



# **IB Diploma Programme 2022-2024**

DP Subject Choices  
Handbook for Grade 10  
students & parents



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## INTRODUCTION AND PURPOSE

Dear Grade 10 parents and students,

This booklet aims to guide you through the International Baccalaureate Diploma Programme (IBDP) at ISUtrecht. The IB Diploma is a challenging 2-year programme designed as a pre-university pathway, recognized by over [3,300 tertiary institutions in over 90 countries](#), some accepting subjects for university credit. Each of the subjects and core components offered at ISUtrecht are explained in this booklet, including criteria for success, assessments, and skills.

It is vital that students begin to research university programmes and career pathways prior to selecting DP subject choices. Please speak with your mentor and careers counsellor for relevant resources and information prior to subject choice selection.

Information in this booklet should be read in conjunction with your career goals, actual grades awarded (November progress, mid-year, and April progress reports), and teacher recommendations. Individual choices will be carefully analysed by teachers, mentors, careers counsellors, the Leader of the Middle Years Programme, and the Leader of the Diploma Programme.

DP subject choices will be finalised by Term 3 of the preceding year. After acceptance and agreements letters are sent, changes to subject choices can only be made through the Leader of the Diploma Programme, pending on subject and space availability. Please do not hesitate to contact the school if you have any questions regarding the Grade 10 transition into the IB Diploma Programme.

Kind regards,

Ms. Olivia Ayes  
*Leader of the Diploma Programme*

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## ABOUT THE IB DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme (IBDP) provide students with:

- A passion for life-long learning
- International-mindedness and global citizenship
- University recognition throughout the world
- Self-management, research, and critical thinking skills
- Resilience for an ever-changing world
- Transferable skills to embrace a vision of the future
- A cross-cultural, inclusive, practical, multi-disciplinary, and student-centred curriculum
- A well-rounded educational experience as for higher education and beyond

## KEY ASSESSMENT FEATURES

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals. For example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods

Students complete internal assessments through the programme, which are either initially marked by teachers and then moderated by the IB or sent directly to external examiners. Students then take written examinations in April/May of Year 2, which are marked by external IB examiners.

## INDEPENDENT LEARNING IN THE IB DIPLOMA PROGRAMME

Each subject studied at Higher level represents approximately 240 teaching hours and subjects studied at Standard level represent approximately 150 teaching hours.

Students will need to spend an additional 18 hours per week outside of classroom instruction (3.5 hours for each Higher level subject and 2.5 hours for each Standard level) to consolidate concepts and skills. Learning outside of class hours will vary and can include practise questions, drafting assignments, making notes, reading, researching, reflecting, and revising. It is highly recommended that most of this occurs during "study periods" at school. Additional learning for core (Extended Essay, Theory of Knowledge, and Creativity, Activity, Service) should also be scheduled into their study timetable.

## AWARD OF THE DIPLOMA

The IB Diploma is awarded to students who gain at least 24 points, passing scores for EE and TOK, as well as completion of the CAS portfolio. The highest total that a Diploma Programme student can be awarded is 45 points. (6 x 7+ 3 core points for EE/TOK=45). The Promotion Criteria and previous cohort results are available on the ISUtrecht website.

## DP CORE REQUIREMENTS

There are **three** parts of the Diploma Programme which are **compulsory** for all students following the full Diploma Programme:

- **Theory of Knowledge (TOK)** – exhibition and 1600-word essay
- **Extended Essay (EE)** – a 4000-word research essay on a subject/topic of your choice
- **Creativity, Activity and Service (CAS)** – reflection portfolio on a wide range of experiences

<b>THEORY OF KNOWLEDGE</b>	Approximately 100 hours of class time - students engage in stimulating critical reflection. Assessed through an exhibition (assessed internally and moderated externally) and through an essay of 1600 words (assessed externally). <i>TOK, in combination with the EE, contributes a maximum of 3 points to the final total of IB Diploma points. An "E" will result in no diploma being awarded.</i>
<b>EXTENDED ESSAY</b>	Approximately 40 hours of independent study - students complete a substantial piece of independent research of a maximum 4000 words in length under the guidance of a teacher-supervisor. The EE is designed to prepare students for university level research work. <i>EE in combination with TOK contributes a maximum of 3 points to the final total of IB Diploma points. An "E" will result in no diploma being awarded.</i>

<p><b>CREATIVITY, ACTIVITY &amp; SERVICE</b></p>	<p>As part of the philosophy of educating the ‘whole’ person, the IB Diploma requires that students involve themselves in Creativity, Activity, and Service. Students are expected to complete a programme over 18 months, evenly balanced over these three distinct areas. <i>A Diploma student who is unable to meet CAS requirements will not be able to receive an IB Diploma.</i></p>
<p><b>SIX SUBJECTS</b></p> <p>There are six groups of subjects. Students are required to study one subject in each group.</p> <p><i>Students do not have to take a subject from Group 6 as they have the option of studying an additional subject from either Group 2, 3 or 4.</i></p>	<p><b>Group 1</b> – Studies in Language and Literature  <b>Group 2</b> – Language Acquisition  <b>Group 3</b> – Individuals and Societies  <b>Group 4</b> – Experimental Sciences  <b>Group 5</b> – Mathematics  <b>Group 6</b> – The Arts – <i>or another subject from groups 2,3 or 4</i></p>
<p><b>SUBJECTS OFFERED AT ISUTRECHT</b></p>	<p><b>Group 1</b> – English/Dutch Language and Literature, or School Supported Self-Taught Literature SL (mother tongue languages: e.g. Chinese, French, Italian, Japanese, Korean, Polish, Russian, Serbian, Spanish)</p> <p><b>Group 2</b> – English B HL, Dutch ab initio/SL/HL, or Spanish ab initio/SL/HL</p> <p><b>Group 3</b> – History SL/HL, Geography SL/HL, Business Management SL/HL, or a Pamoja course (Economics, Psychology, ITGS) at SL/HL</p> <p><b>Group 4</b> – Biology SL/HL, Chemistry SL/HL, or Physics SL/HL</p> <p><b>Group 5</b> – Mathematics Approaches &amp; Analysis SL/HL or Mathematics Application &amp; Interpretations SL/HL</p> <p><b>Group 6</b> – Visual Arts SL/HL or Music SL/HL</p>

## SCHOOL PROCEDURES AND EXPECTATIONS

Students currently studying in the Middle Years Programme in Grade 10 are accepted into the Diploma Programme on an individual basis at the International School Utrecht. Decisions are based on the latest Promotion Criteria and teacher recommendations. General guidelines are based on:

### ACADEMIC ATTAINMENT:

- A completed MYP school transcript with *level 5 grade (or higher)* for their higher level subject choices in the Diploma. In the pages below you will find more specific information on each Diploma subject.
- An overall minimum 32 on the final MYP report.
- A grade 3 or higher for the Personal Project.

### ATTITUDE AND MOTIVATION:

- A commitment to learning.
- A motivated attitude and a positive contribution to school life
- Independent learning (15-18 hrs/wk outside of class time)

### TEACHER RECOMMENDATIONS:

Teachers recommend students in Grade 10 to be entered for a full Diploma. Mid-year reports (January) are used to determine a subject package for the following academic year. End-of-year reports (July) must also confirm the recommendations, especially for conditional acceptances.

### COMPLETING THE IB DIPLOMA OVER THREE YEARS

ISUtrecht also offers the option of completing the Diploma over three years in specific cases, in particular for those students whose study or English language skills do not yet meet the demands of the Diploma. These students take DP1 as a foundational year and repeat DP1 subjects in year two. Core elements such as EE and CAS can be finished in year two. In year three, students follow the DP2 programme and sit the final examinations in May.

# IB DIPLOMA: CORE - THEORY OF KNOWLEDGE

## SUBJECT OUTLINE

The Theory of Knowledge is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core component that all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. Theory of Knowledge and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. The Theory of Knowledge course examines **how we know what we claim to know**. The course does this by encouraging students to analyse knowledge claims and explore knowledge questions. The critical thinking process developed in Theory of Knowledge should create stronger links to the study of academic disciplines or subjects.

## ASSESSMENT OVERVIEW

The assessment model in Theory of Knowledge (TOK) comprises two components: exhibition and essay. The grade boundaries are then applied to determine the band (A to E) to which the student's performance in TOK belongs.

The band descriptors are:

- A Work of an **excellent** standard
- B Work of a **good** standard
- C Work of a **satisfactory** standard
- D Work of a **mediocre** standard
- E Work of an **elementary** standard

The band descriptor is used both to determine the contribution of TOK to the overall diploma score and to provide the basis for reporting on each student's TOK performance.

