



BURSA KOLEJİ



TED BURSA COLLEGE

SCHOOL PROFILE



OUR VISION

In the light of the principles and reforms of Atatürk and taking the statement "a school of learners" as a starting point, our vision is to form an example as a leading educational institution that hallmarks individuals who, by their significant contributions, will be guiding role models for humanity.

OUR MISSION

Working with qualified, experienced and dynamic staff, open to innovations, our aim from kindergarten through primary and secondary education is to promote students' awareness of their social and national responsibility for upholding a democratic, secular republic; to empower their learning by encouraging intellectual exploration in the light of their uncovered individual interests and abilities, and to be in touch with current thinking and latest educational development. Students will, therefore be provided with an education system where both national and international programs are available, putting strong emphasis on foreign languages. Students will thus gain respect for the environment and an awareness of the importance of their physical wellbeing. They will recognize the value of sports, music, and fine arts; have an international and intercultural perception of life; adopt universal values as they develop their qualifications academically for success in higher education and further.

OUR VALUES

Excellence: We will be open to changes and innovations. Striving to use all of our resources efficiently, we will continuously work toward a more perfect accomplishment of our stated mission.

Credibility: We will persistently foster an educational medium based on honesty, consistency and the principles of fairness.

Solidarity: We will create an environment based on solidarity through sharing, respect, cooperation and teamwork. We will encourage these qualities as a life-long practice.

Respect for Human Rights: We will, in accordance with the Declaration of Human Rights, never in any of our actions sacrifice human values and rights. We will not discriminate against gender, language, race, culture, or creed.

Love: We will be humanitarian individuals who have grasped the understanding of love and will reflect this in all areas with consistency and care, thus ensuring that our students adapt these qualities to their lives.

Our basic aim is to provide an educational atmosphere open to improvements and the use of contemporary teaching methods. In order to enrich this atmosphere, we understand the necessity of being open to many different kinds of scientific and creative studies proposed by our students.

In our school, The National Ministry of Education's Regulations are being applied along with academic programmes to increase our students' interests and skills and enrich their knowledge. We have International Baccalaureate Programme (IB) which aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Our school not only focuses on academic success but also aims to foster self confidence in students by supporting social, artistic and creative endeavors such as drawing, sculpture, dance, music and drama.

TED BURSA COLLEGE

ADMISSION POLICY

- At our school, the admissions procedure is determined by the school and announced later. The registration renewal opportunity is provided to our own students in February.
- The admission of students to kindergarten and first grade is made as a result of the interview done with the counselor.
- Students are admitted to primary school 2nd, 3rd, 4th grades, secondary school, and high school 10th and 11th grade classes according to the results of the student admission exam and the interview with the counselor. If the prospective student's score is above the determined base score, the student is entitled to enroll. According to the school's admissions calendar, 3 days are given for registration after the exam result is announced. If students do not register within 3 days, students on the waitlist are invited to register and students are asked to register within 3 days.
- Admission of students to the High School Preparatory class and 9th grades is made according to the results of the (LGS) and the interview with the counselor. Each school determines and announces their own High School Entrance Exam base score. Students below the determined base score will not be registered. Whether the student will attend the high school preparatory class or not is determined by the results of the language proficiency exam held by the school.
- During holiday periods; candidate students are given an individual student admission exam and invited to an interview with the counselor at the determined date and time. Admissions are made according to these results.
- The School Principal or Deputy Principal gives information about the school's education and general policies with the prospective student's parents. After the meeting, the Public Relations Department conducts a school tour for the candidate's parents. The Accounting Department informs the parents about the fee.
- The School Principal or Deputy Principal will meet with the parents of the students whose registration will not be accepted according to the results of the student admission exam and the interview with the counselor. While deciding on student admission, parents' compliance with TED Culture is also taken into consideration.

ADMISSION PROCESS FOR IB DP:

- Students and parents are informed about the admission criteria of the IB DP program through the presentations organized by the IB DP Coordinator, starting from the 8th Grade.
- In 9th grade, the year before IB DP, the admission criteria are explained to the students by the course teachers during the lessons.
- During the 9th grade, the 9th grade counselor and the IB DP Coordinator encourage the students to try to make up for their deficiencies by meeting with the students who do not carry out the necessary work on attendance, participation, homework and exam grades and who are predicted to have difficulties in meeting the criteria. This situation is reported to the parent via K12.net.
- The following criteria must be met at the IB DP Admission stage:
- The end-of-year scores for 9th grade students for the courses available in the IB Diploma Program are at least 65.00;
- Having an end-of-year score of at least 70.00 in the English course, completing all of the English essays;
- Students should not have very low grades and missing homework assignments.
- This being considered, the opinion of the course teachers about each student is also important. It is a challenging system academically because the IB DP implemented in our school is carried out together with the national program. The IB DP coordinator, vice principal and school principal hold meetings with Grade 9 teachers about the admission process. In this meeting, the opinions of the course teachers and the guidance teacher are considered when determining whether the student will be suitable for this system and whether the program will be too difficult for them. The school has these students meet with their counselor and students receive an explanation as to why they are more suitable for the national program instead of the IB DP. The parents are also informed about this process.
- However, in the 2020-2021 and 2021-2022 academic years, due to the Covid 19 pandemic, admissions in distance education were made by considering the student's desire to enter the program rather than the grade criteria. Considering that students performed poorer in distance education compared to face-to-face education, it was important to take this, and the students desire to join the program into account when determining the 2021-2022 ID DP classes.
- The admission policy is revised by the school principal, vice principal, department heads, and the IB DP Coordinator.

TED BURSA COLLEGE ASSESSMENT POLICY

Assessment and Evaluation, as an important step of education, is based on the evaluation of not only the learning product but also the process. On the one hand, it helps us to see the failures in the learning process, on the other hand, it reveals the effectiveness of the teaching methods and techniques used in education.

The purpose of Assessment and Evaluation is to:

- determine the readiness level of the students
- monitor students' progress
- provide feedback on student progress
- identify learning difficulties
- determine the effectiveness of teaching materials
- provide data to plan future learning outcomes
- identify the strengths and weaknesses of the students
- provide information to determine the efficiency of curricula.

National Program Grading:

The academic status of the students at the end of each semester is announced to the parents through report cards. Exams, performance tasks and projects are evaluated with a total of 100 points available. Evaluation results are listed on both e-School (Ministry of Education's parent information program) and K12.net (parent information program used by our school).

(1) The MEB grade scale is as follows:

85.00-100 - Excellent
70.00-84.99 - Good
60.00-69.99 - Average
50.00-59.99 - Passing
0-49.99 – Not passing

(2) The IB grade scale is as follows:

7 - Excellent
6 - Very Good
5 - Good
4 - Satisfactory
3 - Mediocre
2 - Weak
1 – Very weak

EXAMS IMPLEMENTED AT OUR SCHOOL

Readiness Exams: These are the exams given at the beginning of the academic year to determine the level of students and to make sure they possess the prerequisites for the curriculum of the class they will start. These exams are also used to identify and teach the topics that were not learnt properly by students.

Written Exams: These are the exams held and evaluated throughout the year according to the standards of the Ministry of Education and IBDP. In these exams, question types such as short answer, matching, true-false, long answer, and fill-in-the-blanks are used.

Written and Practice Exams

Written and practice exams are given throughout the semester and are based on the material taught within these courses.

- a) Written exams are planned and given at least twice per semester.
- b) It is essential that the questions include all topics, starting from the previous exam, giving high importance to the most recently taught topics.
- c) Before the exams, the answer keys, together with the question types, are prepared in detail and kept with the exam papers. The score awarded for each question is shown in detail.
- d) It is essential that the written exams are conducted with a focus on critical thinking and interpretation of the material.

Subject Tests: These are the exams conducted to determine the learning deficiencies of the students regarding a unit or subject. It helps to eliminate incomplete learning and to ensure that students have understood the material.

Practice Exams: Practice exams are applied within the scope of the preparation for the University Entrance Exam (YKS), which is applied at the national level at the end of the 12th grade, and the exam results are shared with students, teachers, and parents. Since our practice exams are evaluated throughout TED/Turkey, they provide the opportunity to see not only the student's success in the school, but also their ranking in TED/Turkey.

Placement Exams: These are the exams given to students who want to register at our school. The purpose of these exams is to determine the knowledge of the students who want to enroll in our school and whether their level is appropriate for studying at TED Bursa College.

EXAM TABLE

	HIGH SCHOOL				
	PREP	9	10	11	12
READINESS EXAMS			X	X	
TRIAL EXAMS		X	X	X	X
PLACEMENT EXAMS		X	X		
MINISTRTY OF EDUCATION CURRICULUM EXAMS	X	X	X	X	X
TED EXAMS*		X	X	X	X
ENGLISH PROFICIENCY EXAMS	X	X	X	X	
IB EXAMS				X	X
UNIVERSITY ENTRANCE EXAM (YKS)					X



TED BURSA COLLEGE

ACADEMIC HONESTY POLICY

PHILOSOPHY

From the day of its foundation, TED Bursa College aims to raise individuals who are aware of their values, respect others, are responsible individuals, can objectively question things with scientific methods, are able to discover new topics when conducting research and contribute to the overall development of oneself. Academic honesty is a skill that is necessary both in academic and professional environments. We, as a school, expect our students to be aware of the importance of academic honesty and implement academically honest behavior throughout their lifetime.

