



**THE
INTERNATIONAL BACCALAUREATE
AT**

D'Ivy College International

**DIPLOMA PLANNER
2004 - 2006**



Education for Life

Through comprehensive and balanced curriculum coupled with challenging assessments, the International Baccalaureate Organization aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

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The Diploma Program

The International Baccalaureate Diploma Program is a rigorous pre-university course of studies, leading to examinations, that meet the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of several. The program is available in English, French and Spanish.

Representing a common curriculum worldwide, the program enables internationally mobile students to transfer from one IB school to another and offers a highly respected international curriculum to those who remain closer to home. Its reputation for rigorous assessment give IB diploma holders access to the world's leading universities and solid preparation for high achievement once enrolled.

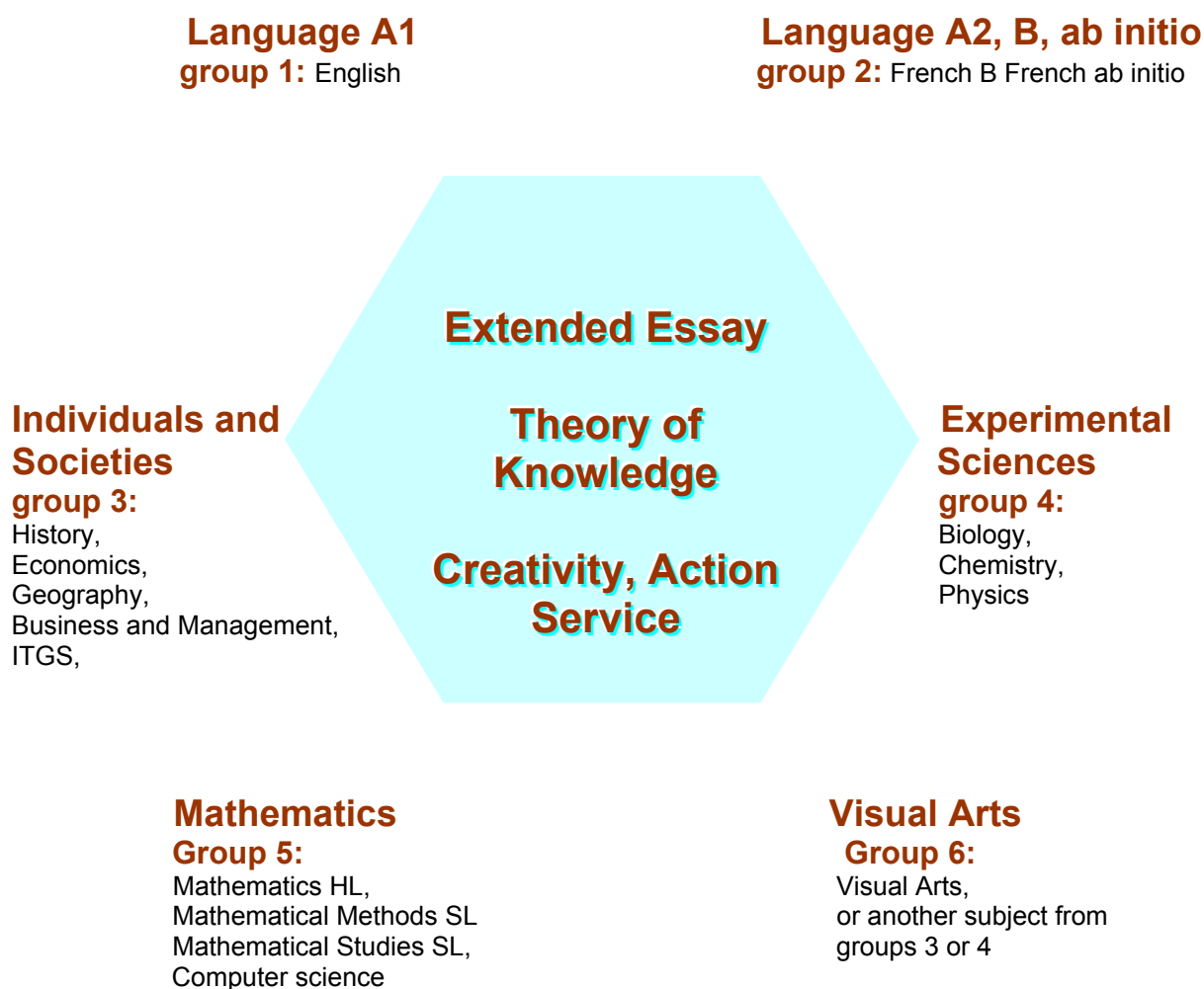
Is the program for you?

Some questions for you to answer.

- 1 Are you ready for a rigorous pre-university course of study?
- 2 Are you motivated?
- 3 Are you ready to be challenged in the way you think?
- 4 Are you willing to develop awareness, concern and the ability to work cooperatively with others?

The International Baccalaureate Diploma Program at

D'Ivy College International



Diploma candidates are required to select one subject from each of the six subject groups.

At least three and not more than four are taken at higher level (HL), the others at standard level (SL).

The Diploma Programme

The International Baccalaureate Diploma Program is a rigorous pre-university course of studies, leading to examinations, that meet the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of several. At the American School of Paris the program is taught in English. Elsewhere it is also available in French and Spanish.

Unique Characteristics

The program offers special features in addition to the traditional strengths of a liberal arts curriculum.

