

IB Diploma Programme Handbook Class of 2021



**Empowering students to achieve academic
excellence and be responsible citizens**

SAFE

RESPECTFUL

RESPONSIBLE

LEARNERS

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THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The International Baccalaureate (IB) Programme is a comprehensive and rigorous two year curriculum, leading to examinations for students aged between sixteen and nineteen. Based on the pattern of no single country, it is a deliberate compromise between the specialization required in some national systems and the breadth preferred in others. The general objectives of the IB are to provide students with a balanced education; to facilitate geographical and cultural mobility; and to promote international understanding through a shared academic experience.

In the thirty plus years since its founding, the IB Diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of the subject content and in the development of the skills and discipline necessary for success in future education and in an increasingly competitive world. In an increasingly mobile world the IB is the foremost international certification to universities around the world. Since individual institutions have their own admission procedures and requirements, accurate information and guidance is essential for successful admission.

Qatar Academy offers an appropriate selection of IB subjects, taught by experienced teachers, many of whom are IB examiners. Our first cohort of IB students sat their examinations in 2004. These students are now pursuing their studies in universities and colleges both here in Qatar (Carnegie Mellon, Texas A&M, Northwestern, Virginia Commonwealth, Weill Cornell and Georgetown) and around the world, including other Gulf States, the UK, North America and Australia.

At Qatar Academy, the two years of the IB Diploma are taken in Grades 11 and 12. Each student is required to take six academic subjects, and in addition must complete a two-year course in Theory of Knowledge, write an Extended Essay and participate in the CAS (Creativity, Activity, Service) programme.

THE CURRICULUM MODEL

IB students must choose their two-year programme of study from each of the subject groups represented in the model below, in a combination of at least three and no more than four higher levels and the others at standard level.



Yes

Group 1	LANGUAGE A (first or best language) English or Arabic
Group 2	LANGUAGE B (second/foreign language) Arabic or French or Spanish LANGUAGE Ab Initio (beginners' language) French or Spanish
Group 3	INDIVIDUALS and SOCIETY Business & Management or Economics or Geography or History or ITGS
Group 4	EXPERIMENTAL SCIENCES Biology or Chemistry or Physics or Environmental Systems and Society
Group 5	MATHEMATICS Mathematics HL or Mathematics SL or Mathematical Studies (SL)
Group 6	ARTS and ELECTIVES Visual Arts or Music or Computer Science or Film or Theatre Arts or Design Technology or Sports Exercise and Health Science

GROUP ONE LANGUAGE A

Literature and Language (English or Arabic)

Literature (English or Arabic)

LITERATURE AND LANGUAGE (ENGLISH OR ARABIC) Offered at Standard and Higher Level

The aims of Language A: Language and Literature at SL and HL:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose

ASSESSMENT *Higher and Standard Level*

Paper 1	LLHL	LLSL
Time	2hr 15m	1hr 15min
Task	Write an analysis of each of the two non-literary passages from a different text type	Write an analysis of one of the non-literary passages
Weighting	35%	35%

Paper 2	LLHL	LLSL
Time	1hr 45m	1hr 45m
Task	Write a literary essay about two works in response to a question	Write a literary essay about two works in response to a question
Weighting	25%	35%

HL Essay	LLHL
Task	Write a 1200-1500 word formal essay on one of the literary or non-literary texts studied
Weighting	20%

Individual Oral	LLHL	LLSL
Task	A fifteen minute individual oral exploring two of the texts (one literary and one non-literary) in relation to a global issue of the student's choice.	A fifteen minute individual oral exploring two of the texts (one literary and one non-literary) in relation to a global issue of the student's choice.
Weighting	20%	30%

LITERATURE (ENGLISH OR ARABIC) Offered at Standard and Higher Level

The aims of language A: literature at SL and HL:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose

ASSESSMENT *Higher and Standard Level*

Paper 1	LitHL	LitSL
Time	2hr 15m	1hr 15min
Task	Write an analysis of each of the two literary passages from a different text type	Write an analysis of one of the literary passages
Weighting	35%	35%