DEFINITION

According to the International Baccalaureate Organization (IBO), academic honesty includes a set of values and skills that promote personal integrity. Academic honesty also supports good practice in teaching, learning and assessment. Academic honesty, which is as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. (IBO, 2014) As an IB World School, TED Bursa College upholds and follows all IB academic policies. Violation of academic honesty might be caused by either lack of knowledge of appropriate academic honesty practices or a purposeful breach of academic honesty rules. Therefore, academic honesty must be explained and outlined with regards to its incorrect practices for TED Bursa College students.

In our school, we believe that the aim of education is to help our students develop positive characteristics. As the school community, we take into account some characteristics that are closely related to academic honesty, which is one of the IB profile learners' features.

We aim to improve the following principles and behaviors based on these IB learner profiles:

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

- **Thinkers** - we use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
 - **Inquirers** - we develop the skills needed to pursue their questions as they conduct inquiry and research.
 - **Open-minded** - we practice seeking and evaluating a range of points of view.
- (IBO,2014)

RESPONSIBILITIES OF TEACHERS, ADMINISTRATORS, PARENTS, AND STUDENTS

Because academic honesty is united, both teachers, school administration, students and parents have specific roles and responsibilities:

For teachers and school administration;

- Explaining to students the importance and principles of academic honesty
- Providing appropriate training for students on how to make citations and use resources appropriately
- Presenting correct referencing in all teaching materials, presentations, assignments, and assessments
- Providing a secure and quiet environment for exams to take place
- Keeping exam questions in a secure location
- Using **Turnitin** to check for plagiarism
- Attending training sessions provided by the school to understand when and how information needs to be paraphrased and/or cited
- Creating assignments, to the best of our ability, that do not provide the opportunity for students to violate the academic honesty policy easily
- Informing the students about the sanctions of violating academic honesty
- Following through with sanctions as outlined in the academic policy when violated
- Teaching students that the practice of academic honesty does not stop at school, but extends to their personal and professional lives
- Following student work closely so as to understand when a student may have violated academic policy
- Understanding and implementing the correct invigilate of an exam according to the school and IB policies.
- Preventing plagiarism, collusion, taking unauthorized material into an examination room, stealing examination materials, disruptive behavior during examinations, and disclosure of information about the content of an examination paper within 24 hours proceeding a written examination

For Parents;

- Being a role-model to students.
- Knowing the principles of academic honesty applied by the school administration and following practices outside of the school
- Acting in accordance and accepting school decisions or sanctions in case of a violation of academic honesty.
- Knowing and understanding the variety of assessment procedures in the DP courses

For Students;

- Know and understand the expectations and responsibilities of the specific assessments completed for the IB program.
- Strive to be “principled”: They act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. They take responsibility for their actions and their consequences (IBO, 2014)
- Understand the importance of acknowledging others’ work because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programs (IBO, 2014)
- Fulfil their own responsibilities and academic work without receiving improper help from others
- Do not plagiarize, either intentionally or unintentionally, on any form of assessed work
- Write footnotes and bibliography correctly
- Do not copy previous or present assignments
- Are careful about making citations when they use a reference
- Look for the latest data while researching assignment topics in order to benefit from the most up-to-date information
- Do not cheat, in any form, during exams
- Are aware that they may not talk or make nonverbal gestures with their friend/s during an exam
- Know that they are not allowed to ask questions to invigilators during an exam
- Are aware that they may not go out within the time specified during an exam. They are aware that they are not supposed to bring their notes, calculators, maps or anything that may help them during an exam.
- Know that their written work will be checked via Turnitin program to find out if they violate academic honesty
- Know that they will have to submit the necessary drafts of their IB internal assessments, TOK Essay, and Extended Essay to prove that the work is their own
- Know how to act with honesty with all their work to represent both themselves and their school
- Do their best to fulfil their responsibility in group work and hand in the assignment on time
- Understand how each assessment will be conducted and assessed
- Fully understand the consequences of violating the academic honesty policy

ACADEMIC DISHONESTY AND MALPRACTICE

The following are types of academic dishonesty that will result in specific sanctions:

- **Plagiarism** – intentional or unintentional use of other people's words, ideas, and/or work without giving appropriate acknowledgment
- **Collaboration** – working with other students when it is not permitted, copying someone else's homework or allowing your homework to be copied by others
- **All forms of malpractice** – making up data, falsifying IB official documents, not following the directions of the exam invigilator, looking at other students' answers during the exam, looking at exam materials before the invigilation of the exam, discussing any parts of the exam to someone who has not taken it, using any illegal devices in the exam, such as mobile phone, smart watches, calculator, etc.

CONSEQUENCES OF ACADEMIC DISHONESTY AND MALPRACTICE

The following information outlines the sanctions that will be applied to specific acts of academic dishonesty and malpractice:

Homework/Projects

- First offense: students will be given a warning and deduction of points decided by the teacher. In the case of unintentional plagiarism, students will be given a warning and allowed to correct
- Second offense: students will be given a written warning and no points will be given
- Third offense: no points will be given and the student will be referred to the discipline committee.

IB Internal Assessments/TOK Essay/Extended Essay

- No final draft of IB assessed work will be accepted if the student has not provided the necessary drafts to their supervisor in order to prove that the work is their work
- If it is suspected that the student is not following academic honesty policy, the student, supervisor, and IB coordinator will have a meeting with the student and inform them of their concerns and the required steps the student must take
- If it is suspected that the final work is not that of the student's, the parents will be informed, and, if there is time, the student will be informed of the next steps they may take.
- If the student has been met with about their assessment work, parents have been informed, and the supervisor still does not have adequate proof that the work is the student's, the work will not be submitted to IB.

Exams

- In the case of cheating, in any form, during exams, the student will receive zero points and will be recommended to the discipline committee

ACADEMIC HONESTY CONTRACT

In order to ensure that both parents and students understand TED Bursa College's academic honesty policy, students and parents must read the provided information. In addition, parents and students will be required to sign and submit the TED Bursa College Academic Honesty Contract to acknowledge that they have read, understand, and agree to follow the school's policy.

TED BURSA COLLEGE ACADEMIC HONESTY CONTRACT

TED Bursa College has established the following academic honesty policy for all students:

- Students will indicate the sources that they have used in studies such as assignments, projects, and/or reports by using appropriate citation methods,
- In case of using someone else's ideas and opinions, students will use appropriate paraphrasing, will cite the sources in the bibliography of their work; Students understand that it is plagiarism (plagiarism) to use other information without citing the source,
- Students will not present some or all of another person's work as their own work,
- Students will not present any work that is not the result of their own original work as their own,
- Students will not receive any unfair and illegal help from another student, parent, person or online resources,
- Students will not use any text, photograph, graphic, musical work, artistic product or idea without appropriately citing the source,
- Students accept that their work will be uploaded to the Turnitin program; if the citation rate is high as a result of the inquiry, their work will not be considered original,
- For work that requires drafts to be given to the teacher for evaluation, students will turn in the required drafts and understand that if they try to turn in a complete draft to the teacher without any prior work being shown, it will not be accepted,
- During an exam, students will not engage in any behavior against the exam rules, remain silent, not talk to another student, not look at someone else's paper, and not allow anyone else to look at their paper,
- Students will not use any material that their teacher does not allow during the exams,
- Students will act honestly to represent themselves and the name of the school inside and outside the school,
- Students will comply with these rules and understand and accept the consequences if they do not comply,

STEPS TO BE TAKEN IN CASE OF PLAGIARISM:

- In the first case of plagiarism, the student is given a written warning and will redo the work.
- In the second case of plagiarism, the situation is reported to the parent and the administration and the work will not be accepted.
- In the third case of plagiarism, the student is referred to the disciplinary board.

STEP THAT WILL BE TAKEN IN CASES OF EXAM CHEATING

- For each case, the student will be referred to the disciplinary board.

I have read and understood the academic honesty policy. I declare that I accept the rules stated above and I will abide by these rules.

Student Name-Surname:

Signature:

Date:

I have read and understood the academic honesty policy with my daughter/son and agree with its implementation.

Parent Name-Surname:

Signature:

Date:

References

International Baccalaureate Organization. (2014, August). *Academic honesty in the IB educational context*. Retrieved November 14, 2017, from <http://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

TED BURSA COLLEGE LANGUAGE POLICY

TED Bursa College aims to cultivate students that can communicate well in both their mother tongue as well as other languages in their personal and professional lives, both in Turkey and abroad. Education in more than one language fosters personal growth, enhances cognitive abilities and is essential to the development of international mindedness. Our goal is for all our students to be successful and set examples in our community by utilizing their interactive skills.

Language is an important part of a country's culture, heritage and identity. Therefore, all individuals should excel in this area both academically and personally. Every teacher at TED Bursa College is aware of the importance of language development and do their best to meet this goal.

TED Bursa College is also aware that the native language is a very important element in learning foreign languages. Thus, both IB DP (International Baccalaureate Diploma Program) students and Turkish National program students have Turkish lessons accordingly. Our school follows this policy to provide students with a variety of language skills.

TED Bursa College also aims to educate international students, so we teach foreign languages at every level in our school starting from kindergarten. This allows students to develop as multilinguals and gain a deeper understanding of the culture of their country. Students need to be excellent at their native languages to learn a foreign language; they need to have a strong grammar background. Therefore, we place great importance on teaching both native and foreign languages.

While English and Turkish are the most common languages within the school, the use of other languages in appropriate circumstances is welcomed and celebrated.