- **Theory of Knowledge (TOK)** is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. The key element in the IBO's educational philosophy, Theory of Knowledge seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.
- **Creativity, Action, Service** is known by its acronym **CAS** and is a fundamental part of the diploma curriculum. The CAS requirement (150 hours) takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school programme. Participation in theatre productions, sports and community service activities encourages young people to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books.
- Diploma candidates are required to undertake original research and write an **extended essay** of some 4000 words. This project (40 hours) offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university. There are currently 60 subjects, including more than 35 languages, in which the essay may be written.

The Curriculum

International curriculum planners seek to ensure that the organization's educational aims are embodied in the structure and content of the program itself. The diploma is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.

Diploma candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). HL courses represent 240 teaching hours, SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others.

Distribution requirements ensure that the science-oriented student is challenged to learn a foreign language and that the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing higher level concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance.

Assessing Student Work

Responsibility for all academic judgments about the quality of candidates' work rests with more than 3500 examiners worldwide, led by chief examiners with international authority. A variety of assessment methods are used to value both the content and the process of academic achievement and to take into account different learning styles and cultural patterns.

Conventional external examination techniques are chosen from a range of options: oral and written, long and short responses, data-based questions, essays, multiple choice questions. These are complemented by internal assessment of coursework by the teachers responsible for evaluating students over the two-year period. With classroom teachers and international examiners working in partnership, the emphasis is on ensuring that students have ample opportunity to demonstrate what they know and are able to communicate.

The Grading System

The grading system used by the International Baccalaureate Organisation is criterion-referenced. This means that each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Grades are not simply awarded "on a curve" to a certain percentage of candidates but rather reflect attainment of knowledge and skills relative to set standards equally applied to all schools. Validity, reliability and fairness are the watchwords of the IBO's international assessment strategy.

Each of the six IB subjects which contribute toward the individual candidate's IB diploma is assessed on the scale of 1 to 7. The word descriptions for each of these grades are as follows:

1	Very Poor
2	Poor
3	Mediocre
4	Satisfactory
5	Good
6	Very Good
7	Excellent

Each of the six IB subjects studied by the student counts for a maximum of 7, allowing a maximum total of 42. The Theory of Knowledge course and the Extended Essay carry an extra 3 points bringing the maximum total to 45. Apart from various specific failing conditions, a candidate needs 24 points to acquire a diploma.

Award of the Diploma

The award of the diploma requires students to meet defined standards and conditions including a minimum total of 24 points and the satisfactory completion of the extended essay, Theory of Knowledge course (TOK) and CAS (Creativity, Action, Service) activities. The maximum score of 45 includes three points for the combination of the extended essay and work in TOK.

All students are encouraged to engage in the full program. Those who fail to satisfy all requirements or who elect to take fewer than six subjects are awarded a certificate for examinations completed.

Award of Diploma Points

Each subject is assessed on a 1 to 7 scale.
This gives a maximum of 42 points for the 6 academic subjects.

The extended essay contributes to the overall diploma score through the award of points in conjunction with Theory of Knowledge. A maximum of 3 points are awarded according to a candidate's combined performance in both the Extended Essay and Theory of Knowledge.

The maximum diploma score is 45 points.

The total number of points awarded is determined by the combination of the performance levels achieved by the candidate in both the Extended Essay and Theory of Knowledge according to the matrix below:

Extended Essay	Theory of Knowledge				
		excellent	good	satisfactory	mediocre
excellent	3	3	2	2	1
good	3	2	1	1	0
satisfactory	2	1	1	0	0
mediocre	2	1	0	0	0
elementary	1	0	0	0	Fail Diploma

University Recognition

IB graduates gain admission to selective colleges and universities throughout the world. Students with strong IB examination results may also receive advanced standing or course credit, depending upon the policy of the institution they are attending. In addition, formal agreements exist between the IBO and many ministries of education.

Results

IB graduates get their results, if they have their PIN, the first week of July 2005. Their PIN is available from the IB coordinator.

If students want their scores to go directly from IBO to their university of choice, they must ask the IB coordinator well before the examination period. Students should also leave a mailing address for their Diploma with the IB coordinator.

The IB Diploma Model at D'Ivy College International

Diploma candidates are required to select one subject from each of the six subject groups.

At least three and not more than four are taken at higher level (HL), the others at standard level (SL).

Distribution requirements ensure that the science-oriented student is challenged to learn a foreign language and that the natural linguist becomes familiar with laboratory procedures.

While overall balance is maintained, flexibility in choosing higher level concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance.

Language A1

first language, including the study of selections from world literature

Language A2, B, ab initio

second modern language

Individuals and Societies

history, economics, business and management, geography, ITGS

Experimental Sciences

biology, chemistry, physics

Mathematics

mathematics HL, mathematics methods SL, mathematics studies SL
Computer Science

Arts and Electives

Visual arts,
a second subject from group 3 or group 4,

plus

Theory of Knowledge (TOK) the required interdisciplinary course.

Creativity, Action, Service (CAS) requirement.

An **Extended Essay** of some 4000 words.

The Diploma Planner

The purpose of the Diploma Planner is to

- 1 help students manage their time over the two years of the Diploma Program.
In particular in planning for and meeting the deadlines for internally assessed course work and the Extended Essay.
- 2 help students organize and record their progress through the Creativity, Action and Service (CAS) component of the Diploma.
- 3 help students, teachers and parents record and monitor academic progress over the two years of the program.

Acceptance into the Diploma Program

Acceptance, in the first instance, into the IB Diploma Program is based on teacher recommendations and/or academic records.

