



**QUEENSLAND
ACADEMIES**
Creative Industries Campus



International Baccalaureate Handbook 2025

Important information about the International
Baccalaureate Diploma Programme at QACI

QUEENSLAND
ACADEMIES

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

Contents

What is the IB Diploma?	4
The IB Diploma Curriculum	5
The Diploma Curriculum Framework & IB Mission & QACI Vision Statements	5
IB Learner Profile	7
International Baccalaureate Diploma Regulations	8
Examination Results	9
The IB Diploma and the QCE	10
University Recognition of IB Diploma	10
How is my Selection Rank Calculated?	11
Meeting prerequisites for tertiary entry	12

IB Core

IB Core	13
Theory of Knowledge	14
Extended Essay	15
Creativity, Activity, Service	16

Year 10 Program

Year 10 Program	18
-----------------	----

Subject Descriptions

Language A Language and Literature

English A: Language & Literature	20
----------------------------------	----

Language Acquisition / Language B

Year 10 Languages	22
French, Spanish, Mandarin, Korean	24

Individuals and Societies

Business Management	27
Psychology	29
Global Politics	30
Interdisciplinary ESS	36

Year 10 Science

Sciences

Biology	40
Chemistry	41
Physics	42
Design Technology	44

Mathematics

Mathematics	46
-------------	----

The Arts

Dance	48
Film	50
Music	53
Theatre	56
Visual Arts	58

What is the IB Diploma?

The IB Diploma Programme is a comprehensive pre-university 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.

The IB Diploma Programme 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.

The Diploma Programme 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.

Follow this link for more information about the IB Diploma: <https://www.ibo.org/en/programmes/diploma-programme/>

QACI Year 10 Program aims to provide:

- A thorough foundation for the skills and knowledge expected at entry in the IB Diploma Programme
- 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 Programme:
 - Active responsibility for own learning
 - Organisation and time management
 - Research skills
 - Cooperative learning and open-mindedness.



The IB Diploma Curriculum

The curriculum is modelled 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, Activity, Service (CAS).

Normally students' study loads comprise:

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

The International Baccalaureate 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 8 to inform parents and students of these requirements.



The Diploma Curriculum Framework

At QACI, 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 IB 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 Programme 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 Academies Creative Industries campus 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, Activity, 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 complemented by a range of extension and enrichment opportunities along with advanced standing possibilities with the Queensland University of Technology, Griffith University, and the University of Queensland.

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 Programme graduate and the rigour of the Diploma Programme itself. <http://www.ibo.org/en/university-admission/>

The Core of the Diploma Curriculum Framework

All Diploma Programme 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 Programme.

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 Programme, and to make connections across the academic areas.

The Extended Essay (EE), 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 students to develop the skills of independent research that will be expected at university.

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

The IB Mission, the QACI Vision and the IB Learner Profile

The International Baccalaureate is more than its educational programmes. At its heart, it is motivated by a mission to create a better world through education.

The IB values its hard earned reputation for quality, for high standards and for pedagogical leadership. The IB achieves goals by working with partners and by actively involving stakeholders, particularly teachers.

The IB promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century. All of this is captured in the IB mission statement.

IB Mission

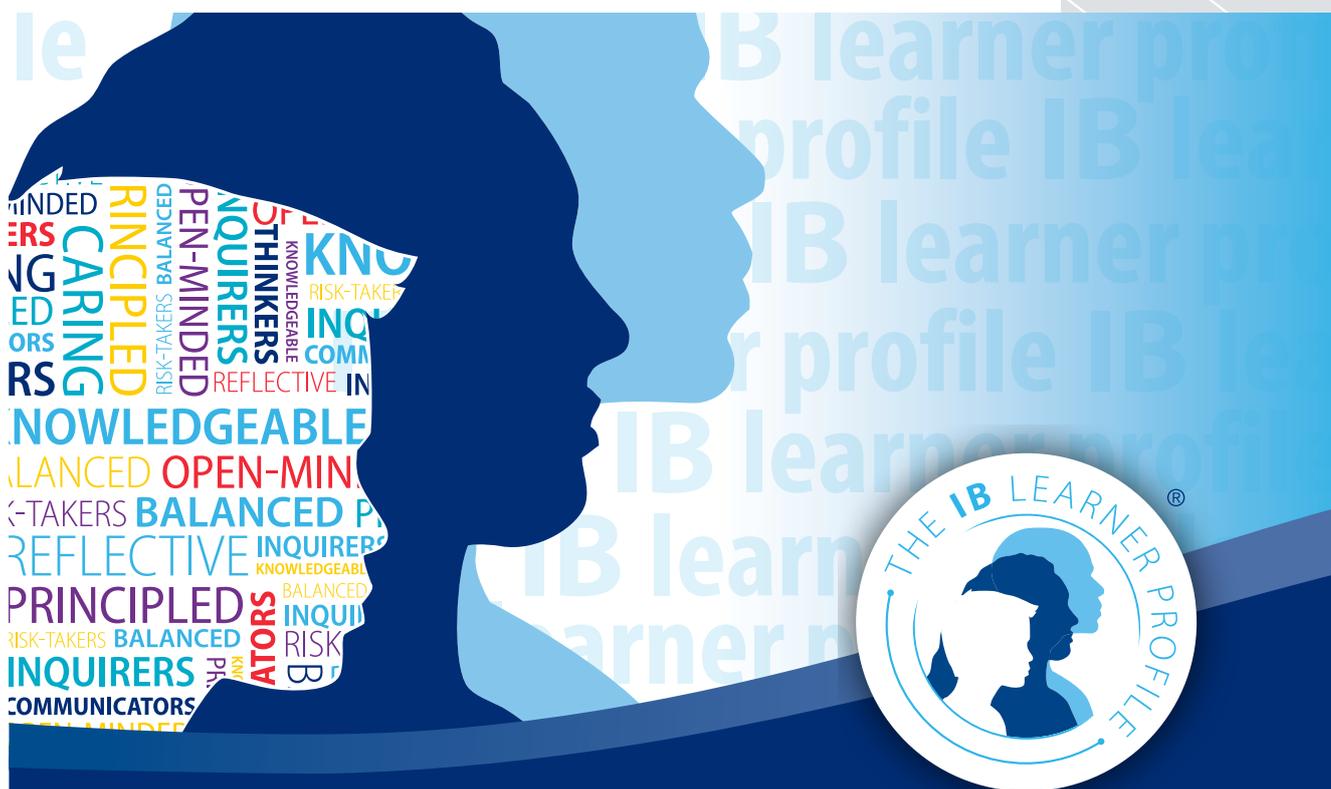
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

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

These programmes 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 Statement of Purpose

QACI is a proudly inclusive community of innovative and creative thinkers who seek opportunities to ignite their curiosity, develop global and intercultural perspectives and foster a love of lifelong learning.



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 Regulations

Executive Summary for Parents and Students *(Reviewed 2023)*

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, Activity, Service
 - EE – Extended Essay
 - TOK – Theory of Knowledge

Higher Level / Standard Level Subjects

- Of the six subjects studied, a minimum of three (3) must be studied at Higher Level and the remainder at Standard Level. A maximum of four (4) can be taken at Higher Level.
- The difference in Higher / Standard Level is the number of teaching hours:
 - Higher Level – 240 hours per course
 - Standard Level – 150 hours per course
- Different Subject courses differentiate between the HL / SL in different ways to achieve this. Examples include:
 - 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.

$$\begin{array}{rcl}
 6 \text{ subjects} \times 7 \text{ score} & = & 42 \text{ points} \\
 \text{TOK} + \text{Extended Essay (See Diploma Points Matrix)} & & 3 \text{ points} \\
 & & \mathbf{45 \text{ points}}
 \end{array}$$

Achieving the Diploma

A diploma will be awarded to a candidate subject to the conditions below.

1. CAS requirements have been satisfied.
2. Candidate's total points are at least 24.
3. An N has not been given for Theory of Knowledge, Extended Essay or for a contributing subject.
4. No grade of E has been awarded for one or both of Theory of Knowledge and the Extended Essay.
5. No grade of 1 awarded in any subject / level.
6. Grade of 2 has been awarded less than three (3) times (HL or SL).
7. Grade of 3 or below has been awarded less than four (4) times (HL or SL).
8. Candidate has gained at least 12 points on HL subjects (for candidates who register for four (4) HL subjects, the three (3) highest grades count).
9. Candidate has gained at least 9 points on SL subjects (candidates who register for two (2) SL subjects must gain at least 5 points at SL).

Theory of Knowledge / Extended Essay Matrix

A grade of E in EITHER Extended Essay OR Theory of Knowledge is a failing condition and therefore the student will not be awarded the IB Diploma.

TOK & EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

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, Activity, Service (CAS) and total number of points for the Diploma, if a Diploma has been awarded.

If a Diploma is not awarded, a student will not be awarded a QTAC Selection Rank based on their IB score. Other pathways may be explored on an individual case basis with support from the Guidance Officer. Alternatively, IB offers a retake opportunity:

1. Retake

A student can retake an IB exam or an Internal Assessment for most assessment pieces. In most cases the student would only need to retake the part in which they were not successful. 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 QACI by 13 January that year.

Conditions

1. Retake exams are at a cost to the student of approximately \$SGD178 per subject.
2. The student would be required to prepare for this retake independently and would not be re-enrolled as a student at QACI e.g. participating in classes.
3. QACI would make textbooks available through special loan provisions.
4. The student would sit the exam at QACI 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, a candidate's grade may be lowered or raised as a result of a Category 1 Enquiry Upon Result (EUR).

The following condition must be satisfied:

- The candidate must pay costs associated with an Enquiry – approximately \$SGD146 per candidate/subject.

Such a request must be made in writing to the Principal by 15 March of the year the results were released to allow for discussion and planning regarding maximising the best option. If the result is improved, there is no charge.