### EXTERNAL ASSESSMENT

#### TOK Essay on Prescribed Title (67%)

This essay (1,600 words) is a response to one of six titles prescribed by the IB for each examination session. Essays demonstrate the student's ability to link implicit knowledge questions to Areas of Knowledge and the Knowledge Framework (scope, perspectives, methods, and ethics).

### INTERNAL ASSESSMENT

#### TOK Exhibition (33%)

Students choose 3 objects that explore how TOK manifests in the world around us. Students write a commentary of 950 words to explain these connections. This component is internally assessed and externally moderated by the IB.



SKILLS GAINED ON THE COURSE	BEYOND
<ul style="list-style-type: none"> <li>● demonstrate TOK thinking through the critical examination of knowledge questions</li> <li>● identify and explore links between knowledge questions and the world around us</li> <li>● identify and explore links between knowledge questions and areas of knowledge</li> <li>● develop relevant, clear and coherent arguments</li> <li>● use examples and evidence effectively to support a discussion</li> <li>● demonstrate awareness and evaluation of different points of view</li> <li>● consider the implications of arguments and conclusions.</li> </ul>	<p>University programmes often require some basic understanding of epistemology. Students utilise the research and analytical skills developed in TOK at university and their future careers.</p>

### KEYS TO SUCCESS

- question assumptions, beliefs, biases, etc.
- reflect on your experiences and understanding
- suspend judgement until you have examined all perspectives
- keep up with current affairs
- formulate ideas with care and precision
- use concrete examples to justify ideas
- be prepared to ask your subject teachers questions about knowledge in that subject
- rely on your own ability to develop as a knower
- critically examine the reliability of sources
- take detailed notes and reflect on your wider reading and viewing
- ask yourself where your assumptions come from
- understand the need for (verifiable) justification of ideas.

# IB DIPLOMA: CORE - EXTENDED ESSAY

## SUBJECT OUTLINE

The Extended Essay is a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school. It is presented as a formal piece of scholarship containing no more than 4,000 words and is the result of approximately 40 hours of work by the student. The essay is compulsory for all Diploma Programme students and is externally assessed.

## ASSESSMENT OVERVIEW

In working on the extended essay, students are expected to:

1. plan and pursue a research project with intellectual initiative and insight
2. formulate a precise research question
3. gather and interpret material from sources appropriate to the research question
4. structure a reasoned argument in response to the research question on the basis of the material gathered
5. present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways
6. use the terminology and language appropriate to the subject with skill and understanding
7. apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research.

### Assessment criteria:

- A: Focus and Method (6 points),
- B: Knowledge & understanding (6 points)
- C: Critical Thinking (12 points)
- D: Presentation (4 points)
- E: Engagement (6 points)

The grade boundaries are then applied to determine the band (A to E) to which the student's performance in the Extended Essay belongs. **The band descriptors are:**

- A - Work of an **excellent** standard
- B - Work of a **good** standard
- C - Work of a **satisfactory** standard
- D - Work of a **mediocre** standard
- E - Work of an **elementary** standard

SKILLS GAINED	BEYOND
<p>The Extended Essay provides students with the opportunity to:</p> <ul style="list-style-type: none"> <li>● pursue independent research on a focused topic</li> <li>● develop research and communication skills</li> <li>● develop the skills of creative and critical thinking</li> <li>● engage in a systematic process of research appropriate to the subject</li> <li>● experience the excitement of intellectual discovery</li> </ul>	<p>The Extended Essay represents a significant academic accomplishment that universities and employers value.</p> <p>It provides practical preparation for the kinds of undergraduate research required at tertiary level.</p>

KEYS TO SUCCESS
<ul style="list-style-type: none"> <li>● keep up with current affairs</li> <li>● read around the subject of study</li> <li>● manage your time well with your supervisor</li> <li>● critically examine the reliability of sources</li> <li>● take detailed notes and reflect on your wider reading and viewing</li> </ul>

## IB DIPLOMA: CORE - CREATIVITY, ACTIVITY, SERVICE

### SUBJECT OUTLINE

Creativity, Activity and Service (CAS) enables students to enhance their personal and interpersonal development through experiential learning. It provides an important counterbalance to the academic pressures of the rest of the Diploma Programme and helps to realise the IB's goal of educating the 'whole person'. The student is focused on their individual talents and channelling them into the all-important role of being a responsible citizen who has a sense of community on a local, national, and international scale.

An individual student's CAS programme needs to consist of a reasonable balance between creativity, activity, and service.

- **Creativity:** arts and other experiences that involve creative thinking.
- **Activity:** physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.
- **Service:** an unpaid and voluntary exchange that has a learning outcome for the students. The rights, dignity, and autonomy of all those involved are respected.

### ASSESSMENT OVERVIEW

CAS is not assessed in relation to a timeline of hours; there are learning outcomes, as opposed to assessment objectives, which the students have to achieve through their work within the programme. As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- increased their awareness of their own strengths and areas for growth
- undertaken new challenges and developed new skills
- planned and initiated activities
- worked collaboratively with others
- shown perseverance and commitment in their activities
- engaged with issues of global importance
- considered the ethical implications of their actions

All learning outcomes must be developed in the portfolio for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is evidence and reflection for every outcome. This focus on learning outcomes emphasizes that it is the quality of a CAS experience (its contribution to the student's development) that is of highest importance.

SKILLS GAINED ON THE COURSE	BEYOND
<p>The CAS programme aims to develop students who are:</p> <ul style="list-style-type: none"> <li>● reflective thinkers—they understand their own strengths and limitations, identify goals and devise strategies for personal growth</li> <li>● willing to accept new challenges and new roles</li> <li>● aware of themselves as members of communities with responsibilities towards each other and the environment</li> <li>● active participants in sustained, collaborative projects</li> <li>● balanced—they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences</li> <li>●</li> </ul>	<p>The CAS programme indicates many positive attributes about students and it is therefore a significant accomplishment that universities and employers will value.</p> <p><b>Learning new skills</b> – you are open to developing yourself in a variety of ways, including practical skills as well as skills such as communication, time management and problem solving.</p> <p><b>Experience</b> – you have gained valuable experience for an area that you would like a career in, for example teaching, or PR work.</p> <p><b>Meeting new people</b> - CAS allows you to meet people outside of your own immediate social circle and network.</p> <p><b>‘Giving something back’</b> – an altruistic trait, endearing to employers.</p> <p><b>Learning more about a cause</b> - if there has been an opportunity to work for a cause that you have a special affinity with, then this can also be of interest to employers.</p> <p><b>Teamwork</b> - being an important part of a team or being highly valued by an individual you are working with is very significant.</p> <p>It is important to remember that all types of employers view CAS and the spirit of the programme as valuable in terms of information about students and their character, complementing the academic data and results.</p>
KEYS TO SUCCESS	

<ul style="list-style-type: none"><li>• be reflective about what you have experienced in CAS</li><li>• understand the different types of reflections</li><li>• be open-minded about personal development</li></ul>	
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## IB DIPLOMA: GROUP ONE - LANGUAGE A

### SUBJECT: School Supported Self-Taught (SSST) LITERATURE

#### SUBJECT OUTLINE

The IB Diploma SSST Literature SL course is designed to help students develop a sophisticated understanding of literary texts and to explore the distinctive intentions of writers from a variety of cultures. Students study in detail a variety of texts from different genres, cultures, and periods and the relationships between different works to strengthen literary analysis and promote a lifelong critical engagement with the written and spoken word. The course is offered Standard Level, and students are expected to develop writing and oral skills to an advanced level. Students will study a total of 9 literary texts over the two-year course.

#### Units of Study:

- Part One: Readers, Writers, Texts
- Part Two: Intertextuality – Connecting Texts
- Part Three: Time and Space

#### ADDITIONAL POINTS - LANGUAGE A SUBJECT OTHER THAN ENGLISH & DUTCH

- The IB allows students who cannot follow a group 1 course in English and/or Dutch to study literature in their own mother tongue language: e.g. Chinese, French, Italian, Japanese, Korean, Polish, Russian, Serbian, Spanish. This is called the school-supported self-taught option. This literature course can only be followed at Standard Level.
- The IB recommendation is that students who follow the self-taught option get guidance and feedback from a tutor. The school can provide parents with guidelines and can help in finding a tutor.
- All costs for tutoring will be paid by the parents.
- The school supports the students by facilitating the tutoring (through providing a classroom and/or technical support if needed) and by liaising with the tutor. The school follows the students' progress and ensures that all the IB assessment tasks are submitted.