Once accepted into the program Diploma candidates undertake to

- 1 keep their Diploma Planner in good order and up to date.
- 2 meet all deadlines set for internally assessed course work and the Extended Essay.
- 3 keep an ongoing record of their activities which make up the Community, Action, Service (CAS) component of the Diploma.
- 4 keep a record of the topic and research question they have chosen for their Extended Essay. This includes recording their meetings with their supervisor.

student: _____ signature _____
date _____

parent/guardian _____ signature _____
date _____

I.B, coordinator _____ signature _____
date _____

Students will **only** be accepted as IB Diploma candidates when they and their parents have signed that they accept the above commitments.

Students who fail to meet these obligations will face the prospect of being excluded from the program.

School Details

D'Ivy College International, 32, Allen Avenue, Ikeja, Lagos
IB/AP coordinator: Philip Jones
tel. +234 1 7914447-8 e-mail: philipjonesiis@hotmail.com

Personal Details

name	
date of birth	day month year
nationality	
1st language	
2nd language	
address: change of address:	
tel. no. / e-mail	
Parent/Guardian tel. no./ e-mail (if different from above)	

Student Schedule

Year 1		Monday	Tuesday	Wednesday	Thursday	Friday
1	8.30 9.10					
2	9.10 9.50					
3	9.55 10.35					
4	10.35 11.15					
5	11.30 12.10					
6	12.10 12.50					
7	12.55 13.35					
8	13.35 14.15					
9	14.20 15.00					
10	15.00 15.40					

Year 2		Monday	Tuesday	Wednesday	Thursday	Friday
1	8.30 9.10					
2	9.10 9.50					
3	9.55 10.35					
4	10.35 11.15					
5	11.30 12.10					
6	12.10 12.50					
7	12.55 13.35					
8	13.35 14.15					
9	14.20 15.00					
10	15.00 15.40					

Diploma Details

Higher Level Subjects				
Standard Level Subjects				anticipated *

I.B. coordinator signature:
date:

Parent signature:
date:

Change of Diploma:

Higher Level Subjects				
Standard Level Subjects				anticipated *

I.B. coordinator signature:
date:

Parent signature:
date:

Subject Conflicts at D'Ivy College International

Only one course may be chosen from each of the following groups
Biology HL / SL Physics HL
Biology HL /SL Computer Science HL/SL ITGS SL
History HL/SL Geography HL/SL Economics SL
English A1 HL Mathematics HL

Academic Record: Year 1 (IB1)

subject	Term 1 Dec 2004	Term 1 exam Dec 2004	Term 2 March 2005	Term 3 June 2005	Term 3 Exam June 2005
HL (1-7)					
HL (1-7)					
HL (1-7)					
SL (1-7)					
SL (1-7)					
SL (1-7)					
Aggregate (out of 42)					
TOK (A-E)					

Academic Record: Year 2 (IB2)

subject	Term 4 Dec 2005	Term 4 exam Dec 2005	Term 5 March 2006	Term 5 mock exam March 2006	IB predicted Grade March 2006
HL (1-7)					
HL (1-7)					
HL (1-7)					
SL (1-7)					
SL (1-7)					
SL (1-7)					
Extended Essay (A-E)					
TOK (A-E)					
TOK/EE points (out of 3)					
Aggregate (out of 45)					

The Extended Essay

The IB publishes a booklet which contains the general guidelines and subject specific guidelines for the extended essay.

Students should get a copy of the general guidelines from the IB coordinator and the subject specific guidelines from their essay supervisor.

The following notes are taken from the guidelines.

Supervision

The Extended Essay supervisor has four principal responsibilities:

- to encourage and support the candidate throughout the research and writing of the extended essay
- to provide the candidate with advice and guidance in the skills of undertaking research
- to ensure that the extended essay is the candidate's own work
- to complete the supervisor's report

It is recommended that candidates spend around 40 hours in total on the extended essay.

The amount of time spent by the supervisor with each candidate will vary depending on circumstances but will usually be 2 to 3 hours in total..

The supervisor must provide advice and guidance appropriate to the particular requirements of the candidate including assistance with:

- defining a suitable topic
- formulating a research question
- access to appropriate resources (such as people, a library , a laboratory)
- documentation methods for acknowledging sources
- writing an abstract

The Nature of the Extended Essay

The Extended Essay is defined as an in depth study of a limited topic within a subject.

Its purpose is to provide candidates with an opportunity to engage in independent research.

Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner and on overall presentation of the extended essay in compliance with the guidelines.

The Choice of Subject

The subject must be chosen from the IB approved list.

The subject chosen for the extended essay does not have to be one of the subjects being studied by the candidate for the diploma, but care should be taken to choose a subject about which the candidate has sufficient knowledge and skills.

Candidates should also base the choice of subject on the level of personal interest they have in that subject.

Preparing the Essay

The Choice of Topic

The topic of the extended essay is the particular area of study within the chosen subject. Candidates should aim to choose a topic that is both interesting and challenging to them.

The topic chosen should be limited in scope and sufficiently narrow to allow candidates to examine an issue or problem in depth. It should present the candidate with opportunity to collect or generate information and/or data for analysis and evaluation. Candidates are not expected to make a contribution to knowledge within a subject.

The Research Question

When an appropriate topic has been chosen candidates should narrow the focus of the investigation and formulate a specific research question. For many extended essays this will be phrased in the form of a question but alternatives such as launching the investigation with a hypothesis are acceptable.

The Extended Essay: Initial Questions

Please consider carefully your responses to the following questions before you proceed with your extended essay”

Choice of subject

- Is this a subject I am studying as part of my Diploma?
- If not do I have sufficient background knowledge in the subject to do independent research in it?
- Is this a subject I enjoy or might enjoy studying?

Choice of Topic

- Is this a topic about which I already have some knowledge?
- Is it a topic I find interesting?
- Is it a topic on which I can easily access information (books, internet, human resources etc.)
- Does the College have all the resources NOW that I will need in order to research this topic?

