

DENISE IB Diploma Handbook 2026-2027

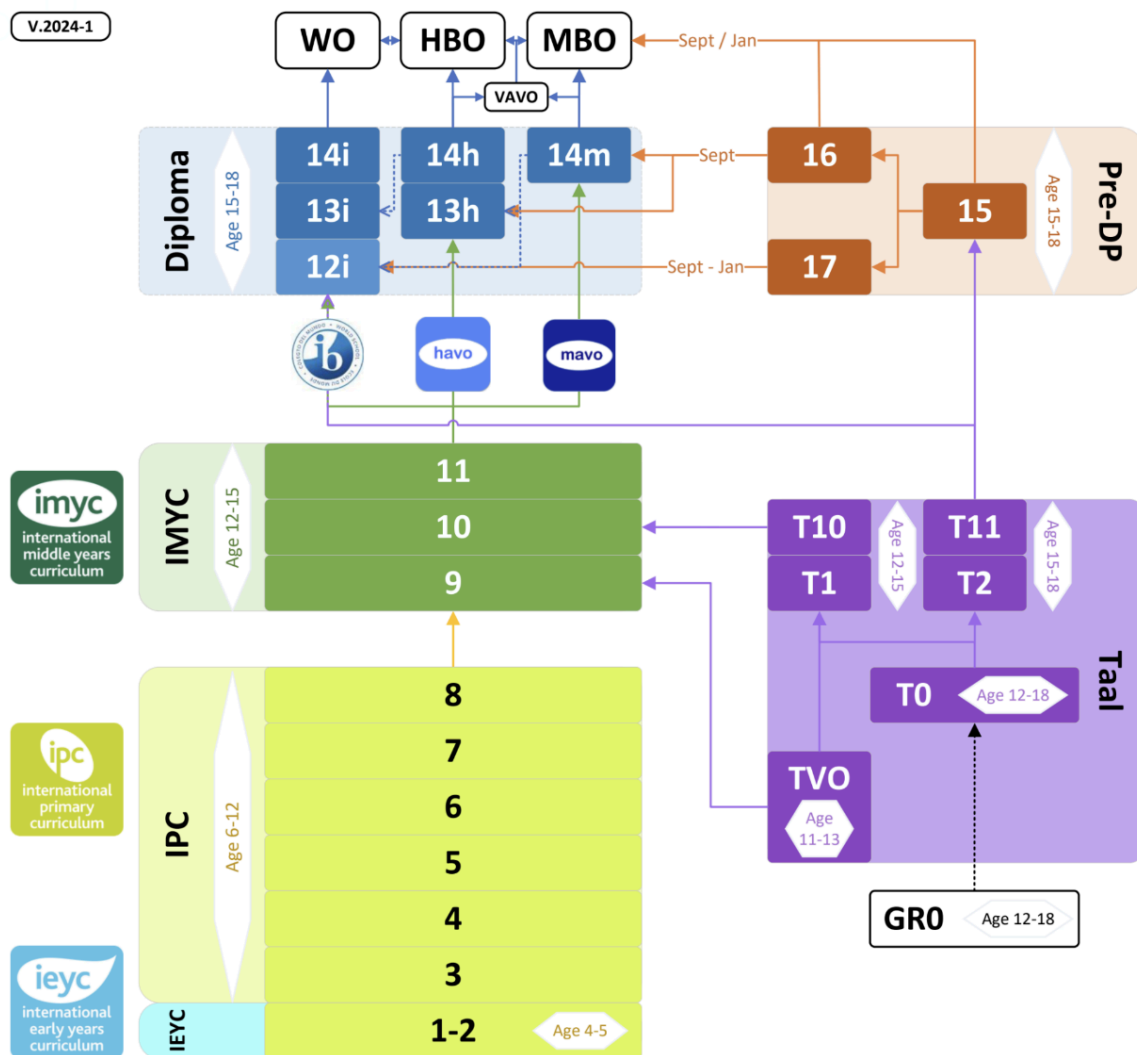
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DENISE Vision

Shape your future by knowing your past

DENISE was founded in 2014, to help children succeed within the Dutch education system, regardless of their land of origin, skin colour, language, gender, culture and faith. DENISE's approach to education is anchored in the core values of **responsibility**, **open-mindedness** and **connectedness** through a dynamic community of learning where members are encouraged to make a meaningful contribution to society.



DENISE has offered the International Baccalaureate Diploma Programme (IBDP) since 2018. At DENISE, all students who wish to participate in the DENISE IB Diploma Programme must demonstrate sufficient Dutch language, English language and academic application of learning during 12i. For more information, refer to the latest version of the DENISE Admissions and Assessment policies as published via the [DENISE website](#).