Note:

Requests for 'Enquiry upon Results' service will only be accepted by the IB 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 (Reviewed 2024)

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

- The Queensland Curriculum and Assessment Authority (QCAA) issues the QCE whilst the IB Organisation (IBO) issues the IB Diploma.
- The IB sends the results obtained in the Diploma Programme directly to the QCAA for QCE eligibility calculations.
- The QCE will be issued in the January following graduation via post to eligible students.
- 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.
- 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.
- Students at risk of not achieving literacy or numeracy standard will be supported through opportunities with QCAA pathways.
- 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.
- All students will receive a Statement of Attainment from the QCAA.
- All students have a learning account with the QCAA which can be accessed through their 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. QACI submits the results for International Baccalaureate studies
- Tertiary entrance does not depend on the attainment of the QCE. Tertiary entrance depends on the achievement level within the IB course.
- The IBO sends results for tertiary admission directly to tertiary admissions centres when results are released live to students in early January. The tertiary admission centres use these results to determine offers for university degree programs.

More information about the QCE can be found via QCAA: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce>

University Recognition of IB Diploma

Students who obtain minimum grades for selected IB subjects will be eligible for Advanced Standing recognition to access subject credits at university. Australian and international universities all have individual arrangements regarding IB recognition. Please refer to each university for their arrangements or review arrangements summaries on the IBO website. Below are a few Queensland University recognition arrangements websites.

International Baccalaureate Recognition

For information about IB Recognition refer to: <https://recognition.ibo.org/en-US/>

Queensland University of Technology

For information about QUT and IB Recognition refer to: <https://www.qut.edu.au/study/applying/advanced-standing>

University of Queensland

For information about UQ and IB Recognition refer to: <https://future-students.uq.edu.au/sites/default/files/2020-06/uq-ib-guide-domestic.pdf>

Griffith University

For information about GU and IB Recognition refer to: <https://www.griffith.edu.au/apply/undergraduate-study/international-baccalaureate-diploma>

How are IB Diploma students considered for entry to tertiary courses in Australia? *(Reviewed 2024)*

Results from the IB Diploma, are converted into an ATAR-equivalent value to allow IB students to be considered for tertiary places alongside their counterparts who have completed state curricula. This value is known as the IBAS (International Baccalaureate Admission Score). Scaled total marks from all subjects will be used to differentiate between IB students on the same IB score. This means that IB students can apply in any Australian state or territory with confidence about how their results compare to their peers who have completed state curricula and received an ATAR. For more information regarding IBAS calculations please refer to: <https://www.qtac.edu.au/ib-studies/>

IBAS	Rank
45.75	99.95
45.50	99.95
45.25	99.85
45.00	99.75
44.75	99.60
44.50	99.50
44.25	99.40
44.00	99.30
43.75	99.15
43.50	99.05
43.25	98.90
43.00	98.75
42.75	98.55
42.50	98.40
42.25	98.15
42.00	97.95
41.75	97.70
41.50	97.45
41.25	97.25
41.00	97.05
40.75	96.80
40.50	96.60

IBAS	Rank
40.25	96.30
40.00	96.05
39.75	95.75
39.50	95.45
39.25	95.25
39.00	95.00
38.75	94.80
38.50	94.55
38.25	94.25
38.00	93.95
37.75	93.60
37.50	93.30
37.25	92.90
37.00	92.55
36.75	92.15
36.50	91.75
36.25	91.40
36.00	91.00
35.75	90.65
35.50	90.25
35.25	89.90
35.00	89.55

IBAS	Rank
34.75	89.15
34.50	88.80
34.25	88.40
34.00	88.00
33.75	87.55
33.50	87.15
33.25	86.70
33.00	86.30
32.75	85.85
32.50	85.40
32.25	84.90
32.00	84.40
31.75	83.85
31.50	83.35
31.25	82.90
31.00	82.40
30.75	81.95
30.50	81.45
30.25	80.75
30.00	80.05
29.75	79.30
29.50	78.60

IBAS	Rank
29.25	77.95
29.00	77.30
28.75	76.70
28.50	76.05
28.25	75.50
28.00	74.90
27.75	74.35
27.50	73.75
27.25	73.20
27.00	72.65
26.75	72.05
26.50	71.50
26.25	72.05
26.00	70.80
25.75	70.40
25.50	70.05
25.25	69.40
25.00	68.70
24.75	68.05
24.50	67.35
24.25	66.55
24.00	65.75

What is my selection rank if I do not complete the IB diploma?

If you do not meet the requirements to be awarded the IB Diploma, you will **not** be assigned an IBAS and will need to speak with a Guidance Officer regarding alternative pathways.

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 the links to the latest QTAC Prerequisite Documents to assist in their subject selection process.

Mathematics, Science and Tertiary Study

Students need to make informed choices about whether to choose Mathematics: Analysis and Approaches or Mathematics: Applications and Interpretation 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.
- **Queensland Universities will accept either Mathematics: Analysis and Approaches at SL to be equivalent to Maths Methods. All other states will only accept Mathematics: Analysis and Approaches at HL to be equivalent to Maths Methods.**

Meeting Prerequisite Requirements

Please refer to <https://www.qtac.edu.au/year-10-students/> to access the Year 10 Guide publications for Queensland Universities which outlines prerequisite requirements.

Mathematics HL is not a pre-requisite for any course; however, it is recommended that students refer to the QTAC prerequisite requirements identified in the above link. If Mathematics: Analysis and Approaches SL/HL is listed as a prerequisite this means that Mathematics: Analysis and Approaches SL must have been studied and passed (4 or higher) to be eligible to apply to these courses. The level of the Science subject studied need only be SL to meet prerequisite levels. Please contact a Guidance Officer if you have any questions.



IB Core (Reviewed 2023)

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

IB Diploma candidates must successfully complete all three core requirements.

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

While CAS achievement is monitored, a final grade is not awarded. EE and TOK receive grades from A to E.

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.

Theory of Knowledge / Extended Essay Matrix

TOK & EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				



IB Core – Theory of Knowledge (Reviewed 2024)

Course Focus and Outcomes

TOK explores questions about knowledge and the process of knowing. TOK emphasises comparisons and connections between areas of knowledge and encourages students to become more aware of their own perspectives and the perspectives of others. In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students.

This course will enable students:

- to encourage students to reflect on the central question, “How do we know that?” and to recognise the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

TOK is based on the development of specific skills:

- Identifying knowledge claims (what is thought to be true)
- Identifying knowledge questions (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

The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

Exhibition

The TOK Exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB. For this task, students are required to create an exhibition of three objects that connect to a prompt provided to the student. They must also submit an accompanying written commentary on each object of 950 words total.

IB Core – Extended Essay (Reviewed 2024)

Course Focus and Outcomes

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme 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 their choice, under the guidance of a supervisor (a teacher in the school). 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 chosen subject. 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.
- Complete a planning and progress form.

Assessment

Essay

- The 4000 word essay 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. (Refer Matrix p.15)

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.

Please note: Extended Essay supervisors are permitted to give a maximum of 5 hours individual assistance to each student. A grade of E on the Extended Essay means a failure of the IB Diploma. It is therefore imperative that students closely follow the timelines and guidelines in the Extended Essay handbook published by the Extended Essay coordinator and respond promptly to advice from supervisors.



IB Core – CAS (Reviewed 2024)

Course Focus and Outcomes

CAS is at the heart of the Diploma Programme and complements a challenging academic program in an holistic way, providing opportunities for **self-determination, collaboration, accomplishment** and **enjoyment**. CAS enables students to grow as unique individuals through experiential learning, and to understand they are members of local and global communities with responsibilities towards each other and the environment.

At QACI we are passionate about the vital role creative thinking plays in society through expressing ideas, developing empathy, giving a voice to the voiceless, advocating for change, and defining culture and identity. By connecting and aligning Service with our creative identity, we discover a sense of purpose and value extending far beyond our time at QACI.

The Three Strands of CAS are:

Creativity—exploring and extending ideas leading to an original or interpretive product or performance

Activity—physical exertion contributing to a healthy lifestyle

Service—collaborative and reciprocal engagement with the community in response to an authentic need

Learning Outcomes

To complete their CAS program, students are **required to achieve** the seven CAS learning outcomes comprising:

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognise the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognise and consider the ethics of choices and actions

Reflection

Being reflective is one attribute of the IB learner profile: “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.”

Reflection leads to improved problem solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities.

Purposeful, authentic reflection is about quality rather than quantity. Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes.

Reflections in CAS may be expressed through a paragraph, a letter, a poem, a comic strip, a dramatic performance, a song, a drawing, a dance, a video journal or other forms of expression. **The appropriate occasion, amount and method is the student’s decision.**

Recognition

Students who demonstrate outstanding passion and commitment to CAS, particularly through Service, are recognised each year through the **Spirit of QACI Awards** presented at ASPIRE. CAS is becoming increasingly recognised by universities when considering scholarship awards, as they value the holistic development of the individual and the sense of civic and social responsibility CAS fosters. The student’s CAS portfolio provides a rich testament to this and may be used as part of an application process or curriculum vitae.

Students are expected to share and demonstrate their CAS accomplishments with the QACI community through assembly presentations, newsletter articles and (via marketing) in social media publications.

Creating a Personal CAS Plan

The CAS plan must:

- Include at least one substantial leadership project of over 1 month duration which addresses one or more strand of CAS
- Include enough sustained CAS experiences/activities (**at least five** are recommended in addition to the project) to authentically achieve and reflect on each of the Learning Outcomes at least once
- Use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project
- Demonstrate a reasonable balance across all three strands of CAS
- Be sustained for **at least 18 months** to demonstrate commitment, perseverance and a growth mindset
- Must have a responsible adult supervisor for each activity/project who is not a relative and who can provide a report on participation

CAS Requirements

- Create a CAS proposal and personal profile at the end of Year 10 and submit to the CAS Advisor for approval.
- Enter the CAS plan in your **ManageBac Portfolio**. All activities and projects must have a detailed description of student involvement and specific responsibilities and identify CAS strands and Learning Outcomes addressed.
- Complete and upload authentic Reflections on your involvement in CAS, addressing the nominated Learning Outcomes for each experience/project.
- Gather and upload rich Evidence of participation and completion of each experience/project. Guidelines are in the CAS checklist.
- Attend monitoring meetings with Connect Teacher over the 18-month CAS program. 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.
- Participate in three CAS interviews with your Advisor – one at the beginning of the program, one at the end of Year 11 and a final interview upon completion of CAS.