Choice of Research Question

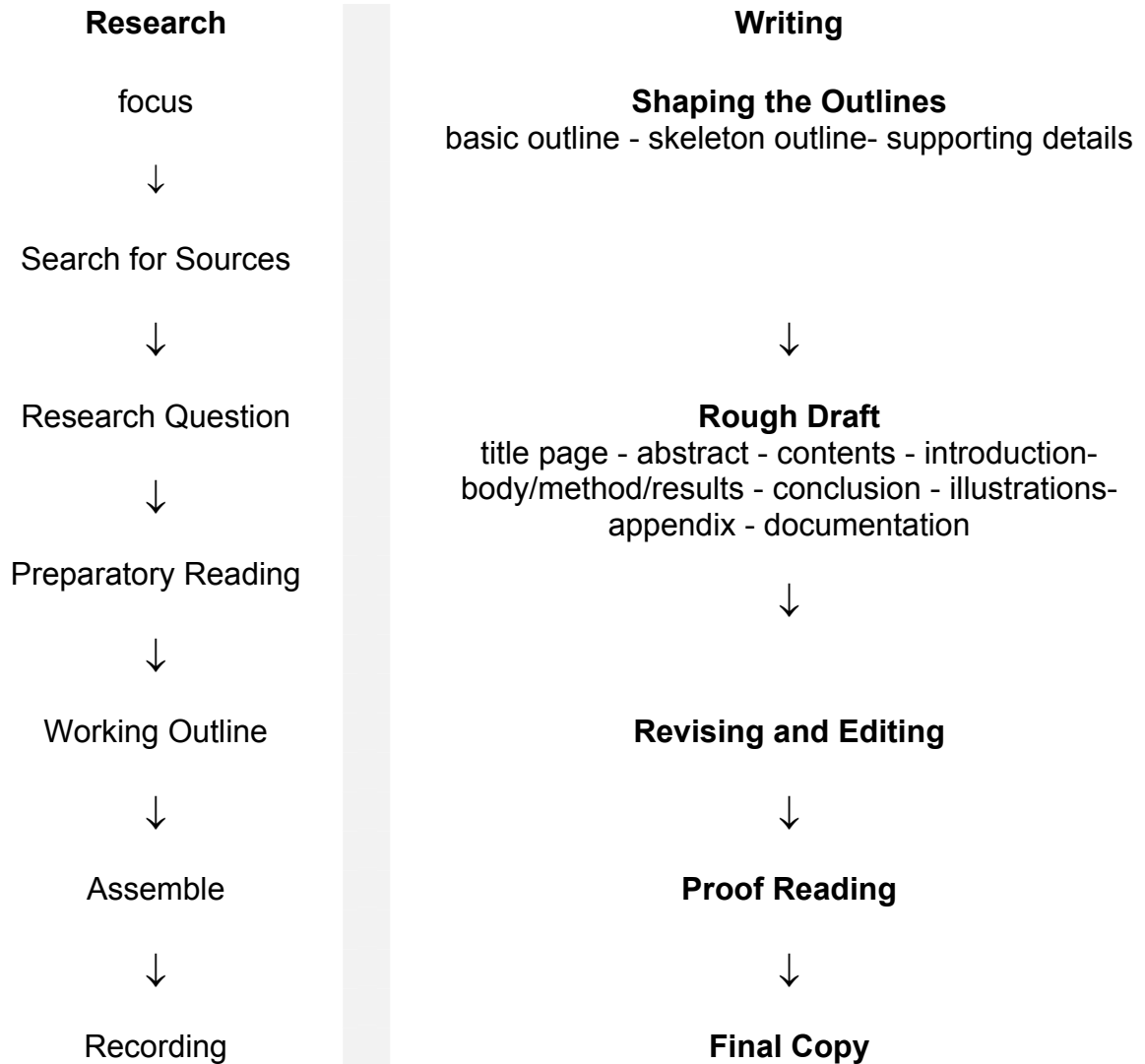
- Is the question so simplistic that I will have difficulty writing 4000 words about it?
- Is it so wide that I will have difficulty answering it in only 4000 words?
- Is it clearly focused so that I have an idea how to tackle answering it?
- Does it lead to further questions which I can suggest for further research?

Choice of Supervisor

- Is this teacher already supervising many extended essays this year?
- Is this a teacher with whom I have a good personal relationship; one I can easily approach?
- Do I understand what the supervisor is supposed to do for me?

The Extended Essay

The Research and Writing Process



The Extended Essay

Organizing the Essay

Introduction

The introduction should include:

- an indication of why the topic chosen is interesting, important or worthy of study
- some background information and to place the topic in appropriate context
- an indication of whether the topic has been narrowed in an appropriate context
- a clearly stated and precisely stated research question
- a clear concluding statement of the thesis and argument

Body/Development

The essential feature of the major section, or body, of the essay is the systematic development of a convincing answer to the research question.

Conclusion

The requirements of the conclusion are that it is

- is clearly stated
- is relevant to the research question being investigated
- is substantiated by the evidence presented
- indicates unresolved questions and new questions that have emerged from the research

The Length of the Extended Essay

The upper limit for all extended essays is 4000 words. This includes the introduction, body, the conclusion and any quotations but does not include the abstract, acknowledgements, the contents page, diagrams, bibliography, appendices.

Title

The title should provide a clear indication of the focus of the essay

Abstract

An abstract not exceeding 300 words presents a synopsis of the extended essay

Bibliography

The direct or indirect use of the words of another person written oral or electronic must be acknowledged appropriately.