Mother-Tongue Instruction

Mother tongue instruction aims to help students shape their skill in a practical way in the activities that they participate in and outside of school. Our students, who gain the ability to think, speak and have a wide vocabulary in their mother tongue, turn these gains into products. They find the opportunity to utilize their knowledge in school magazine studies, debates, national and international competitions.

In our school, mother tongue development is supported in both fields, the IB and the national program. Acquisitions such as reading literary works, examining academic articles, evaluating these works critically are studies done from the preparatory classes to the 12th grade.

Language policy is a policy that is taken care of not only within the scope of language lessons, but also in all lessons. Academic effort is not compromised in the use of mother tongue or foreign language.

The native language policy of TED Bursa College aims that our students will

- be fluent in their native language.
- be aware that language is a part of culture and there can be influences of geography and cultural elements on the language.
- express themselves with idioms and collocations.
- be able to write texts that express their thoughts and use their language skills

- be familiar with different kinds of literary works and learn how to evaluate them.
- improve their literary skills to reach academic standards.
- work on translated literary works to learn the common senses in different languages.
- learn the differences of idioms and colloquial language and compare them with different languages to see the differences.
- learn to appreciate a variety of authors and poets from different cultures and styles.

TED Bursa College offers a bilingual program with both Turkish and English used as medium of instruction. We aim for our students to use English effectively; writing in English in national and international platforms, and expressing themselves in English with confidence. TED promotes international clubs such as MUN, Global Citizenship, and the Erasmus Program. By participating in these activities, students are given the opportunity to use their acquired language skills in a real-life setting.

English Language Policy

TED Bursa College's English language education is based on the Common European Framework, and it is being implemented in all TED schools. TED is held in line with the original English curriculum which is approved by the Ministry of Education, and it predicates the integrity of K-12.

In order to validate the quality of English education in our school by independent international centers, our students are encouraged to take international exams such as Starters, Movers, Flyers, KET, PET, FCE, IELTS, SAT, TOEFL IBT and TOEFL Junior.

The English program at TED Bursa College Pre-school starts at the age of 4, thus giving the opportunity to children from a young age onwards to absorb the new language(s) as a whole. Students are immersed in language-rich classrooms integrating activities and interactions which support English language development. The students develop language skills by reading, performing, writing stories, spelling bees, and working with specific language materials such as Alphabet Hunt and Flashcard Games. In our school, Kindergarten, 1st, 2nd, 3rd and 4th grade English lessons are taught by native teachers.

In our 5th grade classes, an intensive English program is implemented. The 5th grade English Program includes 16 hours of English lessons as well as 2 hours of Science and Math courses in English in order to teach terminology. Since English is used as a medium of instruction in Science and Math lessons in high school, through the 5th grade English program we aim for our students to prepare for high school education.

Before entering 9th grade, students whose English level do not meet the standard are given a preparatory English year with 22 hours of intensive English classes per week along with instruction of Math and Science lessons in English as well. During the prep year, students 10 of the 22 instruction hours are taught by a Native English teacher. These lessons are focused on reading, writing, listening, and speaking skills. To develop their skills, students give presentations, write different text types, practice intonation, listen to speakers with different accents from different countries, and read articles to develop their Lexile levels as well as short stories and other literary works.

English language learners study English as their B Language from 10th through 12th grade at IB DP level. English B Course develops students' language and literacy competence in English as well as intercultural competence. In the IB DP, students study English B at the higher level.

One of the advantages of the IB DP is the requirement for all students to learn a second language; either continuing earlier study or AB initio. Those students for whom English is an additional language (Language B) are qualified to receive a bilingual diploma.

Furthermore, computer aided education programs at all levels are used in our school to promote language education.

English language education in our elementary, middle, and high school level are monitored with exams given by TED Headquarters.

TED Bursa College believes that offering a good language education is the way to raise individuals with improved social, cultural and communication skills.

English language policy of TED Bursa College aims that our students will;

- be motivated to read, discuss and make comments on a text written in English
- communicate in and outside the country in English on a daily basis.
- use English at an academic level and to be able to think critically
- use correct and effective language
- be aware of the fact that learning a language is necessary and; therefore, they will constantly try to enrich their vocabulary knowledge both in Turkish and in English
- be able to recognize their own nation and the nations of the world through oral and written universal and national products
- be able to use information and communication technology to improve language skills.
- attain proficiency in social language, as well as to improve the language skills required for academic success.
- use bibliography and referencing formats such as MLA, APA effectively

2nd Foreign Language Policy

Our school provides education in two different second foreign languages (French & German). The main purpose of the education is to guide our students to acquire the basic language skills of reading, writing, speaking and listening within the scope of their level. We aim for all of our students to reach the desired level in their communication skills.

We believe that culture and language are inseparable values. Based on this, we show our students plenty of examples of cultural elements in both target languages.

Our students are encouraged to take the internationally recognized DELF and TELC exams that we organize every year at our school in order to measure their progress in second foreign language education.

Our lessons start in the 5th grade of secondary school. 5th, 6th and 7th grades receive 4 hours of second foreign language education per week, and 8th graders receive 2 hours per week of second foreign language education. Students receive 4 hours of lessons per week in prep classes in high school. Our lesson hours continue as 2 in 9th, 10th and 11th grades. Our students in the IB Turkish-Math track, on the other hand, see this course as AB Initio for 4 hours a week in the 10th and 11th grades.

In the AB Initio course, our students receive training that can turn the topics gathered under 5 basic themes into basic skills in two years. Within the framework of these themes, it is aimed that our students gain the ability to use their reading comprehension, writing, listening comprehension and speaking skills fluently. In addition, the fact that internationally recognized language exams show similar goals with the AB Initio exams contributes to the level of readiness of the students for this course.

In line with the objectives of the Foreign Language course, our students,

- gain the language skills to introduce their close environment and to establish relations
- can express opinions on issues related to daily life and understand what is said.
- can write different text types such as letters, petitions, CVs, e-mails, notes, greeting cards and blogs.
- In speaking, it is aimed that students can easily form sentences that can express themselves, comment on the topics they like or dislike, and at the same time make verbal criticism on the given topic.
- can read and understand the articles published in daily news sources (websites, newspapers, magazines, etc.) within the scope of the subjects learned in parallel with the course.
- can understand the authentic listening texts prepared within the course content at a level to be able to answer the target questions.

In TED Bursa College, it is believed that language teaching and the responsive approach to the mother tongue is not only the responsibility of language teachers, but also for teachers in all disciplines and levels. In addition, all staff should use the language as our main communication tool, and in a broader sense all the languages that are taught in school effectively.

TED BURSA COLLEGE INCLUSION POLICY

MISSION:

TED Bursa College acts in accordance with the IB and MEB (Ministry of National Education) guidelines while forming its SEN (Special Educational Needs) Policy.

Cultivating individuals who are sensitive to social norms and events is one of the main goals in our school. Each individual is equally treated, and individual differences are embraced in our school. Hence, our main goal is to provide the appropriate materials for students who need special education. Appropriate educational strategies are implemented for students who differ in terms of learning styles, and they are supported effectively.

Necessary actions are taken for students who need academic, cultural, and social support during their learning process. In addition, all students are provided with equal access to education. *"In all IB programmes, teaching is designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students' identities and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals."* (What is an IB Education?, 2013)

Every member of TED Bursa College cooperates in the implementation of SEN. We support this by educating individuals who "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." (IB Learner Profile, www.ibo.org) in our school.

Globally, individuals face a wide variety of challenges that affect different areas of life.

Especially with the Covid-19 pandemic, the SEN policy in our school has been expanded both individually and socially. The "Psychological Resilience Program" has been integrated into the system in order to strengthen the crisis management of students regarding unexpected situations, and the "Career Planning Program" in order to eliminate their future concerns. Moving in this direction, TED Bursa College values the differences in both teaching staff and students and values these differences as richness, as it is in the mission of TED (Turkish Education Association), and in the mission of IB. *"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect."* (Diploma Programme Assessment Procedures, IB Mission Statement, 2021)

DEFINITION OF INCLUSION

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses the requirements of support lessons and questions the broader objectives of education, the nature of pedagogy, curriculum, and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.” (Learning Diversity and Inclusion in IB Programmes, 2016)

In addition to the explanation above, the cases that should be supported are:

- Academic problems,
- Physical disabilities (Physical and other health problems),
- ADHD (Attention deficit and hyperactivity disorder),
- Communication and emotional problems,
- Problems related to traumatic experiences,
- Problems related to future anxiety,
- Giftedness/Talent

With the SEN policy, all areas of educational activities for these students are planned to support them academically and socially and make them ready for life. *“The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential”* (Learning diversity and inclusion in IB programmes, 2016) Accordingly, an education program (curriculum) is organized for both gifted students and students with special needs. Since the individual differences of each student are taken into account, individual solutions are created for each individual. *“Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.”* (Learning Diversity and Inclusion in IB Programmes, 2016) Measures for students with special educational needs are implemented both in teaching (in the classroom environment) and in the evaluation process.

SEN RESPONSIBILITIES AT SCHOOL:

At our school, we aim to ensure that every student has access to education equally and we *“remove barriers to learning for every member of the school community.”* (Programme Standards and Practices, 2018). A commission is established to ensure that the studies for students with special educational needs are organized in a systematic manner. Commission members consist of the school principal, the IB Coordinator, PDR specialists, homeroom teacher, counselors, overseas education consultant, teachers representing other branches, parents, and students (when necessary).

