



John Paul College

International Baccalaureate Diploma Programme
Parent and Student Handbook
2011 - 2012



Table of Contents

A Key Question	1
IB Organisation Mission Statement	2
JPC Mission Statement	2
IB Diploma Curriculum	2
IB Learner Profile	3
IB Diploma Programme Options for 2010 – 2011	5
IB DP Core Assessment Details	6
Grade Descriptors	7
CORE SUBJECTS	8
Extended Essay (EE)	8
Theory of Knowledge (TOK)	10
Creativity, Action and Service (CAS)	12
GROUP 1: Language A1	14
English HL / SL	15
GROUP 2: Second Language	17
Language B HL / SL - Mandarin, German, Spanish & Japanese	18
Language ab initio - German, Chinese, Spanish & Japanese	20
GROUP 3: Individuals & Societies	21
Economics HL / SL	22
History HL / SL	23
Psychology HL / SL	25
GROUP 4: Experimental Sciences	27
Biology HL / SL	28
Chemistry HL / SL	30
Physics HL / SL	32
Design Technology HL / SL	34
GROUP 5: Mathematics	36
Mathematics HL	37
Mathematics SL	38
Mathematics Studies SL	39
GROUP 6: Arts and Electives	40
Music HL / SL	41
Visual Arts HL / SL	43

A Key Question:

Is the IB Diploma Programme Suitable for Me?

You have to be organised:

If you are not at this stage already, then it is probably wise that you should develop those skills whilst you are surrounded by people who are willing and able to help you become more organised. The tutorial system at John Paul College could be used to support you through the Diploma Programme, but, ultimately you must be motivated and determined.

You have to work hard:

There are some realistic and viable challenges in the IB Diploma Programme in terms of the content and the volume of work, but there would be no point in studying these if there were not new heights to which you are hoping to aspire to. The course is rigorous and demanding but the significance of the achievement is commensurate. Beyond the classroom, there will be the Extended Essay that takes about forty (40) hours in total (over the course of the two years), as well as Creativity, Action and Service Programme (CAS), represented by one hundred and fifty hours (150) hours over the two (2) years. In terms of preparation, the expectation is that students will consistently study for two (2) hours for each Standard Level subject and four (4) hours for each High Level subject per week.

A well-balanced, broad and flexible curriculum is on offer:

It is possible to specialise in the Arts, Humanities or the Sciences but the IB Diploma Programme encourages you to remember the other subjects in the curriculum. If languages are not your forte, then you can start a language at *ab initio* level. If Mathematics is not your strong subject then take Mathematics SL or Mathematic Studies SL rather than Mathematics High Level (HL) course. In addition, if literature is not a priority then, consider taking your A1 Language at Standard Level (SL) rather than at High Level (HL).

Depth of the Curriculum is also evident:

The ability to study subjects at Higher Level (HL) as well as Standard Level (SL) means that deeper subject area interests can be embraced. Also, the Extended Essay (EE) encourages original thinking through experimental or text-based research using both primary and secondary data.

The course is linear and not modular:

IBDP students submit Internal Assessment (IA) pieces and undertake external examinations in the November of their second year. This means that there is time and space to develop as a learner.

The International Ethos pervades the curriculum:

Whether or not you intend to study or work in Queensland, Australia or beyond, the reality is that we all live and work in a global society. The IB Diploma Programme encourages intercultural understanding, international mindedness in all areas of the curriculum.

The IB Diploma Programme is holistic:

Your learning is challenging and broadly based. The IB Diploma Programme reflects academic rigour, social responsibility, contribution and global cultural understanding. Indeed, the Creative, Action and Service (CAS) Programme rewards your involvement in activities outside the academic programme..

International Baccalaureate Organisation

Mission Statement:

'The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect' The IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

In addition, these programmes encourage students across the world to become 'active, compassionate and life-long learners who understand that other people, with their differences, can also be right' (from the IBO Mission Statement).

John Paul College

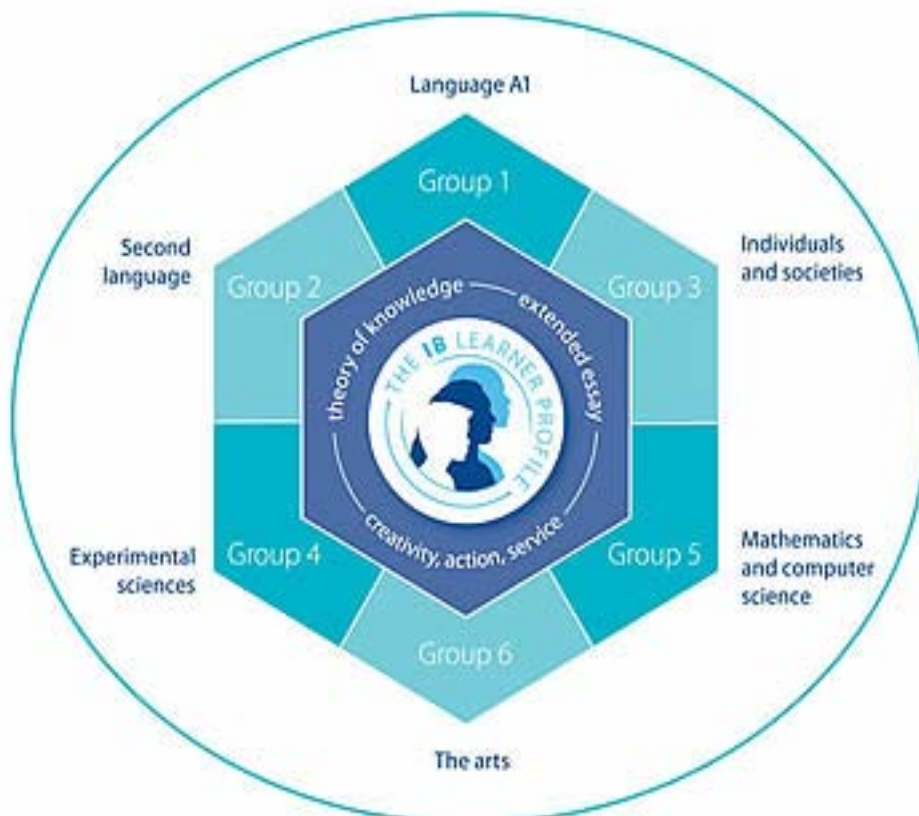
Mission Statement:

'John Paul College's Mission Statement reflects a learning community in which all members have the opportunity to reach their individual potential for living a contributing and fulfilling life. Our community grows in an environment where our values are embraced, where mutual respect demands a hospitality that reaches out and welcomes those of all cultures and faiths and where excellence in every endeavour is sought and applauded.'

It is hoped that these two mission statements become the backbone of all that is undertaken here at the college.

IB Diploma Programme Curriculum:

The central component of the Diploma Programme Hexagon below represents the Core Curriculum, with the six (6) components of knowledge surrounding the Core Subjects. The subjects to be undertaken are on the outside.



For our Grade 11 and Grade 12 students undertaking the IB Diploma Programme, they are required to study **six (6)** subjects of which one is chosen from each of these groups. Of the **six (6)** subjects, at least **three (3)** must be taken at Higher Level (HL) and a maximum of **three (3)** at Standard Level (SL). In addition to this, students follow a course in the Theory of Knowledge (TOK), as well as completing an Extended Essay (EE) of four thousand words (4,000) with an abstract and furthermore completing the requirements of the Creativity, Action and Service Programme (CAS)

IB Learner Profile:

The IB Learner Profile is the IB Mission Statement translated into a set of learning outcomes for the 21st century. With the development of a continuum of international education, it is intended that teachers, students and parents will be able to draw confidently on a recognisable common educational framework, a consistent structure of aims and values and an overarching concept of how to develop international-mindedness. The IB Learner Profile will be at the heart of this common framework, as a clear and concise statement of the aims and values of the IB and an embodiment of what the IB means by “international-mindedness”. *(Excerpts from the IB Learner Profile Document)*

Learners strive to be:

Inquirers:

Students will develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. Students will actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable:

Students will explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers:

Students will exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems making reasoned, ethical decisions.

Communicators:

Students will understand and will express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly and in collaboration with others.

Principled:

Students will be encouraged to act with integrity, honesty and with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded:

Students will be encouraged to understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring:

Students need to show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

Risk-takers:

Students should approach unfamiliar situations and uncertainty with courage and forethought and in turn have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced:

Students need to understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective:

Students should give thoughtful consideration to their own learning and experience. They should be able to assess and understand their strengths and limitations in order to support their learning and personal development.
(Excerpts from the IB Learner Profile Material)



IB Diploma Programme Options for 2010 – 2011:

The subjects below are on offer to students *subject to there being sufficient demand*.

Group	Description	Subject	Level	
			HL	SL
1	Language A1	English A1	•	•
2	Language B	Chinese B	•	•
		Japanese B	•	•
		German B	•	•
	Ab Initio	Chinese <i>Ab Initio</i>		•
		German <i>Ab Initio</i>		•
		Japanese <i>Ab Initio</i>		•
3	Individuals and Societies	Psychology	•	•
		Economics	•	•
		History	•	•
4	Experimental Sciences	Biology	•	•
		Chemistry	•	•
		Physics	•	•
		Design Technology	•	•
5	Mathematics	Mathematics HL	•	
		Mathematics SL		•
		Mathematic Studies SL		•
6	Art & Electives	Music	•	•
		Visual Arts	•	•
		Another Science	•	•
CORE	Compulsory subjects	Extended Essay	One Level only	
		Theory of knowledge	One Level only	
		Creativity, Action, Service	One Level only	

Choosing Your Options:

Students are required to choose six (6) subjects from each of the six (6) groups of the hexagon. It is expected that **students take an Arts subject in Group 6** to correlate the International Baccalaureate Organisation's (IBO) philosophy of ensuring curriculum breadth across the six (6) subject groups. Therefore, students will need to provide a **strong rationale** linked to either a university entrance or future career path as to why they consider using the Group 6 component from the hexagon for an elective block for a second subject rather than for the Arts itself. For example, choosing an elective might be appropriate for a student who wishes to study medicine and would benefit from studying two sciences such as Chemistry and Biology, rather than one (1) science and one (1) art.