Year 10 Program (Reviewed 2024)

In Year 10, students engage in a Year 10 Program designed to build skills for the Diploma and to experience their selection of subjects to confirm their IB course. Throughout the Year 10 course, students develop skills to meet the IB Programme requirements in each subject. They study their Diploma over two years, commencing in Year 11.

Year 10				Year 11				Year 12				
1	2	3	4	1	2	3	4	1	2	3	4	
Year 10 Skill Building Study Habits				IB 1 Assessment Wisdom				IB 2 High Stakes Summative		SWOT Vac Tutorials Final Exams		

In the Year 10 program, students study the six subjects that align to the IB subjects.

Year 10 Course – students select one subject from each group	
Studies of Language & Literature	English
Language Acquisition	French, Mandarin, Spanish or Korean*
Individuals & Societies	Business & Management, Psychology, Global Politics or Science leading towards ESS
Sciences	Design Technology, Science (leading towards Chemistry/Biology/Physics/ESS)
Mathematics	Mathematics (Leading towards Applications and Interpretation or Analysis and Approaches)
The Arts	Dance, Film, Music, Theatre, Visual Art
NB: Students may select: <ul style="list-style-type: none"> • 2 x Science subjects in lieu of a Group 6 subject OR • 2 x Arts subjects (must then study Science/ESS in Group 3) • *Korean language must be studied with prior knowledge and experience. 	

Senior Education & Training (SET) Plan

In Term 2, students participate in a three-phase program to prepare their Senior Education Training Plan in OneSchool whereby course decisions are made to confirm best options for their three Higher Level and three Standard Level subjects.

Ready	Focuses on learning about yourself, knowing your strengths and celebrating your uniqueness.
Set	Supports you to locate career information, access resources and understand the value and role of work.
Go	Begin exploring future pathways. Includes Future Pathways Day, completing a SET Plan and subject confirmation.

Student SET Plans are discussed between the student, family and the IBL teacher at a meeting held in Term 2.

10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



It increases academic opportunity

Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

*Based on IB research - www.ibo.org/research

© International Baccalaureate Organization 2014

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®



Language A Language and Literature (Reviewed 2024)

Year 10 English English

COURSE FOCUS and OUTCOMES

This subject aims to enable learners to:

- Explore a range of literary and non-literary texts from different periods, styles and genres.
- Think critically about the interactions between text, audience and purpose.
- Understand how language, culture and context determine the ways in which meaning is constructed in texts
- Develop their powers of expression, both in oral and written communication.
- Enjoy, and foster a lifelong interest in, language and literature.

These activities prepare students for the IB Diploma:

- Engaging with a wide range of literary and non-literary texts to appreciate the characteristics that define a text.
- Appreciating the formal, stylistic and aesthetic qualities of texts
- Examining literary theory and critical thinking skills to deconstruct cultural perspectives and ideologies that underpin texts.
- Constructing written and spoken tasks, which align with those in the IB course, and prepare students for formal assessment in years 11 and 12.

ASSESSMENT

Assessment items will expose students to a range of assessment types in preparation for summative IB assessment and will include oral presentations, exams, and formal written essays.



Language A Language and Literature *(Reviewed 2024)*

IB Diploma

Language A: Language and Literature at Standard Level or Higher Level

COURSE FOCUS and OUTCOMES

In the **Language A: Language and Literature** course students learn about the complex and dynamic nature of language, and explore both its practical and aesthetic dimensions. They explore the crucial role language plays in communication, reflecting experience and shaping the world.

Students learn about their own roles as producers of language and develop their productive skills. Throughout the course, students explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems.

Students engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the reader.

The **Language A: Language and Literature** course is offered at both standard level and higher level.

COURSE ORGANISATION

	Standard Level	Higher Level
Parts of the course	<ul style="list-style-type: none"> • Readers, writers and texts • Time and space • Intertextuality: connecting texts 	<ul style="list-style-type: none"> • Readers, writers and texts • Time and space • Intertextuality: connecting texts
Works to be studied	<ul style="list-style-type: none"> • 4 literary texts • 4 non-literary bodies of work from the same author 	<ul style="list-style-type: none"> • 6 literary texts • 6 non-literary bodies of work from the same author

ASSESSMENT

	Standard Level	Higher Level
Paper One	<ul style="list-style-type: none"> • An analysis of one non-literary passage • 1 hour 15 minutes • Weighting 35% 	<ul style="list-style-type: none"> • An analysis of two non-literary passage • 2 hour 15 minutes • Weighting 35%
Paper Two	<ul style="list-style-type: none"> • Essay response to one of four general questions, comparing two literary texts. • 1 hour 45 minutes • Weighting: 35% 	<ul style="list-style-type: none"> • Essay response to one of Four general questions, comparing two literary texts. • 1 hour 45 minutes • Weighting: 25%
Individual Oral	<ul style="list-style-type: none"> • 15 minute individual oral exploring extracts from two texts in relation to a global issue • Weighting: 30% 	<ul style="list-style-type: none"> • 15 minute individual oral exploring extracts from two texts in relation to a global issue • Weighting: 20%
Written Essay		<ul style="list-style-type: none"> • 1200 - 1500 words • A formal essay where students develop their own line of inquiry based on a literary or non-literary text. • Weighting: 20%

Language Acquisition *(Reviewed 2024)*

Year 10 Language Acquisition

French, Spanish and Mandarin (foundation and experienced)

Korean experienced

QACI offers the opportunity for students to study one of four mainstream languages, French, Spanish, Mandarin at foundation and experienced level, and Korean at experienced level. Students must study a mainstream language for their Year 10 language program. The course is designed for students who have had very little or no prior experience with the language. However, depending on the proficiency levels of the cohort, provision may be made to cater for language learners to study at a more advanced level. QACI offers the opportunity for students to study Korean in Year 10 however, this must be studied with an experienced proficiency level.

COURSE FOCUS and OUTCOMES

The Year 10 foundation Language Acquisition course is designed to prepare language students for their IB language ab initio program.

This subject aims to enable learners to:

- Communicate basic ideas effectively within a prescribed 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.

These subjects prepare students for the IB Diploma ab initio program by:

- Practising speaking, listening, reading and writing to develop vocabulary, grammar and general sentence structure
- Using a range of media and cultural stimuli to present open ended tasks based on topics studied
- Looking at differences between their own culture and target language culture.

Year 10 ASSESSMENT

- Assessment items will expose students to a range of assessment types in preparation for summative IB assessment and will assess listening, speaking, reading and writing skills as well as cultural understanding.



Language Acquisition *(Reviewed 2024)*

IB Diploma Language Acquisition

French, Spanish and Mandarin *ab initio* (beginner)

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 very little or no prior experience with the language. To maintain the integrity of the IB philosophy, if a student is already proficient in a language or has had extensive tuition in this subject they are encouraged to consider studying at a standard or higher level or another language at *ab initio* level. In certain cases, a proficiency test may be necessary to determine appropriate course of study.

COURSE FOCUS and OUTCOMES

The language *ab initio* course is organised into five prescribed themes.

- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet

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. Language *ab initio* is available at Standard Level only.

This course enables learners to:

- Develop international-mindedness through the study of languages, cultures, ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop an understanding of the relationship between languages and cultures with which they are familiar.
- Develop an awareness of the importance of language in relation to other areas of knowledge.
- Partake in the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative thinking skills.
- Establish a basis for further studies in the language whether it be for work or personal pleasure.

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			
<i>Productive Skills</i> Paper 1	Writing (externally assessed)	25%	1 hour
<i>Receptive Skills</i> Paper 2	Reading Comprehension (externally assessed)	25%	1 hour
	Listening Comprehension (externally assessed)	25%	45 minutes
<i>Productive Skills</i> Individual Oral	Individual Oral (internally assessed, externally moderated) A conversation with the teacher, based on a visual stimulus, followed by discussion based on at least one additional theme.	25%	15 minutes preparation 7-10 minutes

Language Acquisition (Reviewed 2024)

IB Diploma Language B Acquisition

French, Spanish, Mandarin and Korean (Standard and Higher Level)

NB. Please note that the offering of Language B HL/SL may be limited by timetable constraints and minimum class sizes.

Language B is an additional language acquisition course designed for students with some previous learning of that language. This may be studied at either SL or HL. The main focus of this course is on language acquisition and development of language skills through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and will be related to the culture concerned. SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

COURSE FOCUS and OUTCOMES

Five prescribed themes are common to the syllabuses of language B and language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes for both the standard and higher level courses are:

- Identities - the nature of the self and what it is to be human.
- Experiences - the stories of the events, experiences and journeys that shape our lives.
- Human ingenuity - the ways in which human creativity and innovation affect our world.
- Social organisation - the ways in which groups of people organise themselves, or are organised, through common systems or interests.
- Sharing the planet - the challenges and opportunities faced by individuals and communities in the modern world.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.

In addition the study of two literary works originally written in the target language is a requirement at HL in language B. HL students are expected to understand fundamental elements of the literary works studied, such as themes, plot and characters.



