilience in facing challenges, and initiative in seizing opportunities will prepare you for the next stage of your education and for life beyond school.
We are proud of our results in both the DP and CP, and of the many students who move on to excellent universities and career pathways around the world. More importantly, we are proud of the way our students become independent learners and responsible global citizens. At ISH, you will find an open, supportive, and international learning community of staff and fellow students representing more than 80 cultures.
We believe that joining the IB Diploma Programme or the IB Career-related Programme at ISH will be a truly enjoyable and unforgettable experience. We wish you every success on this exciting journey and look forward to seeing you grow as curious, connected, and compassionate learners.

Dr Alma Trumic
Deputy Head, IBDP & IBCP Coordinator
on behalf of the Year 12 & 13 Team

The IB Diploma Programme at a Glance

The International Baccalaureate (IB) Diploma Programme (DP) is a comprehensive and rigorous two-year academic programme, which offers excellent preparation for higher education. It is an international curriculum recognized in many countries around the world. The general objectives of the IBDP are to provide students with a balanced education, to facilitate geographic and cultural mobility, and to promote international-mindedness through a holistic learning experience. In the 57 years since its founding, the IBDP has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to lifelong learning, both in terms of the mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world.

The DP curriculum model



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

- Group 1: Studies in Language and Literature
- Group 2: Language Acquisition
- Group 3: Individuals and Societies
- Group 4: Sciences
- Group 5: Mathematics
- Groups 6: The Arts
- The DP Core:
  - Creativity, activity and service (CAS)
  - Theory of knowledge (TOK)
  - Extended essay (EE)

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

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

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

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

General Conditions for an IB Diploma

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

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

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

Failure to fulfil these requirements set by the IBO for a DP package will result in a student not being eligible for an IB diploma.

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

The DP Assessment Model

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

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

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

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

The IBDP Core

Theory of Knowledge

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

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

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

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

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

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

The Extended Essay

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

For further details, see the Extended Essay Guide on the student portal.

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

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

Bonus Points Matrix

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

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

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

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

Creativity, Activity and Service

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

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

The three strands of CAS can be characterised as follows:

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

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

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

The DP Subjects

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

IBDP Subject Groups					
Group 1: Studies in Language and Literature	**Group 2:** Language Acquisition	**Group 3:** Individuals and Societies	**Group 4:** Experimental Sciences	**Group 5:** Mathematics	**Group 6:** The Arts
English A Lit HL / SL	English B HL / SL	Business Management HL / SL	Biology HL / SL	Mathematics: analysis & approaches HL/ SL	Visual Arts HL / SL
English A Lang Lit HL/ SL	Dutch B HL / SL	Economics HL / SL	Physics HL / SL	Mathematics: applications & interpretation HL/ SL	Music HL / SL
Dutch A Lang Lit HL /SL	Spanish B HL / SL	Geography HL / SL	Chemistry HL / SL		Theatre HL / SL
Spanish A Lang Lit HL/ SL	Spanish ab initio SL	History HL/ SL	Computer Science HL / SL		
German A Lang Lit HL/ SL	German B HL / SL	Global Politics SL/ HL	Design Technology HL / SL		Online: Film SL
French A Lang Lit HL /SL	French B HL / SL	Psychology SL/ HL	Sports, exercise and health science SL		
	French ab initio SL	ESS SL	ESS SL		
Other Lang A Literature: SSST Lang A Lit SL Chinese A Lit HL	Other Lang B: Online: Mandarin Ab Initio SL Chinese B HL (for native speakers who cannot reach A level)	Online: Philosophy SL Digital Society SL			

Abbreviations: ESS = Environmental Systems and Societies, SSST = School-supported self-taught

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

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

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

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

Group 1: Studies in Language and Literature

As part of the Diploma Programme (DP), students take at least one subject from studies in language and literature. Taking two studies in language and literature subjects in different languages is one way of obtaining a bilingual diploma.

The courses offer a broad range of texts, and students grow to appreciate a language’s complexity, wealth and subtleties in a variety of contexts. Students take their studies in a language in which they are academically competent. Having studied the language as a Language and Literature subject in the MYP or at an equivalent level provides a natural pathway to studying the language in a Group 1 subject in the DP.

The following courses are offered at ISH:

- Language A: language and literature (in English, Dutch, French, Spanish, German)
- Language A: literature (in English at HL and SL, and in other languages as a school-supported self-taught (SSST) subject at SL)

Through each course, students are able to develop:

- a personal appreciation of language and literature
- critical-thinking skills in their interaction with a range of texts from different periods, styles, text- types and literacy forms
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective
- an understanding of how language challenges and sustains ways of thinking.

Through studies in language and literature, the DP aims to develop a student's lifelong interest in language and literature, and a love for the richness of human expression.

The Language A: literature and language A: language and literature subjects have a common structure, consisting of three areas of exploration, which propose a different approach to the study of a text:

- Readers, writers and texts
- Intertextuality: connecting texts
- Time and space

Both courses have seven central concepts, highlighting key aspects of literary and linguistic study: culture, creativity, communication, perspective, transformation, representation, and identity. These concepts act as core structuring elements, which can be used to bring different works together, to offer possible areas of comparison and contrast and to suggest lines of inquiry into them.

The two Language A courses share common course aims and assessment objectives. The assessment model includes tasks with similar designs (paper 1, IA, HL essay), but course-specific requirements, as well as components that are identical across the courses (paper 2).

The HL essay is a component that requires candidates to write a 1200-1500 word formal essay, following a line of inquiry of their own choice into one of the texts studied. HL Language A: language and literature candidates will have a choice between writing about a non-literary or literary text. Students can choose any of the texts studied during the course, with the exception of the texts they have used for their internal assessment or that they plan to use for their Paper 2. This written coursework component targets the research, editing and citation skills that are of such importance for university courses and it differentiates further between SL and HL, asking HL candidates to demonstrate a deeper understanding of the nature of linguistic or literary study.

Language A: Language and Literature (English, Dutch, Spanish, French, German)

The language A: language and literature course, offered in English, Dutch, Spanish, French and German, introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non-literary text types. The course aims to develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts. Both literary and non-literary texts are used to enable students to develop an appreciation of the nature, power, and beauty of language and literature. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption.

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

Key features of the curriculum and assessment models:

- Available at higher and standard levels
- Students study 6 works at higher level and 4 works at standard level from a representative selection of literary forms, periods and places
- Students study a range of non-literary texts and bodies of work that include a wide variety of text types
- Students develop the techniques needed for the critical analysis of communication, becoming alert to interactions between text, audience and purpose
- An understanding of how language, culture and context determine the construction of meaning is developed through the exploration of texts, some of which are studied in translation, from a variety of cultures, periods, text-types and literary forms
- Students are assessed through a combination of formal examinations and oral and written coursework:

	Assessment components	Weighting
HL	**External assessment**	**80%**
	Paper 1 (2 hours 15 minutes) An analysis of each of two unseen non-literary texts, each from a different text type	35%
	Paper 2 (1 hour 45 min) A comparative literary essay about two works in response to a question chosen out of four	25%
	Essay A 1200-1500 word formal essay, following a line of inquiry into one of the texts studied	20%
	Internal assessment	**20%**
	Individual oral (15 minutes) Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.	20%
SL	**External assessment**	**70%**
	Paper 1 (1 hour 15 minutes) An analysis of one of two unseen non-literary texts, each from a different text type	35%
	Paper 2 (1 hour 45 min) A comparative literary essay about two works in response to a question chosen out of four	35%
	Internal assessment	**30%**
	Individual oral (15 minutes) Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.	30%

Language A: Literature (English)

The language A: literature course, offered in English, aims to develop in students an understanding of the techniques involved in literary criticism and an ability to form independent literary judgments. For students who have developed a love for literature during their MYP years, this is the perfect opportunity to build a true appreciation of literature – by studying a wide range of literary texts such as novels, plays, short stories, poems, and graphic novels.

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

Key features of the curriculum and assessment models:

- Available at higher and standard levels
- Students study at least 10 works at higher level and 7 works at standard level from a representative selection of literary forms, periods and places
- Students develop the ability to engage in close, detailed analysis of literary works, building understanding of the techniques involved in literary criticism

- The study of literary works in context is emphasized, and through the study of literature in translation the student is challenged to reflect on the role of cultural assumptions in interpretation
- Students are assessed through a combination of formal examination and oral and written coursework.

	Assessment components	Weighting
HL	**External assessment**	**80%**
	Paper 1 (2 hours 15 minutes) An analysis of each of two unseen literary texts, each from a different literary form	35%
	Paper 2 (1 hour 45 min) A comparative literary essay about two works in response to a question chosen out of four	25%
	Essay A 1200-1500 word formal essay, following a line of inquiry into one of the texts studied	20%
	Internal assessment	**20%**
	Individual oral (15 minutes) A 15-minute individual oral exploring two of the texts studied (a text studied in translation and a text written originally in the language studied) in relation to a global issue of the student's choice 10 minutes: student's analysis of the extracts and the overall texts in connection with the chosen global issue + 5 minutes: teacher will ask questions that will encourage furtherdevelopment, exploration or discussion	20%
SL	**External assessment**	**70%**
	Paper 1 (1 hour 15 minutes) An analysis of one of two unseen literary texts, each from a different literary form	35%
	Paper 2 (1 hour 45 min) A comparative literary essay about two works in response to a question chosen out of four	35%
	Internal assessment	**30%**
	Individual oral (15 minutes) A 15-minute individual oral exploring two of the texts studied (a text studied in translation and a text written originally in the language studied) in relation to a global issue of the student's choice 10 minutes: student's analysis of the extracts and the overall texts in connection with the chosen global issue + 5 minutes: teacher will ask questions that will encourage further development, exploration or discussion	30%

SSST Language A: Literature (other languages)

If a language A: literature subject is not offered by the school, students can also be registered as SSST (school-supported self-taught) Language A students. This means that you do not have a teacher (an internal, ISH teacher or an external one) who guides you through the course. It is a good option for students where no teacher can be found, or where IB training or additional payment for an external teacher is not possible. This option can only be taken at **standard level (SL)**. Due to the nature of the course, the class limit is 15 students.

With other SSST Language A students, you will attend up to nine **Wednesday afternoon** seminars per school year and a **weekly study hall**. You will also have some additional individual meetings with the SSST Language A coordinator at ISH. Each year, you will receive a course booklet that guides you through the course. You will know exactly what to do for each deadline and seminar, and the dates will also be posted on Managebac. Detailed Portfolio tasks will be provided for each work you select. The tasks are designed to help you build skills, deepen understanding and prepare for the different exam components of the course. You will receive feedback on your behaviours for learning for each ISH report and have mock exam experiences before each exam. The idea of studying without a teacher may seem strange, but the course has worked well for many students in the past.

In order to get feedback on the work you do in your Language A, you will need to get support from an adult native or fluent speaker of your language who acts as your **language tutor** outside of school. At ISH, the person acting as a language tutor can be a relative or family friend willing to provide support free of charge or a paid tutor who has no personal connection with the student's family. The person acting as your language tutor does not have to be a teacher but knowledge of literature in your Language A is helpful. Experienced IB tutors will have to be flexible since the since the SSST Language A coordinator at ISH will guide you through the course.

