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What is the IB Diploma?

The IB Diploma Program is a rigorous pre-university challenging two-year curriculum course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

It leads to a qualification that is widely recognised by the world’s leading universities. The program is unique in that it is based on no particular national education system, but is a deliberate balance between breadth and the specialisation which is required by many universities.

Students learn more than a collection of facts. The Diploma Program prepares students for university and encourages them to develop:

- critical thinking and analysis skills
- an international mindedness necessary to live and work in a global community
- an understanding of global issues and a concern for others in our community and the broader world
- a strong sense of their own identity and culture
- a balanced education for the ‘whole’ student
- an extensive knowledge and skill base in preparation for university and adult life.

QACI PRE-IB Program aims to provide:

- a thorough foundation for the skills and knowledge expected at entry in the IB Diploma Program
- challenges which stimulate student motivation and learning
- high level learning – critical thinking and open ended questions
- balanced development of the whole person – academic, creative and cultural
- global understanding
- effective use of information technology to enhance learning
- attributes required for success in the Diploma Program:
  - active responsibility for own learning
  - organisation and time management
  - research skills
  - cooperative learning and open-mindedness.
The IB Diploma Curriculum

The curriculum is modeled by a Diploma Curriculum Framework with six academic areas surrounding the three core requirements.

Over the course of the two-year program, students:

- study six subjects chosen from the six subject groups
- complete an Extended Essay
- follow a Theory of Knowledge course (TOK)
- participate in Creativity, Action, Service (CAS).

Normally:

- three of the six subjects are studied at High Level (courses representing 240 teaching hours)
- the remaining three subjects are studied at Standard Level (courses representing 150 teaching hours).

The International Baccalaureate Organisation has set very clear guidelines and regulations that students must achieve in order to receive the Diploma qualification. An Executive Summary is provided on page 11 to inform parents and students of these requirements.
The Diploma Curriculum Framework

The course is presented as six academic areas enclosing a central core. It encourages the concurrent study of a broad range of academic areas. Students study a prescribed range of subjects: two modern languages (or a modern language and a classical language); an humanities or social science subject; an experimental science; mathematics; one or two creative Arts (students must do Environmental Systems & Societies if they wish to study two Arts subjects). It is this comprehensive range of subjects that makes the Diploma Program a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility when making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Having chosen one subject from each group, students then decide on levels within each subject. Normally, three subjects (and not more than four) are taken at High Level (HL), and the others are taken at Standard Level (SL). The IBO recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students’ abilities are measured by means of external assessment. Many subjects contain some element of coursework assessed by teachers.

At the Queensland Academy for Creative Industries, we align strongly with the Diploma’s emphasis upon international-mindedness. This stands firmly in line with our vision for our graduates to have an understanding of global issues and a concern for others in our community and the broader world. The IBO believes that students must also develop an understanding of their own cultural and national identity. For this reason, all students study two languages. We believe the IB Diploma Program will assist students in developing the skills they need to live and work in an international context which is essential for life in the 21st Century. It provides a balanced education for the ‘whole’ student and provides excellent preparation for both university and adult life.

The Queensland Academy for Creative Industries teaches the program in English. Within the program, there are a wide range of courses designed to meet the interests and requirements of different students. These include the Creativity, Action and Service (CAS) program, the Extended Essay and the Theory of Knowledge (TOK) courses. Together, these offer IB Diploma students experiences and skills they will not find in other programs. At QACI, these are further complimented by a range of extension and enrichment opportunities along with advanced standing possibilities with the Queensland University of Technology.

Universities respond positively to IB Diploma graduates because the curriculum develops a balanced variety of skills. IB Diploma graduates, with the range of subjects they have studied, have a greater choice of undergraduate programs. Many colleges and universities have developed their own recognition policies. The individual policies vary greatly, but they all have one thing in common. Through their policies, these institutions make it apparent that they understand and appreciate the Diploma Program graduate and the rigour of the Diploma Program itself. Further information can be found at the IBO website http://www.ibo.org

http://www.ibo.org
The core of the Diploma Curriculum Framework

All Diploma Program students participate in the three course requirements that make up the core of the Diploma Curriculum Framework. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Program.

The Theory of Knowledge (TOK) course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Program, and to make connections across the academic areas. The Extended Essay, a substantial written work of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves. It also encourages them to develop the skills of independent research that will be expected at university.

Creativity, Action, Service (CAS) involves students in experiential learning through a range of artistic, sporting, physical and service activities.

The IBO Mission Statement and the IB Learner Profile

The Diploma Program aims to develop in students the knowledge, skills and attitudes they will need to fulfil the aims of the IBO, as expressed in the organisation’s mission statement and the learner profile. Teaching and learning in the Diploma Program represents the reality in daily practice of the organisation’s educational philosophy.

**IBO Mission Statement**

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**QACI Mission Statement**

To provide a world-class learning environment of choice, for the aspirational creative generation.
QUEENSLAND ACADEMY for CREATIVE INDUSTRIES

OUR STORY

WORLD CLASS LEARNING ENVIRONMENT OF CHOICE FOR THE ASPIRATIONAL CREATIVE GENERATION

OUR GRADUATES

Global Influencers
Learning Inspired
Entrepreneurial & Enterprising
Ideas Architects
Ethically & Socially Responsible
Life Designers

The Pathmakers whose creative intellect, skills and capabilities see them thrive and lead in the 21st Century Global Economy

OUR DNA

OUR APPROACH

OUR VISION

“To be the world class learning environment of choice for the aspirational creative generation”
IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

**INQUIRERS**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
International Baccalaureate
Diploma Requirements
Executive Summary for Parents and Students
February 2014

- A student must engage in the full program of subjects from each of the six (6) groups. IB does allow some specific variations.
- A student must also complete requirements of
  - CAS – Creativity, Action, Service
  - EE – Extended Essay
  - TOK – Theory of Knowledge

High Level / Standard Level Subjects
- Of the six subjects studied a minimum of three (3) must be studied at High Level and the remainder at Standard Level. A maximum of four (4) can be taken at High Level.
- The difference in High / Standard Level is the number of teaching hours:
  - High Level – 240 hours per course
  - Standard Level – 150 hours per course
- Different Subject courses differentiate between the HL / SL in different ways in achieving this.
  - e.g. - core standard course in both with additional topics in HL.
  - the same topics in each but covered to a different depth.
  - differing assessment requirements.

Subject Gradings
- Achievement in each subject is rated from 1 to 7.
- HL / SL subjects are treated the same in the contribution to the total diploma score. i.e. A 6 rating in an SL subject is not worth less than a 6 rating in the equivalent HL subject.
- A maximum score of 45 can be achieved in a diploma.
  - 6 subjects x 7 score = 42 points
  - TOK + Extended Essay (See Diploma Points Matrix) = 3 points
  - 45 points

Achieving the Diploma
- A Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points or more

Provided all of the following requirements are met:
- Numeric grades have been awarded in all six (6) subjects
- An approved program of CAS has been completed
- An A to D grade in TOK and Extended Essay. If a student gains an E grade in either (but not both) they must then achieve a score of 28 to attain the Diploma. If they gain an E in both TOK and EE they will not receive the Diploma
- No grade of 1 in any subject
- No grade of 2 at high level; Over 28 points no more than one grade 2 at high level
- No more than one grade of 2 at Standard level; Over 28 points no more than two grade 2 at Standard Level
- Overall, there are no more than three (3) grades 3 or below
- At least 12 points have been gained on High Level subjects; Over 28 points at least 11 points at high level (candidates studying four high level subjects must gain at least 14 points at high level)
- At least 9 points have been gained on Standard Level subjects; Over 28 at least 8 points at standard level (if only doing two standard level subjects, must gain at least 5 points at standards level)
- The Award Committee has not judged the candidate of malpractice.
Examination Results

Examination results are available in early January following the November IB Examination Session. If requested by the student, results are made available to universities either in electronic format or as a transcript of grades, as appropriate. The results indicate the grade a candidate has been awarded for each subject, including the additional Diploma requirements of Theory of Knowledge and the Extended Essay. The results also indicate the completion of Creativity, Action, Service (CAS) and total number of points for the Diploma, if a Diploma has been awarded.

If a Diploma is not awarded, a student can achieve a Tertiary Rank based on his/her five best subjects—see page 15 for explanation of this process. Alternatively, IB offers retake opportunity:

1. A student can retake an IB exam or an Internal Assessment for most assessment pieces. In most cases he/she would only need to retake the part they were not successful on. This occurs in the following year’s May IB Examination Session. Registration for a retake must be lodged by a school with IB by 15 January that year. A student would have to request this in writing to be received by the Principal at the Academy by 13 January that year.

Conditions

1) Retake exams are at a cost to the student of approximately $US88 per subject
2) The student would be required to prepare for this retake independently and would not be re-enrolled as a student at the Academy e.g. participating in classes
3) The Academy would make textbooks available through special loan provisions
4) The student would sit the exam at the Academy on the date and time indicated in the IB Examination Calendar

2. Enquiry Upon Results—Only applies to External Assessment

If a student has concerns about their result for a particular subject it may be possible to request a re-mark by IB. However, there is a chance the result may be dropped to a lower grade.

The following conditions must be satisfied:

i. The Academy must concur with the student’s concern based on the evidence available
ii. The candidate must pay costs associated with an Enquiry – approximately $US92 per candidate/subject

Such a request must be made in writing to the Principal by March 2 of the year the results were released to allow for discussion and planning regarding best option. If the result is improved, there is no charge.

Options available:

Requests for ‘Enquiry Upon Results’ will only be accepted by the IBO from schools, not from individual candidates. In this case, the externally assessed components of a candidate’s work are normally re-marked by a senior examiner.
The International Baccalaureate Diploma and the QCE

Our students’ pathway allows them eligibility for two qualifications after completing Year 12: The IB Diploma and the Queensland Certificate of Education. Here are some facts about the two and how they link.

1. The Queensland Curriculum and Assessment Authority (QCAA) issues the QCE whilst the IB Organisation (IBO) issues the IB Diploma.

2. The IB sends the results obtained in the Diploma program directly to the QCAA.

3. The QCE is issued by the QCAA twice a year in December (for most QLD students) and July. As the IB officially release Diploma results and award Diplomas out of Cardiff after January the QCAA will not issue the QCE until after this formal process, resulting in the QCE being issued to our students in July.

4. The QCE arrives mid-year but the IBO sends results for tertiary admission directly to tertiary admission centres when results are released live to students in early January. The tertiary admission centres use these results to determine offers.

5. There are set criteria for obtaining the IB Diploma and separate criteria for the QCE. In most cases if a student achieves the IB Diploma they will achieve the QCE but there are exceptions. A student may receive the IB Diploma, but not the QCE.

6. The QCE requires students to demonstrate a Literacy and Numeracy standard. For IB students, achieving a grade of four (4) or above in Mathematics or English course satisfies this criterion.

   At QACI, students at risk of not achieving Literacy or Numeracy standard will complete the Literacy and/or Numeracy short course, as required. Students who achieve at least a “C” standard for the QCS test will also satisfy the criteria for Numeracy and Literacy standard.

7. A student’s QCE account remains open for nine years but closes as soon as the requirements have been met and the QCE is issued.

8. Tertiary entrance does not depend on the attainment of the QCE. Tertiary entrance depends on the achievement level within the IB course.

