



Eerde International Boarding School

International Baccalaureate Diploma Program

Guide

Program Guide 2022/2023



■ EERDE
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■ BOARDING SCHOOL
■ NETHERLANDS



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The IB Learner Profile

The IB Learner Profile indicates the key characteristics which IB schools aim to inculcate in students. The attributes, along with a brief explanation of each attribute, is below:



IB learner profile

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

As IB learners we strive to be:

<p>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.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>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.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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The Diploma Programme in Brief

The International Baccalaureate Diploma Program (IB DP) is a challenging yet rewarding program that strives to develop students' traits that will equip them to be responsible, caring, thoughtful, sceptical global citizens. The Mission Statement of the International Baccalaureate Organisation is below:

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

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

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

The Diploma Programme at Eerde

At Eerde International Boarding School, Diploma Programme students engage in enquiry-based, cooperative learning anchored in real world contexts with the aim of sparking and nourishing in them passionate, deep, sincere interest in their subjects and extracurricular pursuits.

Small class sizes allow teachers to design courses with the specific aptitudes and passions of their students in mind. The small-scale nature of the school also means that students and teachers get to know one another deeply and honestly, without the artifice that so often impedes genuine learning in traditional educational settings.



The International Baccalaureate Program Model

The International Baccalaureate is a program composed of many elements, all of which interlock and symbiotically reinforce each other. This is emblemized in the Diploma Programme diagram below:



Subjects and Subject Selection

Diploma Programme students select six subjects, one from groups 1-5, and then either one from group 6 or another from groups 1-4. Students may select 2 Group 1 subjects instead of one from Group 1 and 2.

Three or four of these subjects are taken at Higher Level, and the others are taken at Standard Level. Higher Level subjects differ from Standard Level subjects in that they cover a broader array of topics and require a deeper level of understanding. Typically, students take the subjects at Higher Level that they are most passionate about.

In addition, Diploma Programme students take the three elements of DP Core: Theory of Knowledge (TOK), Creativity, Activity and Service (CAS), and Extended Essay (EE).

Finally, Diploma Programme students take Physical Education classes. Although this is not an official DP subject, it helps to satisfy the requirements of the Eerde High School Diploma.



In the 2022-23 school year, Eerde intends to offer the following subjects:

Group	
Group 1: Studies in Language and Literature	Dutch A: Language and Literature (SL and HL) English A: Language and Literature (SL and HL) German A: Language and Literature (SL and HL) Self Taught Language A: Literature (SL) Chinese A: (special case)
Group 2: Language Acquisition	Dutch Ab Initio (SL only) Dutch B (SL and HL) English B (HL only)
Group 3: Individuals and Societies	Environmental Systems and Societies (SL only)* Economics (SL and HL) Geography (SL and HL) History (SL and HL)
Group 4: Sciences	Environmental Systems and Societies (SL only)* Biology (SL and HL) Chemistry (SL and HL) Physics (SL and HL)
Group 5: Mathematics	Mathematics AA: Analysis and Approaches (SL and HL) Mathematics AI: Applications and Interpretations (SL and HL)
Group 6: The Arts/ Elective	Visual Arts (SL and HL) Any other subject from groups 1-4
The DP Core	Creativity, Activity, and Service Extended Essay Theory of Knowledge

*Can be taken as either a group 3 or group 4 subject

Students make preliminary subject selections early in Spring Term of Grade 10. Using these, a tentative timetable is generated. At the start of Summer Term, students have the opportunity to finalise their selections, after which a definitive timetable is then generated.

While Eerde strives to ensure that students are able to take their first choice of subjects, it is not always possible to create a timetable permitting all subject combinations.

More information about the subjects offered can be found here:

https://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/#dp_briefs

Detailed two year course plans for each subject are made available to students during the subject selection process and at the start of each course.

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Assessment and Grading

The focus at Eerde is on formative feedback. This can take the form of written comments on a piece of work or a conversation with the student about its strengths and weaknesses. Formative feedback, without a grade, encourages students to see learning as valuable for its own sake, rather than as a sort of economic transaction in which a student produces a piece of work and the teacher repays her with a grade.

Approximately twice a term, students complete summative assessment items. On these pieces of work, teachers both assign a grade and provide feedback. This is so that students understand how they are progressing in relation to IBDP standards, and can make informed decisions about university and college applications.

