

Queensland Academy for Creative Industries

IB Handbook for 2017



CLEVER



CREATIVE



GLOBAL



Queensland Government

PO Box 2087 Kelvin Grove Qld 4059 Ph: (07)35529333 Fax:(07) 35529300
CRICOS Provider Number:00608A web: <http://qaci.eq.edu.au> email: admin@qaci.eq.edu.au



Contents	Page
What is the IB Diploma?	5
The IB Diploma Curriculum	6
The Diploma Curriculum Framework & IB Mission & QACI Vision Statements	7-8
QACI Vision Story	9
IB Learner Profile	10
Executive Summary for Parents and Students	11
Examination Results	12
The IB Diploma and the QCE	13
University Recognition of IB Diploma	14
How is my Selection Rank Calculated?	15
Prerequisites for Tertiary Entry	16
Academic Honesty and Student Conduct	19-21
INNER CORE	
Inner Core	22
Theory of Knowledge	23
Extended Essay	24
Creativity, Activity, Service	25
YEAR 10 PRE IB PROGRAM	
Year 10 Pre IB Diploma Program	28
SUBJECT DESCRIPTIONS	
GROUP 1 Language A	
English A: Literature and Language and Literature	29-32
GROUP 2 Language Acquisition	
French, Spanish and Mandarin and Non-Mainstream Languages	33-34
GROUP 3 Individuals and Societies	
Business and Management	35-37
GROUP 3 and 4 Interdisciplinary	
Environmental Systems and Societies	38-41
GROUP 4 The Sciences	
Biology	42-43
Chemistry	44-45
Design Technology	46-47
GROUP 5 Mathematics	
Mathematical Studies SL and Mathematics SL	48-49
GROUP 6 The Arts	
Film	50-51
Dance	52-53
Music	54-55
Theatre	56-57
Visual Arts	58-59

What is the IB Diploma?



The IB Diploma Program 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 Program is widely recognised by the world's leading universities. The program is unique in that it is based on no particular national education system, but is a deliberate balance between breadth and the specialisation which is required by many universities.

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

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

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

QACI PRE-IB Program aims to provide:

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

The IB Diploma Curriculum

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



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

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

Normally students' study loads comprise:

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

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



The Diploma Curriculum Framework

At the Queensland Academy for Creative Industries, we align strongly with the Diploma's emphasis upon international-mindedness. This stands firmly in line with our vision for our graduates to have an understanding of global issues and a concern for others in our community and the broader world. The 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 Program will assist students in developing the skills they need to live and work in an international context which is essential for life in the 21st Century. It provides a balanced education for the 'whole' student and provides excellent preparation for both university and adult life.

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 and Service (CAS) program, the Extended Essay and the Theory of Knowledge (TOK) courses. Together, these offer IB Diploma students experiences and skills they will not find in other programs. At QACI, these are further complimented by a range of extension and enrichment opportunities along with advanced standing possibilities with the Queensland University of Technology, Griffith University, and 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 Program graduate and the rigour of the Diploma Program itself. <http://www.ibo.org/en/university-admission/>

The core of the Diploma Curriculum Framework

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

The Theory of Knowledge (TOK) course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Program, and to make connections across the academic areas.

The Extended Essay (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 them 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 organization works with schools, governments and international organizations 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.



OUR STORY



OUR DNA



OUR APPROACH

OUR GRADUATES

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



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

OUR VISION

"To be the world class learning environment of choice for the aspirational creative generation"



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



International Baccalaureate®
 Diploma Programme
 Middle Years Programme
 Primary Years Programme

© International Baccalaureate Organization 2017

International Baccalaureate® | Programmes Internationales® | Programas Internacionales®

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 in achieving this.
 - e.g. - core standard course in both with additional topics in HL.
 - the same topics in each but covered to a different depth.
 - differing assessment requirements.

Subject Gradings

- ❖ Achievement in each subject is rated from 1 to 7.
- ❖ HL / SL subjects are treated the same in the contribution to the total diploma score. i.e. A 6 rating in an SL subject is not worth less than a 6 rating in the equivalent HL subject.
- ❖ A maximum score of 45 can be achieved in a diploma.

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

Achieving the Diploma

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

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

Theory of Knowledge / Extended Essay Matrix

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

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

Examination Results

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

If a Diploma is not awarded, a student can achieve a Tertiary Rank based on his/her IB score—see [‘How is my selection rank calculated?’](#) on page 15 for explanation of this process. Alternatively, IB offers retake opportunity:

1. A student can retake an IB exam or an Internal Assessment for most assessment pieces. In most cases he/she would only need to retake the part 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 the Academy by **13 January that year**.

Conditions

- 1) Retake exams are at a cost to the student of approximately \$SGD184 per subject
- 2) The student would be required to prepare for this retake independently and would not be re-enrolled as a student at the Academy e.g. participating in classes
- 3) The Academy would make textbooks available through special loan provisions
- 4) The student would sit the exam at the Academy on the date and time indicated in the IB Examination Calendar

2. Enquiry Upon Results—Only applies to External Assessment

If a student has concerns about their result for a particular subject it may be possible to request a re-mark by IB. However, 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. The Academy must concur with the student’s concern based on the evidence available
- ii. The candidate must pay costs associated with an Enquiry – approximately \$SGD131 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

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

At QACI, students at risk of not achieving Literacy or Numeracy standard will complete the Literacy and/or Numeracy short course, as required.
7. A student's QCE account remains open for nine years but closes as soon as the requirements have been met and the QCE is issued.
8. Tertiary entrance **does not** depend on the attainment of the QCE. Tertiary entrance depends on the achievement level within the IB course.
9. All students will receive a Statement of Attainment from the QCAA.
10. All students have a learning account with the 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. As an Academy we submit 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 course credits at university. These arrangements may differ slightly for each institution and as such, students should closely review the websites below for up to date information on course credit arrangements.