9. All students will receive a Statement of Attainment from the QCAA.

10. All students have a learning account with the QSA which can be accessed through the Student Connect website. Students use their LUI number and password. All QACI students have been issued with their details previously. This account shows the subjects they are studying and any courses they may have completed e.g. AMEB level 5. The registered learning organisation responsible for delivery of that course submits these results to the QCAA directly. As an Academy we submit the results for IBO.
University Recognition of IB Diploma

Students who obtain minimum grades for selected IB subjects will be eligible for Advanced Standing recognition to access course credits at university. These arrangements may differ slightly for each institution and as such, students should closely review the websites below for up to date information on course credit arrangements.

**QUT**: [https://www.qut.edu.au/study/applying/credit-for-prior-learning/international-baccalaureate-studies](https://www.qut.edu.au/study/applying/credit-for-prior-learning/international-baccalaureate-studies)

**University of Queensland**: [http://www.uq.edu.au/schools/ib-students](http://www.uq.edu.au/schools/ib-students)


Recently QACI and QUT have negotiated specific arrangements for Advanced Standing available only to QACI students. These credit arrangements specifically reflects our focus on the Creative Industries. The subjects listed below correspond to those offered in the Bachelor of Fine Arts at QUT.

**Advanced Standing Precedent List (ASPL)**
(As published on [http://www.advancestanding.qut.edu.au](http://www.advancestanding.qut.edu.au))

<table>
<thead>
<tr>
<th>ID</th>
<th>QUT Advanced Standing</th>
<th>Prior Study Requirements</th>
<th>Approval / Refusal</th>
</tr>
</thead>
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<tr>
<td>Precedent ID: 62041</td>
<td>KPB101 Information to Film, TV and New Media Production (12 credit points)</td>
<td>QACI High Level IB Film Subject Required result: Grade of 5 (or high)</td>
<td>Approved: 11 June 2014 Expiry: 31 August 2015</td>
</tr>
<tr>
<td></td>
<td>KPB113 TV and Film Text Analysis (12 credit points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Precedent ID: 62043</td>
<td>KVB109 Visual Arts Foundation (12 credit points)</td>
<td>QACI High Level IB Visual Arts Subject Required result: Grade of 5 (or high)</td>
<td>Approved: 11 June 2014 Expiry: 31 August 2015</td>
</tr>
<tr>
<td></td>
<td>KVB 114 Digital Media (12 credit points)</td>
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<tr>
<td>Precedent ID: 62042</td>
<td>KTB101 Understanding Theatre</td>
<td>QACI High Level IB Drama Subject Required result: Grade of 5 (or high)</td>
<td>Approved: 11 June 2014 Expiry: 31 August 2015</td>
</tr>
<tr>
<td></td>
<td>KTB103 Performing Skills 1: Character and Scene</td>
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How is my selection rank calculated?

Across Australia, a common national measure of Year 12 student achievement is used in the tertiary selection process. Expressed in a scale extending from 99.95 (highest) down to 30.00, this common national measure is called the Combined Rank.

The following table shows the common national measures to be assigned to each of the IB scores attained in a completed 2014 IB Diploma based on most recent information available from QTAC in June 2014:

<table>
<thead>
<tr>
<th>IB Score in Completed Diploma (2013)</th>
<th>2013 Combined Rank</th>
<th>QTAC Rank 2013</th>
<th>Qld Overall Position (OP)</th>
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<tbody>
<tr>
<td>45</td>
<td>99.95</td>
<td>99</td>
<td>1</td>
</tr>
<tr>
<td>44</td>
<td>99.80</td>
<td>99</td>
<td>1</td>
</tr>
<tr>
<td>43</td>
<td>99.60</td>
<td>99</td>
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<tr>
<td>42</td>
<td>99.25</td>
<td>99</td>
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<td>41</td>
<td>98.70</td>
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<td>33</td>
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<td>25</td>
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</tr>
<tr>
<td>24</td>
<td>69.35</td>
<td>71</td>
<td>13</td>
</tr>
</tbody>
</table>

For tertiary entrance purposes in Queensland, these common national measures of achievement (ATAR and Combined Rank for IB students) are converted to a QTAC rank on a 99 (highest) to 1 scale.

Please note that this table shows approximate points of comparison for 2013 year 12 results. Use these as a guide only. The tables for 2014 will be generated in December 2014 and available on QTAC’s website [http://www.qtac.edu.au/Applying-CurrentYr12/IBStudies.html](http://www.qtac.edu.au/Applying-CurrentYr12/IBStudies.html)
Prerequisites for Tertiary Entry

- Prerequisites are subjects that must be studied and passed at a senior level (Year 11 and 12) to be eligible to apply for entry into specific tertiary degrees.
- Prerequisites may include: English, Mathematics and/or one or more of the Sciences.
- All Year 10 students will be given a copy of latest QTAC Prerequisite Booklet to assist in their subject selection process.

Mathematics, Science and Tertiary Study

Students need to make informed choices about whether to choose Mathematics SL or Mathematics Studies SL in their IB studies program and whether to include a Science. This decision needs to be based on:
- Previous academic results and progress in Mathematics and Science
- Meeting prerequisite requirements for tertiary study.

Previous Academic Achievement

Points to consider:
- Meeting a prerequisite will not guarantee you entry to a course if you do not achieve a sufficiently high IB score to be considered.
- It is important to acknowledge that prerequisites can be met through alternative pathways e.g. bridging programs, catch up courses whilst studying at university.
- Your IB score cannot be changed. You can choose to upgrade your equivalent rank via additional study but this takes time and money.
- It is important to consider whether your choice to study Mathematics SL and/or Science may limit your chances of achieving a high IB score.
- It is imperative that you consider the likelihood of wanting to apply for courses with a Mathematics SL or Science prerequisite before you take on the added challenges of these subjects.

Meeting Prerequisite Requirements

This information below is based on the data from QTAC Prerequisites Guide Study Commencing 2017.

Mathematics HL is not a prerequisite for any course; however, it is recommended for the courses identified in the following table. If Mathematics SL is listed as a prerequisite this means that Mathematics SL must have been studied and passed to be eligible to apply to these courses. It is important to understand that this list states Mathematics SL, Biology and Chemistry prerequisites and does not include Physics. The level of the Science subject studied need only be SL to meet prerequisite levels.

The table on the following pages outlines those degree programs requiring Mathematics SL, Chemistry or Biology or a combination of the three subjects.
<table>
<thead>
<tr>
<th>University</th>
<th>Course</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>UQ</td>
<td>B Commerce</td>
<td>Mathematics SL</td>
</tr>
<tr>
<td>UQ</td>
<td>B Economics</td>
<td>Mathematics SL</td>
</tr>
<tr>
<td>UQ</td>
<td>B Information Technology</td>
<td>Mathematics SL</td>
</tr>
<tr>
<td>UQ</td>
<td>B Education Primary</td>
<td>Chemistry or Biology</td>
</tr>
<tr>
<td>UQ</td>
<td>B Engineering</td>
<td>Mathematics SL &amp; Chemistry (HL Mathematics required)</td>
</tr>
<tr>
<td>UQ</td>
<td>B Applied Science (Exercise and Nutrition Sciences)</td>
<td>Chemistry or Biology</td>
</tr>
<tr>
<td>UQ</td>
<td>B Dental Science</td>
<td>Chemistry (Biology recommended)</td>
</tr>
<tr>
<td>UQ</td>
<td>B Exercise and Nutrition Sciences</td>
<td>Chemistry or Biology</td>
</tr>
<tr>
<td>UQ</td>
<td>B Exercise and Sports Sciences</td>
<td>Chemistry or Biology</td>
</tr>
<tr>
<td>UQ</td>
<td>B Health Science</td>
<td>(Biology or Chemistry recommended)</td>
</tr>
<tr>
<td>UQ</td>
<td>B Health Science Nutrition</td>
<td>(Biology or Chemistry recommended)</td>
</tr>
<tr>
<td>UQ</td>
<td>B Health Sport and Physical Recreation</td>
<td>Chemistry or Biology</td>
</tr>
<tr>
<td>UQ</td>
<td>B Midwifery</td>
<td>Chemistry or Biology</td>
</tr>
<tr>
<td>UQ</td>
<td>B Nursing</td>
<td>Chemistry or Biology</td>
</tr>
<tr>
<td>UQ</td>
<td>B Occupational Therapy</td>
<td>Chemistry or Biology</td>
</tr>
<tr>
<td>UQ</td>
<td>B Oral Health</td>
<td>Biology</td>
</tr>
<tr>
<td>UQ</td>
<td>B Paramedic Science</td>
<td>(Biology or Chemistry recommended)</td>
</tr>
<tr>
<td>UQ</td>
<td>B Pharmacy</td>
<td>Mathematics SL &amp; Chemistry</td>
</tr>
<tr>
<td>UQ</td>
<td>B Physiotherapy</td>
<td>Chemistry or Biology</td>
</tr>
<tr>
<td>UQ</td>
<td>B Science</td>
<td>Mathematics SL &amp; Chemistry</td>
</tr>
<tr>
<td>UQ</td>
<td>B Speech Pathology</td>
<td>Chemistry or Biology</td>
</tr>
<tr>
<td>UQ</td>
<td>B Applied Science</td>
<td>(Biology or Chemistry recommended)</td>
</tr>
<tr>
<td>UQ</td>
<td>B Agricultural Science</td>
<td>Mathematics SL or Chemistry (Biology recommended)</td>
</tr>
<tr>
<td>UQ</td>
<td>B Environmental Management</td>
<td>(Mathematics SL &amp; Biology or Chemistry recommended)</td>
</tr>
<tr>
<td>UQ</td>
<td>B Environmental Science</td>
<td>Mathematics SL &amp; Chemistry (Biology recommended)</td>
</tr>
<tr>
<td>UQ</td>
<td>B Biomedical Science</td>
<td>Mathematics SL &amp; Chemistry</td>
</tr>
<tr>
<td>UQ</td>
<td>B Biotechnology</td>
<td>Mathematics SL &amp; Chemistry</td>
</tr>
<tr>
<td>UQ</td>
<td>B Food Technology</td>
<td>Mathematics SL &amp; Chemistry</td>
</tr>
<tr>
<td>UQ</td>
<td>B Occupational Health and Safety Science</td>
<td>Mathematics SL &amp; Chemistry</td>
</tr>
<tr>
<td>UQ</td>
<td>B Science</td>
<td>Mathematics SL &amp; Chemistry</td>
</tr>
<tr>
<td>UQ</td>
<td>B Veterinary Science</td>
<td>Mathematics SL &amp; Chemistry &amp; Biology</td>
</tr>
<tr>
<td>GU</td>
<td>B Education Secondary (Math/Science)</td>
<td>Chemistry or Biology</td>
</tr>
<tr>
<td>GU</td>
<td>B Education Primary/Early Child</td>
<td>Chemistry or Biology</td>
</tr>
<tr>
<td>GU</td>
<td>B Engineering</td>
<td>Mathematics SL (Chemistry &amp; Mathematics HL recommended)</td>
</tr>
<tr>
<td>GU</td>
<td>B Aviation</td>
<td>Mathematics SL (Chemistry or Biology recommended)</td>
</tr>
<tr>
<td>GU</td>
<td>B Science</td>
<td>(Chemistry or Biology recommended)</td>
</tr>
<tr>
<td>GU</td>
<td>B Forensic Science</td>
<td>Mathematics SL (Chemistry or Biology recommended)</td>
</tr>
<tr>
<td>GU</td>
<td>B Marine Science</td>
<td>(Chemistry or Biology recommended)</td>
</tr>
<tr>
<td>GU</td>
<td>B Phototonics &amp; Nanoscience</td>
<td>Mathematics SL &amp; Chemistry</td>
</tr>
<tr>
<td>GU</td>
<td>B Science (Ecology &amp; Conservation Biology)</td>
<td>(Chemistry or Biology recommended)</td>
</tr>
<tr>
<td>Course</td>
<td>Required Subjects</td>
<td></td>
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<tr>
<td>------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>GU B Biomedical Science</td>
<td>Chemistry or Biology &amp; Mathematics SL</td>
<td></td>
</tr>
<tr>
<td>GU B Exercise Science</td>
<td>Chemistry or Biology or Mathematics SL</td>
<td></td>
</tr>
<tr>
<td>GU B Biomedical Science</td>
<td>Chemistry or Biology or Mathematics SL</td>
<td></td>
</tr>
<tr>
<td>GU B Health Science</td>
<td>Chemistry or Biology or Mathematics SL</td>
<td></td>
</tr>
<tr>
<td>GU B Biomolecular Science</td>
<td>Chemistry or Biology &amp; Mathematics SL</td>
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</tr>
<tr>
<td>GU B Medical Laboratory Science</td>
<td>Chemistry or Biology &amp; Mathematics SL</td>
<td></td>
</tr>
<tr>
<td>GU B Medical Science (MD pathway)</td>
<td>Chemistry or Biology &amp; Mathematics SL</td>
<td></td>
</tr>
<tr>
<td>GU B Nutrition and Dietetics</td>
<td>Chemistry or Biology (Mathematics assumed)</td>
<td></td>
</tr>
<tr>
<td>GU B Oral Health in Dental Science</td>
<td>Chemistry or Biology or Mathematics SL</td>
<td></td>
</tr>
<tr>
<td>GU B Oral Health in Dental Technology</td>
<td>Chemistry or Biology or Mathematics SL</td>
<td></td>
</tr>
<tr>
<td>GU B Physiotherapy</td>
<td>Chemistry or Biology or Mathematics SL</td>
<td></td>
</tr>
<tr>
<td>GU B Pharmaceutical Science</td>
<td>Chemistry or Biology &amp; Mathematics SL</td>
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<tr>
<td>QUT* B Engineering</td>
<td>Mathematics SL (Chemistry, Mathematics HL recommended)</td>
<td></td>
</tr>
<tr>
<td>QUT B Mathematics</td>
<td>Mathematics SL</td>
<td></td>
</tr>
<tr>
<td>QUT B Education Primary and early childhood</td>
<td>Chemistry or Biology</td>
<td></td>
</tr>
<tr>
<td>QUT B Clinical Exercise Physiology</td>
<td>Mathematics SL &amp; Chemistry or Biology</td>
<td></td>
</tr>
<tr>
<td>QUT B Exercise and Movement Science</td>
<td>Mathematics SL &amp; Chemistry or Biology</td>
<td></td>
</tr>
<tr>
<td>QUT B Medical Imaging</td>
<td>Mathematics SL</td>
<td></td>
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<tr>
<td>QUT B Nutrition Science</td>
<td>Mathematics SL &amp; Chemistry (Biology &amp; Mathematics HL recommended)</td>
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<tr>
<td>QUT B Nutrition &amp; Dietetics</td>
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<tr>
<td>QUT B Medical Laboratory Science</td>
<td>Mathematics SL &amp; Chemistry</td>
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<td>QUT B Health Science</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>QUT B Pharmacy</td>
<td>Mathematics SL &amp; Chemistry (Biology recommended)</td>
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</tr>
<tr>
<td>QUT B Podiatry</td>
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</tr>
<tr>
<td>QUT B Radiation Therapy</td>
<td>Mathematics SL</td>
<td></td>
</tr>
<tr>
<td>QUT B Vision Science/Optometry</td>
<td>Mathematics SL &amp; Chemistry</td>
<td></td>
</tr>
<tr>
<td>QUT B Applied Science (Medical Science)</td>
<td>Chemistry</td>
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<tr>
<td>QUT B Biomedical Science</td>
<td>Mathematics SL &amp; Chemistry &amp; Biology</td>
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</tr>
<tr>
<td>QUT B Science</td>
<td>Mathematics SL &amp; Chemistry or Biology</td>
<td></td>
</tr>
</tbody>
</table>