DP subjects are graded 7-1, with 7 being the highest possible grade and 1 the lowest. The exceptions to this are Extended Essay and Theory of Knowledge, which are graded A-E. Students can earn up to three bonus points through achieving grades of C or higher in these subjects. The highest possible score in the Diploma Program is therefore 45 (7 in each of the six subjects, plus three bonus points.)

In order to be awarded the Diploma, students must

- Score at least 24 points in total
- Score at least 12 points in their HL subjects
- Score at least 2 in each of their HL subjects
- Score no more than two grades of 2 or lower
- Score no grade of 1
- Score no more than three grades of three or lower
- Score at least a D in Theory of Knowledge
- Score at least a D in Extended Essay
- Satisfy all the requirements of Creativity, Activity, and Service

Examinations and Assessment:

IB Diploma Programme examinations take place in May at the end of the second year of the Diploma Programme. Almost all subjects require students to sit at least two examination papers during this session.

In addition to final examinations, students also complete Internal Assessment items in all their subjects. These are projects, essays, investigations, or oral presentations which students complete during the course of their studies. They offer students the opportunity to demonstrate what they can achieve without the time constraints of an examination, and reward careful revision and reflection upon teacher and peer feedback. At the start of their first year in the DP, students will receive a schedule of Internal Assessment submission deadlines. This ensures that students are able to complete all their Internal Assessment items in a timely fashion and to a high standard.





Subject Guide:

Core: Theory of Knowledge

Theory of Knowledge is one of the three components of the Diploma Core. Its central aim is to encourage students to think critically about the production of knowledge. What does it mean to know something? Through what means can we arrive at knowledge? How confident can we be in knowledge produced within a particular field or through a particular method? These are all questions that students are positioned to engage with in Theory of Knowledge.

Prerequisites: None. This course is mandatory for all DP students.

Assessment:

Internal Assessment	External Assessment	Examination Papers
Presentation of approximately 10 minutes in length in which students identify a knowledge question and use the skills of epistemological analysis to suggest possible answers to it. Students complete this presentation at the end of Year 1 of the program.	1200–1600-word essay in response to one of six prompts set by the IBO for each session. Students complete this essay in Year 2 of the program.	None

Course Topics	Why Take This Subject?
<ul style="list-style-type: none"> • What is Knowledge? • What are Ways of Knowing? • Knowledge Claims and Knowledge Questions • Ethics • Knowledge in the Natural Sciences • Religious Knowledge Systems • Knowledge in the Arts 	Theory of Knowledge at Eerde International Boarding School is based around informed discussion and debate. With a focus on real life situations relevant to their own lives, they use epistemological concepts to question and problematize their own knowledge, as well as that of others and of society at large. Interactive, dynamic classroom activities make Theory of Knowledge a favourite amongst Eerde Diploma Program students.





Core: Extended Essay:

The Extended Essay is a research paper on a topic of the student's own choice in a discipline the student is studying in the Diploma Program. Students brainstorm a topic, narrow their focus to a specific, answerable question, and conduct theoretical and/or practical research in order to answer this question. They then express their research in an academic paper of up to 4000 words in length.

Prerequisites: None. This is a mandatory course for all Diploma Program students.

Assessment

Students are assessed on the essay itself, and on a series of three reflections they write charting their journey throughout the research project.

More information on the Extended Essay is available in the Extended Essay Guide.

Core: Creativity, Activity, and Service:

Creativity, Activity, and Service is a program designed to encourage students to put into practice in real world contexts the knowledge and skills developed in their academic subjects. Students engage in a variety of creative, physically demanding, and altruistic activities or experiences in order to further their attainment of the seven CAS learning outcomes, and ultimately the IB Learner Profile attributes.

Prerequisites: None. This course is mandatory for all Diploma Program students.

Assessment

Students are graded on a pass/fail basis in CAS. Students gain a passing grade for the program if they address all three strands of the program (Creativity, Activity, and Service), and if they meet all seven of the CAS learning outcomes. These outcomes are as follows:

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions

In addressing these outcomes, students must complete one long term collaborative project throughout the program. For more detail on CAS, see the Eerde IBS CAS Program Guide





Group 1: Studies in Language and Literature

Language A:

Language and literature encourages students to critically interrogate how meaning is produced in context. Through the study of a range of text types, the course positions students to consider how stylistic features interact with the cultural, social, and historical contexts of both the reader and the author in order to create meaning. Students also work to improve their ability to write in order to achieve particular purposes and to appeal to particular audiences.