Queensland University of Technology

Chemistry, Biology and Maths SL receive recognition at QUT. Please refer to link below for more details.

<https://www.qut.edu.au/study/applying/credit-for-prior-learning/international-baccalaureate-studies>

For specific information regarding Film, Visual Art and Theatre recognition please see the link below:

<http://www.advancedstanding.qut.edu.au/cgi-bin/WebObjects/advstand.woa/wo/0.0.35.3>

University of Queensland

Chemistry, Biology, Maths SL, Music and English receive recognition at UQ. Please refer to the link below for more details.

<http://www.uq.edu.au/study/docs/IB-credit.pdf>

Griffith University

Chemistry, Biology, Math Studies, Maths SL, Languages, Business Management, Design Technology, E.E, Film, Music, Visual Art, Theatre are all recognised at Griffith University. Please see link below for more details.

https://www.griffith.edu.au/_data/assets/pdf_file/0009/784737/IB-Credit-towards-GU-Courses-Flyer-for-web-Updated-Dec-2015.pdf

All IB subjects can gain credit towards selected degree programs please see link below for general credit arrangements.

https://www.griffith.edu.au/_data/assets/pdf_file/0005/115790/IB-Credit-towards-GU-Programs.pdf

How is my selection rank calculated? (Updated 2016 for 2017 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 2016 IB Diploma based on most recent information available from VTAC in June 2016:

SCORE IN COMPLETED DIPLOMA (2016)	2016 IB COMBINED RANK	QTAC SELECTION RANK BASED ON 2015 CONVERSION
45	99.95	99
44	99.85	99
43	99.70	99
42	99.45	99
41	98.90	98
40	98.30	98
39	97.60	97
38	96.80	96
37	95.90	95
36	94.60	94
35	93.45	93
34	92.30	92
33	90.95	90
32	89.30	89
31	87.40	87
30	84.75	84
29	82.30	81
28	80.30	79
27	78.15	77
26	75.70	75
25	72.70	73
24	69.30	70

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 2015 year 12 results. Use these as a guide only. QTAC's website <http://www.qtac.edu.au/Applying-CurrentYr12/IBStudies.html> 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?

If you are NOT successful in achieving the IB diploma you are awarded a selection rank which may be used to gain university entrance. It should be noted that the selection ranks awarded if the diploma is incomplete may not be high enough to gain entry to competitive courses. The table below shows the selection rank for Incomplete IB diploma studies and it should be noted that a minimum of 2 courses (either SL or HL) must be completed.

Aggregate score for completed courses at either SL or HL (Maximum 6)	Selection Rank
40	80
38	78
35	76
33	74
31	72
29	70
26	68
24	66
22	64
20	62
17	60
15	58
13	56
11	54
8	52
6	50

Prerequisites for Tertiary Entry

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

Mathematics, Science and Tertiary Study

Students need to make informed choices about whether to choose Mathematics SL or Mathematic Studies SL in their IB studies program and whether to include a Science. This decision needs to be based on:

- Previous academic results and progress in Mathematics and Science
- Meeting prerequisite requirements for tertiary study.

Previous Academic Achievement

Points to consider:

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

Meeting Prerequisite Requirements

This information below is based on the data from QTAC Prerequisites Guide Study Commencing 2019. Please refer to <http://www.qtac.edu.au/about-qtac/publications> for the 2019 PDF file of the publication.

Mathematics HL is not a pre-requisite for any course; however, it is recommended for the courses identified in the following table. If Mathematics SL is listed as a prerequisite this means that Mathematics SL *must*

have been studied and passed to be eligible to apply to these courses. It is important to understand that this list states Mathematics SL, Biology and Chemistry prerequisites and does *not* include Physics. The level of the Science subject studied need only be SL to meet prerequisite levels.

The following tables outlines those degree programs requiring Mathematics SL, Chemistry or Biology or a combination of the three subjects for UQ, QUT and Griffith University. Please check the QTAC Prerequisite guides for all course prerequisites and for the prerequisites at other smaller or regional universities such as University of Southern Queensland, Australian Catholic University.

Courses requiring Mathematics SL, Chemistry and/or Biology as Prerequisites at UQ, QUT and Griffith University

