



Cambridge Assessment International Education

Cambridge International School

Eerde International Boarding School IGCSE
and Foundation IBDP Community booklet,
for parents, students and staff



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■ INTERNATIONAL
■ BOARDING SCHOOL
■ NETHERLANDS



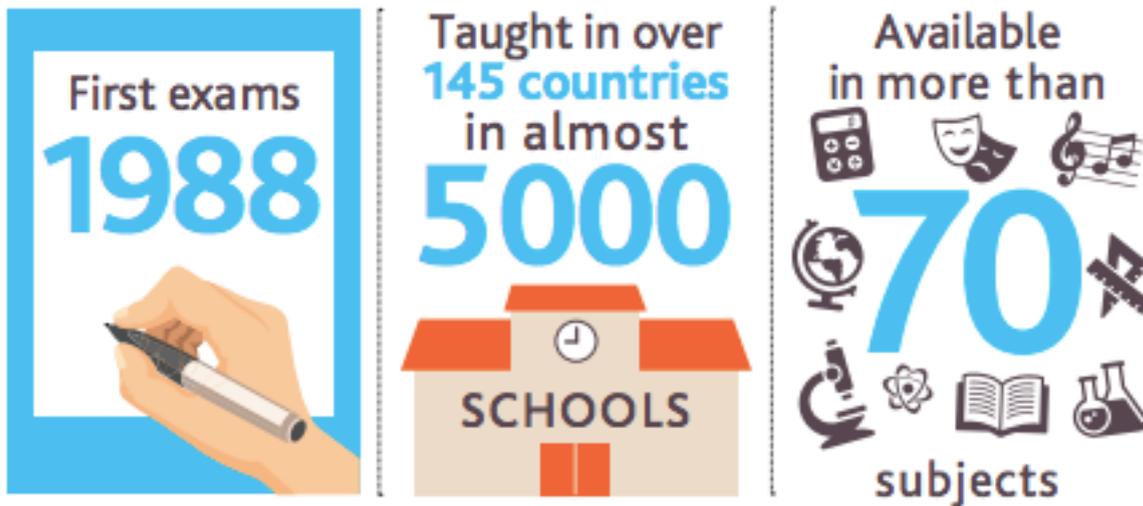
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IGCSE, a short introduction

This guide is intended to give you a very brief overview of some important features of Cambridge IGCSE education and how it is being executed at Eerde International Boarding school. This guide outlines the programme and can be seen as its backbone.

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds. It is recognised by leading universities and employers worldwide, and is an international passport to progression and success. Developed over 30 years ago, it is tried, tested and trusted by schools worldwide.

Celebrating 30 years of Cambridge IGCSE





IGCSE at Eerde IBS

Cambridge IGCSE was created more than 30 years ago. Today, it's still the world's most popular international qualification for 14 to 16 year olds. It is a truly international program giving students and schools many options through the extended range of subjects to choose from, through more ways to learn and therefore more ways to succeed.

Obviously Eerde IBS offers a selection out of this wide range of possible subjects. This selection is based upon historic student preference, our in-house preparation for the IBDP and contemporary movements in society. These three factors taken into account will lead to a subject package that opens doors and creates options.

IGCSE is more than a collection of subjects, IGCSE also appeals to building student identity, a personal identity but also a global group identity. We stimulate the fact that our learners will have to take responsibilities in a global society but we acknowledge that their personal identity is based upon national, local and cultural heritage. The latter is equally important. Through the compulsory subject of Global Perspectives we give a concrete meaning to this delicate balance. Through the tasks and activities students learn to think about this relationship between the local and the global and why they think like they think.

Eerde Foundation IBDP is specifically designed for these students who embark upon a career in the IB diploma programme and typically has a focus on improving their English linguistic abilities next to providing a lead into the IBDP learning objectives for several subjects.

In the bigger scheme of things we aim our students to be prepared for the next phase in life using our Eerde Guiding Statements:

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Confidence: 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.

Reflective: We identify our strengths and our areas for improvement. We reflect on our actions, our behaviour and our treatment of others.

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.

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.

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.

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.

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.

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.





Generic Grade Boundaries

The next section tells you about how Eerde teachers arrive at grades and what the rationale behind these grades are. More explanation about the grades is available per subject in the grade descriptor sections of the various syllabi.

For all core or subjects without core/extended division the below generic grade boundaries apply:

| Score | Mark |
|-------------------|------|
| 90.0 % or greater | A* |
| 80.0 % or greater | A |
| 70.0 % or greater | B |
| 60.0 % or greater | C |
| 50.0 % or greater | D |
| 40.0 % or greater | E |
| 30.0 % or greater | F |
| 20.0 % or greater | G |
| 0.0 % or greater | U |

Extended has no F or G and everything below 40% is grade U. Core cannot go higher than a grade C.