Paper 2	LitHL	LitSL
Time	1hr 45m	1hr 45m
Task	Write a literary essay about two works in response to a question	Write a literary essay about two works in response to a question
Weighting	25%	35%

HL Essay	LitHL
Task	Write a 1200-1500 word formal essay on one of the texts studied
Weighting	20%

Individual Oral	LitHL	LitSL
Task	A fifteen minute individual oral exploring two of the texts (one studied in translation and one written in English) and in relation to a global issue of the student's choice.	A fifteen minute individual oral exploring two of the texts (one studied in translation and one written in English) and in relation to a global issue of the student's choice.
Weighting	20%	30%

GROUP TWO LANGUAGE ACQUISITION

Arabic B

French B

Spanish B

French Ab Initio

Spanish Ab Initio

The acquisition of a second language carries great importance in the Diploma Programme. Students learn to understand and use the language, and gain insights into the cultures of the countries where the language is spoken. This subject group includes courses for beginners (ab initio); and second-language learners with previous experience with the language (Language B).

ARABIC B OR FRENCH B OR SPANISH B Offered at Standard and Higher Level

Recommended pre-requisites: three or four years of study of the language. This course aims to develop the ability to communicate accurately and effectively in speech and writing within a range of contexts; to develop the ability to understand and respond to the language demands of transactional and social contacts; to provide students with a sound linguistic base for further study, work and leisure; to offer insights into the culture of the countries where the language is spoken; and to provide the opportunity for enjoyment, creativity and intellectual stimulation.

ASSESSMENT *Standard Level*

Internal 25%

25% Individual oral (around 10 minutes)

External 75%

25% Paper 1: Productive skills

50% Paper 2: Receptive skills (Reading and Listening)

ASSESSMENT *Higher Level*

Internal 25%

25% Individual oral (around 10 minutes)

External 75%

25% Paper 1: Productive skills

50% Paper 2: Receptive skills (Reading and Listening)

FRENCH AB INITIO OR SPANISH AB INITIO Offered at Standard Level

Required pre-requisite: students should have little or no previous experience of the language. The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations. At the end of the course the students will be expected to communicate information and some basic ideas clearly and effectively, in a limited range of situations; understand and use accurately the essential spoken and written forms of the language in a limited range of situations; understand and use a limited range of vocabulary in

common usage; use a register that is generally appropriate to the situation; and show an awareness of some elements of the culture/s related to the language studied.

ASSESSMENT *Standard Level*

Internal 25%

25% Individual oral

External 75%

25% Paper 1: Productive skills

50% Paper 2: Receptive skills (Reading and Listening)

GROUP THREE INDIVIDUALS and SOCIETY

Business and Management

Economics

Geography

History

Information Technology in a Global Society

By studying human experience and behaviour, as well as economic and social environments and institutions, students gain an appreciation of the diverse perspectives and values. They learn to analyse concepts and theories, and to use quantitative and qualitative methods of data collection and analysis.

BUSINESS AND MANAGEMENT Offered at Standard and Higher Level

Business and Management is the rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. It is an academic discipline that examines how business decisions are made and how these decisions make an impact on internal and external environments. The ideals of international cooperation and responsible citizenship are at the heart of business and management. The programme is designed to give students an understanding of business principles, practices and skills. Emphasis is also placed on understanding technical innovation and day-to-day business functions of marketing, human resource managements and finance. However, a fundamental feature of the programme is the concept of synergy (an organization should seek an overall return greater than the sum of its parts).

