# IB Diploma Programme

# IB Career-related Programme

# Guide for IBDP and IBCP Students

2026-2028

Johan de Witt scholengroep

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# Vision Johan de Witt Scholengroep

At Johan de Witt Scholengroep, we believe in education that goes beyond grades and diplomas. We educate people to become well-informed, self-confident and socially engaged global citizens: young people who know their talents, dare to think critically from a foundation of knowledge, connect with others, and take responsibility for their role in the world.

# Mission Statement Johan de Witt Scholengroep

## Johan de Witt Scholengroep Creates Impact

Johan de Witt Scholengroep provides education that goes beyond the transfer of knowledge. We prepare students for a meaningful future in which they can take their place in the world with confidence and a strong moral compass. Johan de Witt Scholengroep contributes to equal educational opportunities, social engagement and sustainable development.

By working closely with parents, community organisations and our urban environment, we connect education to the world of today and tomorrow. In this way, our students not only grow academically, but also learn to contribute actively to a better society, both locally and globally

## We Build Johan de Witt Scholengroep Together

Johan de Witt Scholengroep is a learning and working environment in which collaboration and professional growth are central. We support new and existing colleagues and students carefully, introduce them to our culture of high expectations and value the unique contribution each person brings.

We believe in the power of shared responsibility. Our collective belief in our ability to help every student learn, known as collective teacher efficacy, is a key driver of educational quality. By designing, reflecting and improving together, we increase our impact.

Our shared language and approach, as set out in the JdW-Kijkwijzer, Klimwijzer and Koerswijzer, strengthen coherence and make clear what we may expect from one another. In this way, we build a culture of learning for both students and staff.

## Johan de Witt Scholengroep is Connected to the World

Johan de Witt Scholengroep is firmly rooted in The Hague: an international, highly diverse city and the democratic heart of the Netherlands. Across our seven locations, we actively use the cultural, social and economic richness of our surroundings as a meaningful context for learning.

Through a strong network of partners, students are given opportunities to further develop their interests and talents, explore current social issues and make a valuable contribution to a just society.

# Core values

## Ambitious

Johan de Witt Scholengroep provides high-quality education, driven by the belief that every student is capable of learning and excelling. We promote growth through high, positive expectations and continuously invest in the professional development of our staff. We believe that the expertise and commitment of our teaching staff are crucial to the academic success of our students. For this reason, our focus is not limited to subject content, but also extends to the quality of pedagogical and instructional practice in the classroom.

Our school operates as a Professional Learning Community (PLC), in which collaboration, reflection and results-oriented improvement are central. We work in an evidence-informed way, take collective responsibility for learning outcomes and use data to make education more effective, efficient and sustainable. In this way, we create a culture in which learning comes first, for both students and staff.

## Engaged

At Johan de Witt Scholengroep, we work together to support the success of every student. We are building a school community in which everyone feels welcome, recognised and safe. Parents, staff and students share responsibility for creating a calm, respectful and trusting school environment.

We combine clear expectations and structures with personal guidance, while encouraging students to take ownership of their learning. For us, engagement also means continuing to believe unconditionally in the potential of young people to grow and develop. A strong sense of belonging is essential to motivation, academic achievement and wellbeing.

Engagement is not an abstract ideal, but something we put into practice every day, with the best interests of the student as our guiding principle.

## Inclusive

Johan de Witt Scholengroep is a global school community at the heart of a highly diverse city. Our student population represents more than 90 nationalities and brings together a rich variety of languages, backgrounds and perspectives. We do not regard this diversity as a challenge, but as a source of strength for learning and development.

We offer a broad and enriching curriculum and are committed to culturally responsive education, in which students' identities, experiences and backgrounds are recognised and valued. In a majority-minority city such as The Hague, where no single group forms

the majority, this requires every education professional to act consciously and inclusively.

Research shows that recognizing and making effective use of diversity can contribute to higher academic achievement and stronger student engagement. We therefore work to build a community in which students learn for life, with care and respect for one another. For us, inclusion is not only an ambition, but an essential condition for high-quality education. In doing so, we align with the United Nations' international commitment to inclusive education.

# International Baccalaureate mission Statement

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

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

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

# IB Learner Profile



# Integrated Delivery of the havo-sprint, CP and DP Programmes

At our school, the first year of the Career Related Programme and the Diploma Programme (DP) are combined with the havo sprint programme. As the school is part of the Dutch education system, students must work towards an official Dutch diploma. Whilst the CP and DP programmes offer an international deepening and broadening of their education, the havo sprint programme ensures that students also meet the Dutch examination requirements.

This combination allows students to leave school with two diplomas: a Dutch havo diploma and, upon successful completion, the International Baccalaureate Diploma (IBDP) or the IB Career-related Programme (IBCP). While the DP and CP provide access to higher education in the Netherlands and internationally, combining it with the havo diploma offers students the added value of both a nationally recognised Dutch qualification and an internationally recognised diploma, further broadening their educational opportunities.

The havo-sprint programme is offered in combination with both the IB Career-related Programme (IBCP) and the IB Diploma Programme (DP) by aligning havo curriculum with that of the DP subject areas. Where appropriate, subject content is taught in an integrated way allowing students to work towards both the havo requirements and the DP course requirements.

As students are preparing for the havo final examinations, they follow a full havo subject package. Assessments may consist of an A section and a B section. The A section is linked to the havo examination programme, while the B section focuses on the relevant DP course content. In addition to the subject areas, students also work on the relevant programme core: the CP core for CP students and the DP core for DP students.

After completion of the havo final examinations, students will exclusively focus on the further delivery of the DP course content and, where applicable, the relevant programme core. CP students may, after the havo final examinations, discontinue some DP courses to focus on the requirements for the CP certificate. Students are expected to continue working on core components throughout the programme.

When planning assessments and deadlines, the school takes students' workload into careful consideration. School examinations, Internal Assessments, core-related work and other important deadlines are distributed as evenly as possible across the two-year programme. This helps students manage their workload while ensuring that all havo, CP/DP course, CP core and/or DP core requirements are met.

More detailed information about the content and curriculum offered within each havo-sprint subject area is available in the "programma voor toetsing en afsluiting (PTA)", which can be downloaded from the school website.

**IB Candidate Website**

DP and CP students receive access to the IB Candidate Website (candidates.ibo.org) through the DP/CP coordinator. The website provides students with access to their personal IB candidate information.

After the final examination session, students can use the Candidate Website to view their official IB results. Login details consist of a personal/candidate code and a PIN and are provided by the DP/CP coordinator. These login details are personal and should be kept secure and must not be shared with universities or other third parties.

Students who experience problems accessing the Candidate Website should contact the DP/CP coordinator.

# Overview of the Diploma Programme (DP)




The IB encourages students across the world to become active, compassionate and lifelong learners through developing the IB Learner Profile. The IB Learner Profile outlines ten attributes that are invaluable in developing your child to go beyond academic success. All aspects of the Diploma Programme have been designed with a view to developing these qualities.

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

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The DP Core:
•Creativity, activity and service (CAS)
•Theory of knowledge (TOK)
•Extended essay (EE)

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

The IB Diploma is a two-year programme which leads to a qualification that is widely accepted by universities all over the world. It is a rigorous pre-university course which offers excellent preparation for higher education.

# General Conditions for an IBDP Diploma

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

1. Six subjects, of 3 must be at Standard Level (SL)and 3 at Higher Level (HL):
2. At least two languages ,of which at least one must be a Group 1 language.(Two languages in Group 1 is allowed without a Group 2 language)
3. At least one Individuals and Societies subject (Group 3)
4. At least one Science subject (Group 4)*;
5. Mathematics (Group 5).
6. The Arts (Group 6). Students do not have to study a subject from this group and may opt for an extra subject in Group 3 or 4.

*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.

The six subjectgroups:

| | |
|---|---|
| Group 1 | Studies in Language and Literature |
| Group 2 | Language Acquisition |
| Group 3 | Individuals and Societies |
| Group 4 | Sciences |
| Group 5 | Mathematics |
| Group 6 | Arts |
| | |

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

Final IBDP grades are determined by a combination of externally assessed and internally assessed components.

External Assessment (EA) is submitted to the IB and marked by IB examiners. It includes the examinations taken at the end of the two-year programme, during the May (or November examination sessions for retakes). It also includes a range of other subject-specific tasks that students complete at different points during the two-year course and under varying conditions. Examples include written and/ or oral tasks for Language A and Language B courses, the Extended Essay, and the Theory of Knowledge essay. External Assessment may include essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, and multiple-choice questions.

Most courses also include components that are first marked internally by teachers and then externally moderated by the IB. This Internal Assessment (IA) may include oral work in languages, fieldwork in geography, laboratory work in the sciences, investigations in mathematics, and artistic performances.

All student work that is submitted for assessment must be uploaded to Toddle by the specified deadline. Toddle is used to collect, monitor and store assessment materials and, where applicable, to prepare and submit work for external assessment by the IB. Students are responsible for uploading the correct and complete version of their work on time together with the DP/CP coordinator.

# The IBDP Core

## Theory of Knowledge (ToK)

Theory of Knowledge (TOK) is an integral part of the IB Diploma Programme and one of the three components of the DP core. The course encourages students to reflect critically on the nature of knowledge and on the question: “How do we know what we know?” Students explore how knowledge is produced, interpreted, communicated and evaluated in different contexts and areas of knowledge, and they make connections across the subjects they study in the Diploma Programme.

The course is developed over two years and combines the core theme *Knowledge and the knower* with optional themes and selected areas of knowledge. Students explore questions about evidence, perspective, interpretation, certainty, bias, culture, technology and responsibility through discussion, case studies, written reflection and practical activities.

TOK also serves as a connecting element across the Diploma Programme. Students are encouraged to recognise how assumptions, methods, evidence and perspectives differ between subjects and to apply TOK thinking in other areas of their learning.

Throughout the course, students are progressively prepared for the two formal assessment components. Formative activities such as mini-exhibitions, analysis of assessed student work, peer feedback and structured teacher–student interactions support their development towards the final exhibition and essay.

**Assessment**
TOK is formally assessed. Assessment is criterion-based, with marks converted into grades from A to E, where A is the highest grade. Students must complete all TOK assessment requirements. A grade E in TOK constitutes a failing condition and means that the student cannot be awarded the IB Diploma.

There are two formal assessment components:

| Assessment component | Weighting |
|---|---|
| **Internal assessment –** TOK exhibition Students create an exhibition that explores how TOK manifests in the world around us. The exhibition is internally assessed by the teacher and externally moderated by the IB. | 1/3<br>33% |
| **External assessment –** TOK essay Students write an essay in response to one of the prescribed titles issued by the IB for each examination session. The essay is externally assessed by IB examiners. | 2/3<br>67% |

## Extended Essay (EE)

The Extended Essay (EE) is a compulsory component of the IB Diploma Programme. It provides students with the opportunity to undertake independent, self-directed research into a topic of personal academic interest within an approved DP subject. The research culminates in a formally presented academic essay of no more than 4,000 words.