In certain periods, the members of the commission organize meetings and share comments on the basis of individual students. *“The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community ”.* (Programme Standards and Practices, 2018)

IMPLEMENTATION PROCESS:

Diagnostics:

- 1- When the student’s educational need is identified by the teachers, the parents are informed by the school administration and counselling service and directed to the Guidance Research Center. A result report is also requested.
- 2- The parents are expected to apply to the school administration with an official document obtained from a full-fledged health institution regarding the student's special education needs.

When the students with special educational needs are identified, the commission meets in September when the school opens and prepares the program to be followed. In addition, the progress of the students in the second year is also followed.

Applications in the IB Exams:

Students with the following conditions are considered affected by adverse medical or special circumstances:

- *“medical conditions/illness (with onset or occurrence up to three months before the IB examinations offered in May/November)*
- *accident or injury*
- *severe stress/anxiety (with onset or occurrence up to three months before the IB examinations offered in May/November)*
- *exceptionally difficult family circumstances*
- *bereavement (within the six-month period preceding the start of the examinations)*
- *events that may threaten the health or safety of a candidate.”* (Diploma Programme Assessment procedures, 2022)

In addition, in case of adverse or unexpected circumstances, IB exam applications are made in accordance with the following procedures, so that the student will not be in a disadvantageous situation:

- *“Extensions to IB submission deadlines*
- *Special consideration*
- *Missing mark procedure for incomplete assessment*
- *Deferral of external assessment to a future session”* (Diploma Programme Assessment Procedures, 2022)

Applications for the diagnostic results:

According to the content of the reports submitted by the Guidance Research Center and/or the parents, if necessary, professional support from an external institution is sought.

Contents:

- Academic problems and Learning deficiencies: An academic support program is implemented by the teachers in this regard.
- Physical disability: The school building is wheelchair accessible and has an elevator. School management takes the necessary precautions according to students' additional needs. Regarding other health problems, necessary information is given to the doctor and nurse in charge of the school infirmary and the student/students' circumstance is followed up.
- ADHD: Professional help is sought externally for the students with this diagnosis; Counselling Services and mentor teachers act in coordination.
- Crisis situations encountered with communication-emotional problems: By applying the "Psychological Resilience Program" to the students by the School Counseling Unit, it is aimed to learn the communication skills, cope with the emotional problems they encounter, and come out of crisis situations, such as the pandemic, process in good health.
- Concern for the future: In addition to preparing students for a higher education, preparing them for life is a priority. Choosing a career, determining a career, the possibility of city/country change, and/or the responsibility of meeting expectations cause students to enter a period where they are mentally, spiritually, and physically challenged. In this regard, the "Career Planning Program" is implemented. The program includes goal setting, motivation, time management, exam anxiety, decision making skills, ability to cope with stress, efficient study techniques, promotion of professions covering the 21st century along with traditional professions, promotional tours of universities, and/or interviews with professional experts. Inventory applications that determine their abilities are included. Consultancy is provided during the YKS, YÖS-SAT and Foreign University Preparation process during the formation of an action plan for the students. (In this program, students are supported by two separate units. Overseas Counsellor and School Guidance and Counselling Services)
- Giftedness: Within the integrity of TED Bursa College from K to 12, studies are carried out to increase the individual development of students who have been identified as gifted. Studies are planned within the scope of CAS in accordance with the abilities of each student (Sports, arts, etc.). By establishing connections with out-of-school scientific institutions and organizations, students are provided with access to experimental research-based projects and programs that improve their abilities.

Additional applications:

In line with the philosophy of "Lifelong Learning", the mission of the IB and the Turkish Education Association, seminars that inform our parents are organized every year in the context of the commission review and research and needs. Parent-teacher and student seminars are planned in line with the requirements, with the support of experts in the relevant field, scholars, and successful parents.

- Parent seminars/trainings: Family-adolescent communication, coping skills with crisis and trauma, psychological needs of adolescents and their expectations from their parents, how to motivate adolescents, parental attitudes in digital addiction, adaptation and communication in family relations during the pandemic, adaptation skills after the pandemic etc.
- Teacher seminars/trainings: Guiding young people in the conscious use of technology, guidance in managing time and studying in a disciplined matter, communication and motivation, digital tools in teaching and education during the pandemic, student-parent communication during the pandemic, adaptation skills after the pandemic, etc.
- Student seminars/trainings: Developing 21st century skills in career choice, how to use technology effectively, self-discipline-motivation, resilience, future professions, developing communication skills, Career Day, information about national and foreign universities, test solving techniques, developing skills to cope with stress and anxiety, healthy eating, adaptation, skills to adapt to life after the pandemic, etc.

CONCLUSION:

TED Bursa College prioritizes the necessity of providing equal opportunities for learning and development to all students who need special education. In this respect, the necessary arrangements are made in an integrated manner based on the IB Documents, the official regulations of the Ministry of National Education and the mission of the Turkish Education Association.

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[www. ibo.org](http://www.ibo.org)

WHAT OUR IB GRADUATES THINK ABOUT IB



EGE KAYNARCA

Thanks to the broad and balanced curriculum of the IB Diploma program, we had the chance to acquire skills in several disciplines and find what we are most passionate about. This holistic approach enabled us to apply our inter-disciplinary knowledge to real-world problems and consider them from a global perspective. I believe that this comprehensive education combined with the academic skills that we acquired will undoubtedly help us succeed in our further education and make us individuals dedicated to taking action to solve global problems.

ECE ERİŞ

IB Program means more than a curriculum for me, it is a global program that provides a comprehensive education that develops the student both personally and academically. IB greatly changes the way we perceive and understand the world. I always felt so lucky to be a part of an IB Programme. It made me a different person in the way of thinking, solving problems, communicating and so on.

SENA ÜÇÜNCÜ

The IB diploma program is a program that not only brings the student to academic competence, but also develops them socially and culturally and gives them a vision. While this program prepared me very well for the university education I will take in the future, the lessons I took, the homework I did and the projects I was involved in added many features to my life, especially improving my self-confidence. I learned a lot of things, especially project management, leadership spirit, sense of responsibility, with this program.

HAKAN MELİK OKYAY

IB is basically a program that is aiming to improve students both academically and personally. IB teaches not only the information itself but also how to obtain, analyze and criticize that information. It will give you the skills that you will need for your higher education and rest of your life.

SEZAN VAKHPIEVA

The IB Program provided me with the opportunity to dig deeper into the high-school subjects, through which I, for the first time, started implementing skills like scientific research and critical-thinking. Apart from the outstanding academic skills the IB program offered me, extra-curricular activities such as the "Creativity, Action, Service" program made me a more well-rounded person. And most importantly, the IB program provided a foundation for a smooth transition into university life, which made me easily adapt to both the social and academic environment of my undergraduate education.

MERT ÖZÇELİK

IB helps you to shape your future. With its emphasis on experimentation, IB allows you to discover your interests. In addition, the CAS activities teach you to value civic involvement in every step you take.

HATİCE CANDAN ÖZKEZ

IB is a 2-year program that changes the way you perceive and understand the things around you. You become more aware, more involved, you become a risk-taker and critical thinker. I am very glad that IB was a part of my high school.

BERK ÇELİK

Graduating from IB program made a drastic impact on both my academic and social life. You not only learn various topics, abilities and skills with the curriculum and the tasks in IB program, but also gain the knowledge about 'how' to learn. Every part of the program is set to develop your analytical thinking, communication skills and self confidence. I can easily see the progress I have made during the IB program and it has an important role on who I am today.

AHMET EMİN YILDIRIM

Hello there!!! I am Ahmet Emin. I graduated from IB programme in 2017 and I study in the İstanbul Faculty of Medicine for 3 years. Before being an IB student, I had no idea about the steps of doing scientific research, experiments and writing scientific reports, essays. Now, I can do an experiment and write an article about it without needing the help of any mentor. Because I have done these before over and over. More importantly, when I make a presentation in college now, my teachers ask me if I take a course for these presentation skills that differ from the others. Actually I didn't, but doing presentations are just a habit for an IB student. I don't remember how many presentations I had done when I was an IB student. I think these skills are very important for your academic life but will be crucial in your business life. It won't be easy, I guarantee, but it is the road to success.

FATMA ATIŞ

IB taught me how to deal with several problems at the same time. I learned to be well organized and principled. Besides all these, I made unforgettable memories while turning hardships into fun. This is what makes the IB an education for life.



IB HISTORY

The DP was established to provide students with a balanced education, facilitate geographic and cultural mobility and to promote international understanding.

It was created by teachers at the International School of Geneva, with assistance from several other international schools.

Since then, innovative and committed teachers and examiners from around the world have played a significant role in the development of the programme.

IB MISSION STATEMENT

IB mission statement The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

WHAT IS IB DP?

Established in 1968, the International Baccalaureate® (IB) Diploma Programme (DP) was the first programme offered by the IB and is taught to students aged 16-19.

As of 3 September 2019, there are 3,421 schools offering the DP, in 157 different countries worldwide.

The International Baccalaureate® (IB) Diploma Programme (DP) is an assessed programme for students aged 16 to 19. It is respected by leading universities across the globe.