#### ASSESSMENT OVERVIEW

**All assessments for Literature SSST are external.**

**Paper 1: Guided literary analysis** – 35% The paper consists of two passages, from two literary forms, each accompanied by a question. Students choose one passage and write an analysis of it.

**Paper 2: Comparative essay** – 35% The paper consists of four general questions. In response to one question, students write a comparative essay based on two works.

**Individual Oral (SSST variant)** – 30% Supported by an extract of one work originally written in the language studied and one from a work studied in translation, students offer a prepared response of 15 minutes in relation to a global issue of the student's choice.

### BILINGUAL IB DIPLOMA

A candidate may opt for a second group 1 subject instead of a group 2 subject.

A bilingual diploma will be awarded to a successful candidate:

- who has completed two languages selected from group 1 with the award of a grade 3 or higher in both.
- who has completed one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language



## SUBJECT: LANGUAGE & LITERATURE (English and Dutch)

### SUBJECT OUTLINE

The IB Diploma Language & Literature course is designed to help students develop a sophisticated understanding of literary and non-literary texts and to explore the distinctive intentions of writers from a variety of cultures and media. Students study in detail a variety of texts from different genres, cultures, and periods and the relationships between different works to strengthen literary analysis and promote a lifelong critical engagement with the written and spoken word. The course is offered at both Higher Level and Standard Level, and students are expected to develop writing and oral skills to an advanced level.

#### Units of Study\*:

- Part One: Readers, Writers, Texts
- Part Two: Intertextuality – Connecting Texts
- Part Three: Time and Space

\*Higher Level students will study a total of six literary texts over the two-year course, while Standard Level students will study a total of four literary texts over the two-year course. Additional non-literary reading will be required as part of the Language half of the course.

### ASSESSMENT OVERVIEW

External	Internal
<p><b>Paper 1:</b> Timed written commentary of an unseen non-literary text - 35%</p> <ul style="list-style-type: none"> <li>● SL has a guided choice of one text and must write for 75 minutes</li> <li>● HL compares two texts with guidance and must write for 135 minutes</li> </ul> <p><b>Paper 2:</b> Timed comparative essay on the literature studied - 35% (25% for HL)</p> <ul style="list-style-type: none"> <li>● Choice of four general questions</li> <li>● Write for 105 minutes</li> </ul> <p><b>Written Assignment (HL only):</b> Extended essay of 1200-1500 words on either literary or non-literary texts studied - 20%</p>	<p><b>Individual Oral:</b> Timed spoken analysis on two of the texts studied in relation to a global issue of the student's choice - 30% (20% for HL)</p> <ul style="list-style-type: none"> <li>● Must include one literary and one non-literary text</li> <li>● Consists of a 10 minute analysis following by 5 minutes of questioning</li> <li>● Internally assessed and externally moderated</li> </ul> <p>Additionally, students will have to complete a <b>Learner Portfolio</b> that collects the student's work and engagement with the coursework. It will not be formally assessed.</p>

### BILINGUAL IB DIPLOMA

A candidate may opt for a second group 1 subject instead of a group 2 subject. A bilingual diploma will be awarded to a successful candidate who has completed two languages selected from group 1 with the award of a grade 3 or higher in both. And who has completed one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language

SKILLS GAINED ON THE COURSE	BEYOND
<ul style="list-style-type: none"> <li>• An appreciation of a wide range of literary and non-literary texts from different periods, in different styles, genres and contexts.</li> <li>• An extended awareness of different cultures from the written texts and media texts.</li> <li>• An ability to compare and contrast texts and analyse them in detail.</li> <li>• Improved confidence and communication skills through the development of oral and written expression and critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• The Language and Literature course is an accepted preparation for the study of all language courses at university, especially marketing, journalism, and media studies.</li> <li>• The ability to analyse texts and communicate effectively is useful in any career.</li> </ul>

KEYS TO SUCCESS	DP ADMISSION CRITERIA	
<ul style="list-style-type: none"> <li>• Be a discerning and sophisticated reader of a wide range of texts.</li> <li>• Be observant and show interest in current affairs.</li> <li>• Have sensitivity to a variety of cultural contexts.</li> <li>• Be willing to examine different perspectives.</li> <li>• Organize notes and handouts.</li> <li>• Annotate texts thoroughly.</li> <li>• Plan written work carefully.</li> <li>• Review work and learn from errors.</li> <li>• Contribute to class discussion and present your ideas confidently.</li> <li>• Keep up with reading assignments and deadlines.</li> </ul>	STANDARD	HIGHER
	Final achievement grade at MYP must be at least a 4, with a minimum of 4 for Criterion A.	Final achievement grade at MYP must be at least a 5, with a minimum of 5 for Criterion A.

## IB DIPLOMA GROUP TWO - LANGUAGE B

### SUBJECT: LANGUAGE B - Dutch, Spanish, English (HL only)

#### SUBJECT OUTLINE

This two-year language-learning course is designed for students with some previous learning of the language of study. It may be studied at either SL or HL. The main focus of the course is language acquisition and development of language skills through the study and use of a range of written and spoken material. The course content extends from everyday oral exchanges to literary texts and is chosen to enable students to develop mastery of language skills and intercultural understanding.

The language B SL and HL programmes will be delivered through the use of five prescribed themes:

- Identities
- Experiences
- Human Ingenuity
- Social organization
- Sharing the planet

In addition, HL students will study two literary works. SL and HL are differentiated by the recommended number of teaching hours, the depth of the syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

#### ASSESSMENT OVERVIEW

EXTERNAL ASSESSMENT	INTERNAL ASSESSMENT
<b>Paper 1: Writing 25%</b>  <b>Paper 2: Listening and reading 50%</b>	<b>Individual Oral 25%</b> The language B HL individual oral assessment will have as its stimulus an extract from one of the literary works studied in class.

#### SKILLS GAINED ON THE COURSE

#### BEYOND

<ul style="list-style-type: none"> <li>• Fluency and accuracy in understanding and producing spoken and written responses in the language in a variety of registers and in a wide range of contexts</li> <li>• An appreciation and understanding of the diversity of different cultures in which the language is spoken</li> <li>• Improved confidence and communication skills</li> <li>• Awareness of world issues</li> <li>• Organization and time management</li> <li>• Analytical and critical thinking skills</li> </ul>	<p>In addition to those who continue to study the language at university, many students choose to combine their language proficiency with a further skill and use the language to complement their studies of business, law, technology etc. Our emphasis on cultural sensitivity and global citizenship is designed to help create well-rounded professionals with good language skills and an international outlook.</p>
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<b>KEYS TO SUCCESS</b>	<b>DP ADMISSION CRITERIA</b>	
<ul style="list-style-type: none"> <li>• Use the target language in the classroom.</li> <li>• Explore and take advantage of the possibilities to use the target language outside the classroom as much as possible.</li> <li>• Be motivated to inquire about the target language and culture(s).</li> <li>• Awareness of personal language learning strategies.</li> <li>• Use feedback in order to set targets for improvement.</li> </ul>	<b>STANDARD</b>	<b>HIGHER</b>
	<p>Achievement at MYP level, a 4+ for phase 4 students, a 5+ for phase 3 students and a 6+ for phase 2 students.</p>	<p>Achievement at MYP level, a 5 or higher for phase 4</p>

## SUBJECT: LANGUAGE B Ab Initio – Dutch and Spanish

### SUBJECT OUTLINE

This programme is designed for students with little or no experience of learning the target language, and who do not normally live in a country where the language is spoken. Language acquisition is achieved through the development of receptive, productive and interactive skills and competencies. Students explore and develop language competence through themes, of which four are required:

- Identities
- Experiences
- Human Ingenuity
- Social organization
- Sharing the planet

Albeit at a basic level, this course seeks to develop intercultural understanding students should gain an insight into the culture and civilisation of the country or countries where the language is spoken. It is important that the students know that the syllabus is very comprehensive and the pace of learning is high. The level of the most difficult text in Paper 1 of Ab Initio is similar to the level of the easiest text in paper 1 of Language B SL.