*Please note QUT does not have prerequisites only Assumed Knowledge in the areas listed above. Students may apply without having completed the subject in Senior. This will cause challenges but are able to be addressed with additional support e.g. tutor.

For tertiary entrance purposes in Queensland, these common national measures of achievement (ATAR and Combined Rank for IB students) are converted to a QTAC rank on a 99 (highest) to 1 scale.
Year 10 Pre IB Diploma Program

Pre IB Diploma Program
This pathway into the IB Diploma Program consists of two phases. It is designed to prepare for the Diploma Program and to assist students in deciding on their course selections.

Phase One: Term 1 to 3 (Selection of IB Subjects to trial)

1. Language A: English
2. Language Acquisition ab initio – French, Mandarin or Spanish
3. Business & Management or Environmental Systems & Societies (ESS) – ESS if you are offered two Arts subjects
4. Design Technology or Biology or Chemistry or second Arts subject
5. Mathematics
6. The Arts – Visual Arts (Design or Fine Arts or Blend), Film, Music, Theatre

Phase Two: Term 4 Commencing IB course (Selection of HL/SL strands)
Students must do three HL and three SL subjects

1. Language A: English (High or Standard Level)
2. Language Acquisition ab initio
3. Anticipated Business & Management (SL) or Business & Management over two years (HL) or
   Anticipated ESS or ESS over two years – students must do ESS if two Arts subjects are offered
4. Design Technology (HL or SL)
   Biology (HL or SL) or
   Chemistry (HL or SL) or
   Second Arts Subject (HL [All] or SL [Music only])
5. Mathematics
   (SL or Mathematical Studies SL)
6. The Arts – Visual Arts, Film, Music, Theatre or Design Technology
   (HL or SL) #

# A student can only study a Group 6 Arts subject if they were accepted into QACI for this specific subject or subjects.

Selection of subjects offered is contingent on student numbers.
Academic Honesty and Student Conduct

Rationale

The Queensland Academy for Creative Industries supports and promotes the principles of properly conducted academic research and the respect for integrity in all forms of assessment. As an International Baccalaureate school, the Academy acknowledges the International Baccalaureate Organisation’s advocacy of ethical behaviour as an essential part of the IB Diploma Program in conducting academic research and submission of authentic work. It values the concept of intellectual property and the need to hold students accountable for the ethical use of the ideas and words of others.

Purpose

The creation of an Academy culture of honesty and integrity is integral to our purpose of developing ‘ethical future path makers’ and is underpinned by the Academy Character Ideals of honesty, trustworthiness, respect and responsibility.

The presentation of authentic work is essential to good scholarship and practice. This policy explains the Academy’s expectations for honest academic practice on the part of students. It sets out the responsibilities of Academy staff in developing and promoting academic honesty, and penalising plagiarism and other forms of dishonesty.

Principles

Elements of Academic Honesty

An authentic piece of work is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, whether written or oral, completed by a candidate for assessment must wholly and authentically use that candidate’s own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

Candidates must acknowledge:

- All ideas and work of other persons
- A rendition of another person’s words presented in a new style and integrated grammatically into the writing
- CD ROM, email messages, websites
- Electronic media
- Sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual
- Verbatim (word for word) quotes
- Works of art including music, film, dance, theatre arts, and visual art.
Definitions

Malpractice

Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Program and examinations. In particular candidates must avoid any form of malpractice. The IBO defines malpractice as ‘behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.’ Malpractice most commonly involves collusion or plagiarism.

Examples of malpractice include but are not confined to:

- **Intentional plagiarism:** Representing the ideas or work of another person as one’s own
- **Unintentional plagiarism:** Careless paraphrasing and citing of source material such that improper or misleading credit is given
- **Collusion:** Supporting malpractice by another student—allowing work to be copied, or submitted for assessment by someone else
- **Duplication of work:** Presenting the same work for different assessment components in the IB
- **Other misconduct:** Any other behaviour that gains an unfair advantage e.g. cheating in an exam, falsifying a CAS record.

Additionally, teachers and coordinators must not engage in the following actions:

- The unauthorised rescheduling of an examination
- Failing to keep exam papers secure prior to an examination
- Providing undue assistance in the production of any work that contributes to the assessment requirements of the IB Diploma
- Leaving candidates unsupervised during an examination
- Allowing additional time in examinations without IBO approval
- Releasing an examination paper, or disclosing information about the paper, within 24 hours after the examination.

Further elaboration is provided regarding collaboration and collusion to provide clarity regarding commonly confused concepts.

Collaboration

Collaboration includes working in groups to achieve a shared goal and is a common form of assessment in which all members of the group are expected to participate equally. Group work may be face to face, in discussion boards, blogs and wikis, for example. The protocols of acknowledging sources still apply.

Permissible collaboration includes the following:

- Discussion with other students regarding issues raised by the assessment item
- Discussion with other students regarding means by which to address the issues raised by the assessment item
- Collaborate in the location of, and sharing, sources of information relevant to the item of assessment.
Impermissible collaboration includes the following:

- Collaborate with other students or persons in the writing of all or part of the student’s submissions for the assessment item
- Collaborate with other students or persons in the writing of all or part of any other student’s submissions for the assessment item
- Provide a copy of his or her work in respect of that item of assessment to another student.

Collusion:

- Is a form of plagiarism that can occur as a result of inappropriate collaboration during group work
- Occurs when two or more people work secretly for the purpose of deliberately misleading others
- Involves working with someone with the deliberate intention to mislead. This could involve working with someone else to produce work which is presented as your own when, in fact, it was the result of secretly working with someone else
- Can be avoided by taking your own personal notes of what is happening during group work sessions
- Occurs if a student allows another to copy an assignment even if that student changes the words to make it look like his own before submission.

Conventions for citing and acknowledging original authorship

- The Queensland Academy for Creative Industries has adopted the Harvard author-date system for acknowledging sources as the Academy standard. This is based on recommendations of the School Library Association of Queensland.
- Where subject areas have specific guidelines for acknowledging sources in addition to those outlined in the Academy text, ‘A guide to referencing and bibliographies’, (King, 2006) these guidelines must be clearly outlined and published to students. For example, Visual Arts may have particular requirements for paintings, pictures and drawings.
- All students and teachers will be issued with a copy of guidelines for acknowledging sources.

Bibliography


King, J 2006, A guide to referencing and bibliographies: for secondary school students, School Library Association of Queensland, Mt Gravatt QLD.


Core Requirement Completion, Grades and three (3) Possible Bonus Points

IB Diploma candidates must successfully complete all three core requirements.

- Creativity, Action, Service (CAS)
- Extended Essay (EE)
- Theory of Knowledge (TOK)

While CAS achievement is monitored, a grade is not awarded. EE and TOK receive letter grades. The highest grade is “A”.

The award of the three (3) possible bonus points is determined by the intersection of EE grades and TOK grades on a matrix. For example, the attainment of “A” grades in both EE and TOK, would result in the award of the full extra three points. See the Core Requirement Matrix below.