Students at John Paul College should choose **three (3) subjects at Standard Level and three (3) subjects at Higher Level**. In very rare cases, students may consider deviating from this norm. Such cases would have to be treated on an individual basis and there would be a strong onus on the individual to justify their choice for not adhering to the selection of a group 6 subject.

Supporting English as a Second Language ESL): The IBDP Support Programme (IBSP)

The IB Diploma Programme recognizes that ESL (English as a Second Language) students joining the IB Diploma are likely to require some support in developing further their language skills and therefore becoming more aware of the need to develop higher order thinking skills which are crucial for success in this programme. At John Paul College there are opportunities for students to attend tutorials with their teachers upon request.

IB DP Core Assessment Details:

The maximum number of points available for any student to attain is forty five (45) points:

Subjects at both the Higher Level (HL) and the Standard Level (SL) are awarded a grade from 1 (the lowest) through to 7 (the highest). There are therefore forty two (42) points available from the six (6) subjects. In order to ensure success in achieving a pass in the IB Diploma, students should consider selecting Higher Level subjects in which they are aiming to gain a score of four (4) or higher. It is vital that detailed consultations with subject teachers has taken place to ensure students make the right Higher Level (HL) choices. Students will confirm their decision before the end of March 2010.

In addition to this, up to a maximum of three (3) further points are available for the Theory of Knowledge (TOK) assessment pieces and the Extended Essay (EE) which provides an opportunity for a student to achieve a total of forty five (45) points. The Creativity, Action and Service Programme (CAS) component has to be completed satisfactorily and without this, a Diploma will not be awarded.

		Theory of Knowledge					
Extended Essay		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
	Excellent A	+3	+3	+2	+2	+1 F*	N
	Good B	+3	+2	+1	+1	F*	N
	Satisfactory C	+2	+1	+1	0	F*	N
	Mediocre D	2	+1	0	0	F*	N
	Elementary E	+1	0	0	0	F*	N
	Not Submitted	N	N	N	N	N	N

F* : From 2010 onwards, twenty eight (28) points overall will be required to be eligible for the diploma if a student's results reflect an 'E' grade in either the Extended Essay or the Theory of Knowledge components.

A Grade 'A' in one of the requirements earns an extra point even if the other is a grade 'E'.

Attaining a grade 'E' in both the Extended Essay and the Theory of Knowledge continues to represent an automatic failure.

Grade Descriptors:

Grade Descriptors are used to standardise a result for both the Internal Assessments (IA) and the External Examinations (EE). At the conclusion of the IB Diploma Programme course, students will be awarded either a Diploma or a Certificate from the IBO. Each subject noted on this documentation, will reflect a numerical value of between one (1) and seven (7) inclusive.

During the two year course, students at John Paul College will become very familiar with the Grade Descriptors and where they are positioned at any one time. An example of a subject Grade Descriptor for Language A1 HL in English is as follows:

Language A1 Grade Descriptors (HL)

Grade 7 Excellent Performance:

Demonstrates: excellent knowledge and understanding of works and tasks; very strong and detailed appreciation of the effects of technique and style; very strong evidence of independent and/or original perspectives on the works studied, where appropriate; consistently focused, carefully developed and persuasive presentation of ideas or argument; use of language that is varied, clear, concise, precise and convincingly adapted to tasks.

Grade 6 Very Good Performance:

Demonstrates: very good knowledge and understanding of works and tasks; strong and detailed appreciation of the effects of technique and style; strong evidence of a personal engagement with the works studied, where appropriate; clearly focused, well-developed and purposeful presentation of ideas or argument; use of language that is varied, clear, concise and effectively adapted to tasks.

Grade 5 Good Performance:

Demonstrates: sound knowledge and understanding of works and tasks; good appreciation of the effects of technique and style; good evidence of a relevant personal response to the works studied, where appropriate; clearly focused and effective presentation of ideas or argument; use of language that is clear, concise and appropriately adapted to tasks.

Grade 4 Satisfactory Performance:

Demonstrates: adequate knowledge and understanding of works and tasks; adequate awareness of the effects of technique and style; adequate evidence of a relevant personal response to the works studied, where appropriate; generally focused and satisfactory development/presentation of ideas or argument; use of language that is generally clear, accurate, fluent and appropriate to tasks.

Grade 3 Mediocre Performance:

Demonstrates: some knowledge but superficial understanding of works and tasks; some awareness of the effects of technique and style; some evidence of a relevant personal response to the works studied, where appropriate; some evidence of a focus but ideas are neither appropriately developed nor presented; use of language that is limited in clarity, accuracy, fluency and appropriateness to tasks.

Grade 2 Poor Performance:

Demonstrates: basic knowledge and/or understanding of works and tasks; basic awareness of the elements of technique and style; basic structure to the presentation of ideas; use of language that is lacking in clarity, accuracy and coherence.

Grade 1 Very Poor Performance:

Demonstrates: rudimentary knowledge and/or understanding of works and tasks; presentation without clarity or relevance; use of language that is barely intelligible.

All subjects will have their own Grade Descriptors and they will be in this format.
(Excerpts from the IBDP Language A1 HL Descriptors Guide)

Core Subjects:

Extended Essay:

Coordinator: Ms Stacey Lang

SLang@jpc.qld.edu.au

Facilitator: Ms Stacey Lang

Facilitator: Ms Julie Robinson

JRobinson@jpc.qld.edu.au

Component Aims:

In order to fulfill the requirements of the IB Diploma Programme at John Paul College, all candidates must submit an Extended Essay in an IB Diploma subject of their own choice. The essay is an in-depth study of a limited topic within a subject. The purpose of the essay is that:

- it develops individual research and investigation skills
- provides students with intellectual challenge in a topic of interest to them
- develops critical thinking skills of analysis, evaluation and reasoning
- prepares students for university thesis writing
- provides students with a document which can be used as a focus in University admissions interviews

Approximately forty hours (40) should be spent in total on the essay. Each essay must be supervised by a subject specialist teacher employed at John Paul College. The length of the essay is restricted to a maximum of four thousand (4000) words and it is assessed according to a carefully worded set of criteria. The marks awarded for the Extended Essay are combined with the marks for the Theory of Knowledge course to provide a maximum of three (3) bonus points. The Extended essays that are submitted in a Group 2 language must be written in that language. Extended essays in all other subjects must be written in English.

Choice of Subject:

John Paul College students will undertake the extended essay in the first year of the two year course. It is advisable that the student chooses a subject for which they are studying and preferably at Higher Level (HL).

Choice of Topic:

Students should choose a topic that;

- is challenging and interesting
- is limited in scope to allow an examination of an issue / problem in depth within the four thousand (4,000) word limit.
- allows the collection or generation of information / data for analysis and evaluation
- requires a personal research

Research Question:

Students should, with the aid of the supervisor at John Paul College, narrow the focus of the investigation and formulate a specific research question. This may be in the form of a question and alternatives such as a hypothesis could be required depending on the group criteria. The research question provides the purpose and orientation of the essay.

The Research Process:

A systematic research process is advised, taking into account the requirements of the subject. It is essential to generate and gather information and ideas that can be used to develop a convincing response to the research question.

Organising the Essay:

i) Introduction:

- Why the topic was chosen and some background information to contextualise the topic in context. A clear precise research question with a concluding statement of the thesis and the argument is required.

ii) Body / Development:

- A systematic development of a convincing answer to a proposed research question.

iii) Conclusion:

Should be clearly stated and relevant to the research question whereby the evidence present is substantiated. The essay itself should indicate issues, unresolved questions and new questions.

Course Assessment:

The following General Assessment Criteria is applicable to all Extended Essays irrespective of the subject. The General Assessment Criteria are summarised below and total twenty four (24) points can be awarded for this component of the Extended Essay (EE).

Criteria A: Research Question (2 points)

The extent to which the focus of the essay is expressed and specified. This need not be in the form of a question. An example of an alternative form is a hypothesis.

Criteria B: Approach to the research question (3 points)

The extent to which the essay appropriately addresses and develops the specific research question, including the collection of any relevant information.

Criteria C: Analysis/Interpretation (4 points)

The extent to which relevant materials, sources, data and evidence are considered appropriately in the essay.

Criteria D: Argument/Evaluation (4 points)

The extent to which the essay develops an argument relevant to the research question from the material/information considered.

Criteria E: Conclusion (2 points)

The extent to which the essay incorporates a conclusion consistent with its argument, not necessarily in the form of a separate section.

Criteria F: Abstract (2 points)

The adequacy of the formal abstract as a synopsis of the essay.

Criteria G: Formal Presentation (3 points)

The layout and the implementation of the table of contents, references, bibliography, appendices, title, quotations, illustrations and organisation, where appropriate.

Criteria H: Holistic Judgement (4 points)

An overall assessment of qualities such as personal engagement, initiative, depth of understanding, insight, inventiveness and flair.

In addition to the twenty four points (24) twelve (12) points are allocated to subject specific criteria. An overall Grade of A – E is awarded and the additional points are provided in relationship to the outcomes from TOK.