KEY ELEMENTS OF AN IB EDUCATION

Four foundational and interrelated elements that are central to all IB programmes:

1. International-mindedness
2. The IB learner profile
3. A broad, balanced, conceptual and connected curriculum
4. Approaches to teaching and learning

1. International-mindedness:

The aim of all IB programmes is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet. Central to this aim is international-mindedness. International-mindedness is a multifaceted concept that captures a way of thinking, being and acting characterized by an openness to the world and a recognition of our deep interconnectedness to others. To be open to the world, we need to understand it. IB programmes therefore provide students with opportunities for sustained inquiry into a range of local and global issues and ideas. This willingness to see beyond immediate situations and boundaries is essential as globalization and emerging technologies continue to blur traditional distinctions between the local, national and international. An IB education fosters international-mindedness by helping students reflect on their own perspective, culture and identities, as well as those of others. By engaging with diverse beliefs, values and experiences, and by learning to think and collaborate across cultures and disciplines, IB learners gain the understanding necessary to make progress towards a more peaceful world. An IB education further enhances the development of international-mindedness through multilingualism. All IB programmes require students to study, or study in, more than one language. This is because we believe that communicating in more than one language helps students to appreciate that his or her own language, culture and world view are just one of many. In this way, it provides excellent opportunities to develop intercultural understanding and respect. International-mindedness is also encouraged through a focus on global engagement and meaningful service with the community. These elements challenge students to critically consider power and privilege, and to recognize that they hold this planet and its resources in trust for future generations. They also highlight the focus on action in all IB programmes: a focus on moving beyond awareness and understanding to engagement, action and bringing about meaningful change to make a more peaceful and sustainable world for everyone.

2. The IB learner profile

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. Each of the IB's programmes is committed to the development of students according to the IB learner profile.

The profile aims to develop learners who are:

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

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

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

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

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

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

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

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

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

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

3. A broad, balanced, conceptual and connected curriculum

Each of the four IB programmes provides a detailed and developmentally appropriate curriculum or curriculum framework that is broad, balanced, conceptual and connected. IB programmes offer students access to a broad and balanced range of academic studies and learning experiences. They promote conceptual learning, create frameworks within which knowledge can be acquired, and focus on powerful organizing ideas that are relevant across subject areas and that help to integrate learning and add coherence to the curriculum. The programmes emphasize the importance of making connections, exploring the relationships between academic disciplines, and learning about the world in ways that reach beyond the scope of individual subjects. They also focus on offering students authentic opportunities to connect their learning to the world around them. The four programmes are all underpinned by a shared focus on international-mindedness and developing the attributes of the IB learner profile. Yet each programme also has its own identity and developmentally appropriate elements, as shown in the following examples.

4. Approaches to teaching and learning

Approaches to teaching

The same six approaches underpin teaching in all IB programmes. The approaches are deliberately broad, designed to give teachers the flexibility to choose specific strategies to employ that best reflect their own particular contexts and the needs of their students.

In all IB programmes, teaching is:

- based on inquiry: A strong emphasis is placed on students finding their own information and constructing their own understandings.

- focused on conceptual understanding: Concepts are explored in order to both deepen disciplinary understandings and to help students make connections and transfer learning to new contexts.
- developed in local and global contexts: Teaching uses real-life contexts and examples, and students are encouraged to process new information by connecting it to their own experiences and to the world around them.
- focused on effective teamwork and collaboration: This includes promoting teamwork and collaboration between students, but it also refers to the collaborative relationship between teachers and students.
- designed to remove barriers to learning: Teaching is inclusive and values diversity. It affirms students' identities and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.
- informed by assessment: Assessment plays a crucial role in supporting, as well as measuring, learning. This approach also recognizes the crucial role of providing students with effective feedback.

Approaches to learning

Our focus on approaches to learning is grounded in the belief that learning how to learn is fundamental to a student's education. The five categories of interrelated skills aim to empower IB students of all ages to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations and have the determination to achieve them. These skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process. The same five categories of skills span all IB programmes, with the skills then emphasized in developmentally appropriate ways within each programme.

The five categories are:

- thinking skills—including areas such as critical thinking, creative thinking and ethical thinking
- research skills—including skills such as comparing, contrasting, validating and prioritizing information
- communication skills—including skills such as written and oral communication, effective listening, and formulating arguments
- social skills—including areas such as forming and maintaining positive relationships, listening skills, and conflict resolution
- self-management skills—including both organizational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation.

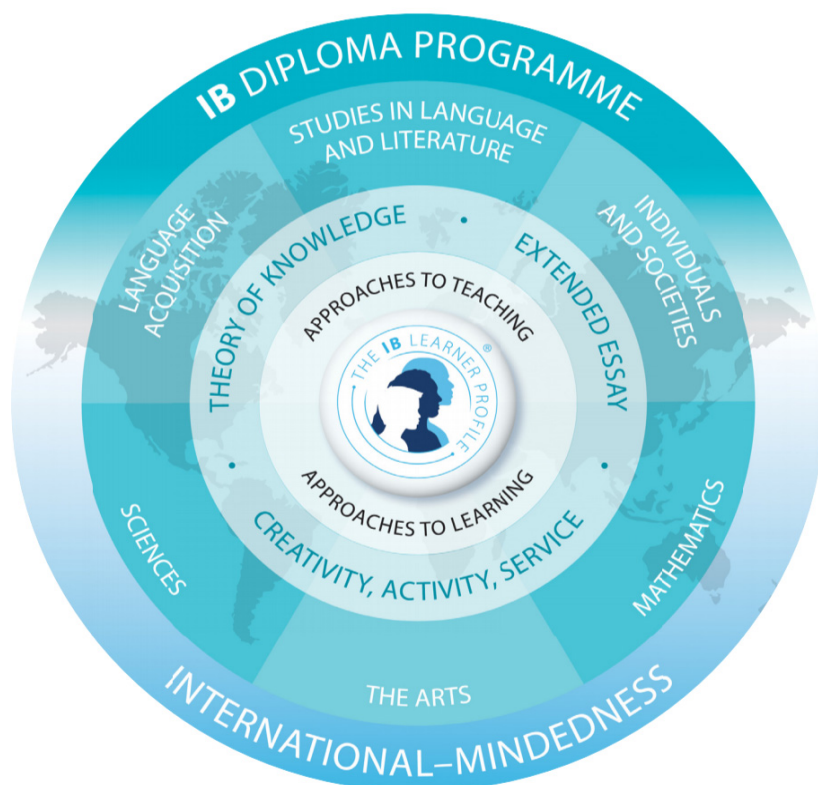
CURRICULUM

The DP curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay.

Through the DP core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

The three core elements are:

- Theory of knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- Creativity, activity, service, in which students complete a project related to those three concepts
- The extended essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- The six subject groups are:
 - Studies in language and literature
 - Language acquisition
 - Individuals and societies
 - Sciences
 - Mathematics
 - The arts



CAS

What is CAS (Creativity, Activity, and Service)?

Creativity	Activity	Service
Exploring or extending ideas leading to an original or interpretive product or performance. <u>Example experiences:</u> Studio Art Dance MUN British Culture club	Physical exertion contributing to a healthy lifestyle <u>Example experiences:</u> Football Badminton Yoga Gym	Collaborative and reciprocal engagement with the community in response to an authentic need <u>Example experiences:</u> Visiting the elderly Teaching assistants Charity shop volunteer Conservation work parties

Student Responsibilities

- Read and understand the TED Bursa College's CAS guide, important CAS dates and deadlines
- CAS participation must continue for at least 18 continuous months.
- Add your CAS experiences to Managebac program.
- You must at least 5 CAS experience to Managebac for each semester.
- You must write a short description, a written reflection, add an evidence, and also you must have an adult supervisor for each CAS experience with his/her email address.
- You are required to spend about 150 hours on C.A.S, spread out over eighteen months of the diploma program.
- Use the CAS stages model as much as possible when considering, planning and undertaking your CAS experiences.
- Balance your experiences between creativity, activity and service.
- Base your choices on your interests, skills, talents and areas for growth to stay motivated. Challenge yourself!
- Initiate or engage in at least one CAS project for creativity, activity and service in collaboration with others that extends over at least one month.
- Participate in meaningful reflection as a way to capture your experiences and summarize your evidence linked to the learning outcomes.
- Meet with your CAS Coordinator and Advisor.
- Ask questions along the way when you need assistance or clarification.
- Meet the CAS learning outcomes.
- Enjoy CAS! That is most important – to participate in experiences that assists your personal growth and offers you a world of possibilities.

Reflections

The reflection process is what transforms life experiences into true learning and is a key part of learning through CAS. Reflections do not need to be essays.

Ongoing reflection helps reveal and even determine what personal changes are occurring during your involvement through CAS. You only need to reflect upon CAS experiences that were meaningful. For example, you do not need to reflect on every basketball training session, but only those that provoked thoughts and feelings. At the very least you should reflect before you start an activity, during, and once your activity is finished.

Students' reflective comments should include answers to the following guiding questions:

1. How much have I benefited from my project personally? Describe what you learned and felt during your project.
2. What understanding skills and values have I acquired through this project?
3. How others have benefited from this project?
4. Have some parts of my project had international aspect?
5. Has there been any change in my views and behavior?
6. Have I really enjoyed taking part in this project?
7. Have I become aware of my strengths and weaknesses?
8. In what aspects have I been unsuccessful?
9. What was the most important aspect of having participated in this project?
10. What are my recommendations to the future CAS students about these kinds of projects?

