



Upper School Guide,

MYP 5, CP and DP

School Year 2026-2027

**Johan de Witt
scholengroep**

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Johan de Witt Scholengroep – An IB World School

Johan de Witt Scholengroep is an authorised IB World School for the Middle Years Programme (MYP), the Diploma Programme (DP) and the Career-related Programme (CP) of the International Baccalaureate (IB).

Johan de Witt Scholengroep - Mission & Vision

Mission

We provide inclusive and opportunity-rich education in a global context through three core pillars:

1. The Johan de Witt Scholengroep creates impact
2. At Johan de Witt Scholengroep, we do it together
3. The Johan de Witt Scholengroep is at the heart of the world

Vision

We educate young people to become well-informed, confident, and socially engaged global citizens.

International Baccalaureate Mission Statement

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

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

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

The IB Programmes at Johan de Witt Scholengroep

Johan de Witt Scholengroep is an inner-city secondary school with locations in the centre of The Hague, the international city of peace and justice. The remarkable diversity of The Hague's inhabitants is reflected in Johan de Witt Scholengroep's student population. Our student body represents over 90 different nationalities and reflects a rich diversity of cultural and socio-economic backgrounds, as well as a wide range of individual interests, needs, and preferences.

We believe that our students deserve the best possible education. Through the Middle Years Programme (MYP), the Career-related Programme (CP) and the Diploma Programme (DP) of the International Baccalaureate (IB), we provide our students with an internationally recognized educational pathway.

At the Johan de Witt Scholengroep, we are authorised to offer all 5 years of the MYP (MYP 1-5) as well as the IB Career-related Programme and the IB Diploma Programme.

MYP 1-ISK is designed for students who may benefit from additional time and support during the transition to secondary education. It serves as a bridge to mainstream secondary education, combining intensive Dutch language support (NT2) with the broader curricular framework of the IB-MYP. This hybrid form of education strengthens students' foundational skills while providing a challenging and engaging academic framework. MYP 1-ISK is specifically designed to give students additional time, support, and the resources they need to address learning gaps, develop confidence, and prepare for a successful future in Dutch education and beyond. After completion of MYP 1-ISK, students may progress to MYP 2 or transition to Dutch secondary education (Kader, MAVO, HAVO, or VWO).

MYP 2-4. The first three years of secondary education are offered in a so-called 'verlengde brugperiode'. This means that students with different school recommendations (schooladvies) for secondary education are placed in the same class for three years.

We aim to guide every student towards the highest-achieving and best-fit secondary education pathway while developing them as globally minded citizens equipped with the knowledge, skills, and confidence to navigate and contribute positively to the challenges and opportunities of an ever-changing society. Students who wish to continue in the MYP and meet the relevant promotion requirements progress to MYP 5 after completing MYP 4.

MYP 5 is the final year of the MYP. MYP 5 serves as a preparatory year for the Diploma Programme (DP) and Career-Related Programme (CP).

The Career-Related Programme (CP) and Diploma Programme (DP) are internationally recognised IB programmes that provide access to higher education (HBO/University), depending on students' chosen subjects, qualifications and individual admission requirements. In both IB programmes, personal and academic development is central, with an emphasis on research skills, critical thinking, and reflection.

The CP combines academic study with career-related learning, providing a more career-oriented pathway. CP students study at least two DP courses (and not more than four) and complement these with the CP core (i.e., Personal and Professional Skills, Community Engagement, Language and Culture, the Reflective Project) and a career-related study (which is a PGP at Johan de Witt Scholengroep).

The DP offers a broad and academically rigorous programme comprising six subject groups, complemented by the three core components (i.e., the Extended Essay, Theory of Knowledge and Creativity, Activity and Service). Students select three subjects at standard level (SL) and 3 at higher level (HL).

Both the CP and DP provide pathways to higher education. In general, the CP is particularly suited to students planning to pursue applied sciences (HBO), while the DP is often more closely aligned with academic university study (WO). However, admission requirements vary by institution and programme, and specific subject choices may be required for entry to certain higher-education programmes.

Students at Johan de Witt Scholengroep can follow multiple pathways (see Figure 1), with different points at which their educational pathway is determined. Further information on this process and the promotion criteria can be found in this policy and on the school website.