University	Course	Prerequisites
UQ	B Mathematics	Mathematics SL (Mathematics HL recommended)
UQ	B Commerce	Mathematics SL
UQ	B Business Management	Mathematics
UQ	B Economics	Mathematics SL
UQ	B Information Technology	Mathematics SL
UQ	B Education Primary	Chemistry or Biology and Mathematics SL or Mathematical Studies
UQ	B Engineering	Mathematics SL & Chemistry (HL Mathematics recommended)
UQ	B Advanced Science	Mathematics SL, Chemistry or Biology
UQ	B Dental Science	Chemistry (Biology recommended)
UQ	B Exercise and Nutrition Sciences	Chemistry or Biology
UQ	B Exercise and Sports Sciences	Chemistry or Biology
UQ	B Health Science	(Biology or Chemistry recommended)
UQ	B Health Science Nutrition	(Biology or Chemistry recommended)
UQ	B Health Sport and Physical Recreation	Chemistry or Biology
UQ	B Midwifery	Chemistry or Biology
UQ	B Nursing	Chemistry or Biology
UQ	B Occupational Therapy	Chemistry or Biology
UQ	B Oral Health	Biology
UQ	B Paramedic Science	(Biology or Chemistry recommended)
UQ	B Pharmacy	Mathematics SL & Chemistry
UQ	B Physiotherapy	Chemistry or Biology
UQ	B Science	Mathematics SL & Chemistry
UQ	B Speech Pathology	Chemistry or Biology
UQ	B Applied Science	(Biology or Chemistry recommended)
UQ	B Agricultural Science	Mathematics SL or Chemistry (Biology recommended)
UQ	B Environmental Management	(Mathematics SL & Biology or Chemistry recommended)
UQ	B Environmental Science	Mathematics SL & Chemistry (Biology recommended)
UQ	B Biomedical Science	Mathematics SL & Chemistry
UQ	B Biotechnology	Mathematics SL & Chemistry
UQ	B Food Technology	Mathematics SL & Chemistry
UQ	B Occupational Health and Safety Science	Mathematics SL & Chemistry
UQ	B Science	Mathematics SL & Chemistry
UQ	B Veterinary Science	Mathematics SL & Chemistry & Biology
GU	B Education Secondary	Mathematical Studies & Biology or Chemistry (of field s of interest for teaching)
GU	B Education Primary/Early Child	Chemistry or Biology and Mathematics SL or Mathematical Studies
GU	B Engineering	Mathematics SL (Chemistry & Mathematics HL recommended)
GU	B Aviation	Mathematics SL (Chemistry or Biology recommended)
GU	B Science	(Chemistry or Biology recommended)

GU	B Forensic Science	Mathematics SL (Chemistry or Biology recommended)
GU	B Marine Science	(Chemistry or Biology recommended)
GU	B Phototonics & Nanoscience	Mathematics SL & Chemistry
GU	B Science (Ecology & Conservation Biology)	(Chemistry or Biology recommended)
GU	B Biomedical Science	Chemistry or Biology & Mathematics SL
GU	B Exercise Science	Chemistry or Biology or Mathematics SL
GU	B Biomedical Science	Chemistry or Biology or Mathematics SL
GU	B Health Science	Chemistry or Biology or Mathematics SL
GU	B Biomolecular Science	Chemistry or Biology & Mathematics SL
GU	B Medical Laboratory Science	Chemistry or Biology & Mathematics SL
GU	B Medical Science (MD pathway)	Chemistry or Biology & Mathematics SL
GU	B Nutrition and Dietetics	Chemistry or Biology (Mathematics assumed)
GU	B Oral Health in Dental Science	Chemistry or Biology or Mathematics SL
GU	B Oral Health in Dental Technology	Chemistry or Biology or Mathematics SL
GU	B Occupational Therapy	Chemistry or Biology
GU	B Physiotherapy	Chemistry or Biology or Mathematics SL
GU	B Pharmaceutical Science	Chemistry or Biology & Mathematics SL
GU	B Urban Planning	
*QUT requires Assumed Knowledge but not prerequisites (excluding Education) -see note below		
QUT	B Engineering	Mathematics SL (Chemistry, Mathematics HL recommended)
QUT	B Mathematics	Mathematics SL
QUT	B Education Secondary	Mathematics SL or Mathematical Studies
QUT	B Education Primary and early childhood	Chemistry or Biology and Mathematics SL or Mathematical Studies
QUT	B Clinical Exercise Physiology	Mathematics SL & Chemistry or Biology
QUT	B Exercise and Movement Science	Mathematics SL & Chemistry or Biology
QUT	B Medical Imaging	Mathematics SL
QUT	B Nutrition Science	Mathematics SL & Chemistry (Biology & Mathematics HL recommended)
QUT	B Nutrition & Dietetics	Mathematics SL & Chemistry
QUT	B Medical Laboratory Science	Mathematics SL & Chemistry
QUT	B Health Science	Chemistry
QUT	B Pharmacy	Mathematics SL & Chemistry (Biology recommended)
QUT	B Podiatry	Mathematics SL & Chemistry
QUT	B Radiation Therapy	Mathematics SL
QUT	B Vision Science/Optomety	Mathematics SL & Chemistry
QUT	B Applied Science (Medical Science)	Chemistry
QUT	B Biomedical Science	Mathematics SL& Chemistry & Biology
QUT	B Science	Mathematics SL & Chemistry or Biology

***Please note QUT does not have prerequisites except in their education courses. The prerequisites for education courses are due to the requirements for teacher registration. In most QUT courses therefore Assumed Knowledge only is needed and students may apply *without* having completed the subject in Senior. This will cause challenges but are able to be addressed with additional support e.g. tutor or bridging course.**

Academic Honesty and Student Conduct

Rationale

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

Purpose

The creation of QACI's culture of honesty and integrity is fundamental to our purpose of developing 'ethical future path makers' and is underpinned by the attributes described in the IB Learner Profile

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

Principles

Elements of Academic Honesty

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

Candidates must acknowledge:

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

Definitions

Malpractice

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

Examples of malpractice include but are not confined to:

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

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

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

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

Collaboration

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

Permissible collaboration includes the following:

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

Impermissible collaboration includes the following:

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

Collusion:

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

Conventions for citing and acknowledging original authorship

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

Bibliography

International Baccalaureate Academic honesty in the IB educational context:

<http://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

International Baccalaureate Effective citing and referencing: <http://www.ibo.org/globalassets/digital-toolkit/brochures/effective-citing-and-referencing-en.pdf>

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

Lathrop, A & Foss, K 2000, *Student cheating and plagiarism in the internet era: a wake-up call*, Libraries Unlimited, Englewood, CO.