(Excerpts from the IBO DP EE Guide)

Theory of Knowledge (TOK):

Coordinator: Ms Samantha Jensen

Email: SJensen@jpc.qld.edu.au

Teacher: Ms Samantha Jensen

Teacher: Ms Julie-Anne Skelton

Email: JSkelton@jpc.qld.edu.au

Component Aims:

The aims of the Theory of Knowledge Programme (TOK) at John Paul College, are to engage students in reflection and in the questioning of the bases of knowledge, so that they are able:

- To develop an understanding of why critically examining knowledge claims is important
- To develop a critical capacity to evaluate beliefs and knowledge claims
- To make interdisciplinary connections
- To become aware of the interpretative nature of knowledge including personal and ideological biases
- To consider that knowledge may place responsibilities on the knower
- To understand the strengths and limitations of individual and cultural perspectives
- To develop a concern for rigour in formulating knowledge claims, and intellectual honesty

Core Principles:

The Theory of Knowledge Programme (TOK) is central to the educational philosophy of the International Baccalaureates Diploma Programme. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role that knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge and to recognise the need to act responsibly in an increasingly interconnected world.

As a thoughtful and purposeful inquiry into different ways of knowing and in turn applying these to the different kinds of knowledge, the components of the TOK Programme is composed almost entirely of questions. The most central of these questions is, "How do I, or how do we, know that a given assertion is true, or a given judgement is well grounded?" Assertions or judgements of this sort are termed "knowledge claims", while the difficulties that arise in addressing these questions are the broad areas known as "problems of knowledge". The Theory of Knowledge Programme entails the application of this central question to many different, yet interrelated topics.

j) Ways of Knowing:

Questions are the very essence of the TOK which include ageless questions on which thinkers have been reflecting for centuries and new ones, often challenging beliefs, which are posed by contemporary life. These questions centre on the following Ways of Knowing and will certainly involve some of the following lines of inquiry:

- Knowers and Sources of Knowledge
- Perception
- Language
- Emotion
- Reason

These lines of enquiry are applied in each of the subjects studied as well as in Theory of Knowledge lessons.

ii) Areas of Knowing:

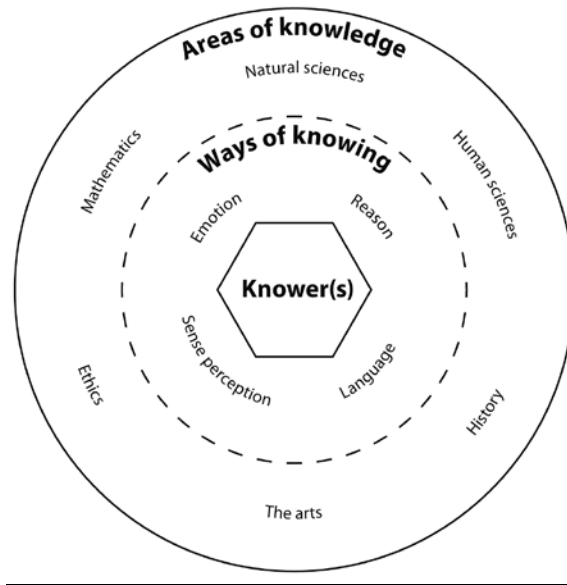
They may be seen as an application of ways of knowing, perhaps shaped by methodology, to particular subject matter. The questions that follow in this section deal with both the rationale for such classification and the interdisciplinary comparisons that clarify or challenge the division of knowledge into areas such as;

- Mathematics
- Natural Sciences
- Human Sciences
- History
- The Arts
- Ethics

There are also some areas for which Theory Of Knowledge will be linked to. These include;

- Belief
- Certainty
- Culture
- Evidence
- Experience
- Explanation
- Interpretation
- Intuition
- Technology
- Truth
- Values

(Excerpts from the IBDP TOK Guide)



Course Assessment:

INTERNAL	EXTERNAL
20 Points	40 Points in Total
One Presentation to the class with one written presentation planning document / externally moderated	One Essay from a title chosen from the Prescribed Title List of 1,200 – 1,600 words
Graded A - E	

Creativity, Action and Service (CAS):

Coordinator: Bruce Middleton
Email: BMiddleton@jpc.qld.edu.au
Teacher: Bruce Middleton

Teacher: Julie-Anne Skelton
Email: JSkelton@jpc.qld.edu.au

'It is an inside vibration, it is how and not how much'. — María Piaggio

'Service is not simply an emotional impulse, it is a demonstration of attitudes and values'. — María Piaggio

Component Aims:

The Creativity, Action and Service Programme (CAS) at John Paul College, is a framework for experiential learning, designed to involve students in new roles. The emphasis is on '*learning by doing*' real tasks that have real consequences and then reflecting on these experiences over time. Creativity, Action and Service Programme (CAS) provides the main opportunity to develop many of the attributes described in the IB learner profile.

The CAS Programme therefore aims to develop students who are:

- reflective thinkers so that they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in both sustained and collaborative projects
- balanced so that they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experience

Course Outcomes:

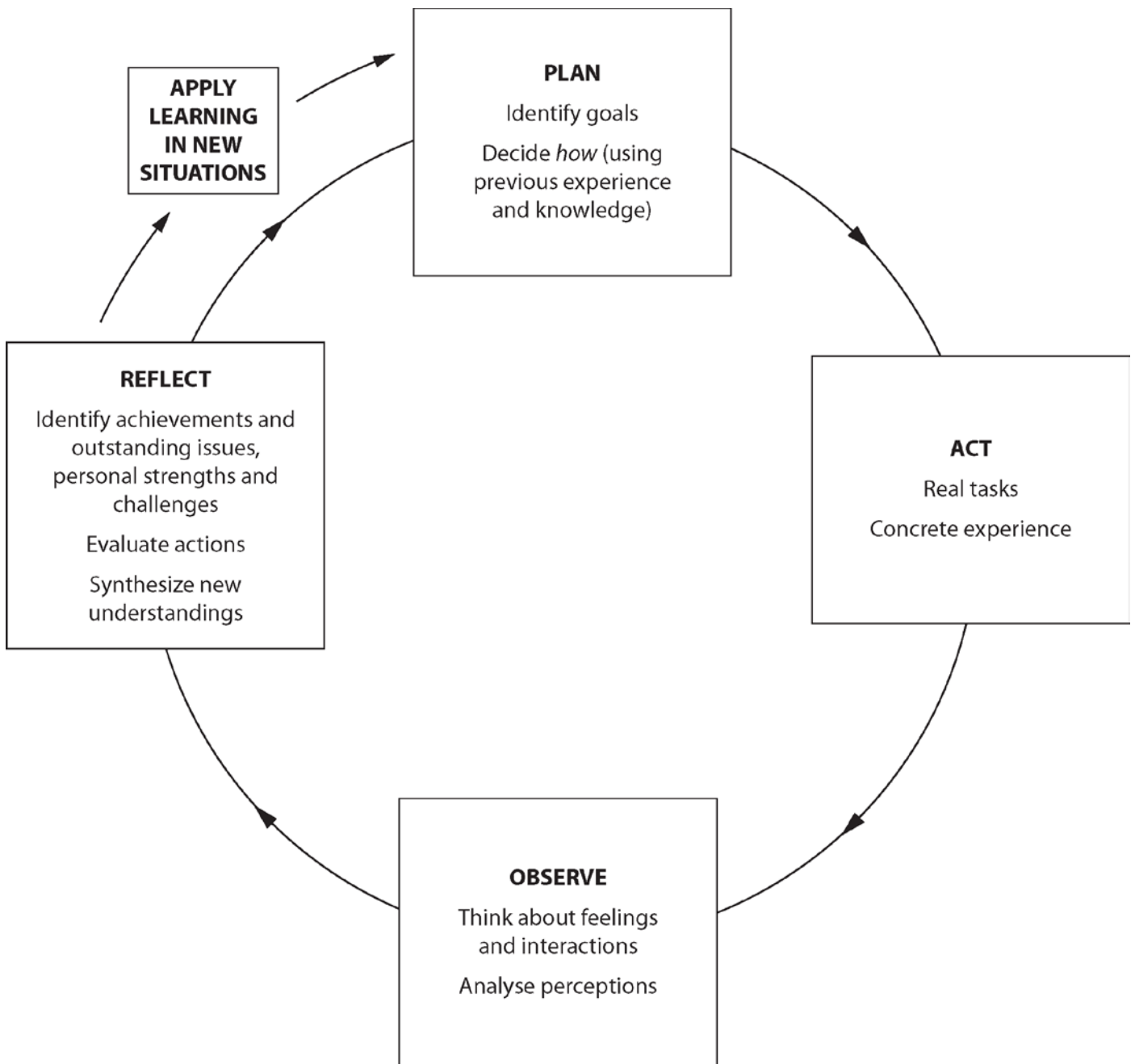
As a result of their CAS experience as a whole including their reflections, there should be evidence that students have:

- increased their awareness of their own strengths and areas for growth
- undertaken new challenges
- planned and initiated activities
- worked collaboratively with others
- shown perseverance and commitment in their activities
- engaged with issues of global importance
- considered the ethical implications of their actions
- developed new skills

This focus on learning outcomes at John Paul College emphasises that it is the quality of a Creativity, Action and Service activity and its contribution to the student's development that is of most importance. From the CAS Guideline, the minimum amount of CAS activity is approximately the equivalent of half a day per school week which is three (3) to four (4) hours per week or approximately one hundred and fifty hours (150) in total with a reasonable balance between Creativity, Action and Service (CAS). (See Figure 1 page 14)

Experiential learning involves much more than just the activity itself. It involves planning, acting, observing and reflecting which are all crucial in making the experience as valuable as possible. The diagramme below reflects a typical CAS Cycle of Experiential Learning. A programme called 'Managebac' which is designed by a group of students who graduated from an earlier cohort, helps the students to monitor and complete their activities as well as ensuring that a reflective component is considered with each activity undertaken. (*Excerpts from the IBDP CAS Guide*)

Figure 1:



(Diagramme from the IBDP CAS Guide)

Course Assessment:

If students do not complete the three CAS components satisfactorily, regardless of what outcomes they may achieve with the six subjects or the TOK / EE components, they **will not** be awarded the IB Diploma.