The IB Diploma Programme

The IB organisation (IBO) has a reputation for professional quality and rigorous assessment. The diploma programme was created in 1968, as a comprehensive, two-year, pre-university course of study designed for motivated secondary school pupils aged 16 to 19.

The IBDP was designed to establish common curriculum and university entry qualifications for pupils moving from one country to another, with a vision that pupils share an academic experience that emphasises critical thinking, intercultural understanding and exposure to different points of view.

The IB Diploma meets the requirements of the Dutch education system and offers access to universities all over the world, including research universities (WO) and universities of applied sciences (HBO). [Nuffic](#) compares the IB Diploma as equivalent to a VWO diploma.



The IB DP offers a well-rounded education to:

- Develop skills that will serve pupils well in any career.
- Promote international understanding, intercultural awareness and a community ethic.
- Challenge in a way that usually does not occur until university, but in a supported school environment.
- Explore areas that might evolve into a career focus, for example via choice of EE.
- Reinforce the critical thinking skills that are a significant component of the IB classes, for example via the Theory of Knowledge module.

Further information on the IBDP can be found at www.ibo.org

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage pupils across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The 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:

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

The DENISE IB Diploma Programme Curriculum

Students choose three academic subjects at higher level (HL) and three subjects at standard level (SL). HL and SL courses differ in scope but are measured according to the same criteria, with pupils expected to demonstrate a greater body of knowledge, understanding and skills at HL. Diploma candidates select one subject from each of six groups.

Group 1 - English A Language and Literature

All DENISE, all pupils study [English Language and Literature](#). Students develop critical thinking and communication skills through reading, writing and oral expression of their ideas. Respect for the literary heritage of the language is complemented by international perspectives and the exploration of global issues.

Group 2 – Dutch A Language and Literature or Dutch B Language Acquisition

All DENISE, all pupils study Dutch. Students who completed primary education or lower secondary education in the Netherlands (including completing GR11 at DENISE) will be placed in [Dutch A: Language and Literature \(SL only\)](#) and will achieve a bilingual diploma.

The [Dutch B](#) programme is reserved for students for whom Dutch is an additional language, using the language in a range of contexts with a focus on written and spoken communication.

Group 3 – Individuals and Societies

Each subject is designed to foster the capacity to identify, analyse, evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies. In this group, DENISE offers [History](#), [Geography](#) and [Environmental Systems and Societies SL](#).

Group 4 – Experimental Sciences

Practical laboratory skills are developed and collaborative learning is encouraged through an interdisciplinary group project. DENISE offers [Biology](#), [Chemistry](#), [Physics](#) and [Environmental Systems and Societies SL](#).

Group 5 – Mathematics

All candidates for a diploma are required to have an understanding of mathematics as a discipline and gain confidence in the use of mathematical language. [Mathematics Analysis and Approaches \(AA\)](#) is a more classical approach to theoretical and pure mathematics, suited for Bachelors of Science studies such as engineering and computer science. [Mathematics Applications and Interpretations \(AI\)](#) focuses more on practical applications such as statistics and distribution.

Group 6 – The Arts

Develop skills in practical production by exploring theoretical ideas and a range of creative work in a global context. DENISE offers [Visual Arts](#), which is fully assessed through course work. Students may take a second subject from Group 3 or 4 instead of Visual Arts.

The IB Diploma Curriculum Core Subjects

The IB Diploma programme has the strengths of a broad curriculum with three additional forms of experiential learning that link to one another as well as supporting the main academic subjects: [CAS](#), [EE](#) and [TOK](#).

Creativity, Activity, Service (CAS)

The CAS programme encourages pupils to share their special talents with others. Students may, for example, participate in theatre or musical productions, sports and service learning activities. Students develop greater awareness of themselves, concern for others and the ability to work cooperatively with other people.

Successful completion of CAS is a requirement for the award of the IB Diploma.

- The school and pupils must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme.
- The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.
- All CAS pupils are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS.
- Completion of CAS is based on pupil achievement of the seven CAS learning outcomes.

Creativity, Action and Service Guide (IBO, 2015)

Theory of Knowledge (TOK)

TOK is a mandatory subject and requires 100 hours of class time. It is an interdisciplinary course that engages pupils to reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. TOK is intended to be challenging, thought-provoking and empowering, as well as encouraging pupils to appreciate other cultural perspectives. Exploration of contestable questions about knowledge itself are a key tool for both teachers and pupils. For example: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?” or “What constraints should there be on the pursuit of knowledge?”. These questions become more accessible when considered through specific examples within the TOK course.