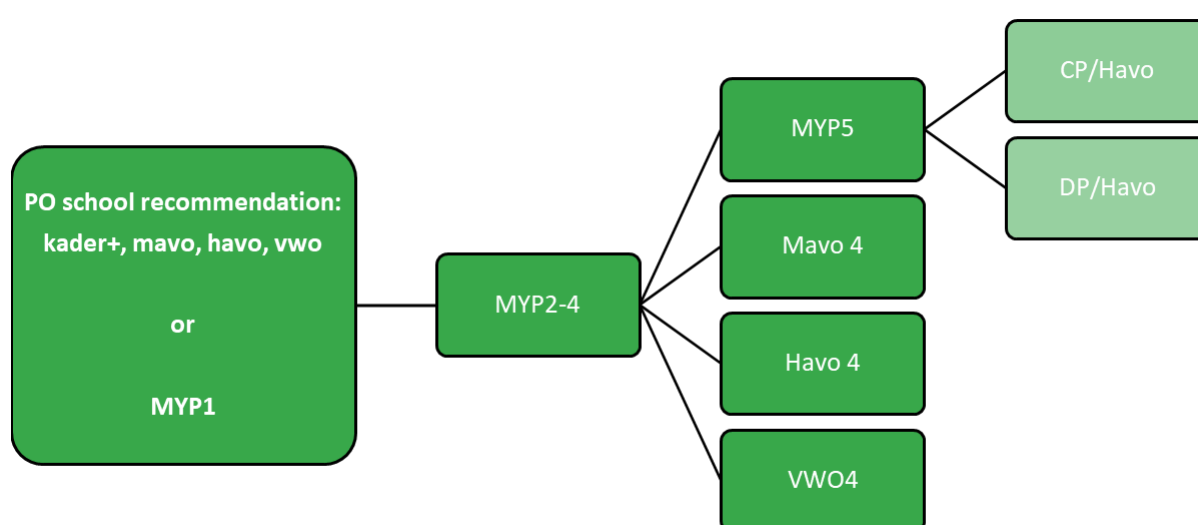


Figure 1: Educational Pathways at Johan de Witt Scholengroep

Middle Years Programme (MYP)

At Johan de Witt Scholengroep, we recognise that students, from MYP 1 to MYP 5, live through a crucial period of personal, social and intellectual development during their teenage years. The MYP programme is designed to support and guide students in their search for a sense of belonging to their natural and social environments through the process of inquiry.

The MYP – An Introduction

The MYP around the World

There are now approximately 1,859 authorised MYP schools in over 127 different countries, with many more implementing the programme and seeking authorisation.

Why do schools adopt the MYP?

- The MYP philosophy is an obvious choice for international and national schools.
- It is seen as liberating schools from outmoded national systems.
- It provides a school with the opportunity to offer a more international perspective within a national school.
- In many regions, the MYP is seen as a higher quality programme, providing quality assurance for parents and students in the middle years of secondary education.
- The MYP is firmly grounded in empirical research and draws on the very latest theories and pedagogical developments emerging from academic educational studies.
- Much of the research into how students learn effectively shows that the MYP philosophy and methodologies are particularly appropriate.
- The MYP is academically rigorous, and its high standards are ensured by the IB.

Main features and advantages of the Middle Years Programme:

The MYP:

- Has a holistic approach that addresses students' intellectual, social, emotional and physical well-being.
- Provides students with opportunities to develop the knowledge, attitudes and skills they need to manage complexity and take responsible action for the future.
- Ensures breadth and depth of understanding through study in eight subject groups.
- Requires the study of at least two languages to support students in understanding their own cultures and those of others.
- Empowers students to participate in service with the community.
- Helps to prepare students for further education, the workplace and a lifetime of learning.

The Fundamental Concepts

Three Fundamental Concepts create the underlying philosophy for the MYP. They are:

- Intercultural Awareness
- Holistic Education
- Communication

Intercultural Awareness

This concept is concerned with developing students' knowledge, understanding, skills, and attitudes as they learn about their own and others' social and national cultures. It not only encourages tolerance and respect, but also leads to empathy and understanding. Students should be conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that make for the richness of life. Students are expected to develop a genuine understanding of their own

history and culture, and they are encouraged to appreciate the traditions of other people and other places. Intercultural awareness goes beyond mere tolerance or a polite attitude towards the ideas and artefacts of other cultures. It is a positive, empathetic movement towards others, a readiness to act cooperatively in genuine exchange and shared effort. It should promote the universal values common to civilised societies. Developing intercultural awareness concerns everyone within the school community. At Johan de Witt Scholengroep, we will be constantly evaluating and improving upon policies and practices that facilitate the involvement of students, teachers, administrators and parents in practical activities.