We encourage all our learners to do the Extended syllabus unless there is a clear indication a particular learner will not benefit from doing extended level. This can be a medical report or advice from the subject specialist. In both cases the Coordinator will discuss this with the learner and his or her parents.

Sometimes the mock exam results are cause for concern and the core option might then be offered as a solution.

In all cases this decision making will be part of a lively discussion between all stakeholders who all serve the same aim: What is the best way for experiencing success in order for learners to feel confident about their abilities.





Categories, Weightings and Grade thresholds: These will be set at the start of the school year in the startup week. This data is based upon the syllabus requirements and the most recent exam series outcomes and may therefore deviate from the above.

With adding the grade boundaries according to the above procedure we aim to arrive at a final grade which represents the student's abilities on the exam.





ICE diploma (or another route)

An ICE diploma is a diploma that rounds up the learning after following an inclusive program. For an ICE diploma 7 subjects are required, of those there must be two languages and one subject from each of the subject groups. The seventh subject can be from any of the subject groups. More information can be found [here](#).

A diploma can also be obtained when a learner achieves at the lower end of the grade scale. That is the inclusive part we value at Eerde.

Everyone can experience success at his or her own level, we try to set target grades after the first term that give a fair reflection of abilities. With this we try to prevent frustration.

At the end of the day the IGCSE course is never their last schooling, IGCSE is the preparation for the next level of education.

During the course of grade 9 we look into this.

This is a decision between learner, parent and school, and the school mainly advises.

If a learner continues at Eerde for the [IBDP](#) we advise at least 6 grade C's, for the higher level DP subjects we advise a grade B.

It is also advisable that the IGCSE subjects match as much as possible the IBDP subjects.

That is not possible for all subjects and for some subjects there are also no prerequisite demands either.

Not all students want to do the IBDP since the IBDP is a preparation course for university.

A route other than the IBDP can also be catered for at Eerde.

We can look together at a more vocational course and liaise with the admission office and can help the learner to reach the required targets. Another option is to opt for the Eerde High School Diploma.

Because there are so many options it is crucial to discuss the next steps at the end of grade 9.

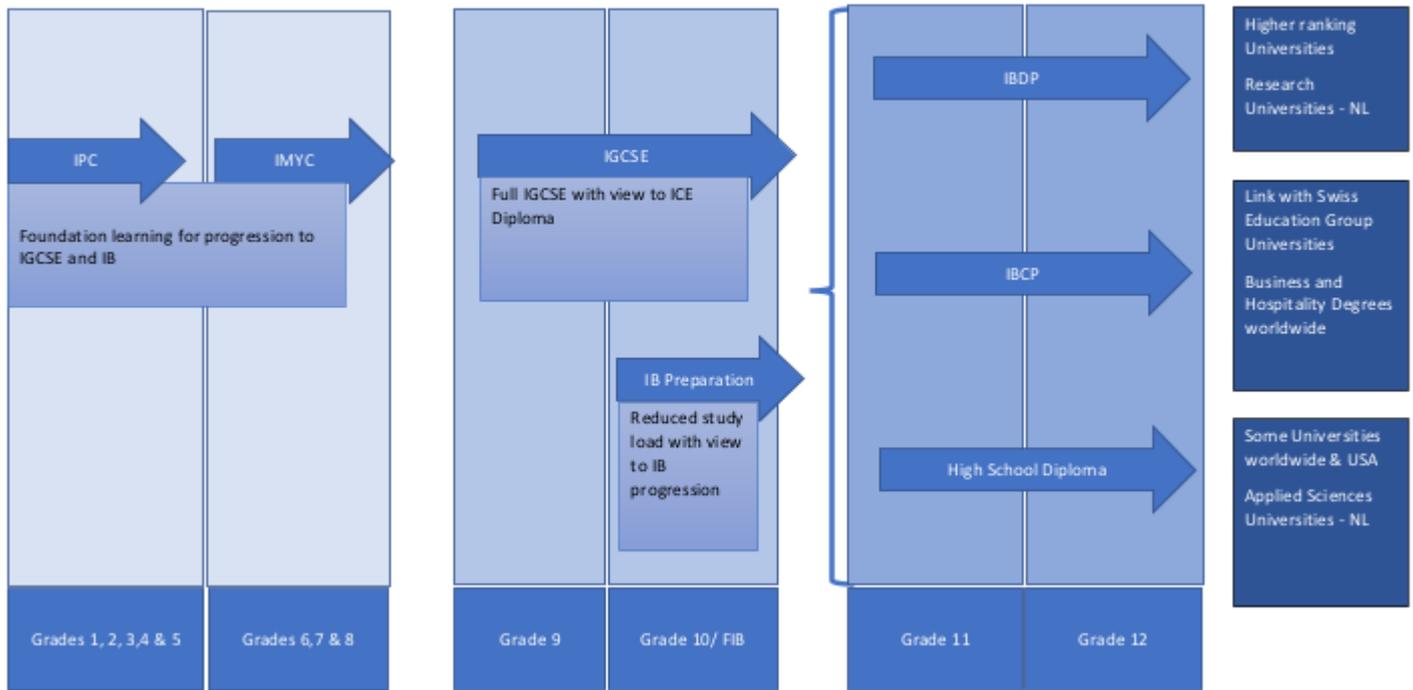
In short the options are:

1. IB diploma Programme or Careers Programme (starting 2022-23)
2. Eerde Highschool Diploma
3. External (vocational / applied science) course

In any case, we will help and guide you with this process. On the following pages you will find firstly a flow chart of the possible routes and secondly, the horizontal alignment of the subjects in these routes. FIB stands for foundation IB which means that you follow certain IGCSE subjects as a preparation for the full IB programme.

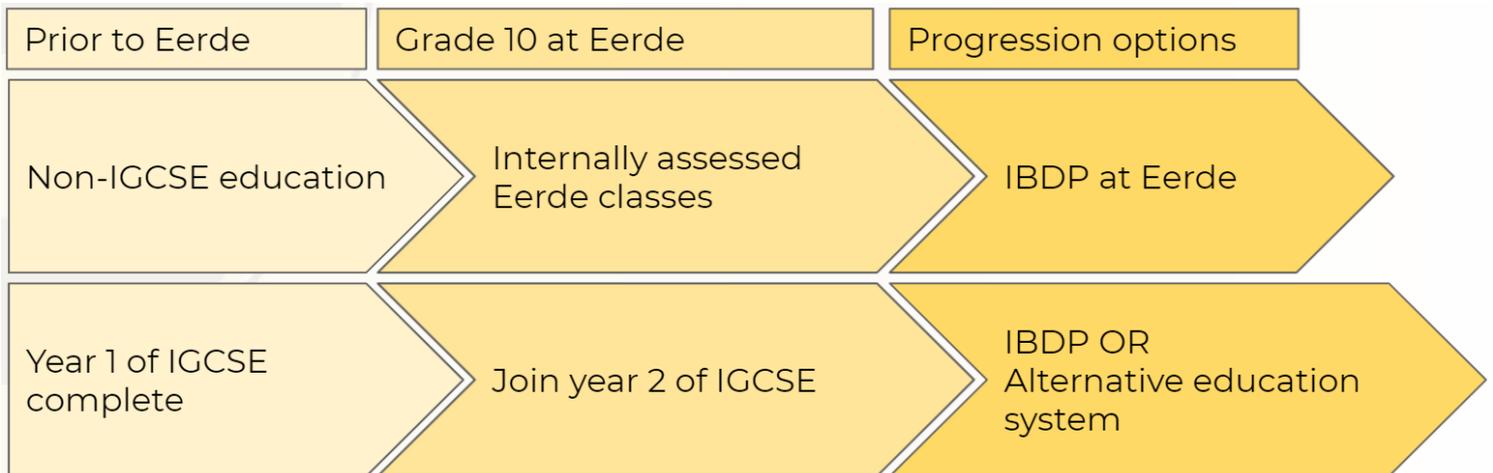


IGCSE/FIB Progression



Grade 10 Entry/ FIB option

- for those students who have not completed Grade 9 at Eerde IBS





Overview of subject offering at each level

| Grade 9 Entry | EXAM | Grade 10/ FIB Entry EXTERNAL EXAMS | EXAM | Grade 10/ FIB Entry INTERNALLY ASSESSED Follows IGCSE syllabus but no external exam | IB Progression |
|---|------|---|------|--|-------------------|
| Students pick from the below and continue into grade 10 following the same subjects with a view to the ICE Diploma. | | Students joining in grade 10 or FIB choose from either external exam classes or internal assessment classes – they are usually run as separate classes. If they do not choose an exam class then they follow an internal assessment class. | | | |
| English 4hrs | YES | English 4hrs | YES | English second language 12hrs OR English 4 hrs | English |
| Maths 4hrs | YES | Maths 4hrs | YES | Maths 4hrs | Maths |
| Science x 2 subjects 6 hrs OR Science x 3 subjects 9 hrs | YES | Science x 1 subjects 3 hrs OR Science x 2 subjects 6 hrs OR Science x 3 subjects 9 hrs | YES | Combined Science 3 hrs (in house scheme - based on IGCSE syllabus) | Sciences |
| World Language/ Mother Tongue 3hrs | YES | World Language/ Mother Tongue 3 hrs | YES | Language option available for those not taking 12 hrs English support – i.e. Dutch 3hrs | Languages |
| Choice of x 2: 6hrs (2 sci) OR 1 x 3hrs (3 sci) | YES | Choice of 1: 3hrs | YES | Humanities 3hrs | Social Sciences |
| - Business Studies | | - Business Studies | | | |
| - Geography | | - Geography | | | |
| - History | | - History | | | |
| Global Perspectives & Exchange 3 hrs | YES | Global Perspectives & Exchange 3 hrs | YES | Global Perspectives & Exchange 3 hrs | CAS/TOK |
| Art 3hrs | YES | Art 3hrs | YES | Art 2hrs | Arts |
| Computer Science 2hrs | YES | Computer Science 2hrs | YES | Computer Science 2hrs | |
| PE 2hrs | NO | PE 2hrs | NO | PE 2hrs | PE |
| Music 1 hr | NO | Music 1 hr | NO | Music 1 hr | |





Support websites

Parents and learners can access the [public Cambridge website](#) for more specific information.

Teachers all received log in credentials for accessing the [Teacher Support Hub](#).

Syllabus (available on both the public and the teacher website)

The syllabus is a document issued by CAIE and has the following important items listed:

1. Content overview: this tells you what you need to cover, be aware that the content sometimes depends on the components you assess. In other words, there is sometimes optional content available. This depends on the core – extension difference but sometimes also on a particular coursework option.
2. The assessment overview helps you to pick your components, and it also clarifies the different papers available for core and extension options.
