International Baccalaureate Handbook

Important information about the International Baccalaureate Diploma Programme at QACI

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective
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<table>
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<td>Film</td>
<td>48</td>
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</tr>
<tr>
<td>Theatre</td>
<td>53</td>
</tr>
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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.


QACI Pre-IB 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/](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 Vision
To be the world-class learning environment of choice for the aspirational creative generation.
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.

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.
International Baccalaureate Diploma Regulations

Executive Summary for Parents and Students (updated 2016)

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.

<table>
<thead>
<tr>
<th>Subject Gradings</th>
<th>6 subjects x 7 score</th>
<th>TOK + Extended Essay (See Diploma Points Matrix)</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>42 points</td>
<td>3 points</td>
<td>45 points</td>
</tr>
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</table>

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.

<table>
<thead>
<tr>
<th>TOK &amp; EE</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Failing condition</td>
</tr>
</tbody>
</table>
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 from 2020, a student will not be awarded a Queensland 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 he/she 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 conditions must be satisfied:

i. QACI must concur with the student’s concern based on the evidence available
ii. 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 (updated 2019)

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.

1. The Queensland Curriculum and Assessment Authority (QCAA) issues the QCE whilst the IB Organisation (IBO) issues the IB Diploma.
2. The IB sends the results obtained in the Diploma Programme directly to the QCAA.
3. The QCE is issued by the QCAA twice a year in December (for most QLD students) and July. As the IB officially release Diploma results and award Diplomas out of Cardiff late December to early January, the QCAA will not issue the QCE until after this formal process, resulting in the QCE being issued to our students in July.
4. The QCE arrives mid-year however the IBO sends results for tertiary admission directly to tertiary admission centres when results are released live to students in early January. The tertiary admission centres use these results to determine offers.
5. There are set criteria for obtaining the IB Diploma and separate criteria for the QCE. In most cases if a student achieves the IB Diploma they will achieve the QCE but there are exceptions. A student may receive the IB Diploma, but not the QCE.
6. The QCE requires students to demonstrate a literacy and numeracy standard. For IB students, achieving a grade of four (4) or above in Mathematics or English course satisfies this criterion.
7. Students at risk of not achieving literacy or numeracy standard will be supported through opportunities with QCAA pathways.
8. 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.
9. Tertiary entrance does not depend on the attainment of the QCE. Tertiary entrance depends on the achievement level within the IB course.
10. All students will receive a Statement of Attainment from the QCAA.
11. All students have a learning account with the QCAA which can be accessed through the Student Connect website. Students use their LUI number and password. All QACI students have been issued with their details previously. This account shows the subjects they are studying and any courses they may have completed e.g. AMEB level 5. The registered learning organisation responsible for delivery of that course submits these results to the QCAA directly. QACI submits the results for International Baccalaureate.

More information about the QCE can be found via QCAA: https://www.qcaa.qld.edu.au/senior/certificates-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. These arrangements may differ slightly for each institution and as such, students should closely review the websites below for up to date information on course credit arrangements.

Queensland University of Technology
For information about the IB guarantee Scheme please refer to the link below:
https://www.qut.edu.au/study/applying/undergraduate-applications/current-year-12-entry

Please refer to link below for more details regarding specific subject credits.
https://www.qut.edu.au/study/applying/advanced-standing/international-baccalaureate-studies

University of Queensland
Please refer to the link below for more details regarding subject specific credits.
https://future-students.uq.edu.au/credit-international-baccalaureate-ib-study
Griffith University
All IB subjects can gain credit towards selected degree programs. Please see link below for general credit arrangements.
https://www.griffith.edu.au/apply/credit-transfer/international-baccalaureate-diploma

Credits for Film HL are available. Please refer to the link below for more details.

How is my selection rank calculated? (updated 2019 for 2020 entry)
Across Australia, a common national measure of Year 12 student achievement is used in the tertiary selection process. Expressed in a scale extending from 99.95 (highest) down to 30.00, this common national measure is called the Combined Rank.

The following table shows the common national measures to be assigned to each of the IB scores attained in a completed 2019 IB Diploma. Selection ranks are updated on QTAC website in approximately December each year.

<table>
<thead>
<tr>
<th>SCORE IN COMPLETED DIPLOMA (2019)</th>
<th>2019 IB COMBINED RANK EQUAL TO ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>99.95</td>
</tr>
<tr>
<td>44</td>
<td>99.85</td>
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<tr>
<td>43</td>
<td>99.60</td>
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<tr>
<td>42</td>
<td>99.25</td>
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<tr>
<td>41</td>
<td>98.70</td>
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<td>40</td>
<td>98.05</td>
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<td>97.35</td>
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<td>27</td>
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<tr>
<td>26</td>
<td>73.85</td>
</tr>
<tr>
<td>25</td>
<td>71.00</td>
</tr>
<tr>
<td>24</td>
<td>68.45</td>
</tr>
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For tertiary entrance purposes in Queensland, these common national measures of achievement (ATAR and Combined Rank for IB students) are converted to a QTAC rank on a 99 (highest) to 1 scale. Please note that this table shows approximate points of comparison for 2019 Year 12 results. Use these as a guide only. QTAC’s website http://www.qtac.edu.au/for-schools/international-baccalaureate-ib-studies can also be used to access information about IB scores and combined ranks.

What is my selection rank if I do not complete the IB diploma?
From 2020, if you do not meet the requirements to be awarded the IB Diploma, you will not be assigned a Selection Rank/ATAR.
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 (first assessment 2021) or Mathematics: applications and interpretation (first assessment 2021) 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.

Meeting Prerequisite Requirements

Please refer to [https://www.qtac.edu.au/atar-my-path/my-path](https://www.qtac.edu.au/atar-my-path/my-path) 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 for the courses identified in the following list. If Mathematics: analysis and approaches SL/HL is listed as a prerequisite this means that Mathematics: analysis and approaches SL/HL 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.