INTERNALLY ASSESSED
Satisfactorily Completed / Not Satisfactorily Completed

GROUP 1: Language A1

Group 1 Aims:

The following aims of Group 1 at John Paul College enable students to;

- encourage a personal appreciation of literature and to develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression in both in oral and written communication, and provide the opportunity of practicing and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students' perspectives through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close and detailed analysis of written text
- promote in students and enjoyment of and lifelong interest in literature

It is essential to the study of literature that one would question preconceived notions such as 'artifice' and 'reality', 'right' and 'wrong', 'truth' and 'falsehood'. Literary study requires us to articulate what we think we know and to challenge this knowledge in discussion and debate. Students need to be able to undertake multiple interpretations of character and theme in order to comprehend the worlds created by writers and to relate them to both personal experience and the universal contexts that surround them.

Literary study is also rich in critical Theory. These theoretical perspectives analyse and evaluate literature through non-traditional means. They make us aware of debates surrounding the concept of 'interpretation' and help us to understand that even seemingly unproblematic concepts such as 'text' and 'meaning' require critical thought. In fostering this kind of critical thinking, literary analysis helps us to understand the world and our place in it. It helps us to identify the cultural biases that often form the heart of, and so frequently undermine, our interpretations of texts, and, by extension, our opinions of other people, places and ideas e.g. texts such as Camus' *The Outsider* require the reader to re-examine the foundations of some of our most basic moral imperatives.

Language A1 English HL / SL:

Head of Learning: Ms Rebecca Peall

Email: RPeall@jpc.wld.edu.au

Teacher: Ms Maureen O'Connor

Email: MOconnor@jpc.qld.edu.au

Teacher: Ms Maria Thompson

Email: MThompson@jpc.qld.edu.au

Course Aims:

The English A1 Diploma Programme at John Paul College is an advanced literature course usually studied in the first language of the student. This programme combines the more traditional aspects of a literature course with a progressive emphasis on cultural awareness and personal integrity. Aspects of the course include:

- the close critical examination of written texts (both fiction and non-fiction)
- an awareness of how subtle variations in language use can affect meaning and tone
- the development of a personal critical voice
- the highlighting of different readings and interpretations
- encouraging the development of personal judgement

The English A1 Diploma Programme's emphasises an independent learning environment and this promotes a personal responsibility which promotes intellectual rigour and academic honesty. This programme also encourages broad and balanced reading with a particular focus on exploring the human condition from a variety of social, historical and cultural perspectives. This international aspect of the course allows students to view the world from a global standpoint, aiding us in our understanding of the world in which they live, both facilitating cultural sensitivity and challenging cultural and racial bias.

Course Objectives:

Students can undertake Language A1 Programme at either a Higher Level (HL) or Standard Level (SL). Candidates who will choose HL will be expected to demonstrate;

- an ability to engage in independent literary criticism in a manner which reveals a personal response to literature
- an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
- a command of the language appropriate for the study of literature and a discriminating appreciation of the need for an effective choice of register and style in both written and oral communication
- a sound approach to literature through consideration of the works studied
- a thorough knowledge both of the individual works studied and of the relationships between groups of works studied
- an appreciation of the similarities and differences between literary works from different ages and/or cultures
- an ability to engage in independent textual commentary on both familiar and unfamiliar pieces of writing
- a wide-ranging appreciation of structure, technique and style as employed by authors, and of their effects on the reader
- an ability to structure ideas and arguments, both orally and in writing, in a logical, sustained and persuasive way, and to support them with precise and relevant examples.

Students can undertake the Language A1 Programme at either a Higher Level (HL) or Standard Level (SL). Candidates who choose SL will be expected to demonstrate;

- an ability to approach works in an independent manner which reveals a personal response to literature
- an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
- a command of the language appropriate for the study of literature and an appreciation of the need for an effective choice of register and style in both written and oral communication

- a sound approach to literature through consideration of the works studied a thorough knowledge both of the individual works studied and of the relationships between groups of works studied
- an appreciation of the similarities and differences between literary works from different ages and/or cultures
- an ability to comment on the language, content, structure, meaning and significance of both familiar and unfamiliar pieces of writing
- an awareness of the effects of structure, technique and style as employed by authors
- an ability to structure ideas and arguments, both orally and in writing, in a sustained and logical way, and to support them with precise and relevant examples.

Course Outline:

At a Higher Level (HL), it is mandatory that students undertake fifteen (15) pieces of work. These are divided up into:

PART	SECTION
1	World Literature (3 Works). Each work originally written in a language that is not English from the PBL
2	Detailed Study (4 Works). Each work chosen is from a different genre from the PBL and by a different author
3	Groups of Works (4 Works) All works chosen are from the same genre category and from the PBL
4	Schools Free Choice (4 Works). The Language A1 works and One (1) World Literature work studied as a group with a different author

All pieces of literature relate to an aspect of culture, genre, theme, period, style, type of literary study, methodology and each work is written by a different author.

At a Standard Level (SL), it is mandatory that students undertake eleven (11) pieces of work. These are divided up into;

PART	SECTION
1	World Literature (3 Works) Each work originally written in a language that is not English from the PBL
2	Detailed Study (2 Works) Each work chosen is from a different genre from the PBL and by a different author
3	Groups of Works (3 Works) Two (2) Language A1 Works and One World Literature work studied as a group from the PBL
4	Schools Free Choice (3 Works) Two (2) Language A1 Works and One (1) World Literature work studied as a group or Three (3) Language A1 Works studied as a group

All pieces of literature relate to an aspect of culture, genre, theme, period, style, type of literary study, methodology and each work is written by a different author.

Course Examinations and Assessment:

INTERNAL	EXTERNAL
HL 30% Two World Literature Assignments 1000 – 1500 words each 10% each / 20% Two Oral Components 15 minutes each 15% each / 30%	HL 70% Paper 1 Written Commentary (2 hours) 25% Paper 2 Essay Questions (2 Hours) 25% Total 50%
SL 30% One World Literature Assignment 1000 – 1500 words Two Oral Commentaries 15 minutes each 15% each / 30%	SL 70% Paper 1 Commentary (1 hour 30 minutes) 25% Paper 2 Essay (1 hour 30 minutes) 25% Total 50%

(Excerpts from the IBDP Language A1 Guide)

GROUP 2: Second Language

Group 2 consists of a range of language courses accommodating the different levels of linguistic proficiency that students have already gained when they begin the Diploma Programme at John Paul College. There is a single set of Group 2 aims, common to all the courses, but the objectives are differentiated according to what the students are expected to be able to demonstrate at the end of each course.

Group 2 Aims:

The following aims of Group 2 enable students to;

- understand and use the language they have studied in a range of contexts and for a variety of purposes
- use the language appropriately
- study a variety of texts and through social interaction, to develop an awareness and appreciation of the different perspectives of people from other cultures
- develop an awareness of the role of language in relation to other areas of knowledge
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language
- develop a basis for further study, work and leisure through this language
- develop an awareness of the relationship between the languages and cultures with which they are familiar

Course Overview:

Language A2 HL	is for a fluent language user who intends to study the language at this level for a future career or to meet a Diploma Programme requirement and who: <ul style="list-style-type: none"> ➤ is a native or near-native speaker wishing to study a different language as his or her language A1 ➤ is a bilingual student (in reading or writing or both) ➤ lives in a country where the target language is spoken ➤ is taught other subjects in the target language
Language A2 SL	is for a fluent language user who may not intend continuing study of the language beyond the Diploma Programme and who: <ul style="list-style-type: none"> ➤ is a native or near-native speaker wishing to study a different language as his or her language A1 ➤ is an almost bilingual student (in reading or writing or both) ➤ lives in a country where the target language is spoken ➤ is taught other subjects in the target language
Language B HL	is for a language learner who intends to study the language at this level for a future career, or to meet a Diploma Programme requirement and who: <ul style="list-style-type: none"> ➤ has four (4) to five (5) years experience of the target language ➤ is not taught other subjects in the target language ➤ is normally taught outside a country where the language is spoken
Language B SL	is for a language learner who may not intend continuing study of the language beyond the Diploma Programme and who: <ul style="list-style-type: none"> ➤ has two (2) to five (5) years experience of the target language ➤ is not taught other subjects in the target language ➤ is normally taught outside a country where the language is spoken ➤ is a beginner or near-beginner who lives in a country where the language is spoken
ab initio	is for a beginner who: <ul style="list-style-type: none"> ➤ has had little or no previous experience of the language ➤ is taught outside the country or countries where the language is spoken ➤ Is not taught other IB subjects in the target language

(Excerpts from the IBDP Language B Guide)

Language B HL / SL: Mandarin, German, Japanese & Spanish

Head of Learning: Ms Michelle Blackmore

Email: MBlackmore@jpc.qld.edu.au

Teacher: Ms Yan Chen

Email: YChen@jpc.qld.edu.au

Teacher: Ms Helena Abraham

Email: HAbraham@jpc.qld.edu.au

Teacher: Ms Michelle Blackmore

Email: MBlackmore@jpc.qld.edu.au

Teacher: to be advised

Email:

Course Aims:

Language B is a Foreign Language Programme for students with previous experiences in the chosen language. Language B HL / SL aims to:

- enable students to understand and use the language in a range of contexts and for a variety of purposes;
- enable students to use the language appropriately;
- encourage an awareness and appreciation of the different perspectives of peoples from other cultures;
- develop a students' awareness of the role of language in relation to other areas of knowledge;
- provide students with a basis for further study, work and leisure and
- develop a students' awareness of the relationship between the languages and cultures with which they are familiar

Language B consists of three (3) distinct but interrelated areas which include understanding ideas whereby they select the language and use it to explain the message of culture, social context, insights into cultural interaction as well as an ability to handle the language system with correct grammar and syntax.