### ASSESSMENT OVERVIEW

EXTERNAL ASSESSMENT	INTERNAL ASSESSMENT
<p><b>Paper 1: Writing 25%</b></p> <p><b>Paper 2: Listening and reading 50%</b></p>	<p><b>Individual Oral: 25 %</b></p>

SKILLS GAINED ON THE COURSE	BEYOND
<p>Competence and accuracy in understanding and producing spoken and written utterances in a wide variety of everyday situations</p> <p>An appreciation and understanding of the countries or society and culture where the language is spoken</p>	<p>The ability to speak a language other than one's own is widely acknowledged to be a skill worth having. It impresses universities as well as prospective employers who recognise the efforts required and the open-minded attitude generally found in people who</p>

Improved confidence and communication skills – just what universities are looking for!	Speak other languages and gain insight into other cultures.
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KEYS TO SUCCESS	DP ADMISSION CRITERIA
<ul style="list-style-type: none"> <li>● Be very motivated to acquire a new language and to inquire about the target culture(s).</li> <li>● (Develop) awareness of personal language learning strategies.</li> <li>● Be an independent learner.</li> <li>● Use the target language in the classroom.</li> <li>● Explore and take advantage of the possibilities to use the target language outside the classroom as much as possible.</li> <li>● Use feedback in order to set targets for improvement.</li> </ul>	<p>This course is for students with little or no experience of the target language with no prior exposure. At ISUtrecht, students who take language acquisition at Phase 1 or 2 in Grade 10 are placed in ab initio in DP if they want continue learning the language.</p>

# IB DIPLOMA: GROUP THREE - INDIVIDUALS & SOCIETIES

## SUBJECT: HISTORY

### SUBJECT OUTLINE

History is a dynamic, contested, evidence-based subject which leads to a deeper understanding of the nature of humans and of the world today. The course is comparative and multi-perspective in nature. We study a variety of types of history including political, social and cultural history.

**Paper 1: *Rights and Protest*:** These units focus on the nature of discrimination experienced by oppressed groups, and political movements for greater equality.

- The African American Civil Rights Movement (1954-1955)
- Apartheid in South Africa (1948-1964).

**Paper 2:** Students study two world history topics:

- *The Global Cold War*
- *Independence Movements*, with case studies of Vietnam and Algeria

**Paper 3:** History of the Americas (Higher Level only)

- *Slavery in the New World* (1500-1800)
- *The Cold War in the Americas* (1945-1980)
- *Civil Rights and Social Movements in the Americas post 1945*

### ASSESSMENT OVERVIEW

**History assessments are writing intensive. Paper 1 is source-based and focused on interpreting sources using discrete skills associated with historical thinking. Paper 2 and 3 are essay-based.**

STANDARD LEVEL	HIGHER LEVEL
<b>EXTERNAL ASSESSMENT 75%</b> <b>Paper 1: 30%</b> Rights and Protest. Source analysis.  <b>Paper 2: 45%</b> The Global Cold War and Independence Movements	<b>EXTERNAL ASSESSMENT 80%</b> <b>Paper 1: 20%</b> Rights and Protest. Source analysis.  <b>Paper 2: 25%</b> The Global Cold War and Independence Movements

<p><b>INTERNAL ASSESSMENT: 25%</b> Research paper on topic of student choice</p>	<p><b>Paper 3: 35%</b> History of the Americas</p> <p><b>INTERNAL ASSESSMENT: 20%</b> Research paper on topic of student choice</p>
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<b>SKILLS GAINED ON THE COURSE</b>	<b>BEYOND</b>
<ul style="list-style-type: none"> <li>● Critical thinking skills</li> <li>● Research skills</li> <li>● Effective writing skills (excellent for essays and exam assessments)</li> <li>● Communication skills</li> <li>● Self-management skills</li> <li>● Critical analysis skills</li> <li>● Interdisciplinary thinking</li> <li>● Promotes global engagement and intercultural understanding</li> </ul>	<p>The history course is broad in nature and based on skills and conceptual learning that provide students with an excellent foundation for many university degrees.</p> <p>Possible careers in law, politics, as civil servant, economics, business, journalism, sociology, psychology, media and communication, literature, the arts, education...</p>



<b>KEYS TO SUCCESS</b>	
Thinking	Describe, analyse and evaluate information; make well-substantiated arguments supported by evidence; overtly assess the values and limitations of sources.
Communication and social skills	Participate in class debates and discussions and work to improve writing and argumentation skills.
Self-Management	Be a disciplined, organized, and independent learner; prepare well for class debates and discussions for optimal learning.
Research	Critically evaluate sources and triangulate evidence; develop a methodology for investigations and rigorously reference evidence.
Subject Specific	Recognise and evaluate perspectives; look for new perspectives through which to view historical events; foster a concern for global issues.

<b>DP ADMISSION CRITERIA</b>	
<b>STANDARD LEVEL</b>	<b>HIGHER LEVEL</b>
<ul style="list-style-type: none"> <li>• The overall I&amp;S report grade on the second report is decisive.</li> <li>• A second term report grade of 4 or higher.</li> </ul>	<ul style="list-style-type: none"> <li>• The overall I&amp;S report grade on the second report is decisive.</li> <li>• A second term report grade of 5 or higher.</li> </ul>

## SUBJECT: GEOGRAPHY

### SUBJECT OUTLINE

Geography is a dynamic subject that is firmly grounded in contemporary issues and focuses on the interactions between individuals, societies and the physical environment. The syllabus has a global perspective and emphasizes issues relating to human welfare and development, environmental quality and the need for planning and sustainable development.

### ASSESSMENT OVERVIEW

Both Higher and Standard level students follow the core geography course (paper 2) and two options for SL and three for HL (paper 1). Additionally, Higher level students take a third option and the global interactions course (paper 3)

STANDARD LEVEL	HIGHER LEVEL
<p><b>EXTERNAL ASSESSMENT – 75%</b></p> <p><b>Paper 1:</b> 35% Freshwater and Oceans and Coastal Margins</p> <p><b>Paper 2:</b> 40% Core: Changing populations, Global climate - vulnerability and resilience, Global resource consumption and security</p> <p><b>INTERNAL ASSESSMENT – 25%</b> Written Report based on fieldwork (2,500 words)</p>	<p><b>EXTERNAL ASSESSMENT – 80%</b></p> <p><b>Paper 1:</b> 35% Three Optional Themes: Freshwater, Oceans and Coastal Margins and Geophysical Hazards</p> <p><b>Paper 2:</b> 25% Core: Changing populations, Global climate - vulnerability and resilience, Global resource consumption and security</p> <p><b>Paper 3:</b> 20% HL extension - global interactions</p> <p><b>INTERNAL ASSESSMENT – 20%</b> Written Report based on fieldwork (2,500 words)</p>

SKILLS GAINED ON THE COURSE	BEYOND
<ul style="list-style-type: none"> <li>● Ability to interpret and analyse maps and satellite imagery</li> <li>● Ability to effectively research contemporary issues</li> </ul>	<p>Geographers can find opportunities in the following fields:</p> <ul style="list-style-type: none"> <li>● International Aid and Development working for NGO's</li> </ul>

<ul style="list-style-type: none"> <li>• Ability to use quantitative methods of analysis</li> <li>• Ability to communicate ideas effectively in discussions and in written reports</li> <li>• Apply concepts and theories to real situations</li> </ul>	<ul style="list-style-type: none"> <li>• Urban planning and community development</li> <li>• Geographical information systems</li> <li>• Environmental management and conservation</li> <li>• Tourism</li> <li>• Transport management and logistics</li> <li>• Market research</li> <li>• Demographic planning and research</li> <li>• Regional and economic development</li> </ul>
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<b>KEYS TO SUCCESS</b>	
Thinking	Be able to describe, analyse and evaluate information, both quantitative and qualitative.
Communication	Be able to use a range of ICT to research and present information.
Social	Be active in the lessons, ask questions and participate in discussions. Work effectively in a team.
Self-Management	Well-disciplined and organized to meet deadlines. Be motivated to work to the best of your ability.
Research	Enthusiasm to follow and research contemporary geographical issues in the news. Ability to critically evaluate sources and data.
Subject Specific	Have an international awareness and interest in global issues. Be familiar with a range of geographical data sources e.g. Google Earth, and be able to interpret maps. Have a good knowledge of general world geography e.g. location of countries, cities and physical features.

<b>DP ADMISSION CRITERIA</b>	
<b>STANDARD LEVEL</b>	<b>HIGHER LEVEL</b>
<ul style="list-style-type: none"> <li>• The overall report grade on the I&amp;S second report subject is decisive.</li> <li>• A second term report grade in I&amp;S of 4 or higher.</li> </ul>	<ul style="list-style-type: none"> <li>• The overall report grade on the second report is decisive.</li> <li>• A second term report grade in IAS of 5 or higher.</li> </ul>

## SUBJECT: BUSINESS MANAGEMENT

### SUBJECT OUTLINE

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit-making, risk-taking and operating in a competitive environment characterize most business organizations.

Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. Business management is, therefore, perfectly placed within the individuals and societies subject area: aiming to develop in students an appreciation both for our individuality and our collective purposes.

### ASSESSMENT OVERVIEW

Like any other subjects, assessment is divided into external and internal assessment. The external assessment consists a final examination at the end of the two year program consisting of 2 different papers. Within the two year program, students will have the opportunity to write numerous tests and three sets of internal exams. The internally assessed components: a written commentary (SL) or research project (HL) are designed to allow students to demonstrate the application of business management tools, techniques and theories to business issues or decision making.

EXTERNAL ASSESSMENT 75%		INTERNAL ASSESSMENT 25%	
<p><b>Higher Level</b> <b>Paper 1:</b> 35%</p> <p>Based on a pre-released case</p>	<p><b>Standard Level</b> <b>Paper 1:</b> 30%</p> <p>Based on a pre-released case study</p>	<p><b>Standard Level</b> Written commentary:</p>	<p><b>Higher Level:</b> Research report: Students' research and report on an</p>

<p>study and extra unseen data.</p> <p><b>Paper 2:</b> 40%</p> <p>Short case studies and essay questions</p>	<p>and extra unseen data.</p> <p><b>Paper 2:</b> 45%</p> <p>Short case studies and essay questions</p>	<p>Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization.</p>	<p>issue facing an organization or a decision to be made by an organization (or several organizations).</p>
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<b>SKILLS GAINED ON THE COURSE</b>	<b>BEYOND</b>
<ul style="list-style-type: none"> <li>● Critical thinking skills</li> <li>● Research skills</li> <li>● Effective writing skills (excellent for essays and exam assessments)</li> <li>● Communication skills</li> <li>● Self-management skills</li> <li>● Critical analysis skills</li> <li>● Interdisciplinary thinking</li> <li>● Promotes global engagement and an intercultural understanding</li> </ul>	<p>A IB Business Management course can lead to careers and further studies including:</p> <ul style="list-style-type: none"> <li>● International Business</li> <li>● Accountancy and Financial Management</li> <li>● Human Resource Management</li> <li>● Marketing and Promotions</li> <li>● Management consultancy</li> <li>● Risk management</li> <li>● Psychology</li> </ul>

<b>KEYS TO SUCCESS</b>	
Thinking	<p>Be able to describe, analyse and evaluate information from different sources.</p> <p>The ability to make well-substantiated decisions and to relate them to real world contexts and real-life business cases.</p>
Communication	<p>Be able to express your point of view in a coherent way using terms and concepts from Business Management taking into account audience and purpose.</p>
Social	<p>Participate in discussions to evaluate business activities at different levels</p>

Self-Management	Well-disciplined and organized to meet deadlines for individual as well as group projects.
Research	Identification of relevant materials, design of data collection techniques, the collection and analysis of data and the ability to evaluate and draw conclusions from data
Subject Specific	Be able to link the concepts of change, culture, ethics, globalization, innovation and strategy to the content of business management tools, techniques and theories from the syllabus and contexts in terms of case studies and examples from current business practices.

DP ADMISSION CRITERIA	
STANDARD LEVEL	HIGHER LEVEL
<ul style="list-style-type: none"> <li>• The overall report grade on the second report is decisive.</li> <li>• The subject of Individuals and Societies with a 2nd Term report grade of 4 or higher.</li> </ul>	<ul style="list-style-type: none"> <li>• The overall report grade on the second report is decisive.</li> <li>• The subject of Individuals and Societies with a 2nd Term report grade of 5 or higher.</li> </ul>

## Pamoja Courses at the ISUtrecht

We offer Group 3 Pamoja Courses if there is a particular course not on offer which is needed for university entry. This is at an additional cost to families. Please see the [Pamoja website](#) for terms and conditions. Courses that are taught at ISUtrecht cannot be taken as a Pamoja course instead. Pamoja courses are reported on separately by Pamoja teachers and are not part of the Managebac reporting process. The Pamoja Coordinator monitors Pamoja course progress.

### Pamoja Taught courses

- Are taught online by experienced teachers trained in digital learning strategies
- Follow IB course guides and meet IB course requirements
- Are taught in accordance with *The Diploma Programme: From principles into practice*
- Feature practice examinations to prepare students for IB external exams

- Require approximately the same amount of study time as face-to-face higher and standard level courses

### Requirements

A student who wishes to take a Pamoja course should evidence:

- Consistent positive organisation skills on the Grade 10 reports (M or E)
- Necessity for future study
- Motivation for learning independently

*The school aims to ensure academic success for each student and will carefully consider the whole student profile in accepting any application for Pamoja courses.*

# IB DIPLOMA: GROUP FOUR - EXPERIMENTAL SCIENCES

## SUBJECT: BIOLOGY

### SUBJECT OUTLINE

Biology aims to equip students with a comprehensive knowledge and deeper understanding of the Life Sciences and their relevance in the world we inhabit and share. The content is terminology 'heavy' and requires students to research and develop their own opinion of current issues and trends in the Life Sciences. Practical work will reinforce the theory taught, and help develop the students' abilities in the gathering, statistical analysis, evaluation and synthesis of scientific information.

### ASSESSMENT OVERVIEW

Students in DP1 and DP2 prepare for external examinations that take place at the end of the two-year course: three papers are written in HL. Within the two-year program, students will have the opportunity to write numerous tests and three sets of internal exams. The Group 4 project (which all science students must undertake) mirrors the work of real scientists by encouraging collaboration across group 4 and between schools.

### INTERNAL ASSESSMENT 20%

A 10-hour Individual Investigation and lab report on five criteria of differing values – personal engagement (2 points), exploration (6 points), analysis (6 points), evaluation (6 points) and communication (4 points). The same criteria for both HL and SL.

### EXTERNAL ASSESSMENT 80%

#### HIGHER LEVEL

**Paper 1: 20% (1hr)**

40 multiple-choice questions on the core units.

**Paper 2: 36% (2hr15min)**

*Section A:* one data-based question and several short-answer questions on the core theory (all compulsory).

*Section B:* Two extended response question on the core (from a choice of three)

**Paper 3: 24% (1hr 15min)**

Examined on skills developed during practical work and extended-response question about the option topic studied.

#### STANDARD LEVEL

**Paper 1: 20% (45mins)**

30 multiple-choice questions on the core units.

**Paper 2: 36% (1hr15min)**

*Section A:* one data-based question and several short-answer questions on the core theory (all compulsory).

*Section B:* One extended response question on the core (from a choice of three)

**Paper 3: 24% (1hr)**

Examined on skills developed during practical work and extended-response question about the option topic studied.



SKILLS GAINED ON THE COURSE	BEYOND
<ul style="list-style-type: none"> <li>• The ability to evaluate and assess the validity of biological information, experiments, inferences and statements.</li> <li>• The application of biological principles and concepts in solving problems in unfamiliar situations.</li> <li>• Developing an understanding of scientific method including the nature of scientific 'ways of knowing'</li> <li>• Showing the ability to interpret and translate data from one form to another</li> <li>• Being able to organize relevant information clearly and coherently, using an appropriate form and style and employing specialist vocabulary.</li> </ul>	<p>Careers in: Medicine and medically related options, Nursing, Physiotherapy, Veterinary Science, Dentistry, Dietetics, Genetics, amongst others.</p> <p>Biology is particularly relevant to studies in the ranges/areas of: Agriculture, Horticulture, Food Technology, Pharmacy, Forensics, the Environment and Conservation.</p>

KEYS TO SUCCESS	DP ADMISSION CRITERIA	
<ul style="list-style-type: none"> <li>• Be able to meet deadlines.</li> <li>• Be proficient in the use of Excel-positive attitude to statistics.</li> <li>• Actively seek knowledge and understanding independently</li> <li>• Enjoys reading around the subject (books, articles, magazines)</li> <li>• Strong organisational and note taking skills.</li> <li>• Positive attitude</li> </ul>	STANDARD	HIGHER
	<ul style="list-style-type: none"> <li>• A consistent 4 or more (out of 7) in terms of overall grade.</li> <li>• A steady [5, 4] for criteria A and C, and a 4 for criterion B.</li> <li>• The department will look at grades for individual sciences as relevant to the application.</li> </ul>	<ul style="list-style-type: none"> <li>• A consistent 5 or more (out of 7) in terms of overall grade.</li> <li>• A steady [6, 6] for criteria A and C, and a 5 for criterion B.</li> <li>• The department will look at grades for individual sciences as relevant to the application.</li> </ul>



## SUBJECT: CHEMISTRY

### SUBJECT OUTLINE

Chemistry is offered at Higher level and Standard level and aims to equip students with a comprehensive knowledge and deeper understanding of the structure of matter, the chemical processes substances undergo and analytical methods. Practical work will reinforce the theory taught, and help develop the students' abilities in the gathering, analysis, evaluation and synthesis of scientific information.

