

The International Baccalaureate: A Case Study on why Students Choose to do the IB

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The International Baccalaureate (IB), a global curriculum and associated assessment processes, is spreading rapidly throughout many countries of the world, presenting itself as an alternative to local assessment and curriculum offerings. It thereby offers a clear example of the globalisation of knowledge and the knowledge industry.

Meanwhile at the local level in South Australia both Public and Private Schools are coming to terms with the concept of educating for the twenty-first century with perceptions of being part of a global village and opting for the chance of educating world citizens. It would seem that many schools perceive the adoption of the IB Curriculum as one means of achieving this.

In this research study, 60 Year 10 students from a Public (State/Government) and Private (Independent) school, from one Australian city, took part in an investigation to determine why they chose to pursue the International Baccalaureate Diploma Programme in their final two years of schooling.

Comparative education, International education, Secondary school curriculum, College preparation, University admission, International Baccalaureate

INTRODUCTION

The *Report to UNESCO of the International Commission on Education for the Twenty-first Century* (Delors et al., 1996, pp. 16-18) describes seven tensions education needs to overcome in the twenty-first century. One of these is the tension between the “global and the local”.

People need gradually to become world citizens without losing their roots and while continuing to play an active part in the life of their nation and their local community (Delors et al., 1996, p. 17).

In 1970 the IB was established to reduce to one the number of tertiary entrance examinations students from International schools had to prepare and sit for (Peterson, 1972). In the inaugural IB examination trial, only 13 schools from 11 countries participated. Today, there are over 1000 schools from more than 100 countries participating in the IB curriculum, which has expanded to include an international Primary Years Programme (IB-PYP) for learners from 3 to 12 years of age and, a Middle Years Programme (IB-MYP) for learners from 11 to 16 years of age. The original IB programme is now referred to as the Diploma Programme (IB-DP) for learners from 16 to 19 years of age (IBO, 2003, On-line).

On the one hand, there is the International Baccalaureate Organization (IBO), a private organization, controlling the IB curricula that has consultative status with the United Nations Educational, Scientific and Cultural Organization (UNESCO). On the other hand, there are a number of local educational organizations, such as that found in South Australia, where public,

Catholic and Private school sectors' educational curricula are determined by the state government's Department of Education and Children's Services (DECS), ministerial team.

BACKGROUND TO THE STUDY

Adelaide is the capital city of South Australia with a population of about one million people. The city is a western city that could be said to be self-contained providing natural, manufactured and technological resources; housing, food produce, health benefits and care; and education. However, with respect to education, Heggan states that:

Adelaide is the world's second largest city, behind Quebec, Canada, in terms of its IB school population (Heggan, p. 11, 2001)

This study focuses on local students entering their final years of schooling who choose to do the IB-DP instead of the South Australian Certificate of Education (SACE). The research question posed here is:

Why do students choose to do the International Baccalaureate Diploma Programme instead of the South Australian Certificate of Education?

THEORETICAL FRAMEWORK

In earlier days, the number of users and the need for trade and negotiations usually determined the dominant language and culture. Today, however, we are witnessing the globalisation of the English language and western culture even when more people speak Mandarin Chinese and live in Asian countries.

Appadurai (1997, pp. 32 - 36) sees globalisation as a "complex, overlapping, disjunctive order" involving five dimensions, or landscapes. These landscapes are identified as: "ethnoscapes", a concept of the shifting world such as guest workers, migration and refugees; "mediascapes", the production and dissemination of information; "technoscapes", the global configuration of technology; "financescapes", the disposition of global capital, and; "ideoscapes", the dissemination of ideologies.

The Tension between the Local and the Global

The tension between the local and the global is intensifying especially with the continuing effects of industrialisation such as tourism; telecommunications; fast food services; fashions; movie and music industries; stock markets; English based educational and research journals; technologies; and, the Internet. Bauman (1998, p. 78) states that, "Today's industry is geared increasingly to the production of attractions and temptations".