Course Objectives:

HL students are expected to:

- communicate clearly and effectively in a wide range of situations
- understand and use accurately oral and written forms of the language that are essential for effective communication in a range of styles and situations
- understand and use a wide range of vocabulary
- select a register and style that are appropriate to the situation
- express ideas with general clarity and fluency
- structure arguments in a clear, coherent and convincing way
- understand and analyse moderately complex written and spoken material
- assess subtleties of the language in a wide range of forms, styles and registers
- show an awareness of, and sensitivity to, the culture(s) related to the language studied.

SL students are expected to:

- communicate clearly and effectively in a range of situations
- understand and use accurately oral and written forms of the language that are commonly encountered in a range of situations
- understand and use a range of vocabulary in common usage
- select a register that is generally appropriate to the situation
- express ideas with general clarity and some fluency
- structure arguments in a generally clear, coherent and convincing way
- understand and respond appropriately to written and spoken material of average difficulty
- assess some subtleties of the language in a range of forms, styles and registers
- show an awareness of and sensitivity to some elements of the culture(s) related to the language studied

Course Outline:

At both the Higher Level (HL) and Standard Level (SL), students will present, explain and review grammatical structures and vocabulary in context. Listening, speaking, reading and writing will be balanced. Through this course the students knowledge of the culture and civilisations of the relevant country are the main focus as students undertake the learning of new vocabulary and the building of grammatical structures. Higher Level (HL) students will explore topics in greater depth than Standard Level (SL) students.

Course Examinations and Assessment:

INTERNAL	EXTERNAL
HL 30% Interactive Oral 15% Two Individual Orals 15%	HL 70% Paper 1: Text Handling (1 hour 30 minutes) 40% Paper 2: Written Production (1 hour 30 minutes) 30%
SL 30 % Interactive Oral 15% Two Individual Orals 15%	SL 70% Paper 1: Text Handling (1 hour 30 minutes) 40% Paper 2: Written Production (1 hour 30 minutes) 30%

(Excerpts from the IBDP Language B Guides)

Language ab initio SL: German, Chinese, Japanese & Spanish

Head of Learning: Ms Michelle Blackmore
Email: MBlackmore@jpc.qld.edu.au
Teacher: Ms Helena Abraham
Email: HAbraham@jpc.qld.edu.au
Chinese Teacher: Ms Yan Chen
Email: YChen@jpc.qld.edu.au
Japanese Teacher: Ms Michelle Blackmore
Email: MBlackmore@jpc.qld.edu.au
Teacher: (To be Advised)
Email:

Course Aims:

At the end of this two (2) year course at John Paul College, students should be able to;

- understand and use the language in a range of contexts and for a variety of purposes
- use the language appropriately
- develop an appreciation of the different perspectives of people from other cultures
- develop an awareness of the role of language in relation to other areas of knowledge
- develop enough language for further study at a later point in time
- develop greater insights into the language of work and leisure
- develop an awareness of the relationship between the languages and cultures with which they are familiar

Course Objectives:

The standard required of a candidate after a two year *ab initio* course is much the same as is required of a good QSA candidate. The nature of the language taught and the range of grammar and vocabulary required is also similar to the requirements of QSA. An *ab initio* IB course in the language should thus enable students to gain a working knowledge of the language to help them survive in transactional situations abroad and prepare them for greater use of the language in a social or working context in the future. Students will be expected to demonstrate and;

- communicate information with some basic ideas clearly and effectively and in a limited range of situations
- understand and use accurately the essential spoken and written forms of the language within a limited range of situations
- understand and use a limited range of vocabulary
- use a register that is generally appropriate to the situation
- show an awareness of some elements of the culture(s) related to the language studied

Course Description:

The *ab initio* course is as demanding in its own way as the Language B Standard Level (SL) and High Level (HL) courses. Emphasis is placed on knowledge of the culture and civilization of the relevant country, building students' vocabulary as well as a solid knowledge of grammatical structures. The focus is on an interaction between the student and speakers and writers of the foreign language, so it is important that there is a will on the part of the student to participate actively in lessons. Students will have the opportunity to read texts, watch and listen to audiovisual materials, such as film, extracts from television and radio programmes and being able to speak with the foreign language assistants. Topics which will be considered throughout the course relate to the individual, education and work, town and services, food and drink, leisure and travel, the environment as well as health and emergencies.

Course Examinations and Assessment:

INTERNAL	EXTERNAL
SL 30% Interactive Oral 15% Two Individual Orals 15%	SL 70% Paper 1: Text Handling (1 hour 30 minutes) 40% Paper 2: Written Production (1 hour 30 minutes) 30%

(Excerpts from the IBDP Language ab initio Guides)

GROUP 3: Individuals & Societies

Group 3 Aims:

The following aims of Group 3 at John Paul College enable students to;

- encourage a systematic and a critical study of human experience and behaviour; physical, political, economic and social environments as well as an understanding of the history and development of social and cultural institutions
- develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and argument about the nature and activities of the individual and society
- enable the student to collect, describe, analyse and interpret complex data and source material and to test hypotheses
- develop awareness within the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
- enable the student to recognize that the knowledge and methodologies of the subjects in group

Economics HL / SL:

Head of Learning: Ms Samantha Jensen

Email: SJensen@jpc.qld.edu.au

Teacher: Ms Julie-Anne Skelton

Email: JSkelton@jpc.qld.edu.au

Course Aims:

The aims of the Economics Course at High Level (HL) and Standard Level (SL) are to:

- provide students with a core knowledge of Economics
- encourage students to think critically about the concepts in Economics
- promote an awareness and understanding of internationalism in Economics
- encourage students' development as independent learners
- enable students to distinguish between positive and normative economics
- enable students to recognise their own tendencies for bias

Course Objectives:

By the end of the course students should be able to:

- understand and apply essential terminology
- present economic arguments in a clear and logical manner
- understand and interpret economic data and information
- appreciate the diverse nature of world Economics
- acknowledge the role of economic institutions in domestic and international settings
- perceive that Economic variables are interrelated and predict possible consequences arising from changing variables
- apply Economic Theory to diverse global events in order to analyse and evaluate possible outcomes

Course Outline:

The same topics are considered in both the High Level (HL) and the Standard Level (SL) courses although additional components are undertaken in the High Level (HL) units. Details of the component concepts are as follows;

1. *Introduction to Economics* – introduces the basic terminology, themes, ideas and problems
2. *Microeconomics* – develops Section 1 and applies it to businesses whilst providing further tools for analysis in other areas
3. *Macroeconomics* – analyses issues relevant to economies such as unemployment and inflation to be
4. *International Economics* – provides an explanation of why countries trade, what problems countries face and how they are addressed, including exchange rate and protection issues
5. *Development Economics* – students begin to understand why some countries are less developed than others and the associated problems these countries face while considering possible solutions

Course Examinations and Assessment:

INTERNAL	EXTERNAL
HL 20% Four (4) Commentaries presented in a portfolio	HL 80% Paper 1: (1 hour) 20% Paper 2: (1 hour) 20% Paper 3: (2 hours) 40%
SL 25% Four (4) Commentaries present in a portfolio	SL 75% Paper 1: (1 hour) 25% Paper 2: (2 hours) 50%

(Excerpts from the IBDP Group 3 Economics Guide)

History HL / SL:

Head of Learning: Ms Samantha Jensen

Email: SJensen@jpc.qld.edu.au

Teacher: Ms Rebecca Peall

Email: RPeall@jpc.qld.edu.au

Course Aims:

The aim of history in the Diploma Programme is to explain trends and developments, continuity and change through time and through individual events. The course is concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural. The details are as follows;

- promote an understanding of history as a discipline, including the nature and diversity of its sources, the methods and various interpretations
- encourage an understanding of the present through critical reflection upon the past
- encourage an understanding of the impact of historical developments at national, regional and international levels
- develop an awareness of one's own historical identity through the study of the historical experiences of different cultures

Course Objectives:

By the end of this History Course, students should be able to;

- Recall, select and understand relevant historical knowledge
- Demonstrate an understanding of historical context outlining causes and effects with continuity and change
- Understanding historical sources and applying knowledge and historical evidence
- Show awareness of different approaches to, and interpretations of, historical issues and events
- Evaluate different approaches to, and interpretations of, historical issues and events
- Developing critical commentary and integrating evidence
- Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focussed historical arguments
- Demonstrate evidence of research skills, organization and referencing

Syllabus Requirements:

Standard Level (SL) candidates are **required** to study **one (1) prescribed subject** and **two (2) 20th century world history topics** and undertake **one (1) historical investigation**.

High Level (HL) candidates are **required** to study **one (1) prescribed subject** and **two (2) 20th century world history topics**, **one (1) regional option** and to undertake **one (1) historical investigation**.