Holistic Education

The MYP requires an approach to teaching and learning which includes and extends beyond traditional school subjects. The programme emphasises the disciplined study of traditional subject groups, whilst the model also provides for developing links between the disciplines, so that students will learn to see knowledge as an interrelated whole. Holistic education helps students realize that most real-world problems require insights gained from a variety of disciplines; they develop the skills of inquiry and understand the similarities and differences between approaches to human knowledge.

Communication

The MYP stresses the vital importance of communication, verbal and non-verbal, as a vehicle to realize the aims of the programme. A good command of expression in all its forms is fundamental to learning and will be essential in the workplace of the future. The IB places particular emphasis on language acquisition, which does more than promote cognitive growth. It is regarded as crucial for maintaining cultural identity, personal development, and intercultural understanding. The ability to communicate one's ideas in an appropriate form is seen as an essential skill for students. Communication is a key expectation for all subject areas.

The Middle Years Programme Curriculum Model

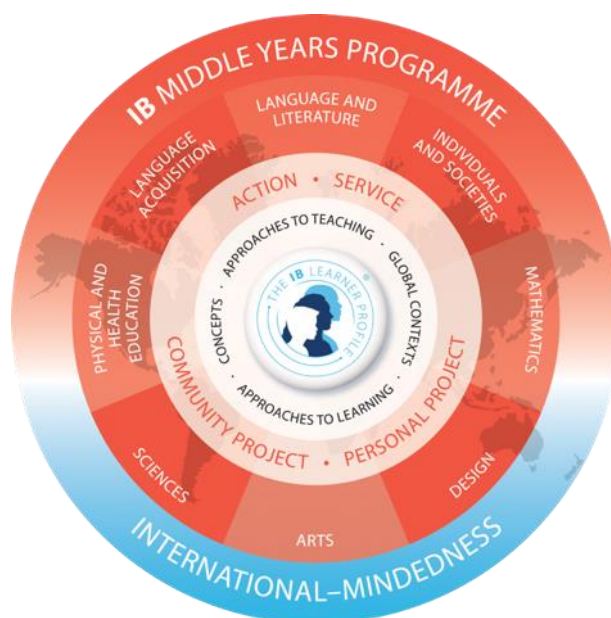


Figure 2: The MYP Curriculum Model "© International Baccalaureate Organization 2024"

The IB Middle Years Programme curriculum model is the same as the Career-related Programme (CP) and Diploma Programme (DP) models in that the innermost component of the model represents the student, because it is the student who is always at the centre of everything we do. The student is represented in a circle with the Learner Profile. This is a set of 10 qualities which MYP schools must

proactively work to instil and develop in all learners to ensure their continued success in the world beyond school.

The circle closest to the students contains four elements which form the basis of the Middle Years Programme. These four elements are:

Approaches to Learning (Learning skills):

It is widely known that the development of transdisciplinary skills is just as important in education as learning in specific subjects. The transdisciplinary skills that empower students to be successful in school, education, and beyond are known as the approaches to learning (ATL). There are five broad categories of skills, which can be broken down into ten more specific categories of ATL skills. Some of the key questions to be answered by students with respect to ATL skills include the following:

- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve?
- What new skills can I learn?

At Johan de Witt Scholengroep, we use **the Klimwijzer** (“climb wiser”), which is our Essential Learning Agreements. The JdW Klimwijzer supports students in developing their attitudes, behaviour, and active participation in class. It helps cultivate good learning habits and strengthens the teacher-student relationship, laying the foundation for a successful school career and lifelong learning.

Approaches to Teaching:

This element emphasises the unique MYP pedagogy, including collaborative, authentic learning through inquiry. Teaching in the MYP is all about being inquiry-focused, student-centred, innovative and engaging. Our MYP teachers use **the Kijkwijzer** (“watch wiser”) to enhance their teaching strategies.

Global Contexts:

MYP global contexts provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the powerful themes of global significance that structure teaching and learning in the IB Middle Years Programme. Global contexts are designed to encourage the students to make worthwhile connections between the real world and classroom learning. Through their learning of subject concepts, students will come to a better understanding of a global context.

