



Eerde International Boarding School

International Baccalaureate Career-Related Program Guide

Program Guide 2022/2023



Eerde IBS is currently an IBCP Candidate School

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The IB & Eerde Learner Profiles

The IB Learner Profile indicates the key characteristics which IB schools aim to inculcate in students. At Eerde, we link these closely with our own Guiding Statements in order to develop well-rounded global citizens.

Eerde Learner Profile:

IB Learner Profile

<p>Confident We develop confidence in our abilities and ideas, in order to work towards achieving our dreams and future aspirations. We celebrate success and we feel proud of ourselves, each other and our school</p>	<p>Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life</p>
<p>Reflective We identify our strengths and our areas for improvement. We reflect on our actions, our behaviour and our treatment of others</p>	<p>Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
<p>Critical We examine evidence and use reason to arrive at conclusions. We question assumptions, traditions, and conventional wisdom. We challenge and innovate, always striving to be independent thinkers</p>	<p>Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>
<p>Cooperative We value our community and strive to work together to help each other fulfil our potential as a school and as individuals. We understand that our community extends beyond the walls of our school to the local community and wider world</p>	<p>Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>
<p>Caring We think of others and care about others' needs. We are friendly, collaborative and build positive relationships. We take care of ourselves and value healthy lifestyles and choices</p>	<p>Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p>Balanced We value personal and social development, as well as academic development. We strive to achieve a healthy balance between those areas of our lives that we value and those we need to develop</p>	<p>Balanced We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p>Responsible We are ambassadors for our family, our friends, our school and our community. We consider our impact on the planet and society and strive to be responsible global citizens</p>	<p>Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>
<p>Diverse We seek to understand each other, recognising our similarities and celebrating our differences. We recognise that different values, traditions and customs can all be right, striving for a culture of mutual respect and tolerance</p>	<p>Risk Takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
	<p>Open-Minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
	<p>Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>





The IB Career-Related Programme in Brief

Career-related programme students will access a broad, flexible education which will give them knowledge, practical training, intellectual engagement, and international-mindedness, while developing higher-order cognitive skills and academic behaviours that will enhance their employability and dramatically alter their world view.
Dr Siva Kumari, IB Director General 2014

The Career-related Programme is the most recent addition to the IB. Its key aim is to provide a choice of different pathways for students aged 16 to 19.

Modern life places complex demands on graduates entering further/higher education or employment. An integral part of the Career-related Programme is enabling students to become self-confident, skilled and career-ready learners.

To prepare students to succeed in a rapidly changing world, schools must not only equip them with the necessary skills and the learning dispositions, but also the ability to manage and influence change.

The Career-related Programme helps students to:

- develop a range of broad work-related competencies and deepen their understanding in specific areas of knowledge through their Diploma Programme courses
- develop flexible strategies for knowledge acquisition and enhancement in varied contexts • prepare for effective participation in the changing world of work
- foster attitudes and habits of mind that allow them to become lifelong learners willing to consider new perspectives
- become involved in learning that develops their capacity and will to make a positive difference.

The Career-related Programme prepares students for flexibility and mobility in a range of employment opportunities as well as continuing lifelong learning. It integrates broad, general learning areas as well as specific career-related content into a rigorous and challenging framework of education.

The detailed knowledge, skills and understanding gained from studying Diploma Programme courses, the Career-related Programme core and the Career-Related Study provide opportunities for:

Employment: the transferrable skills fostered in the personal and professional skills course, combined with the specific knowledge and skills developed by students in their career-related studies provide an opportunity for students to move directly into employment in their chosen field.

Apprenticeships: apprenticeship schemes are available in many countries where students are given on-the-job training as well as classroom instruction in a particular craft or trade.

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Further education: students may wish to continue their education at educational institutions that specialize in their chosen field of study.

Higher education: the mix of career-related skills combined with the knowledge and skills obtained from studying Diploma Programme courses allows students access to higher education institutions such as universities and colleges.