Course Outline:

Standard Level & Higher Level Course of Study

Prescribed Subject	20 th Century World History Topics	Historical Investigation	Higher Level Only
			Regional Option
<i>The Arab-Israeli Conflict 1945-1979</i>	<i>Causes, practices and effects of war</i>	<i>See below</i>	<i>Aspects of the history of Europe and the Middle East</i>
	<i>Origins and development of authoritarian and single-party states</i>		

Course Examination and Assessment:

INTERNAL	EXTERNAL
HL 20% Historical Investigation 1500 – 2000 Words 20%	HL 80% Paper 1 (1 hour) 20% Paper 2 (1 hour 30 minutes) 25% Paper 3 (2 hours 30 minutes) 35%
SL 25% Historical Investigation 1500 – 2000 Words 25%	SL 75% Paper 1 (1 hour) 30% Paper 2 (1 hour 30 minutes) 45%

(Excerpts from the IBDP Group 3 History Guide)

Course Aims:

The overall aims of Psychology will:

- develop an awareness of how psychological research can be applied for the benefit of human beings
- ensure that ethical practices are upheld in psychological enquiry
- develop an understanding of the biological, cognitive and socio cultural influences on human behaviour
- develop an understanding of alternative explanations of behaviour
- understand and use diverse methods of psychological enquiry

Course Objectives:

The objectives of Psychology will:

- encourage the systematic and critical study of human experience and behavior
- develop in the student the capacity to identify, to analyse critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society
- enable students to collect, describe, analyse data and to use hypotheses and interpret complex data and source material
- enable the student to recognise that the content and methodologies used are contestable and that their study requires the toleration of uncertainty

Course Outline:

PART 1: THE CORE

The core of the syllabus is composed of the study of the biological, cognitive and socio - cultural levels of analysis. The interaction of these three influences determines behaviour. The “levels of analysis” approach to the course reflects a modern trend towards *integration* in the study of psychology. These three approaches complement each other and provide a more complete explanation of behaviour.

i) Biological Level of Analysis

At a basic level humans are a collection of biological systems. Their cognition, emotions and behaviours are in the main the products of the anatomy and physiology of our *nervous* and *endocrine* systems. Studies into how their brain, nerves and hormones work as well as the development of genetics and evolution need investigation so that one can understand the complexity of our biological system and the psychological functions that it supports.

ii) Cognitive Level of Analysis

The products of our biological machinery can be seen in our cognitive system (*including our cognitions, emotions and behaviours*). Cognitive psychologists suggest that humans form internal mental representations that guide behaviour and they have developed a range of research methods to study these. A vast number of research areas (*such as cognitive psychology, cognitive science, cognitive neuropsychology and cognitive neuroscience*) are represented. Topics of interest for us will be *memory, perception, artificial intelligence, amnesia and social cognition*.

iii) Socio Cultural Level of Analysis

At the third level of analysis, students need to understand that the biological and cognitive systems that make up individuals which are embedded in an even larger system of *interrelationships with other individuals*. Thus the social and cultural settings people find ourselves in also influence ones behaviour. Social psychology attempts to understand the role of culture in human behaviour and to devise ways for alleviating problems that arise when misunderstandings occur when individuals from different cultures interact. The concept of cultural evolution (*where*

genes respond to cultural change) has resulted in the need for social psychologists to integrate the biological and cultural contributions to social behaviour. This brings the students to the important realisation that the *discipline of psychology is a synthesis of the biological, cognitive and socio-cultural levels*.

PART 2: THE OPTIONS

The IBDP Psychology Course options have been chosen to provide connection with the Core of the syllabus and also to reflect *developing fields in Psychology*. There are five (5) options which are;

- *Abnormal Psychology*
- *Developmental Psychology*
- *Health Psychology*
- *Psychology of Human Relationships &*
- *Sport Psychology*

PART 3: QUALITATIVE RESEARCH IN PSYCHOLOGY

Qualitative research takes place in the real world, as opposed to the laboratory and deals with how people give meaning to their experiences. It involves the research of behaviour in a natural setting, and is followed by an attempt to interpret the behaviour and meanings that people have given to their meaning. Qualitative research strategies include the use of observations, interviews and case studies among others. Sampling methods are significantly different to those used in quantitative research and the approach is transparent.

Course Examinations and Assessment:

INTERNAL	EXTERNAL
HL 20% A Report of a Simple Experimental Study 20%	HL 80% Paper 1 (2 hours) 35% Paper 2 (1 hour) 25% Paper 3 (1 hour) 20%
SL 25% A Report of a Simple Experimental Study 25%	SL 75% Paper 1 (2 hours) 50% Paper 2 (1 hour) 25%

(Excerpts from the IBDP Group 3 Psychology Guide)



GROUP 4: Experimental Sciences

Group 4 Aims:

The following aims of Group 4 Experimental Science courses at John Paul College will enable students to;

- develop an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method
- develop an appreciation of the possibilities and limitations associated with science and scientists
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop and apply the students' information technology skills in the study of science
- develop experimental and investigative scientific skills
- engender an awareness of the need for and the value of, effective collaboration and communication during scientific activities
- develop an ability to analyse, evaluate and synthesise scientific information enable students to apply and use a body of knowledge, methods and techniques which characterise science and technology
- provide a body of knowledge, methods and techniques which characterize science and technology
- provide opportunities for scientific study and creativity within a global context which will stimulate and challenge students further

Course Objectives:

Through studying any of the Group 4 subjects, students should become aware of how scientists work and communicate with each other. While the "scientific method" may take on a wide variety of forms, it will generally involve the formation, testing and modification of hypotheses through observation and measurement, under the controlled conditions of an experiment.

Through studying Experimental Sciences, students not only develop an understanding of and familiarity with a specific body of scientific knowledge, but they also become aware of the way in which scientists work and communicate with each other throughout the world.

In addition to the core material for each level, students study two (2) topic options. There is an internally assessed scheme of practical work, which makes up at least twenty five percent (25%) of the teaching time.

The Group 4 Project, to which all students of the Experimental Sciences are required to contribute to, represents an opportunity to be involved in an interdisciplinary approach to an investigation reflecting a scientific problem. Each presents to their peers, their teachers and maybe their parents on one technical aspect of the chosen problem.

The Group 4 Project Assessment:

The group 4 project forms one part of a candidate's overall practical experience and is assessed for personal skills (PS) only. Assessment is carried out using the PS criterion. Candidates taking two (or three) sciences are **not** required to do two (2) action phases. They do the same work as every other candidate undertaking the group 4 project. They should be awarded the same PS mark for all Group 4 subjects.

(Excerpts from the IBDP Group 4 Science Guides)

Biology HL / SL:

Head of Learning: Ms Robyn Collins

Email: RCollins@jpc.qld.edu.au

Teacher: Mr Robert Marr

Email: RMarr@jpc.qld.edu.au

Course Aims:

In undertaking the Biology Course at John Paul College, it is anticipated that the students will;

- develop a greater understanding of biological facts together with an appreciation of their significance in new and changing situations
- develop greater expertise in the area of practical work and the link between theory and experimental work
- continue to enjoy and further develop a personal interest in living organisms
- recognise the responsible use of biology and biotechnology in modern society

Course Objectives:

The kind of students that this course is suitable for are those who:

- have an interest in the study of living organisms
- enjoy carrying out activities in the laboratory or as fieldwork
- are interested in the developments of “new” biology topics such as genetic engineering and its impact on society
- choose to use Biology to support other qualifications in the upper school such as other sciences (Chemistry, Physics and Mathematics) and subjects such as Geography
- choose to keep a broad range of study and are looking for a science qualification to balance their other subjects

Students need a logical and an analytical mind, with an ability to apply your knowledge in a variety of familiar and unfamiliar situations. If students from Grade 10 achieved less than a Grade B in Science or a Grade C in Mathematics, they will find the IBDP Biology High Level (HL) Course very demanding, so they should consider undertaking the Biology Standard Level (SL) course.

Course Outline:

Options for both Standard and Higher Level will be primarily chosen based on the needs, the abilities and the interests of the students.

Subject Specific Core Topics:

- Topic 1: Statistical Analysis
- Topic 2: Cells
- Topic 3: The Chemistry of life
- Topic 4: Genetics
- Topic 5: Ecology and Evolution
- Topic 6: Human Health and Physiology

Additional Higher Level Topics:

- Topic 7: Nucleic Acids and Proteins
- Topic 8: Cell Respiration and Photosynthesis
- Topic 9: Plant Science
- Topic 10: Genetics
- Topic 11: Human Health and Physiology

Option Topics (Standard Level only)

- Option A: Human Nutrition and Health
- Option B: Physiology of Exercise
- Option C: Cells and Energy

(Standard and Higher Level)

- Option D: Evolution
- Option E: Neurobiology and Behaviour
- Option F: Microbes and Biotechnology
- Option G: Ecology and Conservation

(Higher Level only)

- Option H: Further Human Physiology

Course Examinations and Assessment:

INTERNAL	EXTERNAL
HL 24% Practical Skills / Experimental Work	HL 76% Paper 1 (1 hour) 20% Paper 2 (2 hours 15 minutes) 36% Paper 3 (1 hour 15 minutes) 20%
SL 24% Practical Skills / Experimental Work	SL 76% Paper 1 (45 minutes) 20% Paper 2 (1 hour 15 minutes) 32% Paper 3 (1 hour) 24%

(Excerpts from the IBDP Group 4 Biology Guide)

Chemistry HL / SL:

Head of Learning: Ms Robyn Collins

Email: RCollins@jpc.qld.edu.au

Teacher: Ms Robyn Collins

Teacher: Mr Arvind Singh

Email: ASingh@jpc.qld.edu.au

Course Aims:

Chemistry is presented as a central science which examines, describes and explains interactions between matter and energy. Chemical principles lie behind the physical environment in which we live and some understanding of chemistry is essential preparation for studies in the life sciences

Course Objectives:

The concepts of chemistry will be taught in ways which emphasise its practical use in the laboratory and its applicability and relevance to real-world international issues and problems eg the pollution problems associated with industrialization. Students will be challenged and evaluated internally through practical investigations, written exercises and projects. These will encourage combining real-world data, experimentation, and theoretical concepts to make sense of empirical findings and solve practical problems.