The EE is designed to develop students as increasingly independent academic thinkers. Through the research process, students formulate a focused research question, locate and evaluate appropriate sources, develop and support an argument, manage an extended research process and reflect critically on their learning. The experience provides valuable preparation for academic research and writing in higher education.

**Aims**
The Extended Essay aims to enable students to:

- engage in independent research with intellectual initiative and rigour;
- develop research, critical-thinking and academic writing skills;
- develop self-management, organization and time-management skills;
- formulate and investigate a focused research question;
- communicate ideas through a sustained and coherent academic argument;
- demonstrate academic integrity through appropriate research and referencing practices;
- reflect on their development and learning throughout the research process.

**Process and supervision**
The Extended Essay is completed over an extended period across the two years of the Diploma Programme. Students are introduced to the EE in DP1 and receive guidance in selecting an appropriate subject and topic, formulating a research question and developing the research skills needed to complete the project successfully.
Each student is supported by an EE supervisor, while remaining responsible for the direction, research and completion of their own work. Supervisors provide academic guidance, support reflection and monitor the authenticity of the work in accordance with IB requirements.
Students complete three formal reflections during the EE process. The process concludes with the Viva Voce, a final reflection interview between the student and supervisor. The formal reflections are documented as required by the IB and contribute to the assessment of student engagement.

**Academic integrity**
Academic integrity is an essential part of the Extended Essay. The essay must be the student's own authentic work, and all sources and tools used must be acknowledged appropriately. Students receive guidance on research practices, citation, referencing and the responsible use of digital and artificial intelligence tools in accordance with IB requirements and the school's Academic Integrity Policy.

**Assessment**
The Extended Essay is externally assessed by the IB. Assessment considers the quality and focus of the research, subject knowledge and understanding, critical thinking, presentation and the student's engagement with the research process.
The Extended Essay is graded from A to E. Together with Theory of Knowledge, the EE can contribute up to three additional points towards the IB Diploma.
Successful completion of the Extended Essay is a requirement for the award of the IB Diploma. Failure to submit an Extended Essay constitutes a failing condition.

More detailed descriptions for all the DP core components are provided in the Extended Essay Guide, the CAS Handbook, and the IBDP Internal & External Assessment Guide.

**Core Points Matrix**
In the IBDP, Theory of Knowledge (TOK) and the Extended Essay (EE) are each awarded a grade from A to E. Together, these two core components can contribute up to three additional points towards the final diploma score.

The number of core points awarded depends on the combination of the TOK and EE grades, as shown in the IB core points matrix. For example, a student who receives a grade B for the Extended Essay and a grade C for Theory of Knowledge will be awarded 2 core points.

A grade E in either TOK or the Extended Essay is a failing condition for the diploma. CAS does not contribute to the points total, but successful completion of CAS is required in order to be awarded the diploma.

Grade descriptors: A = excellent, B = good, C = satisfactory, D = mediocre, E = elementary.

## IBDP CORE POINTS MATRIX

Theory of Knowledge (TOK) and the Extended Essay (EE) are both part of the IBDP core.
Together, TOK and the EE can contribute up to three additional points towards the final diploma score.

| Extended Essay (EE) | Theory of Knowledge (TOK) A excellent | B good | C satisfactory | D mediocre | E elementary |
|---|---|---|---|---|---|
| A excellent | 3 | 3 | 2 | 2 | Failing condition |
| B good | 3 | 2 | 2 | 1 | Failing condition |
| C satisfactory | 2 | 2 | 1 | 0 | Failing condition |
| D mediocre | 2 | 1 | 0 | 0 | Failing condition |
| E elementary | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |

For example, a student who receives a grade B for the Extended Essay and a grade C for Theory of Knowledge will be awarded 2 core points.

A **grade E** in either TOK or the Extended Essay is a failing condition for the diploma. CAS does not contribute to the points total, but successful completion of CAS is required in order to be awarded the diploma.

**Grade descriptors:** A = excellent B = good C = satisfactory D = mediocre E = elementary

## Creativity, Activity and Service (CAS)

Creativity, Activity and Service (CAS) is a compulsory component of the DP core. It complements the academic demands of the Diploma Programme by providing opportunities for students to learn through experience, action and reflection.

CAS supports the development of the whole person and encourages students to become more self-aware, confident, independent, responsible and engaged with others. It provides authentic opportunities to put the IB learner profile into practice and to develop personal, social and interpersonal skills.
CAS experiences should be meaningful, purposeful and appropriately challenging. They must not duplicate work undertaken to meet other Diploma Programme requirements.

**The three strands of CAS**
CAS is organized around three strands:

- Creativity – exploring and extending ideas through creative thinking and expression;
- Activity – physical exertion contributing to a healthy lifestyle;
- Service – collaborative and reciprocal engagement with communities in response to an authentic need.

Students are expected to engage across all three strands during their CAS journey.

**CAS at our school**
At Johan de Witt Scholengroep, CAS runs for a minimum of 18 months across DP1 and DP2. Students are encouraged to design a personal CAS programme based on their interests, strengths, goals and the needs of communities around them.
Our approach emphasizes student agency and the principle "Think Global, Act Local." Students are encouraged to identify meaningful opportunities in the diverse communities of The Hague and to make connections between local action and wider global issues.
Students complete a range of CAS experiences and at least one collaborative CAS project of sustained duration. The project may address one, two or all three CAS strands.

**Learning outcomes**
Successful completion of CAS requires students to provide evidence that they have achieved all seven CAS learning outcomes:

1. identify their own strengths and develop areas for growth;
2. undertake challenges and develop new skills;
3. initiate and plan a CAS experience;
4. demonstrate 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.

**Reflection and CAS portfolio**
Reflection is central to CAS. Students are expected to reflect regularly on their experiences, challenges, decisions, learning and personal development.
Students maintain a digital CAS portfolio in Toddle in which they record their experiences, reflections and supporting evidence. The portfolio is used to demonstrate progress towards the seven learning outcomes and enables the CAS coordinator and advisers to monitor students' development throughout the programme.

**Monitoring and support**
Students participate in three formal CAS interviews during the programme: an initial interview, a midpoint review and a final interview. These meetings are used to discuss goals, progress, reflection, portfolio evidence and achievement of the learning outcomes. Informal guidance is provided throughout the CAS journey.

**Completion**
CAS is not formally graded and does not contribute points to the final Diploma score. However, successful completion of CAS is a requirement for the award of the IB Diploma.
Completion is based on sustained engagement over the required period, active participation across the CAS strands, completion of the CAS project, regular reflection and evidence that all seven learning outcomes have been achieved.

# The IBDP Subject Groups

In addition to the IB Core, our students select academic disciplines from six Groups, studying three at
Standard Level (SL) and three in greater depth at Higher Level (HL). A HL subject requires the
acquisition of more subject knowledge and a higher level of analysis and evaluation.

| **Studies in language & Literature** | **Language Acquisition** | **Individuals & Society** | **Sciences** | **Mathematics** | **Arts** |
|---|---|---|---|---|---|
| Dutch | English | History | Physics | Applications & Interpretations | |
| | | Economics | Chemistry | Analysis & Approaches | |
| | | | Biology | | |
| | | | Sports, Exercise & Health | | |
| | | | Computer Sciences | | |

The IB Diploma Programme (DP) does not prescribe a fixed set of subjects that all students must take, but it does have a fixed structure in which students choose six subjects from six subject groups: Studies in Language and Literature (LL), Language Acquisition (LA), Individuals and Societies (I&S), Sciences (SC), Mathematics (MATH), and The Arts/Elective.

If an Arts subject is offered, students may choose it as part of their package. Alternatively, a subject from the Arts group may be erplaced by an additional subject from another DP subject group.

The HAVO profile, by contrast, consists of a common component, profile subjects, profile electives, and a free-choice component. A complete HAVO examination programme generally consists of seven examination subjects.

**Profielkeuzeformulier DP**

| **Diploma Programme (DP)** | | |
|---|---|---|
| **Gemeenschappelijk deel** | | |
| Theory of Knowledge (TOK)<br>Creativity, Activity and Service (CAS)<br>Extended Essay (EE)<br>Language A SL/HL (Language and Literature) Dutch<br>Language B HL (Language Acquisition) English | | |
| **Profiel (1 keuze maken)** | | |
| ○ **The Engineer** | ○ **The Medic** | ○ **The Social Scientist** |
| **Verplichte profielvakken: uit ieder vakje één keuze maken (als er een keuze is)** | | |
| Physics (Sciences)<br>○ SL<br>○ **HL** | Biology HL (Sciences) | Economics (Individual and Societies)<br>○ SL<br>○ HL |
| Chemistry (Sciences)<br>○ **SL**<br>○ HL | Chemistry HL (Sciences) | History (Individual and Societies)<br>○ SL<br>○ HL |
| Mathematics AA<br>○ SL<br>○ **HL** | Mathematics<br>○ AA SL<br>○ AA HL<br>○ AI HL | Mathematics AI (Mathematics)<br>○ SL<br>○ HL |
| **Profielkeuzevak: uit ieder vakje één keuze maken (als er een keuze is)** | | |
| ○ Career related studies/PGP Technologie<br>○ Informatica / Computer Science (Sciences)<br>○ Biology(Sciences) | Physics SL (Sciences) | Career related studies/ PGP Maatschappij |
| **Vrije deel: uit ieder vakje één keuze maken (als er een keuze is)** | | |
| ○ Economics SL (Individual and Societies)<br>○ History SL (Individual and Societies | ○ Informatica/ Computer Science SL (Sciences)<br>○ BSM/ Sports, exercise and health science SL (Sciences) | ○ Informatica/ Computer Science SL (Sciences)<br>○ BSM/ Sports, exercise and health science SL (Sciences) |
| | | |

In the overviews below, the six DP subjects within each profile have been selected to align as closely as possible with the corresponding HAVO profile.