SSST language A requires good organisational skills, independent learning and a mature approach because each student is actually responsible for their own course, and because seminars and study halls will not automatically appear on your timetable. Your good level of self-management skills had to be reflected in your Year 11 reports.

For more information, you can find the course outline, answers to Frequently Asked Questions and a link to the Language Tutor Form (explaining the role of the language tutor in detail) here:
https://docs.google.com/document/d/1hmy8iPiXki57FuggF-Ruy86zKFlVJFvXnylvT21FgmI/edit?usp=sharing

Please make sure that you attend the registration meeting in the first few weeks of Year 12. Details of the course – including arrangements with an adult acting as your language tutor, the choice of books and the nature of assignments – will be addressed in Year 12.

	Assessment components	Weighting
SL	**External assessment**	
	Paper 1 (1 hour 15 minutes) The paper consists of two unknown passages from works of different literary forms, each accompanied by a question that focuses on a technical or formal feature. You will be asked to analyse one of the passages and are strongly advised to use the guiding question to explore how the feature helps to construct meaning.	35%
	Paper 2 (1 hour 45 min) The paper consists of four general questions. You will be asked to choose one of the questions and write a comparative essay based on two works studied during the course.	35%
	Individual oral (15 minutes) The oral exam consists of a prepared presentation. You will be asked to discuss two works studied in relation to a global issue of your choice, using only two pre-selected, unmarked text extracts and ten bullet points as notes.	30%

Native speakers of Chinese can find out more about the options for Chinese A: Literature (HL) and Chinese B (HL) here:
https://docs.google.com/document/d/1Eg2RUspxSEyZmENuF8H1qLQWEqnDBnl0iVAOxBks44I/edit?usp=drive_link
Ms Bergman coordinates SSST and Home Languages. Please contact her at h.bergman@ishthehague.nl if you have any questions after reading the information provided through the links above.

Group 2: Language Acquisition

Language acquisition consists of two modern language courses — language ab initio and language B — that are offered in a number of languages.

Language ab initio and language B are language acquisition courses designed to provide students with the necessary receptive, productive and interactive skills and competencies as well as with intercultural understanding by exposing the student to different cultures connected to the target language to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

The two modern language courses develop students' linguistic abilities through the development of receptive, productive and interactive skills.

15

IBDP students at ISH can take:

- language B courses in English, Spanish, French and German
- language ab initio in Dutch, Spanish and French

Language B (English, Dutch, Spanish, French, German)

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

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

Course Structure

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

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

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

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

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

The use of literary works to develop students' receptive and productive skills is encouraged at all levels of language acquisition in the DP; however, in terms of formal requirements of the syllabus and assessment outline,

the study of two literary works originally written in the target language is a requirement at HL in language B. HL students are expected to understand fundamental elements of the literary works studied, such as themes, plot and characters. It must be emphasized that literary criticism is not an objective of the language B course; literary criticism lies within the remit of the DP studies in language and literature courses. In language B HL, literature is intended as a stimulus for ideas to be explored, principally through oral assessment.

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

	Assessment components	Weighting
HL	**External assessment**	**75%**
	Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
	Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
	Internal assessment	**25%**
	Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%
SL	**External assessment**	**75%**
	Paper 1 (1 hour) Productive skills—writing (30 marks) Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	25%
	Paper 2 (1 hour 45 minutes) Receptive skills — separate sections for listening and reading (65 marks) - Listening comprehension (45 minutes) (25 marks) - Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
	Internal assessment	**25%**
	Individual oral assessment A conversation with the teacher, based on a visual stimulus and at least an additional theme. (30 marks)	25%

Please note: Language B is not intended for native or near-native speakers who use the language regularly outside of school. If you can interact in the language in both formal and informal contexts on familiar and unfamiliar topics, and if you can read and write the language (even if you make errors), a Language B course will not provide an appropriate academic challenge for you.

In exceptional cases, the school may be able to admit native or near-native speakers to Language B HL. This is only possible if the level of reading and writing is so low that the student cannot be expected to improve enough in the two year programme to pass Language A exams. This is more likely to be the case for character languages (e.g.

Chinese) than for alphabetical languages (e.g. Dutch). The school does not support Language B SL as an option for native or near-native speakers.

If you feel the Language B HL exception applies to you, please contact the relevant coordinator before submitting your subject choices. In order for the school to be able to evaluate your situation, you may be asked to attend an interview and/or complete an internal or external placement test, which your parents may have to pay for.

Language ab initio (Spanish, French)

The language ab initio course is a language acquisition course for students with no prior experience of the target language, or for those students with very limited previous experience. Any student who has studied the language for 2 years and/or is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio.

This course is only available at standard level (SL) and will be offered in French and Spanish (on condition enough students select the subject).

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The language ab initio syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. The language ab initio syllabus prescribes four topics for each of the five prescribed themes for a total of 20 topics that must be addressed in the language ab initio course.

Key features of the curriculum:

- Knowledge of vocabulary and grammar (the what of language) is reinforced and extended by understanding audience, context, purpose, meaning and variation (the why and how of language)
- The development of international-mindedness is one of the key aims of the course
- Students are exposed to a variety of authentic text types in relation to the prescribed themes and topics, as well as the content contained within the language-specific syllabuses
- Students produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests

	Assessment components	Weighting
SL	**External assessment**	**75%**
	Paper 1 (1 hour) Productive skills—writing (30 marks) Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	25%
	Paper 2 (1 hour 45 minutes) Receptive skills — separate sections for listening and reading (65 marks) - Listening comprehension (45 minutes) (25 marks) - Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
	Internal assessment	**25%**
	Individual oral assessment A conversation with the teacher, based on a visual stimulus and at least an additional theme. (30 marks)	25%

Group 3: Individuals and Societies

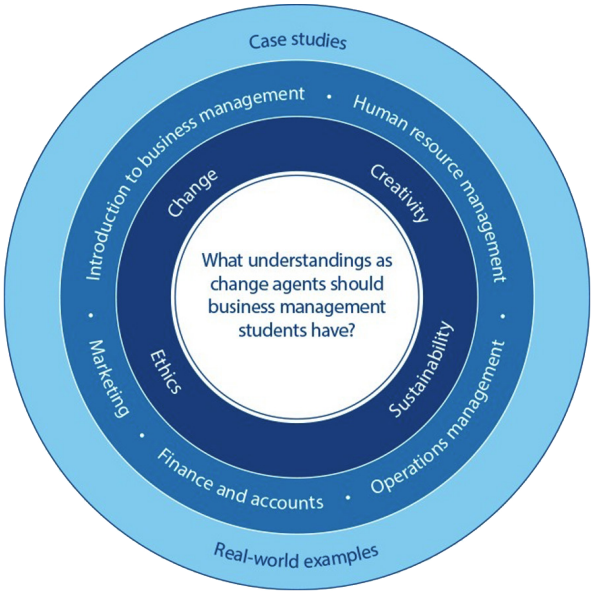
Group 3, individuals and societies, encompasses a broad range of subjects. At ISH, we offer the following Group 3 subjects: business management, economics, geography, history, global politics and psychology. Students can choose whether to study these subjects at HL or SL. An interdisciplinary subject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

Business Management

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision- making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts — creativity, change, ethics and sustainability — this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management



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

- develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents;
- foster an informed understanding of ethical and sustainable business practices;
- explore the connections between individuals, businesses and society;
- engage with decision making as a process and a skill.

Syllabus

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

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

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

	Assessment components	Weighting
HL	**External assessment (4 hours and 30 minutes)**	**80%**
	Paper 1 (1 hour and 30 minutes) Based on a pre-released statement that specifies the context and background for the unseen case study. Syllabus content: 1-5 and the BM Toolkit, including HL extension topics (30 marks)	25%
	Paper 2 (1 hour 45 minutes) Structured questions based on unseen stimulus material. Syllabus content: 1-5 and the BM Toolkit, including HL extension topics (50 marks)	30%
	Paper 3 (1 hour and 15 minutes) Based on a Social Enterprise stimulus (unseen), students answer one compulsory question. Syllabus content: 1-5 and the BM Toolkit, including HL extension topics (25 marks)	25%
	Internal assessment	**20%**
	Research project Students produce a research project about a real business issue or problem facing a particular organisation using a conceptual lens. Maximum 1800 words. (25 marks)	20%
SL	**External assessment (3 hours)**	**70%**
	Paper 1 (1 hour and 30 minutes) Based on a pre-released statement that specifies the *context* and *background* for the unseen case study. Syllabus content: 1-5 and the BM Toolkit excluding HL extension topics (30 marks)	30%
	Paper 2 (1 hour 30 minutes) Structured questions based on unseen stimulus material. Syllabus content: 1-5 and the BM Toolkit excluding HL extension topics (40 marks)	35%
	Internal assessment	**30%**
	Research project Students produce a research project about a real business issue or problem facing a particular organisation using a conceptual lens. Maximum 1800 words. (25 marks)	30%

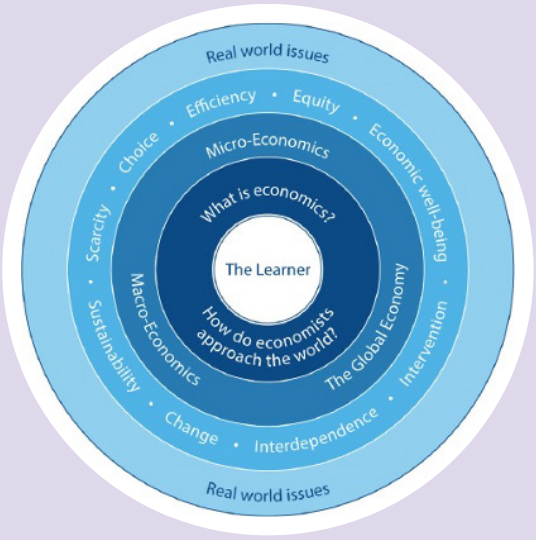
No prior knowledge of business and management is necessary for students; however, a familiarity with business concepts would be an advantage, as would completing the business and economics courses in the IB MYP.

Economics

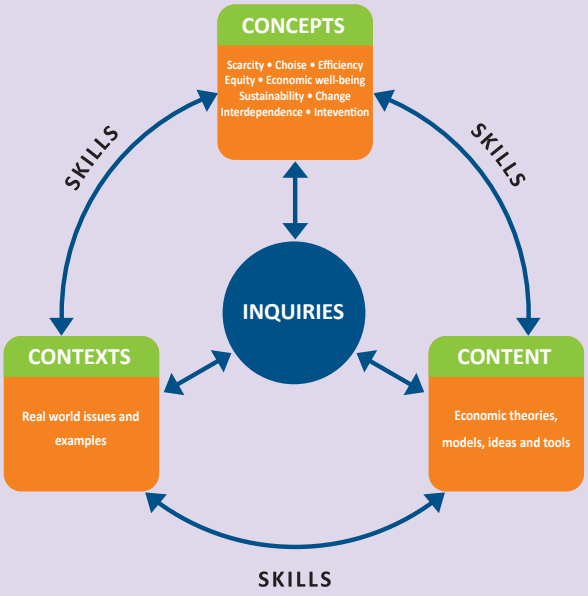
The IBDP economics course emphasises the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories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

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world. The new integrated subtopics of Economics of the environment, Economics of inequality and poverty help to bring to light the main global challenges facing the planet today and how these can be addressed using an Economics lens.

There are nine key concepts in the course (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention).