Theory of Knowledge Guide (IBO, 2020)

Extended Essay (EE)

The EE offers diploma candidates an experience of independent research and development of writing skills similar to that expected at university. Key features of the EE:

- The EE is compulsory for all pupils taking the Diploma Programme.
- A pupil must achieve a D grade or higher to be awarded the Diploma.
- The EE is externally assessed and, in combination with the grade for TOK, contributes up to three points to the total score for the IB Diploma.
- The process helps prepare pupils for success at university and in other pathways beyond the IB Diploma Program.
- It is a piece of independent research on a topic chosen by the pupil in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the pupil.
- Students are supported by a supervision process recommended to be 3–5 hours which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the viva voce which is a concluding interview with the supervising teacher.

Extended Essay Guide (IBO, 2025)

Subject availability at DENISE

Standard or higher level subject availability is determined each year by pupil subject choice and cohort size. DENISE currently offers the following subjects in each group:

Language A	Language B Acquisition	Individuals & Societies	Sciences	Mathematics	The Arts
English Language & Literature (SL or HL)	Dutch B (SL or HL)	History (SL or HL)	Biology (SL or HL)	Analysis and Approaches (AA) (SL or HL)	Visual Arts (SL or HL)
	Dutch Language & Literature (SL only)	Geography (SL or HL)	Chemistry (SL or HL)	Applications and Interpretations (AI) (SL only)	
		Environmental Systems & Societies (SL only)	Physics (SL or HL)		
			Environmental Systems & Societies (SL only)		

Further Education

In choosing IB Diploma subjects it is important that students do research in advance. Some universities have course-specific, International Baccalaureate subject requirements. Please check with each educational institution for the latest information.

Information about Bachelor degree programmes in The Netherlands and a sample of universities with specific admission requirements for IB Diploma candidates:

- <https://info.studielink.nl/en/institutions-of-higher-education>
- <https://studiegids.nl>
- www.studiekeuze123.nl/open-dagen
- [University of Amsterdam](https://www.uva.nl/en) (search for 'International Baccalaureate')
- [TU Delft](https://www.tu-delft.nl)
- [Erasmus University Rotterdam, School of Economics](https://www.eur.nl/en)
- [University of Maastricht](https://www.ru.nl/en)

University admission outside the Netherlands

After researching the content and assessments used in the Bachelor programme of interest, check admissions criteria for students with an IB diploma and costs of the programme.

- [University admissions per country](https://www.ibdiploma.com/universities)
- UK: [UCAS](https://www.ucas.com)
- Ireland: [CAO](https://www.cao.ie)

Learning and Assessment

DENISE IB Teachers

English A Amy Poon Berdien Rebel Jack Shannon Jodi Peita Tim Smith TOK Amy Poon Jack Shannon Jodi Peita Tim Smith	Dutch B Annelie Rozeboom Emma Snel Dutch A Isabella Vink	History: Anna Huijgen Geography: Didi van Dijk Trine Lindström ESS: Maarten van Gemert	Biology: Amber Schouten Stephanie Kane Chemistry: Anna Bykova Remco Middelveld Physics: Jesse Mesman Welmoet Damsma	Mathematics: Carmen Popescu Isil Saka Verity Callaghan	Visual Arts: Lydia Burgess
PE (12i): Matthijs van Schie					

Team Leader: Jeffrey Post
IB Coordinators: Amy Poon, Stephanie Kane
CAS Coordinator: Trine Lindström
EE Coordinator: Berdien Rebel

Mentor 12ia: Amber Schouten

Mentor 13ia: Berdien Rebel
Mentor 13ib: Trine Lindström
Mentor 13ic: Jack Shannon

Mentor 14ia: Anna Huijgen
Mentor 14ib: Tim Smith
Mentor 14ic: Remco Middelveld

DENISE Timetable

Allowing for school holidays and internal meetings, there are approximately 37 lesson weeks in the DENISE school year for 13i (DP1) and 25 lesson weeks for 14i (DP2). Class time required for HL subjects is 240 hours, SL subjects require 150 hours and TOK requires 100 hours over the two years of the IB Diploma Programme.

DENISE follows a timetable with eight periods of 50 minutes and two mentor lessons of 30 minutes per week. This translates to approximately 5 lesson hours per week for HL subjects, 3 lesson hours per week for SL subjects and 2 lesson hours per week for TOK, during 13i and 14i.