| The Engineer (DP-profile) | Natuur & Techniek (Havo-profiel) |
|---|---|
| Language A (Language and Literature) Dutch (SL/HL) | Nederlands (gemeenschappelijk deel) |
| Language B (Language Acquisition) English (HL) | Engels (gemeenschappelijk deel) |
| Physics (Sciences) (HL) | Natuurkunde (profielvak) |
| Chemistry (Sciences) (HL) | Scheikunde (profielvak) |
| Mathematics AA (SL/HL) | Wiskunde B (profielvak) |
| Economics (Individuals and Societies) (SL) | Economie (vrije deel) |
| Biology (Sciences) (SL/HL), Career Related Studies/PGP Technology or Computer Sciences (Sciences) (SL/HL) | PGP Technologie, Biologie of Informatica (Profielkeuzevak) |

| The Medic (non-regular) (DP-profile) | Natuur & Techniek/Natuur & Gezondheid (Havo-profiel) |
|---|---|
| Language A (Language and Literature) Dutch (SL/HL) | Nederlands (gemeenschappelijk deel) |
| Language B (Language Acquisition) English (HL) | Engels (gemeenschappelijk deel) |
| Biology (Sciences) (HL) | Biologie (profielvak) |
| Chemistry (Sciences) (HL) | Scheikunde (profielvak) |
| Mathematics AA (SL/HL) | Wiskunde B (profielvak) |
| Physics (Sciences) (SL/HL) | Natuurkunde (profielkeuzevak) |
| Computer Science (Sciences) (SL/HL) or Sports, Exercise and Health (SL/HL) | Extra MVT, Informatica of BSM (vrije deel) |

| The Social Scientist (DP-profile) | Economie & Maatschappij (Havo-profiel) |
|---|---|
| Language A (Language and Literature) Dutch (SL/HL) | Nederlands (gemeenschappelijk deel) |
| Language B (Language Acquisition) English (HL) | Engels (gemeenschappelijk deel) |
| Economics (Individuals and Societies) (HL) | Economie (profielvak) |
| History (Individuals and Societies) (HL) | Geschiedenis (profielvak) |
| Mathematics AA (SL/HL) or AI (SL/HL) | Wiskunde A of B (profielvak) |
| Computer Science (Sciences) (SL/HL) or Sports, Exercise and Health (Sciences) (SL/HL) | Informatica of BSM (vrije deel) |
| Career Related Studies/PGP Maatschappij | PGP Maatschappij (profielkeuzevak) |

Students who wish to take three science subjects in the Diploma Programme may require special approval from the IB, as this falls outside the standard DP subject structure. This may be possible through a non-regular Diploma, usually only when the combination is required for university entrance.

Students considering this option should discuss it with the DP Coordinator as early as possible. If appropriate, the school will submit the request to the IB on the student's behalf. Approval is not automatic.

## Group 1: Studies in Language and Literature Dutch

### Course Overview

Language and Literature course focuses on examining language as a complex, changing and powerful form of communication. It considers both the practical uses of language and its artistic qualities. The course explores how language allows people to communicate, express experiences, represent ideas and influence the way the world is understood. It also highlights the role of individuals as creators and users of language. The course is organized around three areas of exploration and seven central concepts, through which students investigate the relationships between texts, readers, writers and cultural contexts.

During the course, students study how choices in language, different types of texts, literary forms and contextual factors influence meaning. By closely analyzing a variety of written, spoken, visual and literary texts, students develop their own interpretations while also considering the viewpoints of others. This helps them understand how interpretations can be shaped by culture, beliefs and personal perspectives.

The Language A: Language and Literature course aims to help students:

- Engage with a wide range of texts in different media, forms, time periods, styles and cultural contexts.
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing.
- Strengthen their ability to interpret, analyze and evaluate texts.
- Become more aware of the formal and aesthetic features of texts and understand how these features can lead to different responses and multiple meanings.
- Understand how texts connect to different perspectives, cultural contexts, local and global issues, and how these connections can create varied interpretations.
- Recognize the links between language and literature studies and other academic disciplines.
- Communicate and work with others in a confident, creative and effective way.
- Develop a lasting interest in and enjoyment of language and literature.

**Assessment Objectives**

Students are expected to know, understand and interpret:

- A variety of texts, works and/or performances, including their meanings and implications.
- The contexts in which texts are produced and received.
- Literary, stylistic, rhetorical, visual and/or performance features.
- The characteristics of specific text types and literary forms.

Students are expected to analyze and evaluate:

- How language is used to create meaning.
- The effects of literary, stylistic, rhetorical, visual or theatrical techniques.
- Connections between different texts.
- The ways in which texts present perspectives on human experiences and concerns.

Students are expected to communicate:

- Ideas clearly, logically and persuasively.
- In different styles and registers, depending on the purpose, audience and situation.

| | |
|---|---|
| **Internal assessment** | SL (30%): Supported by an extract from one non-literary body of work and one literary work, students deliver a prepared response of 10 minutes, followed by 5 minutes of questions from the teacher, examining how a global issue is presented through the content and form of both works.<br>HL (20%): Supported by an extract from one non-literary body of work and one literary work, students deliver a prepared response of 10 minutes, followed by 5 minutes of questions from the teacher, examining how a global issue is presented through the content and form of both works. |

| | |
|---|---|
| **External assessment** | SL: Paper 1 (35%) Guided textual analysis (1 hour 15 minutes). The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis.<br>Paper 2 (35%) Comparative essay (1 hour 45 minutes)<br>In response to one of four questions, students write a comparative essay based on two literary works studied in the course.<br>HL: Paper 1 (35%) Guided textual analysis (2 hours 15 minutes). The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages.<br>Paper 2 (25%) Comparative essay (1 hour 45 minutes)<br>In response to one of four questions, students write a comparative essay based on two literary works studied in the course.<br>HL Essay (20%) A 1,200–1,500 word essay on one non-literary body of work or literary work studied during the course. |

## Group 2: Language Acquisition English

**Course Description**
Language B is a language acquisition course designed for students with previous experience of the target language. The course develops students' ability to communicate effectively in a range of contexts while deepening their understanding of the cultures in which the language is used. Through the study of themes, texts and authentic language use, students develop receptive, productive and interactive communication skills as well as intercultural understanding.

**Aims**

- communicate clearly and effectively in a range of situations, demonstrating linguistic
  competence and intercultural understanding;
- use language appropriate to a range of interpersonal and/or cultural contexts;
- understand and use language to express and respond to a range of ideas with accuracy and
  fluency;
- organize ideas on a range of topics, in a clear, coherent and convincing manner understand, analyse and respond to a range of written and spoken texts;
- understand and use works of literature written in the target language of study (HL only).

**Objectives**

1. Communicate clearly and effectively in a range of contexts and for various purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organise and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

**Assessment**

| | | |
|---|---|---|
| ***Internal assessment HL & SL*** | Individual oral assessment (25%) SL and HL<br>SL: A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.<br>HL: 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. | |
| ***External Assessment*** | SL | HL |
| | Paper 1 (1 hour 15 minutes) 25%<br>Productive skills—writing (30 marks). One writing task of 250–400 words from a choice of three, each from a different Theme.<br><br>Paper 2 (50%) Receptive skills<br>• Listening comprehension 45 minutes (25 %)<br>• Reading comprehension 1 hour (25%)<br><br>Comprehension exercises on three audio passages and three written | Paper 1 (1 hour 30 minutes) 25%. Productive skills—writing (30 marks). One writing task of 450–600 words from a choice of three, each from a different theme.<br><br>Paper 2 (50%) Receptive skills<br>• Listening comprehension 45 minutes (25 %)<br>• Reading comprehension 1 hour (25%)<br><br>Comprehension exercises on three audio passages and three written texts, drawn from all five themes. |

| | | |
|---|---|---|
| | texts, drawn from all five themes. | |

**English language requirements for higher education**

For English-taught higher education programmes, IB English B is not always automatically accepted as sufficient proof of English language proficiency. Universities and universities of applied sciences set their own language requirements and decide which certificates they accept.

For English-taught bachelor's programmes at universities of applied sciences, Cambridge B2 First is often sufficient, usually with a minimum overall score of 169. For English-taught bachelor's programmes at research universities, Cambridge C1 Advanced is usually the safer option, often with a minimum overall score of 180 or higher.

Students are advised to always check the English language requirements of the specific programme and institution to which they intend to apply. Students who want to keep both universities of applied sciences and research universities as options are advised to choose Cambridge C1 Advanced.

## Group 3: Individuals and societies economics

Economics is an engaging and relevant subject that helps students understand the complexity of economic activity and the connections between individuals, businesses, governments and societies in a changing world. Central to the study of economics is the concept of scarcity: human needs and wants are unlimited, while the resources available to satisfy them are limited. This means that choices must be made about how resources are allocated and used.
Economics is a relevant and dynamic subject that helps students understand the complexity of economic activity and the ways in which individuals, businesses, governments and societies are connected in a rapidly changing world. As economic conditions and outcomes are constantly developing, students are encouraged throughout the course to explore current real-world issues. Through independent inquiry, students learn to recognize both the strengths and limitations of economic models in explaining economic behavior and outcomes. The IB Economics course can also provide a strong foundation for a variety of future study and career pathways, including banking, financial services, consulting and management.

**Yearly overview**

**Assessment**

| Types of assessment | Format of assessment | |
|---|---|---|
| | SL | HL |
| **Internal assessment** | Portfolio – 20 hours – 30% | Portfolio – 20 hours – 20% |

| | | |
|---|---|---|
| | Internally assessed by the teacher and externally moderated by the IB at the end of the course.<br><br>Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts. | Internally assessed by the teacher and externally moderated by the IB at the end of the course.<br><br>Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts. |
| **External assessment** | Paper 1:  hour and 15 mins – 30%<br>Extended response.<br>Paper 2: 1 hour and 45 mins -40%<br>Data response. | Paper 1:  hour and 15 mins – 20%<br>Extended response.<br>Paper 2: 1 hour and 45 mins -30%<br>Data response.<br>Paper 3: 1 hour and 45 mins – 30%<br>Policy paper based on all units of the syllabus. |

## Group 3: Individuals and Societies History

### Course description

History is about much more than learning names, dates and events from the past. While the subject focuses on human experiences over time, its value lies in helping us understand the present and think critically about the future. History shapes the way we interpret the world, different societies and our relationships with others.

A key part of studying History is learning that historical truth is often complex and shaped by perspective, context and interpretation. Students learn to question accepted narratives, examine evidence and understand that history is not fixed, but constantly reinterpreted.

History is also a valuable subject because it develops transferable skills such as critical thinking, source analysis, argumentation and clear writing. These skills are highly valued by universities and employers. Students interested in Law, Politics, International Relations, Education or Journalism may find History especially useful.

### Aims

- To promote an understanding of history as a discipline, including the nature and diversity of
  its sources, methods and interpretations.

- Encourage an understanding of the present through critical reflection of the past.
- Encourage an understanding of the impact of historical developments at national, regional
  and international levels.
- Develop an awareness of one's own historical identity through the study of historical
  experiences of different cultures.