Language A: Language and Literature is offered in English, Dutch, German, and Chinese.

Prerequisites: Students must be fluent in a particular language in order to take it at Language A level. Prior experience in reading and analyzing literary and nonliterary texts in this language is also highly recommended.

Topics and Assessment

Internal Assessment	External Assessment	Examinations
<p>Students complete at least two Further Oral Activities, based on Parts 1-2 of the course (15%).</p> <p>Students complete an Individual Oral Commentary, based on an extract from text studied in Part 4 of the course (15%).</p>	<p>At Standard Level, students complete at least three Written Tasks, extended pieces of writing on a topic studied during the course. At Higher Level, students complete at least four Written Tasks. (20%)</p>	<p>Paper 1 (25%): Unseen commentary. 90 mins at SL, and 120 mins at HL</p> <p>Paper 2: (25%) Essay on 2 of the Part 3 works studied. 90 mins at SL, 120 at HL.</p>

Course Topics	Why Take This Subject?
<ul style="list-style-type: none"> • Part 1: Language in Cultural Context • Part 2: Mass Media • Part 3: Literary Texts in Context • Part 4: Critical Study of Literature 	<p>Language A: Language and Literature at Eerde International Boarding School is characterized by passionate, thoughtful argument and debate. Seminar style discussions are common, as are group projects and student-led presentations. However, not all classroom activities involve speaking: students also write, and write a lot. Working in genres ranging from opinion pieces to blog posts to analytical essays, students hone their ability to write fluently and effectively for a variety of audiences and purposes.</p>





	Of course, students read thoroughly and deeply. Probing the nuances of modern poetry, immersing themselves in 19 th century novels, and enjoying pop culture forms such as comics and advertisements are amongst the experiences students can expect in Language A: Language and Literature.
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Self-Study Language A: Literature

Language A: Literature offers students the opportunity to improve their skills of literary analysis through in-depth study of texts from a variety of literary genres. In addition, it aims to strengthen students' ability to communicate in the analytical mode, both verbally and in writing.

Language A: Literature is offered at Eerde IBS only as a Self-Study subject. Students will be assigned an online tutor for the course, but will not have regularly scheduled lessons. Undertaking a subject as a Self-Study requires a high level of intrinsic motivation and excellent organization skills.

Prerequisites

Students must be fluent in a particular language in order to take it at Language A level. Prior experience in reading and analyzing literature in this language is also highly recommended.

Topics and Assessment

Internal Assessment	External Assessment	Examinations
Individual Oral Presentation (15%) Individual Oral Commentary (15%)	A Written Assignment of 1200-1500 words in length on one of the Part 1 works studied (25%)	Paper 1: Guided Literary Analysis (20%). 90 mins Paper 2: Essay based on at least 2 works studied in Part 3 (25%). 90 mins
Course Topics	Why Take This Subject?	





Part 1: Works in Translation Part 2: Detailed Study Part 3: Literary Genres Part 4: Options	Self-study Language A: Literature at Eerde IBS offers students the opportunity to pursue literary studies in their mother tongue, whatever that may be. It allows students the time and space to read and consider canonical works of literature, and offers them a multitude of opportunities to write about their reading, and to discuss it one to one with a personal tutor. Furthermore, the independent, self-directed nature of the subject provides a prime opportunity for developing organizational and time-management skills.
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Group 2: Language Acquisition

Language B:

Overview

Language B provides students with the opportunity to achieve a high degree of competence in a language in which they are not yet fluent. It focuses on strengthening students' writing, reading, and speaking, and listening skills, as well as developing their understanding of the cultures associated with the language. Students are therefore encouraged to appreciate the links between culture and language, and to investigate the symbiotic relationship between the two.

Language B is offered in Dutch, German, and English at Eerde International Boarding School.

Prerequisites: Students should have studied the language previously, and possess at least an intermediate ability to write, read, and converse in the language.