When teachers select a global context for learning, they are answering the following questions:

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

The six global contexts in the MYP are:

1. Identities and relationships
2. Orientation in space and time
3. Personal and cultural expression
4. Scientific and technical innovation
5. Globalization and sustainability
6. Fairness and development

The global contexts allow for explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of 11 to 16-year-old students. Over the course of their study, students will explore all six global contexts on multiple occasions and in different subjects.

The MYP provides a thorough study of the various disciplines whilst encouraging a holistic view of learning through interdisciplinary teaching and learning. Students are encouraged to consider issues and find solutions by drawing from the knowledge and understanding of other subjects, allowing them to transfer their skills and to think critically to solve authentic problems. While students investigate real-life issues, opportunities arise which allow them to develop and question their own set of values in a supportive environment.

Teaching in MYP programmes is:

- inquiry-based: provoking curiosity to structure and sustain exploration.
- concept-driven: planning and teaching through concepts that are transferable to new contexts.
- contextualized: reaching beyond the scope of individual subjects to establish relevance to the world we live in.
- collaborative: promoting effective teamwork and purposeful/productive collaboration.
- differentiated: providing access to learning for a diversity of learners.
- informed by assessment: balancing assessment for learning and of learning.

Key and Related Concepts:

The Middle Years Programme is known as a concept-based curriculum. This means that we focus on concepts, principles and generalisations, using related facts and skills as tools to gain deeper understanding of disciplinary content, transdisciplinary themes and interdisciplinary issues, and to facilitate conceptual transfer through time, across cultures and across situations. Inclusion of this element highlights the emphasis that is placed on a concept-based curriculum in the MYP.

Key Concepts:	Related Concepts:
Key concepts are powerful, abstract ideas that have many dimensions and definitions. They have important interconnections and overlapping concerns. Key concepts engage students in higher-order thinking, helping them to connect facts and topics with more complex conceptual understanding. They give breadth to the units of inquiry and the subjects of study.	Related concepts promote depth of learning and add coherence to the understanding of academic subjects and disciplines. They are grounded in specific subjects and disciplines, and they are useful for exploring key concepts in greater detail. They give depth to the units of inquiry and the subjects of study.

The next circle in the MYP Curriculum Model highlights the core components of the MYP curriculum model.

Action:

Inquiry-based learning may result in student-initiated action, which may involve service within the community

Service:

One of the deliberate intentions of the MYP is to ensure that inquiry-based learning results in action, which may in turn be demonstrated by students in the form of service in the community. All students are encouraged to feel that their local and global actions are valuable, and that they can make a difference to the community, no matter how small.

Community Project:

The Community Project is a culminating MYP experience in which students identify a community need, take action to address it, and reflect on the outcomes. It develops skills in research, collaboration, and self-management while applying learning to a real-world issue. Students document their work and are assessed against IB criteria for investigating, planning, acting, and reflecting. The project fosters social responsibility and community engagement. Schools that offer MYP Year 5 have the option, but are not obligated, to implement the Community Project.

Personal Project:

The MYP culminates in the Personal Project, and this is a hugely significant piece of work central to students' experience of the Middle Years Programme. It is a unique opportunity for students in MYP 5 to research and present on a topic which is truly of interest to them. The Personal Project prepares students for the Reflective Project in the CP or the Extended Essay in the DP.

The Final Circle of the MYP Programme Curriculum Model displays the eight subject groups.

Subject groups

The IB values language learning. The first two subject groups in the IB Programme Models are language & literature and language acquisition. At Johan de Witt Scholengroep, we value multilingualism.

Multilingualism at Johan de Witt Scholengroep

In the Netherlands, many students are multilingual, using more than one language in their daily lives. At our school, we see multilingualism as a valuable asset that enriches learning and strengthens the educational experience. Rather than viewing students' linguistic diversity as a barrier or disadvantage, we actively draw on their languages and cultural backgrounds as resources for learning.

By embracing multilingualism, students can build on knowledge and understanding developed in their home languages while continuing to develop their academic language proficiency. Recognising and valuing the languages students bring to school also strengthens language awareness, supports deeper learning, and fosters intercultural understanding and respect.