Seven Learning Outcomes

You need to show evidence that you have achieved the following learning outcomes.

1. Identify 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 to and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions

CAS Portfolio at Managebac Program



The portfolio is the online file that you are required to prepare to show your CAS involvement. You will use it to have your activities approved, to write your reflections, to add your photos and other documentation. The information you provide to your CAS Coordinator will be your CAS portfolio at Managebac program. For a successful CAS program, you must prepare an online CAS Portfolio. You will form your CAS portfolio by using Managebac program.

TOK

Theory of Knowledge, colloquially referred to as TOK, is a compulsory course for all students earning the IB Diploma as it is part of the **core curriculum**. In the course, the aim is to help IB students become effective critical thinkers, with a greater goal being to develop IB learners:

'Internationally minded people who recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.'

The Theory of Knowledge course, along with the Extended Essay, is intended to unify the other academic subjects of each student.

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. It is a core element of the DP, and encourages students to question what they already know in an abstract manner, by asking questions such as 'What counts as knowledge?' or 'What is the value of knowledge?' The classroom environment is usually very discussion-based, and the course thus has a secondary function of helping students develop their oral expression skills.

Specifically, the aims of the TOK course are for students to:

1. make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world,
2. develop an awareness of how individuals and communities construct knowledge and how this is critically examined,

3. develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions,
4. critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives,
5. understand that knowledge brings responsibility which leads to commitment and action.

The Course

1 - General Information:

The length of the course is 1hr/ week in 9th grade pre IB, and 2 hrs/ week in 10th and 11th grades. Classes are composed of various activities. Examples include:

Guided discussions	Readings	Class presentations	Essays	Research papers
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2- Assessment:

The assessment model in theory of knowledge (TOK) has two components, both of which should be completed within the 2 years designated for the course. Both the essay and the exhibition are assessed using global impression marking. The essay contributes **67%** of the final mark and the exhibition contributes **33%** of the final mark.

It is expected that by the end of the TOK course, students will be able to:

1. identify and analyze the various kinds of justifications used to support knowledge claims,
2. to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge
3. examine how academic disciplines/areas of knowledge generate and shape knowledge,
4. to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
5. to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge

Essay on a prescribed title:

- **One** essay on a title chosen from a list of six titles prescribed by the IB for each examination session.
- The prescribed titles will be issued in March prior to submission for November session schools.
- The maximum length for the essay is **1,600 words**.
- All essays are externally assessed by the IB.

The exhibition:

For this task, students are required to create an exhibition of three objects that connect to one of the 35 “IA prompts” provided in the “IA prompts” section of the TOK guide.

- The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us.
- Each student must create an individual exhibition.
- Students are required to create an exhibition comprising three objects, or images of objects, and an accompanying written commentary on each object.
- The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.

3 - Discussions:

The guided discussions generally relate to the various Areas of Knowledge, the nature of knowledge and the process of knowing. It is helpful for most students to actively engage in and participate in discussions, challenging the basis of knowledge. Discussions on the AOKs and may manifest themselves in many, many ways and in many cases, there is no real "right answer." As such, students probably will debate during the class discussions and arrive at their own conclusions.

EXTENDED ESSAY

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or viva voce, with their supervisor following the completion of the extended essay. An assessment of this reflection process is made under criterion E (Engagement) using the Reflections on planning and progress form. The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

Key features of the extended essay

- The extended essay is compulsory for all students taking the Diploma Programme and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.

- When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the Handbook of procedures for the Diploma Programme for the session in question.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher.

Overview Of The Assessment Criteria For The Extended Essay

Criterion A: focus	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
<ul style="list-style-type: none"> • Topic • Research Question • Methodology 	<ul style="list-style-type: none"> • Context • Subject-specific terminology and concep 	<ul style="list-style-type: none"> • Research • Analysis • Discussion and evaluation 	<ul style="list-style-type: none"> • Structure • Layout 	<ul style="list-style-type: none"> • Process • Research focus
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

Total marks available: 34

TÜRKÇE A EDEBİYAT PROGRAMI AMAÇLARI:

- Öğrencilerin farklı tür, dönem ve stildeki edebi eserleri görebilmelerini sağlamak
- Öğrencilerin derin ve detaylı incelemelerde bulunmalarını ve çıkarımlar vasıtasıyla bağlantılar kurmalarını sağlamak
- Öğrencilerin sözlü ve yazılı dilde ifade kabiliyetlerini geliştirmek
- Öğrencilerin eser bağlamını algılamalarını sağlamak
- Öğrencilerin farklı kültürel bakış açılarına saygı göstermeleri ve bu bakış açılarının anlamı nasıl meydana getirdiğini algılamalarını sağlamak
- Öğrencilerin esere formal, stil ve estetik açıdan saygı göstermelerini sağlamak
- Öğrencilerin yaşam boyu edebiyattan ve dille ilgili çalışmalardan zevk almalarını sağlamak
- Öğrencilerde edebi eleştiri tekniklerine dair algılama ve kullanma becerileri kazandırmak
- Öğrencilerde bireysel edebi yorumlama becerisi kazandırmak ve bu düşünceleri ispatlamak

IB KİTAPLARININ KULLANILDIKLARI YERLERE GÖRE DAĞILIMI

DP YILI	KEŞİF ALANLARI	ESERLER	YAZARLARI
1.YIL	Okurlar, yazarlar ve metinler	Anna Karenina	L.Tolstoy
		Therese Raquin	Emile Zola
		Uzun Bir Mektup	Mariama Ba
		Uçurtmayı Vurmasınlar	Feride Çiçekoğlu
		Cimri	Moliere
		Fareler ve İnsanlar	John Steinbeck
	Zaman ve mekân	Semaver	Sait Faik Abasıyanık
2.YIL	Me tinl	Ölmeye Yatmak	Adalet Ağaoğlu

	Kuyucaklı Yusuf	Sabahattin Ali
	Hakkari'de Bir Mevsim	Ferit Edgü
	Yer Demir Gök Bakır	Yaşar Kemal
	İstanbul, Hatıralar ve Şehir	Orhan Pamuk
	Bütün Şiirleri	Orhan Veli

ÖLÇME ve DEĞERLENDİRME ALANLARI

Dış Değerlendirme	Temel Düzey (SL)	Yüksek Düzey (HL)
1. <u>Sınav (Paper1)</u> Öğrenci, ders çalışmalarından örneklerle daha önce hiç karşılaşmadığı bir metne dayanarak edebi eleştiri yazar.	%35 1 saat 15 dakika Edebi eleştiri tekniklerinin uygulanabileceği şiir veya düzyazı tarzındaki bir metne yönelik edebi eleştiri yazılacaktır.	%35 2 saat 15 dakika Edebi eleştiri tekniklerinin uygulanabileceği şiir veya düzyazı tarzındaki iki metne yönelik edebi eleştiri yazılacaktır.
2. <u>Sınav (Paper2)</u> Öğrencilerden çalışılan iki yapıtı seçilen soruyla ilişkili olarak karşılaştırmaları beklenmektedir.	%35 1 saat 45 dakika	%25 1 saat 45 dakika
<u>Bireysel Sözlü</u> Biri anadilde yazılmış, diğeri ise çeviri olan iki yapıttan 40 satırı aşmayacak pasajlar seçilecektir. Küresel sorunlarla ilgili olarak pasajlardaki konular ele alınacaktır.	%30 15 dakika	%20 15 dakika
<u>Yüksek Düzey Makale</u> Eğitim sırasında yazılan 1200-1500 kelime arası ve dışarıda değerlendirilecek olan ödev hazırlanacaktır.		%20 Öğrenciler, akademik makalenin resmi çerçevesine uymalı, alıntı ve göndermeler yapmalıdırlar.

ÖLÇME VE DEĞERLENDİRMENİN AMAÇLARI

ÖLÇME VE DEĞERLENDİRMENİN AMACI	HANGİ ÖLÇÜM ARACI	ÖLÇÜM ARACININ KULLANIM ŞEKLİ VE İÇERİĞİ
Bilgi sahibi olmak ve algılamak (anlamak) Analiz etmek, sentezlemek ve değerlendirmek Uygun sunum tekniklerini ve dil becerilerini kullanmak	Paper 1	<p>Daha önce hiç görülmemiş iki pasaj üzerinden öğrencilerin okuyucu olarak eserden nasıl bir anlam çıkardıklarını ortaya koydukları bir yazılı sınav çalışmasıdır.</p> <p>Sınavda, kurmaca metinler, öğretici metinler, şiir ya da tiyatro üzerine edebi analiz çalışması beklenmektedir.</p> <p>Temel düzeydeki (SL) öğrenciler bir metin üzerinde, yüksek düzeydeki (HL) öğrenciler iki metin üzerinde çalışmalıdırlar.</p> <p>Öğrencilerin resmi- formal bir dil kullanarak, kompozisyon kurallarına da riayet ederek, düzenli-organize bir kompozisyonu ilgili esere dair yazmalarını içeren bir çalışmadır.</p>
	Paper 2	<p>Öğrenciler, çalışılan yapıtlara dair karşılaştırmalı makale yazarlar. Öğrencilerin kendilerine sorulan sorudan hareketle iki farklı eseri formal yazım tarzında kıyaslamalarının söz konusu olduğu bir kompozisyon çalışmasıdır.</p>
	Written assignment (Yazılı kompozisyon) Yüksek Düzey Makale	<p>Öğrencilere bir yapıt hakkında detaylı bir çalışma fırsatı sunmaktadır. Derste incelenen bir yapıt üzerine araştırma sorusu oluşturma, akademik metin oluşturma yetkinliklerini kazandırmaktadır.</p> <p>Öğrencilerin kendi fikirlerini dile getirdikleri, bu fikirleri geliştirdikleri ve fikre dair bireysel – kişisel yorumlarını da dâhil ettikleri formal bir kompozisyon çalışmasıdır.</p>
	Bireysel sözlü sunum	<p>İncelenen eserlerden ikisinin ele alınarak öğrencinin seçtiği herhangi bir açıdan irdelenmesi ve bunu sözlü sunum şeklinde ifade etmesini dair çalışmadır.</p> <p>Öğrencinin daha önce sınıf içerisinde incelenen bir eserden alınan pasajı edebi tekniği açısından değerlendirmesi ve bu tekniğin eserin bu bölümündeki etkisinin ortaya konulmasına yönelik sözlü sunum çalışmasıdır.</p> <p>Öğrencilerin esere dair yorum ve eleştirilerini formal-yapısal ve derinlemesine irdeledikleri, bunu yaparken de akademik bir dil kullandıkları sözlü sunum çalışmasıdır.</p>