IB DIPLOMA ASSESSMENT	
Standard Level	Higher Level
<p>Paper 1 Productive skills 25% (externally assessed) Writing exam (1 hour 15 minutes) One writing exercise of 250–400 words from a choice of three each from a different theme and text type choice.</p>	<p>Paper 1 Productive skills 25% (externally assessed) Writing exam (1 hour 30 minutes) One writing exercise of 450-600 words from a choice of three each from a different theme and text type choice.</p>
<p>Paper 2 Receptive skills 50% (externally assessed) Reading Comprehension (1 hour) Listening Comprehension (45 minutes)</p>	<p>Paper 2 Receptive skills 50% (externally assessed) Reading Comprehension (1 hour) Listening Comprehension (1 hour)</p>
<p>Individual oral (12-15 minutes) 25% (internally assessed, externally moderated by IB) A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.</p>	<p>Individual oral (12-15 minutes) 25% (internally assessed, externally moderated by IB) A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.</p>



Individuals & Societies (Reviewed 2024)

Year 10 Individuals and Societies

Business Management

COURSE FOCUS and OUTCOMES

This subject aims to enable learners to:

- Build confidence with, and understanding of, the terms, concepts and subject specific language of Business Management
- Build knowledge and understandings about human society with relation to the business world
- Explore business issues from a consumer's and an organisation's point of view
- Develop an understanding of the factors that impact on organisations and their stakeholders
- Develop an understanding of the different modules, such as marketing, finance, production and human resources through the conceptual lenses of creativity, change, ethics and sustainability.

These activities prepare students for the IB Diploma:

- Whole class discussions and debates to uncover the impact of business decisions on a range of stakeholders
- The Case Study method of applying business tools, techniques and theories in context
- Researching businesses as case studies and applying business tools, techniques and theories in context
- Group activities to critically analyse the decisions of real-world businesses
- Deconstruction of exam questions to develop skills in understanding and interpreting task requirements.

ASSESSMENT

- Examinations – short answer, calculation, case study analysis and structured essay questions
- Inquiry & Research assignments



Individuals & Societies (Reviewed 2024) **IB Diploma Individuals and Societies** **Business Management Standard or Higher Level**

COURSE FOCUS and OUTCOMES

This subject aims to enable learners to:

- Understand and evaluate the implications of business activity in an interconnected, global market
- Inquire about contemporary examples and case studies at a variety of levels from local to global, small-scale businesses to multinationals
- Undertake independent and collaborative investigations into real-world business case studies
- Appreciate the ideals of international cooperation and responsible citizenship
- Make sense of the forces and circumstances that drive and restrain change in an interdependent and multicultural world
- Synthesise and evaluate business information and data to draw conclusions and develop balanced, well-supported arguments including recommending suitable courses of action
- Utilise business concepts, theories and models with confidence to gain a more sophisticated understanding of current strategic decision-making even under conditions of uncertainty

COURSE ORGANISATION

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and passionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

This course empowers students to explore four interdisciplinary concepts – creativity, change, ethics and sustainability from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. The assessment in this course allows the application of local, national and global examples to content and concepts. It will allow students to apply their knowledge of business tools and content through an innovative and potentially disruptive social enterprise and allows them to make ethical strategic decisions for their stakeholders on a disruptive good or service, in the process changing the lives of their stakeholders for the better.

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

Content and context are taught within four conceptual areas: Creativity; Change; Ethics; Sustainability.

Within these conceptual areas, students undertake a study of five different units of work, plus develop a Business Management Toolkit:

- Unit 1: Introduction to business management
- Unit 2: Human resource management
- Unit 3: Finance and accounts
- Unit 4: Marketing
- Unit 5: Operations management

Which level do I choose?

	STANDARD LEVEL (SL)	HIGHER LEVEL (HL)
Time Allocation	<ul style="list-style-type: none"> • 150 hours of study • Three lessons per week 	<ul style="list-style-type: none"> • 240 hours of study • Four lessons per week
Assessment	<p>THREE summative assessment tasks</p> <p>INTERNAL ASSESSMENT:</p> <p><i>Business research project</i></p> <ul style="list-style-type: none"> • Based on a real issue or problem facing a particular organization using a conceptual lens • Internally assessed by the teacher and externally moderated by the IB at the end of the course • 1800 words <p>EXTERNAL ASSESSMENT:</p> <p><i>Paper 1</i></p> <ul style="list-style-type: none"> • Based on pre-released statement that specifies the context and background for the unseen case study • Short and extended responses • 1 hour 30 minutes <p><i>Paper 2</i></p> <ul style="list-style-type: none"> • Based on unseen stimulus material with a quantitative focus • Short and extended responses • 1 hour 30 minutes 	<p>FOUR summative assessment tasks</p> <p>INTERNAL ASSESSMENT:</p> <p><i>Business research project</i></p> <ul style="list-style-type: none"> • Based on a real issue or problem facing a particular organization using a conceptual lens • Internally assessed by the teacher and externally moderated by the IB at the end of the course • 1800 words <p>EXTERNAL ASSESSMENT:</p> <p><i>Paper 1</i></p> <ul style="list-style-type: none"> • Based on pre-released statement that specifies the context and background for the unseen case study • Short and extended responses • 1 hour 30 minutes <p><i>Paper 2</i></p> <ul style="list-style-type: none"> • Based on unseen stimulus material with a quantitative focus • Short and extended responses • 1 hour 45 minutes <p><i>Paper 3</i></p> <ul style="list-style-type: none"> • Based on unseen stimulus material about a social enterprise • One extended response question • 1 hour 15 minutes

IB DIPLOMA ASSESSMENT		
Assessment	Standard Level	Higher Level
Written Assignment (IA)	30%	20%
Paper One	35%	25%
Paper Two	35%	30%
Paper Three	NA	25%

Individuals and Societies (Reviewed 2024)

Year 10 Individuals and Societies

Psychology

COURSE FOCUS and OUTCOMES

This subject aims to enable learners to:

- Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
- Apply an understanding of these factors to at least one applied area of study
- Develop an awareness of how psychological research can be applied to address real-world problems and promote positive change
- Understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- Understand diverse methods of inquiry
- Ensure that ethical practices are upheld in all psychological inquiry and discussion.

These activities prepare students for the IB Diploma:

- Hands on activities including:
 - Play-dough brains and neurons
 - Participating in research studies
- Engaging in the research process including designing procedure and collecting data
- Informative multi-modal presentations
- Group and individual work

TOPICS

- **Psychology and You:** What is psychology? What do psychologists study and how do they do it? What's an experiment? What's a psychological study? Ethics in psychology. Focus on current research.
- **Criminal Minds: Forensic Psychology:** The brain and behaviour, decision-making and emotion. Research methods and ethics.
- **The Lies We Tell Ourselves:** cognitive dissonance, the myth of multitasking, and the impact of technology on attention. Research methods and ethics.
- **Mini-IA Unit:** Conduct experiment, analyse and replicate, data analysis and evaluation.
- **It's Not Me, It's you:** Theories of attraction and relationship breakdown. Critical thinking skills.

ASSESSMENT

- Assessment will model the skills required in the IB Diploma assessment.
- Examinations – short answer questions, case study/scenario responses, essays
- Assignments – Experimental Study Report

Individuals and Societies (Reviewed 2024)

IB Diploma Individuals and Societies Psychology Standard or Higher Level

COURSE FOCUS and OUTCOMES

This subject aims to enable learners to:

- Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
- Apply an understanding of these factors to at least one applied area of study
- Develop an awareness of how psychological research can be applied to address real-world problems and promote positive change
- Understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- Understand diverse methods of inquiry
- Ensure that ethical practices are upheld in all psychological inquiry and discussion.

COURSE ORGANISATION

Psychology is the rigorous and systematic study of mental processes and behaviour. It draws on concepts, methods and understandings from a number of different disciplines.

The subject explores the notion that human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. It attempts to use three approaches to describe or explain mental processes and behaviour.

The Psychology syllabus requires the study of three CORE topics:

1. Biological approach to understanding behaviour
2. Cognitive approach to understanding behaviour
3. Sociocultural approach to understanding behaviour

Applicable to all topics is the study of approaches to research and ethical considerations.

Students also study OPTIONAL topics. At QACI, the topics chosen are:

- Abnormal psychology
- Health psychology



Which level do I choose?

	STANDARD LEVEL (SL)	HIGHER LEVEL (HL)
Time Allocation	<ul style="list-style-type: none"> • 150 hours of study • Three lessons per week 	<ul style="list-style-type: none"> • 240 hours of study • Four lessons per week
Course Organisation	<ul style="list-style-type: none"> • Study of all three core topics • Study of ONE optional topic 	<ul style="list-style-type: none"> • Study of all three core topics + extension topics • Study of TWO optional topics • Study of research methodologies and ethical considerations
Assessment	<p>THREE summative assessment tasks</p> <p>INTERNAL ASSESSMENT:</p> <p><i>Simple Experiment</i></p> <ul style="list-style-type: none"> • Based on an experimental study undertaken by the student • Internally assessed by the teacher and externally moderated by the IB at the end of the course • 20 hours allocated time <p>EXTERNAL ASSESSMENT:</p> <p><i>Paper 1</i></p> <ul style="list-style-type: none"> • Three short-answer questions on core topics • One essay from a choice of three on the core topics • 2 hours <p><i>Paper 2</i></p> <ul style="list-style-type: none"> • One question from a choice of three on the optional topic studied • 1 hour 	<p>FOUR summative assessment tasks</p> <p>INTERNAL ASSESSMENT:</p> <p><i>Simple Experiment</i></p> <ul style="list-style-type: none"> • Based on an experimental study undertaken by the student • Internally assessed by the teacher and externally moderated by the IB at the end of the course • 20 hours allocated time <p>EXTERNAL ASSESSMENT:</p> <p><i>Paper 1</i></p> <ul style="list-style-type: none"> • Three short-answer questions on core topics • One essay from a choice of three on core topics • One, two or all of the essays will reference the extension HL topic • 2 hours <p><i>Paper 2</i></p> <ul style="list-style-type: none"> • Two questions: one from a choice of three on each of the two optional topics studied • 2 hours <p><i>Paper 3</i></p> <ul style="list-style-type: none"> • Three short-answer questions from a list of six static questions on approaches to research • 1 hour

IB DIPLOMA ASSESSMENT		
Assessment	Standard Level	Higher Level
Written Assignment (IA)	25%	20%
Paper One	50%	40%
Paper Two	25%	20%
Paper Three		20%

Individuals and Societies (Amended 2024)

Year 10 Individuals and Societies

Global Politics

COURSE FOCUS and OUTCOMES

This subject aims to enable learners to:

- Develop an understanding of key political concepts, ideologies and case studies
- Develop an understanding of the way that politics shapes societies
- Explore the role of the media and technology
- Build confidence with discussing complex political issues through a range of critical perspectives
- Understand some of the major contemporary political issues, both locally and globally
- Begin working towards being an active and engaged global citizen.