Approaches to Learning (ATLs)

During the two-year IB Diploma programme, pupils work on subject-specific knowledge and develop approaches to learning in five categories:

Thinking skills

- Curiosity
- Reasoning
- Creativity
- Problem posing
- Reflection

Communication

- Formulating arguments
- Understanding messages
- Explaining concepts

Social skills

- Collaboration
- Effective communication
- Maintaining positive relationships

Self-management

- Organisation skills (time-management, goal-setting)
- Affective skills (self-motivation, resilience, mindfulness)

Research skills

- Academic integrity
- Information literacy
- Media literacy

Academic Integrity

DENISE uses APA guidelines for presenting academic work. Please refer to the [DENISE Academic Integrity policy](#). More detailed guidance on academic integrity and the use of AI in creating and submission of work can be found in this [presentation](#) (October 2024) and the IB policy on the conduct of examinations and academic misconduct, see Appendix 2.

DENISE Assessment

In 12, 13i and 14i report grades are teachers' qualitative assessment based on a cumulative, best-fit, overall grade.

Subject Grade Descriptors

7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates limited understanding of the required knowledge and skills and is only able to apply them fully for normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully for normal situations, even with support.
1	Minimal achievement in terms of the objectives.
N/A	Not assessed.

Collaboration

Excellent	You consistently demonstrate effective collaboration skills. You can be relied upon to work as a team member in a group or to lead the group and guide classmates in completing a task. You communicate effectively and respectfully with your classmates and teachers.
On-track	You often demonstrate effective collaboration skills with your classmates. You can often be relied upon to work as a team member in a group. You often communicate effectively and respectfully with your classmates and teachers.
Attention needed	You have difficulty collaborating effectively with classmates. You can rarely be relied upon to complete your part of a task. You may have difficulty communicating effectively or respectfully in a team or with teachers.

Academic Integrity*

Excellent	You are academically honest in the creation of your work. You consistently reference and cite your sources according to the requirements of the course.
On-track	You are academically honest in the creation of your work. You often reference and cite your sources according to the requirements of the course, though you could be more consistent in this.
Attention needed	You are inconsistent in your use of referencing sources or in creating original work, resulting in plagiarism or other sorts of academic malpractice.

Self-management

Excellent	You consistently manage yourself during lessons, demonstrating organisational and planning skills. You take advantage of opportunities to reflect and apply feedback to improve. You organise your school work and notes to ensure you meet deadlines for homework and other assessments. Your work consistently demonstrates effort and attention to task expectations. You consistently demonstrate creative thinking by generating ideas and questions on your own. You consider different approaches and strategies when trying to solve problems. When approaching new situations, you apply what you have learned in the past.
On-track	You often manage yourself during lessons, often demonstrating organisational and planning skills. You often take advantage of opportunities to reflect and apply feedback to improve. You try to organise your school work and notes in order to meet deadlines for homework and other assessments. Your work often demonstrates effort and attention to task expectations. You often demonstrate creative thinking by generating ideas and questions on your own. You often consider different approaches and strategies when trying to solve problems. When approaching new situations, you try to apply what you have learned in the past.
Attention needed	You have some difficulty managing yourself during lessons and/or you rarely come to the lesson prepared. You rarely take advantage of opportunities to reflect and apply feedback to improve. More attention should be paid to organisation and planning to help you meet deadlines for homework and other assessments. Your work often does not reflect the level of effort expected or it does not meet task expectations. You rarely demonstrate creative thinking and often need help generating ideas and solutions to problems. You are rarely able to transfer what you learned in the past to new situations.

(DENISE Assessment Policy, 2024)

IB Diploma Assessments

The DENISE IB diploma assessment schedule is balanced to conform to a complex range of mandatory IB requirements and internal considerations. Every school has its own schedule, so DENISE pupils must follow the IB assessment schedule and deadlines specified by DENISE.

IB DP assessments are based on IB curriculum guides, rubrics and [IB Diploma grade descriptors per subject group](#). Grading is criterion based, which means pupils are assessed against a set of standards and not in relation to one another.

Each subject has an Internal Assessment (IA) component. The IAs are graded by the subject teacher and moderated by IB DP examiners. IAs normally count for 20-30% of a final subject grade. Example IAs: oral work in languages; fieldwork in geography; laboratory work in the sciences; investigations in mathematics; artistic performance.

DENISE Mock Exams

In order to give pupils prior experience of IB examination conditions, 14i candidates sit mock exams after the spring holiday in February/March and 13i mock examinations take place in period 5 in May/June.

