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## The IB Diploma Programme at Dexter High School

In order to achieve the Diploma of the International Baccalaureate, all students must complete six IB courses: One each from Groups 1-5 and one from Group 6 or a second course from Group 3 or 4. Following is the IB course offering at DHS.

- Group 1 Studies in Language and Literature: English HL
- Group 2 Language Acquisition: French SL, Spanish SL, French ab initio SL
- Group 3 Individuals and Societies: Psychology HL, World History HL
- Group 4 Sciences: Biology SL and HL, Chemistry SL, Physics SL and HL
- Group 5 Mathematics: Math Studies SL, Mathematics SL, Mathematics HL
- Group 6 The Arts or a second course from Groups 3 or 4: Film Studies SL

Additionally, all Diploma candidates must:

- Complete the Theory of Knowledge course
- Complete the Extended Essay
- Demonstrate the Eight CAS Outcomes

Student course mastery is internally and externally assessed and point values are assigned for each course from 1-7. The Theory of Knowledge course and the Extended Essay are assessed from A-E and can contribute up to an additional three points towards the Diploma.

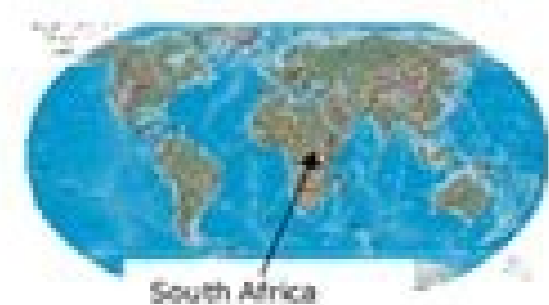
There are a possible 45 points which can be earned, with a minimum of 24 required in order to be eligible to receive the Diploma. Please refer to <http://www.ibo.org/diploma/assessment/> for additional information on the complete requirements of the IB Diploma Programme.



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## What are the advantages and disadvantages of South Africa hosting the world cup?

South Africa is situated in the most southern part of the continent Africa, and is now hosting the world cup 2010. South Africa has hosted events any football events like this, however it has hosted rugby, cricket, grand prix and the confederations cup. The world cup has affected the economy, the population and the environment of South Africa, the main impact for the country itself is tourism.



The world cup matches are held in ten stadiums they will seat 570000 people altogether. They are Polokwane, Rustenburg, Pretoria, Johannesburg, Nelspruit, Bloemfontein, Durban, Cape Town and Port Elizabeth. Five of the ten hosting the matches have already been built, but have been upgraded; the other five are newly built. All the stadiums cost £1.9 billion, which people may arguably say that that it could have been used on helping the population and treating the large population of south Africa that have HIV/AIDS. The changes made to accommodate the stadiums were, all the building surrounding the stadium were knocked down and people in their houses in Durban were given one week notice, along with buildings trees and the environment were destroyed.



Whenever there has been a world cup held in a country, the majority of outcomes were positive. Germany world cup 2006 'The world Cup had a very positive effect on the country's economy and helped improve its image internationally. Only good could come from holding the World Cup in South Africa. By holding the world Cup here there is an estimated 695000 sustainable jobs. Around 400000 tourists, each spending up to 30000 rupees.



The negative impacts include an increase in crime. There would be quite a few erratic tourists and supporters which would involve the police. Items may be stolen or pick pocketed from hotels whilst wealthy tourists aren't present. Economically, all the clearing up and development/regeneration of areas and sporting arenas would all costing £3 billion in a country with a 25% unemployment rate. There is always a risk that the income expected isn't as high as first thought, which may result in debt for the country. A lot of energy would have been used to create and develop the large arenas, and also players' facilities and training areas, alongside hotels and tourists resting areas. Altogether 2.75 million tones of carbon is being emitted throughout the world cup. Facts such as 'an estimated fifty murders a day, is suggested to be deterring fans from attending the event'. This all mounts up, under electricity and resources used throughout the course of the world cup.