ENGLISH B HL

The focus of English B is language acquisition and intercultural understanding in the target language. Through a range of contexts, purposes, language skills and texts, students will demonstrate the appropriate language and intercultural understanding of the target language.

The following are six assessment objectives for the English B course. You will be assessed on your ability to:

- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding.
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organize ideas on a range of topics in a clear, coherent and convincing manner
- understand, analyze and respond to a range of written and spoken texts
- understand and use works of literature written in the target language of study

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

In addition, you will read at least four works of literature.

English B approaches the learning of language through meaning. Through the study of the core and optional topics, plus two literary works, you will build the necessary skills to reach the assessment objectives of the course through the expansion of your receptive, productive and interactive skills.

The following list are examples of text types which will be covered in the course:

blog	essay	interview	news report
review	report / Radio programme	article/column	written correspondence
instructions/guidelines /podcast / web page	short story, novel, poem	brochure, leaflet, flyer, pamphlet, advertisement	

Assessment component	Weighting
<p>External assessment (3 hours 30 minutes) Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks)</p> <p>One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions</p> <p>Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75% 25%</p> <p>50%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.</p>	<p>25%</p>

GROUP 2- LANGUAGE AB INITIO

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

Because of the inherent difficulty of defining what constitutes “very limited exposure” to a language, it is not possible to list specific conditions such as the number of hours or the nature of previous language instruction; however, it is important to note that any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an

appropriate academic challenge, nor is it fair for those students who are genuine beginners of the language.

In order to ensure that the range of language and structures covered in language ab initio classes is manageable for all students, and so that they marry closely with the format and contents of final assessments, language-specific syllabuses have been provided and are available on the programme resource centre.

At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts.

Receptive: Students understand, both aurally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They understand simple authentic and adapted written and audio texts and related questions in the target language.

Productive: Students express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions on the five prescribed themes and related topics.

Interactive: Students understand and respond clearly to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication.

Language acquisition aims

The following aims are common to both language ab initio and language B.

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

ASSESSMENT OBJECTIVES IN PRACTICE

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.	Paper 1—writing	Students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types.
	Internal assessment	Students orally react to a visual stimulus, respond to questions and engage in a general conversation.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.	Paper 1—writing	Students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types.
	Paper 2—listening and reading	Students produce responses that demonstrate an understanding of written and audio texts.
	Internal assessment	Students interact with the teacher using a range of language structures and registers appropriate to the context and audience.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.	Paper 1—writing	Students respond to written tasks using appropriate language, register and format.
	Paper 2—listening and reading	Students demonstrate an understanding of written and audio texts.
	Internal assessment	Students interact orally with the teacher using appropriate language, register and format.

- 21.yüzyılın gelişen ve değişen gereksinimlerine yanıt verebilecek ve geleceğe yönelik sağlam öngörülerde bulunabilecek beceriler geliştirmek.
- 20.yüzyılda Türkiye'nin siyasi, sosyal ve kültürel yapısını anlayabilmek için tarih, coğrafya ve sosyoloji disiplinlerine ait temel bilgi birikimlerini oluşturmak.
- 20.yy.Türkiye'sinin tarihi, coğrafi ve sosyolojik yapısını incelerken, Avrupa'daki ve dünyadaki gelişme ve değişimlerin, ülkemiz üzerindeki etkilerini, siyasi, ekonomik ve kültürel boyutları ile kavratılmasını sağlamak.
- Çeşitli bakış açıları ve anlayışlar aracılığıyla tarih, coğrafya ve sosyoloji alanlarında araştırma sevgisi kazandırmak.
- Avrupa ve dünyadaki farklı kültürlerle saygı ve anlayış düşüncesini oluştururken, ulusal tarih ve kültürümüz konusunda bilinçlenme, sahiplenme ve duyarlılık kazandırmak.

HEDEFLER

Dersin sonuna gelindiğinde öğrenci şu becerileri kazanmış olmalıdır:

- Türkiye'de 19. yüzyıldan bu güne kadar gerçekleşmiş olan tarihsel, sosyolojik ve coğrafi gelişmelere ilişkin esaslı bilgi edinmiş olmak.
- Türkiye üzerinde 19. yüzyıldan beri var olan uluslararası politik, sosyal ve kültürel etkileri ve Türkiye'nin yirminci yüzyılda dünya olaylarındaki rolünü anlamış olmak.
- Bilgi kaynaklarını ve kanıtlarını, farklı disiplinlerin bakış açılarıyla eleştirel olarak değerlendirmek.
- Kavramları, terimleri ve teknikleri uygulayabilmek ve sosyal araştırmaya uygun dil kullanabilmek.
- Türk toplumu, kültürü ve politikaları hakkında anlaşılır, ilişkili ve sağlam kanıtlara dayalı savları ve yorumları, sözlü ve yazılı olarak sunabilmek.

Toplam 6 ünite mevcuttur.

ÜNİTE	TARİH	COĞRAFYA	SOSYOLOJİ
1.Ünite: 20.YÜZYIL DOĞARKEN TÜRKİYE	1. Dünya Savaşı - Savaşın çıkışı ve yayılışı; Osmanlı'nın savaşa katılması; Rusya'nın savaştan çekilmesi ve ABD'nin savaşa girmesi; Savaş sonrası antlaşmalar ve Osmanlı'nın dağılması; Kurtuluş savaşı; Sevr ve Lozan Barış Antlaşmaları ve Mudanya Ateşkes Antlaşması.	Endüstri devriminin demografi ve ekonomi üzerindeki etkileri 1. Dünya savaşının Türkiye'de demografik etkileri	Endüstri Devriminin Toplumsal Etkileri - Devlet ve sivil toplumun gelişimi - Birey, vatandaşlık ve hak kavramlarının gelişimi - Kapitalizm ve sosyal sınıflar - Örgütlenme ve sosyal haklar - Toplumsal cinsiyet ve kadın hakları - I. Dünya Savaşı'nın ve Kurtuluş Savaşı'nın Toplumsal Etkileri
2.Ünite: TÜRKİYE CUMHURİYETİ 'NİN KURULUŞU (1923-1945)	Halifeliğin kaldırılması ve çok partili sisteme geçiş; Atatürk devrimleri ve karşı devrimler	Cumhuriyetin ilk yıllarında Türkiye'nin demografik yapısı ve değişimler	Sosyal devrimler; - Eğitim - Kadın hakları - Laiklik
3.Ünite: DÜNYA SAVAŞLARI ARASINDAKİ KÜRESEL DEĞİŞİMLER VE TÜRKİYE ÜZERİNDEKİ ETKİLERİ (1918-1939)	Arayış yılları ve Milletler Cemiyeti'ne giriş; Balkan Antantı; Montrö Boğazlar Sözleşmesi; Sadabad Paktı; Hatay Sorunu; İspanya İç Savaşı	1929 krizinin ekonomik etkileri	Avrupa'da faşizmin yükselişi ve Japon militarizmi
4.Ünite: II. DÜNYA SAVAŞI VE BASKI ALTINDAKİ TÜRKİYE	II.Dünya Savaşı sırasında Türkiye'nin tarafsızlık politikası; Japonya'nın güçlenmesi, Çin ve SSCB	II.Dünya Savaşı'nın Türkiye üzerindeki ekonomik etkileri	II.Dünya Savaşı'nın toplumsal etkileri; Savaş sonunda küresel kurumların ortaya çıkışı