Macrossans Union Solicitors 2007, 'Plagiarism and permissible collaboration- a Queensland case', *Queensland Teachers Union News*, vol. 30, no. 3. pp. 17.

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 NOT be awarded to a candidate under the failing conditions below.

1. CAS requirements have not been met.
2. An N has been given for Theory of Knowledge, Extended Essay or for a contributing subject.
3. A grade of E has been awarded for **one or both** of Theory of Knowledge and the Extended Essay.

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

COURSE FOCUS

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

COURSE FOCUS

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

This compulsory independent research project will enable students to:

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

ASSESSMENT

Essay

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

Viva Voce

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

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 now 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.

COURSE FOCUS and OUTCOMES

CAS is at the heart of the Diploma Program and complements a challenging academic program in a 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 the Creative Arts play 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

THE 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 recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize 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

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

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 eighteen months 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

Curriculum

Inner Core

Year 10 Pre IB Program

Subject Descriptions

Each subject description contains:

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

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

Year 10 Pre IB Diploma Program

Pre IB Diploma Program

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

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

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

Phase Two: Commencing IB course (*Selection of HL/SL strands*)

Students must do three HL and three SL subjects

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

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

Note: Selection of subjects offered is contingent on student numbers.

GROUP 1 (Updated 2016)

Pre IB Diploma Group 1 Language A *English*

COURSE FOCUS and OUTCOMES

This subject aims to enable learners to:

- Explore literary works in detail
- Analyse elements such as theme and the ethical stance or moral values of literary texts
- Examine different forms of communication within the media
- Show an awareness of the potential for educational, political or ideological influence of the media
- Show the way mass media use language and image to inform, persuade or entertain
- Consider the changing historical, cultural and social contexts in which particular texts are written and received
- Demonstrate how the formal elements of the text, genre and structure can not only be seen to influence meaning but can also be influenced by context
- Understand the attitudes and values expressed by literary texts and their impact on readers

These activities prepare students for the IB Diploma:

- Reading a wide range of literary and non-literary texts chosen to foster a culture of appreciating the characteristics that define a text.
- Examining literary theory and critical thinking skills to deconstruct cultural perspectives and ideologies that underpin texts.
- Practise structuring assignments according to Language A (English): Language and Literature assessment criteria to fully prepare for formal assessment in Year 11 and 12
- Access Academy Learning Management system to share, collaboratively explore resources. Use technology to enhance learning outcomes.
- Develop the confidence to express understanding and critical opinion rapidly and fluently in spoken, as well as written, situations.

PRE IB ASSESSMENT

Term 1	Interior Monologue – in-class test
Term 2	Satire – commentary exam block
Term 3	Interactive Oral Written Assignment – Analytical/persuasive

**IB Diploma Group 1 Language A
(English)
Literature at Standard Level or Higher Level
OR
*Language and Literature at Higher Level ONLY***

Which level do I choose?

Which course do I choose?

In 2016, the Academy will enable students to select from two of the English courses offered by the IB. Both courses offer students the opportunity to actively engage in the study of rich literature that is both traditional and culturally diverse.

There are some essential differences however and students will need to consider where their interests and strengths lie when making the choice between studying the **Literature Course** or the new **Language and Literature** course.

The focus of **Language A: Literature** is the study, critical evaluation and appreciation of literature as a creative form. While the Language and Literature course is similar in that it also does this, it differs as it also focuses on non-literary texts and how human beings can read and be critically literate in the complex and globally connected media culture of the 21st century.

With the **Literature** course and the **Language and Literature** course there are similarly four parts. However, **Language and Literature** focuses on traditional literature for only two of those parts. Literature's approach may be considered more traditional while the Language and Literature course is traditional but has the addition of critical literacy and examines the ever-changing nature of the English language.

English A: Literature is the study of canonical texts. Over the two years of the course students read selected literary works representing different genres (drama, poetry, novels, short stories, non-fiction and new textualities), times (from 1500 to the present) and places (the course includes texts from a variety of countries). Through the study and discussion of these works, students become acquainted with the concepts and critical approaches associated with literary analysis and their practical application. Activities such as oral presentations, various kinds of essay writing and creative assignments both in the classroom and for homework, afford students opportunities to examine, critically evaluate and develop independent opinions about the way in which writers use language to create meaning in different contexts.

English A: Language & Literature is directed towards developing and understanding the constructed nature of meanings generated by language and the function of content in the process. The study of texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. Students are encouraged to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course. Language & Literature aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary; it can be seen as autonomous yet simultaneously related to culturally determined reading practices.

	Literature	Language and Literature
Similarities	<p>Divided into four sections</p> <ul style="list-style-type: none"> • Literature is studied in translation ▪ At HL there are 5 assessment components and at SL there are 5 ▪ There is a 15 minute Individual Oral Commentary (IOC) ▪ Paper 2 is a comparative literature essay ▪ Focus is on how meaning has been created in a text. 	<p>Divided into four sections</p> <ul style="list-style-type: none"> • Literature is studied in translation • At HL there are 6 assessment components and at SL there are 5 • There is a 15 minute Individual Oral Commentary (IOC) • Paper 2 is a comparative literature essay. • Focus is on how meaning has been created in a text.
Differences	<ul style="list-style-type: none"> • Focus on Literary texts in each of the Four sections • Focus for each section is essentially how has the author created meaning in a literary text • Focus of the first assessment item is on a literary text. (I.O.P) • Focus of Paper One is on a poem and an extract from a piece of prose. • Written Assessment - Works in Translation - focus is on an essay where students develop a topic that examines how the author positions the reader to understand the cultural and ideological context of the text. 	<ul style="list-style-type: none"> • Language and Literature includes non-literary texts – e.g. advertising, political cartoons, graphic novels, editorials, blogs... ▪ Language and Literature has fewer literature texts but probably an equal amount of reading overall. Two sections of the course concern Literature and two sections include non-literary texts. ▪ Focus of the first assessment item is on a non-literary text (F.O.A) ▪ In Language and Literature Paper One the focus is on non-literary texts and may include an editorial, an advertisement, a website - the textual analysis at HL is comparative (versus a single text at SL) ▪ Written Assessment – based on each section of the course. At HL Students select one from the Language section and one from the Literature section to submit. At HL students complete two essays worth 10% each, one is creative and the other is analytical. At SL students submit a creative written piece only.