This research study focuses on one such aspect of the globalisation process, that of the globalisation of education. If we are truly to become a global village and educate world citizens the question is, 'Do we need to have a common curriculum and assessment tool?' Students completing their final years of schooling and with aspirations towards entering universities today have that option.

There are three factors evident in the IBO's globalisation process.

- IBO's recognition and realisation of the opportunity for expanding its student catchment can be seen with IBO's current campaigning and marketing strategies. The IBO provides schools already offering the IB with curriculum slogans such as 'Tell the world you are an IB school' or 'IB World School' (IB World, April 2001, p. 62).

- From the inception of the IB in 1970, governments around the world began accepting the IB-DP as a recognisable diploma for local university entrances. Initially acceptance was granted to assist disadvantaged students attending International Schools; today the IB's curriculum has expanded to include the full 12-years of schooling for all students attending any school.
- The decentralisation of educational decision making processes from one governing body to that of local schools has meant that schools at the local level can choose to run with the IBO's programme.

Teasdale points out that:

We live in a world that is shrinking. Transport and communications revolutions have brought us closer together (Teasdale, 1999, p. 81).

This appears to be true for an organization such as the IBO as seen by the way it is gaining inroads and its influences on decentralised South Australian educational institutions (AAIBS, 2000). In the past five years, the number of South Australian schools opting to include the IB curriculum as an alternative to their local curriculum has grown (IBO, 2003, on-line), at a rate of 10 per cent per year (Heggan, p. 11, 2001). Two potential tensions have emerged in local schools as a result of choosing between a local or a global curriculum. These tensions are university entrance examinations and the homogenisation of ideas.

The Tension of University Entrance

The tension created between the delivery of local curricula or the IB curriculum for many communities around the world involves a range of factors, some of which include the acceptance of a western culture and a euro-centric language. In the case of South Australian schools, accepting the IB-DP curriculum over the SACE curriculum is not a matter of western values taking over the values of a non-western society, nor is it a case of the English language taking over the local language, because Australians hold western values and they speak English. The tension here lies between a local system being in touch with and addressing local needs as opposed to a global system that is in touch with and addresses global needs. For instance, a local community can fine-tune its academic pathways and channel its students accordingly to meet academic and professional demands of its community with the use of quotas, fluctuating tertiary cut off scores and scholarships. An international curriculum that is servicing global needs and demands would not necessarily be sensitive to local needs or demands and would not consider options such as weighing tertiary entrance grades because its focus is on global fairness, its pre-tertiary entrance examination marking-scheme would be based on fixed standards. Such is the IB-DP grading system where final results are criterion referenced and anyone achieving 75 per cent or more on an IB-DP examination will receive so called 'perfect' pre-tertiary score of 7 for that subject. This is contrary to a SACE examination score that is norm referenced – regardless of score, only the top five per cent get a 'perfect' pre-tertiary score of 20.

The Tension of Homogenisation

Ma Rhea and Teasdale (2000) highlight another contentious issue arising from the globalisation of curricula, the homogenisation of ideas. Homogenising ideas causes:

... human ways of knowing to become predictably capitalist, mechanistic and modern in their conception. (Ma Rhea & Teasdale, 2000, p.24)

However, Delors (1996, p. 56) highlights the importance of focusing on the diversity of individuals and groups stating that,

Education can promote cohesion if it strives to take the diversity of individuals and groups into consideration while taking care that it does not itself contribute to social exclusion.

With the IBO providing support material for its global curriculum through pre-published resources, newsletters, international conferences, magazines and now online resources, the homogenisation of ideas becomes a potential concern and could lead to lack of educational cohesion. The Delors Report (1996, p. 27) reminds us that,

Increasingly stringent selection in order to ease the pressures brought about by mass higher education in the wealthiest countries is neither politically nor socially acceptable.

Globalisation occurs when there are impositions of ideas involving a dominant-recessive relationship. Internationalisation occurs when there is a sharing of ideas, where ideas are utilised, agreed upon, and mutually accepted. However, with respect to the IB-DP, western universities have determined entrance criteria into their institutions such as the compartmentalised of curriculum matter. The IB-DP has responded to this by the compartmentalisation of its courses rather than opting for a holistic approach to education, as experienced by many cultures, even indigenous cultures.