For MYP 1 to 4, Dutch is the official language of instruction. From MYP 5 onward, we switch to English to better prepare students for the CP or DP. During the MYP 5 school year, students have the opportunity to earn a Cambridge English Certificate as preparation for the CP or DP. For more information on language development at Johan de Witt Scholengroep, see the School's *Language Policy*.

Eight Subject Groups

The MYP organises teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design.

In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, history or geography within the individuals and societies subject group; biology, chemistry or physics within the sciences subject group. The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP.

The subject groups are connected through concepts, global contexts, approaches to learning, and approaches to teaching. The following MYP subjects are offered at Johan de Witt Scholengroep:

Subject Group	School subjects
Language and literature	Dutch
Language acquisition	English, French, German, Spanish
Individuals & societies	Geography, history, philosophy, economics
Sciences	Biology, physics, chemistry
Mathematics	Mathematics Standard/ Mathematics Extended
Arts	Visual arts, dance, theatre, film, music
Physical & health education	Physical & Health Education
Design	Product and Digital Design

MYP 5 at Johan de Witt Scholengroep

MYP and the Dutch Education System

As Johan de Witt Scholengroep is not an international school, we comply with Dutch legislation on secondary education.

In MYP 2–4, all lower secondary core objectives (kerndoelen) are covered, and the national reference framework is followed. Upon completing MYP 4, students will have the same knowledge and skills as students enrolled in the Dutch lower secondary curriculum. In MYP 5, we prepare students for the external IB exam programmes (CP or DP). After MYP 5, students can still transfer to a final exam year (HAVO 5 sprint) or a pre-exam year (VWO 5) in the Dutch system (see Figure 1).

At the end of period 2 in MYP 4, students receive a binding advice (determinatie) for their upper secondary pathway. This determines whether a student continues into MYP 5 or transfers to a Dutch pathway option. MYP 5 is the preparatory year for the CP and DP.

MYP 5 - Subject Selection

In MYP 5, students follow subjects from each of the 8 MYP subject groups. Additionally, they choose a foreign language and select a profile, similar to the Dutch upper secondary programme.

MYP 5 Required Subjects	
• Dutch (Language and Literature) • English (Language acquisition) • Math Standard or Math Extended (Mathematics) • Biology, Physics, Chemistry (Sciences) • Geography, History, Economics (Individuals & Societies) • Physical and Health Education • Arts • Design	
Language Acquisition Choice*	
Select 1 subject: ○ French ○ German ○ Spanish	
Profile Choice**	
Natuur /Sciences	Maatschappij/ I&S
Biology	Economics
Chemistry	Geography
Physics	History

Figure 3: MYP 5 Subject and Profile Selection Table

* All MYP 5 students select one extra language acquisition course of 2 lessons per week.

** All MYP 5 students select a profile (sciences or individuals & societies), adding 1 more lesson per subject for deeper study in that area.

MYP 5 - Cambridge English

In MYP 5, the primary language of instruction is English. Students follow an extra hour of Cambridge English in addition to their English language acquisition lessons. This is mandatory for all MYP 5 students to prepare for the CP or DP. By the end of MYP 5, students are expected to earn the Cambridge B2 Certificate. This certificate is a requirement for admission to the CP and DP.

MYP 5 - Academic Skills & Pre-TOK

The focus in MYP 5 emphasises academic skill development crucial for the CP and DP. Students practice critical thinking, information processing, and essay writing, building a strong foundation for the next phase. In addition to their subject package, students take pre-TOK (Theory of Knowledge) to delve deeper into these academic skills.

MYP 5 - Personal Project

In MYP 5, students complete the Personal Project. This is a self-directed research project showcasing their interests, skills, and creativity. They choose a topic that inspires them, set a learning goal, and produce a final product. This marks the culmination of the MYP and develops key skills like planning, research, critical thinking, and reflection. See the school's MYP Handbook.

MYP 5 - Teaching Team

MYP 5 subjects are taught by teachers who hold master's degrees and who also teach in our CP and DP programmes. This creates strong continuity across the programmes and ensures that the MYP curriculum is closely aligned with the academic requirements and expectations of the CP and DP. As a result, students are well prepared and equipped to make a successful transition into the final years of secondary education.

MYP 5 - Binding Advice

Based on the student's MYP 5 results, including summative assessments and baseline tests or referentietoetsen, follow-up consultation meetings take place to discuss each student's progress and recommend a pathway to the student and their parents.