Prepared by the IBPA, Feb. 2008

Core Requirement Matrix

<table>
<thead>
<tr>
<th>Extended Essay</th>
<th>Excellent A</th>
<th>Good B</th>
<th>Satisfactory C</th>
<th>Mediocre D</th>
<th>Elementary E</th>
<th>Not submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1 + Failing Condition</td>
<td>N</td>
</tr>
<tr>
<td>Good B</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Failing Condition</td>
<td>N</td>
</tr>
<tr>
<td>Satisfactory C</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>Failing Condition</td>
<td>N</td>
</tr>
<tr>
<td>Mediocre D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>Failing Condition</td>
<td>N</td>
</tr>
<tr>
<td>Elementary E</td>
<td>1 + Failing Condition</td>
<td>Failing Condition</td>
<td>Failing Condition</td>
<td>Failing Condition</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Not submitted</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

28 points overall is required to be eligible for the Diploma if a student attains an ‘E’ grade in either the Extended Essay or Theory of Knowledge.

A grade ‘A’ in either of the components earns an extra point, even if the other grade is an ‘E’.

Attaining a grade ‘E’ in both the Extended Essay and Theory of Knowledge continues to represent an automatic failure and the student will NOT receive the Diploma.
Inner Core - Theory of Knowledge (TOK)

Course Focus
TOK is central to the educational philosophy of the IB Diploma Program and is designed to help students apply knowledge in and across all subjects, providing coherent thinking. It is composed almost entirely of questions, essentially “How do we Know?” through a thoughtful and purposeful inquiry into different ways of knowing and different kinds of knowledge.

This course will enable students to:

• Reflect critically on diverse ways of knowing and specific areas of knowledge
• Consider the role and nature of knowledge in their own culture and those of others
• Be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge and its application to real life situations
• Recognise the need to act responsibly in an increasingly interconnected but uncertain world
• Become aware of the interpretative nature of knowledge, including personal ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected.

TOK is based on the development of specific skills:

• Identifying knowledge claims (what is thought to be true)
• Identifying knowledge issues (the questions that arise from these claims)
• Finding links between knowledge theories and the questions that arise from issues being explored
• Providing examples that support and counter observed knowledge questions and claims
• Applying analytical skills (including critical thinking, reflective line of inquiry, accepting ambiguity, open ended questioning, connectedness, relevance, problem solving, collaborating, synthesis, and deconstruction).

Assessment

Essay

• 1200–1600 words
• One essay on a title chosen from a list of six titles prescribed by the IBO for each examination session.

Presentation

• One presentation to the class—approximately 10 minutes per student
• One written presentation planning document and presentation marking form including:
  o the knowledge issue that is the focus of the presentation
  o a summary in note form of the knowledge issues to be treated during the presentation
  o achievement levels for each of the four assessment criteria.
Focus

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Program subjects—normally one of the student’s six chosen subjects for the IB Diploma. It provides students with an opportunity to engage in personal research in a topic of his/her own choice, under the guidance of a supervisor (a teacher in the Academy). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. Students begin the research process during Year 11 and submit in the second year of IB study.

This compulsory independent research project will enable students to:

- Pursue independent research on a focused question that relates to an area of interest
- Develop research and communication skills
- Develop the skills of creative and critical thinking
- Engage in a systematic process of research appropriate to the subject
- Experience the excitement of intellectual discovery.

Assessment

Essay

- The 4000 word essay is marked out of 36 and is graded on a scale of A – E
- The essay is marked according to criteria set out in the IB Guidelines
- The essay is externally assessed and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score for the IB Diploma.

Viva Voce

- This oral assessment is a 10 minute interview with the Supervisor after final submission to clarify any issues, confirm ownership and reflect on what has been learned. It is an aid to the Supervisor’s Report.
**Course Focus and Outcomes**

The emphasis in CAS is on experiential learning through real-life tasks. The 18 month CAS program consists of at least six substantial extra-curricular activities AND a semester leadership project covering at least two of the CAS strands of Creativity, Action, Service. Each activity/project must have an adult supervisor who is not a relative and who can provide a report on the student’s participation. All CAS activities/projects must involve significant learning and address ALL FOUR of these criteria:

1. Real, purposeful activities, with significant outcomes over an extended time frame
2. Personal challenge through tasks must extend the student and be achievable in scope
3. Thoughtful consideration, such as planning, reviewing progress, reporting
4. Evidence of participation and reflection on outcomes and personal learning.

**The Three Strands of CAS are:**

**Creativity:** creativity covers a range of Arts and other creative activities such as music, dance, theatre, literature, art, design, fashion and film.

**Action:** action refers to physical activities such as expeditions, individual and team sports, gym activities, dance and martial arts.

**Service:** service includes a variety of unpaid and voluntary social service activities that build links with individuals or groups in the community and have a learning benefit for the student.

In their CAS portfolio, students are required to demonstrate a balance across the three CAS strands and address the eight CAS outcomes comprising: increased awareness of strengths and areas for growth; undertaking new challenges; planning and initiating activities; working collaboratively with others; showing perseverance and commitment; engaging with issues of global importance; considering the ethical implications of actions; developing new skills.

Students at QACI also complete the Certificate II in Active Volunteering which requires 30 hours of volunteering and overlaps with the service aspect of CAS. Successful completion of the Certificate II gives students 4 credit points towards the QCE.

**Note:** A satisfactory grade on CAS is mandatory for a student to be awarded the IB Diploma. The student must have the required number of six substantial activities AND a semester leadership project plus reflections and evidence that clearly demonstrate participation in the program in the spirit of CAS and quality, balanced content across creativity, action, and service. Students begin planning their CAS portfolio and complete the Certificate II modules in Term 4, Year 10, and are expected to have finished the CAS program within the 18 month time by the end of Semester 1 of Year 12.

**Requirements**

- Create a CAS Plan at the end of Year 10 and submit to the CAS Advisor for approval.
- The CAS plan must include at least 6 substantial activities AND a semester leadership project that requires individual initiative and address at least two of the CAS strands.
- Enter the CAS plan on the ManageBac portfolio. All activities and projects must have a detailed description of student involvement and responsibilities with a list of CAS strands and outcomes addressed.
- Complete regular reflections, linked to the outcomes for each activity/project under ‘Reflections’ and upload Evidence of Participation. Guidelines are in the CAS checklist.
- Attend monitoring meetings with the Success Coach over the eighteen months CAS period. These will occur at the end of Semesters 1 & 2 in IB1, at the end of Terms 1, 2 and at the CAS sign-off in Term 3 IB2.
Subject Descriptions

Each subject description contains:

- **Pre IB**
  - Aims
  - Activities
  - Assessment

- **IB Diploma**
  - Aims
  - Outcomes
  - Assessment
    (High Level and/or Standard Level)
GROUP 1

PRE IB Group 1 Language A (English): Literature

This subject aims to enable learners to:

- Engage in the study of literature, media and imaginative sources
- Engage in independent literary research and criticism
- Develop highly developed forms of expression, both spoken and written
- Access a range of periods, genres, styles and contexts in literature
- Develop writing skills to form and justify personal opinions clearly, concisely and accurately
- Structure ideas and arguments in a logical, sustained, persuasive manner and support them with precise, relevant examples
- Develop their own creative powers through the composition of individual, self-generated, imaginative texts.

These activities prepare students for the IB Diploma:

- Reading a wide range of texts chosen to extend their critical understanding beyond the merely narrative
- Develop advanced skills in formal, academic, essay writing
- Practise structuring assignments according to Language A (English): Literature assessment criteria to fully prepare for formal assessment in Year 11 and 12
- Reading and analysing a range of cultural perspectives and alternative viewpoints to understand the IB's global approach to curriculum
- Interact with Blackboard system to engage in the use of IT techniques to share, explore knowledge, including other IB schools overseas, locally and nationally
- Develop the confidence to express understanding and critical opinion rapidly and fluently in spoken, as well as written, situations.

PRE IB ASSESSMENT

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Analytical Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>Imaginative Oral</td>
</tr>
<tr>
<td></td>
<td>Comparative Analytical Essay</td>
</tr>
<tr>
<td>Term 3</td>
<td>Multimodal oral presentation</td>
</tr>
<tr>
<td></td>
<td>Analytical Essay</td>
</tr>
</tbody>
</table>
IB Diploma Group 1 Language A (English): Literature
Standard Level or High Level

Which level do I choose?

In 2012, the Academy moved to the new Language A syllabus, and the course framework is correspondingly altered:

Both High Level and Standard Level Studies in A1: Literature within the IB framework require rigorous application of reading and analytical skills, and encompasses an engagement with an extended, diverse range of text types, eras and genres. Both are assessed through the same combination of external and internal assessment types, with the following distinctions:

Effectively, there are four parts to the course, each represented by a discrete thematically-linked selection of texts:
Part 1: Works in translation
Part 2: Detailed study
Part 3: Literary Genres
Part 4: School’s Optional Choice

• In Works in Translation, the requirement at both HL and SL is ONE Analytical / Comparative essay, marked at 25%, supported by an interactive oral, a reflective statement and an in-class supervised writing in preparation, replacing the former two essays
• Overall, students at SL are required to cover ten texts in three genres, covering three periods and three places rather than thirteen
• Students at HL complete thirteen works in four genres, covering three periods and two places
• SL will commit to 150 rather than 240 hours of study over the two years of the course
• As a departure from past practices, and with the view to opening out of the range of texts available, the Academy will continue to provide some texts in multiple copies, while others will be purchased and retained by the students.

Course Focus and Outcomes
This course enables learners to:
• Develop a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
• Develop personal powers of expression in written and oral communication, take advantage of the opportunity to practice the skills involved in writing and speaking in a variety of styles and situations
• Discover a range of literary works of different periods, genres, styles and contexts
• Broaden their perspective through the study of works from other cultures and languages
• Discover ways of approaching and studying literature leading to development of an understanding and appreciation of the relationships between different works
• Develop the ability to engage in close, detailed analysis of written text
• Commence a lifelong interest in and enjoyment of, literature.

<table>
<thead>
<tr>
<th>IB DIPLOMA ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Level</strong></td>
</tr>
<tr>
<td>20% Paper 1 Literary Analysis</td>
</tr>
<tr>
<td>25% Paper 2 Essay</td>
</tr>
<tr>
<td>25% Works in Translation Written Assignment</td>
</tr>
<tr>
<td>15% Spoken Presentation</td>
</tr>
<tr>
<td>15% Two-part IOC Spoken Task</td>
</tr>
</tbody>
</table>
GROUP 2

QACI offers the opportunity for students to study one of three mainstream languages, French ab initio, Spanish ab initio, Mandarin ab initio.

Students **must** study a mainstream language for their Pre IB up to the end of Term 3.

<table>
<thead>
<tr>
<th>PRE IB Group 2 Language Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>French, Spanish and Mandarin towards ab initio</strong></td>
</tr>
</tbody>
</table>

The PRE IB ab initio Language Acquisition Course is a beginner’s course for students who have had very little or no exposure to the acquired language of their choice.

<table>
<thead>
<tr>
<th>Course Focus and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PRE IB ab initio Language Acquisition Course is designed to prepare language students for their language ab initio program.</td>
</tr>
</tbody>
</table>

This subject aims to enable learners to:
- Communicate basic ideas effectively in a limited range of situations
- Understand and use a limited range of vocabulary in common usage
- Understand and use accurately essential written and spoken forms of the language in a limited range of situations
- Use a register that is generally appropriate to the situation
- Show an awareness of some cultural elements related to the language studied.