Fundamentally, each culture that chooses to run with the IB-DP potentially relinquishes its values and practices of education in exchange for those of the western world. From this perspective, the IB-DP is very much a process of globalisation rather than a process of internationalisation.

KEY CONCEPTS

To be able to complete Stage 2 PES (Public Examined Subject) and obtain SACE, students are required to have:

- successfully completed one year of SACE Stage 1 subjects, that involves the equivalent of six full year subjects;
- the completion of WBLA (*Written Based Literacy Assessment*) that involves four 250 word written pieces of student's work to be submitted to the WBLA committee;
- the study of five full-year subjects over a period of one year with an end-of-year public examination.

If these conditions are met, then entrance into one of three local Universities in South Australia is provided to a student. Which tertiary discipline a student chooses to study is dictated to by the TER (Tertiary Entrance Rank) score that is awarded by the South Australian Tertiary Admission Centre (SATAC, 2001, Online).

On the other hand, the IB-DP involves the following three aspects for completion. A student:

- must complete 150 hours of "Creativity, Action and, Services" in the local community;
- is required to complete two pieces of "extensions work" satisfactorily: one on the "Theory of Knowledge (TOK)"; the second, an original 4000 word "Research Essay";
- must study six subjects over a period of two years: three at a 'Higher Level' of study and three at a 'Standard Level' of study. At the end of the second year, there is an IBO set examination on each subject and all subjects must be passed.

If these conditions are met, then most universities around the world, including the three local universities in South Australia, give students entrance into various disciplines.

METHODS

The research study used as its instruments a written questionnaire (WQ) and focus group (FG) discussions. The WQ contained a battery of questions seeking answers to why South Australian Year 10 students have chosen to study the IB-DP for their final years of schooling as opposed to the SACE.

Only schools offering both the SACE and the IB-DP curriculum pathways were targeted for the provision of subjects for this research study. There were three reasons for doing this. First, it was believed that these schools had students and families who understood the IB-DP and the SACE curriculum programmes. Second, it was these schools that made students decide on the type of final years of schooling they wished to undertake. Third, it was believed that these students would become the adults who would generate and initiate much of the future discussions, beliefs and opinions affecting the globalisation processes in their local community and their society as a whole. Their perceptions, opinions and judgements would influence future local directions. As de Bono stated,

For twenty-four centuries we have put all our intellectual effort into the logic of reason rather than the logic of perception. Yet in the conduct of human affairs perception is far more important (de Bono, 1990, p. 42).

One public (state/government) school and one private (independent) school were selected for the study. Both schools offer finishing Year 10 students the choice of either studying the IB-DP or the SACE programme in their final two years of schooling. All students had just completed both the Year 8 to Year 10 DECS and IB-MYP curricula, which the schools integrated into a single curriculum delivery.

Four WQ cohorts from the two schools were formed for the purpose of this research study – an IB-DP and a SACE cohort of 15 students each. A total of 60 students participated. Figure 1 shows the structure of the samples involved in this study who responded to a WQ.

