

The International Baccalaureate in Australia and Canada: 1980 - 1993

by

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Abstract

The International Baccalaureate in Australia and Canada: 1980 - 1993

This dissertation is a study of the International Baccalaureate (IB) in the education systems of Canada and Australia. The IB has been described as a world movement. The number of global institutions and social movements are increasing greatly in the 1990s. The thesis looks at the historical development of the IB, recent developments of the IB in Canada and Australia and develops the claim that the IB has become a provider of global cultural capital.

The theoretical paradigm adopted is that of Pierre Bourdieu.

Conclusions of the study are:

- 1 in Australia and Canada the IB is as important for the 'symbolic imposition' it bestows on holders of the IB as it is for the stated intentions of educating the whole person.

- 2 the IB functions as an agent of 'reproduction' rather than as an international laboratory for experiment both in curriculum and examining methods as originally intended by the founders of the IB.

- 3 students participating in the IB increase their potential for advantage in the 'global field'.

Acknowledgments

There are many people who made this work possible.

Perhaps I should start at the beginning. Thank-you Ursula and Nelson. You taught me that anything is possible.

Diana, Sam, Freddy and Claudia for being such supportive and loving family.

Roger Woock, a friend and colleague who supported me every inch of the way.
A supervisor with the wisdom of Solomon and the patience of Job.

Many thanks to the staff and students both in Australia and Canada who completed the questionnaires and provided the data for this study.

Dedication

To the memory of my father,
Frederick Nelson Bagnall.

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Preface.

This thesis is a study of the International Baccalaureate (IB). The IB could be described as a world movement that has developed within the European international school system or as an international curriculum that can also be classified as a social movement. The story of the IB in this thesis is in three parts.

1. The history of the IB and its changing focus. Since its introduction some¹ twenty five years ago the IB has created an essential focal point for the large numbers of students who have by choice or otherwise been a part of this body of students studying abroad. While most educators would agree that such an entrance qualification is needed for this group of internationally mobile students, the role of the IB alongside already existing secondary systems in developed countries is open to debate. The IB has been accepted within the community of international schools but it has not been widely adopted by the national education systems with which these international schools coexist. In the case of France, for example, there are presently only seven schools offering the IB. Hayot wrote of the French position;

From an initial, increasing support for the IB program, the French government under newly elected Socialist leadership, moved to reject the program as élitist and irrelevant to national educational policies..... the shifting political and social national priorities, led by 1984, to a firm rejection of the International Baccalaureate for all French students. (Hayot 1984. p.'s 210-11)

The number of schools offering the IB in most other European countries is

¹The IB was used in an experimental manner between 1968 and 1969. The first official examinations were conducted in 1970. After this experimental period, the IB was open to any school that applied to offer it and met the standards of the IBO.

equally small². The majority of these European IB schools have been established to service the large numbers of international students living within the principal European cities. The original international schools that were largely responsible for its development continue to use the IB. There are a number of countries that offer the IB alongside the local curriculum. The area for future growth of the IB is most likely to come from these schools in developed countries that have a pre-existing curriculum. Both Australia and Canada have shown a willingness to adopt the IB within their national/state systems. The second part of this story looks at the IB in these two countries.

2. Recent developments of the IB in Canada and Australia. The IB has developed as an alternative to the education systems of some developed countries. As mentioned above, European nations have decided against such a use of the IB. In the case of France, it was felt that the adoption of the IB as an alternative to the French 'bac' would devalue the local examination by providing a 'back door' entry to the universities and Grandes Écoles. The view was that the IB was an inferior product to the local 'bac' and its adoption would enable weaker students to gain access to the tertiary institutions. By contrast, Australian and Canadian schools have adopted the IB for perceived

²While acknowledging that the IB has expanded in recent years, Paul O'Shea notes that it has not in England.

But why are there only 20 schools in England and Wales currently offering IB courses and examinations? Why are only four of these maintained schools, and what would be the advantages, if any, of the IB for other state schools? (TES 2.3.90 page 22.)

{There were 24 IB schools in the U.K. in 1992.}

advantages that an internationally recognised diploma holds. The use of the IB as a substantive honors programme in Canada, highlights the revered position in which the IB is held by some Canadian schools.

In this study all schools offering the IB in Australia and Canada were surveyed. Four schools were selected for more detailed study. The students who replied to the questionnaire at these schools are part of a developing global phenomenon. They are making choices about their future in global rather than national contexts. When one student was asked where he hoped to study in the future he replied "anywhere in the English speaking world."

The results of these two surveys are combined. These studies indicate that the students choosing the IB ahead of their local curriculum are doing so for a number of reasons. These include the use of the IB as a potential re-entry qualification for future study abroad, perceived advantage of having greater choice of future tertiary courses with the IB in hand and their desire to gain future advantage in the global arena. The concluding part of the IB story is concerned with the global aspect.

3. The IB as a provider of global cultural capital. It is argued that the parents and students of the IB program are aware of the potential cultural capital that the IB offers them. The selection of the IB program is more than a casual choice made the year before beginning the program. The advantages offered by this international diploma are likened by Bourdieu to trumps in a card game. While Bourdieu developed his theories within specific nations, the argument introduced in this study expands the concept into the global arena. The claim is made that the IB has become an important component of a field that may be classified as the global field.

The culture that Bourdieu is referring to is nation specific. The cultural practices that the educational institution imposes belong to the nation from which the institution derives. The status assigned by the IB is international in its application. The tenure of its cultural capital is global.

Note: The information reviewed in the literature section covers all the materials published in English from 1980 to 1993. In total there have been only 12 major works undertaken on the IB. Of these there are two books written by A.D. C. Peterson and the remaining ten are doctoral theses. There were two reasons for the extensive study of literature. First, to provide a perspective on the working of the IB in both Australia and Canada, and second, to assess the importance of 'cultural capital' bestowed on the IB from these sources. Bourdieu (1977) wrote that the strength of a title was not measured by the power it gave its holders to subvert, but by the 'social capital' with which the holders were endowed. This thesis argues that the IB is more than just a curriculum. It is part of a world social movement that is developing contrapuntally with the newly emerging global culture. It also argues that the IB is more than a qualification, it is a set of assumptions and a statement of the regard that society places on those who hold it.

As there have been few books written on the IB, the number of articles written in educational journals, newspapers and magazines provides a useful source of information for researchers.

Chapter I. The Nature of the Study.

(i) The introduction of the problem.

The International Baccalaureate (IB) is both a **curriculum** and a **social movement** that has been adopted by many international and national schools. The original purpose of the IB was to provide a system of education to students disadvantaged by having to live and study abroad. Its twofold mission was to promote international understanding for the students of participating schools through education and provide a recognised diploma that would be universally accepted for entrance into tertiary institutions, especially universities, throughout the world. It was assumed that existing local education systems were unable to provide a suitable qualification for these students in the last two years of secondary education.

The IB has served the international schools movement³, with their unique needs, and has continued to grow. Practically speaking, these schools had no other education system to follow. An international school in the Peruvian capital, Lima, for example, catering for the predominantly English speaking international community, would have found it extremely difficult to have adopted the local Peruvian high school syllabus. Not only would students have been severely disadvantaged at having to sit examinations from a curriculum that they were unfamiliar with, but they would also have been sitting these examinations in a foreign language.

³These international schools vary considerably in their student composition. Some have 85% American or British enrolment and others have fewer than 10% from any one country. "*Typically 50-60 different nationalities are represented, with no single one in the majority.*" (ECIS Directory, 1992 p. xv.)

For a fuller definition of international schools refer to the definition of terms.

The growth of the IB is no longer confined to schools that have traditionally existed in areas of great concentrations of international students, such as centres of trade and government. The IB is now growing rapidly in developed countries which already have complex education systems.

What began as an experimental curriculum and examination some 25 years ago is now firmly established in more than 400 institutions in 60 countries around the globe. The ever-growing number of member schools, and the impressive levels of achievement attained by their students, make the strongest case for international education as a legitimate and indeed exciting complement to national systems. (Bulletin 1990, No. 26 p.1)

The IB has reached a watershed. There are many international schools throughout the world that have not adopted the program. There are also a number of schools that initially accepted the IB only to reject it after several years. By December 1990 there were a total of 410 schools in 59 countries authorised to participate in the IB. By no means all of these schools were international. The North American schools are predominantly public high schools and do not fit this category of international schools. By excluding these North American schools, (130 schools in the USA and 47 in Canada or 43% of all IB schools), a more indicative total of 233 schools in 57 countries is evident. Do these 233 schools really constitute a world movement and why does the IB appeal to those schools that do not fit readily into the international schools profile?

The IB was not originally open to all students. The sons and daughters of diplomats, trade commissioners and business people working for multi-nationals in foreign countries did not constitute a group of students that would

be expected to be found in any high school in the western world. The school fees, and often government regulations in host countries, were barrier enough to ensure that the school population was predominantly from this privileged group. There were doubtless problems that this group faced that were not found amongst regular high school classes. The schools that these students attended were often poorly equipped as resources were often not readily available in the host country. Staff were often transient as was the student body. All these factors would be disruptive to the students attempting to study for the examinations that they needed to gain access to university. It was this body of students that the IB was initially intended to serve.

Australian and Canadian IB schools have different student bodies to those schools initially taking the IB. The international schools that were the first to adopt the IB were almost entirely made up of international students. The student body in the Australian IB schools was 77% Australian and 23% international. The figures for the Canadian schools were 86% Canadian and 14% international. These figures do not reflect the composition of students taking the IB but the overall school roll ratios of international students to local students.

The major area for future growth of the IB will be in developed countries. It was not the original purpose of the IB to be used by this community of schools. Despite this, during the 1980s and into the 1990s the IB has emerged as an alternative to the existing education systems within developed countries. The founders of the IB were aware of the potential for the IB to act as an experimental system existing within the national systems.

There were many who felt that the mere process of trying to establish a curriculum which was not tied to any one national tradition but which would be acceptable to all universities might provide a peculiarly fruitful

meeting-ground for experts from different countries. The fact that their proposals would actually be tried out in the international schools provided something akin to an international laboratory situation which could not have been provided by any other means. Was there not some reason to hope then that the International Baccalaureate, while remaining close enough to national traditions to satisfy the university admission requirements, would provide a vehicle for experiment both in curriculum and examining methods, and so for improvement in national systems.(Peterson 1972. p. 89)

In developing countries the IB acts as one of the only practicable systems of education for students who would otherwise be missing out on a suitable tertiary entrance course. In developed countries, however, it is competing against an already existing state or national system. Part of this thesis will assess the role of the IB in the education systems of two developed nations. There are many differences and similarities between Australia and Canada. Both nations were colonised at least partly by the British and share a colonial legacy, both have a huge land mass compared to the number of inhabitants, both nations share a diversity of cultures and races within their populations, both have regional, provincial or state education systems rather than being centrally controlled and both have chosen to offer the IB to their students. Schools in Canada and Australia have been involved in the IB since the mid 1970s. The growth in Canada was more substantial in the 1980s with 36 schools offering the IB by 1984 compared to only 2 schools in Australia. By 1992 the number of schools registered with the International Baccalaureate Organisation (IBO) had increased to 47 in Canada and 13 in Australia.

Focus of the study.

In both Australia and Canada the total number of schools offering the IB is growing each year. In Australia the two schools that have been following the IB the longest are Narrabundah College(NC) in the federal capital Canberra and

St Leonards College(SLC) in Melbourne, Victoria. These two schools were selected as case studies. The two schools selected for the study in Canada are Ashbury College(AC) located in Canada's federal capital Ottawa and the Toronto French School(TFS). These two Canadian schools represent two types of school offering the IB in Canada. TFS is bi-lingual (English/French) and AC is English speaking only. AC has been involved in the IB since the mid 1970's and the TFS has been registered with the IB since September 1991.

The theoretical approach adopted in this study is outlined in the following section. The concept of 'global cultural capital' is discussed in detail in Chapter V Section (i). The major argument developed is that the world is becoming less dependant on national boundaries and that global culture is an existing and developing phenomenon. Participants are aware of the need to maintain an advantage over other individuals. The IB is seen as a means of attaining this advantage and participants who choose it ahead of their local examination system gain global cultural capital. For Bourdieu, it is the state that legitimizes this advantage.

The state is in the final analysis the great fount of symbolic power which accomplishes acts of consecration, such as the granting of a degree, an identity card or a certificate - so many acts through which the authorized holders of an authority assert that a person is what she is, publicly establish what she is and what she has to be. It is the state, as the reserve bank of consecration, that vouchsafes these official acts and the agents who effect them and, in a sense, carries them out via the agency of its legitimate representatives.

(Bourdieu P. Wacquant, L. J. D. 1992 p. 112.)

While the state must permit the existence of the IB, its cultural capital is part of

another system, namely global cultural capital. This study argues that the growing global field has created a need for the consecration of its symbolic power through globally institutionalized organisations rather than through the nation state. Students who take the IB benefit from the global cultural capital that they receive. The IB transcends national boundaries and offers an advantage to participants in the competition for places of power in the world order.

(ii) Theoretical and methodological approaches to the study.

The research paradigm adopted in this study is informed by the work of Pierre Bourdieu, Professor of Sociology at the Collège de France in Paris. The study will attempt to show how the IB has functioned as an agent of “reproduction” rather than as an international laboratory for experiment both in curriculum and examining methods which was one of the major stated intentions of the founders of the International Baccalaureate.

Thus we now know that, in America no less than in Europe, credentials contribute to ensuring the reproduction of social inequality by safeguarding the preservation of the structure of the distribution of powers through a constant re-distribution of people and titles characterized, behind the impeccable appearance of equity and meritocracy, by a systematic bias in favour of the possessors of inherited cultural capital. (Bourdieu 1992 p. xi.)

For Bourdieu, capital can exist in two forms. Material capital is the objectified form and is able to be seen. A car or building are examples of material capital. Cultural capital exists in an incorporated form;

one which can be legally guaranteed, represents power over a field (at a given moment) and, more precisely, over the accumulated product of past labour (and in particular over the set of instruments of production) and thereby over the mechanisms which tend to ensure the production of a particular category of goods and thus over a set of revenues and profits. (Bourdieu 1991 p. 230.)

Bourdieu views these different types of capital like trumps in a game of cards. They are powers which define the chances of profit in a given field.

The position of a given agent in the social space can thus be defined by the

position that he occupies in the different fields, that is, in the that are active in each of them. These are, capital (in its different kinds), cultural capital as symbolic capital, commonly called prestige, which is the form assumed by these different are perceived and recognised as legitimate.

distribution of the powers principally, economic and social capital, as well reputation, fame, etc., kinds of capital when they (Bourdieu 1991 p. 230.)

Bourdieu is interested in the way education systems bestow on students formal qualifications that bear a universal and relatively timeless value.

“For their part, the producers of qualifications have an interest in defending the autonomy and value of qualifications. Qualification holders also have an interest in this, which rises to the extent to which their economic and social value depends on qualifications. The power a title gives is not individual but collective, since one cannot contest the legitimate power (the rights) a title gives its bearer without thereby contesting the power of all title holders and the authority of the Education System which guarantees it.”
(Bourdieu 1977 pp 11-12.)

He believes that it would be a mistake to see an antinomy in the fact that a qualification is that much more ‘precious’(costly) when it is rarer, but by the same token has fewer champions.

In reality, the strength of a title is not measured by the power to subvert (and hence the sheer number) of its holders, but by the social capital with which they are endowed, which they compound by virtue of the distinction which objectively constitutes them into a group and can also serve as a basis for intentional gatherings. (old boys associations, clubs, etc.)
(Bourdieu 1977 p. 12.)

For Bourdieu, the alumni of the French *grandes écoles* are a case in point. This small group owes its strength to the magnitude of the social capital held by its members. This social capital consists of the social networks of significant people that individuals gather around themselves and draw from in times of

need. Because of their small numbers and consequently their scarcity, they are able to pool symbolically, and often practically, the capital which they possess individually. In much the same way, the IB Diploma confers cultural capital on its holders. That capital is transferable into social capital which increases as numbers of IB holders attain a critical mass. Bourdieu talks of the 'Entitlement effect'. This refers to the relationship which exists between cultural capital inherited from the family and academic capital.

Academic capital is in fact the guaranteed product of the combined effects of cultural transmission by the family and cultural transmission by the school (the efficiency of which depends on the amount of cultural capital directly inherited from the family). (Bourdieu 1984 p. 23.)

The term 'symbolic imposition' relates to the manner in which an academic qualification guarantees possession of a general 'culture.'

"..... it is written into the tacit definition of the academic qualification formally guaranteeing a specific competence (like an engineering diploma) possession of a 'general culture' whose breadth is prestige of the qualification; and, conversely, that no real of what it guarantees formally and really or, to put to which it guarantees what it guarantees."

that it really guarantees proportionate to the guarantees may be sought it another way, of the extent (Bourdieu 1984 p 25.)

In the same way, the IB has 'symbolic imposition' in excess of the specific competence that would be expected from such a two year course of study in the final years of secondary schooling.

This effect of symbolic imposition is most intense in the case of the diplomas consecrating the cultural élite. The qualifications awarded by the French grandes écoles guarantee, without any other guarantee, a competence extending far beyond what they are supposed to guarantee. This is by virtue of a clause which, though tacit, is firstly binding on the qualification-holders upon really to procure the attributes assigned to themselves, who are called them by their

status.(Bourdieu 1984 p. 25.)

The process of symbolic imposition occurs at all stages of schooling through the manipulation of aspirations and demands.

The education system, by channelling students to prestigious or devalued positions, implies or excludes legitimate practice.

The effect of 'allocation' i.e., assignment to a section, a discipline (philosophy or geography, mathematics or geology, to take the extremes) or an institution (a grande école that is more or less grande, or a faculty), mainly operates through the social image of the position in question and the prospects objectively inscribed in it, among the foremost of which are a certain type of cultural accumulation and a certain image of cultural accomplishment. The official differences produced by academic classifications tend to produce (or reinforce) real differences by inducing in the classified individuals a collectively recognized and supported belief in the differences, thus producing behaviours that are intended to bring real being into line with official being. (Bourdieu 1984 p. 25.)

Among the most important of these real differences are those manifested by teachers' conscious or subconscious expectations and peer-group pressure. This peer-group pressure has its orientation defined by the class values brought into and reinforced by the institution.

This allocation effect and the status assignment it entails doubtless play a major role in the fact that the educational institution succeeds in imposing cultural practices that it does not teach and does not even explicitly demand, but which belongs to the attributes attached by social status to the position it assigns, the qualifications it awards and the social positions to which the latter gives access.(Bourdieu 1984 p. 26.)

The methodology adopted is outlined below.

Methodological approach to the study.

This thesis uses the history of the IB, in particular the recent material in Australia and Canada, to explicate the concept of global culture. A questionnaire (see Appendix 1) administered to all schools in Australia and Canada offering the IB in November 1992, forms the basis of the case study research. There was a 100% return rate from the Australian survey and an 85% return rate on the Canadian schools. (See Appendix 3 and 5.)

Two schools were selected from each country and students participating in the IB program were given an additional questionnaire. All four schools were visited by the researcher who administered the instrument and undertook extensive interviews with teachers and administrators involved in the IB programs. (See Appendix 4 and 6).

By combining the results of the two case studies in Australia and Canada, an argument will be put forward that the students taking part in the IB are in fact placing themselves at an advantage in the developing global field.

(iii) Definition of Terms.

There are many terms used in this study that have a wide variety of meanings. The following set of definitions is not exhaustive. The listing covers the terms that are either unlikely to be known by all readers as they are nation and even state specific or terms that may have a wide range of interpretations. For example, while the concept of an international school may be reasonably straightforward to some, to others it represents a very specialised school that must meet several highly specific criteria.

AAIBS. Association of Australasian International Baccalaureate Schools. The formation of the AAIBS in Adelaide in July of 1990 was intended to aid schools in the Australasian area which were interested in gaining contact with other schools offering or interested in offering the IB. Based on a similar self help group in Canada where the size of the country makes continuous contact with the IBNA difficult, the AAIBS has helped coordinate conferences and workshops for member schools in the Australasian area.

AECs. Australian Education Centres. These are government sponsored centres located throughout Asia. They are used by educational institutions in Australia to provide information to students wishing to study in Australia.

AP. Advanced Placement. One of a series of tests adopted by American Universities to establish suitability of applicants to university positions. An article in Update talked of the role of Advanced Placement as a program for the brightest students.

But what about our brightest? One school district after another began to look at

the options. About a dozen districts have opted for the full programming possibilities offered by the well-established International Baccalaureate Program, something that's been around for a lot of years, but which few secondary school teachers in B.C. had even heard of before 1984. Still others have hooked into the popular Advanced-Placement testing offered by the College Board in the United States. Many districts have gone for both programs as possible tracks for brighter students.(Bailey 1989 p.'s 4-6)

AV-CC Australian Vice-Chancellors' Committee.

Bourdieu terminology.

Cultural Capital. Capital exists in several forms to Bourdieu. Material capital is able to be seen and includes such things as buildings and cars. Cultural capital exists in an incorporated form. Like a trump in a pack of cards it is able to be played to gain advantage in a given field.

Social capital consists of the social networks of significant people that individuals gather around themselves and draw from in times of need.

Field. To Bourdieu there are general laws that govern fields, the field only functions if people are prepared to play the game.

Fields present themselves synchronically as structured spaces of positions(or posts) whose properties depend on their position within these spaces and which can be analysed independently of the characteristics of their occupants(which are partly determined by them).(Bourdieu 1993 p. 73.)

Habitus is a second sense or second nature that has been inculcated in a lifelong process. It is a series of dispositions that generate practices and

perceptions. The habitus is sometimes described as a feel for the game.

CEGEP A pre-university college offering a two year program leading to university entrance. These colleges are unique to Québec.

DEET Department of Employment, Education and Training. (Australia.)

ECIS European Council of International Schools. A school membership organisation that contains regular and provisional member schools in Europe and associate member schools outside Europe. Founded in 1965 it is the largest association of international schools administered by a sixteen-member professional staff based in England.

Global cultural capital. The concept of cultural capital as developed by Bourdieu is nation specific. Global cultural capital is not restricted to any one nation but is transferable across national boundaries.

IBO International Baccalaureate Organisation. The international, non-governmental organisation having legal status as a foundation under the provisions of Swiss law.

Regional Offices of IBO.

IBEU Europe

IBAM Middle East, Africa.

IBNA North America.

IBLA Latin America.

IBAS Asia, Australia, New Zealand.

International School There are many different types of International Schools. Some have over 2,000 students on their roll and some may have less than 20. Some are urban in the heart of cities like Rome, London or New York and some are rural in the Australian countryside or in a Swiss mountain village. Some have 85% British or American enrolment and others have fewer than 10% from any one country. The students in these schools are predominantly the sons and daughters of diplomats and international businessmen. Matthew's (1989 p. 7.) talked about them as:

A network equivalent to a nation of 3-4 million where 90 per cent of the students go on to higher education; a 'nation' which is playing a major role in the development of a world outlook.

The ECIS Directory (1992 p. xvii.) talks about them as being:

similar, in that they are in most instances independent in ownership and management (but this does not apply in all cases and the membership includes state-run schools with international English-medium streams), and occasionally may come under the sponsorship of a particular multi-national company/organisation or one or more of the embassies.

ISA International Schools Association. Founded in 1951 through the Multi-National and Bi-Lateral schools combining with the national schools containing international sections and schools with parallel national sections to form the ISA.

ISES The International Schools Examination Syndicate. Established in 1965 it was to later become the International Baccalaureate Office.

OAC Ontario Academic Credit. Students seeking admission to university

require at least six O.A.C. courses.

OISE The Ontario Institute for Studies in Education.

Ontario Secondary School Diploma (OSSD) Students are normally awarded the OSSD at the end of year 5 by the Ontario Ministry of Education. Students receive a single credit for each successfully completed course in years 1 through 5. A minimum of 30 credits is required to qualify for the OSSD.

VTAC Victorian Tertiary Admissions Centre.(Australia)

The preceding chapter reviews the literature relevant to this study. There is a scarcity of critical material available on the IB. The resulting literature search has revealed some significant details about the IB. The notion that the public perception of a subject is largely created by the press has prompted an exhaustive review of both newspaper and journal articles.

Chapter II. Related Literature.

The International Schools movement has played an important part in the growth of the IB. While there are a number of journal and periodical references listed in the bibliography that contain segments of information on the International Schools movement, the number of books written on the subject is not large. The richest source of material on the IB is contained in Doctoral theses published over the last fifteen years. Many articles have been written for publication in educational journals, newspapers and magazines. A series of reports have been undertaken by various educational bodies. Some radio and television programs have been produced on the subject of the IB. The IBO produces a large number of publications that contain valuable information relating to the IB. This includes an annual Bulletin containing the Director General's Report, the annual report on the examinations and a summary of the general scheme of the curriculum and examinations of the IB. A general guide, schools directory, reports of chief examiners and individual subject guides. The literature will be reviewed under the following five headings:

- (i) The International Schools Movement.**
 - (ii) History.**
 - (iii) Curriculum.**
 - (iv) Current Situation.**
 - (V) Theory-** which includes a review of Bourdieu's work as used in this study and the literature relating to global culture.
- (i) The International Schools Movement.**

Leach (1969) was amongst the first to provide a history of the International

Schools movement. Leach attempts to define the notion of an international school and record the development of the International Schools Examination Syndicate (ISES) that eventuated in the creation of the International Baccalaureate Organisation. Peterson's book, **Schools Across Frontiers (1987)**, is one of the most important reference sources available dealing with the founding of the International Baccalaureate and Atlantic College. The first of a series of United World Colleges to be opened, Atlantic College in Wales became an inspiration to other countries to set up similar schools. There is a chapter dealing with the totally unexpected growth in IB programs in North America.

It is not difficult to see why in such an educational climate some high schools concerned for academic excellence began to think of introducing an IB track. Because of the decentralization of the American system they were free to do so. (Peterson 1987 p. 138)

The final chapters of the book contain a summing up of the IB and the United World Colleges a generation after the initial launching of the two projects.

The European Council of International Schools (ECIS) is one of several organisations catering for the large numbers of international schools both in Europe and indeed throughout the world. It publishes a journal, The International Schools Journal (ISJ), that contains articles from many sources on international education issues. The Autumn 1989 (Issue 18) contained a focus on the ECIS. The article by Paterson on the first 25 years of the ECIS provides an excellent account of a vital component of the international schools movement.

One theme sounds consistently throughout the story: the strong and persistent desire of ECIS to be an organization which represents not just one national group but a membership of many different national experiences, that

encourages and supports quality education in whatever national form it makes itself known. (Paterson 1989 ISJ No. 18 p.7)

The expanded version of the above article by Paterson came out in booklet form under the heading, International Endeavour. Published by the ECIS, it contains much of the detail missing from the shortened version appearing in the ISJ article.

Michael Bruce(1986) reported on an ECIS conference in Switzerland. He found that international schools as businesses were a growth sector. While feeling that the IB was clearly western in its values and was dominated by the major western languages, it had become successful. It was widely accepted as an entrance qualification to universities, polytechnics, and other institutions of higher education in all major industrialized nations outside the communist bloc. Another organisation dealing with international schools, International Schools Services (ISS), publishes items of interest on international education.

In response to the increasing information needs of overseas schools, ISS has launched the Publications program, complete with microelectronic word processors and typesetter, which produces this directory annually. The News Links, a monthly twelve-page newspaper, and the biannual ISS Salary, Benefits, and Overseas Schools. (The ISS Directory of Edition. p. xv.)

department also publishes during the academic year, Compensation Study of Overseas Schools 1984/85

Predominantly a service organisation for the increasing numbers of American teachers becoming involved in international schools, it provides a useful source of data relating to international schools.

The two part essay by Matthews on the uniqueness of international education is

well informed and instructive (see ISJ No. 17 & No. 18). Although he draws his data only from schools listed in the ECIS Directory of 1989, his observations and comments about the different classifications of international schools are pertinent.

Generalizations about international schools will produce little that is worthwhile, because of the variety of the institutions. Little has been published about them despite the phenomenal growth in numbers, but the studies that have appeared have confined themselves either to the historical development of individual schools or to the nature and significance of the International 'flagship' schools as the Bacculaureate. Notwithstanding the importance of such United Nations International School, New York (UNIS), the International School of Geneva (Ecolint) and the United World Colleges (UWC), they are a very small part of the total international education enterprise, and are not very representative. There is little awareness of the activities of perhaps 1,000 other schools, 50,000 teachers and half a million students distributed throughout the world. (Matthews 1989 ISJ No. 17. p. 9.)

Kodaikanal International School situated in the South Indian State of Tamilnadu publishes a Journal called the International Educator. Volume 7 dedicates itself to the topic of Internationalism in international schooling. This quite extraordinary school journal contains articles from staff and students at the school and contributors from all over the world. It is an excellent representation of the spirit in which the International School movement was founded. Aware of its geographical isolation from the rest of the world, the school contributes greatly to the store of literature and understanding of the international schools movement.

Both international education and international commerce seem to share common premises regarding the wholly beneficent nature of voluntary mutual exchange (whether of goods, ideas or cultural practices) arising out of the

participants' economic or cultural resources. But just as the timeless and historical categories of neoclassical economics enable a striking elision of the historical experience of domination and subordination in international trade, projecting it as a universally beneficent enterprise, so does the idealised conception of international education, in insisting on the importance of 'cross-cultural understanding' in creating 'citizens of the world', ignore what cross-cultural encounters usually meant to people at the receiving end of the 'civilising mission'. (Sen, G. in International Educator. Vol.7. p.19 -20.)

(ii) History.

In connection with the UNESCO program of research in comparative education, the IBO of Geneva undertook a study of upper-secondary education and the avenues of access to higher education. W.D. Halls published the results of this in **International Equivalences in access to higher education (1971)**. Eight countries were selected for study -Argentina, Cameroon, Czechoslovakia, France, Philippines, the former Union of Soviet Socialist Republics, United Kingdom and United States of America. They were chosen " ... *either because they are representative of a broad cultural influence or because they present specific problems in the area of equivalences in education.*"(Halls 1971, p. 15.). At the outset the project was to be a comparative study of the aims and content of programs and syllabuses of the upper secondary schools preparing for higher education in the countries designated. The rationale behind this was to establish whether there might be pedagogical comparability, and hence acceptability, among the eight countries involved. With this general aim in mind, Halls examined the possibilities of quantification and proposed a methodology which might be generalized for use in other contexts.

Renaud makes the point that far from being merely an examination, the IB is first and foremost a new type of education; "*..adapted to the situation of the world today, to international mobility and above all to the conditions of lifelong education.*"(Renaud p. 112). He makes mention of the way that the IB developed as a reaction to values about education. The examination aspect has meaning only to the extent that most post secondary education institutions need tests of knowledge and aptitudes to aid in student selection. The breaking down of educational frontiers means that students are having to look at education as a lifelong process. Aptitudes and attitudes should be of more concern to educators than fixed amounts of

knowledge.

The initial objectives were thus related to the educational needs of migrant students, but have since been extended to include the services which might be provided to various countries by an educational laboratory with an international outlook.

(Renaud p. 113)

The project was to be seen not just as an attempt to meet the problems of the international schools, but as an opportunity for research and experiment in examinations and curricula which could have an innovatory influence on national systems. Peterson's first book, **The International Baccalaureate - An experiment in International Education (1972)** outlines the origins and history of the IB with a chapter devoted to the educational philosophy behind its structure. Chapter three deals with assessment, and highlights the innovative approach taken in the early years where there is a movement away from reliance on one form of assessment, usually the final exam. Many of the criteria outlined in this section are still embodied today in the assessment procedures of the IB. The chapter dealing with the IB and other national systems is somewhat dated, as would be expected. It does highlight the interest of the IB in working alongside national systems and acting as an experimental arena for developed nations. The other point relevant is the interest expressed in developing the IB in the former Socialist group of countries. The former Soviet bloc is one of the major growth areas of the IB at the moment. The final chapter deals with the structure of the IB in 1972 and the original rules and regulations. Even though there have been major amendments to these aspects of the IB it is interesting to observe their initial format. Alec Peterson has been described as the;

*energizing force in the establishment and development of the IB program,....Robert Blackburn credits him with much of the uniqueness of the IB; the range and balance of subjects, the combination of higher and lower subjects, the obligation to do a piece of independent research work and the need for community service.*⁴

Gerard Renaud's **Experimental Period of the International Baccalaureate: objectives and results**, concerns itself with the origins of the IB taking a look at the initial objectives and showing how the project developed in collaboration with other institutions. The period between 1970 and 1974 is traced with the development of the program through the broader objectives from the original work plan. He talks generally about the IB pointing out areas of resistance and progressive tendencies within the IB. The final chapter is entitled 'A new educational strategy' and looks at the second Sèvres Conference of April 1974 which made a study of the conditions and results of the IB up until that time. The founders of the IB were trying to assess whether the IB should be adopted as a long-term proposition. It then looks at innovatory aspects of the IB, the IB's expansion and approach to education and the diversification of assessment techniques. In his conclusion Renaud states; "*The International Baccalaureate will certainly not solve all difficulties, but with its opening project it has laid one stone on the edifice of international co-operation.*" (Renaud 1974 p. 50) The book contains much insight into the early days of the IB and is necessary reading for any who wish to learn more of the IB's early development.

⁴**International Schools Journal.** ECIS Spring 1989. Issue no. 7. page 45.

To quote the ECIS Newsletter: 'Others surely played significant roles, but it was his steady vision, his unswerving conviction, his single-minded devotion surviving all other commitments, that blew the first spark of an idea to reform the British Sixth Form curriculum into a worldwide educational movement profoundly affecting the lives of thousands of young people and ultimately, it must be believed, the shape of the planet.'

Wagner's (1978) thesis is concerned with the growth of the IB between 1967 and 1977. Particular emphasis is placed on the growth and application of the IB to the North American setting. As there are few books written on the subject, his thesis is a valuable guide to the early days of the International Baccalaureate movement.

Hayot (1984) asks two questions;

1. Can the IB accommodate national educational requirements, which are themselves an expression of a national cultural norm and represent an instrument of socialization?
2. If in the process of accommodation, conflict arises, can such conflict be resolved and in what way?

In order to answer the questions she considers three different situations involving the IB at three levels: the international, the national and local. At the international level she studies the relationship between Third World Governments and the IB. The issues around which Third world criticism of the IB revolve are those of Eurocentrism, that is, the emphasis on Western European educational values, and elitism, involving exclusion from an academic program of all but the highly gifted child. At the national level she focuses on France and the fate of the IB there, in particular, since the coming to power of a Socialist government in 1981. Here, the issues are those of élitism and socialization of a foreign student population as understood on the one hand by the French government, which controls a highly centralized school system and, on the other hand, by the IB office in Geneva. At the local level she investigates the implementation and perception of the IB in three Paris area schools which serve different communities: one public, one semi-private and one private and

which, therefore, have varying degrees of administrative and financial dependence on the French government.

Macoun and Richardson (1991) talked of the provincial nature of Canadian education. "*Each province and territory has its own peculiar demands and examinations. These many departments are further fragmented by the division into School Districts and Boards.*" (Macoun and Richardson 1991 p. 9.) Out of the total of 46 schools offering the IB in 1991, 37 were public high schools. The first schools to offer the IB, however, were independent schools. The first school to join the program was Lester Pearson College in British Columbia in 1974, offering the Diploma as the only qualification to its students. Ashbury College in the capital, Ottawa, followed offering the IB in parallel with the Ontario High School Diploma. It was not until 1978 that the first public school, Sir Winston Churchill High School in Calgary, introduced the IB.

(iii) Curriculum.

Peterson (1970) finds in **New Examinations and the Comprehensive School** that International Schools are almost always comprehensive schools. The subsidiary level courses are designed with this in mind. Their syllabuses have been structured to serve both as 'minor' subjects for future university aspirants hoping to specialise in a different area, and as terminal courses for those whose formal education is coming to an end.

This is exactly how the United Nations School uses them, designing courses for their 'new Sixth formers' which contain two or three IB subjects, for instance, a language, history, social anthropology or scientific studies, taken in the same classes as the university entrants, and two or three subjects on programs designed by the school taken in separate groups. The latter lead, in an American context, to a High School Diploma, but there is no reason why in England they should not lead to CSE. (Peterson p. 11.)

Peterson (1977), writing on his pending retirement from the Chairmanship of the Comparative Education Editorial Board, felt:

It is a peculiarity of the system of England and Wales that the secondary curriculum is governed, not by prescription from a local or central authority, but by the syllabuses and examining methods of the examinations boards. (Peterson 1977 p. 80.)

The disadvantages of this system are that examiners tend to value most highly those performances which can be most accurately measured. There is a natural tendency for students to regard the purpose of education as the achievement of examination results. Both of these tendencies can distort a curriculum. However the IB, in establishing an international curriculum, has no prescribing body to act

as a model.

Essam(1978) highlights the general educational background of the IB against the specialist nature of university courses. The relative youth of the IB permitted those taking part in developing the program;

.....to take into account the context in the modern world of the student who would be likely to follow IB courses and take its examinations. (Essam p. 18)

The IB has a twofold mandate for Essam; firstly to satisfy the needs of the internationally mobile population and secondly to provide for those who see in it something of educational value, an interesting alternative to what is at present available.

The main area of concern to Crouch (1979) is the content of the Chemistry and Mathematics curriculum of the IB program. Comparisons are made with similar programs from France, the United Kingdom, the Federal Republic of Germany and the United States of America in order to identify relationships from which inferences could be drawn.

An article in Education Today spoke of the IB as a program for gifted students:

The international baccalaureate program for gifted students is expected to be introduced into the Greater Victoria school District- probably at Mount Douglas Secondary School- in September, 1979.....Lowther said that if the program proceeds, 25 gifted students would be selected from the whole district for the first year of studies and 25 in subsequent years for a total enrolment of 50. (Education Today Vol.5(2) 1978)

McLellan and Shelton (1979) wrote of the benefits to any Canadian schools adopting the IB program. They outlined the steps that schools or school districts must take in entering the program.

The first step a school or school district must take in evaluating the possible adopting of the IB Program is to identify a sufficient number of students with the interest, motivation, and abilities to pursue this challenging pre- university curriculum. Second, as the program is designed primarily for the IB Diploma candidate, the school must have the necessary human and material resources to be able to offer the full range of IB subjects within a reasonable time of the program's inception. (McLellan and Shelton 1979 p. 32)

They explain the acceptance of the IB by Canadian universities and offer the opinion that the IB can serve as a 'much needed enrichment program' for an identifiable group of grade 11 and grade 12 students. McLellan (1980) wrote a further article the following year announcing the pending implementation of the IB into Sir Winston Churchill High School. It was the first state or public school in Canada to enter the IB program. "*The future looks bright and we are excited about this challenging pilot project.*" (McLellan 1980 p.5.)

National Public Radio Education Services (1980-1981) produced a program in 1980 that found the IB was a challenge to bright students. The program found that the IB program was being used in place of honours programs by a number of High schools in North America. The 1960s and 1970s saw the role of schools becoming blurred. With their emphasis on 'how you felt' and 'caring and sharing' the academic rigour was being steadily watered down. The IB was a welcome alternative to many American educators who had witnessed the growth of the soft option courses. With its emphasis on individual accountability rather than performing for the teacher, the IB provided a course of study that was both internationally accepted and academically worthwhile. It helped to re-focus the curriculum on academic rather than aesthetic considerations. The program found a problem for students using the IB for university admission in

America. The American university placement system, selects students for courses on April the 15th. The IB examinations are held in May and the results of these examinations are not available to students until June. As a result, these IB examinations are not as important to students as school grades for university placement. The program acknowledged that the cost of the IB made the course élitist in the eyes of many. The fact that many schools were taking on the IB to challenge their brighter students meant that they were prepared to accept this expenditure.

Some students interviewed for the program felt that they were being encouraged to work for the good of the school and not themselves when preparing for the IB examinations. They resented this and made the point that they were working for their own benefit not the prestige of the school. The High School principal at one of the colleges offering the IB, George Wallace, felt that the IB gave recognition to the teacher. At his school he had felt that the Math and Chemistry courses had not been extending his more able students. The IB was by contrast both interesting and a challenge. Furthermore he felt that although teachers were made to work harder in some course preparation, they generally responded well to this demand and were prepared to work at this higher level. Jickling (1981) felt that the IB Biology program was similar to the Biology 10/20/30 program offered at Calgary. There were certain differences such as the presentation and stress placed on the structure and function of plants and animals. At the higher level content was comparable to many North American first-year university courses.

In some instances, the scope and sequence actually go beyond these parameters. Because of certain content differences, however, different departments have different interpretations when considering IB graduates for advanced placement. The IB organization is aware of this problem but, to date, the issue

has not been totally resolved. (Jickling 1981 p. 17.)

By showing the way that the IB was introduced into the Edmonton Public School district, Rowell (1983) attempts to provide an interpretative description illuminating the concept of program implementation.

This study attempts to situate the interpretation of participants' interests in planning by portraying the interactions among participants' interests as a discourse characterized by its language and the strategies of consensus - building, negotiation, pseudo participation, communication control, non-issues, and resistances. (Rowell p. v.)

Rowell suggests that these features of the discourse are indicative of ideological practice in which the activities and interests of the practitioners are aligned with the concealed interests of dominant social groups upholding the educational institution. By observing the manner in which individuals act within the public school district in Edmonton, Alberta, Rowell acknowledges that developers and program planners are members of a much broader cultural and economic context. This dynamic interplay contributes to what she calls the discourse of planning, the study of which; " *may contribute to our understanding of what it means to plan for implementation.*" (Rowell p. 2.)

Kroll's (1984) thesis is concerned with three key areas:

1. Is the IB program a viable secondary program?
2. Is the IB program suitable for a United States public high school?
3. What is the future of the IB program?

The study analyses the recent IB documents that describe the past and future goals of the program. Kroll looks at the curriculum in an attempt to make some

implications for the future. The variety of examinations and subject groupings of the IB program are dealt with in some detail. A content analysis of IB documents that describe the past and future goals of the program is undertaken to evaluate the strengths and weaknesses of the program. His research was prompted by several major studies that appeared in America during the early 1980s. These studies included such documents as: A Nation at Risk, (National Council on Excellence, 1983), A Place Called School (Goodland, 1984), and The Paidea Proposal (Adler, 1982).

Uy's (1988) study focuses on the extent to which the aims and curriculum of the IB converge or diverge with national aims and curriculum of the Third World. Her findings indicate the following important points:

1. The selection process of the IB diploma program creates élitism which is contrary to the Third World's goal of democratizing education.
2. The European bias of the IB together with the provision of the diploma program in only Spanish, French, or English militates against true relevance to the building of cultural and national identity which stresses the supremacy of the mother tongue.
3. The structure of discrete subject areas of the IB program lends itself to a monolithic and compartmentalized view of the world which, especially for the third world, necessitates an integrative or interdisciplinary approach.
4. The IB diploma serves as a university matriculation credential for the IB student while a Third World national needs a school-leaving certification to qualify him for employment.

5. The IB and the Third World have the same concern for the growth and well-being of the child, and therefore an area worth looking into where cooperative efforts may be possible.

The conclusion reached by Uy is that the IB is not ready to enter the Third World countries without seriously addressing some of the issues already raised.

Drone's (1988) study is a comparison of the IB and the tribal culture curriculum content of the Kenyan A-level education system. By examining the IB program's objectives and methods, it explores how the IB might expand its subject matter content based on the Kenyan experience. The objective of the study was to develop an International Curriculum Unit model that would assist the IB in introducing an African cultural perspective into its Eurocentric curriculum. The study suggests incorporating the Kenyan A-Level curriculum into the IB thus "localizing" the curriculum. The study emphasizes throughout the tribal culture of Kenya as it relates to learning experiences presented to an international audience.

The two year study undertaken by Pullease (1990) was designed to develop a model for predicting the success of American ninth grade students enrolled in the Pre-International Baccalaureate Program. Although the results of the testing do not relate directly to the topic of the IB in Canada and Australia, the study is worth mentioning.

The literature provided by the IBO is concerned with several aspects of the IB. There are ten core publications.