By the end of this course at John Paul College, students will be able to;

- demonstrate an understanding of scientific facts and concepts, methods and techniques, scientific terminology and methods of presenting scientific information
- apply and use scientific facts and concepts, methods and techniques, scientific terminology to communicate effectively and to use appropriate methods to present scientific information
- construct, analyse and evaluate a hypotheses, a research questions, predictions, scientific methods, techniques and scientific explanations
- demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving
- demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety

Course Outline:

Topics for both Standard Level and High Level:

- Stoichiometry
- Atomic theory
- Periodicity
- Bonding
- States of Matter
- Energetics
- Kinetics
- Equilibrium
- Acids and basis
- Oxidation and Reduction
- Organic Chemistry

Additional topics covered in the Higher Level course:

- Atomic Theory
- Periodicity
- Bonding

- Energetics
- Kinetics
- Equilibrium
- Acids and Bases
- Oxidation and Reduction
- Organic Chemistry

Optional Topics for both High and Standard Levels:

- SL: Higher Physical and Organic Chemistry
- SL / HL: Medicines and Drugs
- SL / HL: Human Biochemistry
- SL / HL: Environmental Chemistry
- SL / HL: Chemical Industries
- SL / HL: Fuels and Energy
- HL: Modern Analytical Chemistry
- HL: Modern Analytical Chemistry

Course Examinations and Assessment:

INTERNAL	EXTERNAL
HL 24% Practical Skills / Experimental Work	HL 76% Paper 1 (1 hour) 20% Paper 2 (2 hours 15 minutes) 36% Paper 3 (1 hour 15 minutes) 20%
SL 24% Practical Skills / Experimental Work	SL 76% Paper 1 (45 minutes) 20% Paper 2 (1 hour 15 minutes) 32% Paper 3 (1 hour) 24%

(Excerpts from the IB DP Group 4 Chemistry Guide)

Physics HL / SL:

Head of Learning: Ms Robyn Collins

Email: RCollins@jpc.qld.edu.au

Teacher: Mr Rob Marr

Email: RMarr@jpc.qld.edu.au

Course Aims:

This Physics course at John Paul will continue and extend students' appreciation of the subject which will already have been developed from study in earlier years. The subject will be approached as the most fundamental of the natural sciences, which is based upon the fundamental forces and the energy transfers they produce. Learning will be enquiry based, with plenty of investigative work to test hypotheses. Students will be encouraged to develop their critical thinking skills and to appreciate the international nature of the natural sciences.

Course Objectives:

The concepts of Physics will be taught in ways which emphasise its practical use in the laboratory and its applicability and relevance to real-world international issues and problems e.g. the pollution problems associated with industrialisation. Students will be challenged and evaluated internally through practical investigations, written exercises and projects. These will encourage combining real-world data, experimentation, and theoretical concepts to make sense of empirical findings and solve practical problems.

By the end of this course, students will be able to;

- demonstrate an understanding of scientific facts and concepts, methods and techniques, scientific terminology and methods of presenting scientific information.
- apply and use scientific facts and concepts, methods and techniques, scientific terminology to communicate effectively and to use appropriate methods to present scientific information.
- construct, analyse and evaluate a hypotheses, a research questions, predictions, scientific methods, techniques and scientific explanations
- demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving
- demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

Course Outline:

The Physics Standard Level and the High Level course will be covered in three (3) parts:

Part 1 – Subject Specific Core– SL / HL:

- Physics and Physical Measurement
- Mechanics
- Thermal Physics
- Waves
- Electricity and Magnetism
- Atomic and Nuclear Physics

Additional Higher Level Topics– (for HL only):

- Measurement and Uncertainties
- Higher Mechanics
- Higher Thermal Physics
- Wave Phenomena
- Electromagnetism
- Quantum Physics and Nuclear Physics

Part 2 – SL / HL Options:

Option A SL: Mechanics Extension
Option C SL: Energy Extension
Option D SL / HL: Biomedical Physics
Option F SL / HL: Astrophysics
Option H SL / HL: Optics

Course Examinations and Assessment:

INTERNAL	EXTERNAL
SL 24% Practical Skills / Experimental Work	HL 76% Paper 1 (1 hour) 20% Paper 2 (2 hours) 15 minutes 36% Paper 3 (1 hour) 15 minutes 20%
SL 24% Practical Skills / Experimental Work	SL 76% Paper 1 (45 minutes) 20% Paper 2 (1 hour 15 minutes) 32% Paper 3 (1 hour) 24%

(Excerpts from the IBDP Group 4 Physics Guide)

Design Technology HL / SL:

Head of Learning: Ms Robyn Collins

Email: RCollins@jpc.qld.edu.au

Teacher: Mr Bruce Middleton

Email: BMiddleton@jpc.qld.edu.au

Course Aims:

In undertaking the Design Technology course at JPC, students will develop a high level of technological literacy whereby they will also develop critical-thinking and design skills which they can apply in a practical context. The creative tension between theory and practice is what characterizes design technology within the experimental sciences. This course aims to develop in students;

- a sense of curiosity for independent and lifelong learning through an inquiry into the technological world
- an ability to explore concepts, ideas and issues within a personal, local and global significance and to acquire an in-depth knowledge and understanding of design and technology
- an ability to apply thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making
- an understanding and appreciation of cultures in terms of global technological development, seeing and evaluating a range of perspectives
- skills that enable them to reflect on the impacts of design and technology on society and the environment in order to develop their own learning and enhanced solutions to technological problems.

Course Objectives:

It is the intention of the Design Technology Course that students achieve the following:

- a demonstration of the relevant facts and concepts, design and technological methods and techniques and the methods of presenting technological information
- of being able to apply and use relevant facts and concepts, design methods and technological techniques, technological terminology to communicate effectively as well as developing appropriate communication methods to present information
- an ability to construct, analyse and evaluate design briefs, problems, specifications and plans
- an analyse data, information a with technological explanations
- a demonstration of the personal skills of cooperation, perseverance, integrity and responsibility appropriate for effective designing
- a demonstration of the manipulative skills, processes and techniques necessary to carry out technological activity with precision and safety.

Course Outline:

Options for both Standard and Higher Level will be primarily chosen based on the needs, the abilities and the interests of the students.

Subject Specific Core Topics:

- Topic 1: Design Process
- Topic 2: Product Innovation
- Topic 3: Green Design
- Topic 4: Materials
- Topic 5: Product Development
- Topic 6: Product Design
- Topic 7: Evaluation
- Topic 8: Energy
- Topic 9: Structures

- Topic 10: Mechanical Design
- Topic 11: Advanced Manufacturing Techniques
- Topic 12: Sustainable Development

Options SL and HL: (there are Core Units for SL and HL while there are Extension components in HL only for the options nominated below)

- Option A: Food Science and Technology
- Option B: Electronic Product Design
- Option C: CAD / CAM
- Option D: Textiles
- Option E: Human Factors Design

Course Examinations and Assessment:

INTERNAL	EXTERNAL
HL 36% Investigations and Group 4 Project + Design Project	HL 64% Paper 1 (1 hour) 20% Paper 2 (1 hour 45 minutes) 24% Paper 3 (1 hour 15 minutes) 20%
SL 36% Investigations and Group 4 Project + Design Project	SL 64% Paper 1 (45 minutes) 20% Paper 2 (1 hour) 24% Paper 3 (1 hour) 20%

(Excerpts from the IBDP Group 4 Design Technology Guide)

GROUP 5: Mathematics

Group 5 Aims:

The aims of all courses in Group 5 at John Paul College are to enable students to:

- appreciate the multicultural and historical perspectives of all Group 5 courses
- enjoy the courses and develop an appreciation of the elegance, power and usefulness of the subjects
- develop logical, critical and creative thinking
- develop an understanding of the principles and nature of the subject
- employ and refine their powers of abstraction and generalisation
- develop patience and persistence in problem solving
- appreciate the consequences arising from technological developments
- transfer skills to alternative situations and to future developments
- communicate clearly and confidently in a variety of contexts

Group 5 Overview:

Because individual students have different needs, interests and abilities, there are three (3) different courses in Mathematics of which are offered at John Paul College. These courses are designed for different types of students: those who wish to study Mathematics in depth, either as a subject in its own right or to pursue their interests in areas related to Mathematics. Those who wish to gain a degree of understanding and competence better to understand their approach to other subjects and those who may not as yet be aware how Mathematics may be relevant to their studies and in their daily lives. Each course is designed to meet the needs of a particular group of students. Therefore, great care should be taken to select the course that is most appropriate for an individual student.

In making this selection, individual students need to consider the following:

- their own abilities in mathematics and the type of mathematics in which they can be successful
 - their own interest in mathematics and those particular areas of the subject that may hold the most interest
- for
- their other choices of subjects within the framework of the DP
 - their academic plans and in particular the subjects they wish to study in future
 - their choice of career

Summary of the Courses available at John Paul College:

<u>Mathematical Studies SL</u>	<ul style="list-style-type: none">• caters for students with varied backgrounds and abilities• it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future• Students taking this course need to be already equipped with the fundamental skills and a rudimentary knowledge of basic processes
<u>Mathematics SL</u>	<ul style="list-style-type: none">• caters for students who already possess knowledge of basic mathematical concepts and who are equipped with the skills needed to apply simple mathematical techniques correctly• students will be expected to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration
<u>Mathematics HL</u>	<ul style="list-style-type: none">• caters for students with a good background in mathematics who are competent in a range of analytical and technical skills• students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology• others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems

(Excerpts from the IBDP Group 5 Mathematics Guide)

Course Aims:

This course at John Paul College caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include Mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in Mathematics and enjoy meeting its challenges and engaging with its problems.