IB Examinations - May

DENISE is an examination centre for DENISE pupils during the May examination session. The IB examination schedule runs for three to four weeks from the last week of April. Due to a pupil's combination of subjects and the timetable of exams, it is possible that pupils may have a maximum of 6 hours of exams on any one day.

During examinations, pupils are expected to adhere to the code of conduct as specified by the IB (see [Appendix 2](#)).

Supervision of IB Examinations

Even if all students in a school have completed the examination, there may be other students in other countries who have not yet started the examination. Therefore, the requirement to keep students supervised is to ensure they do not have access to mobile/cell phones, internet, social media or digital messaging services until the planned end of the examination. If the school does not have a suitable room to supervise students who have completed an examination early, the students concerned must remain in the examination room (where they can remain under supervision).

Minimum supervision period: *Regardless of the length of the examination, students must be supervised for a minimum of two hours. For example, if a student has a single examination scheduled for one hour within an AM or PM session, they must still be supervised for a minimum of two hours from the start of the examination. This supervision can either continue in the examination venue, or another dedicated supervision space in the school where paper-based study notes are permitted.*

Supervision period guidelines:

- *Examinations under two hours: If the total examination duration (AM or PM session) is less than two hours, candidates must remain supervised until two hours have passed.*

- *Rest breaks between examinations: Candidates must be supervised during any rest break scheduled between examinations.*

General requirements: Students must remain under supervision in a designated room/area with no access to mobile/cell phones, internet or any digital device that would enable communication with external IB students or any other person. The students are permitted to talk to other students in the school who have completed the examination provided this is not disruptive to any other examinations that might be ongoing. Students may also consult paper-based study notes.

Please note, the IB academic misconduct policy will apply if a student is found in possession of an unauthorized electronic device during a supervised break (see Appendix 2).

IBO Conduct of Examinations, p.15 (December 2024)

IB Access and Inclusion

Requests for access arrangements for IB assessments must be submitted via the 12i and 13i mentor. All requests for access arrangements must be submitted by 10 November for 14i candidates (May session) and must be supported with BOTH of the following:

1. Psychological / psycho-educational or medical documentation
- AND
2. Educational evidence (for example plan of action, subject agreements from Magister)

All documents must be dated within 3 years of the intended examination session. The same document must not be uploaded for both mandatory requirements. Where applicable, all documents must be translated into English, French or Spanish.

The IB may review the supporting documentation and reserves the right to seek further clarification and/or amend the approved inclusive access arrangements where applicable.

For further information, please refer to the IB [Access and Inclusion Policy](#) (IBO, 2022)

Adverse Circumstances

Adverse circumstances include family bereavement, civil unrest or a natural disaster that could affect a student either during the preparation of work for assessment or during examinations. Medical conditions that occur within the three-month period before the examinations are also considered adverse circumstances. Please refer to the IB [Adverse circumstances policy](#) for further details.

Appeal and Complaints Procedures

For issues with incomplete work or missed deadlines, consult your mentor and/or subject teacher. Appeals or complaints should be registered via the [Esprit Schools complaints procedure](#).

Awarding of the IB Diploma

Adapted from *Diploma Programme Assessment Procedures* (IBO, 2024)

DP candidates may score a **maximum of 45 points**: 7 points from each of the six subjects plus an additional 3 points for the combined results of their TOK and EE scores.

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Table 1: Calculation of Points for Core Subjects TOK / EE

A candidate will be awarded the IB Diploma if they achieve a **minimum total of 24 points** **AND** fulfill the following **additional requirements**:

1. All CAS registration and reflection requirements completed.
2. A grade is awarded for TOK, EE and each academic subject.
3. A grade D or higher is awarded for TOK and EE.
4. A grade 2 or higher is achieved per academic subject
5. No more than two Grade 2s overall for the academic subjects (HL or SL).
6. No more than three Grade 3s overall for the academic subjects (HL or SL).
7. A total of 12 points or higher for HL subjects.
8. A total of 9 points or higher for SL subjects.

Eligibility for a Grade (C3.6)

A candidate is normally eligible for a grade only if work has been submitted for all components of the assessment in the subject. If a candidate fails to attend an examination, or to submit work for any other component in a subject, no grade is normally awarded. An “N” will be issued for the subject and level.