The following summarises the courses requiring Maths B/Mathematical Methods/Mathematics: analysis and approaches SL/HL, Chemistry, Physics, and/or Biology. It is to be used as a general guide to indicate degree programs that have more than an English prerequisite. For more detailed information please refer to the link above.
**Prerequisite Summary Information for Entry in 2022: UQ, QUT and Griffith**

The following degree programs require Maths B/Mathematical Methods/Mathematics: analysis and approaches SL/HL:

- Business, Advanced Business
- Commerce
- Economics
- Biotechnology
- Mathematics
- Pharmacy
- Engineering
- Information Technology
- Environmental Science
- Science, Advanced Science
- Biomedical Science
- Occupational Health and Safety
- Computer Science
- Veterinary Science

The following degree programs require a science as indicated - Biology (B) Chemistry (C) Physics (P):

- Science - C or P
- Primary Education - any (or Psychology)
- Engineering - C or P
- Clinical Exercise Physiology – any
- Dental Science - P
- Exercise and Nutrition – any
- Health, Sport and Physical Education – any
- Exercise and Sport Science – any
- Midwifery – any
- Nursing – any
- Occupational Therapy -any
- Pharmacy – C
- Physiotherapy
- Speech Therapy
- Environmental Science – C or P
- Advanced Science – two of C, P or B
- Biomedical Science – C or P
- Biotechnology – C or P
- Occupational health and Safety – any
- Veterinary Science – C and one of P or B

**QUT**

QUT does not have Pre-requisites only Assumed Knowledge with the exception of:

- B Education (Primary) - one of Physics, Chemistry, Biology or Psychology; Mathematics: applications and interpretation or Mathematics: analysis and approaches SL/HL, English

**Griffith**

The following degree program require Maths B/Mathematical Methods/Mathematics: analysis and approaches SL/HL:

- Engineering Technology
- Engineering
- Exercise Science (or a Science)
- Nutrition and Dietetics
- Pharmacology and Toxicology
- Pharmacy
The following degree programs require a science as indicated - Biology (B) Chemistry (C) Physics (P):
- Education Primary – any
- Exercise Science – any or Mathematics: analysis and approaches SL/HL
- Occupational Therapy – any
- Paramedicine – any or Mathematics: analysis and approaches SL/HL
- Pharmacy – any

Please note: This information does not outline Assumed Knowledge requirements
- English is a prerequisite for degree programs at UQ and Griffith
- This is a summary only. Please refer to the QTAC website for specific information as information can change without notice.
IB Inner Core (Updated 2019)

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

A diploma will be awarded to a candidate subject 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 of both of Theory of Knowledge and the Extended Essay.
5. No grade of 1 has been 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) subjects must gain at least 5 points at SL).

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
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<tr>
<td>C</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
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</tr>
<tr>
<td>D</td>
<td>2</td>
<td>1</td>
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<td>0</td>
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<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Failing condition</td>
</tr>
</tbody>
</table>

Failing condition
IB Inner Core – Theory of Knowledge (Reviewed 2019)

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

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

TOK is based on the development of specific skills:
- Identifying knowledge claims (what is thought to be true)
- Identifying knowledge 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
- 1200–1600 words
- One essay on a title chosen from a list of six titles prescribed by the IB for each examination session.
- One essay planning and progress form including
  - Choice of prescribed title and reason for choice
  - Outline of development of ideas in relation to chosen title.

Presentation
- One presentation to the class—approximately 10 minutes per student
- One written presentation planning document and presentation marking form including:
  - The knowledge issue that is the focus of the presentation
  - A summary in note form of the knowledge issues to be treated during the presentation
IB Inner Core – Extended Essay *(Reviewed 2019)*

**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 Inner Core – CAS (Reviewed 2019)

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 the QACI Media Team) 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 (preferably Creativity & Service to align with our Creative Industries identity)
- 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 the Success Coach 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.
Pre-IB Diploma Program (Updated 2019)
In Year 10, students engage in a Pre-IB Program designed to build skills for the Diploma and to experience their selection of subjects to confirm their IB course. Throughout the Pre-IB course, students develop skills to meet the IB Programme requirements in each subject. They study their Diploma over two years, commencing in Year 11.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Pre-IB Skill Building Study Habits  IB 1 Assessment Wisdom  IB 2 High Stakes Summative  HIGH STAKES  SWOT Vac Tutorials  Final Exams

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

**Year 10 Pre-IB Course – students select one subject from each group**

1. Studies of Language & Literature: English
2. Language Acquisition: French, Mandarin or Spanish
3. Individuals & Societies: Business & Management, Psychology or Science leading towards ESS
4. Sciences: Design Technology, Science (incl. Chemistry/Biology/Physics/ESS) or second Arts subject
5. Mathematics: Advanced towards Analysis and Approaches HL/SL or Standard towards Applications and Interpretations SL
6. The Arts: Dance / Film / Music / Theatre / Visual Art Or 2 Sciences – (DT and Science)

**SETPlan**
In Term 3, students participate in a three-phase program to prepare their Senior Education Training Plan whereby course decisions are made to confirm best options for the three Higher Level subjects and the three Standard Level.

**Ready**
- Thinking about the future – Talking Careers online program

**Set**
- Exploring the options – Career Pathway Research

**Go**
- Documenting the plan – Subject confirmation
  - Share, implement, monitor – Connect Coach Conference and ongoing support

Students present their SETPlan at a conference held end of term 3, between the student, the parent and the Connect coach.
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.

4. It's an international qualification
   The DP is recognized globally by universities and employers.

5. The IB encourages critical thinking
   Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

6. Graduates are globally minded
   Language classes encourage an international mindset, key for increasingly globalized societies.

7. DP students have proven time management skills
   Take good study habits and strong time management to further education and the working world.