LITERATURE COURSE ASSESSMENT

IOP	15%
IOC	15%
Written Assignment	25%
Paper 1 Examination	20%
Paper 2 Examination	25%

LANGUAGE AND LITERATURE COURSE ASSESSMENT HL

FOA	15%
IOC	15%
Two Written Assignments	10% each
Paper 1 Examination	25%
Paper 2 Examination	25%

LANGUAGE AND LITERATURE COURSE ASSESSMENT SL

FOA	15%
IOC	15%
One Written Assignments	20% each
Paper 1 Examination	25%
Paper 2 Examination	25%

GROUP 2 (Updated 2016)

Pre IB Diploma Group 2 Language Acquisition *French, Spanish and Mandarin towards ab initio*

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

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

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

COURSE FOCUS and OUTCOMES

The Pre IB ab initio Language Acquisition course 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 be in speaking, reading and writing.

IB Diploma Group 2 Language Acquisition *French, Spanish and Mandarin ab initio (beginner)*

Ab initio (Standard Level)

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

COURSE FOCUS and OUTCOMES

The language ab initio course is organised into three themes.

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

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

This course enables learners to:

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

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

IB DIPLOMA ASSESSMENT

30% Receptive Skills	Reading
25% Productive Skills	Writing
20% Receptive and Productive Skills	Written Assignment
25% Interactive Skills	Individual Oral

IB Diploma Group 2 Language Acquisition *Non-mainstream Languages Standard Level or High Level*

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

The following languages are available at High Level and Standard Level:

Arabic, Chinese-Cantonese, Mandarin, Danish, Finnish, French, German, Hebrew (SL only), Hindi, Indonesian, Italian, Japanese, Korean, Norwegian, Portuguese, Russian, Spanish, Swedish.

Criteria for Approval

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

Application Process

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

IB DIPLOMA ASSESSMENT

25% Receptive Skills	Reading
25% Productive Skills	Writing
20% Receptive and Productive Skills	Written Assignment
10% Interactive Skills	Interactive Oral
20% Individual Skills	Individual Oral

GROUP 3 (Updated 2016)

Pre IB Diploma Group 3 Individuals and Societies *Business Management*

COURSE FOCUS and OUTCOMES

This subject aims to enable learners to:

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

These activities prepare students for the IB Diploma:

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

PRE IB ASSESSMENT	
Term 1	Introduction to Business Introduction to Finance Introduction to Human Resources Weekly Homework Assignments End of Term exam
Term 2	Introduction to Marketing Introduction to Production Business Strategy Game (online simulation) Group assignment based on Business Strategy Game Weekly Homework Assignments
Term 3	Types of Organisations Sectors of Industry Mini IA – Research Report Weekly Homework Assignments End of term exam – all topics + case study

IB Diploma Group 3 Individuals and Societies
Business Management
Standard Level ANTICIPATED ONLY

Which level do I choose?

Anticipated Business – Standard Level only

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

COURSE FOCUS and OUTCOMES

This subject aims to enable learners to:

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

IB DIPLOMA ASSESSMENT
Standard Level
35% Paper 1 on pre-released Case Study 1 hour 15 minutes
40% Paper 2 Data Response Questions 1 hour 45 minutes
25% Written Assignment 1500 words

IB Diploma Group 3 Individuals and Societies

Business Management

Higher Level

Which level do I choose?

Higher Level

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

COURSE FOCUS and OUTCOMES

This 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
- Content and context are taught within six conceptual areas:
 - 1) Change
 - 2) Culture
 - 3) Ethics
 - 4) Globalisation
 - 5) Innovation
 - 6) Strategy

IB DIPLOMA ASSESSMENT

High Level

35% Paper 1 on pre-released Case Study 2 hours 15 minutes

40% Paper 2 Data Response Questions + Extended response 2 hours 15 minutes

25% Written Assignment 2500 words + 200 word Executive Summary

GROUP 3/4 Interdisciplinary (Updated 2016)

Pre IB Diploma Group 3 Individuals and Societies / Group 4 Sciences *Environmental Systems and Societies*

As an **interdisciplinary Group 3 and 4 subject**, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with Group 4 (Sciences) with those associated with Group 3 (Individuals and Societies).

Students **must** study Environmental Systems and Societies if they choose to study 2 subjects from Group 6. Interdisciplinary subjects therefore introduce more flexibility into the IB Diploma Program.

By choosing to study an interdisciplinary course as part of their Diploma, students are able to satisfy the requirements for both Groups 3 and 4 of the IB Diploma Program Model, thus allowing them to choose another subject from any subject Group (including another Group 3 or 4 subject).