**Yearly overview**

| Year 1 | Year 2 |
|---|---|
| **Term 1:**<br>**conflict and displacement**<br>**1. Post-war displacement in Europe (1945-1960)**<br>**2. Indochina refugee crisis (1975-1990)**<br><br>**Europe and the Second World War (1918-1949)** | **Term 1:**<br>**Authoritarian rule (from 1750 CE onwards)**<br>The Americas: American independence as a challenge to the authority of George III and British rule.<br>Asia: British authoritarian control & popular resistance in India.<br>Europe: Nazi Germany under Hitler as an example of a 20th-century authoritarian state.<br><br>**Higher level regional study Europe**<br>Emergence of the Cold War in Europe<br>Impact of the Cold War on Germany (1945-1991)<br>Impact of the Cold War on Western and Northern Europe<br>Impact of the Cold War on Central and Eastern Europe<br>Impact of European political integration after the Cold War (to 2020)<br>Post-Cold War developments in one European country (to 2020) |
| **Term 2:**<br>**Authoritarian rule (from 1750 CE onwards)**<br>**The Americas: American independence as a challenge to the authority of George III and British rule.**<br>**Asia: British authoritarian control & popular resistance in India.**<br>**Europe: Nazi Germany under Hitler as an example of a 20th-century authoritarian state.** | **Term 2:**<br>**Conflict and displacement**<br>**1.** Post-war displacement in Europe (1945-1960)<br>**2.** Indochina refugee crisis (1975-1990)<br><br>**Higher level regional study Europe**<br>Emergence of the Cold War in Europe<br>Impact of the Cold War on Germany (1945-1991) |

| | |
|---|---|
| **Europe and the Second World War (1918-1949)** | Impact of the Cold War on Western and Northern Europe<br>Impact of the Cold War on Central and Eastern Europe<br>Impact of European political integration after the Cold War (to 2020)<br>Post-Cold War developments in one European country (to 2020) |
| **Term 3**<br>**Historical investigation (Internal assessment)** | |

**Assessment**

| | | |
|---|---|---|
| **Internal** | **20 hours – historical investigation on any area of the syllabus**<br>**SL – 30%**<br>**HL – 20%** | |
| **External** | SL<br>Paper 1 – 1 hour 15 mins– 30%<br>Paper 2 – 1 hour 45 mins – 40% | HL<br>Paper 1 – 1 hour 15 mins– 20%<br>Paper 2 – 1 hour 45 mins – 25%<br>paper 3 – 2 hours – 35% |

## Group 4: Sciences Biology

Biology in the Diploma Programme encourages students to explore the living world from the molecular level to ecosystems. The course develops students' understanding of key biological concepts, while also helping them to think critically about scientific evidence, experimental methods and the role of biology in addressing global challenges.

Students learn about topics such as cells, genetics, evolution, ecology, physiology and the interactions between living organisms and their environment. Practical work is an important part of the course, allowing students to develop investigative skills, analyse data and apply scientific knowledge to real-life contexts.

Biology is suitable for students who are curious about life sciences and interested in areas such as medicine, biomedical sciences, environmental science, psychology, sports science or biotechnology. The subject is offered at both Standard Level and Higher Level within the IB Diploma Programme.

**Overview**

| Syllabus component | Syllabus content |
|---|---|
| **Unity and Diversity** | Water |

| | |
|---|---|
| | Nucleic Acids<br>Origins of cells (HL)<br>Cell structure<br>Viruses (HL)<br>Diversity of organisms<br>Classification and cladistics (HL)<br>Evolution and speciation<br>Conservation of biodiversity |
| **Form and Function** | Carbohydrates and lipids<br>Proteins<br>Membranes and membrane transport<br>Organelles and compartmentalization<br>Cell specialization<br>Gas exchange<br>Transport<br>Muscle and motility (HL)<br>Adaption to environment<br>Ecological niches |
| **Interaction and Interdependence** | Enzymes and metabolism<br>Cell respiration<br>Photosynthesis<br>Chemical signalling (HL)<br>Neural signalling<br>Integration of body systems<br>Defense against infectious disease<br>Populations and communities<br>Transfers of energy and matter |
| **Continuity and change** | DNA replication<br>Protein synthesis<br>Mutations and gene editing<br>Cell and nuclear division<br>Gene expression (HL)<br>Water potential<br>Reproduction<br>Inheritance<br>Homeostasis<br>Natural selection<br>Stability and change<br>Climate change |

**Aims**

- appreciate scientific study and creativity within a global context through stimulating and challenging
- opportunities.
- apply and use a body of knowledge, methods and techniques that characterize biology and

technology.
- develop experimental and investigative scientific skills including the use of current technologies.
- become critically aware, as global citizens, of the ethical implications of using biology and technology.
- develop an appreciation of the possibilities and limitations of science and technology.
- develop an understanding of the relationships between disciplines in Biology and their influence on other areas of knowledge.

**Assessment**

| | | |
|---|---|---|
| **Internal assessment** | **Students must conduct an individual investigation and produce a report: SL + HL 20%** | |
| **External assessment** | **SL**<br>Paper 1 (1a + 1b): 1 hour and 30 mins – 36%<br>Paper 2: 1 hour and 30 mins – 44% | **HL**<br>Paper 1 (1a + 1b): 2 hours – 36%<br><br>Paper 2: 2 hours and 30 mins – 44% |

## Group 4: Sciences Physics

Physics in the Diploma Programme enables students to explore the fundamental principles that govern the natural world, from motion and energy to waves, electricity, fields and the universe. The course develops students' understanding of physical concepts, while encouraging them to think analytically, solve problems and apply scientific reasoning to real-world situations.

Students study topics such as mechanics, thermal physics, waves, electricity and magnetism, circular motion, gravitation, atomic physics and energy production. Practical work is an important part of the course, allowing students to design investigations, collect and analyse data, evaluate methods and develop strong experimental skills.

Physics is suitable for students who are curious about how the universe works and who enjoy logical thinking, mathematics and problem-solving. It is especially useful for students interested in future studies or careers in areas such as engineering, physics, astronomy, architecture, computer science, technology, medicine or environmental science. The subject is offered at both Standard Level and Higher Level within the IB Diploma Programme.

**Course description**

| Syllabus component | Syllabus content |
|---|---|

| | |
|---|---|
| **Space, time and motion** | Kinematics<br>Forces and momentum<br>Work, energy and power<br>Rigid body mechanics (HL)<br>Galilean and special relativity (HL) |
| **The particulate nature of matter** | Thermal energy transfers<br>Greenhouse effect<br>Gas laws<br>Thermodynamics (HL)<br>Current and circuits |
| **Wave behaviour** | Simple harmonic motion<br>Wave model<br>Wave phenomena<br>Standing waves and resonance<br>Doppler effect |
| **Fields** | Gravitational fields<br>Electric and magnetic fields<br>Motion in electromagnetic fields<br>Induction (HL) |
| **Nuclear and quantum physics** | Structure of the atom<br>Quantum physics (HL)<br>Radioactive decay<br>Fission<br>Fusion and stars |

**Aims**

- Appreciate scientific study and creativity within a global context through stimulating and Challenging
- opportunities.
- Acquire a body of knowledge, methods and techniques that characterize science and technology.
- Apply and use a body of knowledge, methods and techniques that characterize science and technology.
- Become critically aware, as global citizens, of the ethical implications of using science and technology.
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Assessment

| Internal assessment | **A full practical investigation assessed by the teacher and moderated externally. 10 hours – 20%** | |
|---|---|---|
| **External assessment** | **SL**<br>Paper 1: multiple-choice questions and questions based on syllabus-related data and concepts.<br>1 hour and 30 mins – 36%<br>Paper 2: short answer and extended response questions<br>1 hour and 30 mins – 44% | **HL**<br>Paper 1: multiple-choice questions and questions based on syllabus-related data and concepts.<br>2 hours – 36%<br>Paper 2: short answer and extended response questions<br>2 hours and 30 mins – 44% |

## Group 4: Sciences Chemistry

Chemistry in the Diploma Programme enables students to explore the substances that make up the world around them and the changes they undergo. The course develops students' understanding of chemical principles, while encouraging them to think critically, work scientifically and apply their knowledge to real-world contexts.

Students study topics such as atomic structure, bonding, energetics, kinetics, equilibrium, acids and bases, redox processes and organic chemistry. Practical work is an important part of the course, allowing students to develop laboratory skills, design investigations, analyze data and evaluate scientific methods.

Chemistry is suitable for students who are curious about how matter behaves and who may be interested in future studies or careers in areas such as medicine, pharmacy, engineering, environmental science, biochemistry, materials science or chemical research. The subject is offered at both Standard Level and Higher Level within the IB Diploma Programme.

### Course description

| Syllabus component | Syllabus content |
|---|---|
| **Models of the particulate nature of matter.** | Introduction to the particulate nature of matter<br>The nuclear atom<br>Electron configurations<br>Counting particles by mass: The mole<br>Ideal gases |
| **Models of bonding and structure** | The ionic model<br>The covalent model<br>The metallic model |

| | |
|---|---|
| **From models to materials** | Classification of matter<br>The periodic table: classification of elements |
| **Functional groups** | Classification of organic compounds |
| **What drives chemical reactions?** | Measuring enthalpy change<br>Energy cycles in reactions<br>Energy from fuels<br>Entropy and spontaneity (additional HL) |
| **How much, how fast and how far?** | How much? The amount of chemical change.<br>How fast? The rate of chemical change.<br>How far? The extent of chemical change. |
| **What are the mechanisms of chemical change?** | Proton transfer reactions<br>Electron transfer reactions<br>Electron sharing reactions<br>Electron-pair sharing reactions<br>Industrial processes and green chemistry<br>Environmental requirements<br>Biochemistry |

**Aims**

• acquire a body of knowledge, methods and techniques that characterize science and technology.
• develop a critical awareness of the need for, and the value of, effective collaboration and
communication during scientific activities.
• develop experimental and investigative scientific skills including the use of current technologies.
• become critically aware, as global citizens, of the ethical implications of using science and
technology.
• develop an understanding of the relationships between scientific disciplines and their influence
on other areas of knowledge.

**Assessment**

| | | |
|---|---|---|
| **Internal assessment** | Practical Project, a scientific research - assessed by teacher - moderated by external examiner<br>SL-HL 10 hours – 20% | |
| **External assessment** | **SL**<br>Paper 1: multiple-choice questions and questions based on syllabus-related data and concepts.<br>1 hour and 30 mins – 36% | **HL**<br>Paper 1: multiple-choice questions and questions based on syllabus-related data and concepts.<br>2 hours – 36% |

| | | |
|---|---|---|
| | Paper 2: short answer and extended response questions 1 hour and 30 mins – 44% | Paper 2: short answer and extended response questions 2 hours and 30 mins – 44% |

## Practical work biology, physics and chemistry and internal assessed components

Across DP Biology, Chemistry and Physics, practical work is integrated throughout the course. Students complete the interdisciplinary Collaborative Sciences Project and an individual Scientific Investigation, which constitutes the internal assessment and accounts for 20% of the final subject grade.