1. The Vade Mecum is the workshop manual for IB Co-ordinators and contains

the nuts and bolts information on how the IB functions. It has a schedule of all the deadlines for the myriad of forms that need to be returned to the various IB centres. It contains copies of the forms themselves which are photo-copied by Co-ordinators and returned by the stated deadline. The Vade Mecum is the lifeline of the IB for Co-ordinators and is updated annually. It used to be completely changed each year but as the procedures adopted by the IBO have become more or less established, the need to annually issue an entirely new manual has diminished.

2. The General Guide of the International Baccalaureate outlines the:

- I General Objectives of the IB.
- II Summary of the General Scheme of the Curriculum and Examinations.
- III Assessment and Moderation Procedures.
- IV General Regulations.
- V Recognition of the Diploma.
- VI Program Outlines.

The General Guide, like the Vade Mecum, has sections added and deleted as changes occur. The 1987 edition is the most recent.

3. Individual course guides are provided for each subject that a school offers. These Subject Guides are the guides that teachers use to determine their teaching program in a particular subject. The latest guides to be produced are the IB Economics Subject Guide (for May 1993 examinations onwards) and the Language A1 Subject Guide (for use in examination sessions May and November 1992 and 1993 only). The guides are updated periodically and are valid until superseded by a later guide.

4. The Schools Directory is published annually and contains some details of member schools. It used to contain information on the number of candidates each school offered but now restricts itself to the addresses, Regional office, language of instruction and indication of May or November session of each school.

5. The Criteria of Evaluation document is available to all prospective member schools. It provides a more detailed account of the IB's assessment criteria than that found in the General Guide.

6. The IBO published a Bi-Monthly Bulletin to all member schools. It contained the communiques from the Director General, the Director of Examinations and announcements and advertisements. Items such as the Theory of Knowledge Newsletter, Additions and Amendments to Schools Directory and Publication order forms were often annexed. This Bi-Monthly Bulletin was replaced towards the end of 1992 by a Magazine entitled IB World. Published periodically by the IBO, with Nancy Weller as its editor, it contains much of the information supplied by the former publication and remains the major communication link between IBO and member schools.

7. The Reports of Chief Examiners is published annually. It contains a question by question analysis of the examinations sat by candidates. The report is very helpful to classroom teachers as a guide to the way that the examiners regard their subjects. Especially for new teachers, valuable insights may be gleaned from a careful reading of this document.

8. The relatively new Contact Magazine has been set up to provide information between member schools of the IBO. It is evidence of the growing need for

information within the IB world to be distributed freely and easily amongst member schools. Javier Perez De Cuellar (Secretary General of the United Nations) sent a message to the IB community through Contact magazine.

I wish to send my warm congratulations to the dedicated teachers and students- both past and present- from all over the world who are engaged in the International Baccalaureate Diploma program, on the occasion of its twenty fifth anniversary. In reaching across cultures to build knowledge they are contributing to the promotion of international understanding which is so essential for the cause of peace. I send my best wishes for the future to all those who are taking part in this outstanding endeavour.

(Contact No. 1. Feb. 1991 p.1.)

9. The Annual Bulletin is a compilation of data relating to the IB. The annual report on the May and November examinations and a list of member schools to the end of that year is contained in the Bulletin. A summary of the general scheme of the curriculum and examination and a report from the Director General complete the contents.

10. There are also intermittent reports from such meetings as the Headmasters Standing Conference and subject guides in most areas. All of these documents contain not only the rules and regulations of the IB but the curriculum information needed to implement the program. The other source of information is the IB Organisation itself. The present Director General of the IBO, Dr Roger Peel, writing in his 1989 annual report stated:

we now have a considerable amount of information on student performance stored in our data bank at the Examinations Office. Until now only limited research has been done on these files, due mainly to our limited resources in the past. But as the volume increases, so must our interest in reviewing the untapped mine of information that we have acquired.

(Annual Report IBO 1989 p. 4.)

Maurice Godsey delivered a paper to the American Historical Association in December 1988. During this presentation he stressed the IB history program's objectives of focusing on the development of thinking skills rather than on the accumulation of facts.

Assessment procedures are designed to emphasize process as well as content.

The syllabuses and examinations are prepared and administered under the directions of a multinational cadre of examiners and seek to incorporate the best aspects of traditions in several national secondary school systems.

(Godsey 1989 p. 23.)

He feels that the IB History of the Americas course attempts to expand the students horizons by offering a dual perspective;

in the eleventh grade, a chronological study in-depth of this region of the world and in the twelfth grade, a broad comparative analysis of many

countries' responses to the forces and personalities of the twentieth century. (Godsey 1989 p. 24-25.)

Using the example of the IB history topic entitled Decolonisation and the Emergence of Nation States, he finds the course seeking to view the era from a world context. Inquiry and critical thinking is encouraged rather than the distribution of information by the teacher. Evaluation is seldom the result of objective testing. The student is judged more on his or her ability to give oral presentations and to comprehend and express their understanding through essays, panel discussions, debates and written reactions to films. Godsey concludes his presentation by a plea to the college level historians he is addressing.

I think that you should talk to your admissions officers about their position on

the International Baccalaureate Program. Most national universities have a policy in place but many smaller colleges do not. It is to your advantage to see that students who have IB credentials are admitted to your campus. It has been proven that they are very 'successful' academically and make major contributions to the college community.(Godsey p. 33.)

(iii) Current Situation.

Baker and Kettlewell (1980) listed several reasons why the Mountain Secondary School in Langley (BC Canada) had decided to implement the IB. They felt that the IB curriculum was a tried and tested program which avoided elaborate and expensive development. The international status of the IB was recognized as an advanced placement to most universities. The courses closely paralleled the honors format of many British Columbia courses and further the program came as a comprehensive package rather than as an isolated enrichment course:

The program offers a range of subjects in both sciences and humanities; yet each subject is studied to considerable depth. The program is flexible in that students may select individual courses at either the subsidiary or a higher level. There is considerable emphasis on levels of learning appropriate for gifted pupils; that is, on analysis and synthesis. The development of the IBP at Mountain Secondary appears to be unique in that it was school initiated and then endorsed by the board. In most other schools, the reverse appears to be the order. (McLellan and Shelton 1979 p. 32)

The article by David Savage (1982), **The International Baccalaureate Challenges High School Students**, found that the high school in the United States of America was under the microscope, and not because things were working well within them. It was felt that the quality of high schools had fallen in the last decade as a result of schools trying to keep students interested by offering more electives that were not of an academically rigorous standard. By trying to do too much they had lost sight of their distinctive role as academic institutions. He spoke of the higher retention rates through to year twelve but of the lack of challenge to the more able students:

If you walk into any high school anywhere in this country, you can find examples of hard-working students, encouraged by the staff to strive for the best performance of which they are capable. But chances are, when you find such students you'll be looking at a sports program.(Savage p. 603.)

The IB was perfect for high school educators searching for a rigorous and structured academic program that would challenge their best students and teachers.

"It's provided a lot of structure and motivation for our academically- motivated kids," said William Kritzmire, formerly associate superintendent for instruction in Southfield, Michigan, where two high schools began the IB program in 1979. "It will certainly cure the senior blahs." (Savage p. 602.)

His article concludes that students can and will respond to a true challenge and that maybe it's time to make that challenge 'academic' rather than 'athletic.'

An article in the ATA News (1983) found that the Sir Winston Churchill High School in Alberta IB results had set a record:

....no other school writing for the first time has had as many students do so well.....All the students who tried for the diploma were successful; the highest number of points scored was 45 and the lowest was 26.....The Sir Winston Churchill diploma students received a total of 15 sevens, and four of these were awarded with distinction. Twelve other students who were not trying for the diploma wrote a total of 28 examinations for IB certificates; 28 of these were awarded. Seven of the students received a grade of seven, including one with distinction.(ATA News 1983 p. 37.)

The results reflect the ability of Alberta high school students to compete successfully "at a high level with able students from around the world."(McLellan and Archer 1983 p. 4.)

Archer (1983) wrote an article based on his experience at Sir Winston Churchill High School in which he described the philosophy of the IB program and the type of student benefiting from the program, the benefits the program offers the student and the school, the organisation of the program and the type of teacher needed for the program.

Our experience as the first public school in Canada to have students graduate from the IB program is that the program definitely fills a need for those students who are academically strong and well motivated. Students find it both challenging and rewarding. In fact, IB students have become some of our most effective spokespersons for the program. We believe that schools that decide to offer the IB program will find that it is richly satisfying for students and that it will also benefit other programs in the school. One of the greatest satisfactions comes in the realization that the Alberta curriculum and the students' previous teachers have done an excellent job in preparing these students for a challenging program that allows them to succeed in competition with other students from around the world. (Archer 1983 p. 37)

Peterson (1983) writes of the narrowness of the English system of secondary education in relation to the IB. He criticises the type of learning which is most easily measured through external examinations as often not the education concerned with the 'whole person'. Rather than the accumulated experience of others as handed down in books, by word of mouth, and by artistic images; *"..there is another type of learning: learning from direct experience, from doing rather than listening, reading and seeing."*(Peterson p. 16.) The fact that this type of learning is difficult to assess does not mean that learning from direct experience is a less important element in the education of the 'whole person.' Peterson acknowledges that it is not possible for schools preparing candidates for the IB to involve all students equally in creative aesthetic activity or in active social service. There is an obligation, however, for schools to provide and encourage such activities.

Yet the IBO recognises that if it confines itself to exhortation, the very students who would gain most from this part of the program might shrink from involvement in it, unless it somehow appeared in the final assessment. (Peterson p. 23.)

The inclusion of the CASS⁵ program signifies that both the IBO and the school regard experiential learning as an integral part of the program. An article by Cox and Daniel (1983) reported on the IB program as a form of honors. It is the third in a series of articles reporting on the Richardson Study⁶, a national investigation of educational programs and practices designed for high ability students, including the gifted and talented. They propose the IB as an alternative system for dealing with the problems associated with concurrent enrolment⁷ for gifted students. They look at the Armand Hammer United World College of the American West and discuss the way that the school handles the

⁵CASS refers to the Creative and Aesthetic Activity and Social Service. Students are expected to engage in some form of extra-curricular activity(creative, aesthetic, physical, social service) approved by IBO.[Now renamed CAS] **General Guide** International Baccalaureate Office. 1987. page 3.

⁶The **Richardson Study** is based in part on a national survey sent in the spring of 1982 to over fifteen thousand schools and districts, public and private, throughout the nation(United States of America).Cox J. and Daniel N. **Options for the Secondary Gifted Student. The International Baccalaureate**. G/C/T. March/April. 1983. page 24.

⁷ "Concurrent enrolment in high schools and colleges takes many forms. Where schools and local colleges work out a cooperative plan, a college teacher may teach one or more college level courses in area schools. Sometimes high school teachers with special training and under the college's supervision are approved to teach courses on the high school campus for college credit. Students may enrol in college courses during the summer or on weekends as part of a planned program to encourage bright students to accelerate and enrich their education. Many community colleges offer courses on television for which high school students with special permission are eligible." *ibid* page 25.

IB program. By contrast the IB program at Bellaire High School⁸ is reviewed:

It is a terrific public relations program, says Myrtle Nelson with a smile. Nelson is assistant Principal of Bellaire High School in Houston where the IB program is becoming well established. The name itself conjures up lofty ideas of excellence, of sophistication, of glamour. Parents envision an enriched and rigorous course even before they learn of particulars. As coordinator of the IB program at Bellaire, Myrtle Nelson thinks the program merits the confidence the name inspires. (Cox and Daniel 1983 p. 28.)

Gilbert Nicol (Executive Director of the IBNA) insists that the IB and Advanced Placement (AP) should not be compared. He feels that while both have the goal of higher level instruction to prepare students for credit by examination, the IB is intended to be a curriculum, a comprehensive program that incorporates an emphasis on problem solving and the interrelation of knowledge. The international perspective highlighted by the mastery of a foreign language and the transnational focus of its social studies courses further shows the differences between the two systems:

What the Houston story suggests, and what is recognized by the directors of the International Baccalaureate, is that the adoption of an IB program will inevitably have consequences for the whole system. Students as well as their teachers and their parents will become aware of the need for special preparation in the lower grades. At the same time, the school's adoption of even two or three subjects in a gradual expansion and preparation for the IB will have a wide influence on teaching in all the secondary grades. The IB in addition provides a comprehensive and cohesive framework for already existing courses. (Cox and Daniel 1983 p. 30.)

⁸ "When the Houston district decided to introduce the program, Bellaire was a logical choice; it has a long tradition of academic excellence, and it was already a magnet school for foreign languages. This year two other Houston schools, Westbury and Lamar have begun classes leading to the IB." *ibid* page 29.

MacDonald (1983 p. 16.) called the IB, "*the most comprehensive, challenging, and universally recognized of secondary curriculums.*" He felt that the IB had been embraced with "*...unbridled enthusiasm*" by Canadian schools. The IB exams provided the key to the success of the program. By virtue of their external administration and preparation they provide an international yardstick: "*...it is because the universities applaud the lofty standards of the IB that they actively seek out IB students and extend course credit and/or advanced standing.*" (McDonald 1983 p. 16.) The major benefit to schools adopting the IB program, according to MacDonald, is that it provides a challenging program for both the gifted and the above-average, highly motivated student. Other benefits noted at Park View Education Centre in Bridgewater Nova Scotia, where MacDonald was IB co-ordinator, were:

- i the appointment of a language co-ordinator for the first time,
- ii students in the other four high schools in the system have been accepted into the program,
- iii the overall student body within Park View have benefited by the CASS requirement as students have worked for at least an hour a week with special education students.
- iv as the teachers involved have devoted a great deal of additional time to preparation for their IB classes, their other classes have been enhanced as a result; and,
- v students may gain a significant advantage in advance placement and automatic acceptance.

MacDonald concludes his article noting;

however welcome the fringe benefits may be, it cannot be emphasized enough

that the intrinsic value of the program itself is so outstanding that it more than warrants all of the time, effort, and additional funding that has gone into it. (McDonald 1983 p. 16.)

Mulhern and Ward (1985 p. 227) wrote of the need to provide for a segment of the school that had been seriously neglected in secondary education;"...the top 20 % of the high school population- the able, the motivated, the advanced student eager and ready for serious challenge mandated by our current crisis in education." They felt that the IB program offered great hope to raise the standard of academic challenge for motivated and advanced students. They looked at the way that the University of Southern Carolina had worked in with Lexington School District Five to meet the needs of able students.

The school district and the university developed a strong partnership of co-operation in a number of areas, especially in providing academic enrichment/acceleration programs for advanced students. This partnership evolved from summer short-term classes for gifted sixth, seventh, eighth, and ninth grade students into a unique partnership that resulted in the introduction of the International Programme into Irmo High School, and a pre-IB/AP program into the two middle schools that feed Irmo High School.(Mulhern and Ward 1985 p. 227)

Atchison (1985) was aware of the problems for schools in the British Columbian education area offering the IB when he wrote;

The wizardry required to satisfy the requisites of the IB and the B.C. Ministry of Education are apparent. Probably the key for our school's being able to offer the IB diploma was the green light given five years ago by the Ministry of Education so that our Grade 11 diploma candidates were excused from their PE 11 course.(Atchison 1985 p. 10)

He encouraged interested schools to enter the challenging program. At the

same time he was quick to point out the preparation and marking time that was involved in successfully implementing the program.

Wagstaff (1986) wrote of the IB program at Saint John High School where he felt that the Principal, staff, students and parents showed a real enthusiasm for the project. Why was this?

Firstly, all recognize that present levels one and two courses do not fully challenge nor give breadth of subject content to our more outstanding academic students, many of whom, it is hoped, will become leaders in our future society.

The IB provides both a challenge and a broader subject matter to students interested in top quality education.

Secondly, the IB gives our staff the opportunity to participate in an on-going inservice updating of background material which will lead to better teaching.

Thirdly, it provides a yardstick by which our academic standards can be measured, not only nationally but on an international basis. We are convinced that our students have academic potential equal to those of students in other areas and the IB will provide the vehicle whereby this potential can be fully reached and measured.

Fourthly, there is the satisfaction from students and staff from successfully meeting the challenge and knowing that they are on a par with the international community.

Fifthly, there is high international recognition of IB students by post- secondary institutions.

Sixthly, the IB provides an opportunity to expand our library holdings so that all our students will have the resources available for extended study and research.

Finally, there is the carry over of the IB flavour into other classes and down into the junior high schools.(Wagstaff 1986 p. 6-7).

Fox (1986) traces the origins and development of the IB program as an outgrowth of continuing curriculum innovation in international schools. She describes its rapid expansion in North America, where many schools are attracted by its challenging academic curriculum.

A recent survey indicates that the main factors influencing schools' decisions to adopt the IB are academic excellence, the challenge inherent in the syllabus, the appeal to gifted students, the opportunity to upgrade and enrich the curriculum school wide, international features and the integrated structure of the IB program of studies.(Fox 1985 p. 64)

Fox mentions the way schools in Atlanta, Houston, Winnipeg, Chicago, Milwaukee, and Los Angeles use the IB as a focal or 'magnet' program with an emphasis on academic standards and excellence. Schools have been successful in attracting system-wide enrolments of able students and improved their image within their local communities.

The introduction of the IB has also had a significant impact on curriculum development at the 9th- and 10th-grade levels, with a number of schools creating a special IB track for promising students.(Fox p. 64.)

Helen Kettle's (1986) **Review of the International Baccalaureate Program at Churchill Secondary School** is a descriptive and evaluative study. The IB Program at Churchill Secondary School views the IB as an alternative secondary or secondary enrichment program. The study sample consists of program administrators, regular and program staff, students involved in the IB program and their parents. Descriptive information was obtained from documents and through interviews with program administrators. Evaluative information was gathered by the use of questionnaires presented to administrators, staff, students and parents.

Evaluative data indicated that a high degree of satisfaction with the program was experienced by administrators, program staff, students and parents. Particular satisfaction was expressed with the philosophy, goals and objectives of the program, the flexibility of the program Administrators and teachers were also particularly pleased with the effectiveness of teaching

within the program.(Kettle 1986)

An article by Freeman (1987) reported high student morale and raised academic consciousness amongst students involved in the International Baccalaureate. An interview with Gilbert Nichol, the executive director of the IBNA at that time said;

....schools choose to adopt the IB for two main reasons.' The overriding one is because of the report of the National Commission on Excellence in Education,"....Schools want to improve their standards, and 'the IB is a package deal, a cohesive, comprehensive program."
Students, too, are attracted to the program's cohesiveness. Nichol says, "Many eighth graders see high school as a swampfield, a cafeteria line. The IB gives them a goal to reach for, but a wide range of options within that goal."
Another reason is "a growing feeling of internationalism in the schools," according to Nichol. (Freeman 1987 p. 5-6.)

The article contains an interview with the director of the Advanced Placement (AP) Program at the College board, Harlan Hanson. He is also a founder of the board of the IBNA. Hanson was asked if he felt the IB and AP were very similar. He felt that they were. The essential differences that he identified were that the IB is designed for and used for preparing young people for an international range of universities whereas the AP is based on first-year college work in the United States. Hanson felt that the decisions about what students should learn should be made by schools not by the AP.

I see the AP, compared to the IB, as the bricks and boards of an education, rather than an edifice for all. But I love them both. We at the AP are happy to inform schools about the IB. It's as if I were the dean of a college with both a German and a French department.
One student wants to learn German, the other French, and I just want to help them both.(Freeman p. 5-6.)

An article by Thomas (1988) links the success of IB diploma holders to their persistence in attaining degrees.

What seems significant are the extremely low levels of withdrawals or transfers, with no one actually recorded as failing.....Such high levels of attainment seem to justify a more in depth study. One can discern major characteristics that would seem to be the hallmark of IB students. There is a high degree of persistence, with nearly all diploma holders attaining degrees and a majority continuing further. Some use their IB credentials to graduate early (in three years), but the majority stay four years, often commencing advanced programs of study in the meantime. In general, their GPAs seem higher than do those of the average college entrant. (Thomas 1988 p. 12-13.)

The article contains a statement by the Director General of the IBO, Roger Peel, in which he is careful to stress that the IB is not to be seen as a competitor challenging the accepted structures of national curricula. He sees the IB as an alternative developed by a group of schools privileged to be able to devote the resources and, above all, the ideological commitment to curriculum innovation.

As such, it offers an unparalleled opportunity for inter-governmental cooperation in sharing research and studying the results in the laboratory of the international school. That such schools are themselves innovative and enjoy the company of a highly motivated, able group of students is an additional advantage. This partnership is further enhanced by the support of universities, both in accepting IB students and also in providing staff with the philosophical and developmental mentalities to contribute positively. (Thomas p. 13.)

Oviatt (1988) raised some interesting observations in a survey undertaken to investigate whether a program that identifies adolescents as being above the norm and that places them in a special class will make them feel isolated, socially distant and superior.

Students generally perceive the Honors/IB program as helping them to achieve their intellectual potential. At the same time, however, the program also exhibits the following problematic characteristics:

- 1. Reinforcing a degree of segregation or isolation of one particular group of students (Alvino 1985).*
- 2. Promoting greater social distance between groups within the school (Clark 1983).*
- 3. Fostering sentiments or feeling of 'status' through the design and offering of the program (Alvino 1985; Clendening and Davies 1980).*

Perhaps the design of this program should be re-examined in an effort to minimize or overcome some of these elements. After all, when we establish classes for the gifted, must we also set them apart from their peers (Laycock 1979)? Our aim is not to encourage them to expand one horizon by blocking out another but rather to help them expand on all horizons as whole individuals.(Oviatt p. 38)

Guyatt (1988) found that the students taking the IB diploma course at Sevenoaks School in Kent were making a deliberate attempt to avoid the narrow nature of the British A level curriculum. He found that the IB was being welcomed by more and more universities.

Not all departments at all universities like it; but it is significant that if four years ago a presentation of the IB to university admissions officers revealed a good deal of ignorance and suspicion, at two recent conferences at St Andrew's and Manchester the IB was received with considerable interest and understanding.(Guyatt p. 10.)

Maclehose and Hill (1989) asked why the IB had grown in popularity in every continent except Australia. They suggested a number of positive reasons for Australian schools to adopt the IB. These include;

1. the international perspective offered by the IB.
2. the challenge it provides for able students.

3. the opportunity for teachers to meet with colleagues from around the world.
4. the so called 'spill-over' effect so that not only those taking the IB but others too benefit from participation.
5. access to universities world-wide
6. opportunities for overseas students in Australia.

They point to the problem of trying to combine the IB with regular Australian Year 11/12 studies. Finally, they make recommendations of ways that State and Territory governments could allocate funds to facilitate implementation of the IB in state and independent schools throughout Australia. "*The IB has so much to offer to Australian students that every encouragement should be given to its widespread adoption.*" (Maclehose and Hill 1989 p. 13.)

Bates (1989) found that IB results were a more accurate predictor of University success than A levels. The performance of IB graduates was at least as good as students taking AP exams with rates of withdrawal or failure being extremely low. He felt that it was difficult to find a text which dealt adequately with planned economies or development for the economics course.

It is difficult to avoid national bias in the examples used, especially when so many of the texts are based on British or American experience. I have found students to be far more motivated by the IB curriculum than A levels when taught in an international environment. (Bates p. 171.)

Kingshurst city technology college in Solihull has rejected A-levels. Instead it is planning to offer students either a vocational qualification, the Business and Technician Education Council Diploma, or the more academic IB.

"A-levels may be changing but at present they haven't and I am afraid they are not getting there on time. I would like to have considered modular A-levels but so far, the School Examinations and Assessment Council has only come up

with three.” (Nash 1989 p. 1.)

Bailey(1989 p. 6.) was aware of the band wagon effect that takes place in educational circles when he wrote;

Will IB and AP go the way of the reading programs of the Seventies and all the other things that have lasted for a while, as reactions to the sky- is- falling mentality that so often hits us? I think not.

The IARTV occasional paper on the IB provides some interesting alternatives for schools hoping to combine the IB with their own school's curriculum. The paper outlines the content of the IB and how the assessment system works. The increasing numbers of students returning to the Australian tertiary system having successfully completed the IB overseas, coupled with an increase in local candidates, makes the use of the IB as an entrance qualification to Australian universities more acceptable.

Current indications are that the number of IB applicants to Australian universities is likely to increase dramatically during the next decade, and in response to this, some universities have undertaken to define a more coherent and consistent approach to interpreting IB scores.(Peters 1990 p. 4.)

Paul O'Shea(1990) asked why there were only 20 schools in England and Wales currently offering the IB courses and examinations? Of these only four are state schools. What would be the advantage, if any, of the IB for other state schools taking on the IB?

Although in recent years the IB has seen a steady growth of between 15 to 20 percent, most of this has come from North American schools in the private and public sector. The attraction of the programme for these schools are:
- the academic rigour contained in the courses especially with the demands of course work and an extended essay requirement.

- the courses offer kudos to a certain type of institution especially "magnets";
- the American system of pre-university scholastic aptitude entrance tests no longer stretches the more able students. (O'Shea p. 22.)

O'Shea feels that the problem for British schools that wish to be involved in the IB, is the international nature of the program. *"That is the rub. This is an international examination originally designed for a moving international population and not one to be easily bolted on to a national system."*(O'Shea p. 22.) While acknowledging the IB as a worthwhile program on educational and philosophical grounds, he is not surprised that schools that currently offer the IB are those that are on some private funding.

Bagnall's (1991) work includes a brief historical account of the IB and its development in Australia. The purpose of the research project was to:

1. describe the philosophical and historical background of the IB including the way in which the IB has developed within the context of the international schools movement throughout the world.
2. discuss the status of the IB within Australia.

The survey of the ten schools offering the IB up until 1991 covers a number of aspects of the IB. The results of the survey form the major research component of the project. (An earlier unpublished work of Bagnall's (1990) considers the problem of how to introduce the IB into an Australian school.)

Nash (1991) writing in the TES claimed that students on the IB program attained higher standards in oral skills and were better than those doing A-levels at working independently. *"They also benefit from the wider range of assessment methods, such as short and long essays, multiple-choice tests, oral tests and assessed course work."*(Nash p.7.)

A report prepared by the Department of Education and Science (1991) in the United Kingdom found that of the small number of institutions that provided courses leading to the IB, only thirteen presented subjects for IB examinations in 1989. Of these educational institutions, several entered candidates only for individual subjects. Most of the British institutions involved are independent schools or colleges and have an international clientele.

In 1989 there were candidates for the full diploma from just one maintained comprehensive school and one college of further education. The IB has nevertheless attracted considerable interest in the UK as a curriculum model which is believed to provide greater breadth than the programmes followed by A-level students while at the same time successfully preparing students for entry to British higher education. (HMI Report 1991 p. 1.)

(v) Theory

Remillard's (1978) study is amongst the first to offer any real critical appraisal of the IB program. His attempt to examine the themes of knowledge recognition, social selection and educational control in a program of international education is particularly interested in weighing the claims of the IBO as a creator of educational change. He pursues this by examining the IB's sociological basis and underlying assumptions. The model he adopts is that of Basil Bernstein. Bernstein's model states that the principles of social control correspond to practices of educational control. This approach relies heavily on a comparative methodology that places the IB program in relation to other national and international educational programs.

Remillard (1978 p. ii.) concludes that the IB:

does not represent educational change, but, rather, is supportive of a traditional, well-defined knowledge paradigm. The IB is seen as more specific in its designation of valued knowledge than the British General Certificate of Education, and as equally inflexible in its pedagogical techniques as the continental European model.

Salomon's (1981) thesis is a comprehensive study of the philosophies and ideologies that have gone into the development of International Education combined with a research study of the curricula and examinations between 1970-1980 in world history and world literature. It was done in order to ascertain if what was being tested in the examination was being taught in the curricula. A number of discrepancies she found were presented in terms of tangible content-themes, in a series of tables. Salomon makes several recommendations covering seven areas:

1. Improving present research,
2. Faculty training in curriculum development,
3. Improvement in the IB curricula,
4. Teacher education in internationalism,
5. Administration of international curriculum development,
6. International morality,
7. the fostering of international socialization.

Bourdieu's work **The Inheritors. French Students and Their Relation to Culture. (1979 original French edition 1964)**, became a major player in the events of May 1968 in Paris. In Bourdieu's own words it was meant to mark a break with the prevailing tradition in the sociology of education and to outline a program for a sociology of cultural reproduction as a dimension of social reproduction. Although it is not entirely correct to talk of it as a handbook for revolution, it is undeniable that its perceptive observations on the nature of education in French society inspired many of the students who tore up the cobbled streets of Paris in May 1968 in protest at the status quo.

Bourdieu (1979 p. vii.) himself wrote;

Fifteen years after the book first appeared, its chief virtue seems to me to lie in the effort it makes to hold together aspects of the social world which the traditions and divisions of social science tended to keep apart, such as analysis of drop-out and analysis of the function and functioning of the educational system, or analysis of the differential reception of academic language and culture and analysis of class cultures.

Bourdieu believed that university arts students exemplified the relation to culture that is the object of study of the book. A series of surveys carried out on arts students at Lille and Paris universities form the basis for the observations made

in the text. "*Students are not only users but also products of the educational system, and no system is more strongly marked in its present behaviours and abilities by its past acquisitions.*"(Bourdieu 1979 p. 13.)

Academic Discourse (1994) was first published in France as **Rapport Pédagogique et Communications (1965)**. Bourdieu contributes with Passeron to an extensive introduction in which the notion that the language of ideas elaborated by the academic and scientific tradition (academic discourse)"... *consecrate cultural privilege.*"(Bourdieu et al 1994 p. 8.) They continue to make the point that language is the most active and elusive part of the cultural heritage which each individual owes to his background. ... "*This is because language does not reduce , as we often think, to a more or less extensive collection of words. As syntax it provides us with a system of transposable mental dispositions.*" (Bourdieu et al 1994 p. 8.)

Developing this theme, the point is made that students success or failure at university depend on several factors. The extent to which a daptation is made to this language of teaching remains a major influence. Chapter one combines the writing of Bourdieu, Passeron and de Saint Martin. In this the writers attempt to answer the question on the extent to which student comprehension is dependant on social background. The remaining three chapters are concerned with student rhetoric in exams (written by Baudelot, C.), the attitudes of university students to academic staff (written by Vincent, G.) and the users of Lille University library (Bourdieu and de Saint Martin, M.).

Reproduction in Education, Society and Culture (1992 Reprinted, original French edition 1970) is an attempt by Bourdieu and Passeron to show how theoretical construction and empirical study can be successfully combined.

The principal theoretical proposition from which this work begins is that 'every power which manages to impose meanings and to impose them as legitimate by concealing the power relations which are the basis of its force, adds its own specifically symbolic force to those power relations.' (Bourdieu 1992 p. xv.)

The concept that is developed in the work is that not only are ruling ideas, in every age, the ideas of the ruling class, but that the ruling ideas themselves reinforce the rule of that class, and that they succeed in doing so by establishing themselves as 'legitimate', that is, by concealing their basis in the (economic and political) power of the ruling class. Amongst the important conceptions made are those concerned with the part that the reproduction of culture through pedagogic action plays in the reproduction of the whole social system (or social formation), and those dealing with the 'arbitrary' character of culture. Culture, he suggests, is arbitrary not simply in its content, but also in its form which is imposed by an arbitrary power, not derived from general principles as a product of thought.

There is much that is original in this analysis, but perhaps what is most notable is its breadth; it is not confined to an examination of the social selection of students at different levels of the educational system, nor to a discussion of class differences in linguistic codes (here expressed more comprehensively as 'linguistic and cultural capital') (Bourdieu 1992 p. xvi.)

Distinction. A Social Critique of the Judgement of Taste (1984 original French edition 1979). Bourdieu acknowledges in the preface to the English language edition that readers would find the book very French. He attempts to lay the groundwork for some universal observations about culture.

At all events, there is nothing more universal than the project of objectifying the mental structures associated with the particularity of a social structure.

Because it presupposes an epistemological break which is also a social break, a sort of estrangement from the familiar, domestic, native world, the critique (in the Kantian sense) of culture invites each reader, through the 'making strange' beloved of the Russian formalists, to reproduce on his or her own behalf the critical break of which it is the product. For this reason it is perhaps the only rational basis for a truly universal culture. (Bourdieu 1984 p.xiv)

The original survey on which the work is based was carried out in 1963 on a sample of subjects in Paris, Lille and a small provincial town. A complimentary survey was undertaken between 1967-1968 bringing the total number of subjects to 1,217. Described as a dissection of the French bourgeois mind by an early reviewer of the book, Bourdieu's subject is the study of culture. His stated objective is to provide an answer to the problems raised by Kant's **Critique of Judgment** by showing why no judgment of taste is innocent.

Language and Symbolic Power (1992) The way in which people use language is extremely important to Bourdieu, particularly in politics where symbolic power is at stake. He feels that the use of words bears the traces of the social structure that it both expresses and helps to reproduce. He argues that language should be viewed not only as a means of communication but also as a medium of power through which individuals display their practical competence and pursue their interests.

The naive question of the power of words is logically implicated in the initial suppression of the question of the uses of language, and therefore of the social conditions in which words are employed. As soon as one treats language as an autonomous object, accepting the radical separation which Saussure made between internal and external linguistics, between the science of language and the science of the social uses of language, one is condemned to looking within words for the power of words, that is, looking for it where it is not to be found. (Bourdieu 1992 p.107.)

Bourdieu develops the key concept of habitus. Bourdieu's use is distinctive and specific by comparison to its broader Aristotelian origins. He sees it as a set of dispositions that incline agents to act and react in certain ways. These so called dispositions generate practices, perceptions and attitudes which are regular but not dictated to by rule.

The dispositions which constitute the habitus are inculcated, structured, durable, generative and transposable-....Dispositions are acquired through a gradual process of inculcation in which early childhood experiences are particularly important..... The dispositions produced thereby are also structured in the sense that they unavoidably reflect the social conditions within which they were acquired..... Structured dispositions are also durable: they are ingrained in the body in such a way that they endure through the life history of the individual, operating in a way that is pre-conscious and hence not readily amenable to conscious reflection and modification.

generative and transposable in the sense that generating a multiplicity of practices and perceptions in which they were originally acquired. As a durably the habitus tends to generate practices and appreciations, which concur with the conditions of habitus is itself the product.(Bourdieu 1992 p. 12-13.)

Finally, the dispositions are they are capable of fields other than those in installed set of dispositions, perceptions, works and existence of which the

Sociology in Question (1993) is a compilation of transcripts of oral answers and talks given by Bourdieu to non-specialists in Sociology. Addressing a wide range of issues relating to Sociology and Bourdieu's work within it, the answers given to such questions as why is sociology particularly a problem amongst the other sciences help explain Bourdieu's position on a wide range of subjects.

Q. *Can't scientific sociology count on the solidarity of the other sciences?*

A. *Indeed it can. But sociology , the newcomer among the sciences, is a critical science, critical of itself and the other sciences and also critical of the powers that be , including the powers of science.*

It's a science that strives to understand the laws of production of science; it provides not means of domination but, perhaps, the means of dominating domination. (Bourdieu 1993 p. 28.)

Outline of a Theory of Practice (1977) was translated into English in 1977 by Richard Nice. It goes against the dominant structuralist school of thought prevalent at the time in France. Expanding on his theory of habitus, Bourdieu writes: *"..in each of us, in varying proportions, there is part of yesterday's man; it is yesterday's man who inevitably predominates in us, since the present amounts to little compared with the long past in the course of which we were formed and from which we result."*(Bourdieu 1977b p. 79.) The work is predominantly concerned with setting the scene for the structures that underlay the theory of symbolic power.

An Invitation to Reflexive Sociology (1992) is the result of a dialogue that developed between Bourdieu and a group of doctoral students in anthropology, sociology and political science at the University of Chicago. Described by Wacquant as a "toolbox"(Wittgenstein) for posing and solving sociological problems, it acts as a guide to Bourdieu's other substantial selection of writings. The work is divided into three sections.

Part 1 offers keys to the broader economy and inner logic of Bourdieu's work by sketching out the contours of his intellectual landscape and the structure of his theory of knowledge, practice, and society.

Part 2, the Chicago Workshop, consists of a constructed dialogue in which Bourdieu clarifies the overall thrust of his theoretical and research practice, and reflects upon that practice in candid and accessible terms.

Part 3, the Paris Workshop, is a slightly edited transcript of the introductory presentation made by Pierre Bourdieu to his graduate research seminar at the Ecole des hautes études en sciences sociales in the spring of 1988. (Bourdieu 1992 p. xi-xii.)

Wacquant's eloquent preface entices the reader to use the book as an instrument of work that readers adapt for purposes of their own concrete analyses. The work of Bourdieu is not free of "...contradictions, gaps, tensions, puzzlements, and unresolved questions...", many of which are openly acknowledged, and perhaps at times accentuated, in this book.

Homo Academicus (1988) is an analysis of the academic world. *"Thus my sociological analysis of the academic world aims to trap Homo Academicus, supreme classifier among classifiers, in the net of his own classification."*(Bourdieu 1988 p. xi.)

Bourdieu maintains that the sociologist who chooses to study his own world in its nearest and most familiar aspects, should not as the ethnologist does, domesticate the exotic, but; *"if I may venture the expression,exoticize the domestic, through a break with his initial relation of intimacy with modes of life and thought which remain opaque to him because they are too familiar."* (Bourdieu 1988 p. xi.)

The two papers translated by Richard Nice entitled **Symbolic Power** and **Qualifications and Jobs** complete the principal works of Bourdieu drawn on for this study. The first of the two papers, **Symbolic Power**, was originally delivered in French at Harvard (1973) and gives an account of the conditions and effects of symbolic power. The second, **Qualifications and Jobs**, is described by Nice as a piece that could best be seen as a tool for use in conjunction with other texts. Its purpose was to indicate the orientation of research at the time it was written (1975).

Like the bureaucratic taxonomies which integrate all occupational situations, from barman to barrister, into a series of homogenous, explicit categories, the educational system gradually brings all occupations, even the least rationalized and those most abandoned to the diffuse transmission of skills, into the hierarchized universe of the educational qualification, so that the effect of naturalization

*and externalization of classifications which it tends
inertia is gradually extended to the whole social
p. 14.)*

*to produce by virtue of its
structure.(Bourdieu 1977a*

Featherstone has edited two books on the subject of globalisation that have been used in this study. The first of these entitled **Global Culture(1994)** contains several articles by contributing writers. The most helpful of these articles for this thesis were those written by Appadurai, Featherstone, Robertson and Wallerstein. The central theme of the work is based on the question whether or not there is a global culture. *"If by a global culture we mean something akin to the culture of the nation-state writ large, then the answer is patently a negative one."* (Featherstone 1994 p. 1.) Expanding the question, Featherstone finds that if we employ a broader definition of culture and think more in terms of processes,"*it might be possible to refer to the globalization of culture."* (Featherstone 1994, p. 1.)

Appadurai's article is concerned with the 'dynamics of indigenization'. The fear of cultural absorption by 'polities' of larger scale is a central argument in relationships between nations and states.

"For the moment let us note that the simplification of these many forces(and fears) of homogenization can also be exploited by nation states in relation to their own minorities, by posing global commoditization (or capitalism, or some other external enemy) as more 'real' than the threat of its own hegemonic strategies.(Appadurai in Featherstone 1994 p. 296.)

Robertson is interested in setting out the grounds for systematic analysis and interpretation of globalization since the mid-eighteenth century.

Specifically, I argue that what is often called world politics has in the twentieth

century hinged considerably upon the issue of the response to modernity, aspects of which were politically and internationally thematized as the standard of civilisation'(Gong, 1984) during the late-nineteenth and early-twentieth centuries in particular reference to the inclusion of non-European(mainly Asian) societies in Eurocentric'international society'(Bull and Watson, 1984). (Robertson in Featherstone 1994 p. 17)

Wallerstein argues that culture is probably the broadest concept of all those used in the historical social sciences. As it embraces such a range of connotations it causes the most difficulty. Wallerstein believes that:

the basic model is that each person may be described in three ways: the universal characteristics of the species, the sets of characteristics that define that person as a member of a series of groups, that person's idiosyncratic characteristics. (Wallerstein in Featherstone 1994 p. 31.)

Consumer Culture and Postmodernism(1993) looks at the relationship of culture to society and assumes that "...we have too long operated with an overtly social conception of social structures and suggest that our general conception of culture is in need of major revision..."(Featherstone (1993) P. x) Acknowledging that it is difficult to separate postmodernism from the noticeable rise of interest in theorizing culture, Featherstone attempts to provide a fuller response to the question of postmodernism. "Postmodernism has surely now outlived the duration of a fad, and shows signs of remaining a powerful cultural image for some time yet."(Featherstone(1993) p. x.) The publication provides a framework for new conceptualizations about the postmodern era.

Having reviewed the literature available on the IB it is now necessary to look more closely at the development of the IB. It is not possible to talk about the IB's

origins without looking firstly at the international schools movement. The post-1945 period has seen a significant increase in the number of these schools. Chapter III will look at the emergence of the IB from within the international schools movement.

Chapter III. The International Baccalaureate.

(i) The growth of International Schools and the birth of the International Baccalaureate

The original school community in which the IB developed was aware of the need for an internationally acceptable tertiary entrance qualification. Chapter I has outlined the problems associated with schools outside this original group of international schools that choose to adopt the IB. The IB was identified as more than an entrance qualification and has been classified as a social movement. The second chapter reviewed the literature over the last fifteen years relating to the IB. This chapter will provide a background to the emergence of the IB amongst the international schools that developed in a significant manner in the years since the end of World War Two.

Students have always studied away from their place of birth. This century many more have chosen to do so than in the past. International education traces back to the Greeks and Persians travelling from court to court seeking the 'truth'. In the early Christian era, the centres of learning established themselves in monasteries and universities. The dramatic growth of the student body studying abroad this century is due to a number of reasons.

The need for countries, especially in the developing world, to gain scientific and technological knowledge, has led many governments to send potential leaders and captains of industry abroad to enhance their careers. They are sent through government planning agencies and often candidates have little control over their selection or destination. In a similar fashion, children of parents working in multinational organisations or embassies and other government related

programs, are forced either to stay at home and attend boarding school or travel with their parents and attend what ever type of school they find existing in that foreign country. Bartlett felt it was easy to conclude that the concept of international education exists only as a myth.

Certainly, our schools share a couple of common factors. We are likely to have a student population drawn from different countries and education systems. Some of us even congratulate ourselves on having taken the radical step of hiring teachers from more than one national system. But beyond these common elements, which many schools simply 'inherit', what could be said to be the chosen common ground among schools in our field?

(Bartlett 1992 p. 45.)

One of the first schools developed specifically to deal with this emerging international school population was the International School of Geneva.

In 1924, under the leadership of Arthur Sweetser, officials of the new League of Nations, and their spouses, banded together to found a new school, the International School of Geneva (known as Ecolint) which would serve their children through a curriculum designed to fit them into their national schools when necessary, and at the same time draw upon the rich intellectual and cultural traditions of the many strands represented in the League. They dreamed of building a new kind of education which would point the way first for schools within national systems. They hoped that both their scholarly work on curricula and their effort to preserve the children's differences within a 'world nest' would promote mutual understanding and the ultimate goal, world peace.(Goodman 1976 p. 3.)

Created by a convention of the League of Nations to provide a special form of education and social integration of students, it worked satisfactorily at the primary and lower secondary levels but was less successful at the final stages of schooling. The cost of providing a great number of classes for the four separate examinations offered- the Swiss Maturité, the United States College

Entrance Board examinations, the English GCE A levels and the French Baccalauréat- was crippling the school. Not only was the cost prohibitive but the school was becoming fragmented by the various examination systems.

None of the other European international schools had managed to provide for the mobile student population. National schools with international sections such as the Collège-Lycée de Sèvres in France and schools with parallel national sections -the International Lycée at St Germain-en-Laye, suffered the same sort of dilemma at the pre-university stage. The Multi-National (eg; European) and bi-lateral schools (eg; Franco-German Lycées) eventually combined with the other two types of international schools in 1951 to form the International Schools Association (ISA)⁹. The ISA was founded at the UNESCO headquarters and it was given three successive contracts to;

study practical ways of harmonizing curricula and methods for the development of international understanding. (Renaud 1974 p. 4.)