ASSESSMENT *Standard Level*

Internal 25%

25% Written Assignment (max. 1500 words), externally moderated

External 75%

Examination

30% Paper 1: Case-study questions

45% Paper 2: Questions based on the five modules of the syllabus

ASSESSMENT *Higher Level*

Internal 25%

25% Research Project (max. 2000 words), externally moderated

External 75%

Examination

35% Part 1: Case study questions

40% Part 2: Questions based on the five modules of the syllabus

ECONOMICS Offered at Standard and Higher Level

Economics is a dynamic social science, the study of which is essentially about the concept of scarcity and the problem of resource allocation. Although it involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study. It also considers how economic theory is to be applied in an international context. The scientific approach characterizes the standard methodology of economics, i.e. the progression from problem identification, through hypothesis formulation and testing, arriving finally at a conclusion. Alongside the empirical observations of positive economics, students are asked to formulate normative questions. Encouraging students to explore such questions is the central focus of the economics course.

ASSESSMENT *Standard Level*

Internal 20%

Portfolio of three commentaries

External 80%

Written Examination

40% Paper 1: Extended response questions based on microeconomic and macroeconomic sections only

40% Paper 2: Data-response questions based on international economics and development economics sections only.

ASSESSMENT *Higher Level*

Internal 20%

Portfolio of three commentaries

External 80%

Written Examination

30% Paper 1: Extended response questions based on microeconomic and macroeconomic sections only

30% Paper 2: Data Response questions based on international economics and development economics sections only

20% Paper 3: HL extension paper based on entire syllabus

GEOGRAPHY Offered at Standard and Higher Level

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes.

Within individuals and societies subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

ASSESSMENT *Standard Level*

Internal 25%

Fieldwork

External 75%

Written Examination

35% Paper 1: Questions based on two Optional Themes (1.5 hours)

40% Paper 2: Questions based on the Core Theme (1.5 hours)

ASSESSMENT *Higher Level*

Internal 20%

Fieldwork

External 80%

Written Examination

35% Paper 1: Questions based on two Optional Themes (2.25 hours)

25% Paper 2: Questions based on the Core Theme (1.5 hours)

20% Paper 3: Questions based on the Higher Level Extension (1.0 hour)

HISTORY Offered at Standard and Higher Level

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance.

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

ASSESSMENT *Standard Level*

Internal 25%

Historical Investigation

External 75%**Written Examination**

30% Paper 1: Source-based paper set on prescribed subjects drawn from the 20th century and world history topics

45% Paper 2: Essay paper based on the 20th century world history topics

ASSESSMENT *Higher Level***Internal 20%**

Historical Investigation

External 80%**Written Examination**

20% Paper 1: Source-based paper set on prescribed subjects drawn from the 20th century and world history topics

25% Paper 2: Essay paper based on the 20th century world history topics

35% Paper 3: Essay papers based on one of the regional options

INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY (Digital Society) Offered at Higher Level and Standard Level.

The course involves the study and evaluation of the impact of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the use of digitalised information at the local and global level. ITGS provides a framework for students to make informed judgments and decisions about the use of IT within social contexts. The main focus of the ITGS program is to consider how two aspects, the social significance of IT and the ethical considerations arising from IT, influence individuals, communities (including nations), institutions and organizations.

ASSESSMENT *Higher Level***Internal 20%**

Portfolio - The development of an original IT product for a specified client.

External 80%

35% Paper 1: Seven structured questions in three sections that assess in an integrated way the three strands of the syllabus.

20% Paper 2: Written response to a previously unseen IT related article.

25% Paper 3: Four questions based on a pre-seen case study.

ASSESSMENT *Standard Level***Internal 30%**

Portfolio - The development of an original IT product for a specified client.

External 70%

Written Examination

40% Paper 1: Seven structured questions in three sections that assess in an integrated way the three strands of the syllabus.

30% Paper 2: Written response to a previously unseen IT related article.

GROUP FOUR EXPERIMENTAL SCIENCES

Biology**Chemistry**

Physics
Environmental Systems and Society
Design and Technology NEW

The subjects offered all promote an understanding of the concepts, principles and applications of the respective disciplines together with an appreciation of the methodology of the experimental sciences in general. Practical laboratory skills are developed and collaborative learning is encouraged by means of an interdisciplinary group project. A common curriculum model applies to all in Group 4. This model offers a parallel structure at both the higher and standard levels whereby a core of material is studied by all candidates. This is further supplemented by the study of options. An awareness of moral and ethical issues is fostered and social responsibility promoted through the examination of local and global examples.