8. It assesses more than examination techniques
   Learn to understand, not just memorize facts or topics and prepare for exams.

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.

*Based on IB research - www.ibo.org/research
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GROUP 1 (Updated 2019)
Pre-IB Diploma Language A
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 that align with those in the IB course, and prepare students for formal assessment in years 11 and 12.

Pre-IB ASSESSMENT

<table>
<thead>
<tr>
<th>Term</th>
<th>Unit</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Examining Poetry</td>
<td>Poetry Commentary</td>
</tr>
<tr>
<td>Term 2</td>
<td>Examining Global Issues</td>
<td>Individual Oral</td>
</tr>
<tr>
<td>Term 3</td>
<td>Examining life through the lens of Shakespeare</td>
<td>Analytical Essay (response to question)</td>
</tr>
<tr>
<td>Term 4</td>
<td>Examining Identity</td>
<td>Paper One Commentary</td>
</tr>
</tbody>
</table>
GROUP 1 (Updated 2019)
IB Diploma

Language A: Language and Literature at Standard Level or Higher Level
(The information provided here is applicable to students graduating from 2021)

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

<table>
<thead>
<tr>
<th></th>
<th>Standard Level</th>
<th>Higher Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parts of the course</strong></td>
<td>• Readers, writers and texts</td>
<td>• Readers, writers and texts</td>
</tr>
<tr>
<td></td>
<td>• Time and space</td>
<td>• Time and space</td>
</tr>
<tr>
<td></td>
<td>• Intertextuality: connecting texts</td>
<td>• Intertextuality: connecting texts</td>
</tr>
<tr>
<td><strong>Works to be studied</strong></td>
<td>• 4 literary texts</td>
<td>• 6 literary texts</td>
</tr>
<tr>
<td></td>
<td>• 4 non-literary bodies of work from the same author</td>
<td>• 6 non-literary bodies of work from the same author</td>
</tr>
</tbody>
</table>

ASSESSMENT

<table>
<thead>
<tr>
<th></th>
<th>Standard Level</th>
<th>Higher Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper One</strong></td>
<td>• An analysis of one non-literary passage</td>
<td>• An analysis of two non-literary passage</td>
</tr>
<tr>
<td></td>
<td>• 1 hour 15 minutes</td>
<td>2 hour 15 minutes</td>
</tr>
<tr>
<td></td>
<td>• Weighting 35%</td>
<td>Weighting 25%</td>
</tr>
<tr>
<td><strong>Paper Two</strong></td>
<td>• Essay response to one of Four general questions, comparing two literary texts.</td>
<td>• Essay response to one of Four general questions, comparing two literary texts.</td>
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<tr>
<td></td>
<td>• 1 hour 45 minutes</td>
<td>• 1 hour 45 minutes</td>
</tr>
<tr>
<td></td>
<td>• Weighting: 35%</td>
<td>• Weighting: 25%</td>
</tr>
<tr>
<td><strong>Individual Oral</strong></td>
<td>• 15 minute individual oral exploring extracts from two texts in relation to a global issue.</td>
<td>• 15 minute individual oral exploring extracts from two texts in relation to a global issue.</td>
</tr>
<tr>
<td></td>
<td>• Weighting: 30%</td>
<td>• Weighting: 30%</td>
</tr>
<tr>
<td><strong>Written Essay</strong></td>
<td>• 1200 - 1500 words</td>
<td>• 1200 - 1500 words</td>
</tr>
<tr>
<td></td>
<td>• A formal essay where students develop their own line of inquiry based on a literary or non-literary text.</td>
<td>• A formal essay where students develop their own line of inquiry based on a literary or non-literary text.</td>
</tr>
<tr>
<td></td>
<td>• Weighting: 20%</td>
<td>• Weighting: 20%</td>
</tr>
</tbody>
</table>
GROUP 2  (Reviewed 2019)
Pre-IB Diploma Language Acquisition
French, Spanish and Mandarin towards ab initio (beginner)

QACI offers the opportunity for students to study one of three mainstream languages, French, Spanish or Mandarin. Students must study a mainstream language for their Pre-IB 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.

COURSE FOCUS and OUTCOMES
The Pre-IB ab initio 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.

Pre-IB 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.
GROUP 2 (Updated 2019)
IB Diploma Language Acquisition
French, Spanish and Mandarin ab initio (beginner)

The information provided here is applicable to students graduating in 2020 and beyond.

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.

<table>
<thead>
<tr>
<th>IB DIPLOMA ASSESSMENT</th>
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<tbody>
<tr>
<td><strong>Productive Skills</strong></td>
<td></td>
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</tr>
<tr>
<td>Paper 1 Writing (externally assessed)</td>
<td>25%</td>
<td>1 hour 30 minutes</td>
</tr>
<tr>
<td><strong>Receptive Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 2 Reading Comprehension (externally assessed)</td>
<td>25%</td>
<td>1 hour 45 minutes</td>
</tr>
<tr>
<td>Listening Comprehension (externally assessed)</td>
<td>25%</td>
<td>1 hour 45 minutes</td>
</tr>
<tr>
<td><strong>Productive Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Oral (internally assessed, externally moderated)</td>
<td>25%</td>
<td>15 minutes preparation 7-12 minutes</td>
</tr>
<tr>
<td>A conversation with the teacher, based on a visual stimulus, followed by discussion based on at least one additional theme.</td>
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</tr>
</tbody>
</table>
GROUP 2 (Reviewed 2019)
IB Diploma Language B Acquisition
French, Spanish and Mandarin Standard or Higher Level