Unacceptable reasons for work being incomplete include circumstances that would be considered as being reasonably within the control of the candidate. This includes:

- misreading or misunderstanding the examination timetable
- oversleeping and, therefore, being late for an examination
- holidays/vacations
- family moving house
- social and sporting commitments
- attendance at interviews
- taking part or attendance in events such as competitions, concerts and graduation ceremonies
- the candidate not providing work by the internal DENISE deadline(s)
- the candidate not completing work owing to a lack of diligence or personal organisation
- the school identifying academic misconduct (for example, work is plagiarised) and not submitting the candidate's work.

IB Release of Results (C8)

Students can access their IB results at www.candidates.ibo.org using the personal code and pin provided by the IB coordinator. Along with the results for each subject, it is possible one of the following codes may appear in place of a score.

"P" means *pending*. This means that the IB Assessment Centre does not have sufficient information to issue a grade at the time of release of the results. This can happen for a variety of reasons and the grade will be issued at the earliest possible date.

"N" means that *no grade* has been awarded for one or more reasons: withdrawal from the examination session, failure to complete one or more components of assessment or a breach of regulations (such as plagiarism).

IB Diploma Not Awarded

Students who attempt the full Diploma Programme, but have not met all necessary requirements, receive DP course results (DPCR). The DPCR confirms that the pupil has been examined and assessed according to DP standards and principles.

A DPCR can depend on 1 point (e.g. 23 instead of 24), or a pupil not meeting one of the minimum conditions for being awarded the diploma (e.g. a failing grade on the EE or non-completion of the CAS component). It is therefore possible that a pupil with a total score far exceeding 24 points may not be awarded the IB diploma.

Results will be discussed with the IB coordinator. For queries regarding other educational pathways such as MBO4 and 21+ routes, the Career Counsellor can provide additional support.

Enquiry Upon Results

If a pupil is 1 or 2 points away from the next grade boundary, they may submit a request for a re-mark of the paper/s. This is called an EUR (Enquiry Upon Results) category 1 re-mark. Before requesting an EUR, pupils must consider that marks can go up as well as down and the new grade will be awarded, even if it is lower. There is an additional fee charge by IB for an EUR which costs approximately €85 per subject. If the re-mark results in a higher grade, the costs will not be charged.

Retake Arrangements at DENISE

DENISE does not automatically have the facility to participate in November session examinations and is not obligated to accept retake candidates. Dutch A and Dutch B are only available in May sessions.

Results from a November session are published in December. Whatever happens in a subsequent session, the highest mark is carried forward and counts towards the IB Diploma.

DENISE criteria for November/May retakes:

- The purpose of November/May retakes at DENISE is to support students to achieve a valid school diploma and the candidate is legally required to attend school.
- Proposed retakes must be agreed and approved by the DENISE IB coordinator.
- Course component marks will be carried over whenever possible.
- Retaking an IA, EE, TOK, English HL Essay or Visual Arts component is only permitted if agreed deadlines can be supported by a DENISE subject teacher and conform to IB regulations.
- Candidates will only be considered for November retakes when the student has a minimum 80% attendance record and ATLs overall were on track (OT) in the last report card.
- If for any reason retake in November is not feasible, the candidate may redo 14i and retake assessments in May the following year. In this case the pupil rejoins 14i and must attend class according to timetable for all retake subjects.
- For retakes, additional costs may be incurred.

IB Diploma Transcript for University Applications

The IB provides a request for results service whereby IB diploma results will be issued directly to the institution in electronic or paper format (a transcript) in July (May Session) or December (November Session). Institutes that receive results electronically will have access for 10 years from the date the request was submitted. Access will be removed after 10 years.

14i will be asked to complete a university applications form and each candidate may submit up to 6 institutions worldwide. For any additional requests, alumni should send a message via the public ibo.org website, requesting "Issue of results to universities".

An administration fee will be charged by IBO for additional requests. Candidates can submit additional requests themselves using the transcripts request form available on the [IB website](https://ibo.org).

DENISE Communication

Refer to the DENISE website www.denise.espritscholen.nl for the most up to date reference and policy documents such as the School Guide, Admissions Policy, Assessment Policy, Language Policy, Academic Integrity Policy.

<i>DENISE email</i>	Ends in @denise.espritscholen.nl Use DENISE email for school purposes. Pupils should check email regularly.
<i>DENISE website</i>	For timetable and updates.
<i>Magister</i>	For timetable, registration of attendance, sickness, personal notes.
<i>Managebac</i>	In 12i, 13i and 14i units, homework, management of CAS, TOK and EE, assessment deadlines and report cards are posted in Managebac.
<i>Programme of Testing and Assessment (PTA)</i>	A calendar of assessment deadlines and important dates is published by 1 October for 13i so pupils can manage their time during the two-year IB diploma programme in advance.