The essential qualities of the Career-related Programme are:

- A balance of breadth and depth of learning.
- Flexibility of choice, including a mix of basic requirements and school or student preferences.
- Partnerships between schools and local universities, colleges and employers.
- Strong collaboration in planning and assessment between all teachers involved in the programme.
- A strong emphasis on learning that fosters intercultural understanding.
- The development of critical thinking, inquiry and research skills.
- Strong student involvement in self-assessment and reflection.
- A sustained experience of community involvement and service.
- Rigorous assessment through a blend of external and internal assessment procedures.
- Varied and dynamic teaching, supported by appropriate teacher professional development.

(see also - <https://resources.ibo.org/cp/resource/11162-38312/?>)

The Career-Related Programme at Eerde

We have adopted the IBCP at Eerde, in order to broaden our academic offering to students at grades 11 and 12. The Career-Related programme offers learners who desire a more vocational route to explore the skills and knowledge required to succeed.

At Eerde, we are initially offering Business and Hospitality Management, in partnership with VIE Academy and the Swiss Education Group, an alliance of internationally-celebrated schools specializing in hospitality, business, and culinary arts. This provides a fantastic opportunity for our students to gain access to the Swiss Education Group schools with advanced standing, meaning they can enter these universities in year 2 of a 3 year degree programme.

The way the course is constructed, means that learners gain the benefit of the same teachers and resources as our successful IBDP programme, alongside a bespoke course delivered in conjunction with VIE Education, experts in designing and delivering career-related study options.

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The Career-Related Programme Model

The International Baccalaureate Career-Related programme is composed of many elements, all of which interlock and symbiotically reinforce each other; as illustrated in the diagram below:



The Career-Related Programme Core

The components of the core are at the heart of the Career-related Programme and are designed to enhance students' personal qualities and professional development.

The Career-related Programme core contextualizes the Diploma Programme courses and the career-related study and draws all aspects of the framework together. The core is designed to develop many of the characteristics and attributes described in the IB learner profile.

All components of the core are mandatory. They are:

- personal and professional skills
- service learning
- language development
- reflective project



Personal and professional skills

The personal and professional skills course is designed to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace and those skills needed to navigate higher education and society, knowing that such skills are transferable and can be applied in a range of situations.

The course aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understandings, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. The personal and professional skills course should not only develop skills, but also the attributes exemplified in the IB learner profile.

Themes There are five themes in the personal and professional skills course:

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

Personal and professional skills learning takes place over 90 hours, over the two year course, and is taught in class.

Service learning

Service learning provides opportunities for students to understand their capacity to make a meaningful contribution to their community and society. Through service learning, students develop and apply academic knowledge, personal skills and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions.

Service learning emphasizes reflection, which is central to building a deep and rich experience. Reflection informs students' learning and growth by allowing them to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

Student completion of service learning is based on the achievement of the five service learning outcomes realized through the students' commitment to their service learning programme. These learning outcomes articulate what students are able to do at some point during their service learning programme. Through meaningful and purposeful service learning experiences, students develop the necessary skills, attributes and understandings to achieve the five service learning outcomes.





- Identify own strengths and develop areas for growth
- Demonstrate participation with service learning experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

Students provide the school with evidence in their service learning portfolio of having achieved each learning outcome at least once through their service learning programme. The service learning coordinator works with students to agree what evidence is necessary to demonstrate achievement of each service learning outcome.

It is expected that a minimum of 50 hours outside of class time will be devoted to this component of the core.

Language development

Language development ensures that all students have access and are exposed to an additional language, which is a central tenet of an IB education and will increase their understanding of the wider world. Students are encouraged to begin or extend the study of a language other than their best language that suits their needs, background and context. It develops students in the areas of oral, visual and written linguistic and communicative abilities.

At Eerde we have opted to include an IB Diploma Ab Initio language course for our CP students. Students will have the option of either Dutch or Spanish for beginners (depending on their prior language study and competencies). Alongside the course of study, students are required to maintain a language development portfolio which demonstrates their learning, but also the exploring of culture, traditions and communication more generally.