The information provided here is applicable to students graduating from 2020.
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.
<table>
<thead>
<tr>
<th><strong>Standard Level</strong></th>
<th><strong>Higher Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 1 Productive skills 25% (externally assessed)</strong> 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.</td>
<td><strong>Paper 1 Productive skills 25% (externally assessed)</strong> 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.</td>
</tr>
<tr>
<td><strong>Paper 2 Receptive skills 50% (externally assessed)</strong> Reading Comprehension (1 hour) Listening Comprehension (45 minutes)</td>
<td><strong>Paper 2 Receptive skills 50% (externally assessed)</strong> Reading Comprehension (1 hour) Listening Comprehension (1 hour)</td>
</tr>
<tr>
<td><strong>Individual oral (12-15 minutes) 25% (internally assessed, externally moderated by IB)</strong> A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.</td>
<td><strong>Individual oral (12-15 minutes) 25% (internally assessed, externally moderated by IB)</strong> 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.</td>
</tr>
</tbody>
</table>
GROUP 3 (Reviewed 2019)
Pre-IB Diploma 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:
  - Introduction to Business
  - Introduction to Marketing
  - Introduction to Finance
  - Introduction to Production
  - Introduction to Human Resources.

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.

<table>
<thead>
<tr>
<th>Pre-IB UNIT</th>
<th>Pre-IB ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>Weekly Homework Tasks – definitions; content knowledge</td>
</tr>
<tr>
<td>Introduction to Human Resources</td>
<td>Content Test</td>
</tr>
<tr>
<td>Introduction to the CUEGIS concepts</td>
<td></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Marketing</td>
<td>Article Analysis Assessment tasks</td>
</tr>
<tr>
<td>Introduction to Production</td>
<td></td>
</tr>
<tr>
<td>Application of content to contexts (i.e. business case studies)</td>
<td></td>
</tr>
<tr>
<td>Develop understanding of the CUEGIS concepts</td>
<td></td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Finance</td>
<td>iBook Business research assignment</td>
</tr>
<tr>
<td>Application of content to contexts (i.e. business case studies)</td>
<td></td>
</tr>
<tr>
<td>Develop understanding of the CUEGIS concepts</td>
<td></td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td></td>
</tr>
<tr>
<td>Application of content to contexts (i.e. business case studies)</td>
<td>Extended Response (Essay) Exam</td>
</tr>
<tr>
<td>Develop extended writing skills</td>
<td></td>
</tr>
</tbody>
</table>
GROUP 3 (Reviewed 2019)
IB Diploma Individuals and Societies
Business Management Standard or Higher Level

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

COURSE ORGANISATION
Business Management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It explores how individuals and groups interact within an organisation, how they may be successfully managed and how they can ethically optimise the use of resources in a world with increasing scarcity and concern for sustainability.

The Business Management course, studied over a two-year period, is designed to develop students’ knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organisations from all sectors, as well as the socio-cultural and economic contexts in which those organisations operate.

Content and context are taught within six conceptual areas:
- Change - Culture - Ethics
- Globalisation - Innovation - Strategy

Within these conceptual areas, students undertake a study of five different units of work:
  Unit 1: Business organisation and environment
  Unit 2: Human resource management
  Unit 3: Finance and accounts
  Unit 4: Marketing
  Unit 5: Operations management
## IBDP IB Diploma Group 3: Which level do I choose?

<table>
<thead>
<tr>
<th>Time Allocation</th>
<th>STANDARD LEVEL (SL)</th>
<th>HIGHER LEVEL (HL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>150 hours of study</td>
<td>240 hours of study</td>
</tr>
<tr>
<td></td>
<td>Three lessons per week</td>
<td>Four lessons per week</td>
</tr>
</tbody>
</table>

### Assessment

#### INTERNAL ASSESSMENT:

**Written Commentary**
- Based on 3-5 supporting documents about a **real issue or problem** facing a particular organisation
- Internally assessed by the teacher and externally moderated by the IB at the end of the course
- 1500 words

#### EXTERNAL ASSESSMENT:

**Paper 1**
- Based on a case study issued in advance
- Three questions
- Short and extended responses
- 1 hour 15 minutes

**Paper 2**
- Based on unseen stimulus
- Three questions
- Responses to stimulus data and extended response
- 1 hour 45 minutes

---

#### IB DIPLOMA ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Standard Level</th>
<th>Higher Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignment (IA)</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Paper One</td>
<td>30%</td>
<td>35%</td>
</tr>
<tr>
<td>Paper Two</td>
<td>45%</td>
<td>40%</td>
</tr>
</tbody>
</table>
GROUP 3 (Reviewed 2019)
Pre-IB Diploma 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
  - 3-D diagramming using multiple media
  - Participating in research studies as participants
• Engaging in the research process including designing and collecting data
• Informative multi-model presentations
• Group and individual work

Pre-IB ASSESSMENT
Pre-IB assessment will consist of exams, presentations and written assignments that model the skills required in the IB Diploma assessment.

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>Pre-IB ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td>Seminar Presentation (oral)</td>
</tr>
<tr>
<td>Socio-cultural Psychology</td>
<td></td>
</tr>
<tr>
<td>• Individual psychology</td>
<td></td>
</tr>
<tr>
<td>• Group psychology</td>
<td></td>
</tr>
<tr>
<td>• Interactions of the self and group</td>
<td></td>
</tr>
<tr>
<td>Psychological Research</td>
<td></td>
</tr>
<tr>
<td>• Research methods</td>
<td></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td>Semester Exam (written)</td>
</tr>
<tr>
<td>The Biological Underpinnings of Memory</td>
<td></td>
</tr>
<tr>
<td>• Brain hemispheres, lobes and localisation</td>
<td></td>
</tr>
<tr>
<td>• Neural transmission</td>
<td></td>
</tr>
<tr>
<td>• Interactions of the Biological and Cognitive approaches: neuroplasticity and memory</td>
<td></td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td>Assignment: Simple Experiment</td>
</tr>
<tr>
<td>Applied Psychology: Researching</td>
<td></td>
</tr>
<tr>
<td>• Designing research using cognitive and social psychology</td>
<td></td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td>Semester Exam (written)</td>
</tr>
<tr>
<td>Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td>• Thinking and decision making</td>
<td></td>
</tr>
<tr>
<td>• Emotion and memory</td>
<td></td>
</tr>
<tr>
<td>Neuropsychology</td>
<td></td>
</tr>
<tr>
<td>• Hormones and behaviour</td>
<td></td>
</tr>
<tr>
<td>• Genetics and behaviour</td>
<td></td>
</tr>
</tbody>
</table>
GROUP 3 (Reviewed 2019)
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

Students also study OPTIONAL topics. At QACI, the topics chosen are:
• Abnormal psychology
• Developmental psychology
### Which level do I choose?