Overview of the new economics curriculum model



The relationship between inquiry, concepts, content and contexts in economics

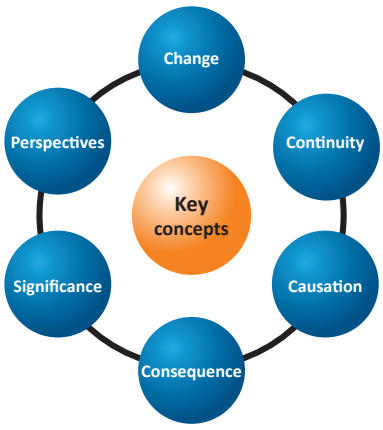
	Assessment components	Weighting
HL	**External assessment**	**80%**
	Paper 1 An extended response paper	20%
	Paper 2 A data response paper	30%
	Paper 3 A policy paper Syllabus content including HL extension material. Includes both quantitative and qualitative questions.	30%
	Internal assessment	**20%**
	Portfolio Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse their commentaries. Maximum 800 words for each commentary (45 marks)	20%
SL	**Paper 1** A data response paper	30%
	Paper 2 A data response paper	40%
	Internal assessment	**30%**
	Portfolio Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse their commentaries. Maximum 800 words for each commentary (45 marks)	30%

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

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

History

Historical knowledge is an important asset for our learners in order to thrive as global citizens. The DP History course is built around six important concepts approached from various modern world history themes and case studies. Our history lessons contribute to a deeper understanding of difference and identity in our present time and allow our learners to develop extremely valuable transferable skills such as critical thinking, intellectual pursuit and the capacity to do source analysis and evaluation. History prepares students for many university courses and careers including law, politics and journalism. The course at ISH has been designed to ensure it is a world history course and that different academic perspectives and theories are studied. Our students are always encouraged to find and develop their voices both in class discussions and in their writing. Contemporary historical sources are also used regularly in lessons to develop students' evaluation skills.These are the six concepts around which our course is built:



Key concepts for DP history

Syllabus

Both HL and SL students study the following topics:

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

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

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

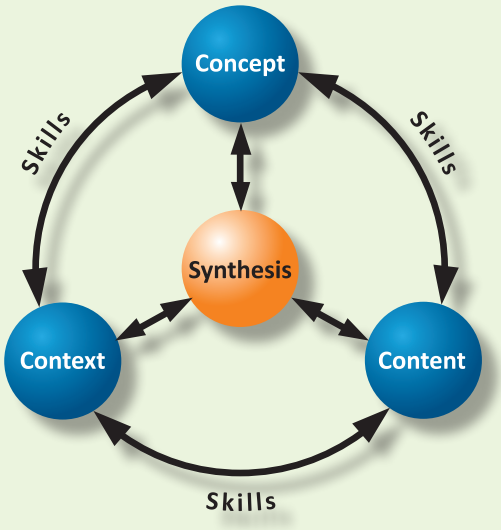
Throughout the course the historical skills being developed and refined are:

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

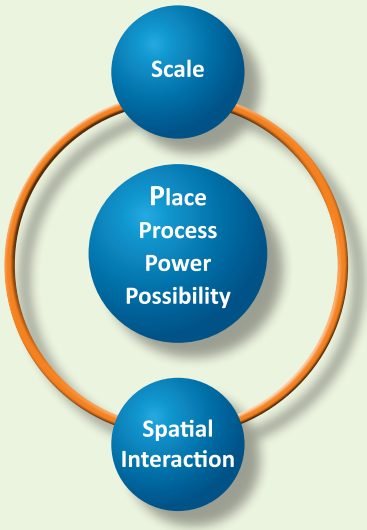
	Assessment components	Weighting
HL	**External assessment**	**80%**
	Paper 1 (1 hour) Source-based paper based on the prescribed subject: The move to global war. Students answer four structured questions on the prescribed subject. (24 marks)	20%
	Paper 2 (1 hour 30 minutes) Essay paper based on the world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

Geography

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



Geography course model



Concepts

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

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

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

Syllabus

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

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

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

- B: Oceans and coastal margins
- D: Geophysical Hazards (HL only)
- F: Food and health

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

The Internal Assessment is linked to Option B and includes a compulsory fieldwork trip to Barcelona in year 12. The cost is not included in the school fees.

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

Global Politics

DP global politics is a course for students who want to understand more about how the world they live in works, and what makes it change (or prevents it from changing). The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding of the local, national, international, and global dimensions of political activity and processes by critically engaging with contemporary political issues and challenges. The course integrates concepts, content and contexts through inquiry.

- **Concepts** such as power, sovereignty, legitimacy and interdependence are explored and examined critically throughout the course.
- **Content** informs inquiries through a variety of global politics topics, encompassing political systems and actors, power interactions, frameworks, treaties and conventions, terminology, and analysis models.
- **Contexts** diversify, shape and channel inquiries through contemporary real-world examples and cases.

The flexible syllabus allows us to build the course around their students' contexts and interests, as well as contemporary events and developments in global politics. Thinking, analysis and research skills are fostered through guided and independent inquiries into political issues and challenges, with a special focus on identifying and engaging with diverse perspectives.

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

- explore and evaluate power in contemporary global politics
- examine how state and non-state actors operate and interact within political systems
- investigate and analyse contemporary political issues and challenges from multiple perspectives
- develop a lifelong commitment to active global citizenship through collaboration and agency.

The Curriculum Overview:

Core: Understanding power and global politics

Thematic Studies:

- Rights and justice
- Development and sustainability
- Peace and conflict

HL Extension: Global Political Challenges

	Assessment components	Weighting
HL	**External assessment**	**80%**
	Paper 1 (1 hour 15 minutes) Source-based questions that address topics from the global politics core in an integrated way	20%
	Paper 2 (1 hour 30 minutes) Extended response questions based on prescribed content from the thematic studies	30%
	Paper 3 (1 hour 30 minutes) Stimulus-based questions related to the HL extension syllabus (global political challenges)	30%
	Internal assessment	**20%**
	Engagement Activity A written report on a political issue explored through engagement and research	20%
SL	**External assessment**	**70%**
	Paper 1 (1 hour 15 minutes) Source-based questions that address topics from the global politics core in an integrated way	30%
	Paper 2 (1 hour 30 minutes) Extended response questions based on prescribed content from the thematic studies	40%
	Internal assessment	**30%**
	Engagement Activity A written report on a political issue explored through engagement and research	30%

Psychology

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

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

- develop knowledge and understanding of psychological concepts, content and contexts, including models and theories
- think critically and creatively about behaviour and cognitive processes
- engage with problems facing individuals, groups and societies using psychological understanding and skills.



The focus of the psychology course is on conceptual understanding and the ability to apply given concepts across a variety of contexts as opposed to simple memorization of theories supporting studies. Framing the psychology course through concepts, content and context allows for the development and application of psychological knowledge when studying the contexts. Students also undertake the internal assessment task, which is to design a research proposal to investigate a population of interest using one of the four research methods used in the class practicals.

		Weighting
HL		**80%**
	Paper 1 (1 hour 30 minutes) Integration of the concepts, content and contexts (35 marks) Section A: two compulsory short-answer questions from two of the three content areas Section B: two compulsory questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts Section C: students answer one of two concept-based extended response questions, each from a different context	25%
	Paper 2 (1 hour 30 minutes) Applying concepts and content to research contexts (35 marks) Section A: four compulsory questions that focus on the class practicals Section B: evaluation of an unseen research study with regard to two or more concepts	25%
	Paper 3 (1 hour 45 minutes) Data analysis and interpretation of research data (30 marks) Four source-based questions with quantitative and qualitative findings will be provided. The focus of the questions will be from one of the HL extensions.	30%
		20%
	Research proposal (24 marks) Design a research proposal to investigate a population of interest using one of the four research methods used in the class practicals. This component is internally assessed by the teacher and externally moderated.	20%
SL		**70%**
	Paper 1 (1 hour 30 minutes) Integration of the concepts, content and contexts (35 marks) Section A: two compulsory short-answer questions from two of the three content areas Section B: two compulsory short-answer questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts Section C: students answer one of two concept-based extended response questions, each from a different context	35%
	Paper 2 (1 hour 30 minutes) Applying concepts and content to research contexts (35 marks) Section A: four compulsory questions that focus on the class practicals Section B: evaluation of an unseen research study with regard to two or more concepts	35%
		30%
	Research proposal (24 marks) Design a research proposal to investigate a population of interest using one of the four research methods used in the class practicals. This component is internally assessed by the teacher and externally moderated.	30%

Group 4: Sciences

ISH offers Physics, Chemistry, Biology, Computer Science, Sport Exercise and Health Science (SEHS) and Design Technology as Group 4 subjects. An interdisciplinary subject with Individuals and Societies, namely environmental systems and societies (ESS), can also be studied at SL. A common curriculum model applies to all the sciences. This model offers a parallel structure at both HL and SL, whereby a core of material is studied. By studying any of the Group 4 subjects, students will become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that distinguishes the Group 4 subjects.

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

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

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

Biology

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

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

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

Chemistry

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. The course is designed to ignite curiosity, develop critical thinking skills, and provide a solid foundation in this fundamental scientific field. It is called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. In this course, students will delve into

the fundamental concepts of chemistry, providing them with a solid understanding of the principles that govern the physical world. Through hands-on experiments, interactive discussions, and engaging lessons, students will develop a deep appreciation for the impact of chemistry in their everyday lives. Students will not only gain a strong foundation in chemistry but also develop skills that extend beyond the classroom. They will become critical thinkers, effective communicators, and curious explorers of the world around them.

Chemistry helps to understand the world on a microscopic level. It explains how different substances interact with each other, why certain materials have specific properties, and how everyday phenomena occur. By studying chemistry, students gain a deeper understanding of the processes that shape our environment, from the food we eat to the air we breathe.

Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

Physics

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

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

Good qualifications in IBDP Physics are needed for entry into universities that offer courses such as Physics, Engineering, Medicine, Dentistry and even diverse subjects such as Management.