IB suggests you spend **40 hours** on the Extended Essay

Supervision

The extended essay supervisor has four principal responsibilities:

- to encourage and support the candidate throughout the research and writing of the extended essay
- to provide the candidate with advice and guidance in the skills of undertaking research
- to ensure that the extended essay is the candidate's own work.
 - to complete the supervisor's report.

It is recommended that candidates spend around 40 hours in total on the extended essay. The amount of time spent by the supervisor with each candidate will vary depending on circumstances but will usually be two to three hours in total. To help candidates organize the time they spend on the extended essay the IB encourages schools to set internal deadlines for important stages in writing the extended essay.

The supervisor must provide advice and guidance appropriate to the particular requirements of the candidate including assistance with

- defining a suitable topic
- formulating a research question
- access to appropriate resources (such as people, a library, a laboratory)
- techniques of gathering and analyzing information/evidence/data
- documentation methods for acknowledging sources
- writing an abstract

The Extended Essay: Assessment

Overall Assessment:

- A** work of an excellent standard
- B** work of a good standard
- C** work of a satisfactory standard
- D** work of a mediocre standard
- E** work of an elementary standard

Assessment Criteria

- A** **Research Question**
The extent to which the focus of the essay is expressed and specified. This need not be in the form of a question. An example of an alternative form is an hypothesis
- B** **Approach to Research Question**
The extent to which the essay appropriately addresses and develops the specific research question including the collection of any relevant information.
- C** **Analysis and Interpretation**
The extent to which relevant materials, sources, data and evidence are considered appropriately in the essay.
- D** **Argument and Evaluation**
the extent to which the essay develops an argument relevant to the research question from the materials/information considered.
- E** **Conclusion**
The extent to which the essay incorporates a conclusion consistent with its argument
- F** **Abstract**
The adequacy of the formal abstract as a synopsis of the essay
- G** **Formal Presentation**
The layout, table of contents, references, bibliography, appendices, title, quotations, illustrations and organization, where appropriate.

In addition to the general assessment criteria there are also subject specific criteria. These will be given to you by your extended essay supervisor.

The Extended Essay Timeline at D'Ivy College International

Remember to read the general and subject specific guidelines carefully before you get started.

January November 2005	
17 January	Extended Essay Orientation guidelines, assessment, getting started etc.
January	Choose subject/ topic after discussion with subject teachers
27 January	Complete extended essay sign up (form 1) listing subject, area of research and supervisor
February	Research question chosen
18 February	Research: research question chosen Complete extended essay sign up (form 2) with research question.
March / April/ May	Continuing work on essay
10 June	Preliminary draft to supervisor
July August	Research and writing draft
26 August	Interim draft of essay to supervisor. No interim draft; no registration with IBO as a diploma candidate
September/ October	Finish research and assemble final draft
28 October	Final draft of essay to supervisor
18 Novemeber	Completed Essay (2 copies) to IB coordinator. (hard copy plus electronic version) Registration as Diploma candidate confirmed with IBO

The Extended Essay: Sign Up

Remember to read the general and subject specific guidelines carefully.

Form 1 to be completed by January 27, 2005			
Name			
Subject			
Topic			
supervisor		signature	date
IB coordinator		signature	date

Form 2 to be completed by February 18, 2005			
Name			
Subject			
Topic			
Research Question			
supervisor		signature	date
IB coordinator		signature	date

Remember:

Your registration as a diploma candidate with IBO will only be confirmed when you have completed the Extended Essay.

Progress through The Extended Essay

Meetings with Supervisor

date:		
name		signature
supervisor		signature
subject		
topic		
research question		
notes	Preliminary draft: This should be in excess of 1000 words Well defined research question Details of research carried out and methods used Some analysis and expectations of results	

date:		
name		signature
supervisor		signature
subject		
topic		
research question		
notes	Interim draft: This should be in excess of 2000 words Include an introduction Include a development indication of work done to date Include a draft conclusion concerning results obtained to date	

Progress through The Extended Essay

Meetings with Supervisor

date:		
name		signature
supervisor		signature
subject		
topic		
research question		
notes	<p>Final Draft: This should be in excess of 3000 words Include a well defined introduction, development and conclusion Contain all essential references, properly formatted</p>	

date:		
name		signature
supervisor		signature
subject		
topic		
research question		
notes		

Theory of Knowledge

External Assessment: Prescribed Title Essays (1200 – 1300 words)

Each candidate must submit for external assessment an essay on any of the ten titles prescribed by the IBO for each examination session. At *D'Ivy College International*, students write two essays from the list and the one considered to be superior is submitted to IBO. The titles entail generic questions about knowledge and are cross disciplinary in nature. They may be answered with reference to any part or parts of the TOK programme, to specific disciplines, or with reference to opinions gained about knowledge both inside and outside the classroom. The titles are not meant to be treated in the abstract. In all cases claims should be justified and relevant, and where possible, counter claims and original examples should be given to illustrate the argument.

The chosen title must be used exactly as given; it must not be altered in any way. Candidates who modify the titles may gain few or no points, since the essays may be deemed irrelevant by the examiners who mark essays in the terms of the titles proscribed. The essay must be well resented, clearly legible and where appropriate, include references and a bibliography. At *D'Ivy College International* students are required to present a hard copy and an electronic copy of the essays to the TOK coordinator by the appropriate submission date.

Acknowledgements and References

Candidates are expected to acknowledge fully and in detail, thoughts or ideas of another person if incorporated in the work submitted for assessment They should ensure that their work is never given to another candidate, either in the form of hard copy or by electronic means, knowing that it might be submitted for assessment as the work of that other candidate. An accepted form of referencing, used consistently according to a standard format must be used to acknowledge the source of quotations.