Reflective project

The reflective project is an in-depth body of work produced over an extended period and submitted in year 2 of the Career-related Programme. Through the reflective project, students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue 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.

Ethical dilemma

Students begin the reflective project by identifying an issue that is linked to their career-related studies. Once the issue has been identified, the students explore the ethical dimension associated with the issue in order to arrive at a focused ethical dilemma. It is the ethical dilemma that is the primary focus of the reflective project.

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Formats

Students can choose to present their reflective project in one of two ways:

- Option 1 A written essay (maximum 3,000 words) plus reflections (maximum 1,000 words).
- Option 2 A written essay (1,500–2,000 words) accompanied by an additional format (film, oral presentation, interview, play or display) plus reflections (maximum 1,000 words).

The reflective project is assessed using grades A to E, with A representing the highest level of achievement. A minimum of 50 hours is expected to be devoted to the reflective project.

Career Related Studies

Certificate in Business and Hospitality Studies

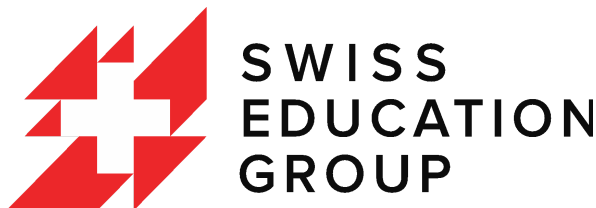
The Career-Related Study (CRS) component of the IBCP is a key one. It provides the vocational training and experience that really sets the IBCP apart.

Eerde is very proud to be in partnership with VIE Academy and the Hotel Institute Montreux, part of the Swiss Education Group, for the delivery and certification of our CRS course. The course has been developed taking into account the highest industry standards and practices, gives clear progression to a prestigious university group and also gives students access to opportunities such as the Global Summer Programme in Montreux.

The course is designed to be delivered in school, through a hybrid approach combining online resources and assessments and in-class teacher support and facilitation.



<https://vie-academy.com/>



<https://www.swisseducation.com/en/>



<https://www.hotelinstitutemontreux.com/en/>

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Course description

This Certificate in Business and Hospitality studies is designed to develop student's foundational knowledge in the fundamentals of business and hospitality. The course develops a range of higher order thinking skills (such as evaluation and reflection) as well as the essential professional skills and opportunities for creative thinking in the context of business and hospitality.

Students learn to apply, analyse and evaluate their knowledge in both their own location as well as regionally and globally; this is in consideration of the scale of the business organisations from Transnational Corporations to independent businesses.

The course covers the key features of business organization including but not limited to marketing, finance, human resources and operational management. There is a strong emphasis in the course on reflection, honesty and how the student can learn about themselves and their future prospects.

This is developed through scenario-based learning and understanding the real-life applications of knowledge through creative individual projects in every unit. Throughout the course there are essential expectations of ethical decision-making grounded by secure knowledge and understanding of local and global contexts, health and safety and finance.

Course Objectives

- Develop a holistic view of the scope and dynamic nature of hospitality and business.
- Encourage strategic and critical thinking about structures, contracts, financial operations, and marketing approaches of the hospitality industry.
- Examine the importance of exploring business issues from different cultural and ethical perspectives.
- Apply knowledge about the importance of health and safety regulations, internal procedures, and biology to customers and guest's safety.
- Critique the nature and significance of the effects of globalization on the hospitality industry examining recent dynamic world events.
- Develop awareness of the importance of environmental, social, cultural and ethical factors in the actions of individuals and organizations.
- Develop an understanding of the importance of societal trends, geopolitical changes, global events (such as pandemics) for the future of the hospitality & tourism business environment.





Curriculum model overview

All units are compulsory for the certificate in Business and Hospitality studies; this is inclusive of the summer school practical component.

Delivery of units is divided into Online (O) and Practical (P). Units 1-6 are both online and practical with the practical component being delivered through a summer school.