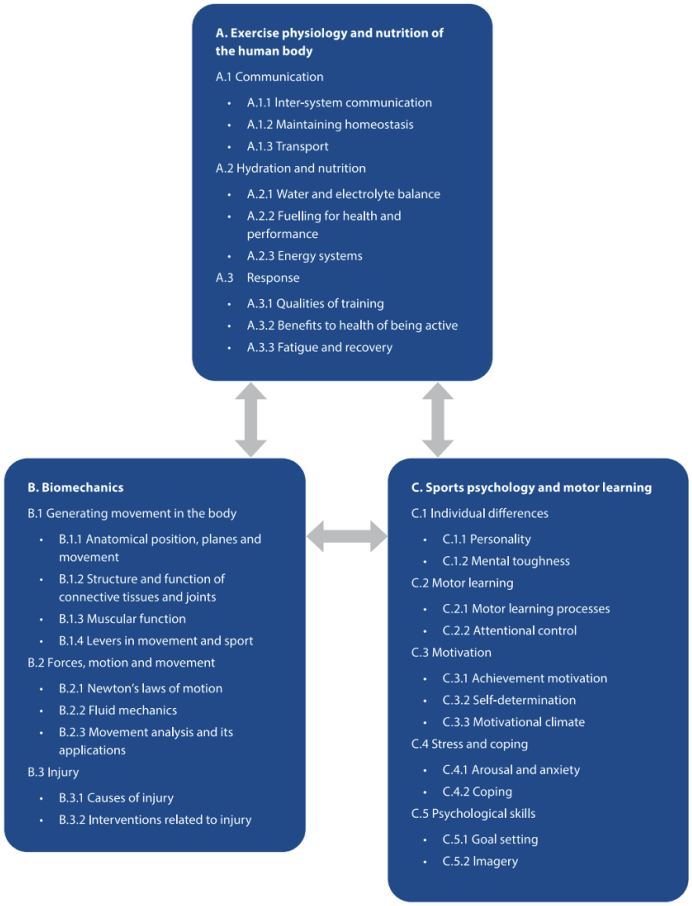
	Assessment components (Biology, Chemistry, Physics)	Weighting
HL	**External assessment**	**80%**
	Paper 1 (2 hours)	36%
	Paper 2 (2 hours 30 minutes)	44%
	Internal assessment	**20%**
	Individual investigation (10 hours) An individual scientific investigation – full lab report not longer than 3000 words – assessed for Research design, Data analysis, Conclusion, Evaluation.	20%
SL	**External Assessment**	**80%**
	Paper 1 (1 hour 30 minutes)	36%
	Paper 2 (1 hour 30 minutes)	44%
	Internal assessment	**20%**
	Individual investigation (10 hours) An individual scientific investigation – full lab report not longer than 3000 words – assessed for Research design, Data analysis, Conclusion, Evaluation.	20%

Sports, Exercise and Health Science

As one of the sciences subjects in the IB Diploma Programme, sports, exercise and health science (SEHS) is organised under three main themes: exercise physiology and nutrition; biomechanics; sports psychology and motor learning.

These themes are distinct, but also share many overlapping features; studying the similarities and connections between them is a central component of the course. Integral to the student experience of the SEHS course is the learning that takes place through scientific inquiry, both in the classroom and in field work or the laboratory. With an emphasis on experimental work, teachers provide students with opportunities in which they develop understandings, skills and techniques which can be applied across their studies and beyond.

By studying SEHS, students explore what it means to thrive in terms of physical activity, athletic performance and personal health. Uniquely among the DP sciences, the course has immediate everyday applicability outside the classroom. Students can apply what they have learned to their daily lives, positively impacting their personal health and sporting performance.



Through the lenses of both health and performance, students can apply the concepts and skills they develop in this course to their own sporting endeavours, demonstrating agency in making informed personal choices. They can also apply these to their broader community. In a world where millions are physically inactive and afflicted by chronic disease and ill health, the sports, exercise and health scientist can be as proficient in prescribing exercise for general health and well-being as they can be in prescribing it for an aspiring athlete. SEHS is therefore an excellent grounding for more advanced courses in higher or further education related to sports, fitness and health, and serves as useful preparation for employment in physical activity fields.

Assessment components	Weighting
External assessment (3 hours)	**76%**
Paper 1 (1 hour and 30 minutes) Paper 1A - Multiple-choice questions Paper 1B - Dat-based questions (Total 55 marks)	36%
Paper 2 (1 hour and 30 minutes) Short-answer and extended-responce question	40%
Internal assessment (10 hours)	**24%**
The internal assessment consist of one task: the scientific investigation. This component is internally assessed by the teacher and externalley moderated by the IB at the ende of the course. (Total 24 marks)	

Computer Science

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. Students will analyse real-world challenges, design algorithms, implement solutions (primarily in Python) and evaluate their social, ethical and environmental impact:

- Computer fundamentals
- Networks
- Databases
- Machine learning (introductory level)
- Computational thinking & problem-solving
- Programming
- Object-oriented programming
- **Case study** – exploring an annual technology context

Additional depth for HL only

- Abstract data types (ADT)
- Machine learning extended depth
- Two additional case-study challenge questions

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

- Draws on a wide spectrum of knowledge.
- Enables and empowers innovation, exploration and further learning.
- Interacts with and influences cultures, society and individual behaviour.
- Raises ethical issues.
- Is underpinned by computational thinking.

Computational thinking involves the ability to:

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

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

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

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

	Assessment components	Weighting
HL	**External assessment**	**80%**
	Paper1 (2 hours) Theme A: Concepts of computer science (A1 Computer fundamentals, A2 Networks, A3 Databases, A4 Machine learning) + case-study questions	40%
	Paper 2 (2 hours) Theme B: Computational thinking & problem-solving (B1 Computational thinking, B2 Programming, B3 Object-oriented programming, B4 Abstract data types)	40%
	Internal Assessment	**20%**
	Development of a computational solution (35 h). Students create an original product or extend an existing one for a real client, documented in ≤ 2 000 words and a demonstration video.	20%
SL	**External Assessment**	**70%**
	Paper 1 (1 hour 15 minutes) Theme A: Concepts of computer science (A1 Computer fundamentals, A2 Networks, A3 Databases, A4 Machine learning) + case-study short-response	35%
	Paper 2 (1 hour) Theme B: Computational thinking & problem-solving (B1 Computational thinking, B2 Programming, B3 Object-oriented programming)	35%
	Internal Assessment	**30%**
	Development of a computational solution (35 h). Students create an original product or extend an existing one for a real client, documented in ≤ 2 000 words and a demonstration video.	30%

Design Technology

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

The course focuses on analysis, design development, synthesis and evaluation. The creative tension between theory and practice is what characterizes design technology within the DP sciences group.
DP design technology achieves a high level of design literacy by enabling students to develop critical- thinking and design skills that they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. A well-planned design technology course enables students to develop not only practical skills but also strategies for creative and critical thinking.

The DP design technology course is engaging, accessible, inspiring and rigorous. The course:

- draws on a wide spectrum of knowledge
- enables and empowers innovation, exploration and the acquisition of further knowledge
- actively promotes the act of learning by experience through topics designed for practical exploration
- raises ethical issues in design
- is underpinned by design thinking. Design thinking involves the ability to:
- understand users, challenge one's own assumptions, redefine complex problems and create innovative solutions that can be modelled and tested
- utilize an experimental and inquiry-based approach to problem-solving
- engage with empathy, definition, ideation, prototyping and testing
- appreciate how theoretical and practical limitations affect the extent to which problems can be solved. During the course, students will develop a product design solution. This will involve the ability to:
- identify a problem or need
- design, model, test and develop a product design solution (performance testing)
- liaise with clients, target audiences and end-users to evaluate the success of the product design solution (user testing).

The course has a balance of theory and practical tasks. practical tasks will be spent using analog and digital tools in conjunction with CAD/CAM and workshop facilities. Computer aided design and manufacture will be a focus, when exploring a variety of techniques using concept modelling, virtual analysis, laser cutting and 3D printing of realised solutions.

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	**90**	**180**
A) Design in Theory	33	71
B) Design in Practice	44	77
C) Design in Context	13	32
Experimental Programme	**60**	**60**
Design Project	50	50
Collaborative Science Project	10	10
Total teaching Hours	**150**	**270**

	Assessment components	Weighting
HL	**External assessment**	**70%**
	Paper 1 Duration: 1 hour 30 minutes Maximum mark: 40 Paper 1 focuses on syllabus content drawn from design in theory, design in practice and design in context. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is permitted. See the Calculators guidance for examinations booklet on the Programme Resource Centre.	25%
	Paper 2 Duration: 2 hours 30 minutes Weighting: 45% Maximum mark: 80 Paper 2 focuses on syllabus content and is based on the analysis of a product. The examination paper comprises several short-answer and extended-response questions combining SL and HL content in design in theory, design in practice and design in context. The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted. See the Calculators guidance for examinations booklet on the Programme Resource Centre.	45%
	Internal Assessment	**30%**
	Individual design project (50 hours)	30%

	Assessment components	Weighting
SL	**External assessment**	**60%**
	Paper 1 Duration: 1 hour Weighting: 20% Maximum mark: 30 Paper 1 focuses on syllabus content drawn from design in theory, design in practice and design in context. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is permitted. See the Calculators guidance for examinations booklet on the Programme Resource Centre.	20%
	Paper 2 Duration: 1 hour 30 minutes Weighting: 40% Maximum mark: 50 Paper 2 focuses on syllabus content and is based on the analysis of a product. The examination paper comprises several short-answer and extended-response questions combining standard level (SL) topics in design in theory, design in practice and design in context. The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted. See the Calculators guidance for examinations booklet on the Programme Resource Centre.	40%
	Internal Assessment	**40%**
	Individual design project (50 hours)	40%

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

Course description and aims

At the heart of the ESS course is the intention to provide students with the learning needed to understand and make decisions regarding the pressing environmental issues we face. A conceptual and interdisciplinary approach is essential to problem-solving in ESS as this allows for truly holistic thinking about environmental and societal challenges faced in the 21st century.

ESS is an interdisciplinary course that combines a mixture of methodologies, techniques and knowledge associated with the subject groups of individuals and societies, and sciences. Due to the interdisciplinary nature of the course, students may study ESS in either subject group, or in both. Please note that ESS is only offered at SL at ISH.

Various disciplines from the sciences and social sciences come together in ESS. These include, but are not limited to, ecology, economics, chemistry, geography, design, psychology, physics, law, philosophy, anthropology and sociology. The particular knowledge, concepts, skills and approaches from these disciplines are combined to enable ESS to be studied from a unique and integrated perspective.

The course is firmly grounded in both the scientific exploration of environmental systems in terms of their structure and function, and in the exploration of cultural, economic, ethical, political and legal interactions of societies with environmental and sustainability issues. Consequently, ESS requires its students to develop a diverse set of skills, knowledge and understandings.

The interdisciplinary nature of the course means students gain a holistic understanding from the various topics studied; they undertake research and investigations, and participate in philosophical, ethical and pragmatic discussions about the issues involved, from the local to the global level.

Environmental systems and societies (ESS) aims to empower and equip students to:

1. develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere
2. develop knowledge of diverse perspectives to address issues of sustainability
3. engage and evaluate the tensions around environmental issues using critical thinking
4. develop a systems approach to provide a holistic lens for the exploration of environmental issues
5. be inspired to engage in environmental issues across local and global contexts.

The course Framework

Key concepts as foundation topics

At the heart of the ESS course is the intention to provide students with the learning needed to understand and make decisions regarding the pressing environmental issues we face. A conceptual and interdisciplinary approach is essential to problem-solving in ESS as this allows for truly holistic thinking about environmental and societal challenges faced in the 21st century.

The foundation topic (topic 1) of ESS introduces and explores the following three key concepts.

- perspectives
- systems
- sustainability.

Perspectives allow students to develop deeper understandings of worldviews and individual perspectives on environmental issues. Systems theory allows students to apply holistic analysis and understand the mechanics and purpose of human constructed systems and the function of natural ones. The concept of sustainability is also central to ESS.

Resource management issues are pivotal to sustainability, and students' attention is drawn to this throughout the course.