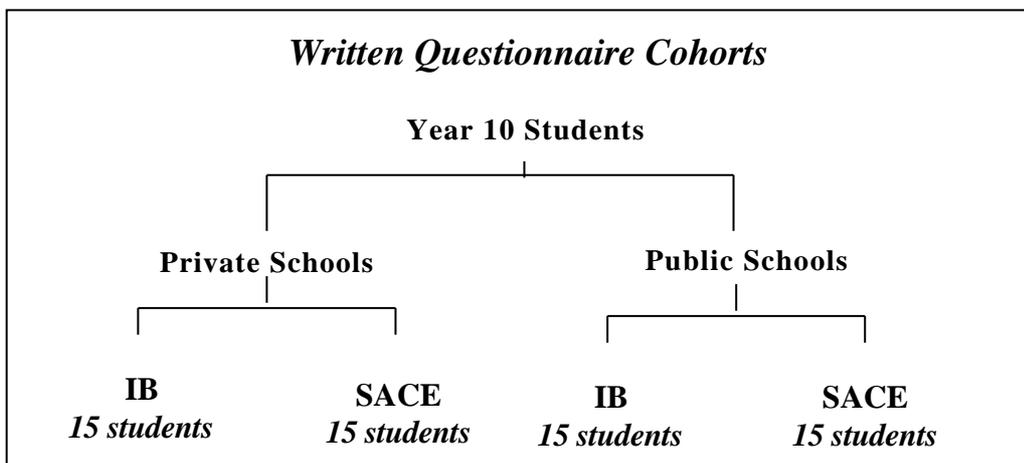


Figure 1. Breakdown of Year 10 students ($N_{WQ}=60$) used to respond to the Written Questionnaire

Four Focus Group were established and were subgroups of the WQ group. The FG group consisted of five potential IB-DP or five potential SACE students. A total of 20 students participated in separate 20 minute discussions.

The WQ included attitude scales based on the Likert Method (Grondlund, 1976, pp.474-476) because of its simplicity in both construction and scoring. It also included open-ended questions to provide further insight into the thought and decision-making processes undertaken by students when deciding the pathway chosen for their final two years of schooling.

The questionnaire consisted of three distinct sections: Section 1 collected personal details on the students without revealing their identity; Section 2 used the Likert Scale to measure student opinions towards the SACE and IB programmes; Section 3 used open-ended responses.

Data Analysis

Data from the open-ended questions and the FG discussion were categorised and scored. Table 1 shows the gender breakdown of each of the WQ groups.

Table 1. Gender distribution of students from both the public and private schools who formed the subjects for this research study (N_{WQ}=60)

Student No.	Public SACE	Public IB	Private SACE	Private IB	TOTAL
Males	7	4	11	8	30
Females	8	11	4	7	30
No. of subjects	15	15	15	15	60

The majority of students (68%) were 15 or 16 years of age. Eighteen per cent of the students were under the age of 15 and 13 per cent of the students were over the age of 16 years.

Over half (53 per cent) of the students planned to go to one of the universities in Adelaide, while 25 per cent planned to go to a university interstate, and only 18 per cent planned to study overseas. Of the students planning tertiary study overseas, 30 per cent of these planned to study the SACE and the remaining 70 per cent planned to study the IB-DP.

The majority of students (88%) were born in Australia while the remaining 12 per cent were born overseas. Of the students born overseas 71 per cent planned to study the IB-DP curriculum compared with 47 per cent of the students who were born in Australia.

The majority of mothers (55%) and fathers (58%) were born in Australia. Of these, 27 per cent of the mothers and 40 per cent of the fathers had children who wanted to study the IB-DP. In comparison, 78 per cent of the mothers and 64 per cent of the fathers who were born overseas had children wanting to study the IB-DP.

The majority of the families (90%) speak English as their primary language at home. Of the remaining 10 per cent of the families who had a non-English language as their primary home language, all had children planning to study the IB-DP curriculum compared with only 44 per cent of the English speaking families who had children planning to study the IB-DP.

Student Opinions

Questions in the WQ solicited students' opinions about their teachers, courses on offer, how courses prepared them for the future, and how the curriculum was delivered.

Student Opinions on Teachers

Year 10 students from the public school sector were more inclined to discuss their opinions about IB and SACE teachers than their private school counterparts. On average only 72 per cent of the

IB and SACE private students responded to questions about IB and SACE teachers compared to the average of 97 per cent of the IB and SACE public students.

Table 2 shows the median, mode and mean of the numbered responses for each WQ cohort on teacher opinions. These median, mode and mean scores were generated after allocating scores to student response choices as follows: 1-Poor; 2-Moderate; 3-Good; 4-Very Good; 5-Excellent.