<table>
<thead>
<tr>
<th>Time Allocation</th>
<th>STANDARD LEVEL (SL)</th>
<th>HIGHER LEVEL (HL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 150 hours of study</td>
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<tr>
<td></td>
<td>• Three lessons per week</td>
<td>• Four lessons per week</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Organisation</th>
<th>STANDARD LEVEL (SL)</th>
<th>HIGHER LEVEL (HL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Study of all three core topics</td>
<td>• Study of all three core topics + extension topics</td>
</tr>
<tr>
<td></td>
<td>• Study of ONE optional topic</td>
<td>• Study of TWO optional topics</td>
</tr>
<tr>
<td></td>
<td>• Study of qualitative research methodologies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>STANDARD LEVEL (SL)</th>
<th>HIGHER LEVEL (HL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>THREE summative assessment tasks</td>
<td>FOUR summative assessment tasks</td>
</tr>
</tbody>
</table>

**INTERNAL ASSESSMENT:**

**Simple Experiment**
- 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

**EXTERNAL ASSESSMENT:**

**Paper 1**
- 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

**Paper 2**
- Two questions: one from a choice of three on each of the two optional topics studied
- 2 hours

**Paper 3**
- Three short-answer questions from a list of six static questions on approaches to research
- 1 hour
Pre-IB Science *(Reviewed 2019)*

Leads to Group 3 / 4 Interdisciplinary (ESS), Group 4 Sciences *(Biology, Chemistry, Physics [2019])*

This Science course is designed to enable all students to acquire prerequisite skills, methodologies and understandings for any of the IB Diploma Sciences: Chemistry, Biology, Physics (first offering 2019) and Environmental Systems and Societies. This course adopts an enquiry based approach to learning utilising innate student curiosity. The Nature of Science, International Mindedness and Theory of Knowledge, as they apply to the IB Diploma courses, are also integrated into this Science course. Key ideas of Science from the Australian Curriculum are also incorporated.

**COURSE FOCUS and OUTCOMES**

In the Science course, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, environmental and physical evidence for different theories.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

By the end of this Science course, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth’s spheres. They evaluate the evidence for scientific theories that explain the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how and why the models and theories they use have developed over time.

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

**IB DIPLOMA ASSESSMENT**

| Examinations - short answer, data based questions, case study and structured essay questions |
| Internal Assessment (Practical work, lab reports) |
GROUP 3 / GROUP 4 (Reviewed 2019)
IB Diploma Interdisciplinary
Environmental Systems and Societies (ESS) Standard Level

ESS is offered only at standard level (SL). As an interdisciplinary course, ESS can count as either a Group 3 or a Group 4 course. ESS is designed to combine the methodology, techniques and knowledge associated with the four Australian Curriculum sciences (Chemistry, Biology, Physics and Environmental Science) with those associated with the Humanities and Social Sciences.

ESS is a complex course, and is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. Students will become equipped with the ability to recognise and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem solving, and promotes holistic thinking about environmental issues. It is recognised that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood.

The aims of the ESS course are to enable students to:
- Acquire the knowledge and understandings of environmental systems at a variety of scales
- Apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
- Appreciate the dynamic interconnectedness between environmental systems and societies
- Value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- Be critically aware that resources are finite, and that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- Develop awareness of the diversity of environmental value systems
- Develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
- Engage with the controversies that surround a variety of environmental issues
- Create innovative solutions to environmental issues by engaging actively in local and global contexts.

IB DIPLOMA ASSESSMENT
Examinations - short answer, data based questions, case study and structured essay questions
Internal Assessment (Practical work, lab reports and individual investigation)
GROUP 4 (Reviewed 2019)  
IB Diploma Sciences  
Biology Standard or Higher Level

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

HL students sit longer exams and are required to perform and report on more Practical work than SL students.

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

As the HL course is challenging, it is recommended that students be achieving at least a B level in Year 10 Science to enable them to cope with the demands of the course.

COURSE FOCUS and OUTCOMES  
This subject aims to enable learners to:
- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- Acquire a body of knowledge, methods and techniques that characterise science and technology
- Apply and use a body of knowledge, methods and techniques that characterise science and technology
- Develop an ability to analyse, evaluate and synthesise scientific information
- Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills including the use of current technologies
- Develop and apply 21st century communication skills in the study of science
- Become critically aware, as global citizens, of the ethical implications of using science and technology
- Develop an appreciation of the possibilities and limitations of science and technology
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

<table>
<thead>
<tr>
<th>IB DIPLOMA ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations - short answer, data based questions, case study and structured essay</td>
</tr>
<tr>
<td>questions</td>
</tr>
<tr>
<td>Internal Assessment (Practical work, lab reports and individual investigation)</td>
</tr>
</tbody>
</table>
GROUP 4 (Reviewed 2019)
IB Diploma Sciences
Chemistry Standard or Higher Level

Which level do I choose?
Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. While the skills and activities of Group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

As the HL course is quite challenging, it is recommended that students be achieving at least a B level in Year 10 Science to enable them to cope with the demands of the course.