Core (SL and HL): Stoichiometric relationships, Atomic Structure, Periodicity, Chemical bonding and structure, Energetics/thermochemistry, Chemical kinetics, Equilibrium, Acids and bases, Redox processes, Organic chemistry, Measurement and data processing. Additional higher level (AHL) material: Transition metals, Analysis, and extensions with a focus on mathematical relationships on all the topics in the core

### ASSESSMENT OVERVIEW

Students in DP1 and DP2 prepare for external examinations that take place at the end of the two year course: three papers are written in HL and SL. Within the two year program, students will have the opportunity to write numerous tests and three sets of internal exams. Practical work will be based on developing the skills needed by all students to investigate and complete the individual investigation (a 10 hour investigation and write-up based on 5 criteria of differing values – personal engagement, exploration, analysis, evaluation and communication). This will be undertaken in DP2. The Group 4 project (which all science students must undertake) mirrors the work of real scientists by encouraging collaboration across group 4 and between schools.

#### HIGHER LEVEL

#### STANDARD LEVEL

#### EXTERNAL ASSESSMENT – 80%

#### EXTERNAL ASSESSMENT - 80%

**Paper 1: 20%**

40 multiple-choice questions on the core & AHL

**Paper 2: 36%**

Short answer and extended response questions on the core and AHL

**Paper 3: 24%**

*Section A:* one data-based questions and several short- answer questions on experimental work.

*Section B:* short-answer and extended-

**Paper 1: 20%**

30 multiple-choice questions on the core

**Paper 2: 40%**

Short answer and extended response questions on the core material

**Paper 3: 20%**

*Section A:* one data-based questions and several short- answer questions on experimental work.

*Section B:* short-answer and extended-

response questions about the option studied.	response questions about the option studied.
<b>INTERNAL ASSESSMENT – 20%</b>	<b>INTERNAL ASSESSMENT – 20%</b>
A 10 hour individual investigation and write-up based on five criteria of differing values – personal engagement (2 points), exploration (6 points), analysis (6 points), evaluation (6 points) and communication (4 points).	A 10 hour individual investigation and write-up based on five criteria of differing values – personal engagement (2 points), exploration (6 points), analysis (6 points), evaluation (6 points) and communication (4 points).

<b>SKILLS GAINED ON THE COURSE</b>	<b>BEYOND</b>
The ability to analyse and evaluate chemical information, experiments, data and statements. The application of chemical principles and concepts in solving problems. Developing an understanding of scientific method including the nature of scientific 'ways of knowing'. Explaining phenomena using accepted chemical theories. Using an appropriate form and style and employing specialist vocabulary. Showing the ability to interpret and translate data from one form to another. Being able to organize relevant information clearly and coherently.	Chemistry is relevant for careers and studies in: Medicine, Pharmacy, Process Technology, Material Science, Food technology, Forensic Science, Dentistry, Veterinary Science, Geology.

<b>KEYS TO SUCCESS</b>	<b>DP ADMISSION CRITERIA</b>	
	<b>STANDARD</b>	<b>HIGHER</b>
Meet deadlines	<ul style="list-style-type: none"> <li>● A consistent 4 or more (out of 7) in terms of overall grade.</li> <li>● A steady [5, 4] for criteria A and C, and a 4 for criterion B.</li> </ul>	<ul style="list-style-type: none"> <li>● A consistent 5 or more (out of 7) in terms of overall grade.</li> <li>● A steady [6, 6] for criteria A and C, and a 5 for criterion B.</li> </ul>
Actively seek knowledge and understanding independently		
Read around the subject (books, articles, magazines) or view		

<p>(documentaries, videos, demonstrations)</p> <p>Be confident with calculations and abstract concepts (esp. HL)</p> <p>Able to write core notes during lessons</p>	<ul style="list-style-type: none"> <li>• The department will look at grades for individual sciences as relevant to the application.</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics AA SL/HL or AI HL is required.</li> <li>• The department will look at grades for individual sciences as relevant to the application.</li> </ul>
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## SUBJECT: PHYSICS

### SUBJECT OUTLINE

Physics is offered both at Higher Level subject and Standard Level – and aims to equip students with a comprehensive knowledge and deeper understanding of wide range of physical concepts. Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles—quarks (perhaps  $10^{-17}$  m in size), which may be truly fundamental—to the vast distances between galaxies ( $10^{24}$  m).

Core (HL/SL) topics studied include: measurement and uncertainties include mechanics, thermal physics, waves, electricity, magnetism, atomic/nuclear and particle physics, energy production. Additional higher level topic: wave phenomena, electromagnetic induction, quantum physics, fields. Options: relativity, engineering physics, imaging, astrophysics.

### ASSESSMENT OVERVIEW

Students in DP1 and DP2 prepare for external examinations that take place at the end of the two year course : three papers are written in HL. Within the two year program, students will have the opportunity to write numerous test and three sets of internal exams. Practical work will be based on developing the skills needed by all students to investigate and complete the individual practical experiment (a 10 hour investigation and write-up based on 5 criteria of differing values – personal engagement/exploration/analysis/evaluation and communication). This will be undertaken in DP2. The Group 4 project (which all science students must undertake) mirrors the work of real scientists by encouraging collaboration across group 4 and between schools.

HIGHER LEVEL	STANDARD LEVEL
<b>EXTERNAL ASSESSMENT – 80%</b>	<b>EXTERNAL ASSESSMENT – 80%</b>
Paper 1: 20% 40 multiple-choice questions on the core & AHL Paper 2: 36% Several short-answer questions on the core and the AHL and extended response questions on the core and AHL. Paper 3: 24% Questions about the studied option and practical skills knowledge	Paper 1: 20% 30 multiple-choice questions on the core Paper 2: 40% Several short-answer questions on the core and some extended response questions. Paper 3: 20% Questions about the studied option and practical skills knowledge

<b>INTERNAL INVESTIGATION – 20%</b>	<b>INTERNAL INVESTIGATION – 20%</b>
A 10 hour individual investigation and write-up based on 5 criteria of differing values: Personal engagement (2 points), Exploration (6 points), analysis (6 points), evaluation (6 points) and communication (4 points).	A 10 hour individual investigation and write-up based on 5 criteria of differing values: Personal engagement (2 points), Exploration (6 points), analysis (6 points), evaluation (6 points) and communication (4 points).

<b>SKILLS GAINED ON THE COURSE</b>	<b>BEYOND</b>
The course allows students to develop practical skills and techniques and to increase facility in the use of mathematics. It also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right	Careers and studies in:  Engineering, medicine, instrumentation, aerospace, telecommunication, meteorology, nanotechnology, renewable energy, physics, data analyst, data processing scientist, education, astronomy...

<b>KEYS TO SUCCESS</b>	<b>DP ADMISSION CRITERIA</b>	
	<b>STANDARD</b>	<b>HIGHER</b>
<ul style="list-style-type: none"> <li>● Meet deadlines</li> <li>● Be proficient in the use of Excel</li> <li>● Actively seek knowledge and understanding independently</li> <li>● Self- motivation</li> <li>● Read around the subject (books, articles, magazines)</li> </ul>	<ul style="list-style-type: none"> <li>● A consistent 4 or more (out of 7) in terms of overall grade.</li> <li>● A steady [5, 4] for criteria A and C, and a 4 for criterion B.</li> <li>● Mathematics AA SL/HL or AI HL is required.</li> <li>● The department will look at grades for individual</li> </ul>	<ul style="list-style-type: none"> <li>● A consistent 5 or more (out of 7) in terms of overall grade.</li> <li>● A steady [6, 6] for criteria A and C, and a 5 for criterion B.</li> <li>● Mathematics AA SL/HL or AI HL is required.</li> <li>● The department will look at grades for individual sciences as</li> </ul>

	sciences as relevant to the application.	relevant to the application.
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## Three Sciences in the IB Diploma

At ISUtrecht, we can offer three sciences under the following IB regulation:

The candidate is to apply for a non-regular IB diploma, thus allowing three sciences to be completed, usually in lieu of a group 3 (Individuals and societies) subject. A candidate may be authorized to take a non-regular diploma only if the proposed higher education course allows no other alternative. The student must contact the IB coordinator at the school to proceed with this request. Please note that this request must be submitted to the IB organization (via the IB DP coordinator) at least 18 months prior to the examinations. (*"Recognition of the IB Diploma"*, International Baccalaureate, 2015)

### Requirements

A student who wishes to take three sciences (Biology, Chemistry and Physics) must meet the IB regulations and subsequently ensure the following:

- Obtaining a consistent minimum level 5 in all the sciences throughout each reporting period for Grade 9 and Grade 10.
- Obtaining at least 35 MYP points for all subjects and Personal Project
- Obtain a proof of necessity from potential university for three sciences for chosen course of study prior to the start of DP1. The Careers Counsellor will help with this.