This subject aims to enable learners to:

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

PRE IB ASSESSMENT	
Term 1 Human Systems / Resource Use	Global Issues Portfolio Examination
Term 2 Ecosystems and the Biosphere	Biome Modelling Research Project
Term 3 Scientific Methodology	Scientific Report Examination

IB Diploma Group 3 Individuals and Societies / Group 4 Sciences

Environmental Systems and Societies (ESS)

Do I choose to anticipate this subject?

Students studying two subjects from Group 6 **must** study Environmental Systems and Societies. The **two** options at the end of Pre IB Term 3 are:

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

Being an organised and diligent student is essential for success in this course.

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

Important considerations:

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

COURSE FOCUS and OUTCOMES

This subject aims to enable learners to:

1. acquire the knowledge and understandings of environmental systems at a variety of scales
2. apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
3. appreciate the dynamic interconnectedness between environmental systems and societies
4. value the combination of personal, local and global perspectives in making informed decisions and
5. taking responsible actions on environmental issues
6. 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
7. develop awareness of the diversity of environmental value systems
8. 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
9. engage with the controversies that surround a variety of environmental issues

10. create innovative solutions to environmental issues by engaging actively in local and global contexts.

The systems approach provides the core methodology of the ESS course. It is complemented by other influences, such as economic, historical, cultural, socio-political and scientific factors, to provide a holistic perspective on environmental issues. During the course, students will look at examples on a variety of scales, from local to global, and in an international context.

IB DIPLOMA ASSESSMENT
Examinations - short answer, data based questions, case study and structured essay questions
Internal Assessment (Practical work and lab reports) <i>Field Trips are compulsory to collect data for Internal Assessment.</i>

GROUP 4 (Updated 2016)

Pre IB Diploma Group 4 Sciences

Biology

This course will prepare students for the Biology syllabus with First Assessment in 2016.

This subject aims to enable learners to:

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

These activities prepare students for the IB Diploma:

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

PRE IB ASSESSMENT	
Term 1: Secret of Life	Presentation Examination
Term 2: Scientific Methodology	Scientific Report Examination
Term 3: Genetics	Animation Examination

IB Diploma Group 4 Sciences

Biology

This course will follow the Biology syllabus with First Assessment in 2016.

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 Internal Assessment (Practical work) hours than SL students.

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

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

COURSE FOCUS and OUTCOMES

This subject aims to enable learners to:

1. Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. Acquire a body of knowledge, methods and techniques that characterize science and technology
3. Apply and use a body of knowledge, methods and techniques that characterize science and technology
4. Develop an ability to analyse, evaluate and synthesize scientific information
5. Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. Develop experimental and investigative scientific skills including the use of current technologies
7. Develop and apply 21st century communication skills in the study of science
8. Become critically aware, as global citizens, of the ethical implications of using science and technology
9. Develop an appreciation of the possibilities and limitations of science and technology
10. Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

IB DIPLOMA ASSESSMENT

Examinations - short answer, data based questions, case study and structured essay questions

Internal Assessment (Practical work, lab reports and Individual Investigation)

Pre IB Diploma Group 4 Sciences

Chemistry

This course will prepare students for the Chemistry syllabus with First Assessment in 2016.

COURSE FOCUS and OUTCOMES

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

This subject aims to enable learners to:

- Gain an understanding of the terms, concepts and subject specific language of Science and Chemistry in particular
- Develop experimental and investigative scientific skills
- Develop an ability to analyse, evaluate and synthesise scientific information
- Obtain an appreciation of the international dimensions of experimental research
- Acquire a working knowledge of global issues
- Investigate how scientists communicate with each other through the scientific reports and link these to the IB Internal Assessment marking Criteria

- Engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop and apply the students' information and communication technology skills in the study of science
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- Develop an appreciation of the possibilities and limitations associated with science and scientists
- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

PRE IB ASSESSMENT	
Term 1: Chemistry Foundations, Atomic Structure, Bonding, Reactivity	Chemical equations test Exam
Term 2: Chemistry in the Lab	IA experimental design, data collection and processing conclusion and evaluation Scientific method test
Term 3: Quantitative Chemistry	IA experiment Exam

IB Diploma Group 4 Sciences

Chemistry

This course will follow the Chemistry syllabus with First Assessment in 2016.

Which level do I choose?

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

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

As the HL course is quite challenging, it is recommended that students be achieving at least a B level in Pre IB Chemistry 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 characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize 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 - short answer, data based questions, case study and structured essay questions

Internal Assessment (Practical work, lab reports and Individual Investigation)

Pre IB Diploma Group 4 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 Program:

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

PRE IB ASSESSMENT	
Term 1 and 2	Introduction to Design Technology Graphical Drawing Techniques Model Making Project Materials End-of-Term 1 Class Test End-of-Term 2 Class Test
Term 3	Design, build and test a Solar Cooker Joining and Manufacturing Methods Final Theory Exam

IB Diploma Group 4 Sciences

Design Technology

Which level do I choose?

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

COURSE FOCUS and OUTCOMES

This subject to 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	
Standard Level (SL) Students	Higher Level (HL) Students
30% Paper 1 (Core) 45 minute Exam	20% Paper 1 (Core) 1 hour Exam
30% Paper 2 (Core) 1 hour 30 minute Exam	20% Paper 2 (Core) 1 hour 30 minute Exam
Not Applicable	20% Paper 3 (HL extension) 1 hour 30 minute Exam
40% Design Project (40 hours)	40% Design Project

GROUP 5 (Updated 2016)

Pre IB Diploma Group 5 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, which the students will commence in Term 4 of Year 10. The aims prepare students for the IB Diploma by:

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

PRE IB ASSESSMENT	
Term 1	Exam and investigation
Term 2	Exam and investigation
Term 3	Exam and investigation

IB Diploma Group 5 Mathematics

Mathematical Studies SL, Mathematical Studies SL Anticipated, and Mathematics SL

Which level do I choose?