## Group 4: Computer Sciences

Computer Science in the Diploma Programme enables students to explore how computers and digital systems work, how problems can be solved through computational thinking, and how technology shapes the world around us. The course develops students' understanding of programming, algorithms, systems and the responsible use of technology.

Students study computer fundamentals, networks, databases, computational thinking, programming and the social and ethical implications of digital technology. Higher Level students also study additional content such as object-oriented programming, abstract data types and machine learning. Practical work is integrated throughout the course and allows students to design, develop, test and evaluate computational solutions. Computer Science is suitable for students who enjoy logical thinking, creativity and problem-solving. It is especially useful for students interested in future studies or careers in areas such as computer science, software engineering, artificial intelligence, cybersecurity, data science, game design, business, engineering or technology. The subject is offered at both Standard Level and Higher Level.

### Course description

| Terms | Content |
|---|---|
| **Theme A** | Computer systems, hardware, networks, databases, artificial intelligence, cybersecurity and the societal impact of computing. |
| **Theme B** | Focuses on computational thinking and problem-solving through |

| | |
|---|---|
| | programming, algorithms, data structures, object-oriented programming and the development of computational solutions. |
| **Case Study** | An annually issued IB case study that allows students to investigate a current or emerging computer science topic in greater depth. |
| **Internal Assessment** | An individual computational solution in which students design, develop, test and evaluate a solution to a real-world problem. |
| **Collaborative sciences project** | An interdisciplinary project completed in collaboration with students from other science subjects. |

**Practical work and internal assessment**
Practical work is integrated throughout the course. Students complete the Collaborative Sciences Project and an individual Computational Solution, which constitutes the internal assessment.

**Aims**
The aims of Computer Science are to enable students to:

- develop a strong understanding of computer science concepts, methods and techniques;
- apply computational thinking to analyse, design, implement and evaluate solutions;
- develop programming, problem-solving and systems-thinking skills;
- critically evaluate the societal, ethical, environmental, economic and cultural impact of computing and emerging technologies;
- communicate and collaborate effectively;
- appreciate the role of computer science in addressing local and global challenges.

**Assessment**

| | |
|---|---|
| **Internal assessment** | Practical Project - assessed by teacher - moderated by external examiner<br>SL-30%, HL-20% |

| | | |
|---|---|---|
| **External assessment** | **SL**<br>Paper 1:<br>Section A-extended response questions<br>Section B-short response questions<br>35%<br><br>Paper 2:<br>Extended response questions linked to theme B<br>35% | **HL**<br>Paper 1:<br>Section A-extended response questions<br>Section B-short response questions<br>40%<br><br>Paper 2:<br>Extended response questions linked to theme B<br>40% |

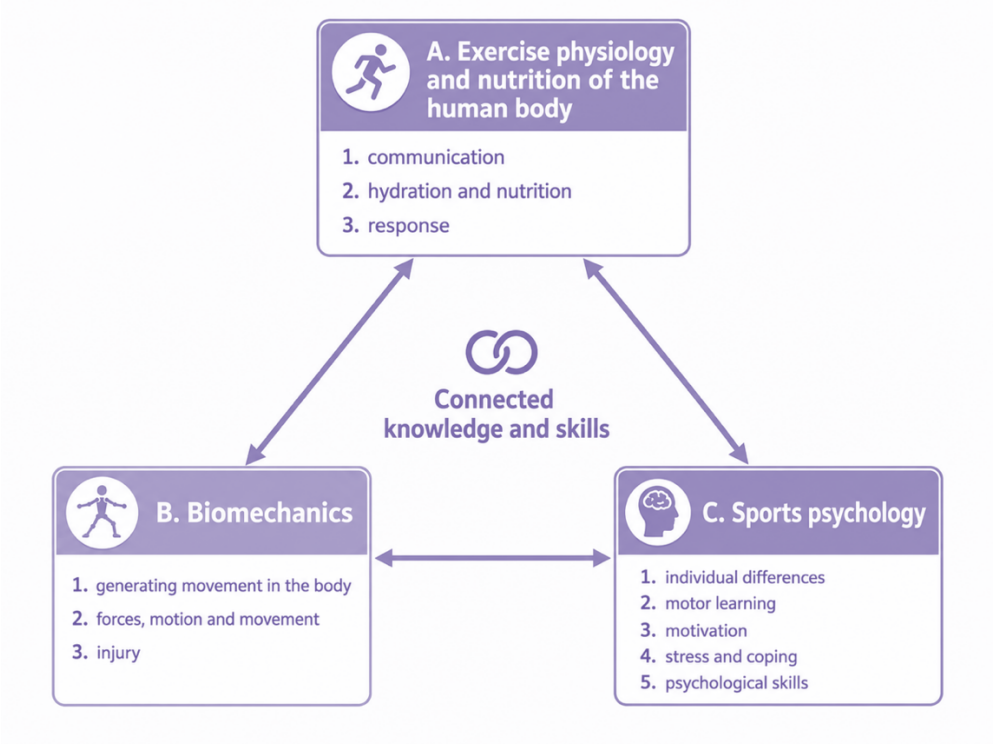
## Group 4: Sports, Education and Health (SHE)

Sports, Exercise and Health Science in the Diploma Programme enables students to explore the scientific principles behind human movement, physical performance and health. The course combines aspects of biology, physiology, biomechanics, psychology and nutrition to help students understand how the body functions during sport and exercise.

Students study topics such as anatomy, movement analysis, exercise physiology, energy systems, skill acquisition, training principles and health-related fitness. Practical work is an important part of the course, allowing students to collect and analyse data, investigate performance and apply scientific concepts to real-life sporting and health contexts.

Sports, Exercise and Health Science is suitable for students who are interested in sport, physical activity, human biology and wellbeing. It is especially useful for students considering future studies or careers in areas such as sports science, physiotherapy, medicine, coaching, physical education, psychology, nutrition, health sciences or rehabilitation. The subject is offered at both Standard Level and Higher Level within the IB Diploma Programme.

### Course overview




| Syllabus component | Syllabus content |
|---|---|
| **Experimental and mathematical skills** | With a strong focus on experimental work, teachers create opportunities for students to ask questions, plan and carry out investigations, gather and analyse data, work collaboratively, and reflect on, evaluate and communicate their findings. |
| **Higher level** | Each of the themes above includes additional Higher Level content, designed to extend students' understanding by exploring topics in greater depth and encouraging them to consider how the themes are interconnected through health and performance. |

### Assessment

| | | |
|---|---|---|
| **Internal assessment** | All students must produce one individual investigation.<br>The Internal Assessment is a report of up to 3,200 words – 24% | |
| **External assessment** | **SL**<br>Paper 1:<br>1a, multiple-choice questions | **HL**<br>Paper 1:<br>1a, multiple-choice questions |

| | | |
|---|---|---|
| | 1b, data-based questions & questions on experimental work<br>1 hour and 30 mins – 36%<br>Paper 2:<br>Short answer and extended response questions<br>1 hour and 30 mins – 40% | 1b, data-based questions & questions on experimental work<br>1 hour and 45 mins – 36%<br>Paper 2:<br>Short answer and extended response questions<br>2 hour and 30 mins – 40% |

## Group 5: Mathematics Applications and Interpretation

Applications and Interpretation in the Diploma Programme is designed for students who are interested in using mathematics to understand and solve real-world problems. The course focuses on the practical application of mathematical concepts, the interpretation of data and the use of technology to model and analyse different situations.

Students study topics such as number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. Throughout the course, they learn to apply mathematical reasoning, use technology effectively, interpret results and communicate their thinking clearly.

Mathematics: Applications and Interpretation is suitable for students who enjoy working with data, modelling and applied problem-solving. It is especially useful for students interested in future studies or careers in areas such as social sciences, economics, business, psychology, health sciences, environmental studies, design or technology. The subject is offered at both Standard Level and Higher Level within the IB Diploma Programme.

Students are required to use an IB-approved graphical display calculator (GDC). The school recommends the TI-84 Plus CE.

**Course overview**

| **Mathematics:** |
|---|
| |
| **Number and algebra** |
| **Functions** |
| **Trigonometry and Geometry** |
| **Statistics and Probability** |
| **Calculus** |
| **“Toolkit” and Internal Assessment** |

**Aims**

- Develop a curiosity and enjoyment of mathematics and appreciate its elegance and power.
- Develop an understanding of the concepts, principles and nature of mathematics.
- Communicate mathematics clearly, concisely and confidently in a variety of contexts.
- Develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics.
- Employ and refine their powers of abstraction and generalization.
- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities.
- Appreciate how developments in technology and mathematics influence each other.
- Appreciate the moral, social and ethical questions arising from the work of mathematicians and its applications.
- Appreciate the universality of mathematics and its multicultural, international and historical perspectives.
- Appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course.
- Develop the ability to reflect critically upon their own work and the work of others.

**Assessment**

| Exam component | SL | | HL | |
|---|---|---|---|---|
| **Paper 1 non calculator** | 1hour and 30 mins | 40% | 2hours | 30% |
| **Paper 2 with calculator** | 1hour and 30 mins | 40% | 2hours | 30% |
| **Paper 3 with calculator** | - | - | 1 hour and 15 mins | 20% |
| **Internal assessment: written exploration** | 30 hours | 20% | 30 hours | 20% |

## Group 5: Mathematics Analysis and Approaches

Mathematics: Analysis and Approaches is designed for students who enjoy developing mathematical arguments, exploring abstract concepts and solving complex problems. The course emphasises analytical thinking, mathematical reasoning and the use of rigorous methods to investigate patterns, relationships and structures.
Students study five main areas of mathematics: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. Throughout the course, they learn to reason logically, construct clear mathematical arguments, solve problems systematically and communicate their methods effectively.

The course also includes a mathematical exploration, which forms the internal assessment component. This gives students the opportunity to investigate an area of mathematics that interests them, apply mathematical techniques in a focused context and reflect on their mathematical thinking.
Mathematics: Analysis and Approaches is suitable for students who enjoy working with abstract ideas and who may need a strong mathematical foundation for future studies. It is especially useful for students interested in areas such as mathematics, physics, engineering, computer science, economics, architecture or other mathematically demanding fields. The subject is offered at both Standard Level and Higher Level.