Topics and Assessment

Internal Assessment	Examinations	
Students complete an Individual Oral, a formal oral examination conducted by the teacher (25%)	Paper 1 (25%): Receptive skills. 75 mins (SL) or 90 mins (HL) Paper 2 (50%) Written production. 105 mins (SL) or 120 mins (HL).	
Course Topics		Why Take This Subject?



The language is studied through the following themes:

- Identities
Lifestyles, health, beliefs and values, subcultures, language and identity
- Experiences
Leisure, holidays, life stories, rites of passage, customs and traditions, migration
- Human ingenuity
Entertainment, artistic expression, communication and the media, technology, scientific advancement
- Social organization
Relationships, community, engagement, education, working, the law
- Sharing the planet
The environment, human rights, peace and conflict, equality, globalization, ethics, urban and rural environments

Students study these themes through reading, writing, and discussing a range of texts. HL students are required to study two literary texts throughout the course.

Language B at Eerde IBS is characterized by learning through doing. Through speaking and writing about issues and topics of relevance and interest to them, students develop an intrinsic love of language learning, and a passionate appreciation of its real-world benefits. And learning does not occur merely in the classroom—throughout the two years of the program, students partake in several field trips to destinations designed to allow them to put their linguistic skills to the test.

Dutch Ab Initio (SL Only):

Overview

Dutch Ab Initio offers an introduction to the Dutch language for students who have little to no prior knowledge of it. It aims to develop students' basic speaking, writing, reading, and listening skills, and to position students to appreciate the link between Dutch language and cultures around the world.

Prerequisites: None.

Topics and Assessment

Internal Assessment	Examinations
Students complete an Individual Oral, a ten-minute, three-part oral skills examination conducted by the teacher (25%)	<ul style="list-style-type: none"> ● Paper 1 (25%): Productive skills (60 mins) ● Paper 2 (50%) Receptive skills (105 mins)





Course Topics	Why Take This Subject?
<p>The language is studied through the following themes:</p> <ul style="list-style-type: none">• Identities Personal attributes, personal relationships, eating and drinking well, physical well-being• Experiences Daily routines, holidays, leisure, festivals• Human ingenuity Transport, entertainment, media, technology• Social organization Neighborhood, education, the workplace, social issues• Sharing the planet Climate, physical geography, the environment, social issues	<p>At Eerde IBS, Dutch Ab initio is an exciting course that offers independent learning opportunities and individualized learning support. At Eerde International Boarding School intercultural understanding is a key goal of the course. Students are exposed to a variety of authentic texts and they produce work in a variety of communicative contexts. At the end of the course students will be able to communicate in Dutch and they will develop an appreciation of Dutch and Dutch culture.</p>

Group 3: Individuals and Societies

Economics:

Economics is a dynamic social science, essentially about the concept of scarcity and the problem of resource allocation. Although Economics involves the formulation of theory, it is not a purely theoretical subject. Economic theories can be applied to real-world examples and increase understanding of poverty, trade and the workings of governments, firms and markets. Alongside the empirical observations of Economics, students of the subject are asked to formulate probing questions. Encouraging students to explore such questions forms the central focus of the Economics course.

Prerequisites: It is preferable that students have studied Economics previously at IGCSE level or equivalent.

Topics and Assessment





Internal Assessment	Examinations
Students produce a portfolio of three commentaries, each based on a different part of the course (20%)	<p>Standard Level:</p> <ul style="list-style-type: none"> ● Paper 1: Extended Response (90 mins, 40%) ● Paper 2: Data-based Analysis (90 mins, 40%) <p>Higher Level:</p> <ul style="list-style-type: none"> ● Paper 1: Extended Response (90 mins, 30%) ● Paper 2: Data-based analysis (90 mins, 30%) ● Paper 3: HL Extension paper based on all sections of the syllabus (20%)
Course Topics	Why Take This Subject?
<p>Topics include the following:</p> <p>Business organisation and environment Human resources Accounts and finance Marketing Operations Management</p>	<p>At Eerde, Economics allows students to learn theories with the help of various learning activities such as Field research, presentations, group discussions, debates, gallery-walks, and speed dating. It not only allows students to learn Economics concepts but also helps them to acquire 21st century skills such as critical thinking and communication skills.</p> <p>“Economics is Everywhere” and at Eerde students experience it every day.</p>

History:

History focuses on reconstructing and interpreting the past based on evidence available in the present. Through providing insight into bygone eras, the subject elucidates our present, allowing us fresh perspectives on the social, political, and cultural forces shaping our lives in the early 20th century. In History in the Diploma Program, students strengthen their capacities for research and critical thought, and reasoned argument, while broadening their understanding of temporally and geographically disparate societies and cultures.