The idea of an international university entrance examination that could be sat in any country was first conceived by a group of teachers in the International School of Geneva and was taken up in a practical manner by the ISA in 1962. The ISA Conference on Social Studies began to explore the possibility of a joint social studies examination that might lay the foundation for similar examinations in other subjects. A small grant was provided by UNESCO to support a

⁹*The ISA received its first substantial support only in 1963 with the award of a UNESCO contract. It was in 1956 that the ISA took the initiative in founding the International Schools Foundation (ISF). This foundation (later to be called International Schools Services [ISS]) promoted the work of international schools in New York and Washington. Unfortunately, the ISF was not judiciously controlled by ISA and was eventually usurped by the U.S. State Department to serve as an agency supervising the interests of American overseas schools. Thus, ISF came to be financed jointly by the Ford Foundation and the US Agency for International Development (AID) and functioned in promoting schools which, by their very nature, competed with institutions attempting an international (as opposed to an American) perspective. Taken from Remillard J.R. pages 51-52.*

workshop on this subject.

A grant from the Twentieth Century Fund to the ISA in 1963 made it possible to study further the future of an international examination system. In 1963 the International Schools Examination Syndicate (ISES)¹⁰ was established that later became the International Baccalaureate Office (IBO). The Ford Foundation grant of \$300,000 in 1967 gave the IB the impetus needed to implant itself firmly in the international school scene.¹¹

Oxford University became interested in the IB project and Alec Peterson became a member of the IBO Council - Peterson had been Director of the Oxford University Department of Education since 1958. The appointment of Peterson as the director of the IBO, part time to begin with and then full-time, was a significant turning point for the future direction of the IB. Under his leadership the IBO Research Centre was set up at the University working closely with the IBO in Geneva. The centre was charged with the tasks of;

- validating the IB examinations,
- assessing the current programs and syllabus,
- developing and assessing new examination techniques,

¹⁰*In 1963 a grant of \$75,000 from the Twentieth Century Fund made it possible for ISA to set up a special ad hoc body to investigate seriously the possibility of an international examination. This body, basing itself on Cambridge nomenclature, took the perhaps unfortunate name of the International Schools Examination Syndicate, under which title it separated in 1965 from ISA establishing separate legal identity as an Association under the Swiss Civil Code. The new organisation was thus enabled to continue the experimental examinations in history at the Geneva School and also to extend its work to language teaching.* Peterson A.D.C.**The International Baccalaureate.** page 11.

¹¹Other foundations that were interested in the project and gave their support over the following years were the Agnelli Foundation, the Gulbenkian Foundation, the Duveton Trust, the Hegler Institute, the Wennen Gren Foundation and the Stifterverband.

- developing alternative means of assessment of fitness for entrance to higher education,
- innovating and evaluating new courses and programs for the two terminal years of international secondary education.

A meeting in Geneva in March 1965 of over 40 educationalists drew up a framework that has been adopted by the IBO and remains in much the same format today. They believed that a balanced education was needed to best prepare students for university. A core of six subjects was fixed upon. It was felt that this structure would enable students to avoid unnecessary specialisation. The basic plan of the IB is outlined in The General Guide(1985). It states that the IB was derived from two principles:

1. the need for a broad general education firmly establishing the basic knowledge necessary for whatever career may be chosen or whatever academic path may be followed in future studies;
2. the need for a choice among the subjects to be studied so that the students' options may correspond as far as possible to their particular interests and capacities. The choice, however, has to conform to the pattern which ensures a properly balanced education.

The concern of the participants at the March 1965 curriculum conference was to give candidates the maximum amount of choice. While it was necessary to choose two languages, for example, the choice of languages was not restricted. Candidates were free to offer any two languages provided there was a written component to that language. The languages of instruction were initially to be either English or French. In the event of students wishing to offer a language that the IBO had no official examiner for, the school to which that candidate

belonged would be able to recommend a suitable examiner. Providing the IBO had sufficient notice of the intent of a candidate to sit the language, permission was usually granted to be examined in that subject. The list of subjects offered each year by the IBO is extensive and there are some subjects, especially languages, where the number of candidates world-wide sitting the subject are very small. The remaining subjects candidates took were mathematics, one subject chosen from a group called 'Social Science'(now called 'Study of Man in Society'), one from a group called "Laboratory Science', (now called 'Experimental Sciences') and one from a sixth group. It was Gérard Renaud, who latter became a Director General of the IBO, who developed this frame work. (See Appendix 7)

Candidates for the full diploma of the IB take three subjects at Higher level(HL) and three at Subsidiary level(SL) over a two year period. Diploma candidates take these subjects over a two year period. They are also required to take the CAS(artistic activity and community service), an extended essay of approximately 4,000 words and a course on the Theory of Knowledge. Students not wishing to complete the full Diploma may choose to take individual Certificate subjects. At the Sevres conference in the spring of 1967 the examination format was endorsed with the languages of instruction being fixed as English and French. Spanish was added at a latter stage¹². By the May 1990 examinations, of the 13,733 Diploma candidates of 157 nationalities, 89% took their examinations in English, 3% in French and 8% in Spanish.

¹²*When IBO began there were two working languages, English and French. The curriculum and examinations were offered in both, as were the principal publications. In 1982 it was decided to add Spanish in response to growing interest expressed in the Hispanic world. Extract from page 28, International Baccalaureate Office Development Plan 1985-1990. July 1985*

In April/May of 1968 a number of volunteer candidates sat the first trial examinations for the IB. The candidates were from the following schools.

Table 1. Trial examination schools for the IB. 1968.

School	Number of Candidates
Atlantic College, Wales	169
International School of Geneva	94
United Nations International School, New York	12
International College, Beirut	48
International High School and Søbo Gymnasium, Copenhagen	7
Iranzamin International School, Tehr	7
North Manchester High School for Girls	11

The recognition of the IB by universities was seen as an important part of the establishment of the IB as an acceptable tertiary entrance qualification. In 1967 the negotiations began for provisional recognition of the IB. Countries university entrance procedures operated in two ways. In England, Canada and Switzerland each university controls its own admission policy. By contrast, France, Belgium and the Netherlands exercise central control over university placement. France was the first country to grant provisional recognition to the IB although there were a series of terms placed upon IB Diploma holders. It was not given direct equivalence with the French baccalauréat. The IB was seen as

an "...an acceptable qualification for foreign students seeking entry to French universities .."(Peterson, 1972 p. 23) It was more difficult for French students to enter university with the IB and they were required to have parents that had been residing abroad "...pour une certaine period.." which was normally interpreted as at least two years. The Germans had a similar regulation which was flexible in its interpretation. Students who were either returning from a period of time outside Germany or who were about to travel outside of Germany were able to enrol in International Schools offering the IB. The Hamburg International School has several German students whose parents have been about to travel overseas for the last 'ten years'. They are, therefore, able to complete the IB at that school. The German Government does not let students sit the IB unless they fall into this category. These countries were concerned to protect their own academic programmes and didn't want to help create a 'back door' entry into their tertiary institutions.

In countries where each university controlled their own admissions policy the problem of recognition of the IB was more complicated. The American college entrance system, for example, depends on SAT and Achievement Tests as well as on a school report. It was found that IB candidates actually benefited under this system. "*The fact that he is engaged on a serious academic course of this nature will be taken into account in the selection process leading to admission and his results in the examination may give him advanced placement if he wishes to seek exemption from certain freshman courses.*" (Peterson 1972, p. 22)

A full examination trial was held in 1969 with several new schools added to the 1968 examinations. The full list of schools taking part were: Atlantic College; National College, Beirut; Copenhagen International High School; École Nouvelle de Chailly-Lausanne; Frankfurt International School; Geneva International School; Lycée de Saint Germain; Goethe Gymnasium, Frankfurt;

International School, Ibadan; British Schools, Ibadan; British Schools, Montevideo; United Nations School, New York; Santiago College; and Iranzamin, Tehran.

In all 650 candidates presented a total of 1123 trial papers. The pass rate varied from 73 per cent in foreign languages to 51 per cent in experimental sciences, with an overall average pass rate of 60 per cent. (Peterson 1972, p. 28.)

The first official examinations were conducted in 1970 and the following year saw 76 candidates complete the two year diploma examinations with a 70% pass rate. (See Table 14.) Peterson noted at the time of graduation of these students that "...universities in many countries are honouring their pledge to recognize the new examination." (Peterson, 1972, p. 29.) By the end of the 5 year experimental phase (1970-1975) it was obvious that the IB was a viable examination system and would eventually become self funding. Up until this time, the IBO had been dependent on a wide range of sponsors for its continuation. It moved from being an educational idea to an experiment in the feasibility of a common curriculum leading to examinations that would enable students to cross national barriers and enter universities in many parts of the world. By the completion of the six year trial period the number of schools belonging to IBO had more than doubled from 23 to 52. The number of candidates for examinations between 1972 and 1985 had gone from 631 to 7,665. (See Table 5). Roger Peel, Director General of the IBO, felt that by 1985 the IB Diploma had become an academic passport recognised by education authorities around the world as a symbol of intellectual achievement and promise in young adults.

At a time when many education systems are criticised for short-comings ranging from over-specialisation to lack of structure or an encyclopedic approach to learning, the goals and requirements of the International

*Baccalaureate are often seen as a possible model for reform.
(Development Plan 1985 p. 6.)*

The number of schools entered to offer the IB grew dramatically from 149 in 1982 to 443 by November of 1991. The movement that began as the only alternative for the small group of students studying abroad, had, by the mid 1980's, become an option available to the High School students of many North American schools.

The development of the IB program in North America has caused a number of questions to be asked. The figures contained in Table 8 show the manner in which the IB has progressed in the period from 1975 to 1992. The proportion of North American schools to the other four regions has created an imbalance which warrants explanation. The universities had few effective criteria to evaluate standards for admission to university. The adoption of **Standard Achievement Testing**¹³ in 1926, which attempted to measure student's aptitude for university, was an extension of the earlier College Entrance Examination. The use of such tests provided a convenient mechanism for screening potential candidates for tertiary admission.

A combination of events in the 1950's, including the Russian launching of

¹³"It must be remembered, however, that the SAT sets out to measure the candidate's 'aptitude' for higher education, not the acquisition of any prescribed body of knowledge. This manifesto against 'swotting for exams' or *bourrage de crane* meant that, except for approximately one third of candidates, who also took achievement tests, the College Board exercised no influence on the curriculum of the eleventh and twelfth grades of high school and even the achievement tests were deliberately made as bland and unobtrusive as possible. ... For seniors, who were told that they could not improve their SAT scores by study and who had already completed all the credits necessary for graduation, it is not surprising that a form of intellectual apathy should have developed called 'twelfth grade slump', as they waited through the year to start work again at college."

Peterson A.D.C. **Schools Across Frontiers** page 135-136.

Sputnik, led the College Board to adopt what became known as **Advanced Placement**. It was an attempt to combat high 'school slump' and provide admission to college of the more talented students.

By 1970, 55,000 students were taking three-hour examinations for AP, 'doing college level work while still in high school', and working to programs externally prescribed and externally set. (Peterson 1987 p. 136.)

It was against this background that the IB gained popularity.

Peterson listed three factors that made the IB gain widespread acceptance:

- 1.- public dissatisfaction with the decline in 'standards of excellence' in high schools throughout North America, with a consequent interest in any programs which offered a way of restoring them;
- 2.- the fact that IBNA was separately incorporated as a not-for-profit corporation in New York, with its own board of directors, its own fund-raising capacity and its own budget;
- 3.- extremely efficient promotion through introductory seminars and teachers' work shops introduced by Gilbert Nicol, who succeeded Charles Rose as Executive Director in August 1977.

The IB has continued to gain support in many countries. The adoption of the program indicates an acceptance of the philosophy of the IB. What exactly is the philosophy behind the IB? The following remarks will clarify the underlying philosophical framework of the IB.

The educational theory behind the IB.

Peterson (1987) once described the educational aims of the IB program as:

... to develop to their fullest potential the powers of each individual to understand, modify and to enjoy his or her environment, both inner and outer, in its physical, social, moral, aesthetic, and spiritual aspects.
(Peterson 1987 p. 33.)

Acknowledging the inadequacies of such a simplistic statement, he is quick to link the curriculum to the programs' aims. It is only this practical application that makes the IB anything more than an unfulfillable dream. What he finds important in this statement of aims is: "*... the concept of general education as process rather than content which is implied...*" (Peterson 1987 p. 34.) The problems associated with a desire to develop a curriculum that was truly international and met the various needs of the sixteen to eighteen year olds in international schools throughout the world were complex. By asserting the priority that was to be given to the moral, aesthetic and practical education of the whole person, the IB was placing itself outside the purely intellectual and academic spheres normally covered by university entrance examinations of national systems. The national systems of education are able to incorporate the education of the whole person into a total curriculum without controlling its implementation by the use of examinations. While national systems are able to prescribe a curriculum by law and then promote it through their system of teacher-training and inspection, international schools have no such mechanisms of control. IBO has no inspectors, no common system of teacher-training and only examinations as a means of regulation.

The second area of concern to those attempting to formulate a curriculum based on the aims of the IBO was the potential split that would occur at year eleven. If IB courses were designed specifically for the highly motivated and intellectually able college bound students, what would happen to the less gifted candidates who were more unlikely to attend university? The answer was partly

provided for by the provision of certificates for performance in individual subjects.

The third problem was one of pedagogy. How could the IB hope to provide a continuity in those subject areas that students hoped to pursue at university? While some subjects such as anthropology and sociology may require no prior knowledge of that discipline before commencing university courses; others such as languages and chemistry, may seek students who have studied extensively in those disciplines at upper secondary levels. For these subjects, the course planners had to ensure that there was a reasonable fit between upper secondary and university courses.

The fourth problem of exam orientated courses where the 'tail wags the dog' is not confined to the IBO. National systems are as guilty as the IBO in falling to the 'Tyranny of Testing' with course contents fading in significance behind grade scores. The IBO has made an attempt in this area to provide a number of assessment techniques.

By increasing the amount of internal assessment in some courses students find a more balanced program. The ability of teachers to predict scores of their candidates in advance has also helped in this area. In all subjects, teachers are asked to list their class in order of ability and make a grade assessment prior to students sitting final examinations. This information is usually not made available to markers of examinations but is monitored by the chief examiner prior to the return of grades to students. While teachers may find some discrepancy in the scores anticipated and those attained, the existence of such a channel provides for a measure of teacher input.

The usual pattern is that inexperienced IB teachers underscore their students while the more experienced teachers are able to predict accurately grade class scores. The group of reformers planning the IB worked from the single-sentence statement of aims:

We sought not to ensure that as 'generally educated men and women' our students should have acquired a wide range of knowledge, but that they should have developed, as far as they were able, their power and desire to engage in a wide range of what Montaigne called "ways of thinking." In other words, to quote Edgar Faure, a French Minister of Education, that they should "learn to learn".(Peterson 1987 p. 41.)

It was this attempt to foster an ability of the student to think in a particular manner that dominated the original founders of the IB. Rather than following an 'encyclopedic' approach to learning, students were to be encouraged to develop their mind to think in a particular manner. It was an essential factor in some subjects, such as history, where the alternative was to provide a rigid curriculum that was to be dictated by content. The need to keep the curriculum as fluid as possible and to thereby reduce the dominance of one particular 'school of thought' or body of knowledge was an integral aspect at the formative stages of the IB curriculum. There are many who claim that the IB is Euro-centric.¹⁴

¹⁴The first study that was critical of this aspect of the IB was Remillard(1978).

The IB has therefore been portrayed as a piecemeal alteration of a traditional European paradigm of educational knowledge. It falls as a compromise between traditional frameworks in terms of the manner in which knowledge is portrayed and conveyed. As such, it does not represent educational change and, in fact, can be viewed as regressive in its function of more completely obscuring the realization of new knowledge with the re-institutionalisation of rigidly defined boundaries delineating what is important to know and how the transmission of this knowledge should be approached. page 204-205.

The addition of the extended essay to the core of six subjects for IB diploma candidates was intended to enable students to experience specialisation.

In order to take one step even further the experience of what individual study in depth is like and to provide an intellectual outlet for what Kurt Hahn called the grand passion, every candidate for the IB diploma is now required to conduct a substantial piece of individual work on a topic of his or her own choice, related to one of the six subjects chosen and recorded in an 'extended' essay of approximately 4,000 words. (Peterson 1987 p. 45.)

The requirement for students to successfully complete a Creative and Aesthetic Study(CAS) program and the internally assessed Theory of Knowledge (TOK) course completed the diploma.(See **Appendix 7.**)

Finally the International Baccalaureate includes in its requirements two somewhat novel features which sprang directly from the educational philosophy which this chapter tries to express. It is a requirement that every pupil must follow a course in the theory of knowledge and that every pupil must have the chance to spend some part of his school time in creative and aesthetic activity or in social service, or indeed in both. (Peterson 1972 p. 40)

Acknowledging the need to incorporate experiential learning into the IB Diploma, schools were required to provide the equivalent of one half-day a week to student involvement in creative and aesthetic service(CASS, now known as CAS). This requirement is for full diploma students only. It is not rigorously enforced by the IBO. Schools are required to sign a declaration that all candidates participated in some form of CAS activity.

The TOK course is designed to be taught over a period of 100 hours and may

be taken in one year or two. The aims of the course are to lead students to:

1. engage in reflection on and the questioning of the bases of knowledge and experience;
2. be aware of subjective and ideological biases;
3. develop a personal mode of thought based on critical examination of evidence and argument;
4. formulate rational arguments.

The course is assessed by the teacher but the IBO moderate the grades given.

The programme outline covers the following topics:

1. The role of language and thought in knowledge.
2. The requirements of logical rigour for knowledge.
3. Systems of knowledge:
 - (a) mathematics
 - (b) natural sciences
 - (c) human sciences
 - (d) history
4. Value judgements and knowledge:
 - (a) moral judgement
 - (b) political judgement
 - (c) aesthetic judgement
5. Knowledge and truth.

While the course may be taught by more than one teacher, the overall shape of the course must be the responsibility of one person. Students are expected to participate fully in the course and ask their own questions about knowledge, but the teacher must structure and guide the process of enquiry.

This chapter has looked at the IB as an idea that was first mentioned in the mid 1920s at the newly created United Nations School, École Internationale de

Genève, (ECOLINT). It has traced the IB and its emergence through the International Schools system. The problems associated with a large number of North American Schools opting to take the IB in the mid 1970s were noted and a brief philosophical framework of the IB was provided. A fuller history of the IB is contained in Petersons' two books: International Baccalaureate(1972) and Schools Across Frontiers(1987). The next chapter will provide the Australian and Canadian case study material that will be drawn on in the concluding chapter. In the final chapter, the argument will be made that these students participating in the IB view the world in more global terms than their parents generation.

Chapter IV. The International Baccalaureate in Australia and Canada: 1980-1993

(i) The background in Australia.

Perhaps the first person to become directly involved with the IB in Australia was Desmond Cole-Baker, Headmaster of the International School of Geneva in the early 60's. During this time he acted as Secretary of the International Schools Association (ISA) and was a founding member of the International Schools Examination Syndicate (ISES - founded in 1964) which became the International Baccalaureate Office (IBO) in 1967. In 1971 Kevin Majoribanks, recently retired Vice-Chancellor of the University of Adelaide, became Research Director of the IBO at the University of Oxford. He was Australia's sole representative on the IBO on his return to South Australia in the mid 1970s. Australians wishing to be involved in international education were forced to work in international schools outside Australia.

In 1972 two Australian students attending the International School of Geneva were awarded IB Diplomas. Returning to Australia they attended Australian universities. (Monash in Melbourne and Sydney University.) By May of 1990 there were approximately 450 Australian IB Diploma holders who received their awards both within Australia and abroad. By far the greatest number of Diplomas were awarded to Australian students who had attended one of the United World Colleges (UWC) overseas as there were only two schools offering the IB in Australia up until 1988 when an additional two schools joined the IBO.

The first Australian school to offer the IB was Canberra's Narrabundah College in 1979. Located in the country's federal capital, this year 11 and 12 co-

educational senior college was aware of the benefits of offering the IB. The principal at that time, Dr Milton March, recognised that international students residing with their diplomat parents were not being adequately catered for by the ACT education system. Dr Headley Beare, Chief Education Officer for the ACT, now Professor of Education at the University of Melbourne, was convinced that the move to offer the IB would alleviate one of the major problems facing foreign students. The problem of re-entry to their own national university system would be simplified by the introduction of the IB. Professor Tom Millar, recently Director of the Sir Robert Menzies Centre for Australian Studies in the University of London, was an active member of the Narrabundah board at the time. Although the logistics of offering the IB in the Southern Hemisphere were daunting- examinations were geared to the Northern hemisphere year in which schools sat finals in May not November- the school decided to adopt the program. Narrabundah was first registered to take students for IB examinations in 1979, however it was not until 1984 that they had a class of 8 diploma students and 5 certificate subject students complete their examinations. By 1990 they had totalled 65 diploma and 67 certificate candidates, an average of 6 candidates of each category per year. As a percentage of the total roll of the school, these figures indicate a very small number of students. Where possible classes were taught together but where this was not possible separate classes were taken.

St Leonards College in Melbourne followed in 1982. The principal at that time, Richard Cornish, felt the need to encourage education within a global rather than a parochial context. By offering the IB as an alternative to the local final year examination (Higher School Certificate{HSC} as it was then, now the Victorian Certificate of Education{VCE}) it was felt that the IB would challenge more able students. As at Narrabundah College, the IB at St Leonards has

been slow to attract the student numbers needed to make it economically viable. In the first ten years of offering the IB at St Leonards College there were 21 diploma candidates and 108 individual certificate students. These figures represent less than 1% of the year 11 and 12 student numbers at the school.

In 1986 David Sutcliffe, Vice-President of the IBO Council of Foundation and Headmaster of the UWC of the Adriatic, visited Australia. Meeting the then Tasmanian Minister for Education, Peter Rae, Sutcliffe talked to him about the IB and developed enthusiasm in it. As a result of this discussion, Rae placed the IB on the agenda of the next Australian Education Council (AEC) Conference in 1987. Australia was officially represented at the IBO Council of Foundation meeting in Geneva, November 1987, by Ian Hill. The IBO accepted an invitation to visit Australia and Robert Blackburn, Deputy Director-General, Dr Roger Peel, Director General and John Goodban, Regional Director for Asia, visited each state and territory. They met with a wide range of Australian educators and Roger Peel addressed the AEC Conference in Darwin (1988). The Darwin meeting asked the Australian Conference of Assessment and Certification Authorities (ACACA) to investigate the IB as a supplementary qualification to local certificates and IB recognition by Australian tertiary institutions. Following this visit, interest in the IB was high. Despite small numbers of students within Australia sitting IB examinations, a number of other schools were attracted to the IB in the mid 1980s. The 13th Annual IBO Heads Standing Conference in Singapore (21-23 February 1989) was well attended by Australian schools. (Twenty Australians from 12 schools out of a total of 137 participants.) The Hon. Greg Crafter, Education Minister for South Australia at that time, addressed the Conference with a paper entitled **IB Schools and Government Policies for Promoting International Links**. Ken Axton, former Tasmanian Director-General of Education, gave the keynote address on behalf

of Peter Rae who was unable to attend. The address was entitled
Internationalizing Education in Australasia - Why and How?

Sydney Church of England Co-Educational Grammar School (SCECGS) Redlands had been accepted into the IB program the year before the Singapore Conference and by the end of 1989 a further four schools were registered with the IBO. (These schools were Mercedes College and Pembroke School in Adelaide: Lauriston Girls School and The Kilmore International School both in Victoria.) The next 3 years saw 5 new member schools (Presbyterian Ladies College and Wesley College in Victoria, Glenunga High School in South Australia, St Pauls Grammar School in New South Wales and Kormilda College Ltd. in the Northern Territory).

A feature of the Australian education system is the relatively high number of non-government schools at the primary and secondary level. In 1990 there were a total of 3,041,657 students at primary and secondary level.(See table 10). Of these students 72.1% were at government schools and the remaining 27.9% were at Non-Government schools. Of these Non-Government schools, 2.7% were Anglican, 19.6% Catholic and 5.6% were Other Non-Government schools. It is interesting to note that of the 12 schools in Australia offering the IB up until November 1991, 10 were non-Government schools. The reason for this imbalance hinges on the role of the principal or headmaster in state schools as opposed to private schools. The principal of a non-government school is responsible to a board of governors and is relatively autonomous within the school. Providing he or she acts with the approval of the school board, changes such as the implementation of a new syllabus are relatively straight forward to carry out. The headmaster of St Leonards at the time that the IB was introduced, Richard Cornish, was convinced of the benefits of the IB program

and having informed the Board at that time of its worth, was given permission to introduce it. Changes in government schools, however are much more difficult to carry out. The question of how leaders precipitate change in schools is dealt with by Lipham and his associates(1985). They crystallize the role of the principal as 'interpreter' of values by pointing out the sort of objectives that need to be set for the school to 'cohere.' Foremost among these interpretive jobs is perceiving the community's expectations.

Even the most conscientious efforts to ensure curricular responsiveness to cultural demands will sometimes prove frustrating in our complex and constantly changing society. Nevertheless, it is a principal's obligation to assess continually the expectations held by the community for the school as an institution, thereby capitalizing on societal pressures to ensure a contemporary curriculum.(Weber 1987 p. 19.)

Neville Grady finds that;

...the majority of principals play a limited role in change. Those who do become involved have a strong influence on how well the change progresses; those who don't show an interest have an equally powerful influence on how poorly it goes.(Grady pp 36-48.)

Berman and McLaughlin found that projects having the active support of the principal were most likely to fare well. They claim that;

...the principal's actions, not what he or she says, carries the message as to whether a change is to be taken seriously. They note that one of the best indicators of active involvement is whether the principal attends workshop sessions with teachers.(Berman and Mc Laughlin in Grady p. 135.)

The principal of Mt Waverly Secondary College, Mr Don Laird, did not meet with the same level of enthusiasm as Mr Cornish had back in the early 1980's, when he started to explore the possibility of being the first Victorian state school to offer the IB in the early 1990's. Mr Laird, who has since moved on to a position within the Department of Education, hoped to offer the IB for those

students whose families were in the defence forces and academia who travelled regularly.

A newspaper article entitled Call to Boycott Baccalaureate (The Age 14/9/92), found that the chief general manager of the Victorian Department of School Education, Dr Peter Hill, could see no problems in government schools having the IB. However the Vice-president of the Victorian Secondary Teachers Association, Ms Elizabeth O'Connor, said that the union was likely to recommend that teachers should not become involved with the IB. The school (Mt Waverly Secondary College) was registered with IBO in 1993, although at the time of writing no students have been enrolled in the IB program. By November 1992 there were a total of thirteen schools in Australia registered with IBO. Several more schools are expected to join the IBO by the end of 1994. The future development of the IB in Australia will be dependent in part on how successfully the following problems are dealt with.

Problems associated with IB schools in Australia.

There are several areas of conflict that must be dealt with by Australian schools offering the IB. These problems are especially evident for schools looking to offer the IB for the first time.

1. Examination sessions.

With the IB offering examinations in both May and November, schools must decide on the most appropriate session for their needs. Do schools who choose one examination session ahead of the other disadvantage their

students? When the IB began in the seventies all schools participating were located in the northern hemisphere. It was only logical that examinations for these schools should be sat towards the end of their academic year. May was decided upon. As the number of schools taking the IB in the southern hemisphere increased, it became evident that a second examination session was needed to cater for the school calendar starting in February and concluding in December. The November sessions were set up in order to allow adequate time for results to be published for university admissions. As there were initially not as many schools participating in the IB in the Northern hemisphere the number of subjects offered was reduced. It was hoped that as the number of schools increased in the southern hemisphere, more subjects would be offered for examination in the November sessions. An interesting aspect of Australian schools are that many choose to sit at both the May and November sessions. This was partly due to the lack of some subjects, especially languages, within the November sessions. Three schools, SCEGGS Redlands, Pembroke and Mercedes adopted the May session as their principle examination session. The rationale behind this was that the May sessions enabled students to complete their local examinations and then come back for six months at the end of their normal schooling year and complete the IB. The obvious disadvantage for these students was that their university admission was delayed a year.

“ An alternative solution, being offered by SCEGGS Redlands in North Sydney, is to allow IB students to complete HSC exams at the end of Year 12, combining preparation for these with that for the IB, and allowing them to stay on at school for another half year; these students will work in tutorial groups and take the IB exams in May, at the same time as schools in the Northern Hemisphere...”(Maclehose and Hill p. 12.)

2. The state examination requirements and their overlap with the IB.

Are the two systems compatible or do students find themselves coping with two separate curricula with distinct differences?

The education requirements within Australia vary from state to state. This is also the case in Canada where students are made to comply to two separate curricula. The requirements of these differing systems have tended to affect the way that the IB and local requirements are combined. In Victoria, for example, the IB is able to stand on its own merits. There is no formal requirement for students to complete the local Victorian Certificate of Education(VCE) and in most cases students have opted to sit either the IB or the VCE. Students at the first Australian school to offer the IB, Narrabundah College in Canberra's Australian Combined Territories(ACT), are required to complete the local Certificate of Twelfth Year studies as well as the IB.¹⁵ While the two classes are relatively easily combined, Maclehorse and Hill make the point that:

students who have attempted this double regime report that the strain of taking both courses simultaneously is very great. Although in many subjects there will be a substantial overlap between IB and Certificate syllabuses, there will still be the extra demands of the Theory of Knowledge and the extended essay, for example; these typically lead to classes before breakfast, at lunch -times, after school, or even at weekends. This pressure is no doubt responsible for students dropping out of IB courses.(Maclehorse and Hill p. 10.)

The solution to this problem is not difficult in those subject areas where the

¹⁵Notes from interview with Mr Jeff Mason, Headmaster of Narrabundah College on June 22 1993.

"There is a happy marriage between the rigid IB and the more flexible ACT Certificate. Students completing the ACT Certificate do Major(two year) and Minor(one year) courses. The Theory of Knowledge course has been approved as a minor course-and is able to be taken by non-IB candidates. The IB chemistry course was initially not accepted by the ACT, but a change in the course's emphasis enabled it to be offered as an ACT course."

curriculum of the two systems are comparable. In those areas, however, where there is little overlap in course content, the solution provided by some schools of running classes before and after school and during lunch-time will continue to hamper the IB's development.

3. Australian university acceptance of the IB.

With an increase in the number of students seeking university admission, are candidates presenting the IB as their entry qualifications receiving the same treatment as those with the local state qualifications? The manner in which the IB has been treated by the various Australian universities has greatly affected the development of the IB within Australia. As a result of the small numbers of students initially applying for tertiary places with the IB, the question of equivalency with local educational qualifications was difficult for the universities to assess. While the number of Australian candidates registered to take the IB in the May session of examinations had increased slightly between 1988 and 1990(see figures below), not all of these candidates were returning to tertiary study in Australia. Many of them had joined the ranks of international students studying abroad long term. These students stand apart from those who spend a semester or perhaps even a year on exchange in some other country. The universities tended to operate their admissions policy on an **ad hoc** 'case by case' manner as there were simply too few candidates to create any sort of a standard level of acceptance.

Australian Candidates Registered May 1988 - May 1990

May 1988 = 104 students

May 1989 = 121 students

May 1990 = 129 students¹⁶

As the number of students seeking admission to Australian universities with the IB increased, the need for a more comprehensive admissions policy was realised. The University of Melbourne was amongst the first to formally recognise the International Baccalaureate and to draw up a set of guidelines to deal with the appropriate levels of acceptability of the IB at the university. (See **Appendix 10**)

The growth of the education export industry from the mid 1980's has accelerated the acceptance of the IB by the universities in Australia in general and Victoria in particular. The education export industry evolved from two major Commonwealth Government reviews of Australia's international student policy conducted during 1984. These reviews resulted in a shift in policy focus from international education viewed primarily as a tool of international aid, to a significant mechanism for generating export revenue and implementing international policy initiatives. The first review, commissioned by the Commonwealth Minister for Education and Employment was undertaken by the Goldring Committee, established specifically to examine international student policy. The Committee concluded that the prevailing policy emphasis on subsidisation of international students should continue as part of the national interest.

The second review was undertaken by the Jackson Committee. It reviewed Australian overseas aid and proposed a more market-oriented and less-

¹⁶Figures taken from the **IB Bulletins** numbers 24-26 table 9 Nationalities of Candidates Registered May. (Note that these students are not all studying within Australia for the IB. Most are students at International Schools throughout the world.)

regulated policy towards international students. The Committee felt that the aid aspect of education should be more targeted and that private students should have unrestricted access to Australian education provided they paid the full cost of services and met academic standards applicable to local students. The recommendations of the Jackson Committee were ultimately to prevail over those of the Goldring Committee. A new international student policy was released by the Minister for Education in March 1985 who stated that: “... *the introduction of full-fee courses for overseas students would reinforce the flexibility and efficiency of the education system and encourage an entrepreneurial spirit amongst institutions....*” (Extract from **International Student Programs in Universities**, November 1993. Victorian Auditor-General's Office. p.17). Two Victorian Universities, Monash University and the Royal Melbourne Institute of Technology(RMIT), generated fee income onshore from international students in excess of \$100 million in the period 1990-1992 with Monash clearly the state's largest provider of revenue from overseas students earning annual revenue of over \$30 million by 1992.

One of the results of the increase in full fee paying students at both secondary and tertiary levels was to establish a more universally accepted comparative table than that provided by Melbourne University in 1991.(See **Appendix 10**). This Comparative Table of Year 12 Overseas Equivalents to the VCE has identified inconsistencies relative to VCE cut-off scores, in the standards established for year 12 equivalent overseas qualifications.(See **Appendix 11**). From this table the variations both within and across universities in the values assigned to overseas qualifications becomes evident. Using the example of the entrance qualifications required for the Bachelor of Engineering courses at Monash's Metropolitan and Gippsland campuses where the 1992 VCE cut-off score was 280, there was a significant variation at each campus in the values assigned to qualifications equalling minimum entry standards to the

Singaporean and Malaysian qualifications. Part of the problem lies with the lack of uniform standards in Australia for the assessment of equivalent Year 12 overseas qualifications.

The variations identified by audit in the minimum entry standards used by universities for overseas qualifications could be avoided if a central body had responsibility for determining the academic standing of overseas qualifications for purposes of determining equivalents to the VCE. (International Student Programs in Universities 1993 p. 41)

The report concludes that the creation of a body in Australia, such as the British Council in the United Kingdom, could play a significant role in the assessment of overseas equivalents to Australian year 12 standards. The practice of lowering standards for full fee paying candidates from overseas was seen as an erosion of academic standards that needed to be safeguarded against. The potential for universities to lower their standards to facilitate entry by the more lucrative international students was considered a serious departure from the fundamental requirements of the Department of Employment, Education and Training(DEET) and the Australian Vice-Chancellors Committee(AV-CC) for the safeguarding of academic standards.

Concluding, it is evident that questions concerning academic equivalency are neither finalised nor standardised. Furthermore the chances of this happening in the future to the satisfaction of all protagonists seems unlikely as all parties perceive their system as being of the best standard. The present equivalence's used in Australia vary from university to university and within faculties of these universities. It seems highly unlikely, given the present understanding of the Australian universities of the IB, that students seeking academic admission to courses would be in any way disadvantaged compared with those who seek

admission to the same courses with the local academic high school leaving certificates (be that VCE, HSC Year 12 leaving certificates etc.).

4. The second language requirement of the IB.

The current regulations governing candidates for the IB diploma are that they must take Language A (first language -refer **Appendix 12** Languages A1, General Information) which includes the study of selections from world literature and a Language B. (second language-See **Appendix 13**). They may in fact opt to take two language A's instead of Language B which would then entitle them to the award of a Bilingual Diploma¹⁷. Candidates with a third language to offer may substitute a Group 6 subject for this language. (See **Appendix 7**). The diploma is made up of 6 subjects and the Theory of Knowledge, Creative and Aesthetic Service(CAS) and extended Essay. If three of these subjects are able to be languages, does this mean that students with a weak second language would be disadvantaged? While the answer to that question is probably no, the fact remains that students with a strong background in languages would certainly have an advantage if half of the academic subjects that they were able to take were languages.

Having attended several IBO Heads Standing Conferences¹⁸ and witnessed

¹⁷For a complete set of regulations governing the choice of languages for candidates refer to the **Vade Mecum**, I Group 1 Languages A1.

¹⁸The first such conference in Paris in 1986 was an event in which all aspects of the proceedings were carried out in English French and Spanish. The meeting was held in the UNESCO building and was truly International in its presentation. Simultaneous translations of key note addresses were available. The Secretary General of the IBO, Dr Roger Peel addressed the conference in all three official IB languages in his opening speech. The meeting in Singapore in 1989, by contrast, was almost entirely carried out in English. When asked in an informal manner the reason for this change in presentation, the answer was that the cost of carrying out simultaneous translations was

first hand some school Principals lobbying for the abolition of the second language requirement, it became obvious that not all schools offering the IB felt the same on this issue. The North American Schools in particular felt that this requirement was not an advantageous rule for students with a poor second language background. Many European countries' language programs involve the study of at least three foreign languages from the first years of schooling. The close proximity to countries speaking different languages has meant that in order to survive, (politically and economically at the very least, not to mention socially) it is necessary to be fluent in a wide range of languages. However, to forfeit the second language requirement solely because it may give these European students an advantage over other students living in comparative isolation from countries speaking other languages (such as North America and Australia where the pressure to study a second language is arguably less severe/ important/ essential than in Europe) seems an extreme measure. The original founders of the IB were determined to maintain the language component of the IB in order to maintain its international character. The IB was a complete program that they felt would fall apart if pieces were to be removed from the original format. The threat of monopoly by one linguistic grouping (English) was not lost on them, however, and although the figures of students taking examinations in French (3%) and Spanish (8%) are small compared to English (89%), the strong feeling amongst the founders of the IB was that these differences were worth preserving. Students in Australia studying for the IB have chosen a wide variety of languages as their second language¹⁹ with a few

prohibitive and that the number of candidates unable to follow the proceedings did not warrant the expense.

¹⁹Students chose the following languages for **Language B** S/L-English, Chinese, Dutch, French, German, Hebrew, Indonesian, Italian, Japanese, Persian, Russian, Spanish.

candidates completing a Bilingual Diploma.

Language B H/L-English, Chinese, Dutch, French, German, Hebrew, Indonesian, Italian, Japanese, Russian, Spanish.

Language A S/L-English, Chinese(Mandarin), Indonesian, Japanese, Korean.

Language A H/L-English, Chinese, Japanese.

For an accurate recording of the number of students taking each subject refer to the Survey Results of the Australian Schools(Chapter IV (iii)).

(ii) The Australian survey.

It is only over the last five years that schools in Australia have adopted the IB in a significant manner. The number of schools participating in the program as a percentage of all Australian schools is minute. There were over 10,007 schools in Australia with only 12 schools offering the IB in 1992 when the Co-ordinator's survey was carried out for this research. Of these 10,007 schools, 7,490 were Government schools and the remaining 2,517 were Non-Government schools. The proportion of schools in the Non-Government sector offering the IB(83%), was significantly higher than in the Government sector(17%).

Of the 12 schools offering the IB in 1990, 2 were Government schools (Narrabundah College and Glenunga International High School), and the remaining 10 schools were Non-Government or Independent Schools. (see Table 10). The first school in Australia to offer the IB, Narrabundah College, was strongly influenced by the need to cater for the large numbers of international students located in the country's capital. Although it had seen only small numbers take the IB option up until 1990 (65 diploma and 67 certificate students over this ten year period), the last four years have seen a steady increase in numbers. Glenunga High School (now called Glenunga International High School) entered the program in response to two government initiatives. The first was the gaining of a contract to build submarines in Adelaide in conjunction with a Swedish firm. It was felt that the Swedish workers on the project would need a school to which they could send their children. The adoption of the IB would allow them to re-enter the Swedish university system. The second was the siting of the Multi-Function Polis(a government supported high technology centre) in Adelaide. While the first of these projects has started, the second has had political problems and appears unlikely to proceed in the

immediate future.

There were 10 co-educational and two single sex schools. School size varied from 40 to almost 3000. The average school size of the sample was 1057.

There were 6 schools that started at junior school (St Pauls was opening its K-6 school to accept 3 year olds and above in 1993), and a further two at middle school. Three schools had less than 10% international students (that is students born outside of Australia), four with 11-20% international, three with 21-30% international, one with 31-40% and one with 81-90% international. The average international percentage of the school roll was 23%. It is difficult to deduce whether or not this international percentage is higher than the national average as figures are not kept on students place of birth. By state there were 5 schools in Victoria registered to offer the IB, 3 in South Australia, 2 in New South Wales and 1 in both the Northern Territories and the Australian Combined Territories. There were no schools registered with IBO in Queensland, Western Australia or Tasmania. The average length of time each school had been involved in the IB program was 4 years.

Four schools offered a pre-IB program within their curriculum. The remaining eight adopted the IB in the final two years of schooling with no preparatory courses leading into the program. These four schools with pre-IB programs, tended to identify students in year 10 (the year preceding the commencement of the IB). *“Students who identify themselves as potential students in year 10 are in the same class(with others) and that class follows a program geared to IB study at year 11.”* One school started at year 9 with a large English Second Language component for the non-native English speakers while another had extension programs in Maths, Science and English for one year prior to the commencement of the program.

Eight schools had an open entry policy for students while four had restricted entrance. Three of these schools restricting student participation added provisos that they discouraged academically weak candidates from entering the program. One of the three stated that “... a very weak student would be dissuaded” while another said “...unless extremely handicapped-Pembroke is an open entry school.”

The number of students in the program as a percentage of the total last two years enrolment was small with 10% opting for the diploma and 6% for the certificate. Appendix 7 outlines the requirements for the diploma. While it is possible for candidates to sit individual subjects (certificates), the Diploma is the preferred option for students to participate in. While these figures do not indicate that significant numbers of students are taking the IB ahead of the local examinations, it must be remembered that the majority of schools had been in the program for fewer than 4 years. Any program that is replacing or competing with an already established program would be expected to take time to establish itself.

The two schools that had been in the program for a significant period of time were both increasing the numbers of students participating in the IB when the survey was undertaken. The small numbers of students taking the IB probably contributed to only 4 schools holding separate classes for IB students. The way in which the IB program fitted in with the local program affected the mix of IB and non-IB classes. Often the schools that were providing fewer subject choices within the IB were able to provide separate classes as there were more students in each class. In some subjects, the curriculum is so different from the local course that it is not possible to combine classes. The most often combined classes are found amongst the various language courses. While this seems to work fairly successfully with language B courses that do not have a

significant literature section, with Language A courses the mix can be very complex for teachers. To combine the literature component of Language A classes at Subsidiary level with Language B courses that contain no literature, can be difficult to present satisfactorily. To combine them at Language A Higher level is almost impossible.

Approximately half the schools ran combined classes in some or all subjects of the IB. While this unsatisfactory combining of classes may make the difference between a small school offering the IB or not, the long term effect of such an action could severely undermine the IB program. Matthews (1989) makes the point that the IB is an extremely expensive program to offer. The majority of schools offering the IB are the "...larger well established institutions" (Matthews ISJ No 17. p. 16). These schools are well established and have the ability to finance such courses. Many smaller schools operating on tight monetary restraints, could simply not afford to offer the IB if they couldn't combine the IB curriculum with another course. While small schools may not be able to offer separate classes, the students must eventually suffer if teachers are trying to cope with offering two separate course structures within the one class room. In half the schools, students were required to combine both local/state and IB examinations. Six schools did not allow students to attempt both programs with most of these allowing students to withdraw from the IB at the end of the first year and return to the local course.

Four schools did allow students to combine both courses and two schools would only allow students to combine both courses if they felt students could successfully complete the two systems. The total number of subjects offered at Subsidiary Level(S/L) was 172 with schools averaging a choice of 14 S/L courses. At Higher Level (H/L) the total was 138 with an average of 11.5 H/L

courses per school. (refer Appendix 7 for a complete list of subjects offered by the IBO). There was a total of 17 different languages taught with an average of nearly six languages being taught in each school. Only one school offered a school based syllabus (SBS) with 3 schools planning to do so in the future. The time that schools had been in the program probably contributed to the lack of school based syllabus. Schools would expect to familiarise themselves with the workings of the IB before attempting to implement new courses. A new SBS, trialed in Australia would then become available for other countries to adopt.