COURSE FOCUS and OUTCOMES
This subject aims to enable learners to:
- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- Acquire a body of knowledge, methods and techniques that characterise science and technology
- Apply and use a body of knowledge, methods and techniques that characterise science and technology
- Develop an ability to analyse, evaluate and synthesise scientific information
- Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills including the use of current technologies
- Develop and apply 21st century communication skills in the study of science
- Become critically aware, as global citizens, of the ethical implications of using science and technology
- Develop an appreciation of the possibilities and limitations of science and technology
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

<table>
<thead>
<tr>
<th>IB DIPLOMA ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations – multiple choice, short answer and data based questions.</td>
</tr>
<tr>
<td>Internal Assessment (Practical work, lab reports and Individual Investigation)</td>
</tr>
</tbody>
</table>
GROUP 4 (Reviewed 2019)
IB Diploma Sciences
Physics Standard or Higher Level

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

HL students sit longer exams and are required to perform and report on more practical work than SL students.

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

As the HL course is challenging, it is recommended that students be achieving at least a B grade in Year 10 Science and Mathematics to enable them to cope with the demands of the course.

COURSE FOCUS and OUTCOMES
This subject aims to enable learners to:
• Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
• Acquire a body of knowledge, methods and techniques that characterise science and technology
• Apply and use a body of knowledge, methods and techniques that characterise science and technology
• Develop an ability to analyse, evaluate and synthesise scientific information
• Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
• Develop experimental and investigative scientific skills including the use of current technologies
• Develop and apply 21st century communication skills in the study of science
• Become critically aware, as global citizens, of the ethical implications of using science and technology
• Develop an appreciation of the possibilities and limitations of science and technology
• Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

IB DIPLOMA ASSESSMENT
Examinations – multiple choice, short answer and extended response, data analysis and short response on experimental work questions.
Internal Assessment (Practical work, lab reports and Individual Investigation)
GROUP 4 (Reviewed 2019)
Pre-IB Diploma Sciences
Design Technology

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

These activities prepare students for the IB Diploma Programme:
- Design problem-solving activities
- Graphical presentations of designs
- Adobe Illustrator, Google Sketch Up
- Understanding client design briefs
- Research techniques
- Creating design solution activities
- Design terminology and thinking
- Application of Technical terminology to project work and exam situations.

<table>
<thead>
<tr>
<th>Pre-IB ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1 &amp; 2</strong></td>
</tr>
<tr>
<td>Introduction to Design Technology</td>
</tr>
<tr>
<td>Graphical Drawing Techniques</td>
</tr>
<tr>
<td>Model Making Project</td>
</tr>
<tr>
<td>Materials</td>
</tr>
<tr>
<td>End-of-Term Class Tests</td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
</tr>
<tr>
<td>Design, build and test a Solar Cooker</td>
</tr>
<tr>
<td>Joining and Manufacturing Methods</td>
</tr>
<tr>
<td>Final Theory Exam</td>
</tr>
</tbody>
</table>
GROUP 4 (Reviewed 2019)
IB Diploma Sciences
Design Technology Standard or Higher Level

Which level do I choose?

<table>
<thead>
<tr>
<th></th>
<th>Standard Level teaching hours</th>
<th>Higher Level teaching hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Topics</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Additional HL Topics</td>
<td>0</td>
<td>54</td>
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<tr>
<td><strong>Practical</strong></td>
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<td></td>
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<tr>
<td>Design Project</td>
<td>40</td>
<td>60</td>
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<tr>
<td>Group 4 Project</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Teacher Directed Activities</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total Teaching Hours</strong></td>
<td>150</td>
<td>240</td>
</tr>
</tbody>
</table>

COURSE FOCUS and OUTCOMES
This subject enables learners to:
Experience a progressive learning environment of practical design investigation and innovation to:
- Familiarise with the theoretical principles underpinning Design Technology
- Study examples of design from diverse socio-cultural and historical contexts
- Study the use of a variety of materials and technologies combining towards achieving design solutions
- Identify and investigate disciplines of interest in design
- Develop research, analytical and critical skills that are frequently accessed within the design process
- Develop proficiencies in the use of appropriate technologies throughout the design process.

IB DIPLOMA ASSESSMENT

<table>
<thead>
<tr>
<th>Standard Level</th>
<th>Higher Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% Paper 1 (Core) Exam (45 minutes)</td>
<td>20% Paper 1 (Core) Exam (1 hour)</td>
</tr>
<tr>
<td>30% Paper 2 (Core) Exam (1 hour 30 minutes)</td>
<td>20% Paper 2 (Core) Exam (1 hour 30 minutes)</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>20% Paper 3 (HL extension) Exam (1 hour 30 minutes)</td>
</tr>
<tr>
<td>40% Design Project (40 hours)</td>
<td>40% Design Project</td>
</tr>
</tbody>
</table>
GROUP 5 (Updated 2019)
Pre-IB Diploma Mathematics

The Australian Mathematics Curriculum (ACARA) aims to ensure that students:

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

These aims support the learning outcomes of the IB Mathematics programs. 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.

Students will choose either Advanced or Standard Mathematics. Students wishing to undertake Analysis and Approaches SL or HL for the Diploma in Years 11 and 12 must complete Advanced Mathematics during Pre-IB in Year 10.

<table>
<thead>
<tr>
<th>Pre-IB ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment will be a combination of formal exams and assignments that model assessment in the IB Diploma.</td>
</tr>
</tbody>
</table>
**GROUP 5 (Updated 2019)**

**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.

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**Applications and Interpretation**

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.

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**Analysis and Approaches**

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.