Appendix 1 - Glossary

Academic Misconduct	Any pupil action, intentional or unintentional, which leads to a pupil taking credit for another person's work, or gaining any unfair advantage. This includes (but is not limited to) using AI, plagiarism, collusion, duplication of work, cheating in exams and falsifying a CAS record.
APA	Published by the American Psychological Association (7th edition). APA is an academic format for acknowledging references and citations, and is the system used at DENISE.
CAS	Creativity, Activity and Service. It is one of three core subjects which all candidates must complete over a period of 18 months.
DP	Diploma Programme
EE	Extended Essay. A 4,000 word essay on a topic of the pupil's choice. It is a core subject which must be graded with a D or higher to achieve IB Diploma.
EUR	Enquiry upon results is an appeal to IB for a paper to be re-marked, at extra charge.
HL	Higher level subject (requires 240 teaching hours)
IA	Internal Assessment. Each subject includes an IA assignment marked by subject teachers. A sample of this work is submitted to the IB for moderation.
IB	International Baccalaureate
SL	Standard level subject (requires 150 teaching hours)
TOK	Theory of Knowledge course. Core DP subject which must be passed with a D or higher to obtain IB Diploma.

Appendix 2 - IB Conduct of Examinations

(updated December 2024)

Conduct of the examinations

Notice to candidates

The following instructions must be observed for all IB examinations.

Failure to comply may result in no grade being awarded for the subject being examined.

If you do not understand these instructions, please contact your coordinator.



Arrive on time for your examination. You are not permitted to leave the examination within the first 60 minutes, or the last 15 minutes.



Do not communicate with other candidates in the examination room.



Do not bring any unauthorized materials to your desk.



Follow all invigilator instructions. Raise your hand if you require the invigilator's attention.



Do not take any examination material out of the examination room.



Ensure that you report any incidents of possible misconduct to your coordinator.



Do not discuss the content of the examination outside of your immediate cohort in the next 24 hours.

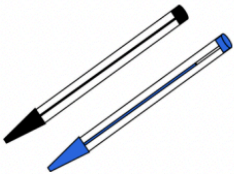
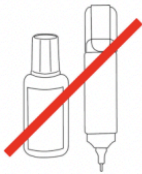
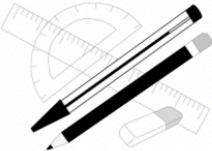
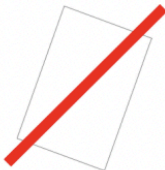
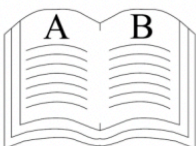
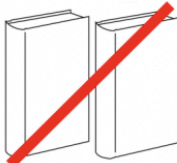
Conduct of the examinations

Notice to candidates

- You must arrive in good time for the start of an examination and may not be allowed to sit the examination if you arrive late.
- Your coordinator/invigilator will decide where you will sit during an examination. You must remain seated until permission is given to leave the examination room.
- You may only take to your desk/table the following items:
 - General stationery, for example, black/blue pen, pencil, eraser, geometry instruments, ruler. Correcting fluid and gel pens are not permitted.
 - Materials specified by the IB as required for a particular examination, for example, an electronic calculator, a clean copy of a case study and/or data booklet.
 - A bilingual translation dictionary for non-modern language examinations, that does not contain notes of any kind.
- Your coordinator/invigilator has the right to inspect and confiscate any item you bring into the examination room. This includes electronic calculators, which should be set to test mode (when applicable).
- Follow all the instructions from your coordinator/invigilator.
- Your coordinator/invigilator has the right to remove you from the examination room if your behaviour interferes with the examination.
- In cases of emergency, and with the permission of your coordinator/invigilator, you may be allowed to temporarily leave the examination room. You will remain supervised at all times.
- If you decide to leave the examination room before the scheduled finishing time, you will not be allowed to return.

- You must not attempt to obtain information about the content of an examination in advance.
- If you find that you have accidentally taken unauthorized material into an examination (for example, a mobile phone/cellphone), you must give it to your coordinator/invigilator immediately.
- You must not include inappropriate, offensive or obscene content in your responses.
- All work submitted for assessment must be entirely your own. Collusion, plagiarism and the impersonation of another candidate are not permitted.

Failure to comply with any of these regulations will be considered academic misconduct and may result in no grade being awarded.