**Aims**
The aims of Mathematics: Analysis and Approaches are to enable students to:

- develop curiosity and enjoyment of mathematics and appreciate its elegance and power;
- understand mathematical concepts, principles and structures;
- communicate mathematics clearly, concisely and confidently;
- develop logical and creative thinking, persistence and confidence in problem-solving;
- develop abstraction and generalization;
- apply and transfer mathematical skills to new situations and other areas of knowledge;
- appreciate the relationship between mathematics and technology;
- consider the social, ethical and practical implications of mathematical applications;
- recognize the international, historical and multicultural development of mathematics; appreciate the contribution of mathematics to other disciplines and to Theory of Knowledge.

**Assessment**

| Exam component | SL | | HL | |
|---|---|---|---|---|
| **Paper 1 non calculator** | 1hour and 30 mins | 40% | 2hours | 30% |
| **Paper 2 with calculator** | 1hour and 30 mins | 40% | 2hours | 30% |
| **Paper 3 with calculator** | - | - | 1 hour and 15 mins | 20% |
| **Internal assessment: written exploration** | 30 hours | 20% | 30 hours | 20% |

# The IB Career-related Programme (IBCP)

The Career-related Programme (CP) offers students a practical and academically challenging pathway that connects classroom learning with real-world skills and career interests. It is especially suitable for students who want to combine strong academic subjects with a more applied, career-focused component.

At Johan de Witt Scholengroep, the career-related study within the CP is provided through one of the recognized Dutch practice-oriented programmes: pgp-Technologie or pgp-Maatschappij. These programmes are recognized by the Dutch government and have been accepted by the IB as suitable career-related studies within the IBCP. They provide students with authentic, practice-based learning experiences and strengthen the connection between the CP and the HAVO programme that students are also required to complete.

At a regular school where students also complete their HAVO exams, the CP can therefore be an attractive option because it adds an international and skills-based dimension to their education. Students develop independence, reflection, communication and research skills, while still working towards a recognized Dutch qualification. This combination prepares them well for further education, internships and future career pathways.

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.




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 rigor of the programme. The Core (Personal and Professional Skills, Language and Culture Studies, Reflective Project and Service Learning) aims to develop personal qualities and skills, as well as professional habits required for lifelong learning. The Career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning. This is achieved through career-related excursions, guest speakers from industry and serving the community through raising money for charity.

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Where appropriate, each unit is linked to external trips, in order to bridge the understanding between the classroom and the real world of business.

# 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;
b. The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme courses registered for the Career-related Programme;
c. The candidate has been awarded a grade of at least D for the Reflective Project;
d. Personal and Professional Skills, Service Learning and Language Development requirements have been met;
e. The candidate has not received a penalty for academic misconduct.

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 is made up of 4 components:

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

# The IBCP Core

The IB Career-related Programme (CP) includes four compulsory core components. These are Personal and Professional Skills, Service Learning, Language Development and the Reflective Project. All four components are an essential part of the CP and must be completed in order to meet the requirements of the programme.

## Personal and Professional Skills (PPS)

The Personal and Professional Skills (PPS) course is designed to help students develop the attitudes, skills and strategies needed to respond effectively to personal, academic and professional situations, both now and in the future. The course places particular emphasis on the development of transferable skills that can be applied across a wide range of contexts, including higher education, employment, community engagement and everyday life.

Through PPS, students develop self-management, practical problem-solving skills, critical and creative thinking, communication and collaboration skills, intercultural awareness, ethical decision-making, perseverance and resilience. They are encouraged to understand their own identity and perspectives, appreciate the perspectives of others, and engage thoughtfully with the complexity of the modern world. The course

supports students in becoming reflective, adaptable and lifelong learners and prepares them for further education, the workplace and active participation in society.
The PPS course is organised around five central themes:

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

Each theme is explored through a range of topics and practical learning experiences. Students work on areas such as goal setting, wellbeing and time management, critical and creative thinking, problem-solving, research and inquiry, professional communication, collaboration, cultural awareness and ethical decision-making.

The course is developmental in nature. In the first year, students build a foundation in personal development, thinking processes, communication and intercultural understanding. In the second year, these skills are increasingly applied to ethical, professional and global contexts, with particular attention to career readiness and the transition to further education and employment.

Throughout the course, students make connections between PPS and their wider IBCP experience. Skills developed in PPS are applied and further developed through DP subjects, the career-related study, Community Engagement and other learning experiences within and beyond the school community. Students consider personal and professional issues within local and global contexts, including questions related to culture, ethics, sustainability and community, and explore how local actions may have wider global implications.

**Aims**
The PPS course aims to help students:

- develop as reflective and lifelong learners who can adapt to different situations;
- recognise their personal strengths and identify strategies for overcoming challenges;
- develop effective communication, collaboration and problem-solving skills;
- understand and respond appropriately to ethical dilemmas;
- value cultural diversity and different perspectives;
- prepare for further education, employment and other future pathways;
- demonstrate the attributes of the IB learner profile.

**Assessment**
Assessment in PPS is ongoing throughout the course and is primarily formative. Students demonstrate their learning and development through activities such as reflection, self-assessment, case studies, presentations, discussions, professional communication tasks and portfolio work.
PPS is not awarded an IB grade. The school determines whether students have satisfactorily completed the course requirements and reports completion to the IB.

## Language and Culture Studies (LCS)

Language and Cultural Studies (LCS) is a compulsory component of the CP core. It supports students in developing their language skills, intercultural understanding and ability to communicate effectively in academic, personal and professional contexts. LCS complements students' DP language courses and is explicitly connected to their career-related study and wider CP experience.

At our school, students complete a structured LCS programme of at least 50 hours, partly integrated into Personal and Professional Skills (PPS) and partly delivered through dedicated guided and monitored language learning activities. Students engage in reflection, self-assessment and goal-setting and are expected to take increasing responsibility for their own language and cultural development.
Throughout LCS, students explore the relationship between language, culture, identity and communication. Learning activities are linked to authentic and career-related contexts and may include professional communication, presentations, structured discussions, intercultural scenarios, sector-specific vocabulary and other language tasks relevant to students' future study and professional pathways.

**Aims**
The aims of LCS are to help students:

- develop greater awareness of their own linguistic and cultural identity;
- strengthen academic and professional communication skills;
- communicate respectfully and effectively across cultures;
- understand how language and culture influence identity, perspective and meaning;
- develop intercultural awareness, confidence and international-mindedness;
- apply language and communication skills in authentic and career-related contexts;
- become increasingly independent and reflective language learners.

**Language portfolio and monitoring**
Every student maintains a language portfolio throughout the programme. The portfolio provides verifiable evidence of ongoing language and cultural development and may include written work, reflections, vocabulary development, inquiry tasks, professional communication activities and evidence of intercultural learning.
Students regularly reflect on their progress, assess their own learning and set goals for further development. The language teacher and/or PPS teacher reviews the portfolio at regular points, provides formative feedback and monitors progress over time. The CP Coordinator oversees the implementation of LCS and ensures that students meet the programme requirements, including the minimum required hours.

**Connections with the career-related study**
LCS is designed to support students' chosen career-related pathway. Language and cultural learning is contextualized within authentic academic and professional situations, allowing students to develop communication skills that are relevant to further education and employment.
Teachers make connections between LCS and the career-related study through tasks such as professional emails, presentations, role-based interactions, intercultural communication and reflection on language use in professional contexts. Students are

encouraged to apply and reflect on these skills across the PGP, PPS, Community Engagement and other areas of the CP.

**Completion**
LCS is not awarded an IB grade. Successful completion is based on sustained participation, completion of the required learning activities and evidence of ongoing language and cultural development in the language portfolio. The school confirms whether each student has satisfactorily completed the LCS requirements.

## Community Engagement (CE)

Community Engagement (CE) is a compulsory component of the CP core. It gives students opportunities to learn in, from and with communities and to apply knowledge, skills and understanding from across the Career-related Programme in authentic contexts.

At our school, CE is organized as a structured and sustained process across the two years of the CP. Students are introduced to different community contexts through activities such as guest lectures, workplace visits and contact with organizations. They then develop and participate in meaningful engagement activities that connect, where possible, with their career-related pathway. Weekly guided learning, reflection and regular review points support students throughout this process.
Students explore communities at local, national and global levels and consider principles such as reciprocity, mutual benefit, sustainability and ethical responsibility. They are encouraged to engage beyond their immediate environment, work collaboratively with others and consider the impact of their choices and actions.

**Learning and engagement process**
Students move through three connected stages:

- Explore and prepare – identifying community needs, exploring contexts and planning meaningful engagement;
- Relate and act – participating in sustained and purposeful engagement with communities;
- Evaluate and share – reflecting on learning and impact and communicating what has been learned.

Guided learning and regular review points help students move through these stages and make connections with their personal development, career-related study and wider CP experience.

**Learning outcomes**
Successful completion of CE is based on sustained engagement and evidence that students have achieved the required learning outcomes. Students are expected to demonstrate development in areas such as:

- identifying and responding to community needs;
- participating meaningfully in community engagement;
- reflecting on their learning, growth and impact;
- developing personal, social and professional skills through sustained engagement.

I would use the exact wording of the current IB CE learning outcomes here and keep that wording identical in the outline, handbook and student materials.

**Reflection and learning journal**
Reflection is an essential part of Community Engagement. Students maintain a process journal or learning journal in which they document activities, planning, challenges, successes, feedback and reflections on their development.
The journal is reviewed regularly and forms an important source of evidence for student progress and achievement of the learning outcomes.

Guided learning and review points
Students receive at least 30 guided hours for CE. These hours support introduction and orientation, ongoing guidance and formal review points.
Three review points are used to monitor progress:

- an initial review focused on orientation, first experiences and goal setting;
- a mid-programme review focused on progress, challenges and continued engagement;
- a final review focused on reflection, learning outcomes and evaluation of impact.

**Connections with the CP**
CE is connected to the wider Career-related Programme. Students develop Personal and Professional Skills through goal setting, collaboration, communication and reflection; make connections with Language and Cultural Studies through intercultural communication; may identify ethical or societal issues relevant to the Reflective Project; and apply learning from DP subjects and the career-related study in real-world contexts.

**Assessment and completion**
Community Engagement is not awarded an IB grade and there is no final external examination. The school monitors students' sustained participation, reflections and evidence of learning through journals, activity records, review points, presentations, reports and feedback from community partners where appropriate.
The school confirms whether each student has satisfactorily completed the CE requirements.

## Reflective Project (RP)

The Reflective Project is a compulsory component of the CP core and is developed over an extended period of approximately 18 months. It gives students the opportunity to investigate an ethical dilemma connected to their career-related study and to demonstrate independent inquiry, critical thinking, research, reflection and communication.

The primary focus of the project is the ethical dilemma, rather than the topic itself. Students are expected to analyze competing values, perspectives or principles and to evaluate the issue critically rather than describe it.
The Reflective Project brings together learning from across the CP. It connects directly to the career-related study and also draws on Personal and Professional Skills, Community Engagement, Language and Cultural Studies, DP subjects and the student's wider CP experience.