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**IB DIPLOMA ASSESSMENT**

<table>
<thead>
<tr>
<th>Applications and Interpretation Standard Level</th>
<th>Analysis and Approaches Standard Level</th>
<th>Analysis and Approaches Higher Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% Paper 1 (1 hour 30 minutes) Calculator allowed</td>
<td>40% Paper 1 (1 hour 30 minutes) No calculator</td>
<td>30% Paper 1 (2 hours) No calculator</td>
</tr>
<tr>
<td>40% Paper 2 (1 hour 30 minutes) Calculator allowed</td>
<td>40% Paper 2 (1 hour 30 minutes) Calculator allowed</td>
<td>30% Paper 2 (2 hours)</td>
</tr>
<tr>
<td>20% Exploration</td>
<td>20% Exploration</td>
<td>20% Exploration</td>
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</tbody>
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**SL**

**Entry Requirements**

- No entry requirements

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**SL**

- Students should achieve at least a high B in Y10 Advanced Mathematics

---

**HL**

- Students should achieve a high A in Y10 Advanced Mathematics

---

**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**

- Students 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.
GROUP 6 (Reviewed 2019)
Pre-IB Diploma Arts
Dance

The Pre-IB 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.

<table>
<thead>
<tr>
<th>Pre-IB ASSESSMENT</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
</tr>
<tr>
<td>Inception</td>
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<tr>
<td><strong>Unit 2</strong></td>
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<tr>
<td>Envisage</td>
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<tr>
<td><strong>Unit 3</strong></td>
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<tr>
<td>Lineage</td>
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</tbody>
</table>
**GROUP 6 (Reviewed 2019)**
**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**

<table>
<thead>
<tr>
<th><strong>External Assessment</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composition and analysis</strong></td>
<td><strong>35%</strong></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Dance Investigation</strong></td>
<td><strong>25%</strong></td>
</tr>
<tr>
<td>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.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Internal Assessment</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance</strong></td>
<td><strong>40%</strong></td>
</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
</tbody>
</table>
Pre-IB 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.

<table>
<thead>
<tr>
<th>Pre-IB ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading Film</td>
</tr>
<tr>
<td>Deconstructive presentation of a group of screen shots</td>
</tr>
<tr>
<td>2. Creative Process</td>
</tr>
<tr>
<td>2 – 3 minute Video Art Montage – representation of self</td>
</tr>
<tr>
<td>3. Contextualising Film</td>
</tr>
<tr>
<td>Written/Presentation reflections and analysis of film contexts: examining the medium over time, space and culture</td>
</tr>
<tr>
<td>Journal: reflection of production work</td>
</tr>
<tr>
<td>4. Collaboratively Producing</td>
</tr>
<tr>
<td>Documentary design – researched deconstruction of a film segment</td>
</tr>
</tbody>
</table>
GROUP 6 (Reviewed 2019)
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. Reading Film | 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.

2. Contextualising Film | 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.

3. Exploring Film Production Roles | 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.

4. Collaboratively Producing film | 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. Textual Analysis | 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. 35%

2. Contextualising Film | 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%

3. Exploring Film Production Roles | 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%

4. Collaborative Project | 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%
GROUP 6 (Reviewed 2019)
Pre-IB Diploma Arts
Music

COURSE FOCUS and OUTCOMES
This subject enables learners to:
Engage with music through Discovery, Creativity, and Performance by:
- Developing skills and confidence as solo performers
- Developing collaborative skills through ensemble activities and tasks
- Developing composition skills through composition tasks, each teaching a different creating process
- Developing analysis, audiation and theory skills, and learning how they apply to different pieces and styles
- Active responsibility for own learning, through goal setting and self-reflection
- Considering the implications of non-musical contextual influences on music, such as cultural, political, ideological and philosophical viewpoints
- Developing competency with music technology software including Logic Pro, Sibelius, Adobe Audition, and Protocols
- Developing competency using our industry standard recording studio.

These activities prepare students for the IB Diploma:
- Identifying, analysing, interpreting and discerning each style or genre
- Performing and improvising
- Exploring and investigating the use of musical elements and compositional devices to convey mood and character
- Exploring ways in which music reflects different eras and cultural contexts
- Composing music in various styles and genres, both vocal and instrumental, using both traditional and technological means
- Rehearsing pieces of music from various styles and genres
- Experimenting with new directions or innovation in composing and improvisation
- Rehearsing, critiquing, refining and reflecting on their developing work.

Pre-IB ASSESSMENT

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>World Beat</td>
<td>A revision of, and building upon, theoretical and aural concepts, in order to provide a foundation for work to be covered during the rest of the year and into the IB curriculum. World music will be explored through creative tasks, percussion performance and a rhythm focus.</td>
<td>Listening Exam</td>
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<tr>
<td></td>
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<td></td>
<td>Collaborative composition</td>
</tr>
<tr>
<td>Term 2</td>
<td>Rock and Pop</td>
<td>A brief look at rock music through history, concentrating on the innovative works of such groups as The Beatles, in influencing music today. Students will learn to play the basics on all rock instruments and focus on developing knowledge of harmony.</td>
<td>Analysis and recorded performance of solo piece</td>
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<td></td>
<td>Pop Song Composition</td>
</tr>
<tr>
<td>Term 3</td>
<td>All That Jazz</td>
<td>An investigation into the vast array of jazz styles. Students will learn through playing and improvising, as well as developing audiation skills.</td>
<td>Listening Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Composition for solo instrument</td>
</tr>
<tr>
<td>Term 4</td>
<td>Stage and Screen</td>
<td>An exploration of how composers manipulate musical elements to represent particular settings, moods, characters, and emotions.</td>
<td>Solo performance</td>
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<tr>
<td></td>
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<td></td>
<td>String Arrangement</td>
</tr>
</tbody>
</table>
GROUP 6 (Reviewed 2019)
IB Diploma Arts
Music - Standard Level or Higher Level

Skills required for each level in Music should determine which level is for you:

High Level – a student will need:
- High level of music literacy
- Performance skills suitable to perform a 20 minute solo recital
- Passion for composing and writing songs
- Interested in broadening their musical knowledge and skills

Standard Level Solo Performance (SLS):
- High level of music literacy
- Performance skills suitable to perform a 15 minute solo recital

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

COURSE FOCUS and OUTCOMES

This subject enables learners to:
Students will engage in a rigorous two-year program, designed to prepare them for tertiary studies in music and careers in the music industry. At both High Level and Standard Level, the main objectives are to develop critical understanding, perceptual skills, relation to time and place, solo performance and composition.