These activities prepare students for the IB Diploma:

- Whole-class discussions and debates to explore political theories and concepts
- An interdisciplinary approach, with skills and activities drawn from other humanities courses including History, Geography, and Civics & Citizenship
- Role-plays and simulations, including a class election
- Applying Global Politics theories and perspectives in local and global case studies
- Engaging in the research process including collecting data
- Informative multi-modal presentations

TOPICS YEAR 10

- **Who gets what and why. An introduction to geopolitics**
How geography informs politics
Overview of the major powers
How inequality is perpetuated
Geographical and political hypothesis
- **Auspol: How politics work down under**
How to vote
Overview of parties and platforms
Comparison of different systems
- **Grey Areas: Why isn't politics black and white?**
Belief systems within politics
Understanding Realism and Liberalism for different perspectives
- **Political Passion Project: What matters to you?**
Students will research an issue, exploring and contrasting different perspectives

YEAR 10 ASSESSMENT

Year 10 assessment will consist of exams, presentations and written assignments that model the skills required in the IB Diploma assessment.

Individuals and Societies (Amended 2024)

IB Diploma Individuals and Societies

Global Politics Standard and Higher Level

COURSE FOCUS and OUTCOMES

This subject aims to enable learners to:

- Understand key political concepts and contemporary political issues in a range of contexts
- Develop an understanding of the local, national, international and global dimensions of political activity
- Understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
- Appreciate the complex and interconnected nature of political issues, and develop the capacity to
- Interpret competing and contestable claims regarding those issues.

COURSE ORGANISATION

Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

Students will explore fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. They will develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives.

The Global Politics syllabus requires the study of four compulsory units:

Core Topics

1. Understanding power and global politics

Thematic Studies

2. Rights and Justice
3. Development and Sustainability
4. Peace and conflict

At Higher Level, students also study global political challenges through a case-study approach. Political issues in the following topics are also studied:

1. Environment
2. Poverty
3. Health
4. Identity
5. Borders
6. Security
7. Equality
8. Technology

	STANDARD LEVEL (SL)	HIGHER LEVEL (HL)
Time Allocation	<ul style="list-style-type: none"> • 150 hours of study • Three lessons per week 	<ul style="list-style-type: none"> • 240 hours of study • Four lessons per week
Course Organisation	<ul style="list-style-type: none"> • Study of all four core topics and thematic studies 	<ul style="list-style-type: none"> • Study of all four core topics and thematic studies • Study of HL extension: Global political challenges
Assessment	<p>THREE summative assessment tasks</p> <p>INTERNAL ASSESSMENT:</p> <p><i>Engagement Activity</i></p> <ul style="list-style-type: none"> • A written report (2,000-word maximum) on a political issue explored through engagement and research • Internally assessed by the teacher and externally moderated by the IB at the end of the course <p>EXTERNAL ASSESSMENT:</p> <p><i>Paper 1</i></p> <ul style="list-style-type: none"> • 1 hour 15 minutes <p><i>Paper 2</i></p> <ul style="list-style-type: none"> • Extended response paper • Students choose two questions to answer from thematic studies • 1 hour 45 minutes 	<p>FOUR summative assessment tasks</p> <p>INTERNAL ASSESSMENT:</p> <p><i>Engagement Activity</i></p> <ul style="list-style-type: none"> • A written report (2,000-word maximum) on a political issue explored through engagement and research • Internally assessed by the teacher and externally moderated by the IB at the end of the course • HL Extension includes a 400 word recommendation <p>EXTERNAL ASSESSMENT:</p> <p><i>Paper 1</i></p> <ul style="list-style-type: none"> • Source-based paper that draws from common HL and SL core topics • 1 hour 15 minutes <p><i>Paper 2</i></p> <ul style="list-style-type: none"> • Extended response paper two • Students choose two questions from thematic studies to answer. • 1 hour 45 minutes <p><i>Paper 3</i></p> <ul style="list-style-type: none"> • Stimulus-based paper related to the HL Extension syllabus (Global Political Challenges) • Three questions drawing from their researched case studies.

IB DIPLOMA ASSESSMENT

Assessment	Standard Level	Higher Level
Engagement Activity (IA)	30%	20%
Paper One	30%	20%
Paper Two	40%	40%
Paper Three		20%



Interdisciplinary Sciences (Amended 2024)

IB Diploma Interdisciplinary

Environmental Systems and Societies (ESS) Standard Level or Higher Level

Environmental Systems and Societies (ESS) is a dynamic interdisciplinary subject that takes 21st-century challenges and socio-environmental real-world issues and looks at them through the lens of human societies and the interrelationships of the natural world: biosphere, atmosphere, hydrosphere and lithosphere. Students explore how these relationships change over time and space, consider the potential adaptations and mitigations that human societies and the natural world may currently be undergoing, and how these could impact the future and our place in it.

ESS is an interdisciplinary course that is offered at both Standard Level (SL) and Higher Level (HL). The course combines a mixture of methodologies, techniques and knowledge associated with International Baccalaureate Academic Learning Areas of *Individual and Societies*, and *Sciences*. Due to the interdisciplinary nature of the course, students may study ESS as an Individual and Societies Subject offering or as a Science Subject offering.

The course is firmly grounded in both the scientific exploration of environmental systems in terms of their structure and function, and in the exploration of cultural, economic, ethical, political and legal interactions of societies with environment and sustainability issues. Consequently, ESS requires its students to develop a diverse set of skills, knowledge and understandings.

Students at SL and HL study:

- a concept-based syllabus that promotes holistic thinking about strategies to address environmental issues
- a foundation topic that introduces and explores the three key concepts
- a common internal assessment
- the collaborative sciences project.

The SL course provides students with a fundamental understanding of ESS and experience of the associated skills. The HL course requires students to gain knowledge and understanding of the subject underpinned by an exploration of ethical, legal and economic issues relating to the environment (HL lenses) and provides a solid foundation for further study at university level. Both SL and HL students gain an understanding of the complexities of environmental issues, solutions and management.

The SL course has a recommended 150 teaching hours, compared to 240 hours for the HL course. This difference is reflected in the additional content studied by HL students. Some of the HL content is conceptually more demanding; the increased breadth and depth results in increased networked knowledge, requiring students to make more connections between diverse areas of the syllabus. HL students will demonstrate critical evaluation and further explore the SL and HL common content, HL only content and HL lenses to analyse a problem at greater breadth and depth.



Interdisciplinary Sciences (Amended 2024)
IB Diploma Interdisciplinary
Environmental Systems and Societies (ESS) Standard Level or Higher Level

SYLLABUS COMPONENT	STANDARD LEVEL (SL) TEACHING HOURS	HIGHER LEVEL (HL) TEACHING HOURS
Topic 1: Foundation 1.1 Perspectives 1.2 Systems 1.3 Sustainability		16 3 5 8
Topic 2 Ecology Topic 3 Biodiversity and conservatin Topic 4 Water Topic 5 Land Topic 6 Atmosphere and climate change Topic 7 Natural Resources Topic 8 Human populations and urban systems	22 13 12 8 10 10 9	35 26 25 15 23 18 15
Higher Level lenses HL.a Environmental Law HL.b Environmental Economics HL.c Environemntal Ethic		17 5 7 5
Experimental Programme Practical work Collaborative Science Project Individual Investigation	50 30 10 10	50 30 10 10
Total teaching hours	150	240

IB DIPLOMA ASSESSMENT		
Assessment	Standard Level	Higher Level
Paper One Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study	1 Hour 25%	2 Hours 30%
Paper Two Section A Section B Short answer and data-based questions. Structured essay question response	40 marks 20 marks 2 Hours 50% 1 Essay	40 marks 40marks 2.5 Hours 50% 2 Essays
Internal Assessment (Indivdual Investigation)	25%	20%

Sciences (Amended 2024)**Year 10 Science**

This Science course is designed to enable all students to acquire and develop the prerequisite skills and understanding to work scientifically, and to prepare students for the IB Diploma Biology, Physics, Chemistry and Environmental Systems and Societies (ESS) courses. This course adopts an inquiry-based approach to learning and utilises innate student curiosity to explore beyond the relevant Australian Curriculum aims and skills and into the IB perspectives about the nature of science and international mindedness with links to the theory of knowledge.

Students are then empowered towards the decision of which science area(s) they would like to pursue in the second semester via the SET Plan process in term 2.

**COURSE FOCUS
(Australian Curriculum)**

In Year 10 students explore the biological, chemical, geological and astronomical evidence for different theories, such as the *Theory of Natural Selection* and the *Big Bang Theory*. Through investigating *natural selection* and processes of *heredity* students come to understand the evolutionary feedback mechanisms that ensure the continuity of life. They appreciate how energy drives the Earth System and how climate models simulate the flow of energy, the matter within, and between the Earth's spheres. Students develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table. They understand that motion and forces are related by applying physical and can be modelled mathematically. Students analyse and synthesise data from systems at multiple scales to develop evidence-based explanations for phenomena. They learn that all models involve assumptions and approximations, and that this can limit the reliability of predictions based on those models.