<table>
<thead>
<tr>
<th>These subjects prepare students for the IB Diploma ab initio Program by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Practising speaking, listening, reading and writing to develop vocabulary, grammar and general sentence structure</td>
</tr>
<tr>
<td>- Using a range of media and cultural stimuli to present open ended tasks based on topics studied</td>
</tr>
<tr>
<td>- Looking differences between their own culture and target language cultures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRE IB ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment items will expose students to a range of assessment types in preparation for summative IB assessment and will be in speaking, reading and writing.</td>
</tr>
</tbody>
</table>
IB Diploma Group 2 Language Acquisition - French, Spanish or Mandarin ab initio (Beginner)

**Ab initio (Standard Level)**

Language ab initio is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate effectively in a range of situations where the language studied is spoken. The course is designed for students who have had very little or no prior experience with the language.

**Course Focus and Outcomes**

The language ab initio course is organised into three themes.

- **Individual and society**
- **Leisure and work**
- **Urban and rural environment**

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at SL only.

The Ab initio course enables learners to:

- Demonstrate an awareness and understanding of the intercultural elements related to the topics covered
- Communicate clearly and effectively in a range of situations
- Understand and accurately use the basic structures of the language
- Understand and use an appropriate range of vocabulary
- Use a register and a format that are appropriate to the situation
- Develop an understanding of intercultural differences.

Through the development of receptive, productive and interactive skills, students should respond and interact appropriately in a defined range of everyday situations.

**IB DIPLOMA ASSESSMENT**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>Receptive Skills</td>
</tr>
<tr>
<td>25%</td>
<td>Productive Skills</td>
</tr>
<tr>
<td>20%</td>
<td>Receptive and Productive Skills</td>
</tr>
<tr>
<td>25%</td>
<td>Interactive Skills</td>
</tr>
</tbody>
</table>

**Receptive Skills**

- Reading

**Productive Skills**

- Writing

**Receptive and Productive Skills**

- Written Assignment

**Interactive Skills**

- Individual Oral
**QACI** can also organise a platform for students to study a non-mainstream language. A non-mainstream language is any language not offered by the Academy but available in the IB curriculum offerings. The study of a non-mainstream language as a **non-initio** is **NOT** a non-mainstream study option. These must be studied at a **Standard Level** or **High Level**.

The following languages are available at high level and standard level: Arabic, Chinese- Cantonese, Mandarin, Danish, Finnish, French, German, Hebrew (SL only), Hindi, Indonesian, Italian, Japanese, Korean, Norwegian, Portuguese, Russian, Spanish, Swedish.

**Criteria for Approval**
- Mother tongue language is spoken at home OR
- Extensive experience in the language can be demonstrated including:
  - Can speak the language fluently
  - Reading and writing competency is evident in Language B SL exam paper
- Parents must fund a tutor and arrange for student to undertake regular lessons including a minimum of 165 hours tuition over the two year IB Diploma period or to meet the anticipated timeline
  - Tutor has IB experience
  - Tutor is not related to the student
  - Tutor has a Blue Card or Teacher registration

**Application Process**
The application process commences after Subject Confirmation in Term 3 Year 10, ready for commencement in Term 4 Year 10. Students apply for Non-Mainstream Language by contacting the Head of Languages during Term 3 Year 10. This process must be completed before commencement of Term 4 Year 10.

**IB DIPLOMA ASSESSMENT**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Skill Area</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>Receptive Skills</td>
<td>Reading</td>
</tr>
<tr>
<td>25%</td>
<td>Productive Skills</td>
<td>Writing</td>
</tr>
<tr>
<td>20%</td>
<td>Receptive and Productive Skills</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>10%</td>
<td>Interactive Skills</td>
<td>Interactive Oral</td>
</tr>
<tr>
<td>20%</td>
<td>Individual Skills</td>
<td>Individual Oral</td>
</tr>
</tbody>
</table>
Course Focus and Outcomes
This subject aims to enable learners to develop:

- Confidence with and understanding of the terms, concepts and subject specific language of Business and Management
- Knowledge and understandings about human society with relation to the business world
- The ability to explore business issues from a consumer’s and organisation’s point of view
- An understanding of the factors, which impact on organisations and their stakeholders
- A very basic understanding of the different modules, such as:
  - Introduction to Business
  - Introduction to Marketing
  - Introduction to Finance
  - Introduction to Production
  - Introduction to Human Resources.

These activities prepare students for the IB Diploma:

- Develop skills for successful study, including inquiry
- Develop abilities to examine and clarify their own values and those of others
- Develop the capacity to think critically and make informed decisions about an organisation.

PRE IB ASSESSMENT

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Introduction to business</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Human resources - Leadership &amp; Motivation</td>
</tr>
<tr>
<td></td>
<td>Accounts and finance</td>
</tr>
<tr>
<td></td>
<td>Weekly Homework Assignments</td>
</tr>
<tr>
<td></td>
<td>End of Term exam</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>QACI Market Day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Marketing</td>
</tr>
<tr>
<td></td>
<td>Business planning</td>
</tr>
<tr>
<td></td>
<td>Weekly Homework Assignments</td>
</tr>
<tr>
<td></td>
<td>End of Term exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Types of organisations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mini IA</td>
</tr>
<tr>
<td></td>
<td>Weekly Homework Assignments</td>
</tr>
<tr>
<td></td>
<td>End of term exam – all topics + case study</td>
</tr>
</tbody>
</table>
IB Diploma Group 3 Individuals and Societies
Business and Management
Standard Level Anticipated only

Which level do I choose?

Anticipated Business - Standard Level only
- Students study the SL syllabus in twelve months, commencing in Term 4 Year 10
- Anticipated Business & Management is geared towards a student who is an independent learner. They should be driven to learn the general concepts outside class time and be ready to clarify, consolidate and refine the concepts during class.
- The internal assessment will be given to students in Term 1 of Year 11. It will be submitted in July of Year 11. It will take the form of a commentary on a real issue or problem facing an organisation. The commentary is based on secondary research.

Course Focus and Outcomes

This course enables learners to:
- Understand the importance of exploring business issues from different cultural perspectives
- Develop a holistic view of the world of business
- Assess the impact of the actions of organisations on the internal and external environment
- Develop the capacity to think critically and make decisions
- Assess data from a variety of sources, applying appropriate analytical tools and recommending solutions by evaluating the implications
- Appreciate the pace, nature and significance of change.

IB DIPLOMA ASSESSMENT

Standard Level
35% Paper 1 on pre-released Case Study 1 hour 15 minutes
40% Paper 2 Data Response Questions 1 hour 45 minutes
25% Written Assignment 1500 words
IB Diploma Group 3 Individuals and Societies
Business and Management
High Level

Which level do I choose?
High Level
- Students study the HL syllabus over two years, commencing in Term 4 Year 10
- High Level business is geared towards a student who is confident and competent in Pre-IB Business and interested in undertaking in-depth studies into business and management.
- The internal assessment will be given to students in Term 4 of Year 11. It will be submitted in Term 2 of Year 12. It will take the form of a Research Project on a decision that is about to be made by a real business. Primary and secondary research is required.

Course Focus and Outcomes
This course enables learners to:
- Understand the importance of exploring business issues from different cultural perspectives
- Develop a holistic view of the world of business
- Assess the impact of the actions of organisations on the internal and external environment
- Develop the capacity to think critically and make decisions
- Assess data from a variety of sources, applying appropriate analytical tools and recommending solutions by evaluating the implications
- Appreciate the pace, nature and significance of change
- Content and context are taught within six conceptual areas:
  1) Change
  2) Culture
  3) Ethics
  4) Globalisation
  5) Innovation
  6) Strategy

IB Diploma Assessment
High Level
35% Paper 1 on pre-released Case Study 2 hours 15 minutes
40% Paper 2 Data Response Questions + Extended response 2 hours 15 minutes
25% Written Assignment 2500 words + 200 word Executive Summary
As an interdisciplinary Group 3 and 4 subject, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with Group 4 (The Sciences) with those associated with Group 3 (Individuals and Societies).

Students must study Environmental Systems and Societies if they choose to study two Arts subjects from Group 6. Interdisciplinary subjects therefore introduce more flexibility into the IB Diploma Program.

By choosing to study a transdisciplinary course such as this as part of their Diploma, students are able to satisfy the requirements for both groups 3 and 4 of the hexagon, thus allowing them to choose another subject from any hexagon group (including another Group 3 or 4 subject).

This subject enables learners to:
- Expose the ecological principles underpinning the study of the environment
- Gain insights into the environmental processes of local and global issues
- Acquire research and manipulatory skills for the analysis of environmental issues
- Think about various cultural perspectives in tackling local and global issues
- Examine the role technology plays solving environmental problems
- Design and undertake an environmental investigation of their local area
- Appreciate the value of collaboration in resolving environmental problems.

These activities prepare students for the IB Diploma:
- Examination of local and global issues allows students to demonstrate their understanding of ecological information, terminology, concepts, and skills in identifying their root causes and proposing possible solutions issues
- Involvement in hands-on laboratory activities that allow the development of research questions, hypotheses formulation and the acquisition of scientific skills necessary on investigate the natural environment
- Examination of the underlying philosophy guiding current environmental management provide opportunity to make reasoned and balanced judgments about their effectiveness in generating environmental, economic, cultural, socio-political positive outcomes
- Evaluation of environmental case studies enables students to articulate and justify a personal viewpoint regarding actions necessary to overcome environmental issues.
- Demonstrating practical and research skills necessary to carry out environmental investigations with due regard to precision, ethics and safety.

**PRE IB ASSESSMENT**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Environmental Issues</th>
<th>Global Issues portfolio 20% Test 80%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>Ecosystems and the Biosphere</td>
<td>Lab Report 20% Test 80%</td>
</tr>
<tr>
<td>Term 3</td>
<td>Human Population Growth and ecological footprint</td>
<td>Lab Report 20% Test 80%</td>
</tr>
</tbody>
</table>
IB Diploma Group 3 Interdisciplinary
Environmental Systems and Societies (ESS) Standard Level only

Do I choose to anticipate this subject?
Students studying two Arts subjects from Group 6 must study Environmental Systems and Societies. The two options at the end of Pre-IB Term 3 are:

1. **Anticipated Course**: which means the subject is completed in one year, sitting IB exams at the end of Year 11. This is an accelerated course and is geared towards a student who is an independent learner and able to learn the general concepts outside class time and be ready to clarify, consolidate and refine these concepts during class. Being an organised and diligent student is essential for success in this course.

2. **Continue the Two-year program**: which means students sit one exam at the end of Year 12 and have time to complete the syllabus content and internal assessment in greater depth. This program allows the student to have sufficient time to complete lab reports and practice IB exam strategies.

**Important considerations:**
Anticipating this course might create more time in a student’s final year of study in Year 12, however, students must demonstrate competence in ESS concepts and lab reporting skills by the end of Term 3 of Year 10. There will be a quota observed for the Anticipated class.

Course Objectives

1. Demonstrate an understanding of information, terminology, concepts, methodologies and skills with regard to environmental issues.
2. Apply and use information, terminology, concepts, methodologies and skills with regard to environmental issues.
3. Synthesize, analyse and evaluate research questions, hypotheses, methods and scientific explanations with regard to environmental issues.
4. Using a holistic approach, make reasoned and balanced judgments using appropriate economic, historical, cultural socio-political and scientific methodologies.
5. Articulate and justify a personal viewpoint on environmental issues with reasoned argument while appreciating alternative viewpoints, including the perceptions of different cultures.
6. Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective investigation and problem solving.
7. Select and demonstrate the appropriate practical and research skills necessary to carry out investigations with due regard to precision, ethics and safety.