Units 1-9 and 13 will allow for advanced standing credits from Hotel Institute Montreux and can be transferred to their undergraduate programme.

Units 10-12 are mandatory additional units required for the certificate.

Unit	Name	Delivery	Level	Credit	RLH*	Weeks	Hrs/week
1	Introduction to Hospitality Management	O+P	3	2	40	10	4
2	Fundamentals of Financial Accounting	O+P	3	2	40	10	4
3	Communication Skills	O+P	3	2	40	10	4
4	Food Production and Safety Studies	O+P	3	2	40	10	4
5	Principles of Food and Beverage Management	O+P	3	2	40	10	4
6	Hospitality Service Theory and Practical	O+P	3	2	40	10	4
7	Global Cultures	O	3	3	40	10	4
8	Theory of Microeconomics	O	3	3	40	10	4
9	Principles of Bar and Beverage Management	O	3	3	40	10	4
10	Industry Unit 1	O	3	3	40	10	4
11	Industry Unit 2	O	3	3	40	10	4
12	Industry Unit 3	O	3	3	40	10	4
13	Global Summer Programme	P	3	6	40/80	1/2	40





Assessment at a glance

Across the twelve modules students will typically undertake the following pattern of assessment across the twelve units. A key feature of the assessment regime is the opportunity to develop creative outcomes from research projects and be able to articulate these both through rigorous academic writing and through oral presentations.

Assessment type	Grade percentage toward final grade
Mid-term exam	30%
Research project	20%
Oral presentation	20%
Final exam	30%
Total	100%

Assessment objectives

By the end of the business and hospitality certificate, students are expected to reach the following assessment objectives.

1. Demonstrate knowledge and understanding of the scope of the hospitality sector and business industry.
2. Demonstrate evaluative and critical thinking skills in understanding the dynamic nature of the hospitality and business industry.
3. Demonstrate financial literacy skills applicable to business and hospitality management.
4. Demonstrate knowledge and understanding of health and safety requirements in reference to hospitality.
5. Demonstrate creativity in theoretical areas such as communications, marketing, and micro-economics.
6. Demonstrate practical and professional skills in hospitality that build on knowledge of theory.
7. Demonstrate reflective skills and be receptive to career coaching.
8. Demonstrate knowledge and understanding of cultural intelligence and how it impacts working and customer relationships.



Global Summer Programme - Montreux



The Global Summer Programme with VIE Academy, aims to provide practical training, skills development, and education for effective job performance in the hospitality, tourism, and entertainment industries. The unit aims to immerse students in an international lifestyle and explore various career opportunities within the hospitality industry while visiting Switzerland's main attractions.

Unit Introduction

The Global Summer Programme unit is run by VIE Academy and takes place in Montreux, Switzerland and is a 1 - 2 week-long course designed to fulfill the practical components of the Career-related Studies. This in-person unit takes a holistic approach to learner growth, blending engaging, hands-on learning with experiences that boost confidence and create lasting memories.

Location

Montreux is set on Lake Geneva's shores in the heart of the Swiss Riviera, with stunning views of the Alps and the terraced vineyards of Lavaux. With its unique microclimate, the city has an undeniable Mediterranean flair. The region is especially rich in cultural events, including the Montreux Jazz Festival. Montreux is the perfect starting point to explore Lake Geneva and the nearby Alps.

Objectives and Skills

This unit has five primary objectives that will lead to various acquired skills.