Bibliography

The TOK essay is not a research paper but if specific sources are used they must be acknowledged in bibliography The bibliography should include only those works (such as books journals magazines and on line sources) consulted by the candidate. As appropriate the bibliography should specify

- Author(s), title, date and place of publication
- The name of publisher or URL
- The date when the web page was accessed, adhering to one standard method of listing sources

Essay Length

The essay on the on the prescribed title must be between 1200 and 1600 words in length. There is a penalty for work above or below these limits. The word count includes

- The main part of the essay
- Any quotations

The word count does not include

- Any acknowledgements
- The references (for example footnotes and endnotes)
- Any maps charts diagrams annotated illustrations and tables
- A bibliography

Candidates are required to indicate the number of words

The Role of the Teacher

While the teacher is encouraged to discuss the prescribed titles with the candidates, it is the student who makes the final choice of title and development of the essay must come from the student's own ideas. If preliminary drafts are produced, the teachers reads and comments on the drafts, but does not edit them for the candidates. It is the candidates responsibility to correct mistakes and make improvements.

Authenticity

Teachers ensure that the essays are the candidates' own work. If there is doubt authenticity is checked by a discussion with the candidate about the contents of the essay submitted and a scrutiny of one or more of the following:

- The candidate's initial proposal and outline
- The first draft of the essay
- The candidates references and bibliography for the essay where appropriate
- The style of writing which may reveal discrepancies

It is made clear to candidates that they will be required to sign a written declaration when submitting the essay, to confirm that it is their own work . In addition candidates are made aware that their teachers will also be required to verify the claim made in the declaration.

Internal Assessment: Presentations

General

Students must make individual and/or small group oral presentations to the class during the course and complete a self evaluation report. At ***D'Ivy College International*** students make two presentations to class one during TOK Weekend in IB1 and one during IB2. Topics for oral presentations may be chosen by the student(s) from a list supplied by the teachers or students may choose their own title with teacher approval. The presentations may be on any topic relevant to TOK provided that it has the potential to meet the demands of the assessment criteria. Prescribed titles however should never be used as presentation topics.

Presentations may take many forms, such as lectures, skits, simulations, games, dramatized readings, interviews or debates. The students may use supporting materials such as videos, overhead projections, posters and questionnaires. However under no circumstances should the presentation be an essay read aloud to the class. Students must prepare a written self evaluation report after delivering the presentation.

Class Management

The date when each presentation is to take place is given to students well in advance to allow sufficient time for material to be prepared. To encourage variety and programme coverage, no title may be addressed more than once. Presentations are scheduled to allow time for discussion afterwards.

Individual presentations should be for approximately 10 minutes not including class discussion. Related individual presentations and interactive group presentations are encouraged and should be of sufficient duration to allow the application of the assessment criteria to all the students involved. If a group presentation is envisaged, not every student need speak for the same amount of time, but all students are expected to make a contribution and participate actively.

Progress through the TOK Essay 1

Meetings with TOK teacher

date:		
name		signature
TOK teacher		signature
Title		
Comments		
Duration		

date:		
name		signature
TOK teacher		signature
Title		
Comments		
Duration		

Progress through the TOK Essay 2

Meetings with TOK teacher

date:		
name		signature
TOK teacher		signature
Title		
Comments		
Duration		

date:		
name		signature
TOK teacher		signature
Title		
Comments		
Duration		

Creativity, Action, Service (CAS)

CAS Coordinator; Mrs. Akinjogbin

The **CAS** requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self absorption some may feel within a demanding school program.

Participation in theatre productions, sports and community service activities encourages young people to share their energies and special talents while developing awareness, concern, and the ability to work cooperatively with others.

The IB goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books.

The philosophy and spirit that informs the CAS requirement is based on several assumptions:

- Education does not begin or end in the classroom or examination hall and the most essential elements of both may exist outside of both,
- An international education must go well beyond the provision of information and is involved in the development of attitudes and values that transcend barriers of race, class, religion, gender or politics.
- Service to the community (local, national or international) is a complement to intellectual development and the academic curriculum.
- IB schools have a special challenge and opportunity to establish links with the local community and, by doing so, to further international understanding.
- Creativity and action should play an equal part with service in any CAS programme. CAS should: challenge and extend the individual student; develop a spirit of discovery and self reliance; encourage new skills and interests and inspire a sense of responsibility towards all members of the community.

CAS activities are often the source of genuine pride and satisfaction for students and create a distinct and lasting impression of the IB Diploma programme experience.

Creativity, Action, Service (CAS)

Nature of the Programme

CAS - Creativity, Action, Service - is a fundamental part of all diploma students' programs.

The **emphasis** of CAS is on **experiential learning**. Students are expected to be involved for the equivalent of at least three to four hours a week over two years in either a balanced range of different activities or in a single project.

Creativity is interpreted as imaginatively as possible to cover a range of arts and other activities and to include creativity by the individual student in designing and carrying out service projects.

Action can include participation in expeditions, individual and team sports and physical training; it can also include carrying out creative and service projects as well as training for service.

Service is community or social service; it can include environmental and international projects.

The Aims of a CAS program

CAS programs are designed:

- to provide a challenge to each student in the three areas - Creativity , Action, Service
- to provide opportunities for service (service may extend beyond the local community to include the environment or the international community).
- to complement the academic disciplines of the curriculum and to provide balance to the demands of scholarship placed upon the IB student.
- to challenge and extend the individual by developing a spirit of discovery, self reliance and responsibility
- to encourage the development of the student's individual skills and interests.