Prerequisites

None, other than a keen interest in History.

Topics and Assessment

Internal Assessment	Examinations
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<p>History SL: Historical investigation 25%</p> <p>History HL: Historical investigation 20%</p>	<ul style="list-style-type: none"> ● History SL: ● Paper 1 (60 minutes) Source-based 30% ● Paper 2 (90 minutes) Essay paper based on the 12 world history topics 45% <p>History HL:</p> <ul style="list-style-type: none"> ● Paper 1 (60 minutes) Source-based 20% ● Paper 2 (90 minutes) Essay paper based on the 12 world history topics 25% ● Paper 3 (150 minutes) Separate papers for each of the four regional options.35%
Course Topics	Why Take This Subject?
<p>One of the following (SL and HL):</p> <ol style="list-style-type: none"> 1. Military leaders 2. Conquest and its impact 3. The move to global war 4. Rights and protest 5. Conflict and intervention <p>Two World History topics from a list of 12 (SL and HL)</p> <p>Two of the following options (HL only):</p> <ol style="list-style-type: none"> 1. History of Africa and the Middle East 2. History of the Americas 3. History of Asia and Oceania 4. History of Europe 	<p>Studying History in the IBDP at Eerde is a fantastic way to understand and evaluate the world we live in. By analysing the past students acquire exciting new perspectives through challenging and interactive learning experiences. But apart from strengthening their knowledge of the historical dimension of our world, Eerde students also become skillful in analysing and evaluating a great diversity of academic texts and sources. In class students are challenged to identify with people from the past and their way of thinking. Through presentations, role-playing, poster-making and interactive activities students develop their communication, critical thinking, and reflective skills.</p>

Geography:

The primary intent of this course is to provide students with a coherent perspective of the interrelationships between natural systems and social systems. This enables them to arrive at an informed personal view on the wide range of pressing issues that they will inevitably come to face throughout their lives. Students' attention will be constantly drawn to the four Ps: Place, Power, Process and Possibilities. The latter is important: we want to create a bright future and to look at the possibilities as to how we can contribute to such a future.

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Prerequisites: None, other than a passion for engaging with environmental, economical, political and social challenges.

Topics and Assessment

Internal Assessment	Examinations
Geography SL: Fieldwork 25% Geography HL: Fieldwork 20%	Geography SL: Paper 1 (90 minutes) Geographic themes—two options 35% Paper 2 (75 minutes) Geographic perspectives—global change 40% Geography HL: Paper 1 (135 minutes) Geographic themes—two options 35% Paper 2 (75 minutes) Geographic perspectives—global change 25% Paper 3 (75 minutes) Geographic perspectives—global interaction 20%
Course Topics	Why Take This Subject?
Patterns and Change (SL and HL): 1. Population in Transition 2. Disparities in Wealth and Development 3. Patterns in Environmental Quality and Development 4. Patterns in Resource Consumption Optional Themes (two at SL, three at HL) Global Interactions (HL Only)	Geography at Eerde IBS provides students with the opportunity to engage in a range of practical activities, fieldwork, case studies and essay responses. They are therefore immersed in a varied, interactive, and exciting learning environment, one which will hopefully leave them with a deep and abiding passion for the subject.





Group 4: Experimental Sciences

Biology:

The IB DP Biology course provides opportunities for scientific study within a global context that will stimulate and challenge students. It aims to enable students to apply and use a body of knowledge, methods and techniques and to develop an ability to analyse, evaluate and synthesise scientific information.

Prerequisites: Science at IGCSE Level or equivalent.