Syllabus Component:

- Topic 1 Foundation
  1.1 Perspectives
  1.2 Systems
  1.3 Sustainability
- Topic 2 Ecology
- Topic 3 Biodiversity and conservation
- Topic 4 Water
- Topic 5 Land
- Topic 6 Atmosphere and climate change
- Topic 7 Natural resources
- Topic 8 Human populations and urban systems

Experimental Programme

- Practical work
- Collaborative sciences project
- Scientific investigation

Asssement outline - SL

Assessment components	Weighting
External assessment (3 hours)	**75%**
Paper 1 (1 hour) Case study: Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All of the questions are compulsory. (35 marks)	25%
Paper 2 (2 hours) Short answers and structured essays: Section A (40 marks) is made up of short-answer and data-based questions. Section B (20 marks) requires students to answer two structured essay questions from a choice of two. Each question is worth 20 marks. (60 marks)	50%
Internal assessment (10 hours)	**25**
This component is internally assessed by the teacher and ecternally moderated by the IB at the end of the course. The internal assessment consist of one task: the individual inversitgation. (30 marks)	

Group 5: Mathematics

Mathematics: Analysis and Approaches

Mathematics: analysis and approaches is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content, such as engineering, physics, economics. It is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. Mathematics: analysis and approaches includes an emphasis on calculus and on algebraic, graphical and numerical approaches.

	Assessment components	Weighting
HL	**External assessment**	**80%**
	Paper 1 (120 minutes) No technology allowed. (110 marks) Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus.	30%
	Paper 2 (120 minutes) Technology required. (110 marks) Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus.	30%
	Paper 3 (75 minutes) Technology required. (55 marks) Two compulsory extended-response problem-solving questions.	20%
	Internal Assessment	**20%**
	Mathematical exploration This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%
SL	**External Assessment**	**80%**
	Paper 1 (90 minutes) No technology allowed. (80 marks) Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus.	40%
	Paper 2 (90 minutes) Technology required. (80 marks) Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus.	40%
	Internal Assessment	**20%**
	Mathematical exploration This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

Mathematics: Applications and Interpretation

Mathematics: applications and interpretation is a course in applied mathematics, designed for students who enjoy using mathematics to describe the real world and solve practical problems, and those who are interested in harnessing the power of technology alongside exploring mathematical models of all types. The subject emphasises the applications of the subject and interpretation of results in context, with a focus on modelling with functions, discrete mathematics, and statistics. It is suitable for students who have an interest in the social sciences, natural sciences, statistics, business, psychology, and design.

	Assessment components	Weighting
HL	**External assessment**	**80%**
	Paper 1 (120 minutes) Technology required. (110 marks) Compulsory short-response questions based on the syllabus.	30%
	Paper 2 (120 minutes) Technology required. (110 marks) Compulsory extended-response questions based on the syllabus.	30%
	Paper 3 (75 minutes) Technology required. (55 marks) Two compulsory extended-response problem-solving questions.	20%
	Internal Assessment	**20%**
	Mathematical exploration This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%
SL	**External Assessment**	**80%**
	Paper 1 Technology required. (80 marks) Compulsory short-response questions based on the syllabus.	40%
	Paper 2 (90 minutes) Technology required. (80 marks) Compulsory extended-response questions based on the syllabus.	40%
	Internal Assessment	**20%**
	Mathematical exploration This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

Use of Technology

A graphic calculator is required for all IB DP mathematics courses and it is essential for following the lessons, completing the assignments and performing well on tests and in exams. In mathematics: applications and interpretation the use of a calculator is allowed in all exam papers; in mathematics: analysis and approaches, the use of a calculator is not allowed in Paper 1. The graphic calculator used at ISH is selected at the beginning of each school year by the mathematics department. The models recommended for the next academic year are the Texas Instruments TI-84 or TI-84 plus or TI-84 Python edition. It is important that students have the ISH model of graphic calculator and they are strongly advised to purchase one through a local bookstore or electronic shop before the start of the lessons.

Group 6: The Arts

ISH offers courses in visual arts, music, and theatre. The IBDP visual arts course aims to develop creative thinking, technical skills and critical art appreciation that will provide students with a foundation for further studies in architecture, graphic and industrial design, fashion, (art) history and photography. The IBDP music course is designed to promote greater awareness and understanding of both the power and variety of musical experiences. Students choose to study music ranging from all periods and styles, to a highlight now of music technology where students can develop their own projects, albums, and skills. Through the DP theatre course students develop their skills as actors, directors, designers, theorists and practitioners. A variety of theatrical practices from different eras and places are studied, and students have the opportunity to pursue areas of specific interest.

There are no exams in Music, VIsual Arts and Theatre. **Arts is a course work based subject**. The learning for each component occurs over a period of time evidenced by formatively and summatively assessed exhibitions, performances and investigations. At the end, the IB assesses the external components and samples of the

internal components. In order for teachers to offer feedback and verify the authenticity of the coursework, it is important for students to submit process evidence for both the formative and summative deadlines. As the course progresses, more of the criteria requirements are learned and assessed. For this reason, the assessments for each component become more rigorous. The requirements to achieve a grade 6 at the end of year 12 are higher than at the start of the program.

Students not only practise a variety of skills towards creating and producing exhibitions and performances. They learn to develop a variety of strategies to envision, plan and execute their intentions. This requires thoughtful time management and flexibility to adapt when outcomes are not as intended, helping students become more confident and resilient.

Trips and the ISH Artist in Residence Programme

Visual Arts Trip and Artist in Residence

In Year 12, students and teachers go on a 3 day trip to London to experience a wide variety of contemporary art first hand while learning more about the artist's practice and how time and place influences art. This trip is essential to the DP visual arts curriculum and assessment. The cost is approximately €500 and this is not included in the school fees.

Trip

It is a course requirement for students to see live productions, as these are referred to in one the assessment tasks. In Year 12, students and teachers will take every opportunity possible to see live theatre and attend workshops, either online or face to face. The school is a member of The International Schools Theatre Association (ISTA) which runs annual events to support the DP theatre course, and offers a variety of workshops to students based on the four assessment tasks. We will annually inform the students of any opportunities we have to attend these events and give advance warning of additional costs where possible.

Music Trip

In Year 12, students and teachers attend a collaborative workshop that sets up the initial coursework and demonstrates what is possible throughout the two-year course. This will be organised in collaboration with local international schools. Throughout the course trips to concerts take place, providing opportunities for critical analysis and development as musicians. This also extends into artist in residency programs hosted through REWIRE and other professional organisations, composing for the AMSTEL Sax Quartet and more.

Students will also get an opportunity to participate in a cultural and industry-basd trip in Europe where they begin to document, research and create works for their portfolios. These portfolios are built over two years and can be submitted as their final Diploma coursework.

Visual Arts

The IBDP visual arts course, offered at HL and SL, combines creativity, critical thinking and art appreciation that provides a firm foundation for university studies. ISH students go on to study art and design at colleges all over the world. Possible careers for students with an art and design qualification include: architecture, engineering, interior design, graphic/digital design, advertising, fine art, publishing, fashion, photography, film, television, video and industrial design, as well as many other related professions. If a student is considering pursuing a design study, in higher education, taking both DP design technology and DP visual arts is recommended. Many design studies require a portfolio with a variety of works and this is an important component in the visual arts course.

Central to the course is the development of an increasingly personal line of investigation. Throughout years 12 and 13, students gradually develop their own work, using a range of media of their choosing and media introduced by teachers and technicians. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and creative self-confidence. The students are also encouraged to challenge their own creative and cultural expectations and boundaries, helping them discover unforeseen areas of strength and interest.

In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary art practices and media. The course culminates with an exhibition and celebration of the student's work.

The range of media offered includes: sculpture, painting, drawing, ceramics, printmaking, photography and digital media (Adobe film and editing software). Student works are also made with specialist tools such as a laser cutter and 3D printer.

	Assessment components	Weighting	
	External assessment	**HL**	**SL**
HL & SL	**Art-making inquiries portfolio (HL & SL** Students learn to show written and visual evidence of multiple lines of inquiry within the process of making art and to curate evidence of their investigations, creative experiences, and reflections with a variety of art-making forms into a digital portfolio	30%	40%
SL	**Connections Study** Students select a chosen resolved artwork and connect it to their context. In addition, they will be asked to research at least two artworks by different artists, demonstrating connections to these works through an informed analysis of their cultural significance.	-	20%
HL	**Artist Project** Students create and contextualize an artwork for a choice-based project, resulting in "situating" an artwork at a location of choice. Within their project development, students will connect their ideas to at least two artworks by different artists.	30%	-
	Internal assessment	**HL**	**SL**
SL	**Resolved Artworks** Students create 5 coherent artworks which are explained in a written rationale, through which they articulate their artistic choices.	40%	40%
HL	**Selected Resolved Artworks** Students will ask students to create 8 art pieces. From this, students will choose 5 resolved pieces to form a coherent body of work, which they will contextualize and articulate through a written rationale and individual artwork texts.		

Music

The DP music course, offered at HL and SL, offers students an opportunity to expand their ability to understand, create, and perform music in an emerging creative and digital world.. A brand new platform is being offered within the context of four areas of inquiry:

1. Area of Inquiry 1: Music for sociocultural and political expression
2. Area of Inquiry 2: Music for listening and performance
3. Area of Inquiry 3: Music for dramatic impact, movement and entertainment
4. Area of Inquiry 4: Music technology in the electronic and digital age

The 21st Century music learner must prepare for a world in which global musical cultures and industries are rapidly changing. Throughout the course, students embody three roles: the **researcher**, the **creator** and the **performer**. In these roles, they inquire, create, perform and reflect on the course's three musical processes:

- exploring music in context
- experimenting with music
- presenting music

This course is relevant for any students considering a career in many different areas. These include performance and composition, but also those interested in media law, multi-media creation, events-management, performance in collaboration with other artists, music technology and cultural research. Teachers and students will be empowered to recognize how technical training and creative competencies combine to inform practical work and contribute to the formation of a well-rounded modern musician. Higher Level students even get the opportunity to create a project of their own that is theirs to lead and direct (from recording an album, composing for a film, DJ-ing a live set or playing piano through a loop pedal with orchestra).

The course achieves this by scaffolded and guided approaches to:

- focused listening skills
- performance proficiency (including with music technology)
- compositional craft (including music technology)
- the ability to discuss music critically
- the ability to justify creative choices, and
- the capacity for entrepreneurship in the musical world

Assessment in the music course has the following characteristics:

a. There is an aligned component structure with three shared components in SL and HL.
b. There is one additional component at HL: applied learning building on the three foundational components.
c. Students develop their holistic musicianship across the three roles of researcher, creator and performer.
d. Music Theory is applied to student work inside the course.
e. Students systematically keep a musical journal as this serves as the basis for submissions.
f. Teachers model examples with the four areas of inquiry.

Assessment components	Weighting	
	HL	SL
External assessment	**50%**	**70%**
Exploring music Students select samples of their work for a portfolio submission (maximum 2,400 words). The submission contains: a. Exploring as a researcher • written work demonstrating engagement with, and understanding of, diverse musical material from at least two areas of inquiry b. Exploring as a creator and as a performer • one practical creating exercise (score maximum 32 bars and/or audio 1 minute as appropriate to style) • one performed adaptation of music from a local or global context for the student's own instrument (maximum 2 minutes) c. Supporting audio reference material, (not assessed).	20%	30%
Presenting music Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: a. Presenting as a researcher • programme notes (maximum 600 words) b. Presenting as a creator • composition and/or improvisation (maximum 6 minutes) c. Presenting as a performer • solo and/or ensemble (maximum 12 minutes) • excerpts, where applicable (maximum 2 minutes)	30%	40%
Internal assessment	**50%**	**30%**
Experimenting with music Students submit an experimentation report with evidence of their musical processes in creating and performing focused through at least two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Students submit: a. Experimenting as a researcher • a written experimentation report that supports the experimentation (maximum 1,500 words) b. Experimenting as a creator and as a performer • Practical musical evidence of the experimentation process in the form of ▸ three related excerpts of creating (total maximum 5 minutes) ▸ three related excerpts of performing (total maximum 5 minutes)	20%	30%
The contemporary music-maker (HL only) Students submit a continuous multimedia presentation (maximum 15 minutes), documenting their real-life project: a. the project proposal b. the process and evaluation c. the realised project, or curated selections of it.	30%	-

Online Courses

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

- **Group 2**: Mandarin ab initio SL,
- **Group 3**: Philosophy SL, Digital Society SL
- **Group 6**: Film SL

For information about the courses please see http://pamojaeducation.com/IB-online-courses/ and contact Mr Petar Ogrizovic (p.ogrizovic@ishthehague.nl), our Site-based Coordinator.