Items permitted		Items not permitted	
	A pen with dark blue or black ink		Correction fluid/pens
	General stationery (ruler, eraser, protractor)		Rough/scratch paper
	A soft pencil that produces dark lines		A bilingual translation dictionary for studies in language and literature, and language acquisition examinations (please note the exception for classical languages)
	A bilingual translation dictionary for all subject groups (except studies in language and literature, language acquisition) including classical languages examinations		Notes, books, guides or reference material of any kind

12.0 Academic misconduct

12.1 An act of misconduct by a candidate in relation to the examinations must be reported to the Assessment Division, IB Global Centre, Cardiff using the email link "Academic honesty issues" under "Contact us" on IBIS without delay.

The following actions are examples of misconduct relating to the written examinations:

- stealing examination papers
- failing to obey the instructions of the coordinator/invigilator
- communicating with another candidate
- helping or receiving help from another candidate
- impersonating another candidate
- possession of unauthorized material
- consulting material outside the examination room during a period of absence
- behaving in a way that may disrupt the examination or distract other candidates
- submitting work for assessment that is not authentic
- removing or attempting to remove from the examination room examination material, such as answer booklets or examination papers
- leaving the examination room without permission
- continuing to answer an examination paper when told to stop by an invigilator or the coordinator
- discussing the content of any examination paper with any person outside their immediate cohort within 24 hours after an examination ending
- attempting to either gain or solicit information about the content of an examination within 24 hours of the examination ending.

Conduct of Examinations 2025 (IBO, 2024)

Appendix 3 - Property & Copyright in Materials Produced by Students

IBO Diploma Programme Assessment procedures 2025, p.27 (November 2024)

6.1 Students produce materials in a variety of forms that are submitted to the IB as part of the assessment requirements. These assessment materials (hereinafter “materials”) include all forms of written work, audio and visual materials, computer programs and data and, in certain cases, may contain images or voices of the students.

6.2 Students retain copyright in all materials submitted for assessment purposes, but by submitting those materials, subject to article 6.4, students and their legal guardians thereby grant the IB a non-exclusive, charge-free, worldwide licence, for the duration of the applicable jurisdiction’s copyright protection, to reproduce submitted materials, to use the image and voice of the student where they appear on audio or video materials and to reproduce any musical performances in any medium for assessment, educational, training, commercial and/or promotional purposes relating to the IB’s activities, or to related activities of which it approves. Such licences become effective from the date of submission to the IB.

6.3 Where the IB uses these materials for purposes other than assessment, it may modify, translate or otherwise change them to meet particular needs and will, in most cases, anonymize them before publication in print or in electronic form. If the purpose of the publication is to focus on work of a particularly high standard, then the student and school may be identified if anonymizing would reduce the quality of the response. In such cases, the IB will inform the school beforehand and the school will inform the student.

6.4 Under exceptional circumstances, a student and/or a student’s legal guardian may withdraw the aspects of the licence relating to use of a student’s work outside an assessment context, as referred to in article 6.2, for a specific piece of work. In such cases, the IB must be notified in accordance with the procedure described in the Diploma Programme Assessment procedures. The student must submit a written notification to the school’s DP coordinator, who has the duty to inform the IB by the due date set forth in the Diploma Programme Assessment procedures. In these cases, the IB will use the material only for assessment purposes, as defined in article 6.5.

6.5 Under the licence granted upon submission for assessment purposes, the IB can electronically scan, store or reproduce submitted materials in any medium in order to allow the materials to be communicated to examiners, moderators and any other persons involved in the assessment process or any subsequent appeals (including third-party vendors and/or services providers). The materials may also be used in the training of examiners. Materials for which a student has withdrawn the aspects of the licence relating to use of student work outside an assessment context will not be placed in any IB publications or used for any commercial or promotional purposes.

6.6 Materials submitted for assessment, or reproductions of them, are either internally assessed by teachers in the schools (whose marks are moderated) or externally assessed by IB examiners. Wherever the materials or reproductions are held during their assessment, for example, by the school or a third party, they are always held on behalf of the IB and in a manner that is compliant with applicable privacy regulations.

6.7 All materials submitted to the IB for assessment, and reproductions of such materials, become the property of the IB. Once the materials have been assessed, the IB is entitled to retain the materials for record-keeping purposes or to eventually destroy them according to its needs and legal obligations.

6.8 Students are entitled to request the return of a copy of their externally assessed work, provided such application is made for a May session by 15 September in the same year and for a November session by 15 March of the following year. In all cases, to be valid, the application must be submitted to the IB by the school’s DP coordinator according to the procedures stated in the Diploma Programme Assessment procedures.