Learning Outcomes	Assessment criteria
1. Apply F&B safety and sanitation	<ol style="list-style-type: none"> 1. Demonstrate and maintain high standards of personal hygiene and hand hygiene 2. Maintain work areas and follow good hygiene procedures 3. Use of cleaning chemicals and equipment 4. Storage Hazard Analysis and Controls. 5. Understand how to apply safety in: Preparation, Cooking, Cooling, Reheating, Holding and Service Controls
2. Practice restaurant F&B service	<ol style="list-style-type: none"> 1. Explain the necessity of perfect grooming and etiquette 2. List the duties and tasks of F&B service staff 3. Demonstrate how to conduct briefings 4. Show how to set up and organize a restaurant and mise en-place 5. Review all stages of a sequence of service 6. Demonstrate serving all food and beverage items 7. Practice service recovery and dealing with complaints
3. Examine and practice basic culinary activities in a professional kitchen	<ol style="list-style-type: none"> 1. Examine education and training requirements and opportunities for career paths in production 2. Demonstrate ability to handle, and use foods to meet nutrition and wellness needs of individuals 3. Demonstrate ability to select, store, and serve nutritious and aesthetically pleasing foods 4. Understand the scope of food production in a restaurant
4. Create and organize a themed event with guests	<ol style="list-style-type: none"> 1. Synthesize the skills to successfully plan and implement an event as part of a team 2. Apply a variety of sound decision-making, conflict resolution, and problem-solving techniques 3. Professionally and ethically manage an event 4. Conduct a post-event analysis as part of a team
5. Discuss and discover your own interests	<ol style="list-style-type: none"> 1. Discover your career goals and the ideal training needed to attain these 2. Obtain first-hand experience of the skills and demands for a career in the tourism and global management sector 3. Experience Switzerland and Montreux as a study destination.





Diploma Program Courses

Subject Selection

IBCP students are required to take at least 2 Diploma Programme courses/subjects, plus Dutch or Spanish Ab Initio.

We require our students at Eerde international Boarding school to take English A (Language and Literature SL/HL) or English B HL. We also strongly recommended taking Mathematics AA or AI either at SL or HL or/and an additional subject preferably ESS (Environmental Systems and Societies). Due to the restrictions of the timetable we are most likely not able to offer all the IBDP subjects, however we will do our best, particularly for early requests.

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

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





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

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

Assessment and Grading

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

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

DP subjects are graded 7-1, with 7 being the highest possible grade and 1 the lowest.

Examinations and Assessment

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

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



Award of Career-Related Programme



The IB CP will be awarded to a candidate provided all the following requirements have been met.

- The candidate has completed passed each unit of the CRS with 70% or higher
- The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme courses registered for the Career-related Programme.
- The candidate has been awarded a grade of at least D for the Reflective Project.
- Personal and Professional Skills, Service Learning and Language Development requirements have been met.
- The candidate has not received a penalty for academic misconduct.

Progression to Higher Education

Eerde students, in conjunction with VIE Academy, who successfully pass all elements of the IBCP are eligible for progression onto the following bachelor's degrees with advanced standing (year 2 entry) for the selected courses below.



HIM Hotel Institute Montreux (QS ranked 6):
Bachelor of Business Administration (with Specialization)
in Hospitality Management



César Ritz Colleges Switzerland (QS ranked 7):
Bachelor of International Business in Hotel and Tourism
Management
– 3 IBDP courses are required for this pathway (excluding Ab Inito Dutch and Spanish)



SHMS Swiss Hotel Management School (QS ranked 4):
Bachelor of Arts in International Hospitality / & Design / &
Events Management

VIE Academy also has a partnership with the International University Alliance of 24 US Universities (<https://www.iaa.org/universities/>) who are also able to offer advanced standing on a case-by-case basis.

The IBCP is accepted by many universities around the world. In the Netherlands it is considered equivalent to the HAVO, and so is accepted at many universities of applied sciences.

Our University Counsellor works with students from year one to look at possible pathways and university admission requirements with students.





Appendix: IB Diploma Subject Guide

Language A:

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

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

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

Topics and Assessment

Internal Assessment	External Assessment	Examinations
<p>Students complete at least two Further Oral Activities, based on Parts 1-2 of the course (15%).</p> <p>Students complete an Individual Oral Commentary, based on an extract from text studied in Part 4 of the course (15%).</p>	<p>At Standard Level, students complete at least three Written Tasks, extended pieces of writing on a topic studied during the course. At Higher Level, students complete at least four Written Tasks. (20%)</p>	<p>Paper 1 (25%): Unseen commentary. 90 mins at SL, and 120 mins at HL</p> <p>Paper 2: (25%) Essay on 2 of the Part 3 works studied. 90 mins at SL, 120 at HL.</p>
Course Topics	Why Take This Subject?	
<ul style="list-style-type: none"> Part 1: Language in Cultural Context Part 2: Mass Media Part 3: Literary Texts in Context Part 4: Critical Study of Literature 	<p>Language A: Language and Literature at Eerde International Boarding School is characterized by passionate, thoughtful argument and debate. Seminar style discussions are common, as are group projects and student-led presentations. However, not all classroom activities involve speaking: students also write, and write a lot. Working in genres ranging from opinion pieces to blog posts to analytical essays, students hone their ability to write fluently and effectively for a variety of audiences and purposes.</p> <p>Of course, students read thoroughly and deeply. Probing the nuances of modern poetry, immersing themselves in 19th century novels, and enjoying pop culture forms such as comics and advertisements are amongst the experiences students can expect in Language A: Language and Literature.</p>	





Language B:

Overview

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

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

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

Topics and Assessment

Internal Assessment	Examinations
Students complete an Individual Oral, a formal oral examination conducted by the teacher (25%)	Paper 1 (25%): Receptive skills. 75 mins (SL) or 90 mins (HL) Paper 2 (50%) Written production. 105 mins (SL) or 120 mins (HL).
Course Topics	Why Take This Subject?
<p>The language is studied through the following themes:</p> <ul style="list-style-type: none"> • Identities • Lifestyles, health, beliefs and values, subcultures, language and identity • Experiences • Leisure, holidays, life stories, rites of passage, customs and traditions, migration • Human ingenuity • Entertainment, artistic expression, communication and the media, technology, scientific advancement • Social organization • Relationships, community, engagement, education, working, the law • Sharing the planet • The environment, human rights, peace and conflict, equality, globalization, ethics, urban and rural environments <p>Students study these themes through reading, writing, and discussing a range of texts. HL students are required to study two literary texts throughout the course.</p>	<p>Language B at Eerde IBS is characterized by learning through doing. Through speaking and writing about issues and topics of relevance and interest to them, students develop an intrinsic love of language learning, and a passionate appreciation of its real-world benefits. And learning does not occur merely in the classroom—throughout the two years of the programme, students partake in several field trips to destinations designed to allow them to put their linguistic skills to the test.</p>





Dutch Ab Initio (SL Only):

Overview

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

Prerequisites: None.

Topics and Assessment

Internal Assessment	Examinations
Students complete an Individual Oral, a ten-minute, three-part oral skills examination conducted by the teacher (25%)	<ul style="list-style-type: none"> • Paper 1 (25%): Productive skills (60 mins) • Paper 2 (50%) Receptive skills (105 mins)
Course Topics	Why Take This Subject?
<p>The language is studied through the following themes:</p> <ul style="list-style-type: none"> • Identities • Personal attributes, personal relationships, eating and drinking well, physical well-being • Experiences • Daily routines, holidays, leisure, festivals • Human ingenuity • Transport, entertainment, media, technology • Social organization • Neighbourhood, education, the workplace, social issues • Sharing the planet • Climate, physical geography, the environment, social issues 	<p>At Eerde IBS, Dutch Ab initio is an exciting course that offers independent learning opportunities and individualised learning support.</p> <p>At Eerde International Boarding School intercultural understanding is a key goal of the course. Students are exposed to a variety of authentic texts and they produce work in a variety of communicative contexts. At the end of the course students will be able to communicate in Dutch and they will develop an appreciation of Dutch and Dutch culture.</p>





ESS: Environmental systems and societies

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

Prerequisites: Science at IGCSE Level or equivalent.

Topics and Assessment

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





Mathematics: Analysis and Approaches

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

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

Mathematics AA: Distinction between SL and HL

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

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

Topics and Assessment

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





Topics and Assessment

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





Mathematics: Applications and Interpretation

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

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

MathematicsAI: Distinction between SL and HL

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

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

Topics and Assessment

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





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