To be successful in an online course, students need strong self-management skills.

Please note that there are additional costs involved in taking an online course.

Assessment and Grading

Assessment in the DP

Assessment in the DP includes:

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

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

DP Grades

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

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

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

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

The grade boundaries will be published on ManageBac.

Award of the IB Diploma

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

Requirements for the Award of the IB Diploma

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

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

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

The additional requirements are the following:

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

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

Summary

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

The Bilingual Diploma

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

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

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

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

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

THE IB CAREER-RELATED PROGRAMME

The IBCP at a Glance

What is the IB Career-Related Programme (IBCP)?

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

As a part of our whole school mission, the IBCP programme aims to develop the **curiosity** of our students by **connecting** the real world with the classroom and enabling them to become **compassionate** global citizens of the future.

The IBCP is a rigorous and unique academic programme that offers students a different learning experience than that of the IB Diploma Programme (DP). The IBCP provides a balance of academic and career-related education, which allows students the opportunity to gain a valuable qualification that will enable them to attend universities both here in The Netherlands and in the UK, as well as in other countries according to equivalence. It also provides an excellent foundation for apprenticeships or employment.

The IBCP enables us to meet the diverse needs of the international student body at our school. It gives students the opportunity to gain a meaningful and recognized qualification in an educational context that provides them a different learning experience by bringing the commercial world into the classroom and by linking their curriculum to the real world of international business.

The IBCP is a very exciting applied learning course that enables students to acquire skills such as developing their foreign language ability, professional and personal organization and the ability to work with others, that many people do not learn until they begin university.

The CP Curriculum Model



The IBCP is comprised of three elements:

1. The IBCP Core
2. Academic courses from the IBDP subjects
3. Career-related studies

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

The Core (Personal and Professional Skills, Language and Cultural Studies, Reflective Project and Community Engagement) aims to develop personal qualities and skills, as well as professional habits required for lifelong learning.

The Career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning. This is achieved through career- related excursions, guest speakers from industry and serving the community through raising money for charity. Where appropriate, each unit is linked to external trips, in order to bridge the understanding between the classroom and the real world of business. Excursions to organisations such as The Amsterdam Stock Exchange, Nike, H&M and Apple enable the learners to observe how organisations operate and students can relate this experience in their classroom assignments.

The IBCP develops students to be academically strong, skilled in a practical field, critical and ethical thinkers, self-directed, collaborative, resilient and determined, confident and assured, caring and reflective, and inquirers.

Requirements for Satisfactory Completion of the IBCP

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

a. The candidate has completed the specified career-related study (BTEC).
b. The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme courses registered for the Career-related Programme.
c. The candidate has been awarded a grade of at least D for the Reflective Project.
d. Personal and Professional Skills, Community Engagement and Language and Cultural Studies requirements have been met.
e. The candidate has not received a penalty for academic misconduct.

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

The IBCP Core

The Career-related Programme core is designed to enhance students' personal qualities and professional development. The programme core places the Diploma Programme courses and the career-related study into context and draws all aspects of the framework together. The IBCP core specifically promotes attributes of an IB education such as reflection, open-mindedness, communication, and thinking through a range of activities.

The IBCP core is made up of 4 components:

- Personal and Professional Skills
- Language and Cultural Studies
- Community Engagement
- Reflective Project

Personal and Professionals Skills

The personal and professional skills (PPS) course is designed for students to develop a range of skills that can be applied in a variety of contexts to support their personal and professional growth both now and in the future. The course helps learners to develop not only as individuals but also as citizens within local and global communities and prepares students for their future pathways of higher education, further training or employment. Through the development of intrapersonal and interpersonal skills, critical and ethical thinking, and intercultural understanding, the course supports student learning in the other core components and elements of the CP and prepares students for future pathways toward higher education, further training, or employment as well as for their personal lives.

The PPS is a compulsory component of the CP. It is a timetabled course of a minimum of 100 hours and is completed throughout the two years of the CP.

Through inquiry, students will:

- develop and apply transversal skills in a wide range of contexts
- explore and understand a variety of concepts related to one's own personal and professional development
- consider, understand and value diverse perspectives
- become reflexive lifelong learners who can influence, manage and respond to change.

Six central concepts

There are six concepts in the personal and professional skills course:

1. Change
2. Connections
3. Identities
4. Perspectives
5. Systems
6. Wellbeing

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

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

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

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

Assessment

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

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

CP Community Engagement (CE)

Community Engagement is a core part of the IBCP that gives students the chance to learn with, in, and from communities. It's about more than volunteering — it's a process of building relationships, taking meaningful action, and reflecting on impact.

- Purpose: To help students grow as responsible, compassionate individuals who understand their role in local and global communities.
- Learning Focus:
  - Students work with communities in dialogue, reciprocity, and reflection.
  - Engagement happens across three dimensions: personal (self-awareness), relational (building connections), and systems (understanding larger structures).
  - Students explore real opportunities and challenges, then act collaboratively to respond to them.
- Process:
  - Structured around three stages: explore & prepare, relate & act, evaluate & share.
  - Involves at least 30 hours of guided learning plus ongoing, student-led community action.
  - Students document their journey in a learning journal and take part in three review points.
- Learning Outcomes:
  - Foster reciprocal and dialogic engagement.

- Explore systems and understand their own role within them.
- Develop and enact ethical thinking and action.
- Engage in reflective and reflexive practice.

- Skills Developed:
  - Critical and creative thinking.
  - Ethical reasoning and empathy.
  - Collaboration, communication, and intercultural understanding.
- Outcome: CE empowers students to act with curiosity, connection, and compassion, preparing them to face complex challenges and contribute positively to society.

Learning outcomes

Students` completion of service learning is based on the achievement of the five service learning outcomes realized through the students' commitment to their service learning programme.

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

LO 1	IIdentify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	Demonstrate participation with service learning experiences
Descriptor	Students can articulate the five stages from investigating and conceiving an idea to executing a plan for a service learning experience or series of service learning experiences. Students may show their knowledge and awareness by building on a previous service learning experience, or by launching a new idea or process, or by advancing the work of others. This may be accomplished in collaboration with other participants.
LO 3	Demonstrate the skills and recognize the benefits of working collaboratively
Descriptor	Students are able to identify and critically discuss the benefits and challenges of collaboration gained through service learning experiences.
LO 4	Demonstrate engagement with issues of global significance
Descriptor	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.
LO 5	Recognize and consider the ethics of choices and actions
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out service learning experiences.

Assessment

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

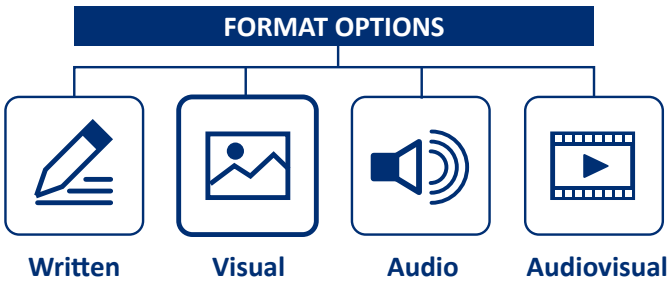
Reflective Project

The reflective project (RP) is an in-depth body of work produced over an extended period and submitted towards the end of the Career-related Programme (CP). It is the product of the student's own initiative and should provide a thoughtful representation of their cumulative personal experience and skills gained over the course of the CP. Students have the option to develop their RP using a variety of format options, which include written, verbal, visual and audio-visual modes of communication.

The RP provides students with the opportunity to think like a future career practitioner. It promotes in-depth and critical research, reflection and reflexivity, professional communication skills, intellectual discovery and creativity

through the exploration of a career-related ethical dilemma while considering the impact on and perspectives of others through current historical, local and global contexts. Some students practice self and critical reflexivity to arrive at a personal position on the dilemma.

Reflective Project Format Options



The Reflective Project can be completed using a variety of format options that allows the student to demonstrate their understanding using different modes of communication. All format options provide the student an opportunity to demonstrate their exploration and understanding of the ethical dilemma and to share their personal position and reflections. The format options include written, visual, audio and audio-visual modalities. The total equivalence of all formats is 4000 words maximum. That is 3000 words and 1000 words of written reflections. (For specific details see the 2025-2027 RP Guide)

Assessment

All reflective projects are internally moderated but externally assessed.

Students will be assessed on the approach they use to complete the reflective project—the process, the output from that process and the product.
The reflective project is assessed using five assessment criteria (A-E) designed to foster independent study and encourage students to use their own initiative.

In total, students can achieve a maximum of 34 points; the points will be converted into a grade A (=excellent) to E (=elementary).
Please note that if a student gets a grade E for the reflective project, the student will not be awarded the IBCP certificate.

CP Language and Cultural Studies (LCS)

Language and Cultural Studies (LCS) is a **core part of the IBCP**. It helps students grow as **multilingual**, **intercultural communicators** who can connect across cultures and contexts.

- **Purpose**: Students explore how language and culture shape identity, meaning, and perspectives. They expand their linguistic and cultural repertoires while developing curiosity, openness, and empathy.
- **Learning Focus**:
  - Begins with a **Language and Cultural Portrait** – students map their own languages, cultures, and experiences.
  - Students then choose one **area of exploration**:
    1. **Career** – developing language and intercultural skills for work or academic purposes.
    2. **Community** – engaging with languages and cultures tied to local, global, or family contexts.
    3. **Personal** – learning a new language or deepening personal linguistic/cultural interests.
- **Concepts**: Four key ideas guide learning – **communication**, **identities**, **perspectives**, and **power**.
- **Process**:
  - Inquiry-based learning with at least **70 hours of study** (30 guided).
  - Students keep a **learning journal**, revisit their portrait, set goals, and reflect on progress.
  - Completion requires sustained engagement and evidence of growth.
- **Skills Developed**:
  - Communication and intercultural skills.
  - Critical and reflective thinking.
  - Self-awareness and adaptability.
- **Outcome**: Students become more **curious**, **connected**, and **compassionate**, equipped with transferable skills for study, work, and life in a global community.

Academic Courses from the IBDP

IBCP students are expected to study **three DP courses**: English, Mathematics and a third DP subject of their choice. A description of these courses can be found in the chapter on "The DP Subjects" (pages 10-47).