3. Details of the assessment gives you guidelines on how to prepare your learners for the exam. Mind though that their educational journey must be more than preparing for an exam, for this reason we want to develop this year a program which we call 'Individual Challenges', more about that later in this booklet.

Learner guide (available to all, not all subjects do have a learner guide yet)

This is available for most subjects and a document that you should share with your learners, this is a more student friendly version of the syllabus. It is my advice to post this on the LMS.

Past Papers (examples available for all, bulk of them for teachers only and password protected)

Exams from previous years are accessible on the support website. It is the advice to use papers not older than 5 years but not the ones from the last exam session.

Coordinator

Any other questions or worries please see the IGCSE Coordinator Ydo Jousma.





Global Perspectives is the glue

The subject Global perspectives is developed by CAIE to bridge the gap between the IGCSE and the IBDP. The subject must be seen as a lead into CAS, TOK and the EE.

Learners have to do a community service project.

Learners have to reflect upon the everyday reality and question their own perspective and practice with the perspectives of others.

The learners have to write an essay half the size of their Extended Essay in the IBDP.

Global Perspectives helps learners to acquire the skills needed for the core part of the IB DP.

Global Perspectives taps on to the school themes and has this way the same role as the IPC and IMYC theme-based learning where all subject knowledge evolves around one central theme. This extra layer of context helps learners to see the use of subject knowledge and skills in settings other than the subject setting itself because isn't learning, at the end of the day, more focussed on the things outside the classroom than on the inside of the classroom?

Exam program

In IGCSE we work towards a formal exam meaning the grades they get throughout the year should reflect their capabilities/possibilities during the final exam.

As mentioned before we must be careful of the fact that the program becomes nothing more than exam training and learning through past papers and just for the test.

Ideally the program is a sound balance between exam preparation and preparing learners for the future, for many of our learners this includes the IBDP.

Because it is an exam program the syllabus is leading and it is very worthwhile to observe the year's schedule which spreads the learning objectives over the time available.

Mind that the grade 10's should be finished by the end of January when they will enter their mock exams.

Coursework can still go past this date but no later than the end of February.

At the start of grade 10 we will share a schedule with these deadlines.





In conclusion

This guide aims to summarise the most profound aspects of the course, it goes without saying that the student is the most important person within the course.

The guide may seem at times a little bit technical but that is just to provide a good overview of some of the ins and outs of our IGCSE programme.

We can only put the student in the central position once we do not need to worry about planning our course.

We appreciate that this guide may not answer all questions.

We are always available to answer questions so do not hesitate to reach out to us.

Sincerely,

Ydo Jousma

IGCSE Coordinator