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

- Mathematics Standard Level (SL) students sit one test without a calculator so it is important that they have a solid grasp of algebraic manipulation
- Mathematics SL is considered equivalent to Mathematics B by QTAC and may be required for some university courses
- Mathematical Studies SL has a greater focus on the calculator as it is used in both exams
- Mathematical Studies SL Anticipated is completed in one year instead of two and requires students to have superior time management skills
- Mathematics at the Higher Level may be offered at QACI and is dependent on student numbers and staffing resources.

Special entry requirements:

Mathematical Studies SL Anticipated	Mathematics SL
One class of students will be invited to study this course. Invitation will be based on Year 10 results (an “A” standard received) and exhibited time management.	One class of students will be formed based on teacher recommendation, which will consider Year 10 results (an “A” standard received) in non-calculator exams.

COURSE FOCUS and OUTCOMES

This subject to enables learners to:

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

IB DIPLOMA ASSESSMENT	
Maths Studies (SL) & Maths Studies Anticipated	Standard Level
40% Paper 1: 1 hour 30 minutes Calculator allowed	40% Paper 1: 1 hour 30 minutes No calculator
40% Paper 2: 1 hour 30 minutes Calculator allowed	40% Paper 2: 1 hour 30 minutes Calculator allowed
20% Individual Project	20% Exploration

GROUP 6 (Updated 2016)

Pre IB Diploma Group 6 The Arts *Film*

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 film-making, from conception to finished production
- Apply technical skills and an appropriate use of available technology
- Draw together knowledge, skills, research and experience, and apply them analytically to evaluate film texts in terms of:
 - Cinematic elements and storytelling techniques
 - Historical, theoretical, socio-cultural, economic and institutional contexts of film in more than one country, time and environment
- Reflect upon and evaluate film production processes and completed film texts

These activities prepare students for the IB Diploma by:

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

Engaging in the use of and application of technology to be an effective storytelling device

Assessment Type	PRE IB ASSESSMENT
1. Textual Analysis	Deconstructive presentation of a group of screen shots
2. Creative Process	2 – 3 minute Video Art Montage – representation of self
3. Reflective Journal	Journal: reflection of Production Work
4. History and Theory	Documentary design – researched deconstruction of a film segment

IB Diploma Group 6 The 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 film making
- 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.

IB DIPLOMA ASSESSMENT	
IB 1 (Year 11) Standard Level (Formative)	IB 2 (Year 12) Higher Level (Summative)
Textual Analysis: Take home exam Deconstruction of 5 minute segment from German Expressionism film	Independent Study (25%): 12-15 pages (50%) Documentary Script based on four films
Creative Process: Production Portfolio 5 minute film inspired by German Expressionism 1,200 words reflective essay on production process	
Textual Analysis: 10 minute Oral Presentation Researched and recorded deconstruction of 5 minute segment of a Film Noir	Presentation (25%): 15 minute oral presentation on 5 minute film extract
Film History and Theory: 8-10 pages documentary script that presents an aspect of film history or theory and is based on two films	
Creative Process: Production Portfolio 5 minute film inspired by New Wave movies 100 word rationale 1,200 word reflective essay on production process 30-40 second trailer	Production Portfolio (50%): 7 minute film plus 1 minute trailer Written documentation 1,750 words plus 100 word rationales for film and trailer

Pre IB Diploma Group 6 The Arts

Dance

Students specialising in Dance will embrace an all-rounded approach in learning to use the body skilfully and creatively to express and communicate their ideas. They will develop confidence as performers armed with knowledge of theatre etiquette. Students will be encouraged to be creative, inquisitive and reflective as they acquire analytical and critical thinking skills. They will develop verbal and written communication skills in analysing dance across cultures and history, and adopt a passionate, disciplined and resilient attitude towards learning

COURSE FOCUS and OUTCOMES

This subject enables learners to:

- Develop proficient knowledge and awareness of the body through exposure to and practice of various dance techniques
- Understand the importance of protecting, maintaining and preserving the dancer's body
- Acquire composition and analytical skills for creative expression and communicating ideas through choreography
- Understand the histories, issues and theoretical frameworks that support the manifestation of dance
- Gain knowledge and exposure to a wide range of dance genres, which include classical ballet, contemporary dance and multi-cultural dance forms

These activities prepare students for the IB Diploma:

PRE IB ASSESSMENT			
Term 1	Investigation	Students will investigate a range of dance styles identifying similarities and differences between dance elements.	
Term 2	Composition and Analysis	Students will explore a current issue and will create a short piece that reflects the impact of that issue. Students will submit a short analytical statement discussing their choice of movement to portray the intention of the piece	
Term 3	Performance	Students will create and perform a collaborative dance piece that demonstrates exploration of time, space and dynamics.	