**Aims**
The Reflective Project gives students the opportunity to:

- investigate an ethical dilemma of personal and career-related relevance;
- undertake sustained independent research and inquiry;
- analyze and evaluate different perspectives and value systems;
- develop a coherent, well-supported argument;
- strengthen research, communication, self-management and critical-thinking skills;
- reflect on their planning, progress and decision-making;
- consider local, cultural and global perspectives;
- demonstrate independence, academic integrity and personal initiative.

**Process and supervision**
Students are guided through a structured process including an introduction to ethical dilemmas, research-skills development, proposal approval, supervision meetings, draft submission and final reflection. They maintain a Reflective Project learning journal in which they document research progress, ethical thinking, supervision meetings and independent work.
Students are expected to complete at least 50 hours of independent work. Each student also receives 3–6 hours of guided supervision, normally through at least three structured meetings focusing on the proposal, draft and reflection.
Supervisors provide guidance and formative feedback, monitor authenticity and academic integrity, and support students in meeting the requirements of the project. The RP Coordinator oversees the timeline, supervisor training, standardization and compliance with IB requirements.
Academic integrity is explicitly addressed through instruction on citation, referencing, paraphrasing and responsible use of sources.

**Final submission**
At the end of the Reflective Project, students submit:

- an essay, or an essay with an additional format;
- the required final reflection documentation.

Students are supported in selecting an appropriate format that allows sufficient depth of analysis and enables them to demonstrate the assessment criteria.

**Assessment**
Students are assessed on both the process and the final product. Assessment considers the quality of the inquiry, research and analysis, the coherence of the argument, engagement with the ethical dilemma, and reflection on planning and progress.
The Reflective Project is assessed using five criteria, labelled A to E. To be awarded the IB Career-related Programme Certificate, students must achieve at least a grade D for the Reflective Project, in addition to meeting all other CP completion requirements.

**International-mindedness and learner profile**
Through the Reflective Project, students consider ethical dilemmas from multiple cultural perspectives, evaluate different value systems and consider wider global implications.

The project particularly supports the development of students as thinkers, principled, open-minded and reflective learners.

## Reflective Project Format Options

Students may choose one of the following two format options:

| Option | Format | Word count / length | Requirements |
|---|---|---|---|
| 1 Option 1 | Written essay | Maximum 3,000 words | The essay should address all Reflective Project requirements, except for the formal reflections, which are completed separately in the RPPF. |
| 2 Option 2 | Written essay with an additional format | Essay: 1,500–2,000 words | The essay is accompanied by one additional format. Together, the essay and the additional format should address all Reflective Project requirements, except for the formal reflections, which are completed separately in the RPPF. |

### Permitted additional formats for Option 2:

| Additional format | Maximum length / word count | Guidance |
|---|---|---|
| Short film | Maximum 7 minutes | May take a range of forms, such as a documentary, drama, news report or another suitable format. It should make a meaningful contribution to the student's exploration of the ethical issue. |
| Spoken presentation | Maximum 7 minutes | Allows students to communicate aspects of their Reflective Project orally and in a structured way. |
| Interview | Maximum 7 minutes | Allows students to create and develop a discussion between two or more people in order to explore relevant perspectives on the ethical issue. |
| Play | Maximum 7 minutes | May include one or more characters performing a spoken drama that supports elements of the Reflective Project. It may include dialogue, music or sound effects. |
| Display, such as a storyboard or photo essay | Up to 15 annotated images; maximum 700 words | Uses images and annotations to develop or illustrate aspects of the project. It may provide an overview, create points for discussion or explore particular ideas connected to the ethical issue. |
| Written script instead of film, spoken presentation, interview or play | Maximum 700 words | Students may submit a written script instead of the recorded format. |

# Career-related studies: Praktijkgericht Programma havo (PGP)

The career-related study is a central part of the IB Career-related Programme. It enables students to connect academic learning with authentic, practice-oriented and professional contexts, while developing the knowledge, skills and attitudes needed for further education and future professional pathways.

At our school, the career-related study takes the form of the Dutch Praktijkgericht Programma havo (PGP). The PGP is a recognized component of Dutch HAVO education and provides an interdisciplinary, practice-oriented programme that connects academic learning with real-world societal and professional challenges. Within the CP, it supports progression to higher professional education (HBO) and helps students develop transferable, career-related skills.
Students follow either the Technology or Society pathway. Both pathways work within the same overall programme, but students may approach issues from different perspectives and develop different types of solutions according to their chosen specialization.

**Aims**

The aims of the PGP as the career-related study are to help students:

- explore personal, academic and career-related interests;
- apply knowledge and skills in authentic, practice-oriented contexts;
- develop research, critical thinking and problem-solving skills;
- strengthen communication, collaboration and project-management skills;
- develop creativity, initiative, organisation and self-management;
- work effectively with feedback and external stakeholders;
- reflect on their strengths, development and future goals;
- prepare for further education and future professional pathways.

**Course overview**

The PGP is delivered through a series of thematic, practice-oriented modules across the two years of the CP. Students work on authentic challenges connected to real-world issues and sustainability, often in collaboration with external organizations and commissioning partners.
Learning may include inquiry, project-based learning, applied research, design and development activities, presentations, collaboration, work-related experiences and reflection. Students are expected to investigate questions, develop and evaluate ideas or solutions, communicate outcomes and reflect on their learning.
The detailed content, modules, Sustainable Development Goal connections and partnerships are described in the Career-related Study course outline.

**Connections with the CP**
The career-related study is connected to both the students' DP courses and the CP core.
Students apply knowledge and skills from their DP subjects within practical and interdisciplinary contexts. The PGP also provides opportunities to further develop

Personal and Professional Skills through communication, collaboration, problem-solving, planning and reflection.
Connections with Community Engagement allow students to consider community needs and social impact. Language and Cultural Studies supports awareness of language, culture and perspective, while the Reflective Project provides opportunities to explore ethical issues related to professional and real-world contexts.

**Assessment**
Assessment in the PGP is aligned with the nationally defined learning outcomes (*eindtermen*) for the Technology and Society pathways. Students are assessed through a combination of project work, research, presentations, written assignments, practical outcomes and reflection. A rubric is used for each module, and external partners may contribute formative feedback where appropriate.
Assessment focuses on both the learning process and the quality of the outcomes produced. Students are expected to demonstrate sustained engagement, meet deadlines, work independently and collaboratively, respond to feedback and reflect on their learning and development.
To successfully complete the career-related study, students must satisfactorily complete the required PGP components and demonstrate sustained participation throughout the programme.

# Submission of assessment work

All student work that is submitted for assessment must be uploaded to Toddle by the specified deadline. Toddle is used to collect, monitor and store assessment materials and, where applicable, to prepare and submit work for external assessment by the IB. Students are responsible for uploading the correct and complete version of their work on time.

# Profielkeuze IBCP

The IB Career-related Programme (CP) combines academic study with a career-related component. All CP students follow a common programme consisting of Personal and Professional Skills (PPS), Community Engagement (CE), Language and Cultural Studies (LCS) and the Reflective Project (RP). In addition, students take at least two DP subjects and a career-related study (PGP).

The HAVO profile consists of a common component, profile subjects, a profile elective and a free-choice component. A complete HAVO examination programme generally consists of seven examination subjects.

**Profielkeuzeformulier CP**

**Career-related Programme (CP)**

**Gemeenschappelijk deel**

- Personal and Professional Skills (PPS)
- Community Engagement (CE)
- Language and Cultural Studies (LCS)
- Reflective Project (RP)
- Language A SL/HL (Language and Literature) Dutch
- Language B HL (Language Acquisition) English – inclusief Language and Cultural Studies (LCS)

**Profiel (1 keuze maken)**

| ○ **Technology** | ○ **Society** |
|---|---|

Verplichte profielvakken: uit ieder vakje één keuze maken (als er een keuze is)

| | |
|---|---|
| Mathematics (Mathematics)<br>○ AA SL<br>○ AI SL | Mathematics AI (Mathematics) SL |
| Physics (Sciences) SL | Economics (Individual and Societies) SL |
| Chemistry (Sciences) SL | History (Individual and Societies) SL |

**Profielkeuzevak**

| | |
|---|---|
| Career related studies/PGP Technologie | Career related studies/PGP Maatschappij |

**Vrije deel: uit ieder vakje één keuze maken**

| | |
|---|---|
| ○ Informatica/ Computer Science (Sciences) SL<br>○ BSM/ Sports, exercise and health science (Sciences) SL<br>○ | ○ Informatica/ Computer Science (Sciences) SL<br>○ BSM/ Sports, exercise and health science (Sciences) SL<br>○ |

In the overviews below, the CP subjects within each profile have been selected to align as closely as possible with the corresponding HAVO profile.

| **Technology (CP-profile)** | **Natuur & Techniek** |
|---|---|

| | |
|---|---|
| Language A (Language and Literature) Dutch (SL/HL) | Nederlands (gemeenschappelijk deel) |
| Language B (Language Acquisition)/LCS English (HL) | Engels (gemeenschappelijk deel) |
| Mathematics AA (SL/HL) | Wiskunde B (Profielvak) |
| Physics (Sciences) (SL/HL) | Natuurkunde (profielvak) |
| Career related studies/PGP Technologie | PGP Technologie of Informatica (profielkeuzevak) |
| Computer Science (Sciences) (SL/HL) or Sports, Exercise and Health (SL/HL) | Extra MTV, Informatica of BSM (vrije deel) |
| | |

| **Society (CP-profile)** | **Economie & Maatschappij (Havo-profiel)** |
|---|---|
| Language A (Language and Literature) Dutch (SL/HL) | Nederlands (gemeenschappelijk deel) |
| Language B (Language Acquisition)/LCS English (HL) | Engels (gemeenschappelijk deel) |
| Mathematics AI (SL/HL) | Wiskunde A of B (profielvak) |
| Economics (Individuals and Societies) (SL/HL) | Economie (profielvak) |
| Career related studies/PGP Maatschappij | PGP Maatschappij (profielkeuzevak) |
| Computer Science (Sciences) (SL/HL) or Sports, Exercise and Helath (SL/HL) | Extra MTV, Informatica of BSM (vrije deel) |

# Career Pathways CP and DP

Completing the Career-related Programme (CP) or Diploma Programme (DP) opens the door to a wide range of educational and career opportunities. Depending on their interests, qualifications and personal goals, students may continue their studies at a university, a university of applied sciences or another educational institution. They may also choose vocational training, a gap year, an internship or employment.