BIOLOGY Offered at Standard and Higher Level

This is a stimulating and challenging course, which will look at the role and effects of Biology in a global environment. The course will aim to promote a greater understanding of the role of current scientific issues, which can range from genetic engineering to gene therapy and from obesity problems to biotechnology, in our current and future. The course will strive to encourage and develop critical thinking and problem solving via teacher-lead and individual/group based activities that can also link to the multi-discipline group 4 project. The course aims to provide students with a view and in-depth knowledge of the current attitudes to Biology using varied perspectives to show the multifaceted sides of Biology. Discussion and study of theory will be supported by considerable practical investigations and the use of data loggers where appropriate. Individual reading and research is vital. Participation in the Group 4 project will promote an appreciation of the environmental, social and ethical implications of science in general. The Higher-level course is designed for students who wish to develop an in-depth knowledge of Biology and therefore at least a 5 grade in MYP science is advised.

CHEMISTRY Offered at Standard and Higher Level

Chemistry combines academic study with the acquisition of practical and investigational skills. It is called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. The course includes the essential principles of the subject, but also a selection of options. The Higher-level course is designed for students who wish to develop an in-depth knowledge of Chemistry and therefore at least a 5 grade in MYP science is advised.

PHYSICS Offered at Standard and Higher Level

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies. Both theory and experiments are undertaken by all students to allow them to develop traditional practical skills and techniques and also increase facility in the use of mathematics, which is the language of physics. The course also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavour. The Higher-level course is

designed for students who wish to develop an in-depth knowledge of Physics and therefore at least a 5 grade in MYP science is advised.

ASSESSMENT for Biology, Chemistry or Physics

Internal 20% Practical Lab work

External 80% Standard and Higher Level students have different length examinations but the same format is followed. Written Examination

Paper 1: multiple-choice questions

Paper 2: data-based question, short-answer questions and extended questions

Paper 3: short-answer questions on experimental skills and short & extended questions on option studied

ENVIRONMENTAL SYSTEMS AND SOCIETY (ESS) - SL

ESS is an interdisciplinary Group 3 and 4 course that is offered only at standard level (SL). As an interdisciplinary course, ESS combines methodology, techniques and knowledge associated with Group 4 (Sciences) with those associated with Group 3 (Individuals and societies). It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary and complex nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussions. The course requires a systems approach to environmental understanding and problem-solving, and promotes holistic thinking about environmental issues. Students can expect a teaching approach which involves a rigorous evaluation of scientific, ethical and socio-political aspects of the environment.

ASSESSMENT

Internal Assessment (Individual investigation) **25%**
10 hours in total

External Assessment **75%**
Paper 1 Case study (1 hour) 25%
Paper 2 Short answers and structures essays (2 hours) 50%

DESIGN Offered at Standard and Higher Level

Inquiry and problem-solving are at the heart of design. DP design technology requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. A solution is defined as a model, prototype, product or system that students have developed independently. Products will be created from wood, plastic and electronics. DP design technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework.

Students considering enrolling in Design are strongly advised to ensure that the universities to which they may wish to apply will accept their design results.

ASSESSMENT - *Higher Level*

Internal Assessment (Individual Design Project) **40%**
10 hours in total

External Assessment **60%**
Paper 1 Multiple Choice Questions (1 hour) **20%**
Paper 2 Data Based Short answers (1½ hours) **20%**
Paper 3 Structured Questions on HL extension material **20%**

ASSESSMENT - *Standard Level*

Internal Assessment (Individual Design Project) **40%**
10 hours in total

External Assessment **60%**
Paper 1 Multiple Choice Questions ($\frac{3}{4}$ hour) **30%**
Paper 2 Data Based Short answers (1½ hours) **30%**

GROUP FIVE MATHEMATICS

Mathematics Applications and Interpretation (Standard and Higher Level)

Mathematics Analysis and Approaches (Standard and Higher Level)

All Diploma candidates are required to complete a mathematics course. Choices are available to cater for differing degrees of ability and student interest. Each course aims to develop a student's understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language.