Table 2. Student opinions on IB and SACE teachers (N_{WQ}=60)
The numbers correlate with the numbered responses
(1-Poor, 2-Moderate, 3-Good, 4-Very Good, 5-Excellent)

Student Cohorts (N_{WQ}=60)	Public SACE (N=15)	Public IB (N=15)	Private SACE (N=15)	Private IB (N=15)
Opinions on IB Teachers	Me = 3.00 Mo = 3.00 = 3.30 (3-Good)	Me = 4.00 Mo = 3.00 = 3.60 (4-Very Good)	Me = 3.00 Mo = 3.00 = 2.80 (3-Good)	Me = 4.00 Mo = 4.00 = 4.10 (4-Very Good)
Opinions on SACE Teachers	Me = 3.50 Mo = 3.00 = 3.50 (3/4-Good/Very Good)	Me = 3.00 Mo = 3.00 = 3.27 (3-Good)	Me = 3.00 Mo = 3.00 = 3.25 (3-Good)	Me = 4.00 Mo = 4.00 = 3.90 (4-Very Good)

Me = Median, Mo = Mode, = Mean

Table 2 shows the tendency for IB students (both public and private school students) to rate the IB Teachers as being 'very good' on the attitude scales. Private school IB students tend to rate both the IB and SACE teachers as being 'very good' whereas public school IB students tend to rate the IB teachers higher than the SACE teachers. SACE students in both private schools and public schools tend to regard all the teachers (IB and SACE) as being 'good' and tend to show no favourites.

Student Opinions on Course Offerings

With reference to the highest modal ratings, nearly 67 per cent of the public IB students believe that the IB-DP curricula offering are 'very good' (a response rating of 4 out of 5) and only 50 per cent believe that the SACE curricula offering is 'good' (a response rating of 3 out of 5). In comparison to the private IB students, with reference to the highest modal ratings, 75 per cent of believe that the IB-DP curricula offering are 'excellent' (a response rating of 5 out of 5) and nearly 42 per cent believe that the SACE curricula offering are 'very good' (a response rating of 4 out of 5).

Comparatively speaking, nearly 71 per cent of the public SACE students believe that the IB-DP curricula offering are either 'good' or 'very good' (a modal response rating of 3 and 4 out of 5) and 50 per cent believe that the SACE curricula offering are 'very good' (a rating of 4 out of 5). With reference to modal scores, 62 per cent of the private SACE students believe that the IB curricula offerings were 'good' (a rating of 3 out of 5) and 46 per cent believed that the SACE curricula offerings were 'good' (a rating of 3 out of 5).

Student Opinions of Future Preparation

Of the SACE students 44 per cent believed that the IB-DP and the SACE are equal in preparing students for their future and 93 per cent of them believed that the IB-DP is harder to study.

Of the IB students 80 per cent believed that the IB-DP prepared students better for their future and 100 per cent of them believed that the IB-DP is harder to study.

Student Opinions of Curriculum

Table 3 summarises the best curriculum deliveries offered by the IB-DP and the SACE, as judged by both public and private students. For each curriculum offering, students had to decide whether the curriculum was best delivered by the SACE, the IB, by both, or neither.

Table 3. Student opinions on the best curriculum deliveries. Students had the following choices: SACE, IB, Same, or Neither

Curriculum	Student Group	SACE better	IB better	Same	Neither better
Literacy	SACE Students	28%	28%	45%	0%
	IB Students	3%	77%	20%	0%
Mathematics	SACE Students	38%	24%	34%	0%
	IB Students	0%	77%	23%	0%
Sciences	SACE Students	24%	28%	45%	0%
	IB Students	0%	67%	33%	0%
Humanities	SACE Students	41%	24%	34%	0%
	IB Students	30%	40%	30%	0%
Physical Education	SACE Students	55%	7%	28%	1%
	IB Students	63%	10%	27%	0%
The Work Force	SACE Students	34%	31%	31%	3%
	IB Students	37%	27%	23%	13%
Cultural Understanding	SACE Students	7%	52%	28%	0%
	IB Students	7%	77%	7%	10%
Understanding one self	SACE Students	10%	48%	28%	14%
	IB Students	3%	70%	17%	10%
World Tolerance	SACE Students	3%	55%	28%	14%
	IB Students	0%	77%	20%	3%
Peace Education	SACE Students	14%	38%	34%	14%
	IB Students	0%	63%	30%	7%
Living Together	SACE Students	10%	34%	38%	17%
	IB Students	7%	57%	30%	7%