**OUTCOMES
(Australian Curriculum)**

By the end of Year 10 students explain the processes that underpin heredity and genetic diversity and describe the evidence supporting the theory of evolution by natural selection. They sequence key events in the origin and evolution of the universe and describe the supporting evidence for the big bang theory. They describe trends in patterns of global climate change and identify causal factors. They explain how Newton's laws describe motion and apply them to predict motion of objects in a system. They explain patterns and trends in the periodic table and predict the products of reactions and the effect of changing reactant and reaction conditions. Students analyse the importance of publication and peer review in the development of scientific knowledge and analyse the relationship between science, technologies and engineering. Students will analyse the key factors that influence interactions between science and society.

Students plan and conduct safe, valid and reproducible investigations to test relationships or develop explanatory models. They explain how they have addressed any ethical and intercultural considerations when generating or using primary and secondary data. They select equipment and use it efficiently to generate and record appropriate sample sizes and replicable data with precision. They select and construct effective representations to organise, process and summarise data and information. They analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies. They evaluate the validity and reproducibility of methods, and the validity of conclusions and claims. They construct logical arguments based on analysis of a variety of evidence to support conclusions and evaluate claims. They select and use content, language and text features effectively to achieve their purpose when communicating their ideas, findings and arguments to diverse audiences.

YEAR 10 SCIENCE ASSESSMENT

Collection of practical works

Researched-based Experimental Investigation

Examination style questions

Sciences *(Amended 2024)*

IB Diploma Sciences Chemistry, Physics, Biology

Standard Level or Higher Level

In the Sciences, the inquiry-based approach is used to enhance student engagement and interaction allowing students to explore their natural curiosity through both topic lenses and the nature of science.

Students at Standard Level (SL) and Higher Level (HL) undertake a common concept-based subject core, a Collaborative Sciences Project and a Scientific Investigation. Students at HL are required to engage with topics in greater depth and breadth and experience a broader variety of associated practical work in the Experimental Programme.

The courses enable students, through the overarching theme of the Nature Of Science, to:

- Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- Acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- Develop the ability to analyse, evaluate and synthesize scientific information and claims
- Develop the ability to approach unfamiliar situations with creativity and resilience
- Design and model solutions to local and global problems in a scientific context
- Develop an appreciation of the possibilities and limitations of science
- Develop technology skills in a scientific context
- Develop the ability to communicate and collaborate effectively
- Develop awareness of the ethical, environmental, economic, cultural and social impact of science.

The assessment objectives for the sciences reflect those parts of the aims that will be formally assessed either internally or externally. It is the intention of this course that students are able to fulfil the following assessment objectives.

- 1. Demonstrate knowledge of:**
 - a) terminology, facts and concepts
 - b) skills, techniques and methodologies
- 2. Understand and apply knowledge of:**
 - a) terminology and concepts
 - b) skills, techniques and methodologies
- 3. Analyse, evaluate, and synthesize**
 - a) experimental procedures
 - b) primary and secondary data
 - c) trends, patterns and predictions
- 4. Demonstrate the application of skills necessary to carry out insightful and ethical investigations.**

IB DIPLOMA ASSESSMENT

Examinations - multiple choice short answer, data based questions, short answer and structured essay questions

Internal Assessment (Individual investigation)

Sciences (Amended 2024)
IB Diploma Sciences
Biology Standard Level or Higher Level

Students investigate content within four overarching themes, and rely on four levels of organisation (*Molecules; Cells; Organisms; Ecosystems*) to scaffold their learning. Biology is a study that takes more of a pragmatic view than a theoretical approach. Through reproduction and natural selection, life has diversified tremendously, occupying a wide variety of niches. This diversity makes biology both a deeply fascinating and significantly challenging study. A student of biology should gain not only a conceptual understanding of the subject, but also an awareness of how biologists construct knowledge claims and the limitations of these methods.

SYLLABUS COMPONENT	STANDARD LEVEL (SL) TEACHING HOURS	HIGHER LEVEL (HL) TEACHING HOURS
Syllabus content	110	180
A: Unity and diversity	19	33
B: Form and function	26	39
C: Interaction and interdependence	31	48
D: Continuity and change	34	60
Experimental programme	40	60
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10
Total Teaching Hours	150	240

IB DIPLOMA ASSESSMENT

Examinations - multiple choice short answer, data based questions, short answer and structured essay questions

Internal Assessment (Individual investigation)



Sciences (Amended 2024)
IB Diploma Sciences
Chemistry Standard Level or Higher Level



Students develop a fundamental understanding of the course content via the two key themes of *Structure and Reactivity*. Chemistry is primarily concerned with identifying patterns that allow us to explain matter at the microscopic level. This then allows us to predict and control matter’s behaviour at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking.

SYLLABUS COMPONENT	STANDARD LEVEL (SL) TEACHING HOURS	HIGHER LEVEL (HL) TEACHING HOURS
Syllabus content	110	180
Structure 1. Models of the particulate nature of matter	17	21
Structure 2. Models of bonding and structure	20	30
Structure 3. Classification of matter	16	31
Reactivity 1. What drives chemical reactions?	12	22
Reactivity 2. How much, how fast and how far?	21	31
Reactivity 3. What are the mechanisms of chemical change?	24	45
Experimental programme	40	60
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10
Total Teaching Hours	150	240

IB DIPLOMA ASSESSMENT

Examinations - multiple choice, short answer, data based questions

Internal Assessment (Individual investigation)

Sciences (Amended 2024)
IB Diploma Sciences
Physics Standard Level or Higher Level



Students engage with the course content via five key themes in order to understand the nature of the universe itself. Physics is the search for answers from how the universe exploded into life in the Big Bang to what the nature of time is itself. Physics encompasses everything that we do as human beings. However, physics is not just about staring into the vastness of space or scrutinizing the tiniest particles that make up the fabric of the universe. The fact is that discoveries in physics are the root of ideas that revolutionize the technology used in our daily lives. It is an everyday, grounded science encompassing advances in communication, medical technology and renewable energy. It is above all a creative discipline. Physics requires solid knowledge of basic principles and a willingness to put them to the test in new ways.

SYLLABUS COMPONENT	STANDARD LEVEL (SL) TEACHING HOURS	HIGHER LEVEL (HL) TEACHING HOURS
Syllabus content	110	180
A. Space, time and motion	27	42
B. The particulate nature of matter	24	32
C. Wave behaviour	17	29
D. Fields	19	38
E. Nuclear and quantum physics	23	39
Experimental programme	40	60
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10
Total Teaching Hours	150	240

IB DIPLOMA ASSESSMENT

Examinations – multiple choice, short answer and data based questions

Internal Assessment (Individual investigation)

Sciences (Amended 2024)**Year 10 Sciences****Design Technology****COURSE FOCUS**

This subject enables learners to:

- Demonstrate an understanding of the interactive process and its role in user-centered design
- Become effective problem solvers and ethical designers
- Become more aware of individual, local and global issues linked to design contexts
- Collect, use and apply:
 - Relevant facts and concepts
 - Design strategies, methods and conceptual modelling techniques
 - Technological terminology to communicate ideas effectively
 - Appropriate communication methods to present design information
- Construct, analyse and evaluate:
 - Design briefs, problems, specifications, research and manufacturing plans
 - Production methods, techniques and prototyping
 - Data, information and technological explanations
- Demonstrate personal skills of cooperation, collaboration, perseverance, empathy, integrity and responsibility appropriate for effective designing and problem solving through critical thinking
- Begin to develop the manipulative skills, processes and techniques necessary to carry out a basic design-and-make activity with precision.

ACHIEVEMENT STANDARD

By the end of Year 10 students explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. They explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures. For one or more of the technologies contexts, students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities.

Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability. They communicate design ideas, processes and solutions to a range of audiences, including using digital tools. Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary. They select and use technologies skilfully and safely to produce designed solutions.

Year 10 ASSESSMENT

Collection of work - Portfolio

A series of project based tasks focused on skill development:

- Class Design Project
- Precious Plastics Project
- Architectural Project

Sciences (Amended 2024)**IB Diploma Sciences****Design Technology Standard Level or Higher Level****COURSE FOCUS**

Through studying design technology, students should become aware of how designers work and communicate with each other. While the design methodology may take on a wide variety of forms, it is the emphasis on a practical approach through design work that characterises this subject.

The following aims enable students, through the overarching theme of the nature of design, to develop:

- A sense of curiosity as they acquire the skills necessary for independent and lifelong learning and action through inquiry into the technological world around them
- An ability to explore concepts, ideas and issues with personal, local and global significance to acquire in-depth knowledge and understanding of design and technology
- Initiative in applying thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making
- An ability to understand and express ideas confidently and creatively using a variety of communication techniques through collaboration with others
- A propensity to act with integrity and honesty, and take responsibility for their own actions in designing technological solutions to problems
- An understanding and appreciation of cultures in terms of global technological development, seeking and evaluating a range of perspectives
- A willingness to approach unfamiliar situations in an informed manner and explore new roles, ideas and strategies so they can articulate and defend their proposals with confidence
- An understanding of the contribution of design and technology to the promotion of intellectual, physical and emotional balance and the achievement of personal and social well-being
- Empathy, compassion and respect for the needs and feelings of others in order to make a positive difference to the lives of others and to the environment
- Skills that enable them to reflect on the impacts of design and technology on society and the environment in order to develop their own learning and enhance solutions to technological problems.

It is the intention of the design technology course that students are able to fulfill the following assessment objectives.

1. Demonstrate knowledge and understanding of:

- a. facts, concepts, principles and terminology
- b. design methodology and technology
- c. methods of communicating and presenting technological information.

2. Apply and use:

- a. facts, concepts, principles and terminology
- b. design methodology and technology
- c. methods of communicating and presenting technological information.

3. Construct, analyse and evaluate:

- a. design briefs, problems, specifications and plans
- b. methods, techniques and products
- c. data, information and technological explanations.

4. Demonstrate the appropriate research, experimentation, modelling and personal skills necessary to carry out innovative, insightful, ethical and effective designing.