MATHEMATICS HL Offered at Higher Level

*This course 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 (Mathematics HL Guide, 2011). Students should not underestimate the demands of this course; it includes some skills normally studied in first year undergraduate programmes. While students accepted onto the Diploma programme are at liberty to opt for the higher level courses of their choice, Qatar Academy will only recommend students for Mathematics HL who achieve the grades below. **Recommended Minimal Achievement***

For students who took Extended Mathematics in grade 10 at Qatar Academy.

- *An average mathematics semester grade of at least 6.0*
- *Average criterion A semester grade of at least 6.0*
- *An end of year exam grade of at least 6*

For students who took (standard) Mathematics in grade 10 at Qatar Academy

- *An average mathematics semester grade of at least 7.0*
- *Average criterion A semester grade of at least 7.0*
- *An end of year exam grade of at least 7*

Note that these are recommended minimal achievements and students who only just meet these standards are unlikely to achieve the higher grades at Higher Level. Students who do not meet the recommended minimum achievement are strongly advised to opt for a Standard Level mathematics course.

Assessment

Internal. 20%

A written, individual exploration that involves investigating an area of mathematics.

External 80%

Written Examinations

30% Paper 1: A mixture of short-response and extended-response questions from the core syllabus 30%

30% Paper 2: A mixture of short-response and extended-response questions from the core syllabus.

20% Paper 3: Extended-response problem-solving questions based roughly on the syllabus.

MATHEMATICS SL Offered at Standard Level

This course 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 (Mathematics SL Guide, 2011). It is a demanding course containing a variety of mathematical topics and is intended to provide a sound mathematical basis for those students planning to pursue further studies in fields with a significant mathematical content. Some universities admit students from this course onto engineering. Students considering enrolling on Mathematics SL who intend to study a mathematics-related subject at university are strongly advised to ensure that the universities to which they may wish to apply will accept students from this course.

ASSESSMENT

Internal 20%

A written, individual exploration that involves investigating an area of mathematics.

External 80%

Written Examinations

40% Paper 1: A mixture of short-response and extended-response questions based on the whole syllabus.

40% Paper 2: A mixture of short-response and extended-response questions based on the whole syllabus.

GROUP SIX ARTS AND ELECTIVES

Visual Arts

Film

VISUAL ARTS Offered at Standard and Higher Level

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

ASSESSMENT

External assessment tasks

Task 1: Comparative study 20%

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

SL: Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10-15 pages.

HL: As SL plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3-5 pages).

Task 2: Process portfolio 40%

- Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

SL: 9-18 pages. The submitted work should be in at least two different art-making forms.

HL: 13-25 pages. The submitted work should be in at least three different art-making forms.

Task 3: Exhibition 40%

- Student submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. SL: 4-7 pieces with exhibition text for each. A curatorial rationale (400 words maximum). HL: 8-11 pieces with exhibition text for each. A curatorial rationale (700 words maximum).

FILM Offered at Standard and Higher Level

Film is both a powerful communication medium and an art form. The DP film course aims to develop students' skills so they become adept in both interpreting and making film texts.

The three strands of this cinema arts course involve students

- Studying film history
- Understanding and interpreting the "language of film"

- Planning and creating short films

Through the study and analysis of film texts and exercises in filmmaking the DP film course explores film history, theory and socio-economic background. The course will develop students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students will be taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

ASSESSMENT *Standard/Higher Level*

1. Textual analysis (External, SL 30%, HL 20%)

Students at SL and HL demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. Students consider the **cultural context** of the film and a variety of **film elements**.

Students submit a textual analysis (1,750 words maximum) and a list of all sources used.

2. Comparative study (External, SL 30%, HL 20%)

Students at SL and HL carry out research into a chosen area of **film focus**, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study.

