



# International Baccalaureate Diploma Programme Guide

Eerde



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# The IB Learner Profile

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

## IB learner profile

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

**As IB learners we strive to be:**

<p><b>INQUIRERS</b> 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><b>KNOWLEDGEABLE</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p><b>THINKERS</b> 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><b>COMMUNICATORS</b> 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><b>PRINCIPLED</b> 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><b>OPEN-MINDED</b> 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><b>CARING</b> 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><b>RISK-TAKERS</b> 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><b>BALANCED</b> 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><b>REFLECTIVE</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**

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# The Diploma Programme in Brief

The IB Diploma Programme (IBDP) is a challenging yet rewarding university preparation program. It combines a rigorous academic component encouraging students to develop their knowledge and skills across a range of disciplines with an enriching extracurricular program focusing on the areas of creativity, activity, and service. Students emerge from the program with a variety of skills that will assist them to live fulfilling and meaningful lives.

The IBDP is highly respected and valued by top tier universities around the world, and research shows that students who complete the DP excel in tertiary education settings.

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# The Diploma Programme at Eerde

At Eerde International Boarding School, Diploma Programme students engage in enquiry-based, cooperative learning anchored in real world contexts with the aim of sparking and nourishing in them passionate, deep, sincere interest in their subjects and extracurricular pursuits. Small class sizes allow teachers to design courses with the specific aptitudes and passions of their students in mind. The small-scale nature of the school also means that students and teachers get to know one another deeply and honestly, without the artifice that so often impedes genuine learning in traditional educational settings.

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# Subjects and Subject Selection

Diploma Programme students select six subjects, one from groups 1-5, and then either one from group 6 or another from groups 1-4. Three or four of these subjects are taken at Higher Level, and the others are taken at Standard Level. Higher Level subjects differ from Standard Level subjects in that they cover a broader array of topics and require a deeper level of understanding. Typically, students take the subjects at Higher Level that they are most passionate about.

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

Finally, Diploma Programme students have the option of taking Physical Education and/or Music classes. Although these are not official DP subjects, they appear on a student’s High School transcript and help to satisfy the requirements of the Eerde High School Diploma.

In the 2020-21 school year, Eerde intends to offer the following subjects:

Group	
<i>Studies in Language and Literature</i>	Dutch A: Language and Literature (SL and HL) English A: Language and Literature (SL) English A: Literature (HL) German A: Language and Literature (SL and HL) Self Taught Language A: Literature (SL)
<i>Language Acquisition</i>	Dutch Ab Initio (SL) Dutch B (SL and HL) English B (HL)
<i>Individuals and Societies</i>	Environmental Systems and Societies (SL)* Economics (SL and HL) Geography (SL and HL) History (SL and HL)
<i>Natural Sciences</i>	Environmental Systems and Societies (SL)* Biology (SL and HL) Chemistry (SL and HL) Physics (SL and HL)
<i>Mathematics</i>	Mathematics: Analysis (SL and HL) Mathematics: Applications (SL and HL)
<i>The Arts</i>	Visual Arts (SL and HL)
<i>The DP Core</i>	Creativity, Activity, and Service Extended Essay Theory of Knowledge

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





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

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

More information about the subjects offered can be found here:

[https://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/#dp\\_briefs](https://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/#dp_briefs)

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





# Assessment and Grading

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

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

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

In order to be awarded the Diploma, students must

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





## Examinations and Assessment:

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

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





## Retreats

Students at Eerde participate in two retreats during their time in the DP, one in Grade 11 and one in Grade 12. The first retreat takes place a couple of weeks into Grade 11, when students travel to a group accommodation facility in the Dutch countryside to get to know the IB Diploma Programme and each other. The aim is to allow students to begin to form a sense of group solidarity and cohesion, and to encourage cooperation, reflection, and empathy. Activities that take place during this induction retreat include hiking through the countryside (such hikes often involve a swim in one of the many swimming holes nestled in the Dutch forests!), meditation sessions, outdoor games, and singalongs by the campfire. To further foster independence, students also cook and clean for themselves during the retreat.

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

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





## Creativity, Activity, and Service

Successful completion of Creativity, Activity, and Service is mandatory for all Diploma Programme students (and also for those taking IB courses and aiming to achieve the Eerde High School Diploma.) CAS aims to encourage students to apply their skills and knowledge in a real world contexts, and to appreciate that learning has real world applications and benefits.

Throughout the two years of the DP, students must address--in contexts outside their academic classes--the three strands of CAS. In the Creativity strand, students work to uncover and develop their artistic gifts. For instance, students might take the Art Club activity, or work independently to master a difficult song on piano. In the Activity strand, a student might join the school basketball team, participate in the mountain biking club, or train for the local Zwolle half marathon. For the Service strand, students might volunteer at a local animal shelter, organise an event for the benefit of the school community, or raise money for a charity.

CAS is a very rewarding part of the Diploma Programme, and students graduate with fond memories of it.





## Extended Essay

A requirement of the DP is that students complete an extended essay. The extended essay is an independent research project of up to 4000 words in length which allows students to pursue their passions. Typically, students select their topic based on something that has interested them in one of their classes. They may have studied the work of a particular poet, for instance, and want to discover more about the work of that poet; or they might have studied a topic in Physics, and want to extend their knowledge in this area. Through conducting extensive background reading, students develop a research question and then proceed to answer this question and to write up their writings. They are supported in this process by a supervisor, a member of the teaching staff who has expertise in the subject area of the extended essay.

The extended essay is an opportunity for students to develop independence, improve their research skills, and hone their ability to make detailed, complex arguments. It is a greatly rewarding experience.





# Theory of Knowledge

All DP students study Theory of Knowledge. Theory of Knowledge is a course which encourages students to ask themselves this question: how do we know what we know? Through examination of the methods we use to acquire knowledge in the various disciplines, students are positioned to look critically at the ways in which knowledge is constructed, and to reflect upon how what they may previously have regarded as certain is perhaps contestable or contingent upon unjustified assumptions. It therefore aims to encourage students to engage with the notion articulated in the IB mission, that “other people, with their differences, can also be right.”





# Eerde High School Diploma

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

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

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

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