On average 76% of candidates enrolling for the full diploma were Australian (as opposed to international) students. Figures were not available on the percentage of Australian as opposed to international students taking the IB over the last ten years. The expectation would be, were these figures available, that the number of Australian students taking the IB would increase as the course became more established. There will always be a number of international students wishing to take the IB in cities such as Melbourne and Sydney as they are centres of commerce and trade for many multi-national companies. The area for future growth, however, must surely be amongst Australian students.

Schools offered a wide range of responses to the final question in which schools were asked why they had initially decided to take part in the IB program. There was only one school that replied it was dissatisfied with the local system. The majority of schools adopted it for the benefits perceived as inherent in the IB rather than as a negative concern about their own state/local system.

Two schools in each country were chosen for more detailed study to enrich the data provided by the Co-ordinators surveys in Australia and Canada. The Australian schools chosen were Narrabundah College, Canberra and St Leonards College, Melbourne. Questionnaires were administered to all students at these two schools enrolled in the IB program (see Appendix 2). A brief description of these schools and their combined results follows.

1. Narrabundah College.

Narrabundah College is a senior secondary college catering for students in their final two years of secondary education. (See Appendix 8 **Narrabundah College Aims**). Located in Australia's federal capital, Canberra, Narrabundah offers three international matriculation certificates;

1. the International Baccalaureate
2. the Spanish Baccalaureate²⁰
3. the French Baccalaureat²¹

The school also awards the Australian Capital Territories (ACT) Year 12 Certificate to students on completion of an educational program approved by the college as having a coherent pattern of study and which includes units accruing at least 100 points. These points must be gained in no more than six and no less than five Narrabundah College Assessment Units to complete the

²⁰Narrabundah students are able to study some courses taught in Spanish by teachers supplied by the Spanish government. This program allows students to progress from Forrest Primary School, through Telopea Park School, to Narrabundah College studying a continuous Spanish program which may lead to the examination and award of the Spanish Baccalaureate. (extract from **Narrabundah College Prospectus 1993**, page 7.)

²¹ Students are able to study a limited number of courses taught in French by teachers supplied by the French government. This is an extension of the French-Australian bilingual program based at Telopea Park school, and may lead to examination and award of the French Baccalaureat. (ibid page 7.)

ACT Year 12 Certificate. In 1979 Narrabundah became the first Australian School to undertake the IB. A co-educational state school, Narrabundah saw the need to offer an international tertiary entrance qualification to the diplomatic Corp in Canberra. It was having difficulty at the time maintaining its role in a suburb of Canberra with an ageing population and a falling student pool to draw upon. The IB was seen as a means of maintaining a strong academic standard in the school.

The present Headmaster of Narrabundah, Mr Jeff Mason, believes that other Canberra schools view the IB as being a worthwhile academic program and that students have a right to freedom of choice when it comes to academic courses. He believes that there is a happy marriage between the IB with its rigid framework and the more flexible ACT Year 12 certificate. The IB does not threaten other programs in the school and the only problem it creates is the necessity to run additional tutorial classes that may weaken the school's sporting potential. The IB Theory of Knowledge course is offered to all students at the school and is credited as a minor course for the ACT certificate to those who successfully complete it. Teachers who take part in the program are chosen at the department level and Mason believes that the IB is not seen by them as a 'closed shop'.

The survey results were recorded at two separate times. The IB co-ordinator, Ms Bev Hamilton, undertook a partial survey of year 11 and 12 IB candidates in late 1992. On June 22, 1993, all IB students at school that day were presented with the questionnaires. (See Appendix 4.).

2. St Leonards College.

St Leonards College is an independent school located in Melbourne. It is a Uniting Church School and caters for boys and girls from Prep to Grade 12. The first set of results are those of the Year 12 students who were, with the exception of one student, all in the second year of the IB diploma and finished their examinations in November 1992. The second survey results are those of the Year 11 students who were enrolled in the IB as Anticipated candidates for the diploma.

The questionnaire survey was conducted during a form period on consecutive weeks of the term and all students were encouraged to hand in the questionnaire survey at the end of the session. Students who were absent were handed questionnaires by the IB co-ordinator and these were returned through his office.

In the first group of students 17 questionnaires were returned and in the second group of students 20 questionnaires were returned. The full results of the St Leonards College survey are contained in Appendix 4. The following is a combined summary of the data taken from the two schools, Narrabundah College and St Leonards College.

At Narrabundah College [NC] only 5 out of the 23 students in the final year were Australian but 17 out of the 24 in the first year of the program were Australian. At St Leonards College[SLC], 7 out of 17 students who answered the questionnaire in the final year were Australian and 13 out of the 20 students in the first year of the IB program were Australian. While of all students taking the IB in Australia, 76% were Australian by nationality, it is only to be expected that schools would vary greatly across this range. One school in Victoria, Kilmore International School, was made up almost entirely of international students. This school recruited the majority of its students from overseas with only a few local

students in attendance. Another school, Mercedes College in Adelaide had less than 10% international students in the whole school and 100% of those choosing the IB were Australian.

There were no significant gender differences between those students choosing the IB at NC and SLC. There were slightly more females than males. At NC the combined years 11 and 12 total was 47 students with 21 male and 26 female students. At SLC the combined total was 37 students with 17 male and 20 female students. The total of both NC and SLC was 84 students with 38 male and 46 female students.

A high percentage of parents were in the professional category. Of the 84 mothers at both NC and SLC, 40 were professional, 17 were non-professional, 15 were home makers, 11 did not reply and 1 was deceased. Of the 84 fathers at both NC and SLC, 77 were professional, 2 non-professional, 4 did not reply and 1 was deceased.

From the questionnaire in Appendix 2, it is possible to see the level of education of the students parents. Of all the 83 mothers, 7 had not completed high school, 15 had completed high school, 5 had attended a university or tertiary institution, 39 had completed a university or tertiary institution degree and 17 had completed post graduate studies. The mothers educational level ranged from 17 who had completed post graduate studies to 7 who had not completed high school. The fathers had 3 out of the sample failing to complete high school, 6 successfully completing high school, 5 attending university, 37 completing a university or tertiary institute course and 30 completing post graduate studies. Bourdieu has studied the link between educational achievement and success in other areas of life. He looks at the hidden

relationship between educational capital or social origin and levels of profit.

Hidden behind the statistical relationship between educational capital or social origin and this or that type of knowledge or way of applying it, there are relationships between groups maintaining different, and even antagonistic relations to culture, depending on the conditions in which they acquired their cultural capital and the markets in which they can derive most profit from it. (Bourdieu 1984 p. 12.)

This study, because it is preliminary, doesn't enable assessments about levels of profit to be objectively measured. It is evident, however, from the information derived from the student questionnaire about parents' occupational backgrounds, that students social origins are predominantly from the professional class. The educational capital provided by the International Baccalaureate, coupled with the students' social origins, produces a powerful combination for the student.

One third of the 84 students had a language other than English as their mother tongue. This percentage may seem high, but the multi-cultural nature of Australian society explains it. Nearly two thirds of the students had studied in another country in the last ten years and the remaining third had studied only in Australia. There is no doubt that there is a strong correlation to be made here between students who have studied abroad and the choice of the IB. Not all students intended to begin their study abroad initially, but there were many who stated an intention to undertake post graduate studies abroad. All but three students hoped to attend university.

There were a wide variety of responses to question 10- 12. The majority of NC and SLC students(85%) felt that the IB would help them in their choice of tertiary courses while 14% disagreed. There were seven students who felt that the IB

would restrict their choice of tertiary courses while seventy six didn't think that it would. While thirteen students said that it was necessary to have the IB for their future course, sixty eight said that it wasn't, one felt that it may or may not depending on which course was chosen, and two were unsure. Nearly three quarters of the students had gone to their respective schools to pursue the IB, while just over a quarter hadn't. Seventy three students felt that the IB was more challenging than the local course, three didn't and four felt that it both was and wasn't. Two didn't know and two didn't reply to the question. Students responses indicate that there were several factors affecting the choice of the IB ahead of the local examination system. These were clarified in the next two questions relating to the strengths and weaknesses of the IB program.

There were a wide range of responses to the question on the strengths of the IB. Thirty six felt that it was internationally recognised, twenty two felt that it prepared them well for university and thirteen felt that it had a broad depth of study. The remaining replies were diverse. The major weaknesses of the IB identified by the group were:

- too few subject choices (14 students),
- too many commitments (13 students),
- Examinations (12 students), and
- isolation from peers (9 students).

The major reason given for completing the full diploma as opposed to sitting for individual certificates was to enable students to study abroad (39 students).

There were only four students who were planning on sitting certificate subjects ahead of the full diploma. Both of the schools encouraged students to sit the IB diploma ahead of individual certificates. Students wishing to carry on studying in Australian universities required the full diploma. While many American

universities accepted candidates with certificate passes only, especially at higher level, universities in Australia require the full diploma.(See Appendix 11).

The students heard about the IB through a number of sources. These may be summarised as school = 51 students, parents = 17, brother/sister = 4, friend = 8, overseas = 4, teacher = 1, other diplomat = 1, business partner of parents = 1, newspaper article = 1.

Students choosing the IB in these two schools were interested in following an alternative curriculum for a number of reasons. A high percentage(50%)were planning to continue studying overseas in the future and most were continuing on to university on completion of the IB. The next two sections(iii and iv) look at the Canadian schools. The final section(v) looking at those aspects of the IB revealed by the studies in both Australia and Canada.

(iii) The background in Canada

Canadian education is controlled by provinces and is administered by Provincial Departments of Education and local School Districts. Administrators and teachers, in government schools, hoping to introduce change to this system, such as the implementation of the IB program, need to gain approval of their schools, school districts and Provincial Departments of Education. The first school in Canada to offer the International Baccalaureate was the Lester B. Pearson College of the Pacific. Located on Vancouver Island, the school forms part of a chain of international schools that make up the United World Colleges. Students are chosen from throughout the world and take part in what can only be described as a unique educational experience. Ashbury College in Ottawa became the second Canadian school to offer the International Baccalaureate in 1976. A private co-educational day school, Ashbury was ideally placed in Canada's national capital, to offer the pre-existing internationally mobile community the readily transportable tertiary entrance qualification. The IB was introduced in parallel with the Ontario High School Diploma (OAC). There are no formal provincial examinations in Ontario, but there are criteria that must be met before students graduate from high school and become eligible to enter tertiary institutions. Many of the IB subjects fulfil these criteria but where they do not qualify as an OAC credit, students must fulfil both IB and OAC requirements. During the remainder of the seventies several other private schools joined the IBO and in 1978 the first public school, Sir Winston Churchill High School in Calgary enrolled in the program. Jim McLellan, the Principal, promoted the program in the interest of his school's brightest and most motivated students. (as discussed in Chapter 2 section iii)

The IB developed in the West during the 1980s with IB schools emerging in

Vancouver, Calgary, Edmonton and Winnipeg. A study of the IB undertaken by the Edmonton School Board recorded that a number of schools had entered the program. In Manitoba there are several schools that have established IB programs with school districts allowing students to transfer across district boundaries to participate. The decision made by the Ontario Ministry of Education in 1982 to forbid the funding of IB programs with public school monies made future provincial growth extremely difficult. Victoria Park Secondary School in Don Mills, has succeeded in procuring alternative funding but remains the only public high school in Ontario with the IB. There are three private schools in Ontario that offer the IB; Elmwood School for Girls, Ashbury College and the Toronto French School.

The education system in Québec seems tailor made for the IB. Before entering university students follow 11 years of primary and secondary schooling followed by two years of college (CEGEP). The problem for potential IB students is that they need to complete Québec provincial courses and examinations as well as IB requirements. The combination of heavy work requirements and high cost of running a program for a few students who are prepared to make the dual commitment has meant that many schools which would be interested in offering the program, have not done so. College d'Enseignement General et Professionnel de Saint-Foy pulled out of the IB after a short time (September 1987 to May 1990) stating that it was too expensive for a public school. There are four schools offering the IB in the provinces of New Brunswick and Nova Scotia.

A recent survey²² conducted in Ontario by The Ontario Institute for Studies in

²²The 1992 OISE Survey of Educational Issues is the ninth in a series which began in 1978. It remains the only regularly administered, publicly disseminated survey of public attitudes towards

Education(**OISE**), found 42% of respondents felt that the standard of education at secondary level had deteriorated in the last 10 years.(see Table 11). The same survey in 1988 found the sample felt Province-wide tests should be used to assess individual performance(62%). The question of how schools could “do more with less” was a dilemma that education in Canada was facing daily.

Governments at all levels today face an era of acute fiscal restraint. Thus a major policy concern in future decades will be whether society can maintain and enhance both the accessibility and the quality of the education system without making excessive claims on economic resources. (Economic Council of Canada. A Lot to Learn: Education and Training in Canada. Ottawa; Minister of Supply and Services, 1992, p. 1.)

It is against this background of economic uncertainty and loss of public support for the education system that the IB has developed as an alternative. The following IB school survey and student questionnaire results highlight some of the reasons for the development of the IB in Canada

educational policy options in Canada. The OISE survey provides both trend data and current profiles of public support for existing educational programs and proposed policy changes in Ontario.

(iv) The Canadian survey.

The first instrument used as in Australia was a nation wide IB Co-ordinators questionnaire. The second instrument was a student questionnaire conducted in two schools, The Toronto French School and Ashbury College. The student questionnaire at these two schools covered all students participating in the IB program.

47 Canadian schools are listed in the 1991-1992 IB Directory (See Table 3). All schools were sent an IB Co-ordinators questionnaire (See Appendix 1). There were useable responses from 39 schools, a return rate of 83%. (See Appendix 5). Of the 39 schools that replied offering the IB, 32 were public and 7 private, 38 co-educational and 1 single sex. Enrolments varied from the smallest of 220 students to the largest with 7,000 students. The average size of the sample was 1,374 students. There were two schools that had a junior section and nine had a middle school. The twenty eight remaining schools consisted of senior school only. One school, Le Petit Seminar de Québec, had a collegial group of 500 students while the College Jean-de-Brebeuf was entirely CEGEP. These are pre-university colleges offering a two year course of study. They are unique to Québec.

The average percentage of international students was 14%, there was a wide variation. Britannia Secondary School in British Columbia had between 81-90% international students with 19 schools recording 0-10% international students. Schools had been involved in the program on average for 8.5 years. Two schools had joined the IBO in the 1970s, with a further thirty two joining in

the 1980's and six schools joining in the 1990's. The 1992-1993 Schools Directory(Printed 16/11/92) has 47 schools listed for Canada. This figure indicates that the numbers of schools offering the IB within Canada are remaining static. (See Table 8) Twenty eight schools offered pre-IB courses and 11 did not. The majority of schools that replied 'Yes' when asked if they offered a pre-IB programme, were using the IB as an honours/enrichment program for their brighter students. Western Canada High School replied: "*The school is from grades 10-12. In grades 10, we run "honours" classes which offer enrichment over the regular curriculum to give students some sense of the future challenge and to identify students capable of handling the program .*" Sir Winston Churchill Secondary stated: "*A preparatory year for IB in grade 10 science, English, social studies and French.*" Archbishop MacDonald Academic H.S. stated; "*Grade 10 honors program in maths, english, history, French, chemistry and biology. Chemistry and biology are part of the IB program which formally begin in other subjects in grade 11.*"

Salisbury Composite High School in Alberta found the need to complete the IB and the provincial requirements difficult.

Grade 10 - our first year of senior high school - is called Grade 10 Honors for those students considering the IB program in grades 11 and 12. It is a preparatory year. Some skill and concept development specific to IB is covered at this time as both provincial and IB curriculum must be taught.

Twenty schools opened the IB program to all students at the school and 19 restricted entry to the program. The predominant factor affecting entry into the IB program is grade average. Typical of those schools that answered 'Yes' to the question whether or not the IB was open to all students, was Mountain Secondary School in British Columbia: "*Yes. But intensive interviews with parents and students and utilize past performance data and test scores to assist in decision-making.*" St

Mary's High School in Alberta replied: " *Yes If we "found" an honors student in a "regular" class, we ask them if they'd like to become an IB student. Marks, teacher recommendation and task commitment are requirements.*"

Western Canada High School replied 'No'. They stated:

The Grade 10 honours classes are open to any student with a mark of 80% + in any particular grade 9 course. To go on to IB in grade 11 they must maintain this 80% + average in the grade 10 honours course.

The IB co-ordinator at Victoria Park Secondary School in Ontario replied:

No. Advanced level students 80% average, 3 letters of recommendation, student's essay: "Why I want to take part in IB program." Student motivation is a major consideration.

On average schools offered 10 Diploma Candidates each year which represented 7% of the final year's enrolment. While these figures appear low it must be remembered that in most of the schools the IB was available to only those students with a strong academic background. The average of 7% of students in the last year of schooling was taken from a range of 50% Diploma students at The Toronto French School to less than 1% in Elmwood Girls School in Ottawa and Park View Education Centre in Nova Scotia. There were in fact several schools that had less than 1% of their last year's enrolment completing the full diploma. These schools would have to evaluate their position if numbers were to stay at this level as it is extremely expensive to be registered as an IB school.(See Appendix 16.)

A higher 16% offered certificate candidates, with 40 the average number per school. Although there is nothing stopping schools offering certificate candidates instead of diploma candidates, the IBO looks on the IB as a complete program culminating in the full diploma. The certificate courses were considered at a later stage to the diploma and were viewed very much as an alternative for students who were unlikely to be proceeding on with tertiary study

and did not therefore require the full diploma.

Twenty six schools did not mix IB and non IB classes with six sometimes mixing and seven always mixing. As mentioned in the Australian survey section, the question of combining IB and non-IB classes was more often than not related to the number of students enrolled in the final two years of school. Where there were insufficient numbers to run separate classes, the classes would be combined. Mountain Secondary School replied:

Yes. In areas where there is sufficient enrolment(English, History, Calculus)

classes are self contained. All of our IB Biology, Chemistry and Physics

students must do enriched work within and beyond the classroom curriculum.

North Battleford Comprehensive H. S. in Saskatchewan answered:

Yes/No. In the grade 10 enrichment year we have both regular and IB

students in French, Science and History. In the penultimate and graduating

classes we have so far managed to maintain separate groupings.

The reply from Westwood Collegiate in Manitoba was typical of the No replies:

No. Unless a class is very small- so there are few combined classes. All schools, with one exception, required students to complete the state/provincial examination as well as the IB. The question drew a series of responses with Ashbury College the only one stating that;"No..not usually, except for anticipated candidates and in cases where the IB subject does not qualify as an OAC credit."

The questionnaire for co-ordinators was completed before the student survey was undertaken at Ashbury College. In an interview with the Headmaster at Ashbury College, Mr R.B. Napier on January 5, 1994, he said that: "*he felt that the IB and the OAC sit comfortably because the Ontario Education authorities don't get the microscope out. He felt that the IB had been particularly strong in the last 8 years.*"

The rest of the schools made reference to provincial regulations governing

students. Semiahmoo Secondary School noted that: "*Students not only receive a diploma (or certificate) but must graduate with a B.C.(British Columbia) Certificate of graduation and therefore must write provincial exams to receive credit for courses.*"

Schools offered an average of between 5 and 6 S/L courses and 4 and 5 H/L courses. The most popular S/L subjects offered were Mathematics (35 schools), French Language B (32 schools), Biology (22 schools) and Chemistry (19 schools). At the H/L the most popular subjects were History (31 schools), English (30 schools), Chemistry (25 schools) and Physics (20 schools). Most schools taught English and French and one other language.

Two schools offered SBS and the remaining 37 were neither presently offering nor planning to offer SBS in the future. Of the two schools that offered SBS, one (Belmont Senior Secondary School) was waiting for approval to offer a second SBS. It is significant that so few schools took advantage of the opportunity of introducing a new course within the structure of the IB. This suggests either an unwillingness to experiment within the curriculum of the IB, or the acceptance of the IB curriculum as an educational package that stands on its own and needs no additions or alterations.

Thirty schools funded the IB separately within the school, 6 did not and 3 had some funding separately within the school budget. There were 32 schools offering the IB from within the public system. These schools tended to make the students pay the examination fees while the school budget covered the per capita fees. The per capita fee is based on the total number of candidates entered by the school for IB examinations and varies on the nature of the candidates. Diploma candidates pay more than Certificate and Re-sit candidates. Western Canada High School replied: "*While the system pays per capita*

fees, students pay exam and registration fees. All operation costs of instruction etc come out of the school's normal operating budget." Kelowna Secondary School had the same arrangement: *"The school district office pay the two yearly fees approx \$11,000 Canadian. The students pay their exam subject fees."* The seven private schools had similar systems with Ashbury College stating: *"The IB is part of the school overall budget. The school pays the affiliation fee, the students pay the examination fees."*

Twenty two departments within the school received additional funding to purchase additional resources and 17 did not.

Twenty nine schools had students attending the school from outside the normal school catchment area. The schools replying that they had students from outside their normal school intake were candid in their replies. Britannia Secondary School in British Columbia stated: *Yes. "We are a district program and as such must accept(in fact we solicit) students from outside our normal catchment area."* West Vancouver Senior Secondary replied: *" Yes. We are the only school of 8 high schools on the North Shore who offer this - although others may offer AP. We attract probably 10-15% of our students from without our catchment"* The remaining ten schools replied that there were no students attending their school from outside the normal school zone.

On average 90% of IB Diploma candidates were Canadian as opposed to international students. There were eighteen schools that had 100% Canadian students and two that had only 50% Canadian students. The rest of the schools ranged between these two figures. There were a wide variety of responses to the question asking why schools had initially chosen to take part in the IB. Eighteen schools wanted to offer a "substantive honors program to their students", five schools wanted to have an "international focus within the school" and a further five schools wanted to offer a "challenge to our choice students", with four schools wanting to "see how they measured up to international

standards". The remaining responses concentrated on such aspects as, the "desire to prepare students for university"(three schools), to "maintain academic excellence" and to "attract more students".

The following results are from a student questionnaire administered in two Canadian schools chosen to enrich the data provided by the IB Co-ordinators survey. (See Appendix 2 and 6.)

1. Ashbury College, Ottawa. Ontario.

Ashbury College was founded in 1891. Located in Canada's capital, it is a residential and day school with an academic curriculum directed toward university study. The school is co-educational with approximately one-third of the senior school places for girls, both as boarders and day students. Ashbury offers the IB Diploma and the program of the Ontario Ministry of Education. (See Appendix 14). Languages offered include French, German and Spanish, with a bilingual French-English program. The staff is highly experienced and stable with most having been at the school for more than 10 years. Qualifications include doctoral degrees and many masters degrees. They represent a broad spectrum of backgrounds including Europe, North America and Africa. The questionnaire survey was administered by the researcher on 5 January 1994 at the school. All students taking the IB were asked to be present for the survey. There were 18 students in the second year of the IB program and 13 in the first year.

2. The Toronto French School.

The Toronto French School was founded in 1962 as an independent, non-denominational, co-educational day school. It is a non-profit organisation governed by a Board of Directors made up of alumni, teachers, parents, educators and members of the community. The school has offered a wide range of secondary leaving certificates in its history. These include the

American Advanced Placements, British O and A levels, the French Baccalaureate, Scottish Higher Levels and the Ontario Secondary School Diploma. In September 1991 the school was accredited by IBO and began offering the IB as a replacement for the British GCE and Advanced Placement examinations while continuing with the French Baccalaureat. The school is obliged to conform to the OSSD for candidates taking either the IB or the French Baccalaureate. In most cases it is able to structure the curriculum of these external examinations and still conform to the Ontario Ministry. The end result is that students successfully completing the IB or French Baccalaureate also gain the Ontario Secondary School Diploma at the advanced level required for university entrance. The School actively seeks a student body from a diverse background - economic, social, ethnic and national. The school has an emphasis on bilingual education and is the first Canadian school to receive the patronage of Her Majesty Queen Elizabeth II.

Students results are divided into two categories. The first set of results are those of students who have been involved in the IB for two years and plan to finish their examinations in May of 1994. The second survey results are those of students enrolled in the IB for one year only. They are Anticipated Diploma Candidates who will be completing the IB Diploma in May 1995. Some of these students will sit examinations in May or November 1994. The questionnaire was administered on December 14, 1993 at **The Toronto French School** and all IB candidates at the school were asked to attend the meeting. Students who were absent were handed questionnaires by the IB co-ordinator and these sheets were returned through his office. In the first group of students there were 38 questionnaires returned and in the second group 40 were.

The following conclusions are drawn from the student questionnaires of the two

schools. At Ashbury College [AC] there were 12 Canadian and 6 non-Canadian students in the final year of the IB. In the first year of the program there were 10 Canadian and 2 non-Canadian students. At the Toronto French School [TFS] 17 out of the 38 students in the final year were from Canada, with 21 from other countries. In the first year of the program there were 29 Canadian students with 11 from other countries. The average for all IB Diploma candidates revealed in the IB Coordinators questionnaire survey was 90% Canadian. The combined figures of AC and TFS students of 62% Canadian and 38% from other countries fall below the average. The range of schools across Canada was from 50% Canadian to almost 100% Canadian so a variation within schools is inevitable.

There were slightly more girls (57) than boys (51) choosing the IB at these two schools. The figures are not sufficiently pronounced to make any assumptions about gender differences of IB candidates. Of the combined total of 30 years 1 and 2 students at AC, 21 were male and 9 were female. At TFS, of the 78 combined years 1 and 2 students, 30 were male and 48 were female. The ages of candidates showed no significant variation between schools. The AC and TFS combined age averages were 16 for first year students and 17 for second year students.

The parents' occupations are combined for AC and TFS. Of the total of 108 mothers, 66 were professional, 27 were non-professional and 15 were home makers. Of the total of 108 fathers, 102 were professional, 4 were non-professional and 2 were retired. The combined AC and TFS parents educational levels revealed that 9 mothers graduated from high school, 16 attended a university or tertiary institution, 46 were university or tertiary education graduates and 37 completed post graduate studies. Of the fathers, 7

completed high school, 5 attended a university or tertiary institution, 23 graduated from a university or tertiary institution and 73 completed post graduate studies. (See Appendix 6 for a full account of the parents educational level)

75% of the students had English as their mother tongue. 25% had a language other than English as their mother tongue and nine students had an upbringing with two mother tongues. These figures are not surprising with Canada being officially a bi-lingual country. One fifth of the students had studied in another country in the last ten years. These figures indicate that for some of the students, in particular those who had studied overseas, that the IB was a potential re-entry qualification for future study overseas. Having once studied abroad, the possibility of doing so again in the future could seem more accessible with the gaining of an internationally recognised diploma such as the IB.

107 of the students hoped to attend university while 1 said that she did not intend attending university. The majority of the students (68%), felt that the IB would help them in their choice of tertiary courses while 32% did not feel that the IB would necessarily help them. Of those students who did not think the IB would help them in their choice of tertiary course, most indicated that it was not so much the IB, as a poor showing in any course, that would restrict their future course choices.

While 4 students felt that the IB would restrict their choice of tertiary courses, 104 did not think that the IB would restrict their choice of courses. Seven students said that it was necessary to have the IB for their future courses, one hundred said that it wasn't and one student didn't reply to the question. The IB is

obviously not seen as an essential university entrance requirement by these students, rather it is seen as a preferred option.

Only 12% of the students were attending their respective schools to pursue the IB and 87% claimed that they were attending the school for other reasons. (One student replied Yes/No to the question). These figures seem to contradict the IB co-ordinators survey figures where 29 out of the 39 schools state that students come from outside the normal school intake to be involved in the IB. It must be remembered, however, that the numbers of students taking the IB at schools is very small as a percentage of the schools roll. It could be that students are attracted to the school as it offers the IB, even though those students have no intention of following the program themselves. Just about all the students, 105 out of 108, felt that the IB was more challenging than the local course. Students were asked why they felt that the course was more challenging. The replies were concerned with such aspects as the time consuming work load, the extra curricular activities and the high standard of work. There were a wide range of responses to the question on the strengths of the IB. Twenty five students felt that it provided good preparation for university, twenty two thought that the TOK was a strength, twenty one thought the CAS program was a strength and thirteen thought that the Extended Essay was a strength.

The group saw a number of weaknesses in the IB. These were: stress/pressure/ overwork (18 students), extended essay (seven), integration with local curriculum (six). There were a multitude of individual grievances but there were no other major groupings of dissatisfaction. The major reasons for completing the full diploma as opposed to individual certificates were: to prepare for university, (29 students), challenge, (21 students) and because they had no choice, (11 students). There were few students sitting certificates as the two

schools discouraged students from doing them ahead of the diploma. Those who were sitting some certificates had either decided to withdraw from the program after one year and were looking for some recognition for the work covered in that year, or were sitting additional subjects to gain advanced credit for university placement. Both schools focused on the diploma ahead of individual certificates and this emphasis is reflected in the numbers of students sitting for the full diploma.

The students heard about the IB from a number of sources with the majority stating the school as the primary source. The figures were: school 95, parents 4, Brother/sister 2, another school 2, radio program 1, students 1, an individual 1.

The Australian and Canadian results outlined in the preceding sections of this chapter have covered the surveys undertaken in this research. The following section will look at the combined survey results and make some comparisons between the Australian and Canadian data.

(v) Canadian and Australian International Baccalaureate Programs.

The two national surveys of IB Co-ordinators, with their emphasis on the schools, are complemented or enriched by the results from the four schools surveyed. The school questionnaires focus more on the students than the schools. A discussion of those aspects of the IB that this study throws light on follows. One of the most significant aspects of the IB's adoption in both Canada and Australia is the manner in which the IB establishes itself. A school is a complex infrastructure made up of students, staff, parents and boards of governors at both local and national levels. Most schools trial many different program's in the course of their operation. Not all of these programs are maintained. Some may offer a specific program to fulfil a perceived need in the community. For example, an area with a large ethnic, non- English speaking background, may operate an intensive second language course. A school in a very working class area may see the need to offer adult education classes for the parents of students whose study was broken or disrupted at an early stage. As outlined in the Australian school survey results(Chapter IV ii.) and the Canadian school survey results(Chapter IV iv.) schools entered the program for a wide variety of reasons. Why schools stay in the program is less obvious than the reasons for entering in the first place.

Schools in Canada had been involved in the IB program for 8.5 years on average while those in Australia had only been involved for an average of 4 years. The introduction of any new course takes time to develop. The schools in Canada would thus be expected to have been more established than those in Australia.

There are many factors that make the implementation of change successful.

The following are suggested by Beare, Caldwell and Millikan(1989)

School Autonomy.

Staff Cohesiveness.

Good Program fit.

Power Sharing.

....

Institutionalisation.

(Whole) Organisational change.

The first four factors are recognised as preconditions for change. It is the last two aspects, institutionalisation and organisational change that are being referred to in this instance. Newly accepted schools adopting the IB may struggle to attain these stages of change and it is unlikely that they would be reached within 4 years. The schools in Canada, however, having been involved in the program for a significant length of time, would be expected to have reached these levels.

Marsh(Caldwell and Spinks, 1986 p. 196) talks about the levels of change that teachers pass through while an innovation is implemented. The expectation of reaching the level of 'organisational change' aspired to by schools successfully introducing the IB, is necessary if schools are to continue to participate in the IB program. These levels of awareness are;

0. awareness

1. informational

2. personal

3. management

4. consequence

5. collaboration

6. refocussing

The successful implementation of the IB program is compatible with this sequence. Initially as a member of staff (or school council, parent or any member of the wider school body) is introduced to the IB program, they pass from levels 'O' to '1' (awareness, informational). On looking at the program more closely they enter the personal phase (level 3). Assuming that the individual has 'taken aboard' the IB, they enter the 'management' and 'consequence' phases (levels 4 and 5). If the program is rejected at the personal level (level 2), a short circuit occurs and the individual fails to continue with the sequence. Assuming the best possible outcome for the school, the subsequent stages of collaboration and refocussing would be undertaken. The school would, having reached these final stages, incorporate the IB into its overall academic program. The number of students enrolled in the IB Diploma as a percentage of the final year of schooling (Year 12 in Australia and Year 13 in Canada), was 7% in Canada and 10% in Australia. For those taking certificates the figures were 16% for Canada and 6% for Australia. These figures are indicative of the way in which the IB is utilised within the schools surveyed. While open to all students who wished to participate, in most schools, it was in fact an option that was taken by the more academically inclined students. It was perceived as being particularly useful to students intending to continue studying at university.

All IB schools in Canada, with one exception, required students to complete both the IB and the state/provincial examinations. In Australia, only half of the schools required students to complete both IB and state requirements. In most instances these requirements were necessary because of state/provincial legislation rather than school preference.

Australian schools offered an average of 14 S/L and 11 H/L courses compared

to Canada's 5 S/L and 5 H/L courses. The number of courses offered in Canada was surprisingly limited given the wide range of courses available within the IB curriculum. In some schools there were no choices at all for students wishing to pursue the IB in its full diploma form. The schools in Canada had been involved in the IB for twice as long as those in Australia. Schools that were new to the IB could be expected to offer a small range of subjects to students. Once the IB had established itself in the school's overall academic program, the number of courses offered would reasonably be expected to increase. This did not prove to be the case with Canadian schools. The lack of additional courses suggests that for some schools, they are interested in offering the bare minimum IB programme. Surely the fewer subject choices open to candidates, the less likely students are to choose the IB.

One third of the IB schools in Australia offered pre-IB courses compared to almost three-quarters of the Canadian schools. The concept of a pre-IB course is linked to the wider context of curriculum. Presumably those schools adopting the IB in both countries have already made some decisions about curriculum reform. The wider question of curriculum reform in education systems involves the creation of a set of educational goals. Having proposed this set of goals, it is then a question of whether the best way to achieve these goals is via curriculum reform or takeover by another curriculum. It is obvious from the replies of the Canadian schools IB Co-ordinators survey, that many Canadian schools use the IB as an extension of their honours program at years 11 and 12. While they were divided evenly on the question of entry into the program, it was apparent that even in those schools that claimed to have open entry, the course was seen as an advanced program that was suitable for the brighter, more academically orientated students.

The IB was not meant to be an honours program. It was initially created as a course of study that would extend students at all levels and provide an entry qualification for those students studying abroad who might otherwise miss out on tertiary entry because of the alternatives existing prior to the arrival of the IB. The students taking the IB in International Schools are not operating under the same circumstances as those students that take the IB in the schools of national systems like Australia and Canada. In many instances, the schools that these international students are attending have poor student facilities.

'Overseas' schools have often been regarded as second-best options, attempting to duplicate the domestic education of which the expatriate child was deprived. For instance, the British armed forces operate schools which are largely attended by the children of enlisted personnel, while officers generally send their children home to boarding school. Similarly, the Japanese abroad has in the past frequently put their daughters into international school but sent their sons home to Japan to complete their education, though this practice has changed somewhat with the growth of the IB and the establishment of specifically Japanese overseas schools. (ISJ No. 17 p. 8-9)

A large number of International schools would not have libraries on campus. Further, in many instances the local libraries would not contain books in the language of instruction of the school. A large number of the students would be moving every three years or even more frequently and may even start the IB in one country and complete it in another. The uncertainty in these students lives would be hard for those students studying in their own environment to understand. The International Schools student body is a blended group of both academically gifted students and not so academically inclined students. A very high percentage of the students attending these International Schools do continue on to higher education:

.....since the entire network of international schools is equivalent in size to

that of a nation of 3-4 million, but with the significant difference that 90 per cent of the students passing through the system go on to higher education (see table 7).(ISJ No. 17 p. 8.)

Is the IB a 'bolt-on' curriculum that fits neatly on to the last two years of secondary schooling or is there a need for a grafting process? The high number of Canadian schools offering pre-IB programs supports the notion of grafting the IB program on to the existing courses. The schools in Australia, by contrast, seem to have adopted the total 'implant' of the IB curriculum into the last two years of secondary schooling. The Canadian schools regard the IB as an extension of their honours programs.

Schools in Australia offered an average of 5.8 languages while Canadian schools offered an average of 3 languages. The figures seem unusual in revealing the higher number of languages offered in Australian schools. It is not surprising, however, when considering the depth of the language program within the Canadian schools. Canada is a bi-lingual nation (English/French), with any citizen wishing to work for the Canadian government needing complete fluency in both tongues. The French and English immersion programs offered in many schools preclude the introduction of a wide range of other languages. Although Australia has one official language only, English, as a multi-cultural society there are many other languages spoken.

One school in Australia offered a School Based Syllabus (SBS) while two in Canada offered an SBS. The option of introducing SBS was meant to make it possible for schools to introduce specific courses that may be particularly important to that school. For example, the schools in Victoria (Australia) may have designed a specific course such as Australian Studies that enabled students to appreciate their uniquely Australian heritage. The experimental

aspect, mentioned by the founders of the IB, does not appear to have been utilised by either country in any major form. The IB is taught very much as it is presented by IBO with little adjustment made to the curriculum.

Both the Australian and Canadian schools had three-quarters of the students participating in the IB, coming to them specifically to take the IB. There is no denying that the schools offering the IB benefit from this 'magnet' affect of the program.

Speaking about the early interest in the IB expressed in the United States Kroll(1984) had this to say.

At present, there are 68 public schools in the United States affiliated with the International Baccalaureate program. Most of them joined in the last two years. Their involvement has had an enormous impact on the whole IB program through the inclusion of a more diverse population. The students of these schools come from families with lower income levels than their European counterparts. The American schools have a different perspective on their roles as participants in the program. Public schools have tended to adopt the IB program as part of a magnet component within a school system. The recent trend in the United States has been to create magnet schools to foster racial integration. Terrel Bell(1984), United States Secretary of Education , stated he preferred magnet school programs over busing and court ordered desegregation. "A mandated fist doesn't work in education. Give magnet schools a fair chance"(Bell, 1984 `p. 6.). The rationale is to create a strong academic public school in an inner city area which will attract white college bound students. The academic standards of the IB program are very appealing to schools as a capstone to Thus, the program is adopted for use in new magnet renovated high school academic programs.

(Kroll 1984 p. 115.)

Of those students enrolled in the IB in Australian schools, 76% were Australian citizens. 90% of those taking the IB in Canadian schools were of Canadian nationality. Students studying in Canada and Australia who were not from either

of those countries, would be expected to take the IB as they would probably be returning to their home country to continue their tertiary education. They would be more likely to study overseas on completion of their secondary schooling and would possibly be disadvantaged if they were to apply to overseas universities with the local examination as their entrance qualification. The IB would be a more acceptable option for this group of students. The high numbers of local students taking the IB, however, raises a number of concerns. Why are they taking the IB as well as, or instead of, the local examinations? The reasons offered in the case studies partly explain these figures.

The Students.

The following discussion is drawn from the combined results of the four school student questionnaires. The total sample of students was 192 (108 Canadian and 84 Australian students). Of these 89 were male and 103 were female. The average age of first year students was 16 and for second year students was 17.16. The mothers occupations were:

Professional	= 106
Non-Professional	= 44
Home-maker	= 30
No-Reply	= 11
Deceased	= 1
Total	= 192

The Fathers occupations were:

Professional	= 179
Non-Professional	= 6
No-Reply	= 4
Retired	= 2

Deceased	= 1
Total	= 192

These high levels of professional occupation are not surprising when looking at the work of Bourdieu in the field of parental occupation and university admission. Bourdieu links the chances of students entering higher education with a selection process that takes place throughout the schooling process, depending on the students' social origin.

A senior executive's son is eighty times more likely to enter a university than a farm worker's son, and forty times more likely than an industrial worker's son; and he is twice as likely to enter a university as even a lower-rank executive's son. (Bourdieu 1979 p. 2.)

With 93% of students' fathers coming from professional backgrounds, the chances of students continuing on to tertiary studies are very high. Bourdieu makes an observation about the 'best-hidden effect' of the education system.

This is why we must first stop to consider what is perhaps the best-hidden effect of the educational system, the one it produces by imposing 'titles'²³, a particular case of the attribution by status, whether positive (ennobling) or negative (stigmatizing), which every group produces by assigning individuals to hierarchically ordered classes. (Bourdieu 1984 p. 23.)

He expands on this statement noting that whereas holders of educationally uncertified cultural capital can always be required to prove themselves, (because they are only what they do, merely a by-product of their own cultural production), the holders of titles of cultural nobility only have to be what they are, because all their practices derive their value from their authors, being the affirmation and perpetuation of the essence by which they are performed.

²³The word *titre* can mean educational qualification, title, title-deed

Defined by the titles which predispose and legitimate them in being what they are, which make what they do the manifestation of an essence earlier and greater than its manifestations, as in the Platonic dream of a division of functions based on a hierarchy of beings, they are separated by a difference in kind from the commoners of culture, who are consigned to the doubly devalued status of 'autodidact' and 'stand-in.'(Bourdieu 1984 p. 24.)

The IB is more than an entry qualification to tertiary study, in combination with the cultural capital transmitted by the family, it becomes a powerful force for the individual. The most obvious advantage bestowed on an individual by possession of this high educational capital is 'high self-esteem' and 'high ambition'. In both Australia and Canada the parents' educational levels were high. The mothers had, on average, attended university and the fathers had, on average, graduated from a university or tertiary institution, with many advancing on to complete post graduate studies.

A comparison of the Canadian and Australian students reveals that 70% of Canadian students had English as their mother tongue compared to 66% of the Australian students. 33% of the Australian students had another language as their mother tongue. 9% of the Canadians had an upbringing with two mother tongues with the remaining 21% having a mother tongue other than English. While 64% of the Australian students had studied in another country in the last 10 years, only 29% of Canadians had. The chances of attending university in another country would increase if students had previously studied abroad. Nearly 100% of students were university bound in both countries. 68% of Canadian students felt that the IB would help them in their choice of tertiary courses compared to 85% in Australia. (4% of Canadian students felt that it would restrict their choice of tertiary courses compared to 9% of Australian students). Some of these students added on their questionnaire that they would in fact be restricted if they performed poorly on the

IB. Presumably poor performance under any system, IB or state/provincial, would restrict choice of tertiary courses. 7% of students in Canada said that it was necessary to have the IB for their future courses while 15% of Australian students said that it was necessary. 71% of Australian IB students said that they had gone to their respective school to study for the IB while only 12% of Canadian students had. Most students (97% in Canada and 87% in Australia) felt that the IB was more of a challenge than the state/provincial exam. The responses to the questions regarding the strengths and weaknesses of the IB program were remarkably similar in both countries. The major reasons for completing the full diploma as opposed to sitting individual certificates were to facilitate entry to study abroad (46% of Australian students), to prepare for university (27% of Canadian students) and the challenge (19% of Canadian students). Students initially heard about the IB through a variety of contacts with the schools themselves (47% Australia and 88% Canadian) being the major source.

The differences between Australian and Canadian students reflected in this case study comparison are not great. The students in both countries are representative of a global classroom and may be likened to the teenagers recently videoed by a New York advertising agency demonstrating the changes brought by satellite TV in Europe and Asia. The agency videotaped the bedrooms of teenagers in 25 different countries. *"In their baseball caps and baggy Levis, their Diesel jeans and Timberland boots, the kids looked indistinguishable, a United States of the World.. "(Sydney Morning Herald, June 25, 1994 p. 4A Spectrum)*

The concluding chapter highlights the global field that these students are entering.

Chapter V. Global Cultural Capital

(i) The Global Field

This chapter will use the student choices and comments, the work of Bourdieu, the IB's curriculum and its historical development to make a case for the concept of global cultural capital. It will argue that:

In all countries of the world... agencies for exerting social influence... good education, specialised training, high rank... are always readier for access to the rich than to the poor. (Mosca, G. in Howarth, J. Cerny P.G. 1981 p. 102.)

The argument that the rich will have readier access to any system of education is easily defended. The social status of the students in this study have been discussed in Chapter IV (See Chapter IV v). A recent review of the tertiary entrance scores published annually in the United Kingdom shows just how significant the social status of the candidate is to their level of achievement. The education authorities claim that the publication of the General Certificate School Examinations results each year compared with their results from the following year has prompted schools at the bottom of the table to improve their performance.

It is claimed that publication of the tables has prompted schools at the bottom of the ladder to lift their game. In a glowing story of the "school the league tables could not kill", The Independent newspaper chronicled the achievements of Sandringham School in St Albans which two years ago "was wallowing near the bottom of the local tables: now it holds its own among the high-performing secondary schools of this affluent town north of London".