Sciences (Amended 2024)
IB Diploma Sciences
Design Technology Standard Level or Higher Level

SYLLABUS COMPONENT	STANDARD LEVEL (SL) TEACHING HOURS	HIGHER LEVEL (HL) TEACHING HOURS
Core content		90
1. Human factors and ergonomics		12
2. Resource Management and sustainable production		22
3. Modelling		12
4. Final production		23
5. Innovation and design		13
6. Classic design		8
Additional higher level (AHL)		54
7. User-centred design (UCD)		12
8. Sustainability		14
9. Innovation and markets		13
10. Commercial production		15
Practical work	60	96
Design Project	40	60
Collaborative Sciences Project	10	10
Teacher-directed activities	10	26
Total Teaching Hours	150	240

IB DIPLOMA ASSESSMENT	
Standard Level	Higher Level
30% Paper 1 Exam (45 mins) 30% Paper 2 Exam (1 hour 30 minutes)	20% Paper 1 Exam (60 minutes) 20% Paper 2 Exam (1 hour 30 minutes)
Not Applicable	20% Paper 3 Exam (1 hour 30 minutes)
40% Design Project	40% Design Project



Mathematics (Reviewed 2024)

Year 10 Mathematics

The Year 10 program 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. 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.

Year 10 ASSESSMENT

Assessment will be a combination of formal exams, topic tests, and assignments that model assessment in the IB Diploma.



Mathematics *(Reviewed 2024)*

IB Diploma Mathematics

Applications and Interpretation SL

Analysis and Approaches SL & HL

Which level do I choose?

All levels of IB Mathematics are rigorous and challenging. They cover 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.

Applications and Interpretation	Analysis and Approaches	
For students interested in social sciences, natural sciences, statistics, business, psychology, and design. This course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world.	For students interested in mathematics, engineering, physical sciences, and some economics. This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics.	
SL	SL	HL
Students choosing this course should enjoy seeing mathematics used in real-world contexts and to solve real-world problems.	Students should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalisation of these patterns.	Students will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

COURSE FOCUS and OUTCOMES

IB DIPLOMA ASSESSMENT		
Applications and Interpretation Standard Level	Analysis and Approaches Standard Level	Analysis and Approaches Higher Level
40% Paper 1 (1 hour 30 minutes) Calculator allowed	40% Paper 1 (1 hour 30 minutes) No calculator	30% Paper 1 (2 hours) No calculator
40% Paper 2 (1 hour 30 minutes) Calculator allowed	40% Paper 2 (1 hour 30 minutes) Calculator allowed	30% Paper 2 (2 hours) Calculator allowed
		20% Paper 3 (1 hour) Calculator allowed
20% Exploration	20% Exploration	20% Exploration

The Arts (Reviewed 2024)

Year 10 Arts Dance

The Year 10 Dance course is designed to offer students the opportunity to build on their prior experience in dance while encouraging a broad approach to performance, composition and analysis. Students specialising in Dance will embrace an holistic approach in learning to use the body skilfully and creatively to express and communicate ideas of their own and others. They will develop confidence as performers, choreographers and dance critics. Students will be encouraged to be creative, inquisitive and reflective as they acquire technical and expressive skills, knowledge and understanding of compositional craft along with analytical and critical thinking skills. They explore dance across cultures and history, and adopt a passionate, disciplined and resilient attitude towards learning.

The dance course has three components of study:

- Composition and Analysis
- World Dance Studies
- Performance

COURSE FOCUS and OUTCOMES

This subject enables learners to:

- Develop proficient knowledge and awareness of the body through the mastery of various dance techniques, genres, styles, traditions and cultures familiar and unfamiliar
- Acquire composition and analytical skills for creative expression and communicating ideas through choreography
- Understand dance as a set of practices with their own the histories and theoretical frameworks that integrate physical, intellectual and emotional knowledge
- Develop perceptual and analytical skills.

These activities prepare students for the IB Diploma:

- Identify, analyse, interpret and discern a variety of dance genre, traditions and practice
- Perform demonstrating proficiency in the use of technical and expressive skills
- Improvise, explore and investigate the elements of dance and compositional devices to communicate an intent
- Rehearse, critique, refine, perform and reflect on the work of their own and others
- Evaluate dance from a range of cultural, social, spiritual, historical, political and economic contexts.

Year 10 ASSESSMENT

Year 10 ASSESSMENT			
Unit 1	<i>Inception</i>	An exploration of the functions of dance and storytelling through analysis and the development of performance skills (technical and expressive skills).	Performance and Program Notes 1 (Practical and Written)
Unit 2	<i>Envisage</i>	An investigation into the choreographic process through the manipulation of the elements of dance and choreographic devices to communicate meaning.	Composition and Analytical Statement 1 (Practical and Written)
Unit 3	<i>Lineage</i>	An examination of the lineage that connects significant dance cultures, traditions and artists throughout history.	Performance and Program Notes 2 (Practical and Written)
			Composition and Analytical Statement 2 (Practical and Written)
			Dance Investigation (Written)

The Arts (Reviewed 2024)**IB Diploma Arts****Dance Higher Level**

The IB Diploma Programme Dance course embraces the understanding that dance is a global discourse. The course is constructed so that all students are given opportunities to study a variety of world dance traditions through exposure to physical practice and observation as well as written investigation. Examining dance from both familiar and unfamiliar cultures and/or traditions develops comparative-thinking skills and deepens students' understanding of their own cultures as well as those of others.

The curriculum is designed to challenge students. It draws on a wide range of dance cultures that reflect varied histories, practices and aesthetics. IB Diploma Programme Dance provides an appropriate foundation for further study in dance history, theory and practice at university level, or in dance career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of dance as lifelong participants.

COURSE FOCUS and OUTCOMES

This subject enables learners to:

- Understand dance as a set of practices with their own histories and theories, and to understand that these practices integrate physical, intellectual and emotional knowledge
- Experience dance as an individual and collective exploration of the expressive possibilities of bodily movement
- Understand and appreciate mastery in various dance styles, traditions and cultures familiar and unfamiliar
- Recognise and use dance to create dialogue among the various traditions and cultures in their school environment, their society and the world at large.

These activities prepare students for the IB Diploma:

- Identify the appropriate compositional processes and structures to support the intent
- Critically reflecting upon the creative process of compositional problems
- Evaluate and analyse the influence and significance of connections from all three components
- Demonstrate in-depth comparative analysis of two dances from different dance cultures and traditions
- Demonstrate control of technical and interpretative skills when performing.

IB DIPLOMA ASSESSMENT	
External Assessment	
<p><i>Composition and analysis</i> Three dance works composed by the student (8-15 minutes). Written analytical statement documenting and reflecting upon the processes of composition. No more than 1000 words.</p>	35%
<p><i>Dance Investigation</i> A formal written in-depth comparative evaluation and analysis of the similarities and differences between two dance styles drawn from different cultures and/or traditions, one of which is familiar to the student and one unfamiliar. No more than 2500 words.</p>	25%
Internal Assessment	
<p><i>Performance</i> Three dances (solo, duet, group) in any style performed by the student to show proficiency and expressive ability appropriate to the dance accompanied by short programme notes for the performance. 6-9 minutes (at least half of which must be devoted to a solo and/or duet work).</p>	40%

The Arts (Reviewed 2023)**Year 10 Arts**
Film

Year 10 Film is a course that aims to prepare the student for the artistic and analytical requirements of the IB1 and IB2 course. 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 filmmaking, 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.

Year 10 ASSESSMENT	
1. Reading Film	Deconstructive presentation of a group of screen shots
2. Creative Process	2 – 3 minute Video Art Montage – representation of self
3. Contextualising Film	Written/Presentation reflections and analysis of film contexts: examining the medium over time, space and culture
4. Collaboratively Producing	Documentary design and production - collaborative production

The Arts (Reviewed 2023)**IB Diploma Arts****Film - Higher Level****COURSE FOCUS and OUTCOMES**

This subject enables learners to:

- Design and produce films using visual storytelling techniques
- Develop a range of technological skills to enhance their level of artistic practice
- Use technology to 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 and how they are embedded in visual storytelling
- 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
 - 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 base 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 filmmaking
- Analyse, critique and reflect on the impact of cultural, social, historical origins and political issues of film movements, with a particular focus on German Expressionism, Film Noir and French New Wave film movements
- Reflect critically on the way historical societies have told stories throughout history in the film medium.

The DP Film course is designed as a two-year experience. It is anticipated that most taught activities for DP Film will cover several different parts of the course at once, so the time allocations indicated in the “Core Syllabus Areas” table are neither prescriptive nor restrictive. Careful planning of class activities, film screenings and, where feasible, lectures from film scholars and workshops with industry professionals, is needed to ensure the best use of the time and resources available.



Core Syllabus Areas	Content
1. <i>Exploring Film Production Roles</i>	Students explore various film production roles through engagement with all phases of the filmmaking process in order to fulfil their own filmmaker intentions. Students acquire, develop and apply skills through filmmaking exercises, experiments and completed films.
2. <i>Reading Film</i>	Students examine film as an art form, studying a broad range of film texts from a variety of cultural contexts and analysing how film elements combine to create meaning.
3. <i>Contextualising Film</i>	Students explore the evolution of film across time, space and culture. Students will examine various areas of film focus in order to recognise the similarities and differences that exist between films from contrasting cultural contexts.
4. <i>Collaboratively Producing film</i>	Students focus on the collaborative aspects of filmmaking and experience working in core production teams in order to fulfil shared artistic intentions. They work in chosen film production roles and contribute to all phases of the filmmaking process in order to collaboratively create original completed films.
Assessment Type	IB DIPLOMA ASSESSMENT/Percentage of Total
1. <i>Exploring Film Production Roles</i>	Students undertake a variety of filmmaking exercises in three film production roles, each illustrating an understanding of the roles. This is presented in a Film Portfolio digitally. 25%
2. <i>Textual Analysis</i>	A written analysis of a prescribed film text based on a chosen extract from that film. Students consider the cultural context of the film through selected film elements. 20%
3. <i>Contextualising Film</i>	From a chosen area of film focus, identify and compare two films from within that area and present discoveries as a recorded multimedia form. 20%
4. <i>Collaborative Project</i>	Students work as part of a core production team in an identifiable role to create a short film that has drawn from their study of film, filmmakers and other artists. 35%





The Year 10 Music course challenges students to engage practically with music as researchers, performers and creators. Students will be able to develop as musicians in their own areas of interest while also broadening their musical and artistic perspectives.