At the end of MYP 5, all students receive binding programme advice (determinatie) regarding their next educational pathway: enrolment in the CP or DP, or transfer to HAVO or VWO. Further information about assessment, binding advice, and DP subject selection can be found in our *Assessment and Promotion Policy*, available on our school website and on Toddle.

For more information on the MYP and its requirements, see the school's MYP Handbook.

The Final Two Years of Secondary School

After MYP 5, students can choose to enrol in the Career-related Programme (CP) or the IB Diploma Programme (DP). The decision between CP and DP is made at the end of MYP 5, based on results, motivation, and plans for further education. Students receive guidance and binding advice (determinatie) from mentors and the IB Coordinators in choosing their pathway and subject package.

Both pathways prepare students for further studies in the Netherlands or abroad. They are internationally recognised and provide access to higher education (HBO/University), depending on the student's chosen subjects and results.

Personal and academic development is central to both programmes, with a focus on research skills, critical thinking, and reflection. Key components include an independent research project and community service.

The Career-related Programme (CP)

The CP applies the IB's vision and educational principles to career-related learning, giving schools the flexibility to design a version suited to their students' needs, backgrounds, and contexts. Its three-part framework combines at least two Diploma Programme (DP) courses, a career-related study, and the CP core, which bridges the two. The core now comprises four components: Personal and Professional Skills, Language and Cultural Studies, Community Engagement, and the Reflective Project. DP courses provide academic rigour, the career-related study offers practical, real-world learning, and the core develops the skills and competencies needed for lifelong learning.

The CP – An Introduction

The CP around the World

There are now approximately 431 authorised CP schools in 58 countries, with growing numbers of schools implementing the programme and seeking authorisation.

Why do schools adopt the CP?

- The CP philosophy offers a distinctive alternative for schools seeking to combine academic rigour with career-focused learning.
- It provides students who have a clear career direction with a pathway that blends academic study, practical experience, and personal development.
- It allows schools to offer a specialised, career-oriented option alongside the Diploma Programme, broadening the range of pathways available to students.
- The CP is increasingly recognised as a high-quality option, providing assurance for parents and students that career-related learning can be combined with genuine academic depth.
- The CP is grounded in the IB's educational philosophy and continues to be reviewed and enhanced in response to research and evolving pedagogical practice, most recently through the 2025 update to the CP core.
- The CP is academically rigorous, and its standards are ensured by the IB, offering a recognised qualification that supports progression to higher education, apprenticeships, or employment.

Main features and advantages of the Career-related Programme:

The CP:

- Combines academic study with career-related learning, allowing students to specialise in a pathway suited to their interests and strengths.
- Provides students with opportunities to develop the knowledge, attitudes, and skills needed to manage complexity and take responsible action for their future.
- Ensures academic rigour through the study of at least two Diploma Programme courses, alongside a career-related study.
- Requires the study of a language, supporting students in developing intercultural understanding and communication skills.
- Empowers students to engage meaningfully with their communities through Community Engagement.
- Helps prepare students for further education, employment, and a lifetime of learning.

The Career-related Programme Curriculum Model



Figure 4: The CP Curriculum Model "© International Baccalaureate Organization 2024"

At the centre of the Career-related Programme (CP) model is the student, placed within a circle alongside the IB Learner Profile. The Learner Profile comprises ten qualities that all IB schools must proactively instil and develop in every learner, equipping them for continued success in the world beyond school.

Similar to the MYP, the next ring in the model represents Approaches to Learning and Approaches to Teaching.

The IBCP Core:

Personal and Professional Skills (PPS)

The Personal and Professional Skills course aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understanding, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. Emphasis is placed on developing the skills needed to successfully navigate higher education, the workplace, and society. The course is timetabled, with a minimum of 90 hours expected to be devoted to it.

Reflective Project (RP)

The Reflective Project is an in-depth body of work produced over an extended period and submitted toward the end of the programme. Through the Reflective Project, students identify, analyse, discuss, and evaluate an ethical dilemma associated with an issue arising from their career-related studies. This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action, and reflection, and to develop strong thinking, research, and communication skills.

Community Engagement (CE)

Community Engagement offers students the opportunity to learn in, from, and with communities, while applying knowledge and skills developed in other areas of learning. Students situate themselves within the context of their community, identifying, exploring, and understanding issues relevant to

them and their communities that they can respond to through engagement in and with those communities. Through this component, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions.