IB Diploma Group 6 The Arts

Dance Higher Level

The IB DP dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

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 by:

- Introducing students to the artistic and academic language of dance in order to communicate ideas with fluency
- Encouraging an appreciation of a variety of dance forms and being able to critically evaluate the creative process and performance involved
- Broadening student’s interpretation of the human condition through the medium of dance
- Engaging in the creative practices of choreography and performance

IB DIPLOMA ASSESSMENT	
<p>Composition and analysis <i>The development of the creative aspect of making dances</i></p> <p><i>Composing original work</i></p>	<ul style="list-style-type: none"> • DVD recording of choreographed pieces • Analytical statement discussing the intention of the piece, ideas, use of dance elements, reflection on issues and successes throughout the process of composition and analysis of one of the dances
<p>World Dance Investigation <i>The development of a comparative knowledge of several dance styles from more than one culture and/or tradition</i></p> <ul style="list-style-type: none"> • <i>Exploring dances, gaining both a physical and theoretical understanding</i> • <i>Individual investigation</i> 	<ul style="list-style-type: none"> • Formal written report, analysing the similarities and differences between two dance styles drawn from different dance cultures and/or traditions, one familiar and one unfamiliar to the student.
<p>Performance <i>The development of an understanding of and facility in performing dances</i></p> <ul style="list-style-type: none"> • <i>Movement skills appropriate to the dancer’s performance</i> • <i>Clarity in relationship to space, time, dynamics and movement qualities appropriate to the work</i> • <i>Communicative expression in relation to other performers and to the audience</i> 	<ul style="list-style-type: none"> • Performances in duets, solos and groups in any style or styles, performed by the student to show proficiency and expressive ability appropriate to the dance, presented in <i>performance</i>. • Submitted on DVD

Pre IB Diploma Group 6 The Arts Music

COURSE FOCUS and OUTCOMES

This subject enables learners to:

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

- Developing as performance composers
- Development of analysis and audiation skills
- Active responsibility for own learning
- Organisation and time management
- Research skills
- Academic integrity
- Introduction of concepts underpinning Theory of Knowledge and Extended Essay including meta cognitive and 'learning to learn' skills
- Considering the implications of non-musical contextual influences on music, such as artistic, political, sociological, economic, ideological and philosophical viewpoints
- Developing their musicianship skills through theory, audiation, analysis, composition and performance (ensemble and solo)
- 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 that convey the mood and character
- Exploring ways in which music reflects different eras and cultural contexts
- Composing music in various styles and genres both vocal and instrumental, using both traditional and technological means
- Rehearsing pieces of music from various styles and genres
- Experimenting with new directions or innovation in composing and improvisation
- Searching the web for information to assist analysing repertoire, composing and performing
- Discussing socio-political aspects of music pertaining to repertoire
- Rehearsing, critiquing, refining and reflecting on their developing work
- Reviewing and critiquing concert performances and compositions
- Communicating ideas about music from listening to and reading music

PRE IB ASSESSMENT			
Term 1	World Beat	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 and percussion performance.	Written Exam Composition Folio Small Ensemble Performance
Term 2	Rock and Pop	A brief look at Rock music through history, concentrating on the innovative works of such groups as The Beatles, in influencing music today.	Composition using logic Analysis and recorded performance of solo piece
Term 3	All That Jazz	An investigation into the vast array of jazz styles and their influence on popular and classical music.	Composition for solo instrument and performance Written Exam
Term 4	Stage and Screen	An exploration of how to manipulate musical elements to represent particular settings, moods, characters, and emotions.	Solo Performance String Arrangement Written Assignment

IB Diploma Group 6 The Arts

Music

Standard Level or Higher Level

Which level do I choose?

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

High Level – a student will need:

- High level of music literacy
- Performance skills suitable to perform a 20 minute solo recital
- Passion for Composing and writing songs

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 that explores two distinct musical cultures in the form of a communicative media such as a film or website.

IB DIPLOMA ASSESSMENT	
Standard Level	Higher Level
External Examination – 30% Musical Links Investigation – Compare music from two musical cultures 20%	External Examination - 30% Musical Links Investigation – Compare music from two musical cultures 20%
Internal Assessment - 50% SLS – Solo performance—one or more recitals SLC – Creating – two contrasting	Internal Assessment Solo performance Recital +/- 20 minutes 25% Composition Portfolio – three contrasting 25%

Pre IB Diploma Group 6 The 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, the ability to work effectively in an ensemble and contribute to the culture of Theatre at QACI.

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 Program 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 journaling process
- Control, manage and synthesise the elements and conventions of theatre.

These activities prepare students for the IB Diploma by:

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

- Scaffolding attitudes, processes and understandings, which the students will apply in the IB Theatre course. These are structured in a developmental manner allowing for practice, 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	
Term 1	Basic Performance Principles, Physical Theatre, Viewpoints, Suzuki, Physical Theatre Composition
Term 2	Individual and group compositions collaboratively devise performance work. Critical analysis of live performances using dramatic language and theory
Term 3	Directing techniques, script analysis, Australian drama, direction of Australian drama scene

IB Diploma Group 6 The 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.

IB DIPLOMA ASSESSMENT

Task 1: Solo theatre piece 35%

- 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.

Task 2: Director's notebook 20%

- Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.

Task 3: Research presentation 20%

- 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.

Task 4: Collaborative project 25%

- 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.

Pre IB Diploma Group 6 The Arts

Visual Arts

COURSE FOCUS

The IB Diploma Program 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 enrichments through visual arts.

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

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

Pre IB Visual Art Units

- Personal Identity: mixed media, drawing, digital design
- Australian Cultural Identity: photography, film

IB Diploma Group 6 The Arts

Visual Arts

Standard Level or Higher Level

COURSE FOCUS

The IB Diploma Program 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 enrichments through visual arts.

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

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

IB Visual Art Units

IB1

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

IB2

- Amalgamation: Student directed concepts

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

IB DIPLOMA ASSESSMENT

Task 1: Comparative Study 20%

- Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.

Task 2: Process Portfolio 40%

- Students submit carefully selected materials which evidence their experimentations, exploration, manipulation and refinement of a variety of visual arts activities during each unit.

Task 3: Exhibition 40%

- 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.