Career-related Studies

The career-related studies present students with a more vocational curriculum though it still remains highly theoretical. Whilst there are a number of suitable courses that the school could introduce for this option, we have decided to focus initially on a Pearson BTEC (Business and Technology Educational Council) International Level 3 Diploma in Business. The qualification is awarded by BTEC and is delivered in more than 100 countries at all levels. Although it is not compulsory to use BTEC, this qualification comes highly recommended by the IB as it fulfils all of the necessary requirements for successful completion of the IBCP.

Pearson BTEC International Level 3 Diploma in Business

Pearson BTEC International Level 3 Diploma in Business is the size of two International A Levels. The course is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of business sector study. Other vocational or academic qualifications or non-qualification elements can complement it to support progression to specific job roles or to higher education business courses.

The course requires the completion of 10 units. Five (5) are mandatory which include three (3) internal units and two (2) set assignments by Pearson (PSA). Learners must complete a further five (5) Optional units. To achieve the Diploma a learner must complete a minimum of nine units. Each unit is split into preparatory tasks that teach the skills needed for each assignment, followed by the formal assignments for the unit. Each unit **must** be completed and handed in by the learner by the deadline date shown on each assignment brief.

Pearson BTEC Level 3 National Diploma in Business				
Unit Number	**Unit Title**	**GLH**	**Type**	**Assessed**
Mandatory units – learners complete and five (5) units				
1	Exploring Business	90	Mandatory	Internal Assignments
2	Research and Plan a Marketing Campaign	90	Mandatory	Pearson set assignment
3	Business Finance	90	Mandatory	Internal Assignments
4	Managing an Event	90	Mandatory	Internal Assignments
7	Business Decision Making	120	Mandatory	Pearson set assignment
Optional units – Learners complete five (5) units				
9	Team Building	60	Optional	Internal Assignments
17	Digital Marketing	60	Optional	Internal Assignments
19	Pitching for a new business	60	Optional	Internal Assignments
24	Branding	60	Optional	Internal Assignments
30	Career Planning	60	Optional	Internal Assignments

Assessment

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

Their assignments are based on learning outcomes set by Pearson Edexcel. These are listed for each unit in the unit specifications. They must achieve all the learning outcomes to pass each course including the Pearson Set Assignments (PSA) that will be taken under controlled conditions before it is assessed by teachers.

The Pearson BTEC International Diploma course is made up of a number of units worth a total of 720 Guided Learning Hours (GLH).

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

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

Skills needed to successfully complete the course

Students should:

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

They will need to:

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

Recording Student Achievement

When learners have completed all the units of the BTEC course they will receive an overall grade for their qualification- Pass, Merit, Distinction or Distinction*. These are the grades that will be shown in their diploma.

	Unit Size		
	60 GLH	**90 GLH**	**120 GLH**
U	0	0	0
Pass	6	9	12
Merit	10	15	20
Distinction	16	24	32

Diploma 720GLH	
BTEC Grade	**Points Threshold**
U	0
PP	72
MP	88
MM	104
DM	124
DD	144
DD*	162
D*D*	180

Promotion from Year 12 to Year 13

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

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

Re-submissions for the BTEC

Re-submissions

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

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

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

BTEC Re-sits

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

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

Y12 Important dates and Promotion to Y13

Below is all the information you need about the upcoming Year 12 grade reports, exams, and criteria for promotion to Year 13.

Promotion Criteria for Year 13

Diploma Programme (DP):	Career related programm (CP):
▶ Minimum total score of **24 points**, with at least **12 points in higher level (HL)** subjects. ▶ Satisfactory progress in the Extended Essay (indicated by at least a green flag), as assessed by the Extended Essay supervisor. ▶ Satisfactory progress in CAS (Creativity, Activity, Service), indicated by at least a green flag, as assessed by the CAS advisor/mentor. ▶ Satisfactory progress in Theory of Knowledge (TOK), indicated by a passing grade (at least a D). ▶ All coursework up to date, including completion of the Year 12 Collaborative Science Project, the TOK Exhibition, etc. ▶ Good record of attendance and punctuality.	▶ Grade 3 or higher in at least two Diploma Programme courses registered for the Career-related Programme. ▶ Satisfactory progress in the Reflective Project, assessed by the Reflective Project supervisor. ▶ Satisfactory progress in Community Engagement, assessed by the Service Learning advisor and coordinator. ▶ Satisfactory progress in Personal and Professional Skills. ▶ Satisfactory progress in Language and Cultural Studies. ▶ Pass in all units from the Career-related studies (BTEC in Business). ▶ All coursework up to date.

Important Dates:	
5 November	Progress report deadline for teachers. YL and DYL will identify students below 24 points overall and 12 points for HL subjects.
11 November	Progress report (GL). Meeting with students not meeting the requirements to create improvement plans. YL and DYL to contact SALs/SCs of students in danger in those subjects requesting how they or classroom teacher will support progress.
11 December	PTS conferences All identified students should be invited for PTS meetings with their teacher.
12 February	Grade report deadline for teachers. YL and DYL will again identify students below 24 points overall and 12 points for HL subjects.
23 February	Grade report (GL). Meeting with students not meeting the requirements to create improvement plans. YL and DYL to contact SALs/SCs of students in danger in those subjects requesting how they will support progress or classroom teacher.
11 March	IBDP and CP Core presentation for parents.
12 March	PTS conferences All identified students should be invited for PTS meetings with their teacher and a review of the improvement done at this point.
19 March	Presentation for Year 12 parents with detailed information about exams and protocols and reminder about promotional criteria.
11 March	Assembly for Year 12 students during mentor period with detailed information about exams and protocols.
10 April	Study day for Year 12 students.
13-23 April	Year 12 April exams.
19 May	Teacher deadline for the Year 12 Promotional Report.
22 May	Promotional Grade Report (including the Year 12 exam grade and overall grades in Year 12) will be published.

On 22 May, the promotion status for Year 13 will be determined as follows:

- Automatic Promotion to Year 13:

- Students with 24 points or more overall, including at least 12 points in higher level (HL) subjects.

- Conditional Promotion to Year 13:

- Students with 23 points overall and at least 12 points in HL subjects.
- Students with 24 points overall but fewer than 12 points in HL subjects.

- Repeating the Year:

- Students with 23 points or fewer overall and fewer than 12 points in HL subjects.
- Students with fewer than 23 points overall, regardless of their HL points.

Please note: Promotion to Year 13 will be based on the Promotional Report published on 22 May, not the End of Year 12 Grade Report.

YEARS 12 AND 13 AT ISH

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

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

An IBDP/CP Student's Study Programme

Timetable and Free Periods

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

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

Missed Lessons

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

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

Pastoral Care

At ISH we safeguard the success of our students' learning through a pastoral structure that consists of Deputy Head, a Year Leader and Deputy Year Leader for each year as well as a team of mentors.
The student will have the closest contact with the mentor, who works closely with the Year Leader, the Deputy Year Leader and the Deputy Head (DP/CP coordinator), to ensure that all students are supported in meeting the expectations of the programme and our school community.

The Role of the Mentor

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

The Mentor Programme

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

- One of the mentor lessons will focus on the mentor programme; which centres around issues that are of relevance to DP students and takes into account their interests and concerns. Topics addressed include: Mental health, Academic skills, Sex Education, Careers, Digital citizenship (including AI), Bullying (approached through IDEA: Inclusion, Diversity, Equity, Anti-racism)
- The second mentor class is a core lesson. These lessons focus on skills that are crucial to success in the DP core components, especially CAS and the EE, such as research skills, referencing, reflection, presentation skills etc.

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

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

The Role of the Year Leader and Deputy Year Leader

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

Other Support Structures

Library Resource Centre

The Library Resource Centre is an active centre for research, homework and leisure reading available to all students for their academic and personal information needs and offers places to study or a group study room for group work. It aims to provide appropriate materials for study, revision and research. The library is open from 8:15 a.m. until 5.25p.m. Students in Years 12 and 13 may borrow up to 50 books or magazines at a time, usually for three weeks. If students need resources for longer periods for research, please request extensions from the library staff. You can find additional information in this guide.

The librarian, together with library assistants, are available during school hours. They are happy to help students access resources for research and to advise them on available resources. If students need additional research support they can make an appointment to speak to the librarian. Students will have research skills sessions with

the librarian during Year 12.

Students can search using the library portal (https://tinyurl.com/ISH-library), for the ISH collection of print and ebooks and also our database of reliable web resources for education. The library's print collection aims to support research across the curriculum as well as encouraging reading for pleasure and personal interest. Details of services and resources can be found on the library portal (you will need to login with your ISH google id). The collection comprises a wide variety of books in print and electronic format, a small collection of curriculum support magazines in print. DP/CP students have their own dashboard on the portal with links to subject specific recommended research resources. The library also subscribes to a variety of general and subject-specific online databases for science, history, literature, sports science, drama, current affairs, news, and research encyclopaedias and databases. The library welcomes recommendations from teachers and students for additions to the library collection. Students in Year 12 and 13 also have an opportunity to learn more about the library by volunteering their time and assisting in a range of activities as part of CAS.

If the research resources of the library are not meeting your needs, students can expand their search into the local public libraries, many of which have English and other language resources. You can use the ISH library portal to begin your search of the public libraries in the Hague. Membership in local public libraries is free of charge for students under 18.

Careers Guidance

Clearly the IBDP/CP is only one step in the future career of our students. All students entering from Year 11 have already had the opportunity of taking an aptitude test. Once in Y12-13, students are expected to take an active interest in their own future. The Careers team provides information, advice and guidance in the application procedures, however, the responsibility for all application procedures, deadlines and accuracy of documentation lies with the student and their family. In addition, they should ensure that their IBDP/CP package meets any specific requirements of the university/country where the student aims to study.

The majority of our students go on to study courses offered in English at various Dutch universities and colleges. Less than 5% go on to take university courses taught in Dutch and approximately 10% apply to UK universities, though not more than 5% end up studying there. Some students apply to universities or colleges in other countries around the world such as the US, Belgium, Ireland and Canada.

We use BridgeU, an online careers support platform, which is introduced to students in year 11 and provides tools to further support students find and apply to suitable universities. Students are encouraged to visit University and College Open Days. There are various opportunities for students to find out information on educational systems including The Netherlands, UK, US and Canada. Students should keep an eye on the latest Careers news - found on the school website - and on BridgeU.

It is never too early to start planning for the future. During Years 12-13, students will be writing personal statements ('letters of motivation') and CVs, and preparing other relevant application material. CAS activities and EE (DP), Service Learning, Personal & Professional Skills and Reflective Project (CP) are useful evidence for demonstrating skills and interests. Students should bear in mind that many competitive courses are very interested in what students do as extracurricular activities and super-curricular activities (in-depth course-related activities). For example, Medical Schools in the UK now often regard work experience in hospitals or the care sector as almost an indispensable part of a student application. It is also worth remembering that many courses/ universities require students to get an IB diploma with a certain minimum number of points; some very competitive courses may require 38-43 IBDP points.

Students and parents are welcome to book appointments by sending an email to careersguidance@isthehague.nl.

Learning Support

The Learning Support department provides academic support to students with additional learning needs who

require support in order to access and/or engage in our IB curriculum and assessments. We employ a student-centric Learning Support policy at The International School of The Hague; the students' needs are at the forefront of any support given and any learning plans made.