The nature of the subject is such that it focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

Course Objectives:

Those students who are planning to undertake this level of Mathematics are expected to know how to use mathematical concepts and principles. Students must be able 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 generalizations
- recognise and demonstrate an understanding of the practical applications of mathematics
- use appropriate technological devices as mathematical tools
- demonstrate an understanding of and the appropriate use of mathematical modelling.

Course Outline:

The course covers all of the topics listed in the Mathematics SL course (most to a greater depth) and in addition this course introduces matrices and transformations.

HL Options:

- Statistics
- Sets
- Relations and Groups
- Discrete Mathematics
- Analysis and Approximation
- Euclidean Geometry and Conic Sections

Course Examination and Assessment:

INTERNAL	EXTERNAL
HL 20% A Portfolio of a Mathematical Investigation / Modelling a Mathematical Demonstration	HL 80% Paper 1 (2 hours) 30% Paper 2 (2 hours) 30% Paper 3 (1 hour) 20%

(Excerpts from the IBDP Group 5 Mathematics Guide)

Mathematics SL:

Head of Learning: Mr Peter Gallagher

Email: PGallagher@jpc.qld.edu.au

Teacher: Ms Tanya Kelly

Email: TKelly@jpc.qld.edu.au

Course Objectives:

This course at John Paul College caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on mathematical rigour. Students should wherever possible apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of approaching a problem. The portfolio also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

This course does not have the depth found in the Mathematics HL course. Students wishing to study subjects with a high degree of mathematical content should therefore opt for the Mathematics HL course rather than a Mathematics SL course.

Course Outline:

This course was formerly known as Mathematical Methods SL.

Although this is a Standard Level course, the content is more demanding than that of Mathematical Studies. A prospective student should have obtained at least a grade B at the conclusion of year 10 – or equivalent.

Core Topics:

- Number and Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Vector Geometry
- Statistics and Probability
- Calculus

Options:

- Statistical Methods
- Further Calculus (most likely considered an option)
- Further Geometry

Course Examination and Assessment:

INTERNAL	EXTERNAL
SL 20% A Portfolio of a Mathematical Investigation and a Mathematical Modelling Demonstration	SL 80% Paper 1 (1 hour 30 minutes) 40% Paper 2 (1 hour 30 minutes) 40%

Course Objectives:

This course at John Paul College caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of Mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

The course concentrates on Mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences and to topics that relate to home, work and leisure situations. The course includes project work, a feature unique within this group of courses: students must produce a project, a piece of written work based on personal research, guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or interest of their choice using skills learned before and during the course. This process allows students to ask their own questions about Mathematics and to take responsibility for a part of their own course of studies in Mathematics.

The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting with first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and memorised formulae. Students likely to need mathematics for the achievement of further qualifications should be advised to consider an alternative Mathematics course.

Course Outline:

All topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed in this guide. Students are also required to be familiar with the topics listed as Presumed Knowledge (PK).

Core Topics:

- Introduction to the graphic display calculator
- Number and Algebra
- Sets, logic and Probability
- Functions
- Geometry and Trigonometry
- Statistics
- Introductory Differential Calculus
- Financial Mathematics

Course Examination and Assessment:

INTERNAL	EXTERNAL
SL 20% A Project consisting of an Individual Piece of work involving the Collection of information or the generation of Measurements and the analysis and evaluation of the information gathered	SL 80% Paper 1 (1 hour 30 minutes) 40% Paper 2 (1 hour 30 minutes) 40%

(Excerpts from the IBDP Group 5 Mathematics Guide)

GROUP 6: Arts & Electives

Aims of Group 6:

The subjects in Group 6 are Visual Arts, Music and Theatre Arts and are interpretative in their approach which allow for a significant choice of content. This group allows students to develop insights into how to adapt to different cultural contexts. In addition, the emphasis in all the subjects of Group 6, is based on creativity involving the making of art, the making of music and the making of theatre in the context of disciplined, practical research and in relationship to the relevant genres.

At John Paul College, students have the choice between Visual Arts and Music. These two examples follow, to demonstrate the distinctiveness of the group.

The distinguishing aims of Visual Arts are to:

- promote visual and contextual knowledge of art from various cultures
- encourage the pursuit of quality through experimentation and purposeful creative work in various expressive media.

The distinguishing aims of Music are to:

- give students the opportunity to explore and enjoy the diversity of music throughout the world
- assist students to develop their potential as musicians both personally and collaboratively and in whatever capacity

Course Aims:

This Music Course at John Paul College aims to encourage, enable and assist students to:

- explore, enjoy and value the diversity of music throughout the world
- develop perceptual skills through a breadth of musical experiences, where they will learn to recognise, speculate, analyse, identify, discriminate and hypothesise in relation to music
- creatively develop knowledge, abilities and understanding through performance and/or composition
- develop their potential as musicians both personally and collaboratively
- engage confidently in music-making whether at home or in the wider community
- communicate and express ideas about music
- develop higher-order thinking skills
- understand socio-cultural influences
- understand socio-cultural influences and critically evaluate music across a variety of contexts, genres and styles
- refine musical abilities through reflective practice and independent learning

Course Requirements:

For SL / HL: Students should have a background in playing, singing and performing music as well as some experience in composing or improvising music.

Course Outline:

Students will undertake the follow units:

- Foundations
- From Allemande to Hip Hop
- Once Were Warriors
- Space Cadets
- Music for Relaxation
- Musical Theatre
- Beyond the Classroom

Course Objectives:

An effective Music Course enables students to be engaged in critical thinking, higher-level problem solving, astute analysis and evaluation and deep understanding with their attitudes, thoughts and feelings. Students should develop the capacity to communicate 'music ideas' by making musical connections when analysing music, interpreting their musical ideas to audiences and through expressing musical works and creating new work which incorporates their musical ideas.

The objectives of the Music Course will enable students to;

- development of their performance skills through solo music making
- development of their compositional skills through exploration and investigation of musical elements
- use of appropriate musical language and terminology to describe and reflect their critical understanding of music
- development of perceptual skills in response to music
- knowledge and understanding of music in relation to time and place

Course Examination and Assessment:

INTERNAL	EXTERNAL
HL 50% Solo Performance 25% Composition 25%	HL 50% Paper 1 & 2 (2 hours 30 minutes) 30% + 20%
SL 50% Solo Performance or Group Performance or Composition 50%	SL 50% Paper 1 & 2 (2 hours 30 minutes) 30% + 20%

(Excerpts from the IBDP Group 6 Music Guide)

Visual Arts HL / SL:

Head of Learning: Sharon Walker
Email: SWalker@jpc.qld.edu.au
Teacher: Debra Illingworth
Email: DIllingsworth@jpc.qld.edu.au

Course Aims:

The aims of the Visual Arts Course at High Level (HL) and Standard Level (SL) are to enable students to;

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

Course Objectives:

The development of visual literacy and specific skills which can be used to visually express and communicate feelings and ideas is the focus of the course.

The aims of the Visual Arts Programme at John Paul College enable students to:

- acquire a visual language through the study of line, tone, pattern, colour, shape, form and texture, by using a range and variety of media
- develop a capacity to learn about and observe the world in which they live
- develop a capacity for imaginative and original thought and experimentation
- develop creative and technical skills so that ideas can be expressed and artifacts produced
- develop an aesthetic awareness through their senses and enable them to make informed judgement about art
- develop a design capability
- develop the ability to communicate ideas, opinions and feelings about their own work and that of others.
- recognise the contribution made by artists past and present, to their own and other cultures

Course Outline:

Visual Art at John Paul College engages students in the exploration, the expression and the communication of ideas and feelings through the visual and tactile senses.

The course is planned to involve students in:

- the making and appreciation of art forms
- opportunities for learning and understanding in a non-verbal form
- the promotion of physical skills and co-ordination
- the development of the ability to make informed and critical judgement about their own and other artists work

This Visual Art Course:

- positively supports learning through cross-curricular activities
- is enriched through cross-curricular learning
- is a source of shared values, cultures, celebration and enjoyment

The Visual Arts Programme is available at both a Higher Level (HL) and Standard Level (SL) option and also at Standard Level (SL) Option B with a focus away from the need to complete final Studio Workshop pieces and on personal enquiry through the Research Workbook.

The course begins with a structured thematic approach, 'About Me' and 'Environments' which are titles designed to emphasise the international and creative nature of the International Baccalaureate and introduce the students to the Visual Art assessment approaches. In addition to the teaching of techniques and processes, opportunities will be presented for Studio experience of large and small scale work, objective and subjective studies, closed and open tasks or projects, two and three-dimensional studies. Towards the end of the first year of study, students work more independently on their chosen major themes and they practice an enquiry approach throughout the final year.

Course Examination and Assessment:

INTERNAL	EXTERNAL
HL 40% Presentation of a Selection of Pages of an Investigation from the Workbook HL 40% Presentation of a Selection of Pages from the Studio Workbook	HL Option A Studio 60% Examiner Visit Selection of Studio Work in the form of an exhibition HL Option B Investigation 60% Selected Pages from the Investigation of the Workbook
SL 40% Presentation of a Selection of Pages of an Investigation from the Workbook	SL Option A 60% Examiner Visit Selection of Studio Work in the form of an exhibition SL Option B Investigation 60% Selected Pages from the Investigation of the Workbook

(Excerpts from the Group 6 Visual Arts Guide)

N.B.

Studio refers to the Studio Work the student selects for inclusion in the Candidate Record Booklet.

Investigation refers to the selection of pages from the Investigation Workbooks for inclusion in the Candidate Record Booklet.