*The school aims to ensure academic success for each student and will carefully consider the whole student profile in accepting any application for the three sciences.*

# IB DIPLOMA: GROUP FIVE - MATHEMATICS

## SUBJECT: MATHEMATICS ANALYSIS AND APPROACHES

### SUBJECT OUTLINE

**Mathematics: Analysis and approaches** is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization.

### ASSESSMENT OVERVIEW

Both Higher and Standard level students follow the core mathematics course and complete the internal assessment. Higher level students will complete additional content in most topics, with specific focus on calculus.

#### HIGHER LEVEL

**External Assessment: 80%**

**Paper 1: 30%**

No technology allowed.

Short-response and extended-response questions based on the compulsory core of the syllabus.

**Paper 2: 30%**

Technology required.

Short-response and extended-response questions based on the compulsory core of the syllabus.

**Paper 3: 20%**

Technology required.

Extended-response problem-solving questions.

**Internal Assessment: 20%**

An individual exploration. This is a piece of written work that involves investigating an

#### STANDARD LEVEL

**External Assessment: 80%**

**Paper 1: 40%**

No technology allowed.

Short-response and extended-response questions based on the compulsory core of the syllabus.

**Paper 2: 40%**

Technology required.

Short-response and extended-response questions based on the compulsory core of the syllabus.

**Internal Assessment: 20%**

An individual exploration. This is a piece of written work that involves investigating an area of interest with mathematics. (20 marks)

area of interest with mathematics. (20 marks)	
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SKILLS GAINED ON THE COURSE	BEYOND
<ul style="list-style-type: none"> <li>• The ability to select, use and apply mathematical facts, strategies and techniques in a variety of contexts and problem-solving situations</li> <li>• Ability to use standard mathematical models to represent situations in the real world and interpret the results</li> <li>• Understanding of mathematical arguments and the ability to communicate them using appropriate mathematical vocabulary</li> <li>• Using a graphic calculator as a mathematical tool.</li> </ul>	<p>Mathematics develops students' analytical skills and is appropriate to a wide range of careers and science-based courses at tertiary education level and is held in universally high regard. Particularly relevant careers include, Computing, Engineering, and Architecture.</p> <p><b><i>Mathematics Analysis and Approaches</i></b> is designed for students with competence, interest and a strong background in mathematics. Students who choose this course genuinely enjoy meeting its challenges and problems and wish to prepare for either additional mathematics studies at university, or physics, engineering and technology.</p>

KEYS TO SUCCESS	
Thinking	<p>Enjoy mathematics and solving challenging mathematics problems. Relate knowledge from different mathematical areas and apply it to solve problems.</p> <p>Work confidently with numeric and algebraic expressions.</p> <p>To be versatile in applying different methods to answer questions.</p>
Communication	<p>Be able to find and exploit patterns in algebraic and numerical expressions.</p> <p>Appreciate and understand conceptual notation, such as algebraic or trigonometric notations.</p> <p>Create logical arguments based on mathematical facts.</p>
Social	<p>Be active in the lessons, ask questions and participate in discussions.</p>
Self-Management	<p>Be motivated to work hard, and challenge your understanding of complex mathematical concepts.</p> <p>Have the discipline to complete homework and to validate understanding.</p>

Research	Willingness to research areas of mathematics or applications of mathematics outside the standard course material for assessment. To be able to translate real life questions into mathematics and interpret the results.
Subject Specific	Be confident in using your graphic display calculator

<b>DP ADMISSION CRITERIA</b>	
<b>HIGHER</b>	<b>STANDARD</b>
<p>The overall report grade on the second report is decisive.</p> <p>Mathematics (extended) class with a 2nd Term report grade of 6.</p>	<p>The overall report grade on the second report is decisive.</p> <p>Mathematics (extended) class with a 2nd Term report grade of 4 or higher.</p> <p>Mathematics (standard) class with a 2<sup>nd</sup> Term report grade of 5 or higher.</p>

# SUBJECT: MATHEMATICS APPLICATIONS AND INTERPRETATION

## SUBJECT OUTLINE

**Mathematics: Applications and interpretation** is designed for students who are interested in developing their mathematics for describing our world and modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

### ASSESSMENT OVERVIEW

Both Higher and Standard level students follow the core mathematics course and complete the internal assessment. Higher level students will complete additional content in most topics, with specific focus on statistics and discrete mathematics.

HIGHER LEVEL	STANDARD LEVEL
<p><b>External Assessment: 80%</b></p> <p><b>Paper 1: 30%</b> Technology required. Short-response questions based on the compulsory core of the syllabus.</p> <p><b>Paper 2: 30%</b> Technology required. Extended-response questions based on the compulsory core of the syllabus.</p> <p><b>Paper 3: 20%</b> Technology required. Extended-response problem-solving questions.</p> <p><b>Internal Assessment: 20%</b> An individual exploration. This is a piece of written work that involves investigating an area of interest with mathematics. (20 marks)</p>	<p><b>External Assessment: 80%</b></p> <p><b>Paper 1: 40%</b> Technology required. Short-response questions based on the compulsory core of the syllabus.</p> <p><b>Paper 2: 40%</b> Technology required. Extended-response questions based on the compulsory core of the syllabus.</p> <p><b>Internal Assessment: 20%</b> An individual exploration. This is a piece of written work that involves investigating an area of interest with mathematics. (20 marks)</p>

SKILLS GAINED ON THE COURSE	BEYOND
<ul style="list-style-type: none"> <li>• The ability to select, use and apply mathematical facts, strategies and techniques in a variety of contexts and problem-solving situations</li> <li>• Ability to use standard mathematical models to represent situations in the real world and interpret the results</li> <li>• Understanding of mathematical arguments and the ability to communicate them using appropriate mathematical vocabulary</li> <li>• Using a graphic calculator as a mathematical tool.</li> </ul>	<p>Mathematics develops students' analytical skills and is appropriate to a wide range of careers and science-based courses at tertiary education level and is held in universally high regard.</p> <p><b>Mathematics: Applications and interpretation</b> is designed for students who enjoy describing the real world and solving practical problems using mathematics; those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.</p>

KEYS TO SUCCESS	
Thinking	<p>Enjoy mathematics and solving challenging mathematics problems with the use of technology.</p> <p>Relate knowledge from different mathematical areas and apply it to solve real world problems.</p> <p>Work confidently with numeric and algebraic expressions.</p> <p>To be versatile in applying different methods to answer questions.</p>
Communication	<p>Be able to find and exploit patterns in algebraic and numerical expressions.</p> <p>Organise your work well, set out calculations clearly, and bring maths equipment to class.</p> <p>Be able to use IT to create tables and graphs to show statistical data.</p>
Social	<p>Be active in the lessons, ask questions and participate in discussions.</p>
Self-Management	<p>Be motivated to work hard and challenge your understanding of complex mathematical concepts.</p> <p>Have the discipline to complete homework and to validate understanding.</p>
Research	<p>Willingness to research areas of mathematics or applications of mathematics outside the standard course material for assessment.</p>

	To be able to translate real life questions into mathematics and interpret the results.
Subject Specific	Be confident in using your graphic display calculator

<b>DP ADMISSION CRITERIA</b>	
<b>HIGHER</b>	<b>STANDARD</b>
<p>The overall report grade on the second report is decisive.</p> <p>Mathematics (extended) class with a 2nd Term report grade of 5 or higher.</p> <p>Mathematics (standard) class with a 2nd Term report grade of 6 or higher with a Criterion A mark of 6 or higher.</p>	<p>The overall report grade on the second report is decisive.</p> <p>Mathematics (extended) class with a 2nd Term report grade of 4 or higher.</p> <p>Mathematics (standard) class with a 2nd Term report grade of 4 or higher.</p>

**The table below summarizes the progression from Grade 10 Mathematics to Diploma Mathematics:**

Grade 10 Maths Class	2 <sup>nd</sup> Term Mark	DP Math Class
Extended	6	Analysis and approaches HL
	5	Applications and interpretation HL
	4	Analysis and approaches SL
	3	Applications and interpretation SL
Standard	6	Applications and interpretation HL
	5	Analysis and approaches SL
	4	Applications and interpretation SL

# IB DIPLOMA: GROUP SIX - THE ARTS

## SUBJECT: VISUAL ARTS

### SUBJECT OUTLINE

The visual arts is an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. The course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in Higher Education and also welcomes those students who seek life enrichment through visual arts. Students will develop an understanding of visual arts from local, national and international perspective. They will study international artists and movements and art from different cultures and build confidence in responding visually and creatively to personal and cultural experiences. The course will help students build on their skills in, and sensitivity to, the creation of works that reflect active and individual involvement.