But the feel good story of the dynamic new headmaster, the cohesive staff and the "cheerful, purposeful and orderly atmosphere of the school" loses something of

*its warmth when it is revealed that the school's turnaround in
was the result of "an exceptionally successful operation to
the middle class and higher ability range".(Yanko, S. in
January 1995, p. 11.)*

*performance
market itself to
The Age, 10*

Bourdieu(1994) attempts to explain differences of academic achievement and social class and finds that the 'ethnocentrism' of class has a key part to play. He contends that the language of ideas elaborated by the academic and scientific tradition as well as the 'second-order language of allusions and cultural complicities' are taken for granted in secondary and higher education. He describes these languages as artificial languages 'par excellence'. The use of this artificial language is assumed to be second nature to intelligent and gifted individuals.

*It is thanks to this ideology of a profession that academics can vouch for
judgements as strictly equitable. But in reality they consecrate
privilege. Language is the most active and elusive part of the cultural
each individual owes to his background. (Bourdieu 1994 p. 8.)*

*professorial
cultural
heritage which*

The question to be answer in relation to this study is the link between the IB and Bourdieu's concept of 'cultural capital'. Is the selection for the IB program more than a casual choice made the year prior to following the program or do students choosing the IB self-select more on the basis of social status than academic ability? If the students do choose the IB for the advantage offered by such an international diploma, what are the benefits that these students gain and just how tangible are they? In the earlier discussion of the work of Bourdieu (Chapter 1, ii.), the idea of capital existing in two forms (material and cultural) was examined. Bourdieu classifies these various types of capital as economic, cultural, social and symbolic. As players utilise the different types of capital available to them, in much the same way as players in a card game play their

trump cards, they intensify or diminish their chances of success in a particular 'field'. While material capital such as houses and machinery may be more easily identified, cultural capital may be more potentially useful to the player. The contention of this work is that the parents and students of the IB program are aware of the potential cultural capital that the IB offers them. The students taking the IB do not act in a vacuum, but... "*rather in concrete social situations governed by a set of objective social relations.*" (Bourdieu 1993, p. 6.). In order to clarify how these social situations are ordered, Bourdieu developed the concept of 'field'.

According to Bourdieu's theoretical model, any social formation is structured by way of a hierarchically organized series of fields (the economic field, the educational field, the political field, the cultural field, etc.) each defined as a structured space with its own laws of functioning and its own relations of force independent of those of politics and the economy, except, obviously, in the cases of the economic and political fields. (Bourdieu 1993 p. 6.)

The IB has become an important component of a field that may be classified as the global field. Robertson (in Featherstone 1994 p. 26.) talks of the world having reached a 'very high degree of global density'. Tracing the path to this present situation, he outlines five phases of progression. These are;

Phase I - the germinal phase, lasting in Europe from the early fifteenth until the mid-eighteenth century. This phase sees the 'incipient growth of the national communities' and a down playing of the medieval 'transnational' system.

Phase II - the incipient phase, lasting mainly in Europe from the mid-eighteenth century until the 1870s. There is a sharp shift towards the idea of the 'homogenous, unitary state' and a crystallization of conceptions of formalized international relations, of standardized citizenly individuals

and a more concrete conception of humankind.

Phase III - the take off phase, lasting from the 1870s until the mid-1920s. This period is typified by an increasingly global conception as to the correct outline of an 'acceptable' national society and an international formalization and attempted implementation of ideas about humanity. There is a thematization of ideas concerning national and personal identities with the inclusion of some non-European societies in 'international society'.

Phase IV - the struggle for hegemony phase lasting from the early 1920s until the mid 1960s. Disputes and wars about the fragile terms of the globalization process have been established by the end of this take off period.

Phase V - the uncertainty phase, beginning in the 1960s and displaying crisis tendencies in the early 1990s. The inclusion of the third world and heightening of global consciousness in the late 1960s.

For Robertson, one of the most important empirical questions to answer is the extent to which the form of globalisation that began in the period from 1880-1925 will hold in the coming decades. Who are these students who are regarding the world as their 'field' rather than their own nation or state? These are the students that are attracted to the IB and see it as an avenue to gain an advantage in the competitive global field. These students view the world more in global terms than their parents generation. The response of the first year IB pupil from St Leonard's who was asked where he wished to study for his tertiary education and replied..."anywhere in the English speaking world" typifies this group of students. Three students(two from the first year of Narrabundah College and one from the second year of St Leonards) replied to the same

question ... "somewhere in Europe". These students are aware of the advantages of studying outside their own nation of origin and may be classified as having a global perspective. The following tables show the number of students choosing to study abroad on completion of secondary studies. (see Tables 16 and Table 17 for the complete list of university destinations)

Table 2. Australian IB students university destinations on completion of secondary studies. (By continent)

Continent	NC(2)	NC(1)	SLC(2)	SLC(1)	Total
Australia	4	16	14	10	44
Europe	12	1	3	3	19
North America	1	-	4	5	10
Other	8	-	-	1	9
Unsure	-	3	-	1	4
Total Students	23	24	17	20	64
Total Responses	21#	24	21*	20	86*#

Note: # = not all students responded to the question

* = some students listed more than one country

Table 3. Canadian IB students university destinations on completion of secondary studies. (By continent)

Continent	AC(2)	AC(1)	TFS(2)	TFS(1)	Total
Canada	15	10	27	35	87
Europe	7	2	7	3	19
North America (Excluding Canada)	7	6	14	23	50
Other	-	-	5	1	6
Unsure	-	-	-	1	1
Total Students	18	12	38	40	108
Total Responses	29*	18*	54*	69*	170*

Tables 2 and 3 illustrate the diversity of countries that IB students are likely to choose for future tertiary study. Approximately half of the Australian students were bound for university study outside Australia. Just under half of the total Canadian student body were intending to study outside Canada on completing

the IB. Of these most chose to study in America. There were a number of students who were unsure of their future university location while some were interested in studying in Europe or the English speaking world. The perception of the world in these terms highlights the concept of global field. The students choosing the countries in regional terms only are making global rather than nation specific choices.

Here we can point to cultural integration and cultural disintegration processes which take place not only on an inter-state level but processes which transcend the state-society unit and can therefore be held to occur on a trans-national or trans-societal level. (Featherstone, M. p. 1.)

Featherstone argues that the divisions between nations are being eroded by this cultural disintegration. These students who accept the more rigorous work load necessary to complete the demands of the IB transcend notions of state-society and are operating on a trans-national or trans-societal level. The globalization that Featherstone(1994) and others speak of is a reminder of the complexity of the global landscape. Appadurai(1994) suggests that we can conceive of five dimensions of global cultural flows.

Firstly, there are ethnoscapes produced by flows of people: tourists, immigrants, refugees, exiles and guest workers.

Secondly, there are technoscapes, the machinery and plant flows produced by multinational and national corporations and government agencies.

Thirdly, there are finanscapes, produced by the rapid flows of money in the currency markets and stock exchanges.

Fourthly, there are mediascapes, the repertoires of images and information, the flows which are produced and distributed by newspapers, magazines, television and film.

Fifthly, there are ideoscapes, linked to flows of images which are associated with state or counter-state movement ideologies which are comprised of elements of the Western Enlightenment world-view - images of democracy, freedom,

welfare, rights etc.(Appadurai in Featherstone 1994 p. 6-7.)

The students that are selecting the IB ahead of or as well as their local examination system are associated with a number of the se dimensions suggested by Appadurai. They are not the offspring of refugees, tourists, immigrants and guestworkers included in the ethnoscaapes dimension. They are, however, participating in the other four classification categories. They are likely to become involved in the technoscaapes, possibly working in multi-national organisations or national corporations and government agencies. Conceivably some of them are already involved in the finanscaapes either with their parents or by themselves. The mediascaapes are instrumental in the creation of the ideoscaapes and it is in this domain that the IB students are moving. The global culture that is created as much by the media as by the movement of history as Robertson proposes. It is the creation of this global culture that sees the emergence of the potential for advantage or global cultural capital to use Bourdieu's terminology. As Featherstone notes in his introductory section:

While Appadurai has emphasized the disjunction between these cultural flows, it should be added that states, multinationals - as well as other agencies, institutions and interest groups - will attempt to manipulate, channel(close or open up) the cultural boundaries of others to these flows with varying degrees of success in relation to their relative power resources.

(Featherstone 1994 p. 7.)

Why do these students choose the IB? Do they sense the potential for advantage in these 'cultural flows'? Do they feel more able to 'manipulate and channel' the power resources within this global field? To these students, the answer is closely connected to their background. Bourdieu believes strongly in the concept of habitus. It is this series of:

<p><i>... 'durable, transposable dispositions, structured structures predisposed to structuring structures, that is, as principles which generate practices and representations that can be objectively adapted outcomes without presupposing a conscious aiming at ends or an mastery of the operations necessary in order to attain them.... The sometimes described as a 'feel for the game', a practical sense(sens inclines agents to act and react in specific situations in a manner always calculated and not simply a question of conscious obedience to (Bourdieu 1993 p. 5.)</i></p>	<p><i>function as and organize to their express habitus is pratique) that is not rules.</i></p>
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Habitus is the result of a long process of inculcation. This process begins at birth and becomes a second nature or a 'second sense'. For Bourdieu, these dispositions are durable and last throughout a persons life. Johnson(in Bourdieu 1993) describes habitus as a 'feel for the game', a practical sense(sense pratique) that inclines agents to act and react in specific situations in a manner that is not always calculated and that is not simply a question of conscious obedience to rules. The selection process that has seen the students in this survey undertaking the IB coming almost exclusively from the professional or higher socio-economic status grouping suggests that there is such a thing as class habitus. Class dispositions that lead students from similar backgrounds to make the same choices. The work that Bourdieu undertook in *Distinction* "...shows statistically how the working-class habitus generates analogous preferences across a broad range of cultural practices."(Bourdieu 1993 p. 5.) The habitus is infused with a global dimension. The IB students are playing in the global field where the rules are global.

The IB curriculum has been criticised by researchers in previous studies for its Western bias[See Remillard(1978) and Uy(1988)]. As a recognised international diploma, the IB enables students to participate in the international

field. As Bourdieu(1993) points out, agents in any given field engage in competition for control of the interest or resources which are specific to the field in question.

In the economic field, for example, agents compete for economic capital by investment strategies using accumulated economic capital. interests and resources at stake in fields are not always material, competition among agents - which Bourdieu sees as one universal invariant fields - is not always based on conscious calculation. In the literary) field, competition often concerns the authority inherent consecration and prestige. This is especially so in what Bourdieu calls the sub-field of restricted production, that is, production not aimed at a large-scale market.(Johnson in the preface to Bourdieu 1993 p. 6.)

The IB is not aimed at the 'large-scale market.' The 'academic capital' enjoyed by IB Diploma holders is the more potent for this scarcity value. The students competing for entrance to this global culture improve their chances of success by pursuing the IB. The gaining of the IB, by itself, is no guarantee of success, it is only one element necessary to attain benefit within the global field. In the same manner in which students who attend private schools and continue on to university are not guaranteed success, holders of the IB Diploma are not assured of a guaranteed future in the global field. This study is not concerned with the next stage of progression that the IB Diploma students enter. The vocational transition that they make is a major area for future study.(See Chapter V ii areas for future research). It is certainly an area that all students consider with the utmost consideration as they look to the high levels of unemployment in the workforce, especially among 18-25 year olds. The IB Diploma may be seen more as a key that unlocks a potential advantage in an area than the arrival at a destination of advantage.

The IB is not the only component of this global culture. The global cultural field is not static. It is changing constantly. The IB rests as the only significant international university entrance qualification available to the individual wishing to gain advantage in the global field. While university degrees such as the Master of Business Administration(MBA) exist at the post degree stage, courses of study at the secondary level are limited. The process of selection into the IB is not one that starts at the year level immediately before the two year Diploma starts, but it begins at birth. As Bourdieu notes:

...that most of those excluded from studying at the various levels of education eliminate themselves before being examined, and that the proportion of those whose elimination is thus masked by the selection overtly carried out differs according to social class. In every country, the inequalities between the classes are incomparably greater when measured by the probabilities of candidature(calculated on the basis of the proportion of children in each social class who reach a given educational level, after equivalent previous achievement) than measured by the probabilities of passing.
(Bourdieu 1992 p. 153.)

The students taking the IB in this study were predominantly from families in the higher socio-economic level. 93% of the fathers came from a professional background and given the choice of occupations sited by students, they themselves will become members of this same class. The following tables highlight the occupational areas the students in this study hoped to enter.

Table 4. Australian student occupational choice preferences.

Occupation	Schools				
	NC(2)	NC(1)	SLC(2)	SLC(1)	Total
Accounting/Finance			2	2	
Administration			2		2

Archaeology			1	1	
Arts/Graphics		1		1	2
Business		1			1
Computing	2		1		3
Engineering	1	1	1	3	
Diplomacy	2	3	2		7
Economics	2				2
Forensic science		1		1	
Hospitality		1		1	
Industry				1	1
Interior design				1	1
Journalism/ Publishing	3	1	2		6
Law	1	5	1	4	11
Law or Commerce	1			1	
Management	1			1	
Marketing	1				1
Medicine	2	2		1	5
Orchestra/ Music	2	2		4	
Nursing			1		1
Personnel Management		1			1
Police	1			1	
Psychology	2	1	1	4	
Publicity				1	1
Research	3				3
Science	1	1			2
Speech pathology	1			1	
Teaching	2	1		1	4
Tourism	1				1
University law lecturer	1				1
University teaching			1	1	
Veterinary Science		2		2	
Unsure	1	9	4	5	19
Total	27*	30*	20*	21*	98*

Total students	23	24	17	20	84
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Note: * some students offered more than one occupational choice.

Table 5. Canadian student occupational choice preferences.

Occupation	Schools				Total
	AC(2)	AC(1)	TFS(2)	TFS(1)	
Accounting			1	1	
Agriculture			1	1	
Anthropology			1	1	
Arts		1		1	2
Architect			1	3	4
Biology			1	1	2
Business	1	1	3	3	8
Computer programmer	1	2	1	4	
Dentistry			2		2
Diplomacy	1	1		1	3
Educational psychologist					1
Engineering		1	1	9	
Environmental consulting	1				1
Forensic pathologist			1	1	
Geneticist		1		2	3
Geography		1			1
History			1		1
International law	1			1	2
Journalism	1		3	4	
Kinesiologist		1		1	
Law	1	1	4	5	11
Medicine	2	1	8	4	15
Music		1	1	2	
Paediatrician			1	1	
Performing arts				1	1
Photography		1		1	
Physics				1	1

Pilot			1			1
Politics	1					1
Psychology			2	2		
Research and design	1	1	1			3
Social work			1	1		
Teaching	1		2	8		11
Veterinarian		1	1	2		
Unsure	3	1	10	9		23
Total	19*	15*	40*	56*	130*	
Total	18	12	38	40	108	

students

The range of occupational preferences for the Australian and Canadian IB students is in part a reflection on their social background. Many of the occupational choices are professions that could be pursued in any country. Government legislation may currently limit the large scale movement of these students working around the globe. There are, however, a wide number of career preferences that would be classified as professional or of a higher socio-economic status and they could be equally successfully pursued in any country in the globe. These career choices could be seen as local as opposed to global preferences. There are only a few choices that would be considered of a low status. While the chances of success for them on leaving school cannot be guaranteed by any single factor, they certainly have a powerful array of trumps at their disposal. As Bourdieu so aptly remarks: "*In short, the game is over early, if indeed we can still speak of a game when the chances of winning are so unequally apportioned among children from different social backgrounds.*" (Bourdieu, 1994 p. 55.)

The students choosing the IB in this study have played the game well. They compete in a world where the rules change in an unpredictable and often irrational

manner. Their choices in the future will be largely a reflection of their past circumstances. The notion of habitus has been defined as a series of dispositions that generate practices and perceptions. It is a second sense or second nature that has been inculcated in a lifelong process. The IB has become a significant part of the global field. The future direction of this global culture is not limited. It may continue to value the IB or disregard it as circumstances change. The fact remains that the IB is more than a curriculum. The recognition of this by students in Australia and Canada highlights the importance of the IB as a useful 'card' in the game of global power.

**(ii) The focus of the IB program and
implications for the future.**

Individual schools in many countries have the choice of taking the IB, or any other curriculum that they may consider beneficial to their overall program. The number of international schools in the world is limited. The figures in Table 15 are taken from Matthew's (1989) study. They reveal some significant points. Of the 738 schools in the world affiliated to the European Council of International Schools (ECIS), only 428 were secondary schools. Of these only 128 schools offered the IB. The remaining schools offering the IB are made up of the group of schools with an international perspective that operate within the national systems of countries such as Australia and Canada. Matthew's (1989) found that although the schools offering the IB alone were an extremely influential group (most notably United World College schools) they represented a comparatively insignificant number of students (4.3% of international secondary students). Furthermore, although the IB was offered in only 30.2% of international secondary schools, these schools contained 52.3% of the students. In other words the schools offering the IB are more likely to be the larger better established institutions. The final point that Matthews makes is that the most widespread curriculum offered by the international schools is a US and IB combination. He feels that this is a reflection on the predominance of American companies in the global business community and the relative accessibility of American universities to non-American students. It could also be a reflection on the American systems ability to adapt an international curriculum in the absence of a national examination system.

The growth of schools in the Southern Hemisphere has created a number of administrative problems. Is it feasible to continue to run the IBO from Europe along the lines established in the past? Is it time for a more regional approach with the

schools in various locations being managed entirely by their regional representatives? The schools in Canada and Australia, for the most part, fall outside the definition of an International School provided at the beginning of this thesis. They are, with a few exceptions, schools operating within national guidelines that have an interest in international education and find that the IB helps fulfil this focus within their schools. Certainly, the review of literature pertaining to the IB in Chapter II reflects a high deal of support for the notion of an international curriculum. Does the IBO see any optimum number of schools from these two countries, and indeed any other country that wants to continue its support of an international approach to education with a syllabus such as that offered by the IB? If there is to be growth in the number of schools offering the IB, this growth will surely come from the schools with education systems such as Australia and Canada. The number of International Schools is small while the number of schools in the developed world with an international perspective is virtually unlimited.

Does international education only exist from the age of sixteen years and upwards? Surely the answer is no. There are currently several projects working on the concept of a middle school curriculum.

So the need for a new curriculum comes not just from the downward push to prepare students more appropriately for the IB, but also from an upward force in an area where curriculum reform is already encouraging discontent with existing programs. Thus international schools have an ideal opportunity to harness the present desire and need for change to their special circumstances. Furthermore, if the curriculum as a whole presented a response to social and technical change; had a philosophy which was applicable to global education; and had sufficient flexibility to be adaptable to different places, then it could appeal not just to international schools but also to the growing number of national systems with international philosophies. (ISJ No. 21 p.30.)

The IBO developed initially as a response to a need within the international

schools community. It has developed and grown as national schools have adopted the program that it offers to students wishing to take part in the global community. The benefits to the students taking the IB have been discussed in the preceding section. Whether the IBO continues to offer the programme that these students of the rapidly expanding global community requires will be dependent on a number of factors. These are firstly; the ability of the programme to continue offering students maximum benefit for entry into tertiary institutions; secondly to continue offering a course of study that is significantly different to local courses to make it worthwhile for students to complete both programmes of study; thirdly the ability of the organisation itself to respond to the clients needs; and finally the ability of the IBO to maintain its independent status.

It is crucial for the continuing success of the IB for it to offer students access to the universities of the world that are the inevitable destination of most candidates who take the full diploma. The students in this study were almost all bound for university. While the opportunity to take the IB was not necessarily the only path to university placement for these students, the replies to the questionnaires (See Appendix 4 and 6 questions 10-15 are specifically focused on student reasons for taking the IB) indicated that there were in fact many who were cognisant of the potential advantages available to them in pursuing it. Inevitably the more widely recognised the IB becomes and subsequent increase in numbers of students who apply to universities worldwide, the easier entrance for these students will be.

Peterson and the founders of the IB were aware of the need to allow the curriculum to evolve and change if it were to continue to offer a worthwhile course of study. While problems of distance between curriculum planners have been partially solved by the increase in the use of electronic forms of communication, a system of education that has no means of controlling its programme except by a series of

examinations and teachers recommendations will continue to have major difficulties. There is no prescribing body to act as a model for the IB. The individuals who shape the programme create the culture of the IB in a more immediate sense than local curriculums. The present Director General of the programme Dr Roger Peel, the Regional Co-ordinator in IBAS, John Goodban, and the AAIBS co-ordinator, Chris Brangwin, are all British. The structure of any organisation that claims to be international must look carefully at its recruitment policy in order to maintain a balance of nationalities amongst its personnel.

The production and dissemination of knowledge has become a business with the resultant change in emphasis on the utilisation of it as a commodity.

Machlump(1962 p. 5.) found that: "*As early as 1962, estimates were that nearly 28.7% of current US budget was concerned with the production or dissemination of knowledge.*" If accepting this interpretation that the production of knowledge has become a business, it invites speculation on parallels with general commodity production.

Spritzberg(1980 p. 2.) notes that; "*Two of the characteristics of commodity production are the creation of uneven development and the facilitation of capitalist penetration and dependency.*" How uneven is this distribution of knowledge production. Is it a coincidence that the majority of textbooks produced in the world are published by three major publishers. The IB will have to distance itself from any organisation or philosophy of education if the claims of cultural hegemony by a particular group are to be denied. The domination of the organisation by English speaking (and often English nationality) individuals will have to be avoided for the IB to maintain its credibility as a global institution. The increase in acceptance of English as the major language of trade and in many academic circles as the medium of communication has created a monopoly in favour of English speaking nations. Wacquant(in Bourdieu 1992a p. xiii.) notes that;

One of the hallmarks of a genuinely new, that is, generative way of thinking is

its ability not only to transcend the circumscribed intellectual context and empirical terrain of its initial enunciation and to produce novel propositions, but to think itself and even to out-think itself.

If the IB is to continue to offer a program that is unique in its conception and its operation, it will need to be constantly 'out-thinking' itself. It will need to anticipate problems and avoid a conflict of its ideals with the demands that consumerism places on any commodity market. The temptation to increase sales and decrease the quality of the product will have to be carefully avoided.

A recent story in An article in The Age Newspaper highlights the problems of funding for Cambridge university. A university that; "...prides itself on being more than ever at the cutting edge of world research in fields such as astronomy, brain surgery, molecular biology and genetic manipulation."(The Age, 21st January 1995, p. 14.) The article maintains that already 40 per cent of its annual budget of \$US434.51 million comes from private enterprise. These benefactors include Japanese electronics giant Hitachi and Britains pharmaceutical company Glaxo. The ethical question of financing any institution remains a tender point with the link that can be made between research and result potentially compromised by the benefactor. So far the IB has been self funded by the schools and to a lesser extent those countries whose schools participate in its programmes.

The IB will continue to provide an entrance qualification for students to universities throughout the world. This study has suggested that more research must be undertaken on it. The concluding section looks at those areas that would benefit from this research.

(iii) Areas for future research on the International Baccalaureate.

This study is a case study of the IB. As a case study it has limitations. It is not possible to generalize about the IB in other countries and continents based on a case study undertaken in Australia and Canada.

Case studies are a 'step to action'. They begin in a world of action and contribute to it. Their insights may be directly interpreted and put to use; for staff or individual self-development, for within-institutional feedback; for formative evaluation and in educational policy making. (Cohen, I & Manion L p. 150.)

The case study, state Cohen and Manion, recognises ... "the complexity and embeddedness" of social truths. By carefully attending to social situations, the best case studies are capable of offering some support to alternative interpretations. The study was restricted to the role of the IB in two countries only, Australia and Canada. It is imperative that more research is undertaken within the United States of America. As discussed in the introduction of the thesis (Chapter 1 (i)) the 130 schools in the United States represents a significant proportion²⁴ of all schools offering the IB. The European schools, for example, that have adopted the IB, are almost exclusively international with no alternative entrance qualification available for selection, not withstanding Advanced Placement (AP) and Standard Achievement Tests (SAT) examinations. The national schools have, for the most part, ignored the IB and concentrated on their own curriculum.

There are four principle areas for future research.

1. The International Baccalaureate Organisation(IBO) itself,

²⁴ The 130 schools in the USA and the 47 in Canada represent 47% of all schools(410) offering the IB by December 1990.

2. The students,
3. The schools,
4. Theoretical research.

1. The International Baccalaureate Organisation.

The IBO has indicated on numerous occasions that it has a wide variety of statistics and data that it would be willing to make available to researchers.

... we now have a considerable amount of information on student performance stored in our data bank at the Examination Office. Until now only limited research has been done on these files, due mainly to our limited resources in the past. But as the volume increases, so must our interest in reviewing the untapped mine of information that we have acquired. (Annual Report IBO 1989 p. 4.)

The use of this information for longitudinal studies on student performance over a long period could be of great benefit.

Performance of students taking IB examinations in international schools could have their performance measured against those taking the IB in national schools. The effectiveness of second language teaching between the two schooling systems would be of particular interest.

2. The Students.

The number of schools and students taking the IB increases annually. Despite this increase in numbers the research which focuses on the reasons students attempt the IB is limited. There has been very little research done on student achievement at university after completion of the IB. Thomas(1988) made a brief foray into this area and acknowledged that there was a need for more research on this subject.

With many students pursuing the IB for the preparation that it provided for university study, it would be an obvious area for research. Just how well students were prepared who chose the IB ahead of alternative systems of education could provide information beneficial to both the IB and the local education system.

3. The Schools.

Schools adopting the IB do so for many reasons. The questionnaire survey carried out in this study established a number of general characteristics about schools involved in the IB program. There has been little research undertaken on the impact adopting the IB has on a school. What happens to the pre-existing programs operating at the school? Many of the students commented that there was a feeling of isolation from their peers once they entered the IB program. Is it possible to integrate the program fully into a school or is there inevitably disequilibrium as courses compete for students? Rowell(1983) noted how for the IBO developers and staff at international schools:

International Baccalaureate Program (IBP) is an integrated, independent whole, whereas in Edmonton it is something "added on" to an existing program in order to provide enrichment. In the United World Colleges the IBP is the only curriculum for the students, whereas in Edmonton the IBP is to be offered as "a bonus" to academically able students, who must by law, also satisfy the requirements for the Alberta high school diploma. (Rowell 1983 p. 107)

The question of teacher participation in the IB was included in this study by the interviews with the IB Co-ordinators and Headmasters. How committed to the program are teachers involved in the IB and how does this level of commitment affect the manner in which the IB functions within these schools? Matthews distinguishes three groups of teachers working in international schools.

1. teachers who have built a career in international education, sometimes

- moving from school to school;
2. teachers who have put down permanent roots in the local community;
 3. 'transients' seeking a range of short-term experience and adventure in the early days of their careers.

How do these teachers working in international schools differ from the teachers who have been trained and taught in the sort of schools studied in this thesis? How does their outlook on the world affect the way that the curriculum is interpreted? Is the student taking the IB at the International School of Paris receiving the same program as that taught at Glenunga International High School in Adelaide? Does the adoption of an international curriculum guarantee an international focus within a school? Many schools quoted their reason for taking part in the IB as the desire to develop an international perspective within their school. The IB program by itself does not necessarily guarantee an international perspective.

4. Theoretical research.

This study has used the work of Bourdieu on cultural capital and advanced a theory that students participating in the IB are participants in a global field. The IB provides global cultural capital. This theory is derived from the research undertaken on the Canadian and Australian students. A more comprehensive study that encompassed all the IB students in the world could greatly strengthen this argument. Longitudinal studies of students achievement have already been proposed. Another study that could add depth to this theory would be to interview a cross section of middle level managers in global organisations. They would not need to have undertaken the IB but could help highlight the global arena that the IB students are about to enter.

The education system of any country is complex. The International Baccalaureate has been the subject of very little research. Hopefully, other scholars will pursue this international social movement and continue to research those areas outlined above.

Appendices.

Appendix I. International Baccalaureate Co-ordinators Questionnaire.

Name of School.....

School IB Number.....

Member Since.....

1. Describe the type of school that you are?

(Please circle.) Public/State/Provincial/Private/Other.[Please explain.]

.....
.....
.....

(Circle.) Co-educational/Boys only/Girls only/Other.[Please explain.]

.....
.....

Total enrolment.(Please circle)

0-250

251-500

501-1000

1001-1500

1501-2000

2000 plus.

Junior School total..... (Aged 4-10 years.)

Middle School total..... (Aged 11-14 years.)

Senior School total..... (Aged 15-20 years.)

What percentage of the total enrolment would you consider to be international (ie; not born in the country your school is situated) in composition? (please circle) 0-10%, 11-20%, 21-30%, 31-40%, 41-50%,51-60 %, 61-70%, 71-80%, 81-90%, 91-100%.

2. Is there any type of pre-IB course offered at your school?(Circle.) Yes/No.

If Yes please explain.

.....
.....
.....

3. Is the IB open to all students at your school?(Circle) Yes/No.

(If No please explain the criteria applied for student selection.)

.....
.....

4. Approximately how many diploma students has your school had each year?[Do not include anticipated Candidates]

.....

What percentage of your total last years enrolment is this?

.....

5. Approximately how many certificate students has your school had each year?

[Please include certificate candidates from the last two years.]

.....

What percentage of your total last two years enrolment is this?

.....

6. Are IB classes and non-IB classes combined?

(Circle) Yes/No.

Please explain how the system works in your school.

.....
.....
.....
.....

7. Are students expected/able to sit both the local/state/provincial examination (if these exist in such a format) and the IB examination?

(Circle) Yes /No

Please explain if this is necessary/possible.

.....
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.....
.....

8. What subjects do you offer at IB subsidiary level?

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9. What subjects do you offer at IB higher level?

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.....

10. What languages are offered at your school and at what year levels are these languages offered?

.....
.....
.....

11. Does your school now offer / or has it offered/ a School-based Syllabus approved by IBO?

Yes/No. (Circle)

If Yes what is/are the subject/s?

.....

If it did at one stage or plans to in the future please explain.

.....

12. Is the IB separately funded within the school budget?

(Circle) Yes/No.

Please explain more fully?

.....
.....
.....

13. Do various departments receive additional funding to purchase additional resources necessary to follow the IB program?

(Circle) Yes/No.

Please explain more fully?

.....
.....

14. Are there any students who come from outside the normal school intake

involved in the IB?

(Circle) Yes/No.

Please explain more fully?

.....
.....
.....

15. What percentage of IB Diploma candidates could be considered local or native Australians/Canadians? (as opposed to international students)

.....

16. Why did your school initially choose to take part in the International Baccalaureate program?

.....
.....
.....

Thank-you for taking the time to complete this questionnaire.

With kindest regards,

Nigel Bagnall.

Appendix 2. International Baccalaureate Questionnaire for Students.

Thank-you for taking the time to complete this questionnaire. The information supplied is being used as part of a survey on the IB in Australia and Canada.

N. F. Bagnall, Melbourne 1992.

1. School Name.....IB

Candidate number (if known) or name (optional).

.....Number of years
enrolled in the IB program.

One/Two/Three. (Circle.)

Please circle your candidate status.(Circle Diploma if you are re-sitting the Diploma and Anticipated if you are currently in the first year of the IB program and anticipate following the full Diploma next year.)

Certificate / Diploma / Anticipated Diploma candidate.

Please circle the examination session that you intend to follow.

November 1992 /May 1993/November 1993/ May 1994.

Nationality/ies.....

2. Sex.....

3. Age.....(as of 1/6/92)

4. Parents occupation.

Mother.....

Father.....

5. Parents educational level.(Please tick or cross.)

Mother.

Did not complete high school.....

High school graduate.....

Attended university or other tertiary institution.....

University/tertiary institute graduate.....

Completed post graduate studies.....

Father.

Did not complete high school.....

High school graduate.....

Attended university or other tertiary institution.....

University/tertiary institution graduate.....

Completed post-graduate studies.....

6. Is English your mother tongue?

(Circle) Yes/No

If it is not, please state your mother tongue?.....

7. Languages spoken and degree of fluency.(Please circle languages and levels of fluency. Add other languages not listed.)

English.....native/fluent/good/poor.

French.....native/fluent/good/poor.

Spanish.....native/fluent/good/poor.

Italian.....native/fluent/good/poor.

..... native/fluent/good/poor.

..... native/fluent/good/poor.

..... native/fluent/good/poor.

..... native/fluent/good/poor.

8. Have you attended a school in another country in the last ten years?

(Circle) Yes/No.

If yes, please state the country/ies in which you have attended and the name/s of the school/s attended.

.....

9. Do you hope to continue with tertiary education?

(Circle) Yes/No.

If so in which country/ies?

.....

What field of study do you hope to pursue? (eg: medicine, arts etc.)

.....

What area of occupation are you hoping to enter? (eg: tourism, diplomacy, teaching, plumbing.)

.....

.....

10. Do you believe that the IB will help in your choice of tertiary courses?

(Circle) Yes/No

Do you believe that the IB will restrict your choice of tertiary courses?

(Circle) Yes/No.

Is it necessary to have the IB for the course that you wish to pursue?

(Circle) Yes/No.

11. Did you come to this school in order to pursue the IB?

(Circle) Yes/No.

12. Do you believe that the IB is a more challenging course than the local course offered?

(Circle) Yes/No.

If so why, if not why not ?

.....

.....

.....

.....

.....

13. What do you feel are the strengths of the IB program?

.....

.....

.....

14. What do you feel are the weaknesses of the IB program?

.....

.....

.....

Either. 15. Why have you chosen to do the full diploma of the IB?

.....

.....

.....

.....

Or. 15. Why have you chosen to sit some certificate subject/s?

.....

.....

.....

16. How did you initially hear about the International Baccalaureate?

.....

.....

Please feel free to write additional remarks on a separate sheet of paper marking clearly which question you are answering.

Thank-you once again for taking the time to complete this questionnaire.

Good-luck!

Nigel Bagnall.

Appendix 3. Survey results of Australian IB schools.

The IB Co-Ordinators Questionnaire was sent to all twelve Australian schools listed in the 1991-1992 International Baccalaureate Schools Directory (printed 22/11/91). All schools returned the questionnaire. (A copy of the Questionnaire is included in Appendix I.) Note that schools will be referred to by their number after question 1 results are listed. This means that, for example, instead of writing Narrabundah College, the number 1 will be used.

Question 1.

School/State	IB Member since	Type	Year Level.
1. Narrabundah College ACT.	1979	State, co-ed	11-12.
2. St Leonards College Vic.	1982	Private, co-ed Uniting Church.	K-12
3. SCECGS Redlands N.S.W.	1988	Private, co-ed Anglican.	K-12.
4. Pembroke School Inc. S.A.	1988	Private, co-ed.	K-12.
5. Kilmore International School. Vic.	1989	Private, co-ed.	10-12.
6. Glenunga International High School. S.A.	1989	State, co-ed.	8-12.
7. Mercedes College. S.A.	1989	Private, co-ed. Catholic.	1-12.
8. Lauriston Girls School. Vic.	1989	Private, female. Boys at Kinder and for IB.	K-12.

Results Continued...

School / State.	IB Member Since.	Type.	Year Level
9. Presbyterian Ladies	1990	Private, girls only.	College. Vic.
		K-12.	
10. St Pauls Grammar School.	1991	Private, co-ed. Non-denominational Christian school.	NSW K-12.
11. Wesley College.	Vic. 1991	Private, co-ed. Uniting church.	K-12.
12. Kormilda College Ltd.	N.T. 1991	Private, co-ed.	8-12.

(Note that state abbreviations are as follows: ACT is Australian Capital Territories, NSW is New South Wales, NT is Northern Territory, SA is South Australia, Vic. is Victoria.)

Enrolment and international percentage of total enrolment.

School Number.	1	2	3	4	5	6.
Junior School.	0	400	N/A 300	Nil	N/A	
Middle School.	0	500	N/A 700	Nil	N/A	
Senior School.	900	400	N/A 450	40	N/A	
Total.	900	1300	1680	1450	40	420

International

Percentage.	31-40	0-10	11-20	11-20	81-90	21-30
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Enrolment and International percentage continued...

School	7	8	9	10	11	12
Number						
Junior School	240	200	320	N/A	N/A	Nil
Middle School	320	350	390	240	N/A	300
Senior School	300	250	540	506	N/A	100
Total	860	800	1250	746	2800	400
International	0-10	21-30	11-20	21-30	N/A	0-10
Percentage.						

Question 2. Is there any type of pre-IB course offered at your school?

Yes = 4 schools.

No = 8 schools.

Total = 12 schools.

The 4 schools offering pre-IB courses explained:

“Years 9 and 10 are pre-IB, based on the IB structure(with a large ESL component for the non-native speakers of English).”

“Extension in Maths, Science and English for one year prior to commencement of IB.”

“Students who identify themselves as potential IB students in year 10 are in the same class(with others) and that class follows a program geared to IB study at year 11.”

“Normal New South Wales School Certificate.”

Question 3. Is the IB open to all students at your school?

No 4 schools.

Yes 8 schools.

Total 12 schools.

Three of the Yes schools added;

“...but a very weak student would be dissuaded.”

“Unless extremely handicapped-Pembroke is an open entry school.”

“Subject to appropriate level of English competency.”

Most of the No schools added that the decision was made by the IB co-ordinator, class teachers and the academic record of the student.

Question 4. Approximately how many diploma students has your school had each year? [Do not include anticipated Candidates.]

School Number	Average Number of Diploma students	Percentage of last years enrolment
1	7	.8%
2	2	.2%
3	10	.75%
4	14	6%
5	8	60%
6	5	2%
7	2	3%
8	0	-
9	30	9%
10	9	8%
11	N/A	-
12	N/A	-

Question 4 continued...

Total = 87

Total = 89.75%

Average number of

Average of

candidates per school = 9 last years enrolment = 7.5%

The two schools that registered N/A had not entered any candidates because they had not been in the IB program long enough to offer diploma candidates. The third school had not entered any diploma candidates after three years in the program.

Question 5. Approximately how many certificate students has your school had each year? [Please include certificate candidates from the last two years.]

School number	Average number of certificate candidates two years enrolment	Percentage of last
1	7	.5%
2	10	.75%
3	2	.2%
4	0	-
5	4	30%
6	2	.5%
7	2	3%
8	0	-
9	0	-
10	23	7%
11	-	-
12	-	-

Question 5 continued...

Total candidates = 50

Average certificate	Average percentage of certificate candidates
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candidates per school = 4 per school = 3.2%

Two schools entered N/A as they had not been in the program long enough to offer candidates. Three schools had not entered certificate candidates.

Question 6. Are IB classes and non-IB classes combined?

Please explain how the system works in your school.

Yes/No = 3

Yes = 5

No = 4

Total = 12

With the exception of the four schools that did not mix their IB and non-IB classes, most schools either combined some or all subjects. The major factors affecting the classes composition was the number of students taking each subject and the extent to which the syllabuses allowed a combined approach. While acknowledging the advantages of separate classes in some subjects, the small number of IB students often meant that there was a need to combine classes.

Question 7. Are students expected/able to sit both the local/state/provincial examination(if these exist in such a format) and the IB examination?

Please explain if this is necessary/possible.

Yes/No = 2

Yes = 4

No = 6

Total = 12

Some of the schools would not let students attempt both systems. In some schools there was a need to fulfil the state requirements as well as the IB. Some schools allowed students to attempt both systems in order to have a back up in the event of poor performance in the IB.

Question 8. What subjects do you offer at IB subsidiary level?

School	1	2	3	4	5	6	7	8	9	10	11	12
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Group I

Language A

English	*	*	*	*	*		*		*	*	*	
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Chinese (Mandarin)										*		
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Indonesian				*								
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Japanese					*						*	
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Korean					*							
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Group 2

Language B

English			*		*						*	
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Chinese	*		*	*	*	*		*		*	*	
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Dutch			*									
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French	*	*	*	*	*	*	*	*	*	*	*	*
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German	*	*	*	*	*	*		*	*		*	
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Hebrew											*	
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Indonesian	*	*		*				*		*	*	
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Italian	*						*				*	
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Japanese	*				*						*	
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Persian			*									
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Russian			*									
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Spanish	*											
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Group 3.

Study of Man in Society.

History	*	*	*	*	*	*	*	*	*	*	*	*
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Geography			*		*	*				*	*	
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Group 3 continued...

School	1	2	3	4	5	6	7	8	9	10	11	12
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Economics	*	*	*	*	*	*	*	*	*	*	*	*
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Philosophy											*	
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Psychology			*								*	
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Social Anthropology

Organisational Studies

Group 4

Experimental Sciences.

Biology	*	*	*	*	*		*			*	*	*
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Chemistry*	*	*	*	*	*	*		*	*	*	*	
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Applied Chemistry

Physics	*	*	*	*	*	*	*	*	*	*	*	*
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Physical Science

Experimental Psychology

Group 5

Mathematics	*	*	*	*	*	*	*	*	*	*	*	*
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Mathematics*

and Computing

Mathematical*					*		*			*	*	
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Studies

Mathematics with Further Maths

Group 6

Art/Design	*	*	*	*		*	*	*	*	*	*	Music
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*		*	*			*	*		*	*		
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Latin			*	*								
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Group 6 continued...

School	1	2	3	4	5	6	7	8	9	10	11	12
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Theatre	*		*	*							*	
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Studies

Classical Greek

Computing Studies

School Based Syllabus (Narrabundah College was the only school
(SBS)-approved by IBO. offering a School Based Syllabus)

Total subsidiary level subjects offered

by each school.

School	1	2	3	4	5	6	7	8	9	10	11	12
Total	20	12	20	15	17	10	11	9	12	12	25	7

Total subjects offered by all schools = 172

Average subjects offered at S/L by each school = 14

Group 6 Continued...

**School Based Syllabus
(SBS) approved by IBO**

**Total higher level subjects offered
by each school.**

School	1	2	3	4	5	6	7	8	9	10	11	12
Total	18	8	19	11	8	6	8	6	10	12	25	7

Total subjects offered by all schools = 138

Average subjects offered at H/L by each school = 11.5

Question 10. What languages are offered at your school and at what year levels are these languages offered?

School	1	2	3	4	5	6	7	8	9	10	11	12
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Languages

English A* * * * * * * * * * * *

Year levels All schools teach English A at every year level.

English B * * *

Year levels 10-12 9-12

Chinese A(Mandarin) *

Year levels 9-12

Chinese B* * * * * * * *

(Mandarin)

Year levels 10-12 N/A 3-12 9-12 8-12 11-12 N/A N/A

Dutch B *

Year Levels N/A

French B * * * * * * * * * * *

Year levels- 6-12 N/A 8-12 9-12 8-12 5-12 N/A 7-12 -- N/A

German B * * * * * *

Year Levels 10-12 8-12 N/A 11-12 8-12 N/A 8-12

Indonesian A *

Year levels 11-12

Indonesian B* * * * * *

Year levels 10-12 8-12 8-12 11 8-12 8-10

Italian B * *

Year Levels 10-12 10-12

Japanese A ***Year Levels** 9-12

Question 10 results continued...

School	1	2	3	4	5	6	7	8	9	10	11	12
Japanese B		*	*	*		*			*	*		*
Year levels	10-12	N/A	7-12	N/A				9-12	N/A	8		
Korean A					*							
Year levels				10-12								
Latin B				*					*			
Year levels			8-12				7-12					
Persian B			*									
Year levels			N/A									
Russian B									*			
Year levels								8-12				
Spanish B	*		*									
Year levels	10-12	N/A										
Totals	8	5	8	5	10	5	4	4	7	4	N/A	4
Total languages taught									= 64			
Average languages taught per school									= 5.8			

Question 11 Does your school now offer / or has it offered / a school- based Syllabus approved by IBO?

If Yes what is / are the subjects?

If it did at one stage or plans to in the future please explain.

School Number	SBS offered	Did offer or plans to offer SBS
1	Yes	No
2	No	No
3	No	Yes
4	No	No

Question 11 continued...

	SBS offered	Did offer or plans to offer SBS
5	No	No
6	No	Yes
7	No	No
8	No	No
9	No	No
10	No	No
11	Yes	No
12	No	No

School number 1 (Narrabundah) offers Theatre Arts which is a pilot program for the IBO. School number 3 (SCECGS Redlands) has applied to take Ancient History and is awaiting a reply from the IBO. School number 6 (Glenunga) intends to offer theatre arts next year (1993) and school number 11 (Wesley) plans to offer a subject at some time in the future.