COURSE FOCUS and OUTCOMES

This subject enables learners to:

Engage with music through Discovery, Creativity, and Performance by:

- Develop skills and confidence as solo performers
- Develop collaborative skills through ensemble activities and tasks
- Develop composition skills through composition tasks, each teaching a different creative process
- Develop analysis, audiation and theory skills, and learning how they apply to different musical contexts and styles
- Take active responsibility for their own learning, through goal setting and self-reflection
- Consider the implications of context on music, such as cultural, political, and philosophical influences and functions
- Developing competency with music technology software for live performance, recording and composing

Year 10 Music content include:

- Keeping a music journal, including a listening log and reflections
- Composing and recording in a pop or rock style
- Performing and improvising in a jazz style
- Visual and aural analysis of music, including world, popular and western art
- Solo performance as chosen by the students Rehearsing, critiquing, refining and reflecting on their developing work.

The Music course at QACI is extended and enhanced by students' participation in:

- Workshops and performances by visiting local and international musicians
- Group percussion lessons
- Co-curricular ensembles, including vocal ensembles, string collective, and a contemporary music ensemble
- Performance opportunities as both solo performers and in ensembles
- Recording studio classes

The Arts (Reviewed 2024)**IB Diploma Arts****Music - Standard Level or Higher Level****COURSE FOCUS and OUTCOMES**

The IB music course fosters students' musicianship and shapes their musical identities as researchers, creators and performers. The course encourages inquiry into creative practices and performance processes. Students will also develop listening, creative and analytical skills, as well as encouraging cultural understanding and critical thinking.

Throughout the course, students are encouraged to explore music in varied and sometimes unfamiliar contexts. This will include studying and experiencing various musical cultures from around the world, western art music, popular music, jazz and electronic music. Additionally, by experimenting with music, students gain hands on experience while honing musical skills. Through realising and presenting samples of their work with others, students also learn to communicate critical and artistic intentions and purpose.

The Music course at QACI is extended and enhanced by students' participation in:

- Workshops and performances by visiting local and international musicians
- Regular sessions with a composer-in-residence
- Group percussion lessons
- Co-curricular ensembles, including vocal ensembles, string collective, and a contemporary music ensemble
- Performance opportunities as both solo performers and ensembles
- Recording studio classes

IB DIPLOMA ASSESSMENT	
Standard Level	Higher Level
Exploring music in context (HL 20%, SL 30%)	Students select samples of their work for a portfolio submission including written work demonstrating engagement with, and understanding of, diverse musical contexts (max 2400 words), one creating exercise and one performance.
Experimenting with music (HL 20%, SL 30%)	Students submit an experimentation report with evidence of their musical processes in creating and performing. Students submit: a written experimentation report that supports the experimentation (max 1500 words), and practical musical evidence of the experimentation process (three related excerpts of creating and three related excerpts of performing).
The contemporary music maker (HL only 30%)	Students plan and collaboratively create a project that draws on the competencies, skills and processes in all the musical roles of the music course and is inspired by real-life practices of music-making. Submitted as a multimedia presentation including proposal, process, realised project and evaluation.
Presenting music (HL 30%, SL 40%)	Students submit a collection of works demonstrating engagement with diverse musical material. The submission contains: programme notes (max 600 words), and folio of solo or ensembles performances (12 min), improvisation or compositions (6 min).



The Arts (Reviewed 2023)**Year 10 Arts
Theatre****COURSE FOCUS and OUTCOMES**

The Year 10 Theatre course is a preparatory course that scaffolds experiences and understanding in order to develop key skills in practical performance, theatre making processes, performance and text analysis, and the ability to work effectively in an ensemble. Throughout the course, students engage in an inquiry cycle focusing on the dimensions of inquiry, development, presentation and evaluation. Formative tasks, which practice skills essential to summative tasks in the Higher Level Diploma Programme, are undertaken leading to production-based outcomes.

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, production roles and contexts applying performance and technical production skills to convey meaning to audiences
- Appreciate theatre from a range of cultural, social, spiritual, historical and political 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, playwriting and technical theatre practices
- 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 Year 10 Theatre course prepares students for further work in the IB Diploma by establishing the foundations of performance and performance analysis. By broadening the awareness of the fundamental elements of drama reinforced through the creation process, students gain practical experience and understanding that can be later applied within the IB Theatre course by:

- Scaffolding processes and understandings, which the students will apply in the IB Theatre course. These are structured in a developmental manner allowing for practice, experimentation, and reflection
- Providing a specific language of theatre terminology and practice that enables an articulate expression of ideas, concepts, and experience
- Inspiring students to explore a variety of styles and theories
- Providing an understanding of industry practice and using feedback to establish a bench-mark standard for their work.

Year 10 ASSESSMENT

Term 1	Ensemble building skills, Elements of Drama, Physical Theatre, Viewpoints, Collaborative Project
Term 2	Introduction to Realism and Verbatim Theatre, creation of Solo Theatre Piece
Term 3	Exploration of Australian Gothic and Magica Realism Texts, Production Proposal
Term 4	Directorial process and public performance

The Arts *Reviewed 2023*)
IB Diploma Arts
Theatre - Higher Level

COURSE FOCUS and OUTCOMES

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, underpinned by a strong theoretical base. It provides students the opportunity to explore the art form through an inquiry cycle focusing on the dimensions of inquiry, development, presentation and evaluation, as creators, designers, directors and performers working individually and as part of an ensemble. Through a critical analysis of their own processes, artistic works and the work of others, students develop an appreciation of the diversity of theatre practices across time, place and culture, an appreciation which in turn informs their own cultural context.

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 contemporary theatre 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

Research Presentation	Students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied.	20%
Production Proposal	Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal	20%
Collaborative Project	Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production.	25%
Solo Theatre Piece	Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4–7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience.	35%

GROUP 6 (Reviewed 2024)**Year 10 Arts**
Visual Arts**COURSE FOCUS and OUTCOMES**

The Year 10 Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem solving and divergent thinking, while working towards technical proficiency and confidence as art-makers.

In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The Visual Arts course at QACI is extended and enhanced by students' participation in:

- Lectures, talks and workshops by teaching staff and local and international artists
- Learning journeys to galleries and art libraries
- Exhibiting as artists in regional and state exhibitions.

Year 10 Visual Art Units

- Inquirers: Foundations in artistic practice, drawing, painting and mixed media.
- The Object of my Affection: Printmaking.
- Sense of Place: photography and drawing



Group 6 (Reviewed 2024)**IB Diploma Arts****Visual Arts - Standard Level or Higher Level****COURSE FOCUS and OUTCOMES**

The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem solving and divergent thinking, while working towards technical proficiency and confidence as art-makers.

In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The Visual Arts course at QACI is extended and enhanced by students' participation in:

- Lectures, talks and workshops by teaching staff and local and international artists
- Learning journeys to galleries and art libraries
- Life drawing classes
- Exhibiting as artists in regional and state exhibitions.

IB Visual Art Units

- **Mixed Media Painting:** Students create a folio in 2D media works through processes of painting, photography and digital design that respond to their annual excursion to GOMA. Students select artists, artworks and artefacts of personal interest to inform the development of their own exhibition work.
- **Text and Textiles:** Students extend personal motifs from unit 1 into textiles through a variety of processes including soft sculpture, batik, creative embroidery, as well as video montage and animation.
- **In Conversation:** Exploring the work of influential artists to guide comparative study



	VISUAL ARTS IN CONTEXT	VISUAL ARTS METHODS	COMMUNICATING VISUAL ARTS
<i>Theoretical practice</i>	Students examine and compare the work of artists from different cultural contexts. Students consider the contexts influencing their own work and the work of others.	Students look at different techniques for making art. Students investigate and compare how and why different techniques have evolved and the processes involved.	Students explore ways of communicating through visual and written means. Students make artistic choices about how to most effectively communicate knowledge and understanding.
<i>Art-making practice</i>	Students make art through a process of investigation, thinking critically and experimenting with techniques. Students apply identified techniques to their own developing work.	Students experiment with diverse media and explore techniques for making art. Students develop concepts through processes that are informed by skills, techniques and media.	Students produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.
<i>Curatorial practice</i>	Students develop an informed response to experiences, work and exhibitions they have seen. Students begin to formulate personal intentions for creating and displaying their own artworks.	Students evaluate how their ongoing work communicates meaning and purpose. Students consider the nature of “exhibition” and think about the process of selection and the potential impact of their work on different audiences.	Students select and present resolved works for exhibition. Students explain the ways in which the works are connected. Students discuss how artistic judgments impact the overall presentation.

IB DIPLOMA ASSESSMENT		
Task 1: Comparative Study	Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.	20%
Task 2: Process Portfolio	Students submit carefully selected materials which evidence their experimentations, exploration, manipulation and refinement of a variety of visual arts activities during each unit.	40%
Task 3: Exhibition	Students submit for assessment a selection of resolved artworks. The selected pieces should show evidence of their technical accomplishments during the Visual Arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.	40%

Connect with us



QACreativeIndustries



QLDAcademies



@qacikg



**QUEENSLAND
ACADEMIES**
Creative Industries Campus

For more details, call us on **(07) 3552 9333**,
email **admin@qaci.eq.edu.au** or visit **qaci.eq.edu.au**



Queensland
Government