Topics and Assessment

Internal Assessment	Examinations
Internal Assessment consists of one ten-hour practical investigation which is then synthesized into a written report. (20%)	Standard Level: <ul style="list-style-type: none"> ● Paper 1 (45 mins): Multiple Choice (20%) ● Paper 2 (75 mins): Database extended response (40%) ● Paper 3 (60 mins): Short answers (20%) Higher Level <ul style="list-style-type: none"> ● Paper 1 (60 mins): Multiple Choice (20%) ● Paper 2 (135 mins): Database extended response (36%) ● Paper 3 (85 mins): Short answers (24%)
Course Topics	Why Take This Subject?
Topics Include the Following: <ul style="list-style-type: none"> ● Cell Biology ● Molecular Biology ● Plant Biology ● Metabolism, Cell Respiration and Photosynthesis ● Human Physiology ● Ecology Genetics ● Evolution And Biodiversity ● Nucleic Acids ● Genetics And Evolution ● Animal Physiology 	Biology classes at Eerde IBS are varied and vibrant. Learning activities range from seminar style discussions to practical experimentation to solitary reading and writing. Classes are anchored firmly in real world contexts, so as to instill in students an appreciation of the relevance of biological knowledge, and an intrinsic love of the subject.





Chemistry:

IB Chemistry is an experimental science that combines academic study with the acquisition and development of practical and investigational skills. It develops students' investigational skills in the use of the scientific method, involving the formation, testing and modification of a hypothesis through observation and measurement, under the controlled conditions of an experiment. The course also allows students to develop their problem-solving and analytical skills, as well as provide opportunities for students to become more aware of ethical, economic, and environmental implications of using science and technology

Prerequisites: Science at IGCSE level or equivalent.

Topics and Assessment

Internal Assessment	Examinations
Internal Assessment consists of scientific investigation involving 10 hours of practical work (20%)	<p>Standard Level:</p> <ul style="list-style-type: none">• Paper 1 (45 mins): Multiple Choice (20%)• Paper 2 (75 mins): Database extended response (40%)• Paper 3 (60 mins): Short answers (20%) <p>Higher Level</p> <ul style="list-style-type: none">• Paper 1 (60 mins): Multiple Choice (20%)• Paper 2 (135 mins): Database extended response (36%)• Paper 3 (85 mins): Short answers (24%)
Course Topics	Why Take This Subject?





Topics Include the Following:
Measurement And Data Processing
Atomic Structure
Periodicity
Chemical Bonding
Stoichiometric Relationships
Redox Processes
Energetics/Thermochemistry
Chemical Kinetics
Chemical Kinetics
Equilibrium
Acids And Bases
Organic Chemistry
One Optional Topic

Chemistry at Eerde IBS is not just theory. Students engage in a wide range of experimental work designed to train students in a variety of core chemistry laboratory skills as well as proper experimental design, data collection and processing. Laboratory work forms an integral part of the course. The challenging content is delivered using the five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills). Students enjoy the rigor of the IB Chemistry course at Eerde, due to the inquiry-based approaches utilised, which teach them to be reflective, balanced, open minded thinkers, enquirers and risk takers. Life is chemistry, chemistry is life, and life is happiness!

Physics:

The IBDP Physics course provides a systematic introduction to the main principles of Physics and emphasises the development of conceptual understanding and problem-solving ability using algebra and trigonometry. The course includes topics in both classical and modern Physics. The inter-relationship of Physics and technology is explored, and the global impact of technology on society and the environment is studied.

Prerequisites

- IGCSE Physics or equivalent
- IGCSE Extended Mathematics or equivalent





Topics and Assessment

Internal Assessment	Examinations
<p>Internal Assessment consists of scientific investigation involving 10 hours of practical work (20%)</p>	<p>Standard Level</p> <ul style="list-style-type: none"> ● Paper 1 (1hr 15mins) Multiple choice (20%) ● Paper 2 (1hr 25mins) Data based and extended response (40%) ● Paper 3 (1hr) Short answers on options (20%) <p>Higher Level</p> <ul style="list-style-type: none"> ● Paper 1 (1hr) Multiple choice (20%) ● Paper 2 (2hrs 25mins) Data based and extended response (36%) ● Paper 3 (1hr 25mins) Short answers and one extended question on options (24%)
Course Topics	Why Take This Subject?
<p>Topics Include the Following:</p> <ul style="list-style-type: none"> Measurement And Uncertainties Mechanics Circular Motion and Gravitation Fields (HL Only) Thermal Physics Waves Atomic, Nuclear and Particle Physics Electricity And Magnetism Electricity And Magnetism Energy Production Wave Phenomena (HL Only) Electromagnetic Induction (HL Only) Quantum And Nuclear Physics (HL Only) 	<p>At Eerde IBS, Physics classes are dynamic and exhilarating. Lessons are structured around problem-based learning, bringing the subject to live. Experiments are a critical part of the course, as are Socratic seminars, giving students the chance to discuss issues in contemporary physics and link their learning to Theory of Knowledge. Inductive learning is a characteristic of this course, with students being challenged to derive mathematical relationships from data in order to solve real world problems.</p>