Self - Evaluations

A written critical self evaluation of personal performance is required from students for each activity. Students should consider in their evaluations:

- the extent to which they have developed personally as a result of the CAS activity
- the understanding skills and values acquired through the experience
- how others may have benefited from the activity

Self evaluations should be reflective rather than descriptive narrative reports.

Records all CAS activities should be kept in this planner.

CAS record	
Activity: _____	date: _____

number of hours: _____	signature of supervisor: _____
Activity: _____	
date: _____	

number of hours: _____	signature of supervisor: _____
Activity: _____	
date: _____	

number of hours: _____	signature of supervisor: _____

CAS record	
Activity: _____	date: _____

number of hours: _____	signature of supervisor: _____
Activity: _____	
date: _____	

number of hours: _____	signature of supervisor: _____
Activity: _____	
date: _____	

number of hours: _____	signature of supervisor: _____

CAS record	
Activity: _____	date: _____

number of hours: _____	signature of supervisor: _____
Activity: _____	
date: _____	

number of hours: _____	signature of supervisor: _____
Activity: _____	
date: _____	

number of hours: _____	signature of supervisor: _____

CAS record	
Activity: _____ date: _____ _____ _____	
number of hours: _____ signature of supervisor: _____	
Activity: _____ date: _____ _____ _____	
number of hours: _____ signature of supervisor: _____	
Activity: _____ date: _____ _____ _____	
number of hours: _____ signature of supervisor: _____	

CAS record	
Activity: _____ date: _____ _____ _____	
number of hours: _____ signature of supervisor: _____	
Activity: _____ date: _____ _____ _____	
number of hours: _____ signature of supervisor: _____	
Activity: _____ date: _____ _____ _____	
number of hours: _____ signature of supervisor: _____	

CAS record	
Activity: _____ date: _____ _____ _____	
number of hours: _____ signature of supervisor: _____	
Activity: _____ date: _____ _____ _____	
number of hours: _____ signature of supervisor: _____	
Activity: _____ date: _____ _____ _____	
number of hours: _____ signature of supervisor: _____	

Diploma Planner - Monthly Calendar

September 2004 CAS activities					
Sunday		5	12	19	26
Monday		6 1 st term begins	13	20	27
Tuesday		7	14	21	28
Wednesday	1	8	15	22	29
Thursday	2	9	16	23	30
Friday	3	10	17	24	31
Saturday	4	11	18	25	

Diploma Planner - Monthly Calendar

October 2004 CAS activities mid term tests					
Sunday		3	10	17	24
Monday		4	11	18 mid term tests	25
Tuesday		5	12	19 mid term tests	26
Wednesday		6	13	20 mid term tests	27
Thursday		7	14	21 mid term tests	28
Friday	1 Independence Day	8	15	22 mid term tests	29
Saturday	2	9	16	23	30

Diploma Planner - Monthly Calendar

November 2004 CAS activities					
Sunday		7	14	21	28
Monday	1	8	15	22	29
Tuesday	2	9	16	23	30
Wednesday	3	10	17	24	
Thursday	4	11	18	25	
Friday	5	12	19	26	
Saturday	6	13	20	27	

Diploma Planner - Monthly Calendar

December 2004 CAS activities 1st term exams					
Sunday		5	12	19	26
Monday		6	13 1st term exams	20 vacation	27 vacation
Tuesday		7	14 1st term exams	21 vacation	28 vacation
Wednesday	1	8	15 1st term exams	22 vacation	29 vacation
Thursday	2	9 1st term exams	16 1st term exams	23 vacation	30 vacation
Friday	3	10 1st term exams	17 1st term exams	24 vacation	31 vacation
Saturday	4	11	19	25	

Diploma Planner - Monthly Calendar

January 2005 CAS activities extended essay orientation choose subject, supervisor and topic for extended essay					
Sunday	30	2	11	16	23
Monday	31 deadline for EE form 1	3 vacation	10 Start of 2 nd term	17 Extended Essay Orientation	24
Tuesday		4 vacation	11	18	25
Wednesday		5 vacation	12	19	26
Thursday		6 vacation	13	20	27
Friday		7 vacation	14	21	28
Saturday	1	8	15	22	29

Diploma Planner - Monthly Calendar

February 2005 CAS activities extended essay preparation					
Sunday		6	13	20	27
Monday		7	14	21	28
Tuesday	1	8	15 mid term tests	22	
Wednesday	2	9	16 mid term tests	23	
Thursday	3	10	17 mid term tests	24	
Friday	4	11	18 Extended Essay Form 2	25	
Saturday	5	12	19	26	

Diploma Planner - Monthly Calendar

March 2005		CAS activities extended essay preparation			
Sunday		6	13	20	27
Monday		7	14 2 nd term exams	21 vacation	28 vacation
Tuesday	1	8	15 2 nd term exams	22 vacation	29 vacation
Wednesday	2	9	16 2 nd term exams	23 vacation	31 vacation
Thursday	3	10	17 2 nd term exams	24 vacation	
Friday	4	11	18 end of term	25 vacation	
Saturday	5	12	19	26	

Diploma Planner - Monthly Calendar

April 2005 CAS activities extended essay preparation					
Sunday		3	10	17	24
Monday		4 vacation	11 Start of 3 rd term	18	25
Tuesday		5 vacation	12	19	26
Wednesday		6 vacation	13	20	27
Thursday		7 vacation	14	21	28
Friday	1 vacation	8 vacation	15	22	29
Saturday	2	9	16	23	30