### ASSESSMENT OVERVIEW

Assessment in Visual Arts consists of the evaluation of the work as a whole, the processes of investigation and development as well as the finished product. The component contributing to the larger portion of the total assessment is externally assessed and for Option A this is the studio work.

#### EXTERNAL ASSESSMENT

External Assessment 60%

#### **Part 1: Comparative study (20%)**

Analysis and comparison of different artworks by different artists

#### **Part 2: Process portfolio (40%)**

Students submit carefully selected materials which evidence their experimentation and refinement of a variety of visual arts activities

#### INTERNAL ASSESSMENT

Internal Assessment 40%

#### **Part 3: Exhibition**

Students submit for assessment a selection of resolved artworks from their exhibition, which should show their technical accomplishment and an understanding of the use of materials, ideas and practices appropriate to visual communication.



SKILLS GAINED ON THE COURSE	BEYOND
<ul style="list-style-type: none"> <li>• Development of visual awareness, perception and criticism of the Arts</li> <li>• Ability to investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these</li> <li>• Development of individual aesthetic, imaginative and creative visual expression.</li> </ul>	<p>Particularly relevant careers include Architecture, Graphic Design, Fine Art and Sculpture, Photography, Textiles, Theatre Design and Publishing.</p>

KEYS TO SUCCESS	DP ADMISSION CRITERIA	
<ul style="list-style-type: none"> <li>• Show an interest in art and cultures</li> <li>• Demonstrate an inquisitive nature and a desire to artistically solve problems, analytical and creative skills</li> <li>• Be responsible and plan and organize your own work</li> <li>• Applying systematic trial-and-error procedures to new challenges</li> <li>• Have an art journal with creative, reflective and artistic content and processes.</li> </ul>	STANDARD	HIGHER
	<ul style="list-style-type: none"> <li>• Overall minimum grade 4</li> <li>• Emphasis on criterion A and/or C and/or D 4+</li> </ul>	<ul style="list-style-type: none"> <li>• Overall minimum grade 5</li> <li>• Emphasis on criterion A and/or C and/or D 5+</li> </ul>

## SUBJECT: MUSIC

### SUBJECT OUTLINE

Music is the second option for arts at ISUtrecht. Like Visual Arts, music is an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. The course has been designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing. The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.

### ASSESSMENT OVERVIEW

Students at SL and HL submit the following common assessment tasks.

**An exploration portfolio:** Written work demonstrating engagement with, and understanding of, diverse musical material, along with practical exercises in creating and performing

**An experimentation report:** Written work in the form of a rationale and commentary that supports practical musical evidence of experimentation in creating and performing

**A musical presentation:** Finished works in creating and performing, supported by programme notes.

In addition, HL students will submit the following project. **A collaborative project:** A continuous multimedia presentation documenting a real-life project, containing evidence of the project proposal, the process and evaluation, and the realized project, or curated selections of it.

EXTERNAL ASSESSMENT	STANDARD LEVEL	HIGHER LEVEL
<b>Exploring music</b> Students select samples of their work for a portfolio submission. Students submit a) written work demonstrating engagement with, and understanding of, diverse musical material b) practical exercises in creating and performing	30%	20%

<p><b>Presenting music</b> Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: a) Programme notes b) Presenting as a creator: composition and/or improvisation c) Presenting as a performer: solo and/ or ensemble</p>	<b>40%</b>	<b>30%</b>
<b>INTERNAL ASSESSMENT</b>		
<p><b>Experimenting with music</b> Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/ or global context. The report provides a rationale and commentary for each process. Students submit: a) a written experimentation report that supports the experimentation b) practical musical evidence of the experimentation process in creating and performing</p>	<b>30%</b>	<b>20%</b>
<p><b>The contemporary music-maker (HL only)</b> Students submit a continuous multimedia presentation documenting their real-life project which evidences: a) the project proposal b) the process and evaluation c) the realized project, or curated selections of it.</p>	<b>n/a</b>	<b>30%</b>

<b>SKILLS GAINED ON THE COURSE</b>	<b>BEYOND</b>
<ul style="list-style-type: none"> <li>● Broadened musical horizons through engagement with diverse musical material</li> <li>● Analyse diverse music from personal, local and global contexts</li> <li>● Engage and create with music technology</li> <li>● Gain more confidence in performance, creating, and researching</li> <li>● An understanding the process of music-making, creating, listening, and performing</li> <li>● Finding real-world connections to music and music making</li> </ul>	<p>Here are some careers that can be related to studying beyond the IB DP Music Programme:</p> <ul style="list-style-type: none"> <li>● Music Producer</li> <li>● Music Publisher</li> <li>● Entertainment Lawyer</li> <li>● Events Organizer</li> <li>● Concert Promoter</li> <li>● Film/TV/Game composer</li> <li>● Performer/Accompanist</li> <li>● Music Teacher/Professor</li> <li>● Ethnomusicologist</li> <li>● Performer or Ensemble Manager or Agent</li> <li>● DJ</li> <li>● Sound Designer</li> </ul>

<ul style="list-style-type: none"> <li>• Developing effective practice skills (both individual and group)</li> <li>• Confidence in performing in front of an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Sound Engineer</li> <li>• Songwriter</li> <li>• Music Therapist</li> <li>• Music Journalist</li> <li>• Concert Technician</li> </ul>
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KEYS TO SUCCESS	DP ADMISSION CRITERIA	
	STANDARD	HIGHER
<ul style="list-style-type: none"> <li>• Show an interest in art and cultures</li> <li>• Demonstrate an inquisitive nature and a desire to artistically solve problems, analytical and creative skills</li> <li>• Be responsible and plan and organize your own work</li> <li>• Applying systematic trial-and-error procedures to new challenges</li> <li>• Have a journal with creative, reflective and artistic content and processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Overall minimum grade 4</li> <li>• Emphasis on criterion A and/or C and/or D 4+</li> </ul>	<ul style="list-style-type: none"> <li>• Overall minimum grade 5</li> <li>• Emphasis on criterion A and/or C and/or D 5+</li> </ul>

## IBDP SUBJECT CHOICES FORM

**To qualify for the full IB Diploma, your choices must satisfy each of the conditions listed below:**

- All Diploma students choose one subject from each group 1-5. In addition, students may choose to take Visual Arts or Music in group 6, or choose a 6th subject from groups 3 or 4. Students must choose to study 3 subjects at Higher Level (HL) and 3 subjects at Standard Level (SL).
- In this form, you need six subjects in total with a maximum of one subject per block [A – F]. The blocks represent the possible timetable combinations for the subjects. Choosing from blocks A, B and C is mandatory.
- Pamoja and SSST Literature cannot be combined.
- Complete this [online form](#) before 1 February 2022.

Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
<b>SSST Lit SL (Group 1)</b>  <b>Dutch A Language and Literature (SL/HL) (Group 1)</b>  <b>Dutch B (SL/HL) (Group 2)</b>  <b>Dutch Ab Initio SL (Group 2)</b>  <b>Spanish B (SL/HL) (Group 2)</b>  <b>Spanish ab initio SL (Group 2)</b>	<b>English A Language and Literature (SL/HL) (Group 1)</b>  <b>English B HL (Group 2)</b>	<b>Mathematics Application and Interpretations (SL/HL) (Group 5)</b>  <b>Mathematics Analysis and Approaches (SL/HL) (Group 5)</b>	<b>History (SL/HL) (Group 3)</b>  <b>Business Management (SL/HL) (Group 3)</b>  <b>Biology (SL/HL) (Group 4)</b>	<b>Geography (SL/HL) (Group 3)</b>  <b>Physics (SL/HL) (Group 4)</b>  <b>Visual Arts (SL/HL) (Group 6)</b>	<b>Business Management (SL/HL) (Group 3)</b>  <b>Chemistry (SL/HL) (Group 4)</b>  <b>Music (SL/HL) (Group 6)</b>