

## **What is the IB Primary Years Programme?**

The IB Primary Years Programme, for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

### *The written curriculum*

The most significant and distinctive feature of the IB Primary Years Programme is the six transdisciplinary themes. These themes are about issues that have meaning for, and are important to, all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them. The six themes of global significance create a transdisciplinary framework that allows students to "step up" beyond the confines of learning within subject areas:

- \* who we are;
- \* where we are in place and time;
- \* how we express ourselves;
- \* how the world works;
- \* how we organize ourselves;
- \* sharing the planet.

### *The taught curriculum*

The six transdisciplinary themes help teachers to develop a programme of inquiries—in-depth investigations into important ideas, identified by the teachers, and requiring a high level of involvement on the part of the students. These inquiries are substantial, in-depth and usually last for several weeks.

### *The assessed curriculum*

Assessment is an important part of each unit of inquiry as it both enhances learning and provides opportunities for students to reflect on what they know, understand and can do. The teacher's feedback to the students provides the guidance, the tools and the incentive for them to become more competent, more skillful and better at understanding how to learn.

### *Quality assurance and professional development*

Any school wishing to offer the Primary Years Programme and attain IB World School status must first go through the authorization process. The requirements for authorization are the same for all schools, even though the process is administered slightly differently in each IB region. The process is designed to ensure schools are well prepared to implement the programme successfully.

This is a challenging programme that demands the best from both motivated students and teachers. Schools can access an extensive package of IB professional development for teachers and administrators and commit to ongoing professional development. Teams from the organization visit IB World Schools from time to time in order to support an ongoing process of review and development, using standards and practices that apply to all IB World Schools.

(Source: website International Baccalaureate Organization)

## **10 things Parents should know about the IPC**

1. The International Primary Curriculum is a curriculum that is being used in over 1200 schools in 65 countries around the world. It was launched in 2000 having taken three

years to create by a group of leading experts in children's learning from around the world. In the Netherlands, 65 schools are working with the IPC. These are International schools but also regular Dutch schools.

2. The goal of the IPC is for children to focus on a combination of academic, personal and international learning. We want children to enjoy their learning; develop enquiring minds, develop the personal qualities they need to be good citizens of the world, and develop a sense of their own nationality and culture, at the same time developing a profound respect for the nationalities and cultures of others. Most of all, we want children to develop all the skills they will need in order to confidently face the world of tomorrow.
3. Children learn through a series of IPC units of work. Each unit of work has a theme that today's children find interesting and relevant. Examples of these themes include Treasure, Rainforest, Mission to Mars and Beyond and Fit for Life. Each unit of work lasts on average between four and eight weeks and children learn many of their subjects through this one common theme so that their learning has meaning to them.
4. Linking subjects means that children can make lots of connections with their learning. We now know that the more connections that the brain can make, the better a child can learn.
5. The development of skills is a very big part of the IPC and learning activities have been designed so that children can develop these skills. This development of skills even applies to the personal learning goals which emphasise adaptability, resilience, thoughtfulness, cooperation and respect and which, as a result of progressive skill development, help children to become able and inspired learners.
6. The IPC is not just topic learning. Although the learning is based around a theme, the learning that the children do within that theme has very distinct outcomes to ensure that children are learning exactly what they need to learn.
7. The IPC focuses children's learning on a combination of knowledge, skills and understanding. No one can properly predict the nature of work and life opportunities that will be available for today's primary age children by the time they are adults. Many of the jobs they will have don't yet exist; especially in the fields of ICT, technology and science. So the IPC focuses on a skills-based approach, developing adaptable and resilient globally-minded learners, prepared for the fast-changing world that they'll be living and working in.
8. The IPC has been designed for children of all abilities and all learning styles, and encourages learning in groups as well as individual learning.
9. In order that parents know what their child is learning, they are sent a letter at the beginning of each IPC unit which outlines what learning will be covered and how parents can help continue that learning at home if they choose.
10. The continued development of the IPC today ensures that children are learning a current and highly relevant curriculum based on the very latest research into the brain and children's learning.

(Source: International Primary Curriculum)

### **What is the IB Middle Years Programme?**

The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

### *The curriculum*

The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme.

### *Assessment*

Assessment is criterion-related, so students around the world are measured against pre-specified criteria for each subject group. Teachers may modify these criteria to be age-appropriate in the earlier years of the programme. Teachers set assessment tasks that are assessed internally in the school. External checks (either moderation or monitoring of assessment by IB examiners) are carried out on this internal assessment to ensure worldwide consistency of standards. For schools that require official IB certification for their students, moderation is carried out every year.

(Source: website International Baccalaureate Organization)

## **The International General Certificate of Secondary Education (IGCSE)**

The IGCSE is a two-year examination course followed by students in Grades 9 and 10. It provides a curriculum and methods of assessment appropriate for a wide ability range.

Subjects may be taken at core or extended level and results are reported on a 7-point grade scale from A to G. Core candidates cannot achieve grades A or B. The IGCSE is administered by the Cambridge University Syndicate with the RISS acting as an approved examination centre.

Students must take a minimum of eight subjects to qualify for the International Certificate of Education (ICE). The ICE provides a foundation for further vocational training or for higher level courses such as the International Baccalaureate (IB) RISS, GCE "A" levels and the North American Advanced Placement Test (APT).

English Language or English as a Second Language (ESL) and Mathematics are mandatory subjects for all students. For students not taking ESL, English Literature becomes compulsory. In addition all students follow the course Global Perspectives.

The table below shows the subjects which will be offered for the next examination season.

At least one subject should be chosen from each of the groups given below. Students may take examinations in their own language in consultation with the school. The current list of first languages offered (i.e. mother tongue languages) is Afrikaans, Arabic, Chinese, Czech, Dutch, French, German, Japanese, Korean, Portuguese, Russian, Spanish, Thai and Turkish. We are able to respond to students with other language needs on an individual basis.

All examination subjects are taught in three weekly lessons with the exception of Mathematics (four lessons) and English as a Second Language (5 lessons).

All students attend 2 lessons of Physical Education and 1 Tutorial lesson where they receive personal and social education, study skills and careers information.

Group	Subjects
First Language	English, Dutch or own language
Foreign Language	Dutch, French, Spanish, English
Humanities and Social Sciences	Economics, Geography, History, Literature, Global Perspectives
Sciences	Biology, Chemistry, Physics
Mathematics	Mathematics
Creative Arts and Technology	Information and Communication Technology, Art and Design

### *Summary of IGCSE grading system*

	A	B	C	D	E	F		G	U	
CORE LEVEL			AVAILABLE GRADES							FAIL
EXTENDED LEVEL	AVAILABLE GRADES							FAIL		

At Wolfert van Borselen/Rotterdam International Secondary School a minimum of 5 D's is required for those who want to follow the IB Diplom Programme.

(Source: Wolfert/RISS)

### **What is the IB Diploma Programme?**

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities.

#### *The curriculum*

IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.

In addition the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

#### *The extended essay*

This is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

*Theory of knowledge*

This is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

*Creativity, action, service*

This requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

(Source: website International Baccalaureate Organization)