To conclude, I feel that there are many advantages and disadvantages of this main question. But altogether, and taking into account past world cups and I have



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My IB IBIS Students Store Blogs Ask a question Educational programme Part of a series on the International Baccalaureate IB Continuum Primary Years Programme (PYP) Middle Years Programme (MYP) Diploma Programme (DP) Institutions International Baccalaureate (formerly IBO) United World Colleges Lists List of people Curriculum Group 1: Studies in Language and Literature Group 2: Language Acquisition Group 3: Individuals and Societies Group 4: Experimental Sciences Group 5: Mathematics Group 6: The Arts Creativity, Activity, Service (CAS) Extended Essay (EE) Theory of Knowledge (TOK) via The International Baccalaureate Diploma Programme (IBDP) is a two-year educational programme primarily aimed at 16-to-19-year-olds in 140 countries around the world. The programme provides an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide. It was developed in the early-to-mid-1960s in Geneva, Switzerland, by a group of international educators. After a six-year pilot programme that ended in 1975, a bilingual diploma was established. Administered by the International Baccalaureate (IB), the IBDP is taught in schools in over 140 countries, in one of three languages: English, French, or Spanish. In order to offer the IB diploma, schools must be certified as an IB school. IBDP students complete assessments in six subjects, traditionally one from each of the 6 subject groups (although students may choose to forgo a group 6 subject such as Art or music, instead choosing an additional subject from one of the other groups). In addition, they must fulfill the three core requirements, namely CAS, TOK and the Extended Essay. Students are evaluated using both internal and external assessments, and courses finish with an externally assessed series of examinations, usually consisting of two or three timed written tests. Internal assessment varies by subject: there may be oral presentations, practical work, or written work. In most cases, these are initially graded by the classroom teacher, whose grades are then verified or modified, as necessary, by an appointed external moderator. Generally, the IBDP has been well-received. It has been commended for introducing interdisciplinary thinking to students. In the United Kingdom, The Guardian newspaper claims that the IBDP is "more academically challenging and broader than three or four A-levels" [1] History and background In 1945, the "Conference of Internationally-minded Schools" asked the International School of Geneva (Ecolint) to create an international schools programme. [2] [3] When he became director of Ecolint's English division, Desmond Cole-Baker began to develop the idea, and in 1962, his colleague Robert Leach organized a conference in Geneva, at which the term "International Baccalaureate" was first mentioned. [2] [4] An American social studies teacher, Leach organized the conference—with a \$2500 grant from UNESCO—which was attended by observers from European schools and UNESCO. Writing about the genesis of the International Baccalaureate in Schools Across Frontiers, Alec Peterson credits Leach as "the original promoter of the International Baccalaureate." [5] At the end of the conference, Unesco funded the International School Association with an additional \$10,000, which was inadequate to do more than produce a few papers, or bring teachers together for meetings. [6] Château at Ecolint where IB was developed. By 1964, international educators such as Alec Peterson (director of the Department of Education at Oxford University), Harlan Hanson (director of the College Board Advanced Placement Program), Desmond Cole (director of United Nations International School in New York) and Desmond Cole-Baker (head of the International School of Geneva) founded the International Schools Examination Syndicate (ISES). [7] [8] Cole and Hanson brought experience with college entrance examinations in the United States, and Hanson, in particular, brought his experience from a long relationship with the College Board. [8] According to Peterson, "the breakthrough in the history of the IB" came in 1965 with a grant from the Twentieth Century Fund, which commissioned Martin Mayer, author of The Schools, to produce a report on the feasibility of establishing a common curriculum and examination for international schools that would be acceptable for entry to universities worldwide. [6] This led to conferences involving Ecolint, the United World College of the Atlantic (Atlantic College), and others in the spring and fall of 1965, at which details about the curriculum for the Diploma Programme were discussed and agreed upon. [6] The Ford Foundation grant, secured in 1966, funded Peterson's study at Oxford University, which focused on three issues: a comparative analysis of "secondary educational programmes in European countries... in cooperation with the Council of Europe"; university expectations for secondary students intending to enter university; and a "statistical comparison of IB pilot examination results with... national school leaving examinations such as British A Levels and US College Board (AP) Tests" [6] [7] As a result of the study and the curriculum model developed at UWC Atlantic College, Peterson initiated the pattern of combining "general education with specialization", which melded with the curricula of the United States and Canada, and became the "curriculum framework" proposed