Throughout the course of study, students will develop the valuable skills of active/critical listening and analysis through study of scores and recordings of various genres and styles throughout history and around the world. Students will work on several occasions with composers-in-residence, building their creative ideas into fully realised compositions. Students perform as both soloists and as collaborative members of ensembles in public recitals and showcase events. All students will also undertake a Musical Links Investigation (MLI) that explores two distinct musical cultures in the form of a communicative media such as a film or website.

Units of study in Year 11 and 12 include: Western Art Music, Modernism, Innovators of the Twentieth Century, World Music, and Vocal Music. For their summative assessment pieces, students have the freedom to choose the styles and mediums they wish to perform within, compose for, and investigate for the MLI.

<table>
<thead>
<tr>
<th>IB DIPLOMA ASSESSMENT</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard Level</strong></td>
</tr>
<tr>
<td>External Assessment</td>
</tr>
<tr>
<td>Listening Exam – 30%</td>
</tr>
<tr>
<td>Musical Links Investigation – Compare music from two distinct musical cultures 20%</td>
</tr>
<tr>
<td>Internal Assessment - 50%</td>
</tr>
<tr>
<td>SLS – Solo Performance Portfolio (15 minutes)</td>
</tr>
<tr>
<td>SLC – Creating Portfolio – two contrasting pieces</td>
</tr>
</tbody>
</table>
GROUP 6 (Reviewed 2019)
Pre-IB Diploma Arts
Theatre

COURSE FOCUS and OUTCOMES
The Pre-IB 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, the dimensions of Theatre in Context, Theatre Processes, and Presenting Theatre are established. 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, political and economic contexts
- Describe, analyse and evaluate the elements and conventions used in their own practice, and theatre produced by others
- Explore ideas, feelings and experiences by collaborating in a wide range of activities such as dramatic play, role-play, improvisation and play-building, playwriting and technical theatre practices
- Reflect on their developing artistry using a consistent journalling process
- Control, manage and synthesise the elements and conventions of theatre.

These activities prepare students for the IB Diploma by:
The Pre-IB Theatre course prepares students for further work in the IB Diploma by establishing the foundations of performance and performance analysis. By broadening the awareness of the fundamental elements of performance—the body, voice, space and time—reinforced through the creation process, students gain practical experience and understanding that can be later applied within the IB Theatre course by:
- Scaffolding attitudes, processes and understandings, which the students will apply in the IB Theatre course. These are structured in a developmental manner allowing for practice, 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.

Pre-IB ASSESSMENT

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>Basic Performance Principles, Physical Theatre, Viewpoints, Suzuki, Physical Theatre Composition.</td>
</tr>
<tr>
<td>Term 2</td>
<td>Individual and group compositions collaboratively devise performance work. Critical analysis of live performances using dramatic language and theory.</td>
</tr>
<tr>
<td>Term 3</td>
<td>Directing techniques, script analysis, Australian drama, direction of Australian drama scene.</td>
</tr>
<tr>
<td>Term 4</td>
<td>Applied Theatre: year 10 Major Production.</td>
</tr>
</tbody>
</table>
GROUP 6 (Reviewed 2019)
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 the dimensions of Theatre in Context, Theatre Processes and, Presenting Theatre 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 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.
| Task 1: Solo theatre piece | Students research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4-8 minutes) based on this aspect(s) of theory. | 35% |
| Task 2: Director’s notebook | Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. | 20% |
| Task 3: Research presentation | Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre they have not previously studied. | 20% |
| Task 4: Collaborative project | Students collaboratively create and present an original piece of theatre (lasting 13-15 minutes) for and to a specified target audience, created from a starting point of their choice. | 25% |
GROUP 6 (Reviewed 2019)
Pre-IB Diploma Arts
Visual Arts

COURSE FOCUS and OUTCOMES
The Pre-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
• Exhibiting as artists in regional and state exhibitions.

Pre-IB Visual Art Units
• Beyond the Brush: mark making, mixed media, drawing, digital design
• Printmaking our Identity: photography, printmaking, painting.
• The 3D form: sculpture, installation
Group 6 (Reviewed 2019)
IB Diploma Arts
Visual Arts - Standard Level or Higher Level

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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
- Deconstruction: photography, architecture, textiles
- Ritual: performance, artist routines, video installation
- Amalgamation: Student directed

<table>
<thead>
<tr>
<th>VISUAL ARTS IN CONTEXT</th>
<th>VISUAL ARTS METHODS</th>
<th>COMMUNICATING VISUAL ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical practice</td>
<td>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.</td>
<td>Students look at different techniques for making art. Students investigate and compare how and why different techniques have evolved and the processes involved.</td>
</tr>
<tr>
<td>Art-making practice</td>
<td>Students make art through a process of investigation, thinking critically and experimenting with techniques. Students apply identified techniques to their own developing work.</td>
<td>Students experiment with diverse media and explore techniques for making art. Students develop concepts through processes that are informed by skills, techniques and media.</td>
</tr>
<tr>
<td>Curatorial practice</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Task 1: Comparative Study</td>
<td>Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</td>
<td>20%</td>
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<tr>
<td>Task 2: Process Portfolio</td>
<td>Students submit carefully selected materials which evidence their experimentations, exploration, manipulation and refinement of a variety of visual arts activities during each unit.</td>
<td>40%</td>
</tr>
<tr>
<td>Task 3: Exhibition</td>
<td>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.</td>
<td>40%</td>
</tr>
</tbody>
</table>