Students are encouraged to explore the available study and career options in the Netherlands through the link provided in this handbook. As admission requirements differ between institutions and programmes, it is important to start exploring possible pathways at an early stage. Career Pathways CP and DP.

Students who would like more specific guidance about entry requirements, subject choices or the appropriate combination of Standard Level (SL) and Higher Level (HL) subjects should make an appointment with the school counsellor. The counsellor can help students make informed choices that match their interests, strengths and future ambitions.

## DP Career Pathways

In the Diploma Programme at Johan de Witt Scholengroep, students can choose from three profiles: **The Engineer**, **The Medic** and **The Social Scientist**. Each profile provides a broad academic foundation for further education. The examples below are intended to give students a general idea of possible directions. They are not a complete list, and choosing a profile does not automatically guarantee admission to a particular study programme.

### 1. The Engineer

The Engineer profile may suit students who are interested in mathematics, science, technology, design and analytical problem-solving. Possible future study areas may include:

- Engineering and technology
- Computer science and information technology
- Architecture and the built environment
- Physics and applied sciences
- Chemistry and materials science
- Sustainable energy and environmental technology
- Technical design and product development
- Mathematics and data-related studies

The exact opportunities may depend on the student's choice of mathematics and additional subjects.

### 2. The Medic

The Medic profile may suit students who are interested in biology, chemistry, health and the human body. Possible future study areas may include:

- Medicine and healthcare
- Biomedical sciences
- Pharmacy and pharmaceutical sciences
- Nursing and allied health professions
- Dentistry
- Life sciences and biotechnology
- Nutrition and health
- Medical laboratory studies
- Physiotherapy and movement sciences

Some medical and health-related programmes have specific and competitive admission requirements. Students should therefore investigate these requirements at an early stage.

### 3. The Social Scientist

The Social Scientist profile may suit students who are interested in people, society, economics, history, politics and organizations. Possible future study areas may include:

- Economics and business
- Law and public administration
- Psychology and behavioral sciences
- Sociology and social sciences
- International relations and political science
- History and cultural studies
- Communication and media
- Education
- Human resources and organizational studies
- Social work and community development

The subjects chosen within the profile and the free-choice section can provide an additional area of focus. For example, Computer Science may support digital and data-related pathways, Sports, Exercise and Health Science may support studies related to sport and wellbeing, and an additional language may be useful for international study and work.

Students can use the link provided in this handbook to explore the full range of study programmes and career opportunities in the Netherlands. Admission requirements vary between institutions and programmes. Students who would like more specific advice about entry requirements or suitable Standard Level and Higher Level subject choices should consult the school counsellor.

## CP Career Pathways

The Career-related Programme offers two CP profiles: **Technology** and **Society**. Each profile combines academic subjects with career-related learning and practical skills. The examples below give a general indication of possible future study and career directions. They are not a complete list, and choosing a profile does not automatically lead to one specific study programme or career.

### 4. CP Technology profile

The CP Technology profile may suit students who are interested in mathematics, science, technology, digital developments and practical problem-solving. Possible future directions may include:

- Engineering and technical studies
- Information technology and computer science
- Software development and cybersecurity
- Laboratory and applied science programmes
- Architecture and the built environment

- Sustainable technology and energy
- Technical design and product development
- Logistics and technical business studies

**5. CP Society profile**

The CP Society profile may suit students who are interested in people, organizations, economics, history and social developments. Possible future directions may include:

- Business and management
- Economics and entrepreneurship
- Marketing and communication
- Law and public administration
- Social work and community development
- Education and training
- Human resources
- International relations
- Tourism, hospitality and events

The subject selected in the free-choice section can provide an additional area of focus. For example, Computer Science may support digital and technical pathways, Sports, Exercise and Health Science may support pathways related to sport, health and wellbeing, and an additional language may be valuable for international study and work.

Students can use the link provided in this handbook to explore study programmes and career opportunities in the Netherlands. For more specific information about admission requirements and suitable subject choices, students should consult the school counsellor.

# Entry Requirements

## Internal Candidates

Students who complete MYP 5 at Johan de Witt Scholengroep are eligible to progress to CP1 or DP1 if they receive a positive binding advice in accordance with the criteria and procedures described in the Assessment & Promotion Policy.

Admission to CP1 or DP1 requires students to meet the minimum MYP point requirements specified in the table below.

| | |
|---|---|
| CP | 20-29 points |
| DP | 30-42 points |

## External Candidates

Students applying from outside the MYP at Johan de Witt Scholengroep may be admitted to CP1 or DP1, provided that their previous education and academic performance demonstrate that they are sufficiently prepared for the chosen programme.

For admission to DP1, applicants must meet at least one of the following requirements:

- successful completion of MYP 5, with results that demonstrate sufficient preparation for the Diploma Programme; or
- successful completion of VWO 4, with official proof of promotion from VWO 4 to VWO 5.

For admission to CP1, the admissions team will assess whether the student's previous education, academic results and subject background provide sufficient preparation for the selected Career-related Programme pathway.

Admission is confirmed following an intake procedure and a review of the applicant's academic records and other relevant documentation by the admissions team. For any further information about admission, students can refer to the school's Admissions policy.

## Choosing Standard Level or Higher Level

When students move from MYP 5 into CP or DP, their MYP 5 subject results help determine whether a subject can be taken at Standard Level (SL) or Higher Level (HL).

Students with a grade of 4 may take the subject at SL, provided this is supported by the subject teacher. A grade of 5, 6 or 7 allows a student to take the subject at HL, again subject to teacher recommendation.

| MYP grade | Subject level |
|---|---|
| 1-2 | Insufficient for promotion |
| 3 | Insufficient for CP/DP |
| 4 | SL, subject to teacher recommendation |
| 5-7 | HL, subject to teacher recommendation |

Teacher recommendation is important because the teacher also considers the student's subject knowledge, skills, work habits and readiness for the increased demands of an HL course.

**Preparation in MYP 5**
During MYP 5, students are prepared for the transition to CP or DP. As part of this preparation, students complete selected HAVO requirements in advance, for example CKV (Cultural and Artistic Education) and Social Studies (Maatschappijleer). This helps reduce the workload in the first year of CP or DP.

Students also receive guidance from the school counsellor/dean to support them in making informed choices about their future study programme, subject selection and further education.

In addition, students take part in one or more pre-TOK lessons. These lessons introduce students to the type of thinking, questioning and reflection they will encounter in the Diploma Programme and help them become familiar with the expectations of Theory of Knowledge.

Together, these elements help students make a well-informed transition from MYP 5 to CP or DP and prepare them for the academic demands of the programme.

# General Assessment and Examination Procedures

Assessment requirements are explained in more detail in the relevant subject group and core sections of this handbook. In addition, a number of general procedures apply to all CP and DP students.

Students are responsible for attending scheduled assessments, meeting deadlines and following the procedures set out in the school's Examination Regulations. The Examination Regulations describe, among other things, the procedures that apply when a student misses an assessment or examination and the consequences of not following examination procedures.

Cases of plagiarism, unauthorized collaboration, cheating or other forms of academic misconduct are handled in accordance with the school's Academic Integrity Policy.

Students who have questions about assessment or examination procedures should contact the DP/CP coordinator.

# Books and Materials

## Materials provided by the school

In addition to the HAVO textbooks, students receive the required IB textbooks and other learning materials provided by the school.

## Materials to be purchased by students

Students are responsible for purchasing their own personal school materials, such as stationery, notebooks and any subject-specific items communicated by the teacher. Where applicable, students may also be required to purchase an approved calculator or other personal equipment.

**Examples of permitted calculators**

<table>
<tr><td rowspan="3">Texas Instruments</td><td>TI84 – all models</td><td>TI83 - plus</td></tr>
<tr><td>TI-Nspire (non-CAS models)<br>• TI-Nspire CX II / CX II-T (OS version 5.4 or higher)<br>• TI-Nspire CX (OS version 4.5.5)</td><td rowspan="2">All TI-Nspire models must be updated to Operating System (OS) version 5.4 or above.<br>All TI-Nspire models must be placed in “Press-to-Test” mode with the correct features blocked (see list below).</td></tr>
<tr><td>TI-Nspire (selected CAS models)<br>with CAS mode disabled<br>• TI-Nspire CX II CAS (OS version 5.4 or higher)<br>• TI-Nspire CX II-T CAS (OS version 5.4 or higher)<br>• TI-Nspire CX II-C CAS (OS version 5.4 or higher)</td></tr>
<tr><td>NumWorks</td><td colspan="2">NumWorks calculator (OS version 18.1.0 or higher) with IB exam mode activated</td></tr>
<tr><td>Hewlett Packard</td><td colspan="2">HP Prime updated to the latest firmware in “Exam Mode”, with the correct features blocked (see list below)</td></tr>
<tr><td rowspan="4">Casio</td><td colspan="2">FX-9860GII / FX-9860GII SD / FX-9860G AU PLUS updated to the latest operating<br>system for IB examinations in “Examination Mode (for IB)”</td></tr>
<tr><td colspan="2">FX-9750GIII / FX-9860GIII / Graph 35+ EII updated to the latest operating system for IB<br>examinations in “Examination Mode (for IB)”</td></tr>
<tr><td colspan="2">FX-CG50 / FX-CG50AU / FX-CG20 / Graph 90+E updated to the latest operating system<br>for IB examinations in “Examination Mode (for IB)”</td></tr>
<tr><td colspan="2">FX-CG100 / FX-1AU Graph / Graph Math+ updated to the latest operating system for IB<br>examinations in “Examination Mode (for IB)”</td></tr>
</table>

**Prohibited calculators**

The following models are not allowed in examinations under any circumstances.

<table>
<tr><td rowspan="2">Texas Instruments</td><td>TI Voyage 200 (all versions)</td><td>TI 89 (all versions)</td></tr>
<tr><td colspan="2">Older CAS models:<br>• TI-Nspire CX CAS<br>• TI-Nspire CAS</td></tr>
</table>

| | | |
|---|---|---|
| | | |
| | TI-Nspire models that are **not** updated to the latest operating system | |
| Hewlett Packard | HP 38-95 (all versions) | |
| Casio | Classpad (all versions) / FX CG500 | Graph 100 |
| | FX 2.0 (all versions) | FX 9970 (all versions) |
| | Devices with an “Examination Mode” that are **not** updated to the latest operating system | |

# Policies

- Academic Integrity Policy 26-27
- Admission Policy 26-27
- Assessment Policy 26-27
- Inclusion Policy 26-27
- Language Policy 26-27
- Community Engagement Handbook 26-27
- TOK Handbook 26-27
- Reflective Project Handbook 26-27
- CAS Handbook 26-27
- Extended Essay Handbook 26-27

# School rules

For school rules and general information, please refer to the 2026–2027 School Guide, available on the school website under ‘Downloads’.

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