**IB DIPLOMA ASSESSMENT**

30% Paper 1 (short answer and data based questions) 1 hour
50% Paper 2 (case study and structured essay questions) 2 hours
20% Internal Assessment (Practical work and lab reports) 30 hours

*Field Trips are compulsory to collect data for Internal Assessment.*
PRE IB Group 4 The Sciences Biology

The IB syllabus for Biology has been released for students graduating in 2016. As a result, the course outline and assessment below is based on the existing syllabus whilst our teachers undergo training for the new syllabus. Current Year 10 students (2014) will begin the new course from Term 4, 2014 with graduation in 2016. The pre-IB course (2015) will be adjusted as new syllabus is rolled out and the teachers receive training.

This subject aims to enable learners to:

- Gain an understanding of the terms, concepts and subject specific language of Science and Biology in particular
- Gain knowledge and understanding about how cells and biotechnology are used in our world
- Obtain an appreciation of the international dimensions of experimental research
- Acquire a working knowledge of ecological issues and how Biologists work in the field
- Investigate how scientists communicate with each other through the scientific reports and link these to the IB Internal Assessment marking Criteria.

These activities prepare students for the IB Diploma to:

- Introduction to genetics and inheritance
- Analyse current and past CO2 levels globally to identify trends
- Explore ecology and understand interactions between biotic and abiotic factors
- Research information about cells and their organelles and translate this knowledge into a working model to be shared with the class via a podcast
- Collaboratively create an animation depicting an aspect of DNA with in the cell
- Use scientific procedures to extract DNA from strawberries and display findings via Comic life
- Use a paper model of recombinant DNA techniques and share this with others via a podcast
- Develop exam coping strategies via practice tests and term exams
- Understanding basic cellular functions that support life.

PRE IB ASSESSMENT

<table>
<thead>
<tr>
<th>Term 1:</th>
<th>Secret of Life. 25% Presentation. 75% Written exam.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2:</td>
<td>Environmental issues and introduction to internal assessment. 25% Data Analysis. 75% Written exam.</td>
</tr>
<tr>
<td>Term 3:</td>
<td>Getting into Genetics. 25% Analysis of Pedigree charts. 75% Written exam.</td>
</tr>
</tbody>
</table>
IB Diploma Group 4 The Sciences
Biology
Standard Level or High Level

The IB syllabus for Biology has been released for students graduating in 2016. As a result, the course outline and assessment below is based on the existing syllabus whilst our teachers undergo training for the new syllabus. Current Year 10 students (2014) will begin the new course from Term 4, 2014 with graduation in 2016. The pre-IB course (2015) will be adjusted as new syllabus is rolled out and the teachers receive training.

As the HL course is quite challenging, it is recommended that students be achieving at least a B level in Pre-IB Biology to enable them to cope with the demands of the course.

Which level do I choose?
HL students are required to study the biological concepts in greater depth and complete a larger volume of work, extending the core topics studied by the SL students. Options also have extension components requiring students to learn more detailed aspects of the topics.

HL students sit longer exams and are required to perform and report on more Internal Assessment (Practical work) hours than SL students.

HL Biology students, as in any IB Diploma subject, are expected to show dedication, passion and commitment to extend themselves beyond what is expected of SL students.

Course Focus and Outcomes
This course enables learners to:
• Demonstrate an understanding of biological facts and concepts; methods and techniques and methods of presenting scientific information
• Apply and use biological facts and concepts; methods and techniques; biological terminology to communicate effectively and appropriate methods of present scientific information
• Construct, analyse and evaluate: hypotheses, research questions and predictions; scientific methods and techniques; and scientific explanations.
• Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.

IB DIPLOMA ASSESSMENT

<table>
<thead>
<tr>
<th></th>
<th>Standard Level</th>
<th>High Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>20% Paper 1 Multiple Choice</td>
<td>45 minutes</td>
<td>20% Paper 1 Multiple Choice 1 hour</td>
</tr>
<tr>
<td>32% Paper 2 Short Answer/Essay</td>
<td>1 hour 15 minutes</td>
<td>32% Paper 2 Short Answer/Essay 2 hours 15 minutes</td>
</tr>
<tr>
<td>24% Paper 3 Options 1 hour</td>
<td></td>
<td>24% Paper 3 Options 1 hour 15 minutes</td>
</tr>
<tr>
<td>24% Practical Scheme of Work</td>
<td></td>
<td>24% Practical Scheme of Work</td>
</tr>
</tbody>
</table>
**PRE IB Group 4 The Sciences**

**Chemistry**

The IB syllabus for Chemistry has been released for students graduating in 2016. As a result, the course outline and assessment below is based on the existing syllabus whilst our teachers undergo training for the new syllabus. Current Year 10 students (2014) will begin the new course from Term 4, 2014 with graduation in 2016. The pre-IB course (2015) will be adjusted as new syllabus is rolled out and the teachers receive training.

The IB Diploma Program Chemistry course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

This subject to enables learners to:

- Gain an understanding of the terms, concepts and subject specific language of Science and Chemistry in particular
- Develop experimental and investigative scientific skills
- Obtain an appreciation of the international dimensions of experimental research
- Acquire a working knowledge of global issues
- Investigate how scientists communicate with each other through the scientific reports and link these to the IB Internal Assessment marking Criteria
- Develop an ability to analyse, evaluate and synthesize scientific information
- Develop experimental and investigative scientific skills
- Engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop and apply the students' information and communication technology skills in the study of science
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- Develop an appreciation of the possibilities and limitations associated with science and scientists
- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

### PRE IB ASSESSMENT

| Term 1: Chemistry foundations, atomic structure, bonding, reactivity | Chemical equations test 15%  
Exam 35% |
| --- | --- |
| Term 2: Chemistry in the lab | IA experimental design, data collection & processing 15%  
IA experimental data collection & processing, conclusion & evaluation 15%  
Scientific method test 20% |
| Term 3: Quantitative Chemistry | IA experimental DCP & CE 30%  
Exam 70% |
IB Diploma Group 4 Experimental Sciences
Chemistry

Standard Level or High Level

The IB syllabus for Biology has been released for students graduating in 2016. As a result, the course outline and assessment below is based on the existing syllabus whilst our teachers undergo training for the new syllabus. Current Year 10 students (2014) will begin the new course from Term 4, 2014 with graduation in 2016. The pre-IB course (2015) will be adjusted as new syllabus is rolled out and the teachers receive training.

As the HL course is quite challenging, it is recommended that students be achieving at least a B level in Pre-IB Biology to enable them to cope with the demands of the course.

Which level do I choose?

The IB Diploma Program Chemistry course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. The Chemistry course covers the essential principles of the subject and, through selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students.

Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

The Diploma Chemistry course includes the essential principles of the subject but also, through selection of options, allow teachers some flexibility to tailor the course to meet the needs of their students.

Course Focus and Outcomes

This course enables learners to:

- experience opportunities for scientific study and creativity within a global context that will stimulate and challenge them
- develop a body of knowledge, methods and techniques that characterise science and technology
- apply and use a body of knowledge, methods and techniques that characterise science and technology
- develop an ability to analyse, evaluate and synthesise scientific information
- develop experimental and investigative scientific skills.

IB DIPLOMA ASSESSMENT

<table>
<thead>
<tr>
<th>Standard Level – less depth than High Level</th>
<th>High Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>20% Paper 1 Multiple Choice 45 minutes</td>
<td>20% Paper 1 Multiple Choice 1 hour</td>
</tr>
<tr>
<td>32% Paper 2 Data based short answer and extended response - 1 hour 15 minutes</td>
<td>36% Paper 2 Data based short answer and extended response 2 hours 15 minutes</td>
</tr>
<tr>
<td>24% Paper 3 Options - Short answer questions 1 hour</td>
<td>20% Paper 3 Options - short answer questions plus 2 extended response 1 hour 15 minutes</td>
</tr>
<tr>
<td>24% Practical Scheme of Work</td>
<td>24% Practical Scheme of Work</td>
</tr>
</tbody>
</table>
Course Focus and Outcomes

This subject enables learners to:

• Demonstrate an understanding of Design Technology and its role in designing for humans
• Develop methods of presenting technological information and subject knowledge
• Become effective design problem solvers and ethical designers
• Become more aware of individual, local and global issues linked to design situations
• Apply and use:
  o relevant facts and concepts
  o design strategies, methods and graphical techniques
  o technological terminology to communicate their ideas effectively
  o appropriate communication methods to present design information,
• Construct, analyse and evaluate:
  o design briefs, problems, specifications, research and time plans
  o basic production methods, techniques and products
  o data, information and technological explanations
• Demonstrate personal skills of cooperation, collaboration, perseverance, empathy, integrity and responsibility appropriate for effective designing and problem solving
• Begin to develop the manipulative skills, processes and techniques necessary to carry out a basic design-and-make activity with precision.

These activities prepare students for the IB Diploma Program:

Design Problem Solving activities
Graphical presentations of designs
Adobe Illustrator, Google Sketch Up
Understanding client design briefs
Research techniques
Creating design solution activities
Design terminology and thinking
Application of Technical terminology to project work and exam situations.

PRE IB ASSESSMENT

<table>
<thead>
<tr>
<th>Term 1 and 2</th>
<th>Introduction to Design Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graphical Drawing Techniques</td>
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<tr>
<td></td>
<td>Model Making Project</td>
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<tr>
<td></td>
<td>Materials</td>
</tr>
<tr>
<td></td>
<td>End-of-Term 1 Class Test</td>
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<tr>
<td></td>
<td>End-of-Term 2 Class Test</td>
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<tr>
<td>Term 3</td>
<td>Design, build and test a Solar Cooker</td>
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<tr>
<td></td>
<td>Joining and Manufacturing Methods</td>
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<tr>
<td></td>
<td>Final Theory Exam</td>
</tr>
</tbody>
</table>
**IB Diploma Group 4 The Sciences**

**Design Technology**

Standard Level or High Level

<table>
<thead>
<tr>
<th>Which level do I choose?</th>
<th>Standard Level</th>
<th>High Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Topics</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Additional HL Topics</td>
<td>0</td>
<td>54</td>
</tr>
<tr>
<td>Practical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design Project</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Group 4 Project</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Teacher Directed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>Total Teaching Hours</td>
<td>150</td>
<td>240</td>
</tr>
</tbody>
</table>

**Course Focus and Outcomes**

This course enables learners to:

Experience a progressive learning environment of practical design investigation and innovation to:

- Familiarise with the theoretical principles underpinning Design Technology
- Study examples of design from diverse socio-cultural and historical contexts
- Study the use of a variety of materials and technologies combining towards achieving design solutions
- Identify and investigate disciplines of interest in design
- Develop research, analytical and critical skills that are frequently accessed within the design process
- Develop proficiencies in the use of appropriate technologies throughout the design process.