at the UNESCO conference in Geneva in 1967. [7] Late in 1967, ISES was restructured and renamed the IB Council of Foundations, and John Goormaghtigh became the first president in January 1968. [6] In 1967, the group, which by then also included Ralph Tyler, identified eight schools to be used for the experimentation of the curriculum. [9] In 1968, the IB headquarters were officially established in Geneva for the development and maintenance of the IBDP. Alec Peterson became IBO's first director general, and in 1968, twelve schools in twelve countries participated in the IBDP, including UWC Atlantic College and UNIS of New York. [6] [7] [10] The aim was to "provide an internationally acceptable university admissions qualification suitable for the growing mobile population of young people whose parents were part of the world of diplomacy, international and multi-national organizations." [11] The first six years of the IB Diploma Programme, with a limited number of students, are referred to as the "experimental period". [12] Each school was to be inspected by ISES or IBO and had to be approved by their government. [13] The experimental period ended in 1975, and in that year, the International Baccalaureate North America (IBNA) was established as a separate entity, allowing the funding for implementation of the IBDP to remain in the country rather than being sent to Geneva. [14] The first official guide to the programme containing its syllabus and official assessment information was published in 1970 and included the theory of knowledge course. The extended essay was introduced in 1978, but creativity, action, service (CAS), although mentioned in guides beforehand, was not specifically identified in the guide until 1989. [6] [15] In 1980, responding to criticism that the "internationalism" was Eurocentric, the IB hosted a seminar in Singapore with the goal of incorporating Asian culture and education into the IB curriculum. In 1982, the Standing Conference of Heads of IB Schools took steps to modify the Eurocentrism in the curriculum. The same year, the Japanese government hosted a science conference for IBO "as a token of Japanese interest in the various dimensions of the IB." [7] From the start, all subjects of the IB Diploma Programme were available in English and French, and it was mandatory for all students to study both a first and a second language. [16] In 1974, bilingual diplomas were introduced that allowed students to take one or more of their humanities or science subjects in a language other than their first. The IB Diploma Programme subjects became available in Spanish in 1983. [16] Core requirements and subject groups Main articles: Theory of knowledge (IB course) and Creativity, action, service To be awarded an IB diploma, candidates must fulfill three core requirements, in addition to passing their subject examinations: [17] Extended essay (EE). Candidates must write an independent research essay of up to 4,000 words [18] in a subject from the list of approved EE subjects. [19] The candidate may choose to investigate a topic within a subject they are currently studying, although this is not required. [20] The EE may be written on an interdisciplinary topic. [21] Theory of knowledge (TOK). This course introduces students to theories about the nature and limitations of knowledge (basic epistemology) and provides practice in determining the meaning and validity of knowledge (critical thinking). It is claimed to be a "flagship element" of the Diploma Programme, and is the one course that all diploma candidates are required to take. TOK requires 100 hours of instruction, the completion of an externally assessed essay of 1600 words (from a choice of six titles prescribed by the IB worth 67%), and an internally assessed exhibition or presentation (worth 33%) on the candidate's chosen topic. [22] Creativity, activity, service (CAS). CAS aims to provide students with opportunities for personal growth, self-reflection, intellectual, physical and creative challenges, and awareness of themselves as responsible members of their communities [23] through participation in social or community work (service), athletics or other physical activities (activity), and creative activities (creativity). The guideline for the minimum amount of CAS activity over the two-year programme is approximately 3-4 hours per week, though "hour counting" is not encouraged. Previously, there was a requirement that 150 CAS hours be completed, but this was abolished in 2010. However, some schools still require these hours. [23] Subject groups Students who pursue the IB diploma must take six subjects: one each from Groups 1-5, [19] and either one from Group 6 or a permitted substitute from one of the other groups, as described below. [24] Three or four subjects must be taken at Higher level (HL) and the rest at Standard level (SL). [19] The IB recommends a minimum of 240 hours of instructional time for HL courses and 150 hours for SL courses. [19] While the IB encourages students to pursue the full IB diploma, the "substantial workload require[s] a great deal of commitment, organization, and initiative". Students may instead choose to register for one or more individual IB subjects, without the core requirements. Such students will not receive the full diploma. [25] The six IBDP subject groups and course offerings are summarised below. More information about the subject groups and individual courses can be found at the respective subject group articles: Group 1: Studies in language and literature. Taken at either SL or HL, this is generally the