Students submit the following:

1. A recorded multimedia comparative study (10 minutes maximum).
2. A list of all sources used.

3. Film portfolio (Internal, SL 40%, HL 25%)

Students at SL and HL undertake a variety of film-making exercises in three **film production roles**, led by clearly defined **filmmaker intentions**. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film. Students submit the following.

1. Portfolio pages (9 pages maximum: 3 pages maximum per **film production role**) and a list of all sources used.
2. A film reel (9 minutes maximum: 3 minutes maximum per **film production role**, including one completed film)

4. Collaborative film project (Internal HL only, HL 35%)

Bringing together all they have encountered during the film course, students at HL work collaboratively in a **core production team** to plan and create an original completed film.

Students submit the following.

1. A completed film (7 minutes maximum).
2. A project report (2,000 words maximum) and a list of all sources used.

THEORY OF KNOWLEDGE

Theory of Knowledge (TOK), an interdisciplinary requirement intended to stimulate critical reflection on knowledge and experience gained inside and outside the classroom, is a course of study unique to IB and is mandatory for every IB Diploma student. TOK challenges students to question the basis of knowledge – to reflect critically on how they know what they believe to be facts or the truth. It consists almost entirely of exploring questions of different sources of

knowledge (perception, language, emotion, reason) and different kinds of knowledge (scientific, artistic, mathematical, historical).

ASSESSMENT

Internal 33%

Oral Presentation - Each student makes a 10-minute presentation to the class and writes a self-evaluation report that includes a concise description of the presentation and answers to questions provided by the IBO.

External 66%

Essay (1200 – 1600 words), the topic for which is selected from a list of ten titles prescribed by the IBO for each examination session. The grade for TOK contributes to the overall diploma core through the award of points in conjunction with the Extended Essay. A maximum of three points are awarded according to the candidates' combined performance in both the Theory of Knowledge and the Extended Essay.

THE EXTENDED ESSAY

IB Diploma Programme students are required to undertake original research and write an extended essay of 4,000 words (maximum). This essay offers the student the opportunity to investigate a topic of special interest and to become acquainted with the kind of independent research and writing skills expected at the university level. A student may choose to write on a topic in one of the 22 subjects of the IB Diploma. It is recommended that the student devote a total of about 40 hours of private study and writing time to the essay.

The student works with a teacher who acts as supervisor during the time taken. The extended essay is mandatory to be awarded an IB Diploma

ASSESSMENT

External 100%

Research Essay of 4,000 words or less

The grade for the Extended Essay contributes to the overall diploma score through the award of points in conjunction with Theory of Knowledge (TOK). A maximum of three points are awarded according to the candidate's combined performance in both TOK and the Extended Essay.

CREATIVITY, ACTIVITY, SERVICE (CAS)

CAS is a compulsory element for all students in Grades 11 and 12 at Qatar Academy, Doha. It is organised around the three strands of creativity, activity and service as defined below:

- **Creativity:** exploring and extending ideas leading to an original or interpretive product or performance.
- **Activity:** physical exertion contributing to a healthy lifestyle.
- **Service:** collaborative and reciprocal engagement with the community in response to authentic need.

Through CAS, students are expected to demonstrate attributes of the IB Learner Profile in real and practical ways, to grow as individuals and to recognise their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group

experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. However, work completed by students in their diploma subjects may not be included as part of their CAS programme.

The CAS programme formally begins at the start of Grade 11, and continues regularly for at least 18 months, with a reasonable balance of creativity, activity and service. While not formally assessed, students reflect on their CAS experiences and provide evidence on Managebac that they have achieved the seven key learning outcomes. **Successful completion of CAS is a requirement for the award of the IB diploma, High School Diploma and QA graduation.**

Learning outcomes

The completion decision for the school in relation to each student is, simply, “Have these outcomes been achieved?” As a result of their CAS experience as a whole, including their reflections, there should be evidence that student:

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

All seven outcomes must be present for a student to complete the CAS requirement. Completion requires only that there is some evidence for every outcome. This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student’s development) that is of most importance.

Bibliography

DP from Principles into Practice Published August 2015

<http://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/#briefs>