Language and Cultural Studies (LCS)

Language and Cultural Studies ensure that all CP students have access to, and engagement with, an additional language and its associated culture(s). The opportunity to learn another language is a central tenet of an IB education and deepens students' understanding of the wider world. Students are encouraged to begin or extend the study of an additional language that suits their needs, backgrounds, and contexts, while developing their oral, visual, and written linguistic and communicative abilities alongside an appreciation of the culture(s) connected to that language.

The Curriculum

IB Career-related Programme students must successfully complete three components:

- IB Courses
- IBCP Core
- Career-related Study

Our students may choose a minimum of two and a maximum of four DP courses. Students are recommended to take either Dutch Language and Literature SL/ HL or English Language Acquisition SL/ HL. We advise students to consider taking at least one of their Diploma courses at Higher Level, as this can help meet some university admission requirements.

For more information on the CP and its requirements, see our CP Handbook.

CP at Johan de Witt Scholengroep

CP – Subject Selection

Based on their MYP 5 (or HAVO/VWO) results, students choose a profile within the CP. At Johan de Witt Scholengroep, CP students can choose between two profiles: Technology or Society. Each profile has its own mandatory subjects. In addition to the IB Career-related Programme (CP), students in CP 1 also work towards a Dutch HAVO diploma, meaning they follow several additional subjects during the first year of the CP. Below are the two profiles and the subject choices available to students. After CP 1, students can choose to continue with their best Diploma subjects (two to four) in their final year.

Career-related Programme (CP)	
Non-elective/ mandatory DP Subjects: • Language and Literature: Dutch SL/ HL • Language Acquisition: English SL/ HL	
The CP core (all 4 courses are mandatory): • Personal and Professional Skills (PPS) • Community Engagement (CE) • Language and Cultural Studies (LCS) • Reflective Project (RP)	
Profile Choice	
Technology	Society
Mathematics (select 1 Math course) ○ AI SL ○ AA SL	Mathematics ○ AI SL
Physics SL (Sciences)	Economics SL (Individuals and Societies)
Chemistry SL (Sciences)	History SL (Individuals and Societies)
Career-related component	
Career Related Studies/PGP Technologie	Career related Studies/PGP Maatschappij
Choose one (1) elective subject from the list below: ○ Informatica/Computer science ○ BSM/Sports, Exercise and Health Science	

Figure 5: CP Profiles and Subject Options

The IB Diploma Programme (DP)

The DP applies the IB's vision and educational principles to a rigorous, pre-university curriculum, giving schools a globally recognised framework that combines breadth of study with genuine academic depth. Its structure requires students to study six subjects across six subject groups (3 at Standard Level and 3 at Higher Level), alongside the DP core, which brings the programme together. The core comprises three components: Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS). The six subjects provide academic rigour and breadth, while the core develops critical thinking, independent research skills, and personal and social engagement.

The DP – An Introduction

The DP around the World

There are now more than 3,880 authorised DP schools in over 157 countries, with growing numbers of schools implementing the programme and seeking authorisation.

Why do schools adopt the DP?

- The DP philosophy offers schools a globally recognised, university-preparatory qualification grounded in academic rigour and international-mindedness.
- It provides students with a demanding, well-rounded curriculum that supports strong outcomes in higher education and beyond.
- It gives schools the opportunity to offer an internationally benchmarked qualification alongside or in place of national curricula, broadening the pathways available to students.
- The DP is widely recognised as a high-quality option, providing assurance for parents and students that they are receiving a challenging, comprehensive pre-university education.
- The DP is grounded in the IB's educational philosophy and continues to be reviewed and enhanced in response to research and evolving pedagogical practice.
- The DP is academically rigorous, and its standards are ensured by the IB, offering a recognised qualification that supports progression to leading universities worldwide.

Main features and advantages of the Diploma Programme:

The DP:

- Combines breadth and depth of academic study, allowing students to pursue subjects across the sciences, humanities (individuals and societies), languages, mathematics, and the arts.
- Provides students with opportunities to develop the knowledge, attitudes, and skills needed to manage complexity and take responsible action for their future.
- Ensures breadth of understanding through the study of six subjects across six subject groups.
- Requires the study of at least one additional language, supporting students in developing intercultural understanding and communication skills.
- Empowers students to engage meaningfully with their communities through Creativity, Activity, Service (CAS).
- Develops independent research, critical thinking, and academic writing skills through the Extended Essay (EE) and Theory of Knowledge (TOK).