Question 12. Is the IB separately funded within the school budget? (Circle) Yes / No.

Please explain more fully?

1. Narrabundah College. Yes. Each Diploma student pays \$300.00 and Certificate students \$150.00 to cover cost of two year program. Money used to pay for extras such as publications purchased, publishing done in college; conference costs for staff, more assistance to staff attending conferences.

2. St Leonards College. Yes.

3. SCECGS Redlands. Yes Students pay \$5,200.00 extra to do the IB-subsidised by Redlands.

Question 12 continued ...

4. Pembroke School Inc. Yes and No. Extra budgeting allowed

for salaries plus some extra equipment in sciences. TOK also budgeted separately.

5. Kilmore International. No.

6. Glenunga International. Yes. Funded from a lump sum grant given to the school as well as 2.9 extra teaching staff and 1 co-ordinator.

7. Mercedes College. Yes.

8. Lauriston Girls School. No. Funded as other courses. No extra school fees. Students pay exam and registration fees themselves.

9. Presbyterian Ladies College. Yes / No. For administration expenses Yes. For curriculum and teaching materials No. (Absorbed into Faculty budget.)

10. St Pauls Grammar School. No. All students received a per capita fee increase the year the IB was introduced to the school.

11. Wesley College. Yes.

12. Kormilda College Ltd. Yes.

Summary of Results	Yes	= 7
	No	= 3
	Yes/No	= 2
	Totals	= 12

Question 13. Do various departments receive additional funding to purchase additional resources necessary to follow the IB program? (Circle) Yes/No.

Please explain more fully.

1. **Narrabundah College.** No. Because of linkages of all courses to ACT Year 12 Certificate requirements.
2. **St Leonards College.** No.
3. **SCECGS Redlands.** Yes. Library \$2,500.00. Academic departments as required- to be approved by IB co-ordinator.
4. **Pembroke School Inc.** Yes. Science equipment. Extra staff.
5. **Kilmore International School.** No. Not relevant as nearly all students do IB.
6. **Glenunga International High School.** Yes. Purchase of relevant textbooks and equipment.
7. **Mercedes College.** No. The IB has its own budget. Materials for subjects use IB fund.
8. **Lauriston Girls School.** No. Normal departmental funding.
9. **Presbyterian Ladies College.** Yes. Initially this has been necessary. In some departments such expenses will not be on-going while in others additional funding will need to be available.
10. **St Pauls Grammar School.** Yes. Budget allocations include funding for IB courses. The library particularly needed (and still needs) extra funding.
11. **Wesley College.** No.
12. **Kormilda College Ltd.** Yes. This applies particularly to science in 1993, which has to purchase much new equipment.

Summary of Results.

Yes = 6

No = 6

Total = 12

Question 14. Are there any students who come from outside the normal school intake involved in the IB?

(Circle) Yes / No.

Please explain more fully?

- 1. Narrabundah.** Yes. 1. Overseas. 2. Interstate- specials, moving away from home especially to take IB. 3. Local- across “drawing” zones-called out-of area students.
 - 2. St Leonards College.** Yes. 3-4 a year.
 - 3. SCECGS Redlands.** Yes.
 - 4. Pembroke School Inc.** Yes. 2-3. One from Indonesia, two from other schools.
 - 5. Kilmore International School.** N/A. School specifically for IB students.
 - 6. Glenunga International.** Yes.
 - 7. Mercedes College.** Yes.
 - 8. Lauriston Girls School.** Yes. Small intake to do IB.
 - 9. Presbyterian Ladies College.** No.
 - 10. St Pauls Grammar School.** No. Only second year of operation. Expected that several other students from other high schools will join us for IB diploma in 1993.
 - 11. Wesley College.** Yes.
 - 12. Kormilda College Ltd.** Yes.
- Summary of Results.**

Yes = 9

No = 2

N/A = 1

Total= 12

Question 15. What percentage of IB diploma candidates could be considered local or native Australian/Canadians/ (As opposed to international students.)

1. 50%
2. 50%
3. 60%
4. 90%
5. 50%
6. 98%
7. 100%
8. 70%
9. 66%
10. 100%
11. 80-85%
12. N/A

Summary of Results. Average = 76% Australian

Question 16. Why did your school initially choose to take part in the International Baccalaureate program?

International. = four schools

Curriculum choice. = three schools

Catering for an increase in overseas students. = two schools

Question 16 continued...

The remaining replies were from only one school.

Magnet.

Theory of knowledge course.

No scaling of marks between subjects.

A few students wanted IB.

Principal felt concern re-limitations of and lowering of standards in local system.

Choice.

To allow students to be competitive at the international level.

Threat of closure because of “ageing” local population drawing too few numbers to keep college open.

Special attraction of IB to locals/ethnics; diplomatic corps; Senior Australian bureaucrats being posted overseas.

To allow staff to be involved in the curriculum at the international level.

Because it is far superior to the HSC(Higher School Certificate - state examination), more demanding and rigorous.

Because the HSC is not fully understood or recognised in the USA or Europe.
-for its portability.

High academic standard of course.

A different challenge. To service internationally mobile parents.

Through state government initiatives. Diploma compliments traditional school values. Community service.

Academic excellence. Consistency of marking.

Internationally mobile community aspect.

Appendix 4. Student questionnaire results of Narrabundah College and St Leonards College.

Narrabundah College Year 12 student questionnaire survey results.

Question 1. All students were at Narrabundah College and in their second and final year of the IB diploma. Twenty three students results were recorded, 10 from 1992 and 13 from 1993. One student was repeating year 12 and two of the students were completing individual certificate subjects rather than the whole Diploma.

Certificate candidates = 0

Diploma candidates = 23

Total candidates = 23

Nationality.

Australian = 5

Other = 12 (American[2 students], British, Dutch, French[3 students], Greek, Hungarian, New Zealand, Papua New Guinea, Swiss.)

Dual = 6 (Australian/English, Australian/French, Australian/Swiss [3 students], German/Japanese.)

Total = 23 students

Question 2. Sex.

Male = 10 students

Female = 13 students

Total = 23 students

Question 3. Age.(as of 1/6/93)

16 years = 5 students

17 years = 8 students

18 years = 10 students

Total = 23 students

The average age of students was 17.21

Question 4. Parents Occupation.

Mother

Professional = 8

Non-Professional= 6

Home maker = 1

Deceased = 1

No Reply = 7

Total = 23 Total

Father

Professional = 20

Non- Professional = 0

Not known = 2

Deceased = 1

No Reply = 0

= 23

Question 5. Parents educational level. (Note from the Student Questionnaire, Appendix 2, that 1= did not complete high school, 2 = high school graduate, 3 = attended a university or other tertiary institution, 4 = university or tertiary institution graduate, 5 = completed post graduate studies.)

Mother

1= 0

2= 6

3= 3

4= 10

5= 2

Total= 22

Father

1= 1

2= 2

3= 1

4 = 7

5 = 10

Total = 22

Average Level = 3.27 Average level(of 20 respondents) = 4.5

Question 6. Is English your mother tongue?

(If it is not please state your mother tongue.)

Yes = 12 students

No = 10 students. (Of these 3 were French, 2 were Swiss/German, and one each was Dutch, Motu(Papua New Guinea), Greek, Hungarian, Japanese/German.

Total = 22 students

Question 7. Languages spoken and degree of fluency.

	Native	Fluent	Good	Poor	Total
English	18	3	2	-	23
French	5	5	3	4	17
Spanish	-	1	4	6	11
Italian	-	-	1	-	-
German	3	4	-	-	7
Japanese	1	-	2	1	4
Dutch	1	-	-	1	2
Latin	-	-	-	1	1
Greek	1	-	-	1	2
Vietnamese	-	1	1	-	2
Pidgin/English	-	1	1	-	2
Swiss/German	2	-	-	-	2
Chinese	-	-	1	-	1
Motu(PNG)	1	-	-	-	1
Hungarian	1	-	-	-	1

Question 8. Have you attended a school in another country in the last ten years?

Yes = 18

No = 5
Total = 23

Question 9. Do you hope to continue with tertiary education?

If so in which country / ies?

Yes = 23
No = 0
Total = 23

Australia	= 4 students
United Kingdom or Australia	= 4 students
America	= 1 student
England Greece or Belgium	= 1 student
Australia or Hungary	= 1 student
Netherlands	= 1 student
France	= 1 student
Germany	= 1 student
English speaking world	= 1 student
Either England, France or Australia	= 1 student
Spain or France	= 1 student
Switzerland	= 1 student
Italy or England	= 1 student
Switzerland or Australia	= 1 student
Australia or Japan	= 1 student

Question 9 continued...

What field of study do you hope to pursue?

Economics = 4 students, Arts = 3 students, Law = 3 students, Music = 2 students, Medicine = 2 students, Computing = 2 students, Science = 1 student, Fine arts, Music, theatre arts, child education = 1 student, Marine biology = 1 student, Commerce / law = 1 student, don't know = 1 student, Maths science = 1 student, Speech pathology = 1 student, Psychology = 1 student, Engineering = 1 student, Tourism = 1 student.

What area of occupation are you hoping to enter?

Journalism/Publishing = 3 students, Research = 3 students, Diplomacy = 2 students, Orchestra/ Music = 2 students, Teaching = 2 students, Economics = 2 students, Computing = 2 students, Economics = 2 students, Medicine = 2 students, Construction = 1 student, Management = 1 student, Speech pathology = 1 student, Tourism = 1 student, Science = 1 student, Barrister = 1 student, Marketing = 1 student, Law of commerce = 1 student, No reply = 1 student.

Question 10. Do you believe that the IB will help in your choice of tertiary courses?

Yes = 16

No = 7

Total = 23

Do you believe that the IB will restrict your choice of tertiary courses?

Yes = 2

No = 21

Total = 23

Is it necessary to have the IB for the course that you wish to pursue?

Yes = 6

No = 17

Total = 23

Question 11. Did you come to this school in order to pursue the IB?

Yes = 23

No = 0

Total = 23

Question 12. Do you believe that the IB is a more challenging course than the local course offered?

Yes = 21

Yes/No = 0

No = 0

No Response = 2

Total = 23

Question 13. What do you feel are the strengths of the IB program?

The number of countries in which it is accepted = seven students

Many options available - broader education = five students

University level. = three students

The high level of competition makes for good results = three students

TOK = two students

Offers a global course of study and allows students
to work to international standards = two students

Through CAS increases community spirit of the
student = two students

The remaining replies were from one student only.

It offers an alternative to the current trends in the ACT to depend on continuous
assessment which does not suit some students.

Understanding subject matter better.

If completed allows a wider choice of places to study.

There are many people who you can make friends with who are striving to
achieve a common goal.

Requirement such as extended essay, oral examination TOK.

Increases the studious nature of the student.

It prepares us to depend more on ourselves.

The rigorous world Lit. course, and Theory of Knowledge.

The IB promotes a better all-round individual.

Question 14. What do you feel are the weaknesses of the IB program?

The fact that you have to do both systems.

{ie: ACT and IB } = eight students

Lack of flexibility concerning subject choices= three students

CAS = three students

Too much emphasis seems to be falling on less important aspects like CAS
and TOK which drain energy already depleted by the level required in general.

By the time the diploma exams are reached most students are exhausted

= two students

Extended essays cause much grief and tension to

worried students

= two students

Pressure as a result of intensive nature of course

= two students

The remaining replies were from one student only.

High drop out rate.

Exams coincide with college assessment.

Sometimes requirements are unclear. No time for other activities. While the extras may be good they can be quite exhausting as well, eg; extended essay.

Never enough time to do everything we have to do.

Only possible to get the diploma if you are good at all subjects.

Allows no specialisation in some subjects; eg: cannot specialize in World

Literature without "loosing out" in Maths.

It is difficult to do well in our preferred subjects as we have to work on so many subjects.

Those schools that don't cater directly for the program are at a disadvantage. It is fixed how many subjects to study.

Either. Question 15. Why have you chosen to do the full diploma of the IB?

Overseas study

= eleven students

The following replies were from only one student.

To prevent having to return to old school.

As an alternative to TER.

Having completed a bilingual education it was seen as the natural consequence. I also thought it would be more challenging than the local system and provide a more comprehensive education.

Because in Australian universities only the diploma is accepted (mostly) - and any other decent university. Also because I was lucky enough to have the language B required.

I think it would be pointless to do only certificates, and a full diploma is more likely to be advantageous in my course choices.

If I do get it, it would get me a place in university.

I have no idea. No reason given.

It seems more worthwhile to me to do the full diploma because I believe in doing things to their full capacity rather than half.

Because I thought it might help me get into some University courses.

Or. 15. Why have you chosen to sit some certificate subject/s?

For the Swiss university it was necessary to have at least two European languages (excluding English).

No reason given.

I didn't want to carry on with the maths program because I couldn't practice my violin enough.

Question 15 or continued...

Mostly because of my parents, also because I thought that it would be useful in the USA.

Question 16. How did you initially hear about the International Baccalaureate?

In high school	= 12 students
Parents	= 4 students
Brother/Sister	= 2 students
Friends	= 2 students
School prospectus	= 2 students
Teachers	= 1 student
From other diplomats	= 1 student

Total = 24 students (Note
one student quoted two sources)

Narrabundah College Year 11 student questionnaire survey results.

Question 1.

All 24 students were in their first year of the IB program and anticipated completing the Diploma in 1994. Some students were sitting individual examinations in November 1993 and some in May 1994. All students were sitting their major examinations in November 1994.

Certificate candidates = 1 student

Diploma candidates = 23 students

Total = 24 students

Nationalities.

Australian = 17

Other = 7

Total = 24

There were one each of the remaining students: Australian/Swiss, Australian/Thai, Irish, Singapore, South African, Indonesian, Austrian.

Question 2. Sex.

Male = 11

Female = 13

Total = 24

Question 3. Age. (as of 1/6/ 93)

15 years = 2 students

16 years = 21 students

17 years = 0

18 years = 1 student

Total = 24 students

Average age = 16 years

Question 4. Parents Occupation.

Mother

Father

Professional	= 13	Professional	= 24
Non-Professional	= 3	Non-professional	= 0
No Reply	= 2	No Reply	= 0
Home maker	= 6	Home maker	= 0
Total	= 24	Total	= 24

Question 5. Parents educational level.

Mother	Father
1 = 0	1 = 0
2 = 3	2 = 0
3 = 1	3 = 2
4 = 13	4 = 12
5 = 7	5 = 10
Total= 24	Total = 24
Average= 4.00	Average = 4.33

Question 6. Is English your mother tongue?

Yes = 19

No = 5 (Native languages were German, Indonesian, Korean, Swiss/ German and Thai.)

Total = 24 students

Question 7. Languages spoken and degree of fluency.

	Native	Fluent	Good	Poor	Total
English	22	1	1	-	24

French	-	4	8	5	17
Spanish	-	1	3	3	7
Italian	-	-	-	3	3
German	1	-	3	2	6
Indonesian	1	-	-	-	1
Swiss/	1	-	-	-	1
German(Dialect)					
Afrikaans-	1	-	-	1	
Thai	-	-	1	-	1
Japanese-	1	1	1	3	
Chinese	-	-	1	2	3
Portugese-	1	-	-	1	
Korean	-	1	-	-	1

Question 8. Have you attended a school in another country in the last ten years?

Yes = 14

No = 10

Total = 24

Question 9. Do you hope to continue with tertiary education?

If so in which country/ies?

Yes = 24

No = 0

Total = 24

Question 9 continued...

First choice: Australia = 16

 U.S.A. = 3

Europe	= 2
Unsure	= 3
Total	= 24

What field of study do you hope to pursue?

Law = 8 students, Art = 8 students, Unsure = 4 students, Arts/science = 3 students, Medicine = 3 students, Economics = 2 students, Psychology = 2 students, Maths = 1 student, Journalism = 1 student, Design = 1 student, Politics = 1 student, Business = 1 student, Accounting = 1 student, Corrective services = 1 student, Fine arts = 1 student.

What area of occupation are you hoping to enter?

Unsure = 9 students, Law = 5 students, Diplomacy = 3 students, Medicine = 2 students, Psychology = 2 students, Police = 1 student, Science = 1 student, Computing = 1 student, Journalism = 1 student, Personnel Management = 1 person, Business = 1 person, Arts/graphics = 1 person, Teaching = 1 student, University law lecturer = 1 student.

Question 10. Do you believe that the IB will help in your choice of tertiary courses?

Yes = 23

No = 1

Total = 24

Question 10 continued...

Do you believe that the IB will restrict your choice of tertiary courses?

Yes = 2

No = 22

Total = 24

Is it necessary to have the IB for the course that you wish to pursue?

Yes = 2

No = 22

Total = 24

Question 11. Did you come to this school in order to pursue the IB?

Yes = 19

No = 4

Yes/No = 1

Total = 24

Question 12. Do you believe that the IB is a more challenging course than the local course offered?

Yes = 24

No = 0

Total = 24

Question 13. What do you feel are the strengths of the IB program?

Internationally accepted = 15 students

Improves your standard = 7 students

More challenging academically = 5 students

Covers many areas = 4 students

Helps get you into university = 3 students

Interesting range of people of many different nationalities = 3 students

Focus on second language	= 2 students
Established course	= 2 students
Provides a rounded education	= 2 students
TOK	= 2 students
Looks good on a reference	= 1 student
Students treated like at a university	= 1 student
Teachers are more rigorous	= 1 student
Variety of subjects to choose from	= 1 student
Externally assessed	= 1 student
Different subjects help students broaden their perspectives and views of life	= 1 student

Question 14. What do you feel are the weaknesses of the IB program?

Too many commitments	= 12 students
CAS	=11 students
Strict regime of courses	= 4 students
Forces you into subjects you daunt want to do	= 3 students
Three sciences but not three humanities	= 3 students

Question 14 continued...

TOK	= 2 students
Two sets of exams in Year 12, IB and normal	= 2 students
School fees are not refundable if you elect to discontinue with the course	= 2 students
Not enough IB group meetings	= 1 student
Maths is to difficult	= 1 student
Extended essay	= 1 student
Tutorials before/after school and at lunch time	= 1 student

Question 15 either- Why have you chosen to do the full diploma of the IB?

More useful as an international/tertiary entry qualification	= 8 students
International university entry	= 7 students
Might as well do the whole thing	= 6 students
Challenge greater	= 4 students
More significant than certificate courses	= 3 students
Rounded education	= 2 students
Not sure, thinking of dropping to certificates	= 1 student
My brother did it	= 1 student
Parents want me to	= 1 student
Employers look favourably on IB	= 1 student
Focus on international values	= 1 student

Question 15. or- Why have you chosen to sit some certificate subject/s?

I am contemplating sitting IB certificate subjects = 1 student

Question 16. How did you initially hear about the International Baccalaureate?

School	= 15 students
Parents	= 6 students
Friends	= 2 students
Brother/sister	= 2 students
Newspaper articles	= 1 student
Not sure	= 1 student

Total = 27 (some students gave
two sources)

St Leonard's College Year 12 student questionnaire survey results.

Question 1. All students were at **St Leonard's College** and with the exception of the third year student, were in their **second** and final year of the IB diploma.

All 17 students were sitting their final examinations in November 1992.

Certificate candidates = 0

Diploma candidates = 17

Total = 17

Nationality.

Australian = 10 students.

Other = 7 students. (German 3 students, and one each from Canada, Denmark, Norway, and Sweden.

Question 2. Sex.

Male = 5 students

Female = 12 students

Total = 17 students

Question 3. Age. (as of 1/6/92)

16 years = 1 student

17 years = 8 students

18 years = 8 students

Total = 17 students

Average age = 17.41 years.

Question 4. Parents Occupation.

Mother		Father	
Professional	= 9	Professional	= 17
Non-Professional	= 1	Non-Professional	= 0
Home maker	= 6	Home maker	= 0
No Reply	= 1	No Reply	= 0
Total	= 17	Total	= 17

Question 5. Parents educational level.

Mother		Father	
1	= 4	1	= 1
2	= 1	2	= 2
3	= 0	3	= 1
4	= 8	4	= 9
5	= 4	5	= 4
Total	= 17	Total	= 17
Average level	= 3.29	Average level	= 3.76

Question 6. Is English your mother tongue?

(If it is not please state your mother tongue.)

Yes	= 10 students.
No	= 7 students. (Of these 3 were German and one each was Swedish, Russian, Norwegian and Danish.)
Total	= 17 students.

Question 7. Languages spoken and degree of fluency.

native	fluent	good	poor	total
--------	--------	------	------	-------

English	13	4	-	-	17
French	-	1	9	4	-
Spanish	-	-	-	1	1
Italian	-	-	-	1	1
German	3	-	-	1	4
Indonesian	-	-	1	-	1
Japanese	-	-	2	-	2
Czech	-	1	-	-	1
Danish	1	-	-	-	1
Norwegian	1	-	-	-	1
Swedish	1	-	-	-	1
Russian	1	-	-	-	1

Question 8. Have you attended a school in another country in the last ten years?

Yes = 7

No = 10

Total = 17

Question 9. Do you hope to continue with tertiary education?

Yes = 17

No = 0

Total = 17

14 students hoped to study in Australian universities, one in Denmark, one in Canada and one in Sweden(with post graduate studies in Switzerland). 4 students hoped to undertake post graduate studies outside of Australia. (one in the UK or USA, one in Norway, one in Germany and one in Switzerland)

Question 9 continued ...

What field of study do you hope to pursue?

Arts = 9 students, Science = 4 students, Law = 2 students, Economics = 2

students, Engineering = 1 student, Teaching = 1 student, Acting = 1 student, Veterinary science = 1 student, Music = 1 student, Commerce = 1 student, Nursing = 1 student, Business management = 1 student.

What area of occupation are you hoping to enter?

Unsure = 4 students, Administration = 2 students, Vet = 2 students, Professional musician = 2 students, Diplomacy = 2 students, Journalism = 2 students, Law = 1 student, Nursing = 1 student, Psychology = 1 student, Hospitality = 1 student, Forensic science = 1 student, Engineering = 1 student.

Question 10. Do you believe that the IB will help in your choice of tertiary courses?

Yes = 14

No = 3

Total = 17

Do you believe that the IB will restrict your choice of tertiary courses?

Yes = 1

No = 16

Total = 17

Question 10 continued...

Is it necessary to have the IB for the course that you wish to pursue?

Yes = 3

No = 14

Total = 17

Question 11. Did you come to this school in order to pursue the IB?

Yes = 9
No = 8
Total = 17

Question 12. Do you believe that the IB is a more challenging course than the local course offered?

Yes = 13
Yes/ No = 3
No = 1
Total = 17

Question 13. What do you feel are the strengths of the IB program?

Preparation for university	= 9 students
World recognised course	= 6 students
TOK	= 5 students
Exam system	= 3 students
Extended Essay	= 2 students
Basic education	= 2 students

Question 13 continued...

CAS	= 2 students
Challenging program leads to higher standards	= 2 students
Entry to second year courses at University	= 1 student
Broad range of courses	= 1 student
No pressure throughout year	= 1 student

Question 14. What do you feel are the weaknesses of the IB program?

Exams	= 6 students
Not enough work assessment in first year	= 3 students

Separates students	= 3 students
Subject choice	= 2 students
No physical education	= 2 students
Only for academically orientated	= 1 student
Only suitable to specific faculties	= 1 student
Nil = 1 student	
Some courses old and haven't been changed for many years	= 1 student
Paper work	= 1 student
Uncertainty of expectations	= 1 student
CAS	= 1 student

Question 15. either Why have you chosen to do the full diploma of the IB?

Love of travel and study abroad in the future	= 5 students
University entry	= 5 students
Controversy over VCE	= 3 students

Question 15. either continued...

Exam based	= 2 students
I appreciate course	= 1 student
IB creates options	= 1 student
More security	= 1 student
Difficult to change back to VCE	= 1 student
Like being a bit different	= 1 student

Question 15 or Why have you chosen to sit some certificate subject/s?

There were no replies to this question.

Question 16. How did you initially hear about the International Baccalaureate?

School = 9 students

Parents = 3 students

Friend = 2 students

Overseas = 2 students

Business partner of parents = 1 student

Total = 17

Survey Results of Year 11 International Baccalaureate students at St Leonard's College.

There were a total of 20 students in Year 11 who completed the questionnaire.

Question 1. All students had been enrolled in the IB for 1 year and anticipated completing the diploma the following year. As mentioned in the introduction to this section, it was possible for students to withdraw from the IB program at the end of Year 11. This was not normally recommended or advised unless some problem had developed during the course of the year.

Anticipated Diploma candidates	= 20
Certificate candidates	= 0
Total	= 20

Nationality.

Australian = 13 students

Other = 7 students (German 3 students,
German/Yugoslav 1 student,
English/Australian 1 student, Indian 1
student, American 1 student)

Total = 20 students

Question 2. Sex.

Male = 12

Female = 8

Total = 20

Question 3. Age (as of 1/6/92)

14 years = 1 student

15 years = 2 students
 16 years = 15 students
 17 years = 1 student
 18 years = 1 student
Total = 20 students
Average age = 15.95 years.

Question 4. Parents Occupation.

Mother

Professional = 10
 Non-Professional = 7
 Home maker = 2
 No Reply = 1
Total = 20

Father

Professional = 16
 Non-Professional = 2
 Home maker = 0
 No Reply = 2
Total = 20

Question 5. Parents educational level.

Mother

1 = 2
 2 = 5
 3 = 1
 4 = 8
 5 = 4
Total = 20
 Average level = 3.35

Father

1 = 1
 2 = 2
 3 = 1
 4 = 9
 5 = 6
Total = 20
 Average Level = 3.75

Question 6. Is English your mother tongue?

(If it is not please state your mother tongue.)

Yes = 14 students

No = 6 students. (Of these 3 were German, 1 was Serbo-Croat/German, 1 was Russian and 1 was Hindi.)

Question 7. Languages spoken and degree of fluency.

	Native	Fluent	Good	Poor	Total
English	20	-	-	-	20
French	-	3	5	4	12
Spanish	-	-	1	1	2
Italian	-	-	-	2	2
German	3	1	-	-	4
Japanese	-	-	7	3	10
Latin	-	-	1	-	1
Indonesian	-	-	1	-	1
Russian	1	-	-	-	1
Hindi	1	-	-	-	1
Bengali	-	-	-	1	1
Serbo/Croat	1	-	-	-	1

Question 8. Have you attended a school in another country in the last ten years?

Yes = 8

No = 12

Total = 20

Question 9. Do you hope to continue with tertiary education?

If so in which country / ies?

Yes = 20

No = 0

Total = 20

Australia = 10 students

USA = 4 students

England = 2 students

Europe = 1 student

Unsure = 1 student

Canada/ USA = 1 student

Germany / Australia = 1 student

Of the ten that wished to study at Australian universities, five hoped to study outside of Australia for their post graduate studies.(One in France, one in Canada, one in Switzerland, one in Germany and one in the USA.)

What field of study do you hope to pursue?

Arts = 6 students, Commerce = 3 students, Law = 3 students, Engineering = 2 students, Unsure = 2 students, Classics/ Archaeology = 1 student, Medicine = 1 student, Performing arts = 1 student, Arts/ Music = 1 student, Educational psychology = 1 student, Economics = 1 student, Science = 1 student.

Question 9 continued...

What area of occupation are you hoping to enter?

Unsure = 5 students, Law = 3 students, Accounting / Finance

= 2 students, University teaching = 1 student, Archaeology = 1 student, Psychology = 1 student, Teaching = 1 student, Arts = 1 student, Publicity = 1 student, Medicine = 1 student, Industry = 1 student, Corporate law = 1 student, Engineering = 1 student, Interior design = 1 student.

Question 10. Do you believe that the IB will help in your choice of tertiary courses?

Yes = 18

No = 1

Unsure = 1

Total = 20

Do you believe that the IB will restrict your choice of tertiary courses?

Yes = 2

No = 17

Unsure = 1

Total = 20

Is it necessary to have the IB for the course that you wish to pursue?

Yes = 2

No = 15

Yes/No = 1

Unsure = 2

Total = 20

Question 11. Did you come to this school in order to pursue the IB?

Yes = 9

No = 11

Total = 20

Question 12. Do you feel that the IB is a more challenging course than the local course offered?

Yes = 15
Yes/No = 1
No = 2
Don't Know = 2
Total = 20

Question 13. What do you feel are the strengths of the IB program?

International recognition	= 8 students
University preparation	= 7 students
TOK	= 6 students
Curriculum	= 6 students
Depth of Study	= 5 students
CAS	= 5 students
Examinations	= 3 students
Language	= 2 students
No CAT's(Common Assessment Tasks)	= 1 student
Critical thinking developed	= 1 student
World view	= 1 student
English course	= 1 student

Question 14. What do you feel are the weaknesses of the IB program?

Isolation from peers	= 6 students
Examinations	= 6 students
Few subject choices	= 6 students
Same people in every class	= 4 students
CAS	= 1 student
Different standards	= 1 student
Course work not counted	= 1 student

Harder for entry into some tertiary institutions in Australia = 1 student

Price = 1 student

Acceptance (in Australia) because its from overseas = 1 student

Question 15. Why have you chosen to do the full diploma of the IB?

Overseas study = 8 students

Good education = 4 students

Don't like VCE(Victorian Certificate of Education)= 4 students

Course suits me = 3 students

Won't have to sit additional university entrance examinations/better position for tertiary study= 3 students

International passport = 2 students

Challenge = 2 students

Step ahead of others = 2 students

Examinations = 2 students

Variety of subjects = 1 student

Question 16. How did you initially hear about the IB?

School = 13 students

Parents = 7 students

Friend = 2 students

Overseas = 2 students

Total = 24

(Four students heard about it from more than one source)

Appendix 5. Survey Results of the Canadian IB schools.

The IB Coordinators Questionnaire was sent to all 47 Canadian schools listed in the 1991-92 IB Schools Directory. Of these schools, 40 returned the questionnaires. The seven schools that did not reply were each sent a total of four facsimile and letter requests over a five month period requesting that the questionnaire be returned.

Question 1.

School/Province	IB Member Since	Type	Year Level
1. Ashbury College	1976	Private Day and Boarding school. Co-educational.	N/A Ontario
2. Elmwood School for Girls	1977	Private girls day school.	Ontario Boys accepted Grades 1 -4 of Junior school. K-12
3. Kings Edgemoor School	1980	Private Co-ed day and boarding school.	Nova Scotia 6-12
4. Mountain Secondary School	1980	Public co-ed comp.	British Columbia All programs including special needs and ESL. 7-12
5. Mc Nally Composite School	1980	Public co-ed day school.	Alberta 7-12
6. Western Canada High School	1980	Public Co-ed.	Alberta 7-12
7. Miles Macdonald Collegiate	1980	Provincial/Public co ed day school.	Manitoba. 7-12

Question 1 continued...

School/ State	IB Member Since	Type	Year levels
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- 8. Harry Ainlay Composite School** 1981 Public, 7-12
co-ed., fully Alberta integrated academic to vocational + disabled programs.
- 9. Old Scona Academic High School** 1981 Public co-ed day Alberta school. 7-12
- 10. Park View Education Centre** Public, co-ed. 8-12
Nova Scotia 1981
- 11. Semiahmoo Secondary School** Public, co-ed. 8-12
British Columbia 1981
- 12. Silver Heights Collegiate** Public, co-ed. 8-12
Manitoba 1981
- 13. Abbotsford Senior Secondary College** Public, co-ed. British Columbia 1982 8-12
- 14. Sir Winston Churchill Secondary.** Public, co-ed. British Columbia 1984 8-12
- 15. Archbishop MacDonald Academic H.S.** Catholic, Alberta 1984 public, co-ed. 8-12
- 16. Le Petit Séminaire de Québec** Private, co-ed. Québec 1984 8-12
- 17. Luther College.** Private, co-ed, day/boarding. Saskatchewan 1984 8-12
- 18. West Vancouver Senior Secondary School. (Formerly Hillside Secondary)** 1984 State, co-ed. 8-12
British Columbia

Question 1 continued...

School/State	IB Member		Year Level
	Since	Type	

19. Kelowna Secondary School	Public, co-ed.	8-12
British Columbia	1985	
20. Belmont Senior Secondary School	Public, co-ed.	8-12
British Columbia	1986	
21. St Mary's High School	1986 Public, co-ed.	8-12
Alberta		
22. Port Moody Senior Secondary College	Public, co-ed.	
British Columbia	1986	8-12
23. Salisbury Composite High School	Public, co-ed.	Alberta
1986	8-12	
24. Victoria Park Secondary School	Public, co-ed.	Ontario
1987	8-12	
25. North Battleford Comprehensive H. S.		8-12
Saskatchewan	1987 Public, comprehensive campus.	Fulfils a
number of needs, off campus university, upgrading,		community
college.		
26. Prince George Secondary School	Public, co-ed.	British
Columbia	1987	8-12
27. Westwood Collegiate	1988 Public, co-ed.	8-12
Manitoba		
28. Campbell Collegiate	1989 Public, co-ed.	8-12
Saskatchewan		
29. Lindsay Thurber Comprehensive H. S.	Public, co-ed.	8-12
Alberta	1990	

Question 1 continued...

IB Member

School/ State	Since	Type	Year Level
30. Collège Andre-Laurendeau.	Public, co-ed.		8-12

	Québec	1990		
31. Britannia Secondary School.	Public, co-ed.		8-12	
	British Columbia	1991		
32. Champlain Regional Collège-St Lambert Campus				
	Québec	1991	Public, co-ed.	8-12
33. Collège Edouard-Montpetit	Public, CEGEP, co-ed.		8-12	
	Québec	1991		
34. Ross Sheppard High School	Public, co-ed.		8-12	
	Alberta	1982		
35. The Toronto French School	Private, co-ed.		K-13	
	Ontario	1991		
36. Saint John High School	1984 Public, co-ed.		8-12	
	New Brunswick			
37. Collège Jean-de-Brebeuf	Private, co-ed. CEGEP			
	Québec	1982		Age 17-19
38. Sydney Academy				
	Nova Scotia	1988	Public, co-ed.	8-12
39. Winston Churchill High School	Public, co-ed.			
	Alberta	1989		8-12
40. Collège d'enseignement general et professionnel de Saint-Foy				
	Québec.	Offered IB from September 1987-May 1990. Out of program as too expensive.		

Note that schools will be referred to by their number after Question 1. This means that, for example, instead of writing Old Sconia Academic High School, the number 9 will be used.

Enrolment and international percentage of total enrolment.

School number	Junior	Middle	Senior	Total	Internat. %
1. Nil	Nil	501-1000	501-1000	11-20%	
2. 112	149	68	329	31-40%	
3. Nil	100	120	220	0-10%	
4. Nil	290	320	610	11-20%	
5. Nil	Nil	1130	1130	21-30%	
6. Nil	Nil	1501-2000	1501-2000	11-20%	
7. Nil	Nil	980	980	0-10%	
8. Nil	Nil	2300	2300	0-10%	
9. Nil	Nil	250	250	N/A	
10.	Nil	Nil	501-1000	501-1000	0-10%
11.	Nil	450	1450	2000	0-10%
12.	Nil	Nil	501-1000	501-1000	0-10%
13.	Nil	Nil	1001-1500	1001-1500	11-20%
14.	Nil	Nil	1787	1787	N/A
15.	Nil	Nil	501-1000	501-1000	N/A
16.	Collegiale	500	900	1400	11-20%
17.	Nil	110	400	510	N/A
18.	Nil	Nil	501-1000	501-1000	11-20%
19.	Nil	850	650	1500	0-10%

Question 1 continued...

School number	Junior	Middle	Senior	Total	Internat. %
20.	Nil	Nil	1300	1300	0-10%
21.	Nil	Nil	1150	1150	11-20%
22.	Nil	Nil	1001-1500	1001-1500	11-20%

23.	Nil	Nil	1001-1500	1001-1500	0-10%
24.	Nil	Nil	1001-1500	1001-1500	11-20%
25.	Nil	Nil	501-1000	501-1000	0-10%
26.	Nil	200	1400	1600	11-20%
27.	Nil	Nil	251-500	251-500	0-10%
28.	Nil	Nil	1448	1448	0-10%
29.	Nil	Nil	2000 +	2000 +	0-10%
30.	Nil	Nil	2610	2610	41-50%
31.	Nil	290	750	1040	81-90%
32.	Nil	Nil	2000 +	2000+	0-10%
33.	Nil	Nil	7000	7000	0-10%
34.	Nil	Nil	2100	2100	21-30%
35.	400	400	334	1134	31-40%
36.	Nil	Nil	1030	1030	0-10%
37.	Nil	Nil	1750	1750	0-10%
38.	Nil	Nil	1350	1750	0-10%
39.	Nil	Nil	750	750	0-10%

Question 2. Is there any type of pre-IB course offered at your school?

Yes = 28 schools

No = 11 schools

Total = 39 schools

Question 2 continued...

The majority of schools that replied Yes were using the year 10 class as an honors / enrichment program for their brighter students: "Honors (enriched) English. Honors (accelerated and enriched) math."(School 4.)

"The students are prepared for IB courses in grade 10. We also use this year to

determine if the student should go on.”

(School 5.)

“The school is from grades 10-12. In grades 10, we run “honours” classes which offer enrichment over the regular curriculum to give students some sense of the future challenge and to identify students capable of handling the program.”

(School 6.)

“Grade 10 is a pre-IB year. Students begin to be prepared for the two year IB program in grade XI and XII.”(School 7.)

“Grade X is preparatory to grade XI and XII IB. The students also carry the provincial curriculum. 3 year package.”(School 8.)

“The first year of our three year program is an enriched version of the provincial curriculum. We consider this a preparatory year for IB.”(School 9.)

”Honors pre-IB program at the grade 10 level.”(School 10.)

“Grade 10 honors program in preparation for IB.”(School 13.)

“A preparatory year for IB in grade 10 in science, English, social studies and french. “(School 14.)

“Grade 10 honors program in maths, english, history, french, chem. and bio. Chemistry and biology are part of the IB program which formally begin in other subjects in grade 11.”(School 15.)

Question 2 continued...

“Grade 10-french, english, maths.”(School 18.)

“Yes grade 10 students are accelerated beyond the normal requirements for grade 10. This gives more time to complete IB requirements plus complete Provincial Graduation standards.”(School 19.)

“Grade 10 honors year in all subjects.”(School 21.)

“Grade 10-our first year of senior high school- is called Grade 10 Honors for

those students considering the IB program in grades 11 and 12. It is a preparatory year. Some skill and concept development specific to IB is covered at this time as both provincial and IB curriculum must be taught.”(School 23.)

“Grade 10 take enriched courses in math, french, english, science and history.”(School 24.)

“It was formerly called pre-IB (grade 10). We now refer to the Grade 10 year as enrichment.”(School 25.)

“We offer a grade 10 Honours Program to prepare potential students for IB in grades 11 and 12.”(School 29.)

Students are segregated into pre-IB classes in grade 10.
(School 34.)

School has 3 grades 10,11 and 12. Grade 10 is our pre-IB year. (School 36.)

“6 pre-IB courses in grade 10. History/English/French/Biology/Science/Math.”
(School 38.)

“Full grade Pre-IB.” (School 39)

Question 3. Is the IB open to all students at your school?

No	19
Yes	20
Total	39

Results are almost 50/50 on the question with those schools restricting entry looking predominantly at grade averages for a measure of suitability for IB admission.

Several schools offered further explanations. Of the **Yes** answers they were:

“But intensive interviews with parents and students and utilize past performance data and test scores to assist in decision-making.”(School 4.)

“The pre-IB year allows students to get the feel for the higher academic standards required, this effectively ‘sorts’ them for their last two high school years in the IB program.”(School 19.)

“...if they qualify academically.”(School 20.)

“If we “found” an honors student in a “regular” class, we ask them if they’d like to become an IB student. Marks, teacher recommendation and task commitment are requirements.”

(School 21.)

“However interviews are conducted, and teacher references required to ensure suitability- However no specific marks criteria is set.”(School 28.)

“Any student may apply. However, our selection criteria include satisfactory (B average) achievement, record of participation, and some evidence of writing ability.”(School 31.)

Question 3 continued...

Of the **No** answers the replies were:

"Teacher selection."(School 3.)

"80+ average out of grade 9. Some exceptions are allowed."

(School 5.)

"The Grade 10 honours classes are open to any student with a mark of 80%+ in any particular grade 9 course. To go on to IB in grade 11 they must maintain this 80%+ average in the grade 10 honours course."(School 6.)

"Students should have a B or better average in their academic subject areas during grades 8-10."(School 11.)

"Score composition: 1. Canadian Achievement Test. (CAT)

2. Grade 8,9 marks. "(School 12.)

"Previous record/Recommendations from teachers or counsellors/Pre- Test (On occasion). Selection of academically oriented and committed students. (School 13.)

"-A variety of 'Thinking' and Problem solving tests.

-interview. -school performance. -extra-curricular involvement."(School 14.)

"Students should achieve an 80% average in grade ten in each IB subject that is offered."(School 15.)

"Advanced level students 80% average, 3 letters of recommendat., student's essay:" Why I want to participate in IB program." Student motivation is a maj. consideration. "

(School 24.)

"Students must have at least 75% in any course which is a pre-requisite for an IB course."(School 29.)

Question 3 continued...

" 80% average required for entrance to pre-IB then teacher's recommendation."(School 34.)

“Pre-IB experience. Pre-IB placement based on grade 9 marks, screening test, teacher recommendation.” (School 39.)

Question 4. Approximately how many diploma students has your school had each year? [Do not include anticipated Candidates]

What percentage of your total last years enrolment is this?

School Number	Average Number of Diploma Students	Percentage of last years enrolment
1	10	20%
2	1-5	.006%
3	1-4	1%
4	2-4	.6%
5	2-7	.1%
6	12	6%
7	10	15%
8	25-30	20%
9	12	5%
10	3-4	.02%
11	10	5%
12	Varies	20-50%
13	8	.9%
14	40	14%
15	6	1%

Question 4 continued...

School Number	Average Number of Diploma students	Percentage of final years enrolment
16	20-30	10%

17	5	1%
18	5	3%
19	3	5%
20	3	>2%
21	3	.3%
22	4	>2%
23	4	0.33%
24	7	N/A
25	2	.016%
26	8	1%
27	2-6	3%
28	10	33%
29	1992 first diploma students.	
30	18 (first candidates for May 1994.) >1%	
31	12	10%
32	7	>1%
33	23 (for May 1993.)N/A	
34	15 (varies widely.)	>1%
35	30	50%
36	5	>1%
37	34	12%
38	-	-
39	5	2.5%

Total = 380 Total = 269

Average number of candidates per school = 10 Average percentage of last years enrolment = 7%

Question 5. Approximately how many certificate students has your school had

each year?[Please include certificate candidates from the last two years.]

What percentage of your total last two years enrolment is this?

School number	Average number of certificate candidates	Percentage of last two years enrolment
----------------------	---	---

1	25	25%
2	22	.03%
3	30-35	15-17%
4	2-4	.6%
5	80	3.6%
6	180	10%
7	44	75%
8	170	80%
9	35	14%
10	40	.4%
11	75	25%
12	15	30%
13	26	3%
14	50	17%
15	70	10%
16	10	3%
17	40	8%
18	65	20%

Question 5 continued...

19	34	95%
20	48	45%
21	60	20%
22	30	>4%

23	22	3%
24	18	N/A
25	12	.017%
26	24	2%
27	8	6%
28	20	66%
29	40	N/A
30	0	0%
31	20	8-10%
32	0	0%
33	0	0%
34	140	7%
35	0	0%
36	96	10%
37	0	0%
38	36	10%
39	15	7.5%

Total candidates. 1,558

Average certificate candidates per school = 40	Average percentage of certificate candidates per school = 16%
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Question 6. Are IB classes and non-IB classes combined?

Please explain how the system works in your school.

Yes/No = 6

Yes = 7

No = 26

Total = 39

Additional comments.

“Yes. In areas where there is sufficient enrolment(English, History, Calculus) classes are self contained. All of our IB Biology, Chemistry and physics students must do enriched work within and beyond the classroom curriculum.”(School 4.)

“Yes. Students select IB courses. To date we have had enough students to offer separate IB classes.”(School 7.)