**IB DIPLOMA ASSESSMENT**

<table>
<thead>
<tr>
<th>Standard Level (SL)</th>
<th>High Level (SL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Students</td>
</tr>
<tr>
<td>30% Paper 1 (Core) 45 minute Exam</td>
<td>20% Paper 1 (Core) 1 hour Exam</td>
</tr>
<tr>
<td>30% Paper 2 (Core) 1 hour Exam</td>
<td>20% Paper 2 (Core) 1 hour 30 minute Exam</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>20% Paper 3 (HL extension) 1 hour 30 minute Exam</td>
</tr>
<tr>
<td>40% Design Project</td>
<td>40% Design Project</td>
</tr>
</tbody>
</table>
The Australian Mathematics Curriculum (ACARA) aims to ensure that students:

- Are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- Develop increasingly sophisticated understanding of mathematical concepts and fluency with processes, able to pose and solve problems and reason in number and algebra; measurement and geometry; statistics and probability
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study

These aims support the learning outcomes of the IB Mathematics programs, which the students will commence in Term 4 of Year 10. The aims prepare students for the IB Diploma by:

- Producing a working knowledge of mathematical concepts across varying topics in mathematics in order to solve concrete mathematical problems
- Enabling a student to choose appropriate mathematical model/s to assist in solving real life dilemma
- Using mathematics to clarify, confirm, and adjust understanding of modern society
- Extending the use of concrete knowledge of mathematical procedures in order to begin to solve abstract and unfamiliar mathematical problems.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Exam and investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>Exam and investigation</td>
</tr>
<tr>
<td>Term 3</td>
<td>Exam and investigation</td>
</tr>
</tbody>
</table>
IB Diploma Group 5 Mathematics
Mathematical Studies SL, Mathematical Studies SL Anticipated, Mathematics SL

Which level do I choose?
All levels of IB Mathematics are rigorous and challenging covering an extensive range of Mathematical skills and applications at a rapid pace. In making the decision regarding which level to choose, students should consider their mathematical, especially algebraic, skill level, their organisational skills and the prerequisite of their desired university course.

- Mathematics Standard Level (SL) students sit one test without a calculator so it is important that they have a solid grasp of algebraic manipulation
- Mathematics SL is considered equivalent to Mathematics B by QTAC and may be required for some university courses
- Mathematical Studies SL has a greater focus on the calculator as it is used in both exams
- Mathematical Studies SL Anticipated is completed in one year instead of two and requires students to have superior time management skills
- Mathematics at the High Level is NOT offered at QACI.

Special entry requirements:

<table>
<thead>
<tr>
<th>Mathematical Studies SL Anticipated</th>
<th>Mathematics SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>One class of students will be invited to study this course. Invitation will be based on Year 10 results and exhibited time management.</td>
<td>One class of students will be formed based on teacher recommendation, which will consider Year 10 results in non-calculator exams.</td>
</tr>
</tbody>
</table>

Course Focus and Outcomes

This course enables learners to:

- Read, interpret and solve a given problem using appropriate mathematical terms
- Organise and present information and data in tabular, graphical and/or diagrammatic forms
- Know and use appropriate notation and terminology
- Formulate a mathematical argument and communicate it clearly
- Select and use appropriate mathematical strategies and techniques
- Demonstrate an understanding of both the significance and the reasonableness of results
- Recognise patterns and structures in a variety of situations, and make generalisations
- Recognise and demonstrate an understanding of the practical applications of mathematics
- Use appropriate technological devices as mathematical tools.

IB DIPLOMA ASSESSMENT

<table>
<thead>
<tr>
<th>Math. Studies (SL) &amp; Maths Studies Anticipated</th>
<th>Standard Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% Paper 1: 1 hour 30 minutes Calculator allowed</td>
<td>40% Paper 1: 1 hour 30 minutes No calculator</td>
</tr>
<tr>
<td>40% Paper 2: 1 hour 30 minutes Calculator allowed</td>
<td>40% Paper 2: 1 hour 30 minutes Calculator allowed</td>
</tr>
<tr>
<td>20% Individual Project</td>
<td>20% Exploration</td>
</tr>
</tbody>
</table>
Pre IB Film is a course that aims to prepare the student for the artistic and analytical requirements of the IB proper. It allows the student to explore the different components of the storytelling process in terms of film language, technology, art and reflection. Students are encouraged to engage in creative processes that are at once challenging and new to their traditional ways of thinking.

**Course Focus and Outcomes**

This subject enables learners to:

- Acquire an understanding of the variety of ways in which film creates meaning
- Develop an understanding of and be able to apply appropriate film language effectively
- Effectively develop an idea through the various stages of film-making, from conception to finished production
- Apply technical skills and an appropriate use of available technology
- Draw together knowledge, skills, research and experience, and apply them analytically to evaluate film texts in terms of:
  - Cinematic elements and storytelling techniques
  - Historical, theoretical, socio-cultural, economic and institutional contexts of film in more than one country, time and environment
- Reflect upon and evaluate film production processes and completed film texts

These activities prepare students for the IB Diploma by:

- Introducing students to the language of film to communicate on a personal level by encouraging an aesthetic appreciation of the medium of film
- Solving problems that provide solutions during design, production and post-production phases of work
- Broadening students relationships and interpretations of the human condition (culture/history/politics) through the artistic medium
- Engaging students in other art forms to broaden their skill basis and appreciation of film as an evolving art form
- Engaging in the use of and application of technology to be an effective storytelling device

**Assessment Type** | **PRE IB ASSESSMENT**
--- | ---
1. **Film Theory** | Essay on film language and application of film techniques
|  | Storytelling in film
2. **Production** | Short film and Reflective Journal
3. **Reflective Journal** | Journal: reflection of Production Work
4. **Design – 2 column script** | Documentary design telling a personal interest story
IB DIPLOMA Group 6 FILM
Standard Level or High Level

Which level do I choose?
The skills and knowledge in both levels are similar. The difference lies in the assessment requirements with regard to portfolio and written work.

Course Focus and Outcomes
This course enables learners to:

- Apply storytelling techniques: story boarding, three column shooting scripts and treatments
- Develop a range of technological skills to enhance their level of artistic practice
- Use video technology design, film and edit imagery that can illustrate their relationship to their own identity within the human context
- Appreciate differing social or ethical points of view and become aware of their own perspectives and biases and to respect those of others
- Apply the ability to draw together knowledge, skills, research and experience, and apply them analytically to think critically, share critiques and evaluate film texts in terms of
  - cinematic elements and storytelling techniques and
  - the historical, theoretical, socio-cultural, economic and institutional
  - contexts of film in more than one country, time and environment
- Engage in other art forms to broaden their skill basis and appreciation of film
- Apply film language to communicate design intent, self critique and adapt ‘works in progress’
- Identify and understand the roles of the various people involved in film making
- Analyse/critique and reflect on impact of cultural, social, historical origins and political issues of film movements—German Expressionism, French New Wave and Spanish Horror and their relationship with other art forms of the time
- Reflect critically on the way historical societies have told stories throughout history in the film medium.

IB DIPLOMA ASSESSMENT

<table>
<thead>
<tr>
<th>Standard Level</th>
<th>High Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent study: 8 - 10 pages (50%)</strong>  Documentary Script based on two films</td>
<td><strong>Independent study: 12 - 15 pages (50%)</strong>  Documentary Script based on four films</td>
</tr>
<tr>
<td><strong>Presentation - 10 minutes - 25%</strong>  Oral presentation on 5 minute Film extract</td>
<td><strong>Presentation: 15 minutes - 25%</strong>  Oral presentation on 5 minute Film extract</td>
</tr>
<tr>
<td><strong>Production portfolio: 5 minute Film</strong>  Written documentation: <strong>1,200 words</strong>.</td>
<td><strong>Production portfolio: 7 minute film plus 1 minute Trailer</strong>  Written documentation 1,750 words plus 100 word Rationales for film and trailer</td>
</tr>
</tbody>
</table>
PRE IB Group 6 The Arts
Music

This subject enables learners to:

Understand a wide range of styles and genres from Music of the Theatre, Vocal Song, Jazz and Film of different eras in history by:

- Develop an individual style
- Development of analysis and audiation skills
- Active responsibility for own learning
- Action cycle – reflect, choose, act
- Organisation and time management
- Research skills
- Academic integrity
- Introduction of concepts underpinning Theory of Knowledge and Extended Essay including meta cognitive and ‘learning to learn’ skills
- Consider the implications of non-musical contextual influences on music, such as artistic, political, sociological, economical, ideological and philosophical viewpoints
- Develop their musicianship skills through theory, audiation, analysis, composition and performance (ensemble and solo), and the use of music technology.

These activities prepare students for the IB Diploma:

- Identifying, analysing, interpreting and discerning each style or genre
- Performing and improvising
- Exploring and investigating the use of musical elements and compositional devices that produce the mood and character
- Exploring ways in which music reflects different eras and cultural contexts
- Composing music in various styles and genres both vocal and instrumental, using both traditional and technological means
- Rehearsing pieces of music from various styles and genres
- Experimenting with new directions or innovation in composing and improvisation
- Searching the web for information to assist analysing repertoire, composing and performing
- Discussing socio-political aspects of music pertaining to repertoire
- Rehearsing, critiquing, refining and reflecting on their developing work
- Reviewing and critiquing concert performances and compositions
- Communicating ideas about music from listening to and reading music

PRE IB ASSESSMENT

| Term   | Foundations | A revision of, and building upon, theoretical and aural concepts, in order to provide a foundation for work to be covered during the rest of the year and into the IB curriculum. | Written Exam
Composition
Small Ensemble Performance |
|--------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Term   | Innovations in Rock | A brief look at Rock music through history, concentrating on the innovative works of such groups as The Beatles, in influencing music today.                                                                 | Written Exam
Composition using logic
Solo Performance |
| Term   | All That Jazz | An investigation into the vast array of jazz styles and their influence on popular and classical music.                                                                                               | Jazz Improv
Performance Composition Written Exam |
| Term   | Musical Contexts | An introduction to the major periods of music—Renaissance, Baroque, Classical, Romantic and 20th Century—placing them in their historical, social and cultural context.                                              | Written Exam
Solo Performance Composition |
IB Diploma Group 6 MUSIC
Standard Level or High Level

Which level do I choose?
Skills required for each level in Music should determine which level is for you:

High Level - a student will need:
- High level of music literacy
- Performance skills at a standard equivalent to Grade 4 AMEB
- Passion for Composing and writing songs
- Future aspirations requiring music at a HL

Standard Level Solo Performance (SLS):
- High level of music literacy
- Performance at a standard equivalent to Grade 3 AMEB

Standard Level Group Performance (SLG):
- High level of music literacy
- Performance as a member of a musical ensemble, or you wish to participate in an ensemble and you enjoy making music in groups

Standard Level Composition (SLC):
- High level of music literacy
- Passion for Composing and writing songs

Course Focus and Outcomes
Students will engage in a rigorous two-year program, designed to prepare them for tertiary studies in music. At both High Level and Standard Level, the main objectives are to develop critical understanding, perceptual skills, relation to time and place, solo performance and composition. Throughout the course of study, students will develop the valuable skills of active/critical listening and analysis through study of scores and recordings of various genres and styles throughout history and around the world. Students will work on several occasions with composers-in-residence, building their creative ideas into fully realised compositions. At high level, students perform as soloists in public recitals and at Standard Level; students have the option to perform as a soloist or as an ensemble musician. All students will also undertake a Musical Investigation, which explores two distinct musical cultures in the form of a communicative media such as a film or website.

IB DIPLOMA ASSESSMENT

<table>
<thead>
<tr>
<th>Standard Level</th>
<th>High Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External Examination - 30%</strong></td>
<td><strong>External Examination - 30%</strong></td>
</tr>
<tr>
<td><strong>Musical Links Investigation - Compare music from two MUSICAL cultures 20%</strong></td>
<td><strong>Musical Links Investigation - Compare music from two MUSICAL cultures 20%</strong></td>
</tr>
<tr>
<td><strong>Internal Assessment - 50%</strong></td>
<td><strong>Internal Assessment</strong></td>
</tr>
<tr>
<td>SLS - Solo performance—one or more recitals OR SLG - Group performance – two public recitals OR SLC - Creating – two contrasting</td>
<td>Solo performance Recital +/- 20 minutes 25% Composition Portfolio – three contrasting 25%</td>
</tr>
</tbody>
</table>

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Theatre

The IB syllabus for Theatre has been released for students graduating in 2016. As a result, the course outline and assessment below is based on the existing syllabus whilst our teachers undergo training for the new syllabus. Current Year 10 students (2014) will begin the new course from Term 4, 2014 with graduation in 2016. The pre-IB course (2015) will be adjusted as new syllabus is rolled out and the teachers receive training.