The department is led by a Learning Support Coordinator and comprises a team of highly qualified Learning Support Specialists with expertise in a range of areas, including literacy and dyslexia, numeracy, neurodevelopmental disorders such as Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD), executive functioning and attention-related needs, physical and mobility challenge and other specific learning disorders. The team also supports students facing a broad spectrum of additional challenges that impact learning and academic achievement.

Academic excellence is incorporated into our philosophy of supporting and celebrating the diversity of learning needs within our international community. We collaborate with teachers and families to remove barriers and ensure accessibility to our curriculum. We develop support strategies and plans based upon student data and learning preferences, and apply evidence-based practices in meeting the unique learning needs of our students. A list of students with additional learning needs, with links to individual information, is shared with teachers each year and updated accordingly as new information is collected, targets for learning shift, and progress is made. We believe all students deserve to achieve and excel, therefore we maintain high expectations and provide equally high support.

Types of Support Provided

We employ a multi-tiered system to support the individual needs of students. Support for students may include:

- In-class support to increase student engagement and curriculum accessibility
- Small group instruction in areas of literacy, mathematics, executive functioning and study skills
- Targeted, individual support for students with identified learning challenges
- Teacher support, focusing on strategies for individual student learning needs and differentiation
- Facilitating connections between ISH families and external agencies and/or professionals for educational-psychological assessment services

Student Well-Being

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

The student wellbeing coordinator leads the department and is the main point of contact for staff, parents and external organisations. The student wellbeing counsellors provide individual and group support to students and their families, working collaboratively with teachers and other professionals. The social worker provides counselling support to students and their families in their homes as well as in school. They support students and families through the process of finding additional professional support outside school.

Support is offered in the following ways:

- Individual counselling: a one-to-one counselling session lasts for 45 minutes and the department usually offers 8-10 sessions
- There is an open-door policy so that students can access support without an appointment
- Referrals to external professionals/agencies are provided when additional professional support is needed
- Staff training
- Specialised programmes and support groups:
  - Rock and Water: an assertiveness and resiliency training that uses physical and self-defence exercises as tools to increase physical, emotional and self-awareness
  - Mentor presentations: Counsellors present 'Wellbeing workshops' within the mentor program, these include topics such as stress management, procrastination management, communication skills etc
  - The Camino room: A drop in space for students who face difficulties during the school day.

SCHOOL RULES

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

All students have a responsibility to:

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

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

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

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

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

The document Behaviour Expectations at ISH contains all the relevant rules and regulations; other relevant documents are: The Academic Integrity Policy and The Late Work Procedures.

Absences and Lates

All students are expected to attend and be on time to all lessons unless they have a valid excuse. Having to catch up on work for other subjects or issues with (public) transportation are not valid excuses. Parents/guardians should report absences immediately to the school via phone or email (ish.reception@ishthehague.nl). Attendance is recorded for all lessons, and any unexcused absences are shared with parents on the same day, with reminder emails sent on following days. If absences remain unexcused, students will be assigned one period of Attendance Detention for every period missed. For chronic absence or lateness for any reason, the pastoral team and any relevant school support teams (Learning Support, Wellbeing) will work with the student and parent(s)/guardian(s) to ensure continuity of learning.

Meeting School Expectations

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

Consequences of Not Meeting School Expectations

Consequences for minor misbehaviour:

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

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

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

Consequences for major misbehaviour and/or illegal behaviours

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

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

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

Homework Guidelines

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

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

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

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

Ethical Behaviour and Academic Integrity

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

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

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

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

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

1) Plagiarism and duplication of work:

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

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

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

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

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

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

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

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

Subject Changes

DP/CP Subject Changes: Instructions 2025-26

It is the **responsibility** of the **student** and their **parent(s)/ guardian(s)** to do research on universities and courses **prior to** the student making his/her IBDP subject choices in order to ensure that the IBDP subject package meets the entry requirements for the courses, at the universities, in the countries that the student is interested in.
Due to the complexity of the course, students may not switch to SSST Language A Literature after the first seminar has taken place in mid September.

After the DP subject choices are made and confirmed, Y12 students have one window of opportunity to change a subject/ level:

A year 12 student has the opportunity to request a change of subject from 1st October-10th October. The deadline is 10th October 2025. Students can collect the DP/CP subject change form from the YL/DYL.

Students must be aware that a subject change may also affect their other subjects. They are advised to discuss their desired change with their **parent(s)/ guardian(s)** and with their **mentor** and **Year Leader** before starting the process of requesting a subject change. They should ask their Year Leader for advice concerning the implications that changing one subject might have for their subject package:

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

The mentor and Year Leader will also inform the student who the relevant **subject coordinators (SC)** and **subject area leaders (SAL)** are, as students will have to discuss their motivation for dropping/adding subjects with them and to obtain their approval.

The following **procedure** should be followed:

- the student discusses their request with the mentor and/or the Year Leader
- the YL explains the process to the student
- if the student is given initial positive advice, they can pick up the DP/CP subject change form from the secondary office, their mentor or YL
- the student completes the subject change form and obtains approval and signatures from the relevant members of staff (teachers, SCs, SALs)
- the student, parents and YL also have to sign this form
- the student submits the completed form (with all the relevant signatures) to the DH DP/CP coordinator for final approval
- the DH DP/CP coordinator submits the form and discusses the request with Timetable
- if the change can be implemented in iSAMs, Timetable will then forward the form to the Secondary Office so that the change can also be made in iSAMs
- the Timetable Office informs the student, the affected teachers, the mentor, YL, DH and ManageBac administrator of the new timetable and the date when it becomes effective
- teachers will have one week to save the assessment information available on ManageBac and share it with the relevant colleagues before the student is removed from their old ManageBac classes and moved into their new classes

Please note: due to timetable/ cluster constraints and class sizes, we cannot guarantee that changes can be implemented after the start of the school year. Requests for subject changes are also subject to approval by the relevant departments, represented by the SC and SAL.

There will be **no more opportunities for student-initiated subject change requests** after this point. Changes may now only be requested upon teacher recommendation.

Thus, if, following a process of supportive measures, discussions and agreement with the student, a **teacher recommends** a change of subject/ level, the following **procedure** should be followed:

- the teacher discusses their recommendation with the Deputy Head DP/CP and the Year Leader
- depending on the justification for the proposed change and the implications this may have for the student's DP subject package, the DH DP/CP and YL will give initial approval for starting the subject change process or will reject this proposal
- if initial approval is given, the YL provides the extended DP subject change form and explains the process to the student
- the student completes the subject change form with the relevant members of staff
- the student submits the completed form (with all the relevant signatures, including parents and YL) to the DH DP/CP
- the DH DP/CP submits the form and discusses the request with Timetable
- if the change can be implemented in iSAMs, Timetable will then forward the form to the Secondary Office so that the change can also be made in iSAMs
- The Timetable Office informs the student, the affected teachers, the mentor, YL, DH DP/CP and ManageBac administrator of the new timetable and the date when it becomes effective
- teachers will have one week to save the assessment information available on ManageBac and share it with the relevant colleagues before the student is removed from their old ManageBac classes and moved into their new classes

Please note: due to timetable/ cluster constraints and class sizes, we can**not** guarantee that changes can be implemented after the start of the school year.

The Role of the Deputy Head

The Deputy Head oversees the IBDP and the IBCP; she is responsible for all students doing the DP and CP at ISH and ensures the quality of the programme. The Deputy Head also has the role of IBDP/CP Coordinator and is responsible for communication with the IB, for the registration of all students with the IB for their final examinations and for running the examinations.

Dr Alma Trumic, Deputy Head, IBDP/CP coordinator, B204
(a.trumic@ishthehague.nl)

The list of the DP/CP teams, SAL's and Coordinators

Deputy Head| IBDP/CP coordinator	Dr Alma Trumic
Deputy IBDP/CP coordinator	Ms Emmely Kooiman
Year Leader Y12	Mr Sam Inziria
Deputy Year Leader 12	Mr Joseph Bayot
Year Leader Y13	Ms Barbara Bouwman
Deputy Year Leader 13	Mr Daniel Trembirth
EAL Coordinator	Ms Hanna Harmander
Learning Support Coordinator	Ms Elefteria Loisou
EdTech Coordinator	Mr Martin Watts
Student Wellbeing Coordinator	Mr Simon Teal
Co-curricular Sports Director	Mr Daan van Bunge
Co-curricular Arts Director	Ms Emma Pistari

Subject Area Leaders (SALs)	
SAL Arts	Mr Theeus Devitt-Carolan
SAL Design	Mr Robin Hare
SAL Dutch	Ms Liane Bom
SAL English	Mr Simon Stevens
SAL I&S (INH, History, Geography, Global Politics)	Ms Marga Vallduriola
SAL I&S (Economics, BM, Psychology, BTEC)	Ms Helen Loughran
SAL German, French, Spanish	Ms Annette Scheffer
SAL Mathematics	Ms Yinka Chinery
SAL PE/PHE	Ms Kim Adam
SAL Science	Ms Ioana Howland

DP Subject Coordinators	
Visual Arts	DP: Ms Elisabeth Chute
Theatre	DP: Ms Hannah Gilman
Music	DP: Mr Samuel Wright
Computer Science	DP: Mr Alexandru Tanasel
Design Technology	DP: Mr Maurice Schoffelen
Dutch Language Acquisition/B	DP: Ms Karolina Chelminiak
Dutch Language and Literature/A	DP: Mr Teun Veken
English Language Acquisition/B	DP: Mr Alec Nightingale
English Language and Literature/A	DP: Mr Osman Yavasca
German	DP: Ms Anja Bousquet
French	DP: Ms Nadia Valmorin
Spanish	DP Spanish A: Mr Gabriel Callejon Torres DP Spanish B: Ms Ana Garcia
Mathematics	DP: AI: Ms Zita Hetzer DP: AA: Ms Zita Hetzer
Geography	DP: Mr Anthony Wood
History	DP: Ms Marga Vallduriola
Business Management	DP: Ms Julia Willshire
Economics	DP: Ms Katarine Keeman
Global Politics	DP: Ms Hanneke de Groot
Psychology	DP: Ms Helen Loughran
SEHS	DP: Mr Joel Dominguez
Biology	DP: Mr Dave Meur
Chemistry	DP: Ms Zita Conroy
Physics	DP: Mr Simon Walsh
ESS	DP: Ms Roxan Jivan
DP TOK	Ms Barbara Bouwman
DP Extended Essay	Ms Emmely Kooiman
CP Reflective Project	Mr Sam Inziria
CP Language Development	Ms Daniella Lira
CP PPS	Mr Dai Rees
DP CAS	Mr Jeremy Prichard
CP Service Learning	Ms Daniella Lira
BTEC	Mr Sam Inziria Mr Bruno Brunas
SSST and Home Languages	Ms Heike Bergman
Pamoja Coordinator	Mr Petar Ogrizovic

BIBLIOGRAPHY

- *Ethical Practice in the Diploma Programme*. International Baccalaureate Organization, resources.ibo.org//data/d_x_dpyyy_sup_0906_1_e.pdf.
- *IB Learner Profile*. International Baccalaureate Organization, resources.ibo.org//data/g_0_iboxx_amo_1702_1_e.pdf
- *General Regulations: Diploma Programme*. International Baccalaureate Organization www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-sept-16-en.pdf.
- *The Conduct of IB Diploma Programme Examinations - May and November*, International Baccalaureate Organisation. resources.ibo.org//data/d_x_dpyyy_sup_1704_3c_e.pdf