“No. A school within a school. 5 streams of IB only classes. Integration is extra curricular or in non-IB subjects.

IB staff instruct in both IB and non-IB classes.”(School 8.)

“Yes/No. In the grade 10 enrichment year we have both regular and IB students in French, Science and History. In the penultimate and graduating classes we have so far managed to maintain separate groupings.”(School 25)

“No. Students are screened through an interview process from across city of 70,000 people. Teachers are also screened interviewed and hired. “(School 26.)

“No. Unless a class is very small-so there are a few combined classes. “(School 27.)

“No. All IB subjects are with IB students only, however IB students take regular subjects also. “(School 28.)

Question 6 continued...

“No. - except art and music. Students register separately for IB classes. The programs differ significantly so that we must timetable the classes separately. Art and music have small numbers and thus only can be offered as a part of a split class. “(School 31.)

“Yes. All classes are influenced by the Baccaalaureat Francais, the IB Higher or

Subsids. but meet the requirements of the Ontario
Ministry.” (School 35.)

“Yes. Some of our level I or enriched classes are combined with IB classes
because of numbers- IB class with very few students could not exist while other
teachers had full classes. Government wants classes filled to 33 students. Most
IB or IB / combined classes are less than 33.” (School 36.)

“Non. Nous avons des groupes congénères.” (School 37.)

Yes/No “Some science classes(Chemistry/Physics) are sometimes
combined.” (School 38.)

Question 7. Are students expected/able to sit both the local/state/ provincial
examination(if these exist in such a format) and the IB examination?

Please explain if this is necessary/possible.

Yes/No = 0

Yes = 38

No = 1

Total = 39

In all provinces the schools had to fulfil local education requirements as well as
those of the IB. In many circumstances the work that was carried out for the IB
was able to be credited to the local education qualification. Where the local
curriculum and that of the IB differed, there was a tremendous amount of
pressure placed on both staff and student.

Additional comments to “**No**” response.

“..not usually, except for Anticipated Candidates and in cases where the IB
subject does not qualify as an OAC credit.”

(School 1.)

Additional comments to “**Yes**” response.

“There are no formal provincial examinations. However there are criteria that must be met in order to award an Ontario certificate.”(School 2.)

“We are a private school so they do not adhere strictly to provincial standards but must write school exams.”(School 3.)

“IB exams in May, provincial exams in late June. Discrepancies between curriculum do put a burden on the Students. “(School 4.)

“Alberta Education requires grade 12 students to write Diploma exams.”(School 5.)

“It is essential for their graduation certificate that they sit provincial exams.”(School 6.)

“By mandate the most useful documents they receive are the provincial ones-IB is the extra.”(School 8.)

“It is both possible and required by the provincial Department of Education. “(School 9.)

“Students write school exams in each subject area, but there are no provincial exams.”(School 10.)

Question 7 continued...

“Students not only receive a diploma (or certificate) but must graduate with a B.C. Certificate of graduation and therefore must write provincial exams to receive credit for courses.”

(School 11.)

“Must write school division exams/provincial June grade XI, January grade XII, IB May Grade XII.”(School 12.)

“Should not be necessary but provincial authority will not allow otherwise currently.”(School 14.)

“IB examination in May. Grade 12 students write Provincial Diploma examination in June.”(School 15.)

“Les étudiants sont évalués au D.E.C. (Diplome d’études collégiales) et

également au B.I. (Baccalauréat International) Ils obtiennent les deux diplomes.”(School 16 and 33.)

This is a provincial requirement if a transcript from the province is required.”(School 17.)

“Yes this is necessary because Canadian Universities only accept students based on their Provincial-ie: Canadian, marks.”

(School 18.)

“... the Provincial and IB curriculum are about 80% compatible in most subjects.”(School 19.)

“Students must sit provincial regular and (encouraged) scholarship exams.”(School 20.)

Our Alberta students must write provincial finals (January or June) at the end of semesters..... We do not have French departmentals.”(School 21 and 34.)

“All students must take provincial exams in academic grade 12 subjects.”(School 22.)

Question 7 continued...

“Ontario students must write the OAC's(Ontario Academic Credits) and work toward their Ontario High School Graduation diploma (30 credits). The IB exams are also written as extras.”(School 24.)

“Some teachers choose to have students write Provincial departmental examinations, others do not.”(School 25.)

“Compulsory provincial exams exist in IB courses.” (School 26.)

“These (local examinations) are school division exams, covering material students have to cover anyway.”(School 27.)

“Our teachers, however, are accredited and set their own examinations.”(School 28.)

“There are not external exams in our system. The students are expected to fulfil

the requirements of each course (1 term courses) to pass them independently of the others. They have their diploma whenever they have passed the required courses for their program. The requirements for one course may be essays, exams (Non-cumulative), lab work, etc.”(School 30.)

“Yes it is necessary. This makes for a dual curriculum and thereby creates intense stress for staff and students.

(School 31.)

“Alberta Education curriculum corresponds with IB about 75-80% of courses.”(School 39.)

Question 8. What subjects do you offer at IB subsidiary level?

	School	Total
Group 1		
Language A		
English	1,2,4,11,13,31,32,35,36,38	10
French		
German	1,35	2
Group 2		
Language B		
English	1,30,33,37	4
Chinese(Mandarin)	31	1
French	1-13,15,17-24,26-29,31,32,34,36,38,39 32	
German	1,2,8,17,35	5
Italian		
Spanish	1,2,18	3
Japanese	8,18	2
Group 3		
Study of man in Society.		
History	1-4,10,20,24,25,35,38	10
Geography	1,2,13,35	4
Economics	1-3,32,35,38	6
Philosophy	16,30,32	3
Psychology		
Social Anthropology	33	1
Organisational Studies		

Question 8 continued...

Group 4	Total
Experimental Sciences	
Biology 1,2,4,6,10,11,16-18,20,21,23-25,28-30, 32,33,35-38	22
Chemistry 1-5,8,9,12,15,17,22,27,30,33-35,37-39 19	
Applied chemistry 26	1
Physics 2-8,18,20,22-24,28,31,34-37,38 19	
Physical Science	
Experimental Psychology	
 Group 5.	
Mathematics 1-13,15-23,25-31,33-37,39 35	
Mathematics and computing	
Mathematical Studies 1,35	2
Mathematics with Further Maths	
 Group 6.	
Art/Design 1-3,11,13,17,22,27,28,31,35,39	12
Music 1,3,7,10,28	5
Latin 2,35	2
Theatre Studies 35	1
Classical Greek 35	1
Question 8 continued ...	

Computing Studies	1,13,22,37	4
School Based Syllabus		
-Japanese Studies	20	1
-International Studies	20	1

Total subjects offered by all schools

= 207

Average subjects offered at S/L by each school

= 5.44

(School number 14 did not supply subject details.)

Question 9. What subjects do you offer at IB higher level?

	School	Total
Group 1		
Language A		
English	1-13,15,18,20-29,31,34-36,39	
	30	
French	1,16,30,33,37	5
German	1,35	2
Spanish	1	1
Group 2		
Language B		
English	1,16,17,19,33,37,38	7
French	1,2,10,24,25,35	6
German	1,2,35	3
Italian		
Spanish	1,2	2
Group 3		
Study of man in Society.		
History	1-9,11-13,15,17-19,21-24,26-29,31,34-39	
	31	
Geography	11,20,26,31	4
Economics	1,10,32,35,37,38	6
Philosophy	32	1
Psychology	33	1
Social Anthropology		

Question 9 continued...

Organisational Studies

Group 4

Experimental Sciences

Biology 1-3,5,8,9,15,17,19,22,30,31,34-36,39

16

Chemistry 2-4,6-8,10,11,13,16,18-21,23-25,28-32,

35-37

25

Applied chemistry

Physics 1-4,7,10-13,16,19,22,24,26,27,30,32-35,37

20

Physical Science

Experimental Psychology

Group 5.

Mathematics 1,2,22,24,28,30,32,33,35-37

11

Mathematics and computing

Mathematical Studies

Mathematics with Further Maths

Group 6.

Art/Design 1,3,17,18,35,39

6

Music 1,3,10,31

4

Latin

Theatre Studies 35

1

Classical Greek

Question 9 continued...

Computing Studies

School Based Syllabus

Total =184 subjects.

Average H/L subjects offered by each school

= 4.84

(Total divided by number of schools. School 14 did not supply subject details.)

Question 10. What languages are offered at your school and at what year levels are these languages offered?

School	Language and year level taught
1	English A + B. French A + B. German A+ B. Spanish B.- at all year levels.
2	English 1-13, French 1 -13, Spanish 9-13, German 9-13.
3	English, French-all year levels.
4	English, French-all year levels.
5	English, French-all year levels.
6	English, French-all year levels.
7	English, French-all year levels. Spanish years 10-11.
8	English, French, German-all levels. Japanese 10,11.
9	English, French-all year levels.
10	English, French, German-all year levels.
11	English, French- all year levels.
12	English, French- all year levels.

Question 10 continued...

School	Language and year level taught
13	English, French, German and Spanish- all year levels.
14	English, French, Spanish at all levels.
15	English, French- all levels.
16	English, French- all levels.
17	English, French, German, all levels. Latin grades 9-10.
18	English, French at all levels. Japanese and Spanish grades 10-12.
19	English, French at all levels. Japanese, German, Spanish 10-11.
20	English, French and German at all levels.
21	English, French, Italian at all levels.
22	English, French, German and Japanese at all levels.
23	English, French at all levels.
24	English, French at all levels.
25	English, French at all levels.
26	English, French at all levels.
27	English, French at all levels.
28	English, French at all levels.
29	English, French, German and Japanese at all levels.
30	English, French, German, Spanish at all levels.
31	English at all levels, French 8-12, Chinese 9-12.
32	English, French at all levels.

Question 10 continued...

- 33** English, French, German, Spanish at all levels.
- 34** English, French and German at all levels.
- 35** English and French at all levels. German and Russian at grades 5-13. Latin grades 9-13.
- 36** English and French at all levels. Latin, German and Spanish as one semester courses.
- 37** English and French at all levels.
- 38** English and French at all levels.
- 39** English at all levels, French and German 10-12.(No IB German.)

Most schools taught English and French and one other language. There were a total of 115 languages taught averaging just under 3 languages per school.

Question 11. Does your school now offer / or has it offered / a school- based Syllabus approved by IBO?

If yes what is / are the subjects?

If it did at one stage or plans to in the future please explain.

School Number	SBS offered	Did offer or plans to offer an SBS
1.	No	No
2.	Yes	Classical Studies
3.	No	No
4.	No	No
5.	No	No
6.	No	No

Question 11 continued ...

School number	SBS offered	Did offer or plans to offer an SBS
----------------------	--------------------	---

7.	No	No
8.	No	No
9.	No	No
10.	No	No
11.	No	No
12.	No	No
13.	No	No
14.	No	No
15.	No	No
16.	No	No
17.	No	No
18.	No	No
19.	No	No
20.	Yes	Japanese studies and plans to offer International Studies in the future.
21.	No	No
22.	No	No
23.	No	No
24.	No	No
25.	No	No
26.	No	No
27.	No	No
28.	No	No
29.	No	No
30.	No	No

Question 11 continued...

School number	SBS offered	Did offer or plans to offer SBS
---------------	-------------	---------------------------------

31.	No	No
32.	No	No
33.	No	No
34.	No	No
35.	No	No
36.	No	No
37.	No	No
38.	No	No
39.	No	No

There were two schools that offered SBS. One of these schools was waiting for IBO approval to offer a second SBS. The remaining 37 schools were neither offering nor planning to offer SBS in the future.

Question 12. Is the IB separately funded within the school budget?

(Circle) Yes / No.

Please explain more fully?

School Number

1. **Yes.**” The IB is part of the school overall budget. The school pays the affiliation fee, the students pay the examination fees.”

2. **Yes.** “The school pays the annual subscription and the **Question 12 continued ...**

registration fees. The students pay the per Capita and subject fees.”

3. **Yes.** “Entirely funded by students (parents) themselves.”

4. **No.** “Operating grant from District office underwrites cost of

the program.”

5. Yes/No. “IB has a budget to operate but facilities and teachers are financed by general school funds.”

6. Yes. “While the system pays “per capita” fees, students pay exam and registration fees. All operation costs of instruction etc come out of the school’s normal operating budget.”

7. Yes. “All student fees including the exam fees are funded in a separate fund from the school Division. However, materials for IB courses come from the school’s base operating budget.”

8. Yes. “Additional funds for IB for;

1. cost of examination
2. cost of workshops
3. lower class sizes and teacher clear time.”

9. No. “Although the IB is not funded separately, we do receive supplementary funding for each IB student. This allows us to have smaller classes in IB courses and also to purchase more texts, etc.”

10. Yes. “The school board funds IB separately. With recent cut backs students are forced to pay part of the fees.”

11. Yes. “Extra \$ is available through the B.C. Ministry of Education for special education and our school benefits on a per capita basis.

12. Yes. School board approved budget for IB alone.”

Question 12 continued ...

13. Yes/No. “Additional funding is provided but becomes part of the total school based budget.”

14. Yes/No. “Have some additional funding from local school board. Inevitably some costs fall to school.”

- 15. Yes.** “Our central office pays all fees and expenses for IB.”
- 16. Non.** “Les étudiants inscrits au BI doivent déboursier un montant additionnel de \$190.00 pour l’année.”
- 17. Yes.** “Students pay \$100 per year to register for IB and \$25 per class to a maximum of \$250 for diploma students. All other costs are absorbed by general budget.”
- 18. Yes.** “School Board pays annual dues and per capita fees. Some money from Federal gifted funding helps supply a .5 co-ordinator. Students pay for their own exams.”
- 19. Yes.** “The school district office pay the two yearly fees approx \$11,000 Canadian. The students pay their exam subject fees.”
- 20. Yes.** “All costs are borne by the school board for fees and expenses, co-ordinators allowance (\$1,000 per annum), professional development, etc. Annual budget is approximately \$30-35,000 a year depending on enrolment. Average enrolment in IB is 70-80 grade 11’s, 55-65 grade 12’s.”
- 21. Yes.** “The school pays the annual fee - \$8,100 (Canadian). The school also pays the subscription fee(\$150.00 for Diploma Candidates and \$80.00 for Certificate Candidates.) The students pay their own subject and registration fees.”
- 22. Yes.** “We have a budget of approximately \$30,000 per year for exam fees, equipment etc. Teachers and other costs are **Question 12 continued...** part of total school.”
- 23. Yes.** “It is separately funded by the district as the IB program is used as a high school challenge/ enrichment program.”
- 24. No.** “-Staffing is partially subsidized to allow for smaller

IB classes. -IB fees are currently being payed separately by the local board on the understanding that we work toward creating and building a trust fund to support the program.”

25. Yes. “The original IB plan has IB funded separately. This will most likely fade to include IB in the overall budget.”

26. Yes. “Funded by school district.”

27. Yes.

28. Yes. “The Board takes the responsibility to fund IB. Any student in the city can come to Campbell Collegiate for the IB.”

29. Yes. “There is a completely separate budget for the IB program.”

30. Yes. “We charge \$600 Canadian / year and exam fees in the second year for IB students. We had a subsidy from the government for program improvements, but IB will have to be self sufficient next year. There are no fees for non-IB students.”

31. Yes. “We have our own budget(set yearly) that is controlled by the school. Currently this budget is quite generous due to start up allotments. However, things will tighten up next year.”

32. No.

Question 12 continued ...

33. Yes. We have a separate budget for the expenses generated by the IB. (annual fees, more teachers for smaller groups, co-ordinators salary, IB workshops, special materials etc.)
Students pay for that.

34. Yes. IB is a department(like science and Math) with a small budget over and above required fees.

35. Yes. We budget for the IB and its administration as an integral part of our operation. It is available to any student at no additional charge.

36. Yes. Paid for by school board.

37. Non.

38. Yes.

39. Yes.

Summary.

Yes = 30

No = 6

Yes/No = 3

Total = 39

Question 13. Do various departments receive additional funding to purchase additional resources necessary to follow the IB program?

School Number.

1. No.

2. No. "Teachers may request equipment funding from a special fund for any course in the school - IB is no different."

Question 13 continued....

School Number.

3. No.

4. No. "They do this within their own department budgets, small though they may be."

5. Yes. "Each department prepares a budget and if approved the department head administers it. It is up to the DH to determine if extra funding is required."

6. No. "There was a small 'start up' allotment made in 1980."

7. No. "Funds were initially made available for 'start up' costs.

Now the program is supported from the school's base budget."

8. Yes.

9. Yes.

10. Yes. "Only what is approved within the IB budget for supplies- it is a limited budget."

11. No.

12. Yes. "In past years. This year extra spending cut to bare bones."

13. Yes.

14. Yes. "From budget allotment to co-ordinator for material (about \$10,000.00) Monies for above made available."

15. Yes. "Central office purchases textbooks appropriate to IB courses, and places them on the textbook rental plan."

16. Yes. "Un budget est specialement attribué au department du BI qui regroupe un ensemble de professeurs de plusieurs matières enseignées dans ce programme."

17. Yes. "Classroom supply budget provides funds as needed on a

Question 13 continued...

School number.

case by case basis."

18. Yes. "Students pay an additional fee."

19. Yes. "The School District Gifted Program will fund requests for different tests required for some IB courses."

20. No. "All resources are purchased from within our budget at the end of each fiscal year(ie: the difference between proposed and actual expended monies.) School resources, ie: textbooks are used

when applicable.”

21. No. “The school was given a three year “start” money of \$50,000(1986-1988) The departments were allowed to upgrade reference materials etc. Any monies now used for IB must come from regular school funds.”

22. Yes. “As needed funding is from the \$30,000 per year. Determined by IB Co-ordinator and IB Teachers.”

23. Yes. “This funding comes from the IB Budget.”

24. No. “In fact each department in the school gives a small percentage of their budgets to the IB office to allow purchase of supplies, pay for postage etc.”

25. Yes. “Initially this was the case, but it will likely evolve to a global budget.”

26. No. “IB has separate budget.”

27. Yes.

28. Yes. “Library, science need additional resources- but all departments can purchase additional texts etc.”

29. Yes. “Special resources and equipment were purchased when we became an IB school. Special supplies are purchased as

Question 13 continued ...

School number

needed on an ongoing basis.”

30. No. “Since we are a pre -university college, we already had the sufficient resources to provide the IB program. We asked for additional funding to provide time release for teachers to implement IB for the two first years. We had \$25,000(Canadian) for this year, to be divided amongst 8 departments.”

31. No. “Departments may make requests to have the IB budget

cover resources or release time.”

32. Yes. “Books, lab equipment etc-funds are available for this from general budget.”

33. Yes. “The IB co-ordinator may allow additional funding to the departments to buy equipment or books that are essential for IB and would not have been necessary for regular courses.”

34. No.

35. No. After an initial start-up budget, we have annual amounts for each department.

36. Yes. Especially at the beginning of our involvement. Some help from school alumni. Most depts. work IB supplies into the department budget now that we’ve been in it for some years.

37. No.

38. No.

39. Yes.

Summary of Results.

Yes = 22

No = 17

Total = 39

Question 14. Are there any students who come from outside the normal school intake involved in the IB?

(Circle) Yes / No.

Please explain more fully?

2. Yes. “We have diplomatic families who send their daughters to Elmwood specifically to follow the IB curriculum or to complete a diploma begun elsewhere.”

4. Yes. “Many students obtain in-District Cross Boundary permits or out-of-District, Cross District Permits to attend Mountain due to its reputation.”

- 5. Yes.** "We attract students from outside our boundaries."
- 6. Yes.** "Most of our "out-of-boundary" come to the school to be involved in the IB."
- 7. Yes.** "We have approximately 10 students from outside our school division. In some cases, the students are paying non-residence costs of \$1,500 per year."
- 8. Yes.** "International transfers."
- 10. Yes.** "We accept transfer students from outside our catchment area. All are from our county."
- 11. Yes.** "Our program is a district program and therefore IB acts as a magnet."
- 12. Yes.** "2-5 students / year."
- 13. Yes.** "Outstanding students come from outside the district."
- 14. Yes.** "IB is a Vancouver District program-anybody resident in Vancouver can attend if they qualify. Residence requirements limit regular student intake."
- 16. Yes.** "Ce programme est offert aux étudiants francophones des provinces Canadiennes."

Question 14 continued...

- 17. Yes.** "20% of our population live in residence some of whom come for IB. This includes international students."
- 18. Yes.** "We are the only school of 8 high schools on the North Shore who offer this-although others may offer AP. We attract probably 10-15% of our students from without our catchment."
- 19. Yes.** "Approximately 10% are drawn to the school from outside our normal catchment area."
- 20. Yes.** "Students from other districts within BC come for the

IB program-average 3-4 per year.”

- 22. Yes.** “Normally we have 6-10 students who come to our school from outside our area for IB.”
- 23. Yes.** “All Strathcona County(district) who qualify and would like an enrichment experience are bused to our high school.”
- 24. Yes.** “We have students outside the school area come here for IB because we are the only public school in Ontario offering IB.”
- 26. Yes.** “Some come from private - Church - sponsored schools.”
- 27. Yes.** “Very seldom.”
- 28. Yes.** “Students from other schools can transfer to Campbell- but they become Campbell students.”
- 29. Yes.** “Some out-of-district students come to LTCHS in order to take the IB Program.”
- 30. Yes.** “We do not have a specific zone from which we recruit our students, but most of them come from high schools nearby.”

Question 14 continued...

This year, 3 students came from more than 500km for the IB program.”

- 31. Yes.** “We are a district program and as such must accept (in fact we solicit) students from outside our normal catchment area.”
- 34. Yes.** “Some students pay extra fees to come in from outside the city.”
- 36. Yes.** “Neighbouring school district.”
- 38. Yes.** “From other countries.”
- 39. Yes.** Catholic students, public students from other parts of

the city and from outside the city.”

Summary of results.

Yes = 29

No = 10

Total = 39

Question 15. What percentage of IB Diploma candidates could be considered local or native Australian/Canadians? (as opposed to international students)

1. 95% 2. 80% 3. 99% 4. 90% 5. 50% 6. 90%
7. 99% 8. 80% 9. 99% 10. 100% 11. 95% 12. 100%
13. 100% 14. 100% 15. 0% 16. 95% 17. 100% 18. 60%
19. 100% 20. 100% 21. N/A 22. 50% 23. 100% 24. 90%
25. 100% 26. 100% 27. 100% 28. 100% 29. 100% 30. 100% 31. 95%
32. 100% 33. 100% 34. 100% 35. 60% 36. 100% 37. 85 % 38. 90% 39.
90%

Question 15 continued...

Average percentage of students doing

IB Diploma local or native Canadians = 90%

Question 16. Why did your school initially choose to take part in the International Baccalaureate program?

“The desire to offer a substantive honors program to our students.” = 18 schools

“To offer a challenging choice to our students.”
= 5 schools

“International focus it gives.” = 5 schools

“To have an idea of how they measure up to international standards.” = 4 schools

“Prepare students for university.” = 3 schools

“To meet district requirement for a Gifted Enrichment program in High School.” = 3 schools

“To attract more students.” = 3 schools

“To maintain academic excellence.” = 3 schools

“Improve the academic tone of the school.”= 2 schools

“Surrey School Board approached our Administration to consider the advisability and feasibility.” (District Initiative) = 2 schools

“It provided a significant and recognised academic challenge within a cohesive framework that provided for the development of the complete student.” = 2 schools

Question 16 continued...

“Appeal to universities important.” = 2 schools

“The fact that we have some truly outstanding teachers capable of offering IB.” = 2 schools

“Provide educational mobility.” = 1 school

“Provide a curriculum that addresses the increasingly multicultural and multinational nature of our community.” = 1 school

“A secondary school in our region offers a pre-IB program. They wished that their students could continue in an international program at the college level.” = 1 school

“Teacher desire.” = 1 school

“Parent demand.” = 1 school

“We also hope that the program will have residual/trickle on the rest of the school.” = 1 school

“Model of excellence for academics.” = 1 school

“To better serve our diplomatic community.” = 1 school

“To offer a more prestigious program(which we much needed) and to pursue IB for the International school students in our area.” = 1 school

“International standard of good, quality education.” = 1 school

“The success of the program in a neighbouring school.” = 1 school

“Par defi - Notre collègue voulait offrir un programme complet et de qualité a tous les étudiants qui desiraient aller plus loins que le D.E.C.” = 1 school

Appendix 6. Student questionnaire results of Ashbury College and The Toronto French School.

Ashbury College second year International Baccalaureate student questionnaire survey results.

Question 1. All students were at Ashbury College. All students were in the second year of the IB program. Two students were sitting certificates only in 1994 and one student had sat a certificate in May of 1993 and was starting the full diploma in May of 1994. This female student planned to complete her diploma in the May 1995 examination session and would therefore be in the program for a total of 3 years.

Certificate candidates = 3 (including the anticipated three year candidate)

Diploma candidates = 16 (including the anticipated three year candidate)

Total candidates = 18 students

Nationality.

Canadian = 12 students

Other = 6 students (American = 1 student, USA/Canadian = 1 student,

Canadian/French = 1 student,

British/Canadian = 1 student, Dutch = 1 student,

British = 1 student)

Total = 18 students

Question 2. Sex

Male = 11 students

Female = 7 students

Total = 18 students

Question 3. Age. (as of 1/6/93)

16 years = 0 students

17 years = 11 students

18 years = 7 students

Total = 18 students

The average age of students was 17. 38 years

Question 4. Parents occupation.

Mother

Father

Professional	= 13	Professional	= 18
Non-Professional	= 3	Non-Professional	= 0
Home-maker	= 2	Home maker	= 0
Total	= 18	Total	= 18

Question 5. Parents educational level.

Mother	Father
1 = 0	1 = 0
2 = 1	2 = 0
3 = 2	3 = 1
4 = 8	4 = 7
5 = 7	5 = 10
Total = 18	Total = 18
Average level = 4.16	Average level = 4.5

Question 6. Is English your mother tongue?

Yes = 15 students

No = 3 students (Chinese[Cantonese], Dutch, English/French)

Total = 18 students

Question 7. Languages spoken and degree of fluency.

	Native	Fluent	Good	Poor	Total
English	16	2	-	-	18
French	2	8	7	1	18
Spanish	-	1	4	5	10
Italian	-	-	-	1	1
German	-	-	1	2	3
Latin	-	-	1	1	2

Dutch	1	-	-	-	1
Cantonese	-	1	-	-	1
Mandarin	-	1	-	-	1
Arabic	-	-	-	1	1

Question 8. Have you attended a school in another country in the last ten years?

If yes, please state the country/ies in which you have attended and the name/s of the school/s attended.

No = 11 Yes = 7

Total = 18

Schools attended were: USA(2 students) and one in each of the following, Netherlands, Guatemala, United Kingdom /Germany, Saudi Arabia, Philippines.

Question 9. Do you hope to continue with tertiary education?

Circle Yes/No.

If so in which country/ies?

Yes = 18 students

No = 0 students

Total = 18 students

Canada = 15 students

USA = 7 students

Britain = 5 students

Netherlands = 1 student

Poland = 1 student

(Note that several students listed more than one country as their tertiary choice.)

What field of study do you hope to pursue?

Engineering = 4 students, Commerce = 3 students, Arts = 3 students,

Commerce = 3 students, Medicine = 2 students, Law = 2 students, Biology = 2 students, Environmental science = 1 student, History = 1 student, Business = 1 student, Psychology = 1 student, International relations = 1 student, Computer science = 1 student.

What area of occupation are you hoping to enter?

Engineering = 3 students, Unsure = 3 students, Medicine = 2 students, Politics = 1 student, Business manager = 1 student, Arts management = 1 student, Educational psychologist = 1 student, Law = 1 student, Teaching = 1 student, Research and Design = 1 student, Environmental Consulting = 1 student, Diplomacy = 1 student, International corporate law = 1 student, Computer programmer = 1 student.

Question 10. Do you believe that the IB will help in your choice of tertiary courses?

Yes = 16 students

No = 2 students

Total = 18 students

Do you believe that the IB will restrict your choice of tertiary courses?

Yes = 1 student

No = 17 students

Total = 18 students

Is it necessary to have the IB for the course that you wish to pursue?

Yes = 2 students

No = 16 students

Total = 18 students

Question 11. Did you come to this school in order to pursue the IB?

Yes = 4 students

No = 14 students

Total = 18 students

Question 12. Do you believe that the IB is a more challenging course than the local course offered?

Circle Yes/No

If so why, if not why not?

Yes = 18 students

No = 0 students

Total = 18 students

Question 12 continued...

more rigorous time-consuming work load	= 14 students
work is of a much higher standard	= 5 students
extra-curricular activities	= 4 students
subjects covered are wider and not restricted to Canada	= 3 students
extra essays to do not usually applicable to the course	= 3 students
more material must be covered in less time	= 2 students
more difficult than local course	= 2 students
more personal freedom	= 1 student
I am a boarder and I can't relax like those around me doing the local course	= 1 student
exams are most difficult	= 1 student
pressure to fit in course before May (instead of June)	= 1 student
better preparation for University	= 1 student
more stimulating mentally	= 1 student

Question 13. What do you feel are the strengths of the IB program?

provides well rounded (holistic) challenging
program = 10 students
prepares one better for university course loads/possible advancement in
university courses = 6 students
get out in May (instead of June) able to find

Question 13 continued...

employment to help pay for University = 3 students
greater university choice = 2 students
pursuing six subjects prevents specialization too early
= 2 students
acceptance to foreign university = 2 students
standard of work is very high = 2 students
greater depth = 2 students
Extended essay = 1 student
TOK = 1 student
CAS = 1 student
reputation = 1 student
good grade in IB can advance University placement
= 1 student
international recognition = 1 student
separates you from masses = 1 student
Exams in May = 1 student
more work therefore more stimulating = 1 student
keeps your options open = 1 student

Question 14. What do you feel are the weaknesses of the IB program?

volume of work is sometimes unrealistic	= 4 students
full diploma causes you to choose courses you would not otherwise take	= 3 students
too much content for some courses	= 3 students
doesn't integrate well with local curriculum leads	

Question 14 continued...

to an increased work load	= 2 students
stress on IB results	= 2 students
hard to find universities that recognise it	= 2 students
very hard to get out of program	= 2 students
not being able to take a higher level exam in grade 12 (level 4 ie: first year in IB program)	= 1 student
less universities here accept it	= 1 student
costs too much	= 1 student
rigidity, too much work to allow applicants to be well rounded	= 1 student
unsure	= 1 student
you need a really high mark to be recognised at university	= 1 student
too much work due in January	= 1 student
restrictions of taking a science lowers the overall mark	= 1 student
limits courses that might be taken	= 1 student
discourages detailed study in any area	= 1 student

Question 15. Either Why have you chosen to do the full diploma of the IB?

It will help me get into the Ivy league universities/
university = 3 students

because I wanted to do the full diploma/for
challenge = 4 students

I need it for entrance to a British/European

Question 15. either continued...

university = 2 students

if doing half why not do all = 2 students

school highly recommends it = 1 student

doing full diploma allows time to concentrate
all time on IB without worrying about OAC = 1 student

helps me to organize myself = 1 student

allows advanced placement in many cases = 1 student

better recognised than certificates = 1 student

hope to find a university that will recognise the IB
diploma as a higher level of education = 1 student

encourages broad education = 1 student

my brother did it = 1 student

to keep my options open for next year = 1 student

Question 15 or Why have you chosen to sit some certificate subject/s?

H/L certificates are more challenging and if you score
a 5 or above you skip the first year university course
in that subject = 1 student

I did history in first year for practice for diploma
= 1 student

I wished to do more subjects than allowed by the IB

diploma and thus I am choosing to sit 2 more
certificate subjects = 1 student
I wanted to take only programs related to university
and possibly grant advanced placement = 1 student

Question 16. How did you initially hear about the International Baccalaureate?

School = 13 students
parents = 2 students
another school = 2 students
students = 1 student
Total = 18 students

Ashbury College first year student questionnaire survey results.

Question 1.

All 12 students were in their first year of the International Baccalaureate program.

Anticipated Diploma Candidates	= 8 students
Certificate Candidates	= 5 students
Total	= 13 students (note that one candidate was sitting two certificates as well as the full diploma and therefore appears in both categories)

Nationality/ies.

Canadian	= 10 students
British/Bangladesh	= 1 student
French	= 1 student
Total	= 12 students

Question 2. Sex

Male	= 10 students
Female	= 2 students
Total	= 12 students

Question 3. Age (as of 1/6/93)

16 years	= 7 students
17 years	= 5 students
Total	= 12 students

Average age = 16.5 years

Question 4. Parents occupation.

Mother

Professional	= 5
Non-Professional	= 3
Home-maker/unsure	= 4
Retired	= 0
Total	= 12

Father

Professional	= 11
Non-Professional	= 0
Home-maker	= 0
Retired	= 1
Total	= 12

Question 5. Parents educational level.**Mother.**

1	= 0
2	= 0
3	= 4
4	= 4
5	= 4
Total	= 12

Average level = 4.0**Father**

1	= 0
2	= 0
3	= 2
4	= 2
5	= 8

Total = 12

Average level = 4.66**Question 6.** Is English your mother tongue?

Circle Yes/No

Yes = 8 students

No = 4 students (Native tongues were French [2 students], Bengali and Polish.)

Total = 12 students

Question 7. Languages spoken and degree of fluency.

	Native	Fluent	Good	Poor	Total
English	10	2	-	-	12
French	3	6	1	2	12
Spanish	-	-	1	3	4
Italian	-	-	1	3	4
German	-	-	3	2	5
Bengali	-	1	-	-	1
Swedish	-	-	1	-	1
Polish	-	1	-	-	1
Japanese	-	-	-	1	1
Latin	-	-	1	-	1
Chinese	-	1	-	-	1

Question 8. Have you attended a school in another country in the last ten years?

Circle Yes/No

Yes = 6 students (Schools attended were in: USA; Switzerland, Sudan, UK; Saudi Arabia; Ireland; England; China, Taiwan.)

No = 6 students

Total = 12 students

Question 9. Do you hope to continue with tertiary education?

Circle Yes/No

Yes = 12 students

No = 0 students

Total = 12 students

Question 9 continued...

If so in which country/ies?

Canada	= 10 students
USA	= 6 students
Europe	= 1 student
United Kingdom	= 1 student (Some students chose more than one likely university destination.)

What field of study do you hope to pursue?

Engineering = 3 students, business = 2 students, law = 2 students, Science/arts = 1 student, commerce = 1 student, history = 1 student, medicine = 1 student, genetic engineering = 1 student, aeronautical engineering = 1 student, fine arts = 1 student.

What area of occupation are you hoping to enter? (eg: tourism, diplomacy, teaching, plumbing)

Engineering = 3 students, computers = 2 students, journalism = 1 student, undecided = 1 student, medicine = 1 student, geneticist = 1 student, business = 1 student, research and development = 1 student, geography = 1 student, bankruptcy or corporate law = 1 student, civilian flying or tourism = 1 student, diplomacy = 1 student.

Question 10. Do you believe that the IB will help in your choice of tertiary courses?

Yes = 12 students

No = 0 students

Total = 12 students

Do you believe that the IB will restrict your choice of tertiary courses?

Yes = 1 student

No = 11 students

Total = 12 students

Is it necessary to have the IB for the course that you wish to pursue?

Yes = 1 student

No = 11 students

Total = 12 students

Question 11. Did you come to this school in order to pursue the IB?

Yes = 4 students

No = 8 students

Total = 12 students

Question 12. Do you believe that the IB is a more challenging course than the local course offered?

Circle Yes/No.

If so why, if not why not?

Yes = 12 students

No = 0 students

Total = 12 students

Question 12 continued...

more challenging = 7 students

other course requirements = 5 students

more detail/more homework/ have to be organized = 2 students

better prepares for post-secondary education = 2 students

higher standard = 2 students

external exams	= 1 student
extended essay	= 1 student
TOK	= 1 student
No reply	= 1 student
Course work as part of assessment	= 1 student
I have friends at other schools whose courses are easier	= 1 student
heavier course load	= 1 student

Question 13. What do you feel are the strengths of the IB program?

challenging curriculum	= 4 students
stretches one to outer most boundaries/deeper understanding required	= 3 students
produces a more rounded graduate	= 2 students
integrated program	= 2 students
helps prepare students for tertiary education	= 2 students
stretches one to outer most boundaries	= 2 students
international standards	= 2 students
TOK	= 1 student

Question 13 continued...

independent study	= 1 student
option to take only certificates	= 1 student
no answer	= 1 student
teaches discipline and hard working	= 1 student
global perspective	= 1 student

Question 14. What do you feel are the weaknesses of the IB program?

none	= 3 students
overworks you	= 2 students
not recognised officially for most part in North America/in general	= 2 students
exams determine too much of the mark for the subjects /more value should be attributed to classwork	= 1 student
no answer	= 1 student
hard to leave program once enrolled	= 1 student
too many essays	= 1 student
not familiar enough with the IB to see any weaknesses	= 1 student
leaves too little time for any other activities	= 1 student

Question 15 either Why have you chosen to do the full diploma of the IB?

better choice of universities in Canada/ internationally	= 7 students
more credit in universities	= 2 students

Question 15 continued...

more challenging/fulfilling	= 2 students
impressive to prospective employers	= 1 student
wide ranging and comprehensive	= 1 student
CAS requirement is good	= 1 student
it will enrich my knowledge of subjects in which I am interested	= 1 student

Question 15 or Why have you chosen to sit some certificate subject/s?

I find it interesting (doing both diploma and some additional certificate subjects)

= 1 student

I could not complete the full diploma = 1 student

to have at least one IB certificate = 1 student

to get some experience in the IB area = 1 student

full diploma is too much work = 1 student

Question 16 How did you initially hear about the International Baccalaureate?

School = 8 students

Parents = 1 student

Brothers = 1 student

In Switzerland = 1 student

A CBC Radio program = 1 student

Total = 12 students

The Toronto French School Year 12 student questionnaire results.

Question 1. All students were at **The Toronto French School** and in the final year of the IB diploma. All 38 students were sitting their final examinations in May 1994.

Nationality.

Canadian = 17

**Other = 21 (United Kingdom/Canadian = 6,
American/Canadian = 5,**

**Chinese/Canadian = 3, and one each of
the following, Lebanese/Italian,
Korean/Canadian, Egyptian/ Canadian,
Ukrainian/Canadian, Iranian/Canadian,
French/Canadian/British/Greek, United
Kingdom/Peru/Canadian.**

Total = 38

Question 2.

Sex.

Male = 18

Female = 20

Total = 38

Question 3. Age. (as of 1/6/93)

16 years = 10 students

17 years = 25 students

18 years = 3 students

Total = 38 students

Average age = 16.81 years

Question 4. Parents occupation.

Mother.

Professional = 22

Non-professional = 11

Home-maker = 5

Total = 38

Father.

Professional = 35

Non-Professional = 3

Home-maker = 0

Total = 38

Question 5. Parents educational level.**Mother**

1 = 0

2 = 5

3 = 6

4 = 13

5 = 14

Total = 38

Average = 3.42

Father

1 = 0

2 = 3

3 = 1

4 = 5

5 = 29

Total = 38

Average = 4.57

Question 6 . Is English your mother tongue?

(If it is not please state your mother tongue.)

Yes = 27 students

No = 12 students

Total = 39

Note student 8 stated that he had both English and French as his mother tongue. Student 4 stated that English was the mother tongue in the first part of the question and then wrote that both English and

Question 6 continued...

Cantonese were the mother tongues.

The mother tongues given other than English were:

English/Cantonese, Armenian, Punjabi, French, Macedonian, Lithuanian, Farsi, Chinese, Ukrainian, Russian and Korean.

Question 7. Languages spoken and degree of fluency.

	Native	Fluent	Good	Poor	Total
English	30	8	-	-	38
French	1	31	6	-	38
German	-	1	6	10	17
Chinese	1	2	2	-	5
Latin	-	-	1	4	5
Russian	-	1	1	1	3
Spanish	-	2	1	1	4
Korean	1	-	-	-	1
Armenian	1	1	-	-	2
Arabic	-	-	1	-	1
Cantonese	-	1	-	-	1
Persian	-	-	1	-	1
Lithuanian	1	-	-	-	1
Macedonian	1	-	-	-	1
Punjabi	1	-	-	-	1
Ukrainian	1	-	-	-	1
Farsi	1	-	-	-	1

Question 8. Have you attended a school in another country in the last ten years?

Yes = 4

No = 34

Total = 38

(Schools attended were in the United Kingdom, USA, Hong Kong, Spain.)

Question 9. Do you hope to continue with tertiary education?

Circle Yes/No.

If so in which country/ies?

Yes = 38

No = 0

Total = 38

Canada = 27, USA = 14, Canada\USA = 5, Europe = 2, Germany = 1

France = 1, U.K. = 3, Not given = 1

Total = 54 (Many students listed more than one country of destination for tertiary studies.)

What field of study do you hope to pursue?

Medicine = 8 students, Sciences = 5 students, Arts = 2 students, Law = 4 students, History = 2 students, Science/ technology = 2 students, Music = 1 student, Engineering/business = 1 student, Photo/film/video = 1 student, Dentistry = 1 student, Social sciences = 1 student, Biology = 1 student, Art/history/drama = 1 student, Architecture = 1 student, Human biology/alternative medicine = 1 student, Journalism = 1 student, Fine arts/design = 1 student,

Question 9 continued...

Computer science = 1 student, Engineering = 1 student, Business = 1 student, Humanities/art = 1 student, Science/Physical education = 1 student.

What area of occupation are you hoping to enter?

Not sure = 10 students, Law = 4 students, Medicine = 8 students, Business = 3 students, Dentistry = 2 students, Teaching = 2 students, Music = 1 student, Engineering = 1 student, Photo/film/video = 1 student, History = 1 student, Biology = 1 student, Programming = 1 student, Technical design = 1 student, Vet = 1 student, Architect = 1 student, Media/Arts = 1 student, Engineering/Kinesiologist = 1 student.

Question 10. Do you believe that the IB will help in your choice of tertiary courses?

Yes = 16

No = 22

Total= 38

Do you believe that the IB will restrict your choice of tertiary courses?

Yes = 1

No = 37

Total = 38

Is it necessary to have the IB for the course that you wish to pursue?

Yes = 2

No = 36

Total = 38

Question 11. Did you come to this school in order to pursue the IB?

Yes = 1

No = 36

Yes/No = 1

Total = 38

Question 12. Do you believe that the IB is a more challenging course than the local course offered?

(Circle) Yes/No.

If so why, if not why not?

Yes = 36

No = 2

Total = 38

Of the Yes replies reasons given were:

More work	= 18 students
More to study and in depth	= 15 students
Extended essay	= 16 students
TOK	= 6 students
Higher level	= 3 students
Because I've taken some local courses and can compare	= 1 student
Tests commitment and determination	= 1 student
Universal recognition	= 1 student
Teachers	= 1 student
Offers courses at Advanced Placement level	= 1 student
International standard	= 1 student

Question 12 continued...

Of the No replies reasons given were:

Same course work as Non-IB students	= 1 student
Simply covers different areas in each course	= 1 student

Question 13. What do you feel are the strengths of the IB program?

With the exception of two students, all students replied to this question. (Some students made more than one observation.)

CAS program	= 14 students
Theory of Knowledge course	= 12 students
Good preparation for university	= 8 students
Extended essay	= 7 students
Creates well rounded students	= 3 students
Learn more	= 3 students
Compete at an international level	= 3 students
Help get into university	= 2 students
Long exams	= 2 students
Course work is more difficult	= 2 students
Universal acceptance	= 2 students
Organisation is good	= 1 student
More complete education	= 1 student
Teachers are better trained	= 1 student
Better quality of education	= 1 student

Question 13 continued...

Flexibility	= 1 student
Expands and diverges what is taught at school	= 1 student
Good for people on the move	= 1 student

Question 14. What do you feel are the weaknesses of the IB program?

Stressful	= 8 students
Extended essay	= 7 students
Exam schedule	= 5 students

The difficulty of H/L courses	= 4 students
The integration with Federal/Provincial education requirements	= 4 students
Not as widely accepted as we were led to believe	= 3 students
TOK	= 3 students
The marks are released after university placements are made	= 3 students
Organisation	= 2 students
Teachers, (especially H/L course)	= 2 students
Lack of options	= 1 student
Marks are lower than for other courses	= 1 student
IB grading system	= 1 student
CAS	= 1 student
Extra work	= 1 student
Integration with school program	= 1 student
Amount of work	= 1 student

Question 15. Either. Why have you chosen to do the full diploma of the IB?