ESS: Environmental systems and societies

ESS is an interdisciplinary group 3 and 4 course that is offered only at standard level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with group 4 (sciences) with those associated with group 3 (individuals and societies). Because it is an interdisciplinary course, students can study ESS and have it count as either a group 3 or a group 4 course.

Prerequisites: Science at IGCSE Level or equivalent.

Topics and Assessment

Internal Assessment	Examinations
Internal Assessment: An individual investigation (20%)	Standard Level: <ul style="list-style-type: none"> • Paper 1 (60 mins): Case study (25%) • Paper 2 (120 mins): short answers and structured essays (50%)
Course Topics	Why Take This Subject?
Topics Include the Following: <ul style="list-style-type: none"> • Foundations of environmental systems and societies • Ecosystems and ecology • Biodiversity and conservation • Water and aquatic food production systems and societies • Soil systems and terrestrial food production systems and societies • Atmospheric systems and societies • Climate change and energy production • Human systems and resource use 	ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world.





Group 5: Mathematics

Mathematics: Analysis and Approaches

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Mathematics AA: Distinction between SL and HL

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at a higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Prerequisites: IGCSE Extended Mathematics or equivalent for HL and grade A or B is strongly recommended.

Topics and Assessment

Internal Assessment AA SL	Examinations AA SL
Mathematical exploration (20%)	<ul style="list-style-type: none"> Paper 1 (90 mins): non-calculator (40%) Paper 2 (90 mins): GDC required (40%)
Internal Assessment AA HL	Examinations AA HL
Mathematical exploration (20%)	<ul style="list-style-type: none"> Paper 1 (120 mins): non-calculator (30%) Paper 2 (120 mins): GDC required (30%) Paper 3 (60 mins): GDC required (20%) (Two compulsory extended response problem-solving questions.)
Course Topics	Why Take This Subject?



<ul style="list-style-type: none"> · Number and algebra · Functions · Geometry and trigonometry · Statistics and probability · Calculus (emphasized) <p>Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.</p>	<p>Mathematics AA SL Offers students the chance to strengthen their understanding of mathematics through a varied array of learning activities. Lectures, discussions, and creative projects are all common through the course, with classes at Eerde aiming not to promote mere rote learning, but rather to encourage a deeply rooted understanding of mathematical principles and concepts.</p> <p>Mathematics AA HL This course is suitable for students with a strong background in Mathematics who have demonstrated excellence across a range of analytical and technical skills. These students will likely include Mathematics as a major component of their university studies, either as a subject in its own right or within courses such as Physics, Engineering, or Technology. Others may take this subject because they have a passion for Mathematics and wish to challenge themselves.</p>
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Mathematics: Applications and Interpretation

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

MathematicsAI: Distinction between SL and HL

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction





when exploring challenging problems and who are comfortable to undertake this exploration using technology.

Prerequisites: IGCSE International Mathematics (Extended for HL) or equivalent.

Topics and Assessment

Internal Assessment AI SL	Examinations AI SL
Mathematical exploration (20%)	<ul style="list-style-type: none"> • Paper 1 (90 mins): GDC required (40%) • Paper 2 (90 mins): GDC required (40%)
Internal Assessment AI HL	Examinations AI HL
Mathematical exploration (20%)	<ul style="list-style-type: none"> • Paper 1 (120 mins): GDC required (30%) • Paper 2 (120 mins): GDC required (30%) • Paper 3 (60 mins): GDC required (20%) (Two compulsory extended response problem-solving questions.)
Course Topics	Why Take This Subject?
<ul style="list-style-type: none"> • Number and algebra • Functions • Geometry and trigonometry • Statistics and probability (emphasized) • Calculus Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	Mathematical AI SL: Is generally geared towards practical application of statistical concepts. Tasks are frequently anchored in real world contexts, equipping students with the skills they need to function in the modern world. Students can always use a calculator. Mathematical AI HL: Is intended for the students that enjoy a mathematical challenge and is more focused on the statistical applications in society.