As seen in Table 3, while SACE and IB students believed that Literacy, Mathematics, the Sciences and Humanities were best delivered by their choice of curriculum pathway, the belief from both groups of student was that “Physical Education” and the “Preparation for the work force” was better dealt with in the SACE curricula, while “Cultural Understanding”, “Understanding One-Self”, “World Tolerance” and “Peace Education” were better dealt with in the IB-DP curricula. Overall, there was a much stronger support by the IB students for the IB-DP curricula than support shown by the SACE students for the SACE curricula.

The Decision Making Process

Of the public school, 73 per cent of the SACE students claimed that the decision to do the SACE curricula was both the parents’ and student’s decision while 67 per cent of the private school SACE students claimed that the decision was solely theirs to do the SACE curricula. Of the public school IB students, 67 per cent claimed that the decision to do the IB-DP curricula was

both the parents' and student's decision while nearly 50 per cent of the private school IB-DP students claimed that they made the decision to do the IB-DP curricula on their own.

Of the public school 88 per cent of the SACE students, compared with 64 per cent of the private school SACE students, claimed that the decision to do the SACE curriculum had nothing to do with gaining employment and local opportunities. Of the public school 29 per cent of the SACE students were deterred from doing the IB-DP because of the extra curricula hours required. Of the private SACE students 56 per cent claimed that they chose the SACE curricula because of subject variety.

Of the public school IB students 34 per cent believed that IB-DP curriculum required extra hours of studying and 33 per cent of them claimed that the decision to do the IB-DP was the portability of the IB-DP, that is, it is more recognised overseas. Of the private school IB students 50 per cent claimed that the decision to do the IB-DP was not influenced by the portability of the IB-DP. Of these students 32 per cent chose to do the IB-DP because of their belief that the IB-DP generated a better TER score. Of the total public and private IB student responses four per cent indicated that IB students chose to do the IB-DP because of prestige.

Focus Group Discussion

In addition to the reasons and opinions for choosing the IB-DP addressed above, arose from the FG discussion.

Highlights of the IB Student Discussions

Public school IB students mentioned that many teachers in their school taught both IB-DP and SACE but "teachers expect more from a student doing the IB-DP course". The private school IB students believed that teachers teaching IB had a "lot more energy because they enjoy putting in the extra effort and time required when working with brighter students". Students mentioned that "IB classes are smaller than SACE classes".

Public IB students believed that the IB work done in Year 11 was the same as doing SACE Year 12 and that subjects such as English were more analytical in the IB-DP programme and more creative and practical in the SACE programme. Private IB students believed that subjects were more in-depth in the IB-DP programme than the SACE programme. They believed that the IB course involved more work than SACE courses but pointed out that, "...it does not matter because we are not going to know the difference for we are not doing the SACE and wouldn't know the extra work involved (with the IB-DP)." Other students' pointed out that even though the Theory of Knowledge (TOK) was "on top of" the IB-DP subjects, TOK provided students with a better understanding of all subject matter.

Highlights of the SACE Student Discussions

Public SACE students felt that they were "not organised enough to do the IB-DP". They mentioned that their "Home Group teacher tells them that the IB-DP is too hard and that people drop out of the IB-DP because it is too stressful". The students also believed that "the school makes certain that the IB-DP get the better and more experienced teachers". One student stated that the "IB-DP Drama was too theoretical" whereas the "SACE Drama was far more practical". A student noted the "inflexibility of the IB-DP" curriculum as a critical factor for his decision not to do the IB-DP, for instance, this student wanted to do two sciences, two maths and one music, but was unable to do this combination under the IB-DP curricular structure.