No other choices [at our school]	= 11 students
Credit in university/ Increasing chance of entering university/ Beneficial to post secondary education	= 11 students
Thought it would help me/Good on CV/ Something to show for my work/ high standards	= 8 students
School pressure/ pressure	= 5 students
Looked challenging and beneficial/strengths of IB	= 5 students

Peer pressure	= 3 students
Parents thought it was good	= 3 students
No point in doing only pieces	= 2 students
I'm ambitious	= 1 student
Easier than French Bac	= 1 student
Worried regret not doing it later	= 1 student
Feel it may help get me into business school	= 1 student
Because US looks upon it as equal to AP	= 1 student

Question 16. How did you initially hear about the International Baccalaureate?

School/ Mr Burgess	= 36 students
Individual	= 1 student
Brother	= 1 student
Total	= 38 students

Survey Results of Year 11 International Baccalaureate Students at The Toronto French School.

There were a total of 40 students who completed the questionnaire.

Question 1. All students were in the first year of enrolment in the IB and anticipated completing the diploma the following year. Students who were not wishing to complete the full IB diploma were able to pull out of the program at the completion of the year.

Nationality.

Canadian	= 29 students
Other	= 11. (United Kingdom = 2, Iranian = 2,

USA/ Canadian = 1, United
 Kingdom/Canadian = 1, Lebanese/
 Canadian = 1, Italian/Canadian = 1,
 Israeli/Canadian = 1, Yugoslav/
 Canadian = 1, Welsh/Guyanese/
 Canadian = 1
Total = 40

Question 2. Sex.

Male = 12
 Female = 28
 Total = 40 students

Question 3. Age as of 1/6/93

No reply = 1 student
 15 years = 17 students
 16 years = 20 students
 17 years = 2 students
 Total = 40 students

Average age = 15.61 years.

Question 4. Parents occupation.

Mother

Professional = 10
 Non Professional = 26
 Home maker = 4
 Retired = 0

Father

Professional = 38
 Non-Professional = 1
 Home maker = 0
 Retired = 1

Total = 40

Total = 40

Question 5. Parents educational level.

Mother

1 = 0

2 = 3

3 = 4

4 = 21

5 = 12

Total = 40

Average level = 4.05

Father

1 = 0

2 = 4

3 = 1

4 = 9

5 = 26

Total = 40

Average level = 4.43

Question 6 . Is English your mother tongue?(If it is not please state your mother tongue.) Yes = 28

No = 5

Bi-lingual = 7

Total = 40

The non-English mother tongue students were Armenian, Persian, Gujarati, Yugoslavian and Lebanese.

Question 7. Languages spoken and degree of fluency.

	Native	Fluent	Good	Poor	Total
English	37	3	-	-	40
French	7	29	4	-	40
Spanish	-	-	2	1	3
Italian	-	1	-	3	4
German	-	2	8	9	19
Hebrew	-	-	2	3	5

Korean	-	2	-	-	2
Yugoslav	1	-	-	-	1
Dutch	-	-	-	2	2
Russian	-	-	1	2	3
Cantonese	-	-	-	1	1
Chinese	-	-	2	2	4
Indonesian	-	-	-	1	1
Persian	1	1	-	-	2
Armenian	1	-	-	-	1
Lebanese	-	1	-	-	1
Gujarati	1	-	-	-	1
Rumanian	-	-	1	-	1
Yiddish	-	-	-	1	1

Question 8. Have you attended a school in another country in the last ten years?

If yes, please state the country/ies in which you have attended and the name/s of the school/s attended.

Yes = 5

No = 35

Total = 40

(Those who replied yes had attended school in France, Hong Kong and the United Kingdom, the United Kingdom and Bermuda, USA and the United Kingdom and Switzerland.)

Question 9. Do you hope to continue with tertiary education?

Yes = 39

No = 1

Total = 40

If so in which country/ies?

Canada = 35 students

United States = 23 students

United Kingdom = 7 students

France = 2 students

Egypt = 1 student

Italy = 1 student

Total = 69 students

(Many students listed more than one possible destination for future tertiary studies.)

Question 9 continued...

What field of study do you hope to pursue?

Medicine = 12 students, Arts = 7 students, Law = 7 students, Unsure = 4 students, Science = 4 students, English = 4 students, Business = 3 students, Education = 3 students, Economics = 2 students, Communication = 2 students, Drama = 1 student, Accounting = 1 student, Social Sciences = 1, Biology = 1 student, Creative writing = 1 student, Liberal Arts = 1 student, Veterinary Science = 1 student, History = 1 student, Mathematics = 1 student, Computers = 1 student, Environmental Studies = 1 student.

What area of occupation are you hoping to enter?

Unsure = 9 students, Teacher = 7 students, Law = 5 students, Medicine = 4 students, Paediatrician = 3 students, Business = 3 students, Architecture = 3

students, Genetic Engineering = 2 students, Physics = 1 student, Education = 1 student, International Law = 1 student, Engineering = 1 student, Music = 1 student, Veterinary Medicine = 1 student, Psychology = 1 student, Politics = 1 student, Journalism = 1 student, Performing Arts = 1 student, Writer or Editor = 1 student, Writing = 1 student, Accounting = 1 student, Diplomacy or United Nations = 1 student, Social Work = 1 student, Agriculture = 1 student, Biology = 1 student, Anthropology or Psychology = 1 student, Forensic Pathologist = 1 student

Question 10 Do you believe that the IB will help in your choice of tertiary courses?

Yes = 29

No = 11

Total = 40

Do you believe that the IB will restrict your choice of tertiary courses?

Yes = 1

No = 39

Total = 40

Is it necessary to have the IB for the course that you wish to pursue?

Yes = 2

No = 37

No response = 1

Total = 40

Question 11 Did you come to this school in order to pursue the IB?

Yes = 4

No = 36

Total = 40

Question 12 Do you believe that the IB is a more challenging course than the local course offered?

If so why, if not why not?

Yes = 39

No = 1

Total = 40

Question 12 continued...

Yes responses

Extra work	= 19 students
Broad scope of subjects	= 6 students
extended essay and exams	= 5 students
H/L courses are like first year university courses	= 5 students
TOK	= 10 students
IB standards are higher	= 9 students
external examinations are harder	= 4 students
work more challenging	= 6 students
CAS	= 6 students
Extended essay	= 3 students
the program itself is difficult	= 2 students
no answer	= 1 student
friends in public schools whose courses do not compare	= 1 student
courses are a good preparation for university	= 1 student
more pressure to do well	= 1 student

No responses.

Work is much the same though you can't let it

slide

= 1 student

Question 13. What do you feel are the strengths of the IB program?

prepares you for university

= 9 students

Theory of knowledge

= 8 students

balance of study courses/diverse selection

of courses/depth of course load

= 5 students

external exams

= 5 students

academically challenging

= 5 students

extended essay

= 4 students

extra work required

= 4 student

higher level classes

= 2 students

universal recognition

= 2 students

good learning experience

= 2 students

well rounded course not just academic

= 2 student

no answer

= 2 students

getting into university

= 2 students

it is harder

= 2 students

more profound education

= 1 student

helps me set my goals and manage my time

= 1 student

challenge differentiates your capabilities

= 1 student

social acceptance

= 1 student

CAS

= 1 student

Question 14. What do you feel are the weaknesses of the IB program?

the extra work requirements lower my average grade mark	= 7 students
pressure	= 6 students
none so far	= 6 students
IB not regarded by many universities in Canada	= 5 students
no answer	= 4 students
TOK very dull	= 2 students
standardisation	= 2 students
grading system (1-7)	= 2 students
must do French (a second language)	= 1 student
some of the mandatory courses are restricting	= 1 student
there are no weaknesses	= 1 student
geared to passing exam rather than learning	= 1 student
limit of 6 subjects, extra one doesn't count	= 1 student
not sure	= 1 student
Ontario recognition	= 1 student
students not aware of what they are getting into	= 1 student
subject journal/ lab books	= 1 student
difficult to ensure candidates have the same opportunity of success	= 1 student
eliminates the chance to specialise	= 1 student

Question 15 either. Why have you chosen to do the full diploma of the IB?

Challenge	= 13 students
better preparation for university	= 6 students
parents	= 4 students
USA recognised	= 4 students
internationally recognised	= 3 students
universities rarely accept single certificates	
= 3 students	
school doesn't permit an alternative	= 2 students
highly promoted by our school	= 2 students
Canadian university recognition	= 2 students
more fulfilling to do the whole thing	= 2 students
unsure	= 2 students
opportunity	= 1 student
European university acceptance	= 1 student
program is beneficial	= 1 student
TOK course is interesting	= 1 student
You do the same courses whether or not you	
do the IB so you might as well do it	= 1 student
preparation for fields I wish to enter	= 1 student
extend me	= 1 student
standard of education is quite high	= 1 student
it's offered at my school	= 1 student
it's externally moderated	= 1 student
The extended essay gives good experience in	
formal essay writing	= 1 student

Question 15 or.

All students were preparing for the full diploma. The school did not allow students to sit certificate courses unless they were additional to the diploma. "All students are Diploma candidates in level 5 (second year). All students in level 4 are anticipated Diploma Candidates. All sit exams May 1994 and May 1995. Some may drop out of the program and become certificate candidates only."²⁵

Question 16. How did you initially hear about the International Baccalaureate?

School = 38

Parents = 1

In the UK = 1

Total = 40

²⁵Extract from a conversation with Mr Ian Burgess, IB co-ordinator at the Toronto French School, December 14th 1993.

Appendix 7. Summary of the general scheme of the curriculum and examination of the International Baccalaureate.

The basic plan of the International Baccalaureate is derived from two principles:

1. the need for a broad general education firmly establishing the basic knowledge necessary for whatever career may be chosen or whatever academic path may be followed in further studies;
2. the need for a choice among the subjects to be studied so that the students' options may correspond as far as possible to their particular interests and capacities. The choice, however, has to conform to the pattern which ensures a properly balanced education.

The IB program with its three subjects at Higher level(HL) and three at Subsidiary level(SL), requires all participants to engage in the study of Languages, Sciences, Mathematics, and Humanities until the completion of their secondary schooling. It is a deliberate compromise between the preference for specialisation in some countries and the emphasis on breadth often preferred in others.

Three further requirements contribute to the nature of the Diploma:the compulsory participation in artistic activities and community service (CAS); the extended essay of some four

thousand words; a course on the Theory of Knowledge.

The curriculum of the IB consists of six subject groups:

Group 1 Language A (first language) including the study of selections from World Literature

Group 2 Language B (second language) or a second language A.

Group 3 Study of Man in Society; History, Geography, Economics, Philosophy, Psychology, Social Anthropology, Organisation Studies

Group 4 Experimental Sciences; Biology, Chemistry, Applied

Chemistry, Physics, Physical Science, Experimental Psychology

Group 5 Mathematics; Mathematics, Mathematics and Computing, Mathematical Studies, Mathematics with further Mathematics

Group 6 One of the following options:

(a) Art/Design, Music, Latin., Classical Greek, Computing Studies

(b) A School-based Syllabus(SBS) approved by IBO at SL only. Internally assessed and externally moderated by IBO, the SBS is designed by schools according to their needs and teaching resources.

Alternatively a candidate may offer instead of a Group 6 subject: a third modern language, a second subject from the Study of Man in Society, a second subject from Experimental Sciences.

For a more detailed outline of the IB conditions and general regulations refer to the **General Guide** (1985), 5th edition.

Appendix 8. Narrabundah College Aims.

Narrabundah College offers quality teaching, a challenging curriculum and a caring learning environment which reflect the international character and expectations of the college. The aim of the college is to help its diverse group of students develop into independent, tolerant adults and to prepare them for life in a rapidly changing world. The college appreciates democratic processes and values the professionalism and dedication of its staff.

The principal aims of Narrabundah College are:

- * to provide for students an environment which is pleasant, stimulating and satisfying.
- * to provide a curriculum built on sound academic principles and appropriate for the general education of a student body with many different abilities, interests and requirements.
- * to assist all students to reach their maximum potential in a wide range of disciplines and activities and to become increasingly responsible for their own learning.
- * to foster an appreciation of individual aspirations and the needs of others in an international student community.
- * to prepare students to take their place in society and the workplace by providing a diverse educational experience which also allows them to specialise in areas of particular expertise or interests and to develop the skills and concepts necessary for further education or employment.

(Extract from **Narrabundah College Prospectus** 1993 page 1.)

Appendix 9. The International program at Narrabundah College.

The International Baccalaureate (IB) program is primarily designed for students who may wish to continue their upper secondary and/or tertiary studies overseas, and thus would want to take advantage of this international educational passport. However, many students not planning to study overseas enrol in the program because of its inherent challenge and its international orientation. Narrabundah College is one of over 500 institutions throughout the world currently participating in the International Baccalaureate program.

This program offers a rigorous, comprehensive approach to learning in the last two years of secondary school with a system of syllabuses and examinations that incorporate global perspective's. The program is based on the concept that general education at the upper secondary level should encompass the development of all the powers of the mind through which human beings interpret, modify and enjoy their environment. Each student is required to become proficient in a second language and mathematics; to become familiar with one subject that exemplifies the study of human behaviour and with another that exemplifies the process of scientific enquiry; and to develop an acquaintance with aesthetic values.

(An extract from the **Narrabundah College Prospectus. 1993** page 6.)

Appendix 10

The University of Melbourne Academic Procedures Committee. (Appendix E)
International Baccalaureate.

The following excerpt is taken from the report of the University of Melbourne Academic Procedures Committee report of February 1991. It deals with the question of the appropriate level of acceptability of the IB at Melbourne University.

1. Introduction

The International Baccalaureate is a “two year pre-university course designed to facilitate the mobility of students and to promote international understanding.” Based in Switzerland, the IB program came into existence in the late 1960s and almost 400 schools, principally in the Northern Hemisphere, now participate in the program. The program awarded its 25,000th Diploma in 1990.

The IB has been offered in Victoria at St Leonard’s College, Brighton since 1982 and a number of Victorian private schools are considering offering the Diploma as a result of the introduction of the new VCE. Both Kilmore International School and Lauriston Girl’s School will offer the program in 1991.

The University presently accepts the IB for general entrance but as numbers of applicants over recent years have been very small, faculties have generally treated applicants in an ad hoc manner. With the likelihood of increasing numbers of Victorian-educated IB graduates it is appropriate for the University to adopt more systematic selection arrangements.

The Selection Procedures Committee has undertaken a review of the IB program which has included seeking faculty comments on individual IB subjects. The Committee is of the view that the IB is a rigorous program

designed solely for university entrance and its graduates would be well prepared for entry to courses at this University....

3. Selection for University Entrance

Australian universities are fairly evenly divided in the way in which they calculate IB scores for selection purposes. Some institutions (eg La Trobe, Macquaries, Sydney, Wollongong) select on the basis of aggregate score for the six subjects complete (from 24 to 42 points) while others (Queensland, Curtin, Flinders, James Cook) select only on the results achieved in the three subjects taken at Higher level (from 12 to 21 points).

At this University both approaches have been followed in the past. For example, in 1989 Arts required a score of 30+ while Economics & Commerce and Science specified an average of 5.5+ and 6+ respectively, for the three Higher level studies.

The Committee is of the view that given the complexity surrounding the structure of the IB, particularly the significant difference between Subsidiary and Higher level studies, it would be inequitable and inappropriate for selection scores based on 'best four subjects plus increments' to be used. The Committee has therefore decided that the selection score should be based on results in the six subjects plus Theory of Knowledge and the Extended Essay. Under this arrangement scores would range up to 45 with 24 being regarded as a pass.

As the annual number of Australian IB diploma candidates is very small at the present time the Committee has been unable to derive a table of equivalence between VCE scores and IB scores as calculated above on a mathematical basis. However, after consideration of the distribution of IB scores applying in

the Northern Hemisphere and IB entry standards at both Australian and British universities offering comparable courses to those at Melbourne, the Committee has decided that IB scores calculated on the 0 to 45 scale be converted to VCE scores by applying a 'times 10' multiplier, as below:

IB Score	VCE Score Equivalent
40	400
35	350
30	300
24 (min pass)	240

This conversion has been confirmed as appropriate with a Melbourne schools which offers the IB.

4. Mathematics

Compared with students undertaking maximum mathematics under the new VCE where class contact will range between 400 and 500 hours in total, a student taking IB Mathematics at Higher level will face a nominal 240 contact hours. This difference is not significant for it must be remembered that the University is seeking students well-prepared for tertiary studies; how that preparedness is achieved is less important. It should be noted that the work requirements for IB Mathematics assumes that 'O' levels have been attempted or achieved. In transplanting the IB to the Victorian secondary system, appropriate time additional to that specified as appropriate for mathematics in the IB must be loaded in at the beginning of the program. Broadly speaking, two mathematics streams of work will be required at Year 11 as part of and/or supplementing the specified IB workload. Thus, the time actually required to successfully attempt IB mathematics will be comparable with VCE

mathematics.

The Department of Mathematics has advised that the following equivalence's are appropriate for the purposes of selection:

1. the work required and standard of examinations for IB Mathematics at Subsidiary level is to be regarded as equivalent to VCE (HSC) Mathematics A; and
2. the work required and standard of examinations for IB Mathematics at Higher level is to be regarded as equivalent to VCE (HSC) Mathematics A and B, provided that, where faculties need it, the option chosen with Mathematics (Higher level) is 2D - Particle dynamics.

The IB double-subject Mathematics with Further Mathematics, not currently taught in Australia, is at first year university level.

Attachment A lists the current recommendations of the Department of Mathematics for prerequisites for first year University mathematics and computing subjects in terms of VCE (HSC) and new VCE mathematics subjects.

5. Course prerequisites

Departmental comments on the individual IB studies indicate that while there is some degree of old fashionedness and Eurocentricity in the curriculum (which the IBO is attempting to remedy) work taken at Subsidiary level is as rigorous as that under the current VCE (HSC). The Committee has therefore agreed

that entrance requirements, with one or two exceptions, should be expressed in terms of performance at Subsidiary level (it should be remembered that three or four of the six IB subjects are taken at Higher level) with a grade of 4 or better being required.

Draft 1993 University entrance requirements, expressed in terms of IB studies, are set out in Attachment B. Subject choices have been made on the basis of what schools will probably elect to offer.

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Appendix 11.

Comparative Table of Year 12 Overseas Equivalentents to the Victorian Certificate of Education(VCE).

University Courses.1992

	VCE cut-off score	IB(a)STPM(b)	A levels			
			Year 13 GCE(C) (Hong Kong)		A levels	
			Ontario	A levels	(Singapore) GCE(d)	
Bachelor of Engineering- Monash						
Metropolitan	280	28	BBCC	82	BCC	CCC
Gippsland	280	(e)	CCDD	75	CCD	CCD
La Trobe	286-291	28	CCC	70	BCC	CCC
Swinburne	290	27	CC	65	CD	CD

Bachelor of Computer Science-

Swinburne	292	27	CC	72	CD	CD
Monash						
Metropolitan	295	30	CCD	75	CCD	CCD
La Trobe	317	27	CCD	65	CCC	CCD

Bachelor of Economics/Commerce-

La Trobe	292	30	CCC	71	CCC	CCD
<u>Monash</u>						
<u>Metropolitan</u>	326	27	CCD	65	CCC	CCD

- (a) Grade levels - International Baccalaureate (International Year 12.)
- (b) Grade levels - Sijil Tinggi: Perselolahan (Malaysian Year 12).
- (c) Grade levels- General Certificate of Education- A levels- Singapore (Year 12 equivalent)
- (d) Grade levels - General Certificate of Education- A levels-Hong Kong (Year 12 equivalent)
- (e) Information not prepared.

The above table shows that there are variations both within and across universities in the values assigned to overseas qualifications (deemed to be equivalent to the VCE) for the determination of minimum entry standards for university courses. For example, although the Bachelor of Engineering courses at Monash metropolitan and Gippsland campuses, had a 1992 VCE cut-off score of 280, there was a substantial variation at each campus in the values applied as minimum entry standards to the Malaysian and Singaporean qualifications.

(Taken from Special Report No. 29 **International Student Programs in Universities**. November 1993. page 40.)

Appendix 12. IB Languages A 1: General Information.

Languages A1 Examined by the IBO

English	Chinese	Serbo-Croat
French	Finnish	Sinhalese
German	Mod. Greek	Slovene
Spanish	Hindi	Swahili
Italian	Hungarian	Thai
Russian	Indonesian	Turkish
Danish	Japanese	Welsh
Norwegian	Korean	Afrikaans
Swedish	Malay	Amharic
Dutch	Persian	Nepali
Arabic	Philipino	Catalan
Hebrew	Polish	
Bulgarian	Portugese	

Special request subjects.

Contact IBEX in cases where a Diploma candidate requires a language which is not currently available as a Language A1 or a Language B. Requests for these subjects must be justified in a covering letter on the basis of the candidates needs to meet the Diploma requirements.

Requests can be authorised only if there is sufficient printed literature to allow the IB program to be taught and to be examined by the IBO as Language A1.

(An extract from **Vade Mecum** I.1 Section 1 page 3.)

Appendix 13. Languages B1 : General Information.

Regular Languages B

English	Hebrew	Portugese
French	Chinese	Serbo-Croat
German	Finnish	Slovene
Spanish	Mod. Greek	Swahili
Italian	Hindi	Turkish
Russian	Indonesian	Urdu
Danish	Japanese	Welsh
Norwegian	Malay	Afrikaans
Swedish	Persian	Siswati
Dutch	Philipino	
Arabic	Polish	

Special Request Subjects

Contact IBEX in cases where a Diploma candidate requires a language which is not currently available as a language A1 or Language B.

An extract from **Vade Mecum** ii Group 2 Languages B. page 3.

Appendix 14. Ashbury College Academic Guide 1993-1994.

Purpose.

The academic program at Ashbury is designed to prepare students for university. Its basic tenet is a sound liberal education, encompassing a firm base of knowledge, critical thinking skills, and disciplined work habits.

The Ontario Secondary School Diploma(OSSD) forms the basis of the academic program. However, Ashbury students are encouraged to go well beyond the mandatory requirements of the OSSD. Examples of additional requirements are listed in the section entitled 'Selecting Courses'.

The International Baccalaureate(IB), recognized world wide as a standard of outstanding merit, is offered for enrichment in Years 4 and 5. Successful completion of the full IB Diploma constitutes a thorough preparation for post-secondary school study, and will earn students advanced standing in many North American universities.

The importance of second language acquisition is embodied in the IB and also in the Ashbury Bilingual Diploma. In addition, the Ashbury Bilingual Diploma serves the needs of students who have taken French Immersion programs.

These components of our academic program, taught in an atmosphere that encourages inquiry, self-discipline, and mutual respect, ensure that Ashbury students graduate from secondary school fully prepared for university.

Ontario Secondary School Diploma (OSSD)

Students are normally awarded the OSSD at the end of year 5 by the Ontario

Ministry of Education. It is assumed that all students at Ashbury are preparing for the OSSD.

Students receive a single credit for each successfully completed course in years 1 through 5. A minimum of 30 credits is required to qualify for the OSSD.

Students coming to Ashbury outside Ontario are granted an appropriate reduction in credits for OSSD purposes.

University entrance requirements include at least six Ontario Academic Credit (OAC) courses.

To achieve the objective of a balanced education with a strong element of continuity, the following courses are generally considered mandatory at Ashbury College:

- Four courses in Mathematics and three courses in French.
- One Year 3 or Year 4 course in Science.
- A Social Studies course in each of Years 1 through 4.
- Physical Education in each of Years 1 through 4.

Appendix 15. The Toronto French School Policies.

The Objectives of the School are as follows.

The School expects its graduates to complete their secondary education having:

- a.) a love of learning and an ability to think critically,*
- b.) developed skills in correct oral and written expression in both English and French,*
- c.) a fluency in French which, at the very least, enables them to function comfortably in most circumstances,*
- d.) a balanced academic training in the social and natural sciences, mathematics, the languages, and the arts,*
- e.) an appreciation of the major political, social, and environmental issues of the world in which he or she lives,*
- f.) an understanding that “no man is an island entire unto himself” and that he or she must learn to give of himself or herself for the collective good, and*
- g.) an ability to cope constructively with the responsibility and joy of leisure time.*

Academic:

- 1.) The curriculum throughout the School will provide a balance between the humanities, the natural and social sciences, mathematics, languages, and arts.
- 2.) The curriculum will provide for the use of the French language in the course work as a means of achieving the desired goal of bilingualism.
- 3.) In order to attract French-speaking students and to serve the interest of the French-speaking community in Toronto, the

curriculum will meet as closely as possible the requirements set down by the French Ministry of Education. However, in the event of academic, structural, or philosophic conflicts with the Ontario guidelines or the School's own philosophy, the latter two will prevail.

4.) The School will offer internationally recognized programs.

To become a *bona fide* graduate of TFS, a student must qualify for The Toronto French School Diploma, a component of which involves these international curricula.

Extra-curricular Programs:

5.) The International Olympiads in Physics and Chemistry will continue to receive support from the School; the staff should give students every encouragement to become involved in these programs. Similar support and encouragement should be given any competition which the students enter.

6.) In the interest of developing well-rounded individuals, the School will offer a varied program of sports and extra - curricular activities. Students, especially those in Grade 5 and above, should become directly involved.

Program Emphasis.

The French language, in classes from Maternelle to Grade 1, forms the basis of all instruction. In Grade 2, the School introduces classes in English; from this time, it provides a fully bilingual program with approximately seventy-five per cent of the classes conducted in French. In the High School, the percentage of

instruction in French varies according to the students' selection of courses and externally directed agencies. Accordingly, its teachers work in their native languages. Those of French origin teach in French. Similarly, the optional languages, Russian and German, enjoy the benefits of native speakers as teachers.

The School adheres carefully to the Ontario Ministry of Education Guidelines, but it maintains an international perspective and enriches its program with ideas, methodologies, and examinations from foreign sources. Because the School evolved year-by-year, it only established its High School in 1970-71.

The School's founders regarded the British method of preparing university-bound students as sound, one which they felt represented a considerable advance over the Ontario practices in existence at the time. Accordingly, in consultation with British educators, the school adopted British-influenced curricula for a majority of the Senior division (Grades 11 - 13) High School Courses. Because external agencies constantly monitored these programs, they provided considerable educational enrichment for those students who selected them. Concurrently, it introduced the French Baccalaureat for those interested in attending universities in the French-speaking world. These programs and the examinations correspond to the French models.

Some students have presented themselves for the American Advanced Placement examinations (AP's) in subjects where a close correspondence between the British or French systems existed, but the School does not prepare students for these examinations. The School maintains its commitment to the French Baccalaureats (Baccalaureat litteraire, Baccalaureat economique et social, and Baccalaureat scientifique); and with the re-introduction of the

International Baccalaureate (in 1991), it continues its tradition of offering students the opportunity to prepare for internationally recognized diplomas.

Although the external examinations contribute to the School's unique quality, the School does not make them mandatory. It strongly encourages students to select one of these alternatives because each provides an objective and internationally accepted measure of academic achievement. In addition, they offer the student a superior foundation for post-secondary studies.

For those considering post-secondary education at a university in the European Economic Community, the Commonwealth, or the

United States of America, the appropriate external examination may prove a necessity. Certainly, a solid performance on any of these examinations may advantage graduates of TFS; and depending upon the specific policies and practices of the university concerned, may earn them advanced standing.

(Source; **The Toronto French School. A Brief Overview.**

Burgess G.C.I. 1993 pages 5ff.)

Appendix 16. IB Scale of Fees 1992/1993 [Swiss Francs]

J1.1 APPLICATION FEE: This sum must accompany a school's request to participate in the IB.	2,400.-
J1.2 AFFILIATION FEE: Payable by schools which are accepted to participate, but which do not start teaching IB courses immediately. A school may remain "affiliated" for up to one year only.	2,200 -
J1.3 ANNUAL SUBSCRIPTION: Each participating school, or the authority on which it depends, is subject to the annual subscription. This is invoiced by IBGE in two instalments.	
(i) First instalment: basic fee, due in October [May] or 1 April [November] For schools with fewer than 15 IB candidates per examination session.	9,000.-
For schools with 15 or more IB candidates per exam session.	10,175.-
(ii) Second instalment: Per Capita fee, based on the total number of candidates entered by the school for IB examinations. Each school should send the total payment for all candidates at the same time and in the same way as required for Examination Fees (see 4 below). Per Capita fees are not refundable.	
per Diploma [D] candidate,	
Diploma Candidate [2 sessions]	175.-
per Anticipated [A] candidate	95.-
per Diploma[D] candidate, 2nd session	80.-
per Certificate [C] candidate	95.-
per Re-Sit Diploma[R] candidate	95.-

J 1.4 EXAMINATION FEES: Each school should send the total for all its candidates in one payment to IBGE at the time of registration (accompanied by form J2). There are no per capita fees for Extra Certificate[E] candidates. Fees are not refundable and subjects cannot be substituted.

Registration fees	
per DIPLOMA candidate taking all examinations at a single session	80.-
per DIPLOMA candidate taking examinations over two years	
- “anticipated” session	60.-
- second session	20.-
per DIPLOMA RESIT candidate	46.-
per CERTIFICATE candidate per session	46.-
Subject fees per candidate	
Each Higher and Subsidiary Level subject	
55.-	
[Including school based syllabus.]	
Extended Essay	35.-

J1.5 Late Registration Fees

Late registrations will NOT be accepted after the final registration deadline. Between the first and final deadline fees will be as follows:

Registration fee per candidate[D, R, A or C]	120.-
Subject fees (Higher and Subsidiary Level subjects)	
75.-	
Extended Essay per candidate	45.-

J 1.6 Amendment fees

Between the first and final registration deadlines the only amendment charge will be:

6.01 Amendment fee per subject or Extended Essay

30.-

6.02 Amendment to personal details 20.-

6.03 Amendment to subject level or working language

20.-

6.04 Amendment to subject or Extended Essay details

110.-

J 1.7 Replacement Diplomas, Transcripts of Results Obtained or Certificates

Fee per copy 55.-

J1.8 Issue of Certificates[Anticipated Subject to Certificate]

Fee per certificate 55.-

J1.9 Additional Services

Early Results Service. 9.01 Fee per candidate

(maximum 2 addresses) 150.-

Individual School Report[Group Report] 200.-

9.02 Fee per subject per level 200.-

Enquiries Upon Results

9.03 Category 1: Clerical check only. Per candidate/
subject/level 20.-

9.04 Category 2: Clerical check + re-mark. Per candidate/

subject/level	80.-
9.05 Category 3: Group report[1-10 candidates]	
Per subject/level	400.-

9.06 Category 3: Fee for additional candidate
over 10 40.-

Legalisation Fees

Special fees are payable for the legalisation of Diplomas when this service is requested.

Details of these fees are available separately upon request from IBGE

IBGE/August 1992

Appendix 17. List of People Interviewed for the Survey.

The following people were interviewed with the date of the interview and the position of that person noted after each name. The place of the Interview appears in brackets at the end of each listing.

1. Ms Beverly Hamilton. International Baccalaureate Co-Ordinator at Narrabundah College. June 22nd 1993.(Canberra)

2. Mr Jeff Mason. Headmaster of Narrabundah College. June 22nd 1993.(Canberra)

3. Mr G. C. Ian Burgess. High School Principal and International Baccalaureate Co-Ordinator at The Toronto French School. December 14th 1993.(Toronto)

4. The Reverend E.E. "Jeep" Green. January 4th 1994. Former Chaplain at Ashbury College for approximately fifteen years.(Toronto)

5. Mr H. U. Sikora. International Baccalaureate Co-Ordinator at Ashbury College. January 5th 1994.(Ottawa)

6. Mr R.B. Napier. Headmaster Ashbury College. January 5th 1994.(Ottawa)

Numerous conversations with the following over a 14 year personal involvement period with the International Baccalaureate. During this time I have been involved in the IB as a teacher at the International School of London, an IB Co-

Ordinator at the International School of Paris and as a teacher and administrator at St Leonards College in Melbourne.

Mr Roger Goodban. IBAP Regional Director.

Dr Roger Peel. Director General IBO.

Mr Christopher Brangwin. Regional Representative IB Australia.

Mr Bernard Briquet. Regional Representative IB Spain. (Colleague and friend until his untimely death in 1994)

Mr John Parkes. Former Headmaster of the International School of London.

Mr Brian Ekin. Former Headmaster of the American International School on the Côte D'Azur.

Mrs Patricia Hayot. Former Headmistress of the International School of Paris.

Mr Richard Cornish. Former Principal of St Leonards College, Melbourne.

Mr Geoffrey Peters. IB Co-Ordinator, St Leonards College.

**Table 6. Summary of International Baccalaureate Examination Entries
May 1970-May 1990 .(Taken from Bulletin 1990, No 26. p. 40.)**

	No. of			Cand.s	Annual	%
Year	schools	Annual	%	Examined	Increase.	Increase
	entered.	Increase.inc.		(Total)		
1970	11	-	-	312	-	-
1971	12	1	9%	601	289	93%
1972	19	7	58%	631	30	5%
1973	21	2	11%	840	209	33%
1974	23	2	10%	1020	180	21%
1975	30	7	30%	1217	197	19%
1976	37	7	23%	1600	383	31%
1977	44	7	19%	1966	366	23%
1978	52	8	18%	2222	256	13%
1979	61	9	17%	2479	257	12%
1980	76	15	25%	2845	366	15%
1981	96	20	26%	3719	874	31%
1982	111	15	16%	4644	925	25%
1983	131	20	18%	5021	377	8%
1984	163	32	24%	6385	1364	27%
1985	180	17	10%	7712	1327	21%
1986	209	29	16%	8578	866	11%
1987	246	371	18%	9737	1159	14%
1988	270	24	10%	11564	1827	19%
1989	291	21	8%	12406	842	7%
1990	301	10	3%	13733	1327	11%

Table 7. International Baccalaureate Schools in Australia by state.

Australian Combined Territories. (A.C.T.)

Narrabundah College

New South Wales.(N.S.W.)

Sydney Church of England Co-Educational Grammar School,

Redlands (SCECGS Redlands)

St Paul's Grammar School

Northern Territory.

Kormilda College Ltd

South Australia.

Glenunga International School

Mercedes College

Pembroke School Incorporated

Victoria.

The Kilmore International School

Lauriston Girls' School

Presbyterian Ladies' College

St Leonard's College

Wesley College

Total number of International Baccalaureate Schools in Australia as at 22/11/91
is **12.**

Table 8. International Baccalaureate Schools in Canada by Province.

Alberta.

Archbishop MacDonald Academic High School, Edmonton
Harry Ainlay Composite High School, Edmonton
Lindsay Thurber Comprehensive High School, Red Deer
McNally Composite High School, Edmonton
Old Scona Academic High School, Edmonton
Ross Shepherd Composite High School, Edmonton
Salisbury Composite High School, Sherwood Park
Sir Winston Churchill High School, Calgary
St. Mary's High School, Calgary
West Island College, Calgary
Western Canada High School, Calgary
Winston Churchill High School, Lethbridge

British Columbia.

Abbotsford Senior Secondary School, Abbotsford
Belmont Senior Secondary School, Victoria
Brittannia Secondary School, Vancouver
Burnaby South Secondary School, Burnaby
Kelowna Secondary School, Kelowna
Lester B. Pearson College of the Pacific, Victoria
Mountain Secondary School, Langley
Port Moody Senior Secondary School, Port Moody
Prince George Secondary School, Prince George
Richmond Senior Secondary School, Richmond
Semiahmoo Secondary School, Surrey

Sir Winston Churchill Secondary, Vancouver
West Vancouver Senior Secondary School, West Vancouver

Manitoba.

Kelvin High School, Winnipeg
Miles Macdonell Collegiate, Winnipeg
Silver Heights Collegiate, Winnipeg
Sisler High School, Winnipeg
Westwood Collegiate, Winnipeg

New Brunswick.

Saint John High School, Saint John

Nova Scotia.

King's-Edgehill School, Windsor
Park View Education Centre, Bridgewater
Sydney Academy, Sydney

Ontario.

Ashbury College, Ottawa
Elmwood School for Girls, Ottawa
The Toronto French School, Toronto
Victoria Park Secondary School, Don Mills

Québec.

Collège d'enseignement general et professionnel de Saint-Foy.
Saint-Foy
Champlain Regional College - St. Lambert Campus, St. Lambert
Collège Andre- Laurendeau, Lasalle

Collège Edouard-Monpetit, Longueuil
Collège Jean-de-Brebeuf, Montreal
Le Petit Seminar de Québec, Québec

Saskatchewan.

Campbell Collegiate, Regina
Luther College, Regina
North Battleford Comprehensive High School, North Battleford

Total International Baccalaureate Schools in Canada as
at 22/11/91 is **47**.

Table 9. Report on November Examinations 1986-1989

Summary of Results November 1986, 1987, 1988, & 1989

	1986	1987	1988	1989
No. of schools entering candidates¹¹	14	20	22	
Number of candidates examined	322	394	508	635
Certificate candidates(C,E & P)	125	162	235	246
Anticipated Candidates (A)	24	19	35	44
Diploma & Resit candidates	173	213	238	345
(D&R)				
No. of candidates awarded Diploma¹²⁰	138	149	215	
% of candidates (D & R)	69%	65%	63%	62%
awarded Diploma				
No. of Subjects and levels	34	36	37	42
No. of subject entries	1184	1572	1964	2353
Higher Level	537	654	815	1137
Subsidiary Level	647	918	1149	1216

(Bulletin 1990 No. 26 p. 44)

**Table 10. Number of Full-time Students in Australia : Category of School
(And Non-Government Affiliation) and Level of Education. 1990.**

Government. (Number)

Primary	1,322,543
Secondary	870,804
Total	2,193,347

Non-Government - Anglican

Primary	25,206
Secondary	56,912
Total	82,118

Non-Government - Catholic

Primary	341,052
Secondary	254,647
Total	595,699

Non-Government - Other

Primary	74,693
Secondary	95,800
Total	170,493

Non-Government - Total

Primary	440,951
Secondary	407,359
Total	848,310

All Schools

Primary	1,763,494
Secondary	1,278,163
Total all students	3,041,657

Government (Per cent)

Primary	43.5
Secondary	28.6
Total	72.1

Non-Government- Anglican

Primary	0.8
Secondary	1.9
Total	2.7

Non-Government - Catholic

Primary	11.2
Secondary	8.4
Total	19.6

Non-Government - Other

Primary	2.5
Secondary	3.1
Total	5.6

All Schools

Primary	58.0
Secondary	42.0
Total per cent	100.0

(Source. **Schools Australia 1990**. Australian Bureau of Statistics. Canberra 1991. page 6.)

**Table 11. Perceived Quality of Schooling.
OISE Survey , 1992.**

“Overall would you say that the quality of education received by students over the past 10 years....”

In Ontario high schools has:

	Remained the			Dont know/	N
	Improved	same	Deteriorated	Not stated	
	%	%	%	%	
1979	32	16	42	10	1,084
1984	28	17	37	18	1,046
1988	27	22	39	12	1,011
1990	25	24	39	12	1,032

Regarding the quality of education more generally, a 1989 Gallup Poll found that half of the respondents in Ontario thought children today were better educated than they themselves were; however, time-series data for the Gallup question were consistent with OISE survey findings in revealing little change in perceptions over most of the decade.

(An extract from **Public Attitudes Towards Education in Ontario 1992**. The Ninth OISE Survey. Toronto Ontario. 1993. p. 13)

Table 12. Higher Education Figures for International Schools.

Type of school	Total students '000	Students aged 16-19 '000	College entrants '000
International	500	100	40
UK independent	500	67	15
Scottish maintained	950	85	8
English maintained	7,500	305	43

The numbers are approximations based upon:

- (i.) the figure of 333,000 students at schools listed in the ECIS International Schools Directory (1989) extrapolated to include all other categories of international school;
- (ii.) the observed even distribution of students throughout the age range in international schools;
- (iii.) the value of 89 per cent university entry which emerged from a survey of international school administrators;
- (iv.) official British government statistics(HMSO, 1988; DES, 1988).

(International Schools Journal No. 17 p. 8.)

Table 13.
Schools Registered with the International Baccalaureate Organisation
(IBO)²⁶ 1977-1992

	IBAP	IBAM	IBEU	IBNA	IBLA	Total
1977	9	3	29	10	N/A	51*
1978	9	5	37	19	N/A	70*
1979	14(1)~	4	41	29(5)#	6	94
1980	17(1)	5	42	40(12)	7	104
1982	21(2)	6	57	65	N/A	149*
1984	27(2)	10	66	126(36)	N/A	229*
1985	22(2)	20	81	146(41)	28	297*
1986	24(2)	18	89	145(40)	28	304*
1987	25(2)	14	98	156(39)	27	320*
1988	27(4)	20	100	159(42)	48	354*
1989	34(8)	23	110	159(41)	51	377*
1990	40(10)	22	119	169(45)	60	410*
1991	45(12)	24	119	176(46)	67	443*
1992	46(13)	24	140	185(47)	75	470*

*Note total may not reflect accurately the number of schools offering candidates each year. The total is that of those schools eligible to offer candidates.

~ Australian schools in brackets in **IBAP** column.

Canadian schools in brackets in **IBNA** column.

²⁶Note that in the years where figures are not available for **IBLA** schools that the totals are not accurate.

Table 14.

IB Certificate and Diploma Candidates, 1970 - 1975

Year	Certificate Candidates	Full Diploma Candidates	Pass rate for Diploma Candidates
1970	696	29	N/A
1971	681	76	70%
1972	631	151	63%
1973	840	311	79%
1974	634	386	80%
1975	840	377	75%

Table 15.

**Summary of International Schools in the World
1989.**

	World Total	% of total	% of secondary
All schools	738	100.0	-
Secondary School	427	58.6	100.0
Offering IB	128	17.6	30.0
Offering IB only	15	2.1	3.5
Offering IB + US	75	10.3	17.6
Offering IB + UK	57	7.8	13.3

(Figures from ISJ Issue 17 1989 p. 17.)

Table 16. Australian IB students university destinations on completion of secondary studies.

(The abbreviations NC(2) stand for Narrabundah College second year of IB program.)

Country	NC(2)	NC(1)	SLC(2)	SLC(1)	Total
Australia	4	16	14	10	44
Australia/England or France	1	-	-	-	1
Australia/Germany	-	-	-	1	1
Australia/Hungary	1	-	-	-	1
Australia/Japan	1	-	-	-	1
Canada	-	-	1	-	1
Canada/USA -	-	-	1		1
Denmark	-	-	1	-	1
France	1	-	-	-	1
France/Spain 1	-	-	-		1
Germany	1	-	-	-	1
Holland	1	-	-	-	1
Sweden	-	1	-	-	1
Switzerland 1	-	-	-		1
United Kingdom	4	-	-	2	6
United Kingdom/Belgium or Germany 1	-	-	-		1
United Kingdom or Italy	1	-	-	-	1

United Kingdom or Switzerland	1	-	-	-	1	
United States of America	1	-	3	4		8
English Speaking World	1	-	-	-	1	
Europe		-	-	2	1	3
Post-Graduate Study outside Australia	4		(UK/USA = 1, Norway = 1, Germany = 1, Switzerland = 1)			
Unsure		-	3	-	1	4
Total Responses		21#	24	21*	20	86
Total Students		23	24	17	20	84

NB # = not all students responded to the question

* = some students listed more than one country of choice
for future university study

Table 17. Canadian IB students university destinations on completion of secondary studies.

Country	AC(2)	AC(1)	TFS(2)	TFS(1)	Total
Canada	15	10	27	35	87
Canada/USA -	-	5	-	5	
Egypt -	-	-	1	1	
France	-	-	1	2	3
Germany	-	-	.1	-	1
Holland					1
Italy	-	-	-	1	1
Poland	1	-	-	-	1
United Kingdom	5	1	3	-	9
United States of America	7	6	14	23	50
Europe	-	1	2	-	3
Unsure	-	-	-	1	1
Total responses	29*	18*	54*	69*	170
Total students	18	12	38	40	108

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