This course will enable learners to:

- Rehearse, refine, share and perform scripted and student-devised dramatic works to audiences in both informal and formal settings
- Work in a range of forms, styles and contexts applying performance skills to convey meaning to audiences
- Appreciate Theatre from a range of cultural, social, spiritual, historical, political and economic contexts
- Describe, analyse and evaluate the elements and conventions used in their own practice, and Theatre produced by others
- Explore ideas, feelings and experiences by collaborating in a wide range of activities such as dramatic play, role-play, improvisation and play-building
- Reflect on their developing artistry using a consistent journaling process
- Control, manage and synthesise the elements and conventions of Theatre.

These activities prepare students for the IB Diploma by:

The Pre IB Theatre course prepares students for further work in the IB by establishing the foundations of performance and performance analysis. By broadening the awareness of the fundamental elements of performance—the body, voice, space and time—reinforced through the creation process, students gain practical experience and understanding that can be later applied within the IB Theatre course by:

- Scaffolding attitudes, processes and understandings, which the students will apply in the IB Theatre course. These are structured in a developmental manner allowing for practice and experimentation
- Providing a specific language of theatre terminology and practice that enables a more articulate expression of abstract ideas
- Inspiring students to explore a variety of styles and theories
- Providing an understanding of industry practice as well as establishing a benchmark standard for their own work.

<table>
<thead>
<tr>
<th>Term</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Basic Performance Principles, Physical Theatre, Viewpoints, Suzuki, Physical Theatre Composition</td>
</tr>
<tr>
<td>Term 2</td>
<td>Written one-person show, Living Library Performance Dramatic languages, critical analysis</td>
</tr>
<tr>
<td>Term 3</td>
<td>Realism, acting techniques, Australian drama performance of Australian drama scene</td>
</tr>
</tbody>
</table>
IB Diploma Group 6 THEATRE  
High Level

The IB syllabus for Theatre has been released for students graduating in 2016. As a result, the course outline and assessment below is based on the existing syllabus whilst our teachers undergo training for the new syllabus. Current Year 10 students (2014) will begin the new course from Term 4, 2014 with graduation in 2016. The pre-IB course (2015) will be adjusted as new syllabus is rolled out and the teachers receive training.

Course Focus and Outcomes

This course enables learners to:

- Experience and participate in a wide and varied range of theatre activities and develop proficiency in theatre techniques
- Become familiar with forms of theatre from their own and different cultures
- Explore different theatre traditions in their historical contexts
- Develop academic skills appropriate for the study and understanding of theatre
- Become reflective and critical practitioners in theatre
- Develop the confidence to explore, to experiment and to work individually and collaboratively on innovative projects
- Understand the dynamic, holistic and evolving nature of Theatre.

Learning Outcomes

- Demonstrate a theoretical and practical knowledge of theatrical traditions
- Demonstrate an understanding of production elements and theatre practices
- Evaluate critically a range of diverse performances
- Engage practically in creating and presenting performances
- Reflect on their own development in theatre through continual self-evaluation and recording
- Demonstrate an ability to interpret play texts and other types of performance texts
- Demonstrate initiative and perseverance in both individual and group projects.

IB DIPLOMA ASSESSMENT

High Level

External assessment

<table>
<thead>
<tr>
<th>Research investigation</th>
<th>2,000–2,500 words with supporting visuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical performance proposal</td>
<td>250-word written presentation with visual materials and a 1,000-1,250-word rationale</td>
</tr>
</tbody>
</table>

Internal assessment

<table>
<thead>
<tr>
<th>Theatre performance and production presentation</th>
<th>30 minute oral presentation with seven to ten images</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent project portfolio</td>
<td>3,000 words from core syllabus and option A or B</td>
</tr>
</tbody>
</table>
PRE IB Group 6 VISUAL ARTS
Visual Arts & Design

The IB syllabus for Visual Arts has been released for students graduating in 2016. As a result, the course outline and assessment below is based on the existing syllabus whilst our teachers undergo training for the new syllabus. Current Year 10 students (2014) will begin the new course from Term 4, 2014 with graduation in 2016. The pre-IB course (2015) will be adjusted as new syllabus is rolled out and the teachers receive training.

Course Focus and Outcomes
Visual Arts within the IB framework, works to engage students in both practical exploration and artistic production, and in contextual, visual and critical investigation. The course is designed to enable students to gain an understanding of the nature of IB Visual Arts through the exploration of a range of experiences with 2D, 3D and new media (digital).

This course enables learners to:
- Understand the conceptual and technical underpinnings of artistic expression
- Produce personally relevant artworks that show exploration of ideas whilst reflecting on cultural and historical artistic contexts
- Develop ideas and strategies for expression
- Experiment with a range of materials and mediums
- Develop a range of effective skills, techniques and processes when making and analysing visual artworks
- Present their work effectively and creatively and demonstrate thoughtful critical observation, reflection and discrimination
- Present a relationship between investigation and studio.

These activities prepare students for the IB Diploma:

**SHOCK OF THE NEW** — an introduction to Art and Design.
- Contemporary art practice integrates traditional hand rendering with technologically rich media and techniques. This unit brings the two together to investigate art and design processes.
- Works evolve throughout the unit to produce a cohesive folio of art/design outcomes across a broad range of media approaches.

PRE IB ASSESSMENT

<table>
<thead>
<tr>
<th>Term</th>
<th>Studio Work</th>
<th>Investigation Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>60% (resolved and experimental works)</td>
<td>40%</td>
</tr>
<tr>
<td>Term 2</td>
<td>60% (resolved and experimental works)</td>
<td>40%</td>
</tr>
<tr>
<td>Term 3</td>
<td>60% (resolved and experimental works)</td>
<td>40%</td>
</tr>
</tbody>
</table>
IB Diploma Group 6 VISUAL ARTS
Standard Level or High Level

The IB syllabus for Visual Arts has been released for students graduating in 2016. As a result, the course outline and assessment below is based on the existing syllabus whilst our teachers undergo training for the new syllabus. Current Year 10 students (2014) will begin the new course from Term 4, 2014 with graduation in 2016. The pre-IB course (2015) will be adjusted as new syllabus is rolled out and the teachers receive training.

Which level do I choose?

Both High Level and Standard Level Visual Arts within the IB framework require rigorous application, engaging students in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in high education and also welcomes those students who seek life enrichment through visual arts.

• The course is generally studied at a High Level, with HL students producing a larger body of work and work of greater depth than SL.
• All students are required to prepare a selection of Studio Works in the form of exhibition. This exhibition is presented to a visiting examiner through an interview with the student about the work.
• Selected pages of the Investigation Workbooks produced during the course are presented.

Course Focus and Outcomes

This course enables learners to:

• Complete works with a focus across either FINE ARTS or DESIGN or a combination of both
  – FINE ARTS (Drawing, Painting, Construction, Fibre, Printmaking, Performance, Installation, Environmental Artforms, New Media Animation / Game Art / Machinima / Photomedia / Video Art

The Visual Arts course aims to:

• investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these
• develop an understanding of visual arts from a local, national and international perspective
• build confidence in responding visually and creatively to personal and cultural experiences
• develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement
• take responsibility for the direction of their learning through the acquisition of effective working practices.

<table>
<thead>
<tr>
<th>IB DIPLOMA ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Level</strong></td>
</tr>
<tr>
<td>60% STUDIO WORK (eight to twelve works)</td>
</tr>
<tr>
<td>EXHIBITION and INTERVIEW – External</td>
</tr>
<tr>
<td>40% INVESTIGATION (15–20 pages)</td>
</tr>
<tr>
<td>CANDIDATE RECORD BOOK – Internal</td>
</tr>
</tbody>
</table>
A course specifically for Year 11 and Year 12 students, who are achieving outstanding results in PreIB, with an emphasis on Film studies.

**Note:** QACI is presently liaising with tertiary institutions for the IBCC course to be expanded across several others of the Group 6 subjects. To be advised.

The International Baccalaureate Career Related Certificate (IBCC) is a program that runs parallel with the IB Diploma Program. QACI has pioneered a specialised version for our outstanding academic and artistic students, as opposed to the conventional way the course is implemented world-wide. QACI IBCC Students undertake four IB Diploma subjects (including Film) while attending QUT/University study for their career component. Students partake in an alternative and Film focused version of the IB inner core that is composed of aligned variations to the IB Diploma's Extended Essay, CAS and Theory of Knowledge (TOK).

The QACI model for the IBCC allows for students to specialise in a creative area for which they have demonstrated superior ability and aptitude and are seeking to deepen their study and experience in partnership with a university provider. The IBCC model at QACI has been designed to maintain the culture, leaner profile and academic rigor of the Diploma across the Academy.

Students are selected through an application process involving interviews with QACI and QUT representatives to assess their suitability and the standard of their grades across all subjects in Year 10.

The QLD Academy for Creative Industries IBCC Program will encourage students to explore their own ways of seeing and experiencing the world through their academic and artistic eyes.

**It will allow students to explore, examine and apply:**

- The significance of how the various thinking processes can be applied as a way of self, peer and societal examination.
- Philosophical elements of debate and deconstruction.
- Analysis of the student's culture in relation to the indigenous culture of the country of origin as well as the placement of their culture within the cultures of the world.
- Their technical and digital skill-sets to create reflective pieces of art.
- Written analysis and deconstruction in terms of societal issues.

IBCC students will undertake 4 units of study at the Queensland University of Technology, attending formal lectures and tutorials and completing University tasks externally. The number and form vary, but normally involve 2 pieces of assessment per term in written and presentation form.

IBCC students also are required to complete assessment items for the IB Diploma, through their IBCC program at QACI as well as attending timetabled IBCC classes.

See over for Assessment information.
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assessment</th>
<th>Component/ Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Film Theory and Conceptual Analysis (Year 11)</td>
<td>Cinematic Deconstruction of a visual text drawing upon elements studied through year 1, Semester 1. These include creating a personal hypothesis on the concept of personal reality, time, quantum physics and narrative cinematic storytelling</td>
<td>ATL : Approaches to Learning Written Analysis : Essay : 1200 words max</td>
</tr>
<tr>
<td>2. Deconstruction of Contemporary art form. (Year 11)</td>
<td>A presentation based on a new media art form and its relationship to the expression of the human form. For e.g. transhumanism.</td>
<td>ATL : Approaches to Learning • PowerPoint/video presentation and notes • Min 10 Slides</td>
</tr>
<tr>
<td>3. Community and Service Project (Year 12)</td>
<td>Design of iBook for use on iPads for students of film and selected languages. This is to be designed to also be a resource for teachers.</td>
<td>CSP : Community Service Project Digital iBook • 1500-1750 words • Digital scaffold</td>
</tr>
<tr>
<td>4. Reflective Project</td>
<td>Documentary Film project that explores an issue through the medium of study i.e.: Film</td>
<td>RP : Reflective Project Film (7-10min max) + Trailer 45-60 sec + Production Journal</td>
</tr>
</tbody>
</table>