One student pointed out that “people do IB-DP because they think they can go overseas with it and that with SACE you are stuck in South Australia”. The student stated that others wanted to go to the USA and believed that the SACE was as equally accepted there, as was the IB-DP. Most of the students believed that other students chose to do the IB-DP “just to get a higher TER score into local universities”. A student declared that he did not do the IB-DP because “it was expensive, costing \$US250.00 dollars on top of existing school fees”.

Private SACE students judged that “IB teachers are better” and considered that these teachers were “very strict and straight to the point”. They also believe that IB teachers had “a huge subject knowledge”. The students alleged that the “IB-DP ‘High Level’ subjects are equivalent to first year of university subjects and that the ‘Standard Level’ subjects were equivalent to the Stage 2 SACE subjects”. One student indicated that she did not choose the IB-DP study pathway because she was thinking of “going to TAFE instead of university”.

DISCUSSION

The IB has developed into an international curriculum for schools around the world, which has had a positive influence on the establishment of the ideal of global villages and world citizens. However, data collected in this research study indicated that the IB-DP was being seen by some as potentially prestigious, and possibly inequitable, and hence further discussion was suggested by educators at the local school level. Some of the issues that have emanated from the data include the following issues:

- At least one student mentioned the IB-DP’s cost was a factor in a decision to stay with the SACE. Additionally, in Adelaide there were more private schools offering an IB-DP curriculum than public schools.
- There were some students who perceived that local schools were allocating their most experienced teachers with in-depth curriculum knowledge to teach the IB-DP curricula. Whether this was true or not, the perception might be enough to reinforce the image of superiority of the IB-DP over the SACE which might impact on student selection.
- There was a perception amongst some students who believed that the SACE would not get them into world universities even though this was not true.
- Some students saw the IB-DP as a fast track into university degrees because it was believed that they gained a higher TER score and they were accelerated through some local university degree courses, such as starting in the second year of the university programme.

As an extrapolation of the data, other potential concerns might need to be considered by local educators, such as the following concerns:

- The potential exodus of students from the local community because of not gaining acceptance into local degree courses due to quota fulfilment. Quotas were determined through supply and demand by local universities who were in touch with local community needs. Alternatively, the problem could be further amplified if degree courses were being filled with high scoring IB-DP students from outside the local community who had no intentions of staying after the completion of their degree course.
- The IB-DP was set up predominantly for pre-tertiary entrance examination preparation and as such it was geared towards the global success of academic students. Unlike the SACE, the IB-DP made little provisions for the educational needs of the non-academic students who formed the majority of student population in a local school environment. These students might require

special alternative education or seek non-academic careers. Such students would include students with learning difficulties, anti-social behaviours, physical, mental and psychology disabilities, or suffer from poverty.

- Students wanting or needing to pursue a vocational pathway into non-academic careers such as agriculture, trade forces, factory work or hospitality industries were also not catered for by the IB-DP. These students required a specialised vocational educational system as opposed to academic educational systems such as the IB-DP.

CONCLUSIONS

The data analysis showed that some Year 10 students in Adelaide chose to do the IB-DP instead of the SACE for a number of reasons.

- IB-DP class sizes are smaller.
- IB-DP teachers are believed to be better, more caring and spend more time towards ensuring the success of their students.
- The IB-DP offers a superior curriculum to the SACE.
- The IB-DP secures a higher tertiary entrance ranking score into local universities.
- The IB-DP is viewed as being only for so called 'smart kids'.
- The IB-DP provides students with opportunities to study overseas.

The IBO initial goals in developing the IB-DP came from the need to provide an equal footing into world universities for students attending international schools and it was not to fulfil the educational needs of every student in every part of the world. Implications were that a potential upheaval of university entrances could be created by the exodus of local students or by the attraction of students from outside the local community who did not plan to stay on in the community once they had completed their award. Furthermore, there was the potential concern with the homogenisation of ideas and values that could come at the loss of existing diverse local ideas and values. As such, local educational systems needed to remain responsible and accountable for the well being and survival of its community members'. In essence, both the strengths and weaknesses of the global and local educational curriculum needed to be carefully addressed, discussed and considered at the local level, with a possible view towards a symbiotic relationship between both.

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