Diploma Planner - Monthly Calendar

May 2005 extended essay preparation CAS activities					
Sunday	1	8	15	22	29 Democracy Day
Monday	2	9	16	23	30
Tuesday	3	10 mid term tests	17	24	31
Wednesday	4	11 mid term tests	18	25	
Thursday	5	12 mid term tests	19	26	
Friday	6	13 mid term tests	20	27	
Saturday	7	14	21	28	

Diploma Planner - Monthly Calendar

June 2005 extended essay; preliminary draft CAS activities group 4 project					
Sunday		5	12	19	20
Monday		6	13	20	27
Tuesday		7	14	21	28
Wednesday	1	8	15	22	29
Thursday	2	9	16	23	30
Friday	3	10	17 Extended Essay Preliminary draft	24	
Saturday	4	11	18	25	

Diploma Planner - Monthly Calendar

July 2005 two weeks of vacation spent on extended essay CAS activities 3 rd term exams					
Sunday	31	3	10	17	24
Monday		4 3 rd term exams	11	18	25
Tuesday		5 3 rd term exams	12	19	26
Wednesday		6 3 rd term exams	13	20	27
Thursday		7 3 rd term exams	14	21	28
Friday	1 3 rd term exams	8 end of term	15	22	29
Saturday	2	9	16	23	30

August 2005 extended essay preparation CAS activities					
Sunday		7	14	21	28
Monday	1	8	15	22	29
Tuesday	2	9	16	23	30
Wednesday	3	10	17	24	31
Thursday	4	11	18	25	
Friday	5	12	19	26	
Saturday	6	13	20	27	

Diploma Planner - Monthly Calendar

September 2005		extended essay: interim draft to supervisor CAS activities			
Sunday		4	11	18	25
Monday		5 start of term	12 deadline for interim draft of extended essay	19	26
Tuesday		6	13	20	27
Wednesday		7	14	21	28
Thursday	1	8	15	22	29
Friday	2	9	16	23	30
Saturday	3	10	17	24	

Diploma Planner - Monthly Calendar

October 2005 final touches to extended essay CAS activities					
Sunday	30	2	9	16	23
Monday	31	3	10	17 mid term tests	24
Tuesday		4	11	18 mid term tests	25
Wednesday		5	12	19 mid term tests	26
Thursday		6	13	20	27
Friday		7	14	21	28 deadline for final draft of extended essay
Saturday	1 Independence Day	8	15	22	29

Diploma Planner - Monthly Calendar

November 2005 final touches to extended essay CAS activities					
Sunday		7	13	20	27
Monday		7	14	21	28
Tuesday	1	8	15	22	29
Wednesday	2	9	16	23	30
Thursday	3	10	17	24	
Friday	4	11	18 Extended Essay to IB Coordinator	25	
Saturday	5	12	19	26	

Diploma Planner - Monthly Calendar

December 2005		CAS activities 4 th term exams			
Sunday		4	11	18	25
Monday		5	12 4 th term exams	19 vacation	26 vacation
Tuesday		6 4 th term exams	13 4 th term exams	20 vacation	27 vacation
Wednesday		7 4 th term exams	14 4 th term exams	21 vacation	28 vacation
Thursday	1	8 4 th term exams	15 4 th term exams	22 vacation	29 vacation
Friday	2	9 4 th term exams	16 end of 4 th term	23 vacation	30 vacation
Saturday	3	10	17	24	31

Diploma Planner - Monthly Calendar

January 2006					
	internal assessments		CAS activities		
Sunday	1	8	15	22	29
Monday	2 vacation	9 5 th term begins	16	23	30
Tuesday	3 vacation	10	17	24	31
Wednesday	4 vacation	11	18	25	
Thursday	5 vacation	12	19	26	
Friday	6 vacation	13	20	27	
Saturday	7	14	21	28	

Diploma Planner - Monthly Calendar

February 2006 CAS activities internal assessments					
Sunday		6	12	19	26
Monday		6	13 mid term tests	20	27
Tuesday		7	14 mid term tests	21	28
Wednesday	1	8	15 mid term tests	22	
Thursday	2	9	16	23	
Friday	3	10	17	24	
Saturday	4	11	18	25	

Diploma Planner - Monthly Calendar

March 2006					
		CAS self assessment		TOK essay completed	
Sunday		5	12	19	26
Monday		6	13	20 mock IB exams	27 mock IB exams
Tuesday		7	14	21 mock IB exams	28 mock IB exams
Wednesday	1	8	15	22 mock IB exams	29 mock IB exams
Thursday	2	9	16	23 mock IB exams	30 mock IB exams
Friday	4	10	17	24 mock IB exams	31 mock IB exams
Saturday	5	11	18	25	

Diploma Planner - Monthly Calendar

April 2006 mock IB exams					
Sunday	30	3	10	17	24
Monday		3 mock IB exams	10 vacation	17 vacation	24 vacation
Tuesday		4 mock IB exams	11 vacation	18 vacation	25 vacation
Wednesday		5 mock IB exams	12 vacation	19 vacation	26 vacation
Thursday		6 mock IB exams	13 vacation	20 vacation	27 vacation
Friday		4 end of term	14 vacation	21 vacation	22 vacation
Saturday	1	8	15	22	29

Diploma Planner - Monthly Calendar

May 2006 Examination Time					
Sunday		7	16	21	28
Monday	1	8 IB exams	15 IB exams	22 IB exams	29
Tuesday	2 IB exams	9 IB exams	16 IB exams	23 IB exams	30
Wednesday	3 IB exams	10 IB exams	17 IB exams	24 IB exams	31
Thursday	4 IB exams	11 IB exams	18 IB exams	25 IB exams	
Friday	5 IB exams	12 IB exams	19 IB exams	26	
Saturday	6	7	20	27	

Messages

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Messages

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