The Diploma Programme Curriculum Model



Figure 6: The Diploma Programme Curriculum Model "© International Baccalaureate Organization 2024"

At the centre of the Diploma Programme (DP) model is the student, placed within a circle alongside the IB Learner Profile. The Learner Profile comprises ten qualities that all IB schools must proactively instil and develop in every learner, equipping them for continued success in the world beyond school.

Similar to the MYP and CP, the next ring in the model represents Approaches to Learning and Approaches to Teaching.

The DP Core:

Theory of Knowledge (TOK)

Theory of Knowledge invites students to reflect on the nature of knowledge and how we know what we claim to know. Through TOK, students explore different ways of knowing and different areas of knowledge, examining the methods, assumptions, and biases that shape understanding across disciplines. The course encourages critical thinking, intellectual curiosity, and an appreciation of diverse cultural and disciplinary perspectives. Students are assessed through an oral presentation and a written essay on a prescribed title.

Extended Essay (EE)

The Extended Essay is an independent, self-directed piece of research, culminating in a 4,000-word paper. Students choose a topic within one of their DP subjects, or across subjects, and conduct sustained research under the guidance of a supervisor. This work encourages students to engage in personal inquiry, intellectual discovery, and academic rigour, and to develop strong research, analytical, and communication skills.

Creativity, Activity, Service (CAS)

Creativity, Activity, Service offers students the opportunity to learn through experience, engaging in creative pursuits, physical activity, and service to their communities. Students identify, explore, and undertake activities that are meaningful to them and their communities, applying knowledge and skills

developed in other areas of learning. Through CAS, students develop and apply personal and social skills in real-life situations involving initiative, collaboration, and reflection on their own growth.

The Curriculum

IB Diploma Programme students must complete three components:

- Six DP subjects*
- Internal and external assessment in each subject
- The DP Core (TOK, EE, and CAS)

*Diploma students choose six subjects, one from each of the six subject groups, at least three (and no more than four) at Higher Level.

For more information on the DP requirements to obtain the Diploma, see our *Assessment & Promotion Policy* and the DP Handbook.

DP at Johan de Witt Scholengroep

DP – Subject Selection

Based on their MYP 5 (or HAVO 5 / VWO 4) results, students choose a profile within the DP. At Johan de Witt Scholengroep, DP students can choose between three profiles:

1. The Engineer
2. The Medic
3. The Social Scientist

Each profile has its own mandatory and elective subjects. In addition to the IB Diploma Programme, students in DP 1 also work towards the Dutch HAVO diploma, meaning they follow additional subjects during the first year of the DP. After DP 1, students continue with the six DP subjects and the DP Core. Below are the different profiles and the subject choices available to our students.

Diploma Programme (DP)		
Non-elective/ mandatory DP Subjects: - Dutch SL/ HL (Language and Literature) - English SL/ HL (Language Acquisition)		
- Theory of Knowledge (TOK) - Creativity, Activity and Service (CAS) - Extended Essay (EE)		
Profile Choice		
The Engineer	The Medic	The Social Scientist
Physics (Sciences) - SL - HL	Biology HL(Sciences)	Economics (I&S) - SL - HL
Chemistry (Sciences) - SL - HL	Chemistry HL(Sciences)	History (I&S) - SL - HL
Mathematics AA - SL - HL	Mathematics - AA SL - AA HL - AI HL	Mathematics AI - SL - HL
Profile elective		

Select 1 subject: ○ Career Related Studies/PGP technology ○ Informatica/Computer Science (Sciences) ○ Biology SL(Sciences)	Physics SL(Sciences)	Career Related Studies/PGP Maatschappij
Elective course		
○ Economics (I&S) ○ History (I&S)	Select 1 subject: ○ Informatica/ Computer Science (Sciences) ○ BSM/ Sports, exercise and health science	Select 1 subject: ○ Informatica/ Computer Science (Sciences) ○ BSM/ Sports, Exercise and Health Science

Figure 7: DP Profiles and Subject Choices

QR-codes for more CP & DP information

Career Related Programme (CP)



Diploma Programme (DP)