Group 6: The Arts

Visual Art

IB DP Visual Arts is recommended for those students with prior experience in Art. An interest in the study and practice of artistic forms is essential. It is designed to offer students the opportunity to build on artistic competencies, while encouraging them to develop and use new skills, techniques and concepts. It involves both a practical component and a research component. Each student will be responsible for researching, developing and curating a diverse, personal body of work for public exhibition.

Prerequisites: Art at IGCSE level or equivalent, or a strong passion for and ability in the subject.

Topics and Assessment

Internal Assessment	External Assessment	Examinations
Students curate an exhibition of their works: <ul style="list-style-type: none"> • SL – 4-7 artworks, HL – 8-11 artworks) • Artist statement for each work • Curatorial rationale for exhibition (SL- 400 words, HL- 700 words) 	Comparative study: <ul style="list-style-type: none"> • Visual document showing awareness of artworks. • At least 3 works by 2 artists Process Portfolio <ul style="list-style-type: none"> • SL- 9-18 screens, HL- 13-25 screens 	None
Course Topics		Why Take This Subject?
<ul style="list-style-type: none"> • Visual Arts in Context • Visual Arts Methods • Communicating Visual Arts Within each of these topics, students focus on <ul style="list-style-type: none"> • Theoretical Practice • Art Making Practice • Curatorial Practice 		Art at Eerde IBS is focused on independent yet guided investigation and practice. Students are encouraged to find connections between the art of others and their own artwork through such a variety of interactive, exciting methods, including gallery visits and discussions with practicing artists. By the end of the course, students will have an understanding of artistic techniques and traditions, as well as a much stronger ability to adapt these techniques and traditions to create their own pieces.





Retreats:

Students at Eerde participate in two retreats during their time in the DP, one in Grade 11 and one in Grade 12. The first retreat takes place a couple of weeks into Grade 11, when students travel to a group accommodation facility in the Dutch countryside to get to know the IB Diploma Programme and each other. The aim is to allow students to begin to form a sense of group solidarity and cohesion, and to encourage cooperation, reflection, and empathy. Activities that take place during this induction retreat include hiking through the countryside, outdoor games, and singalongs by the campfire.

In Grade 12, usually during Winter Term, students take part in a Writing Retreat. The explicit aim of this retreat is to allow students the time, space, and tranquility needed to complete the draft of their extended essay. In a rural setting and away from the hubbub of everyday life, students are able to work with concentration on their essay, and therefore produce the best piece of work possible. In addition, students also engage in meditation and walks through the countryside, and strengthen existing bonds within the group.

All Eerde retreats are completely cell phone free. This is to encourage students to appreciate how distance from technology can stimulate creativity, reflection, and insight. Without the constant bombardment of social media, students appreciate the benefits of genuine, honest, face to face conversations, and begin to notice the rhythms and beauty of the natural environment.





Eerde High School Diploma:

Sometimes, students decide not to strive for the full IB Diploma. Instead, they take some combination of IBDP courses and other courses offered at Eerde, and graduate with the Eerde High School Diploma (issued by the school) and Course Certificates (issued by the IB).

Reasons students choose not to take the full Diploma Programme include the following:

- They are not interested in taking subjects from the full range of subject groups, and would prefer to specialise
- They decide that Standard Level subjects are sufficiently challenging, and so choose to take only SL courses.
- They know that the universities or colleges they wish to attend do not require the full IB Diploma

Eerde is accredited by the Council of International Schools and is a candidate for accreditation by the Middle Schools Association (MSA). This ensures that its High School Diploma is well regarded by the admissions offices of universities and colleges. It should be noted, however, that some public European universities (for instance, in Germany, Spain, and the Netherlands) require the full IB Diploma. For more information about the Eerde High School Diploma, contact IB Coordinator Robert de Bruin (rdebruin@eerdeibs.nl).