	II. Dünya Savaşı gelişmeleri ve sonuçları		
5.Ünite: YENİDEN YAPILANMA, DEMOKRASİ, TÜRKİYE VE BÖLGEDEKİ GELİŞMELER (1945-1985)	Soğuk savaşın Avrupa ve Asya'da gelişimi ve Türkiye'ye etkileri; İsrail-Filistin Sorunu; Sömürgelerdeki bağımsızlık hareketleri; Yugoslavya'nın oluşumu; Çok partili hayata geçiş ve Türkiye'de yaşanan siyasi gelişmeler	Türkiye ve gelişen dünyada yaşanan demografik değişimler; Türkiye ekonomisindeki değişimler ve ekonomik gelişme; Bölgesel ekonomik gelişmeler: küresel ekonomide Türkiye	Demokratikleşme ve Liberal Ekonomiye Geçiş; Türkiye'de kentleşme ve iç ve dış göçlerin toplumsal yapı üzerindeki etkileri Değişen bir toplumda toplumsal cinsiyet
6.Ünite: KÜRESELLEŞM ENİN ETKİLERİ VE AVRUPA İLE DİYALOG (1985-2000)	Perestroyka ve Glasnost; soğuk savaşın bitişi; SSCB'nin dağılması, Orta Asya'da ve Doğu Avrupa'da yeni devletler; yeni kutuplar; Orta Doğu'da gelişmeler; Türkiye'de Siyasal Gelişmeler; AB'nin oluşumu, Türkiye'nin AB süreci	Küresel dünya ekonomisi ve Türkiye üzerine etkileri: Sermaye, emek ve ticaretin akışkanlığı, eşitsizliğin büyümesi; Türkiye'nin Avrupa Gümrük Birliği üyeliği ve Avrupa Birliği'nin Türkiye politikaları	Küreselleşmenin siyasi ve kültürel Boyutları: Ulus-devletin ekonomik olarak zayıflaması; Terörün sosyolojik boyutu; Yeni sosyal kimlik arayışı; Laiklik ve radikalizmin büyümesi; AB ülkelerinin sosyal - kültürel bütünleşme çabaları; Popüler kültür ve iletişim Bilgi toplumunun büyümesi

OKUL-DİŐİ DEĞERLENDİRME (<i>EXTERNAL ASSESSMENT</i>)	AĞIRLIĞI
1.sınav 1,2 ve 3.üniteleri kapsar. Adaylar tüm soruları cevaplamak zorundadır.	%30
2.sınav 4,5 ve 6.üniteleri kapsar. Öğrenci kendi seçtiğı bir ünitenin iki sorusunu da cevaplayacaktır.	%30
OKUL-İÇİ DEĞERLENDİRME (<i>INTERNAL ASSESSMENT</i>) Müfredatta yer alan herhangi bir konu üzerine araştırma tezi Adaylar en az 2 disiplini kapsayan bir tez çalışmasında bulunurlar Çalışmanın uzunluğu 1500-2000 kelime arasındadır	% 40

IB PHYSICS SYLLABUS: SL AND HL

“Physics is a tortured assembly of contrary qualities: of scepticism and rationality, of freedom and revolution, of passion and aesthetics, and of soaring imagination and trained common sense.”¹

Leon M Lederman (Nobel Prize for Physics, 1988)

COURSE OBJECTIVES AND AIMS

Through studying **physics**, 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 is the emphasis on a practical approach through experimental work that characterizes these subjects.

The aims enable students to:

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

CONTENT OF THE COURSE

The syllabus of the Physics SL and HL courses include 8 core topics and 1 additional option topic. Physics HL course also covers 4 additional higher level topics. The list of the topics are as follows;

¹ IBO DP Physics Guide, *First Assessment 2016*, p.12

² IBO DP Physics Guide, *First Assessment 2016*, p.17

CORE <ol style="list-style-type: none"> 1. Measurements and uncertainties 2. Mechanics 3. Thermal physics 4. Waves 5. Electricity and magnetism 6. Circular motion and gravitation 7. Atomic, nuclear and particle physics 8. Energy production 	OPTIONS <p>Option A: Relativity</p> <p>Option B: Engineering physics</p> <p>Option C: Imaging</p> <p>Option D: Astrophysics</p>
ADDITIONAL HIGHER LEVEL (AHL) <ol style="list-style-type: none"> 9. Wave Phenomena 10. Fields 11. Electromagnetic Induction 12. Quantum and Nuclear Physics 	

IB CHEMISTRY SYLLABUS: SL AND HL

COURSE OBJECTIVES AND AIMS

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

By studying chemistry 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 is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP chemistry course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities

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

CORE TOPICS (SL and HL)	OPTIONS
1. Stoichiometric relationships 2. Atomic structure 3. Periodicity 4. Chemical bonding and structure 5. Energetics/thermochemistry 6. Chemical kinetics 7. Equilibrium 8. Acids and bases 9. Redox processes 10. Organic chemistry 11. Measurement and data processing	A. Materials B. Biochemistry C. Energy D. Medicinal Chemistry

³ <http://www.ibo.org/globalassets/publications/recognition/chemistryhl2016englishw.pdf>

IB BIOLOGY SYLLABUS: SL AND HL

COURSE OBJECTIVES & AIMS

The intent of this course is to introduce you biology and its relationship to other sciences. Students examine the overarching theories of life from biological research and also explore the fundamental concepts and principles of the study of living organisms and their interaction with the environment. Also they will examine how life is organized into hierarchical levels; how living organisms use and produce energy; how life grows, develops, and reproduces; how life responds to the environment to maintain internal stability; and how life evolves and adapts to the environment⁴.

In addition to all those objectives, students should become aware of how scientists work and communicate with each other; importance and benefits of studying regularly and methodically. The aims of this course are⁵:

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

CONTENT OF THE COURSE

IB Biology SL and HL consist of the same core requirements that consist of the same number of hours. Both classes will cover the same 6 topics in the order listed below:

Core Topics	In addition to those core topics, there are additional higher level topics listed below:
-------------	--

⁴<http://oli.cmu.edu/courses/free-open/cc-oli-biology-course-details/>

⁵ IBDP(2016) Biology guide

Topic #1: Cell Biology	Topic #7: Nucleic Acids
Topic #2: Molecular Biology	Topic #8: Metabolism, Cell Respiration, and Photosynthesis
Topic #3: Genetics	Topic #9: Plant Biology
Topic #4: Ecology	Topic #10: Genetics and Evolution
Topic #5: Evolution and Biodiversity	Topic #11: Animal Physiology
Topic #6: Human Physiology	

ADDITIONAL INFORMATION

The IB Biology syllabus has also the options. Schools can pick which one option topic to cover. At TED Bursa College we have traditionally completed the Human Physiology (D) option. Also students will have two exam for each term which covers both MEB and IB topics.

As an area of knowledge, TOK takes part in biology very often. It's a training in critical thinking, such as creationism vs. evolution creationism vs. evolution. In DP, we expect *students* to demonstrate **academic honesty** and avoid any form of academic misconduct that help them to generate their own arguments on a specific subject.

Last, but not least as the course unfolds we will engage in individual work, pair work, small group and whole class activities. **Ongoing active, constructive and critical participation is expected.**

ASSESSMENT OF THE GROUP 4 LESSONS

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the Diploma Programme. IB examiners mark produced work for external assessment, while produced work is marked by teachers and externally moderated by the IB for internal assessment.⁶

INTERNAL ASSESSMENT FOR GROUP 4 LESSONS

Internal assessment accounts for 20% of the final assessment and this is assessed through a single individual investigation. Students learn how to conduct an individual investigation by doing background research about a subject area they are interested in, forming a hypothesis, designing a method to check that hypothesis, collecting and analyzing data, concluding and evaluating the results. This investigation may involve a hands-on approach, use of data-bases, modelling, simulation or a hybrid. Student work is internally assessed by the teacher and externally moderated by the IB.

⁶ IBO DP Physics Guide, *First Assessment 2016*, p.130

EXTERNAL ASSESSMENTS FOR GROUP 4 LESSONS

The external assessment (EA) of group 4 lessons consist of three written papers prepared by International Baccalaureate Organization (IBO). Papers will assess different skills learned and developed throughout 2 years of education.

Paper 1: Consists of 30 (<i>at SL</i>) or 40 (<i>at HL</i>) multiple-choice questions.	Marks: 30 <ul style="list-style-type: none"> • The questions on paper 1 test assessment objectives 1, 2 and 3. • The use of calculators is not permitted. • No marks are deducted for incorrect answers.
Paper 2: Contains short-answer and extended-response questions on the core material (<i>and Additional Higher Level material at HL</i>)	Marks: 50 <ul style="list-style-type: none"> • The questions on paper 2 test assessment objectives 1, 2 and 3. • The use of calculators is permitted. • A data booklet is to be provided by the school.
Paper 3: Has two sections; <ul style="list-style-type: none"> → Section A contains one data-based question and several short-answer questions on experimental work on the core (<i>and Additional Higher Level material at HL</i>) → Section B contains short-answer and extended-response questions from each of the four options. 	Marks: 35 <ul style="list-style-type: none"> • The questions on paper 3 test assessment objectives 1, 2 and 3. • The use of calculators is permitted. • A chemistry data booklet is to be provided by the school.⁷

Component	Overall weighting(%)	Approximate weighting of objectives (%)		Duration(hours)
		1+2	3	
Paper 1	20	10	10	3/4
Paper 2	40	20	20	1 1/4
Paper 3	20	10	10	1
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

⁷ http://www.ibchem.com/root_pdf/Chemistry_guide_2016.pdf

COURSE OBJECTIVES & AIMS

Dear IB Student,

Analysis and Approaches course is designed for you who wish to study mathematics as a subject in its own right or to pursue your interests in areas related to mathematics. It will appeal to you who are interested in exploring real and abstract applications of mathematical concepts. You will enjoy problem solving and generalisation. This course is suitable for students who may go on to further study in subjects that have a significant level of mathematics content, for example mathematics itself, engineering, physical sciences or economics.

The five topics below are covered during the SL and HL courses. Each of these topics has sub-topics with HL students covering some additional sub-topics or the same sub-topics at greater depth.

- Number and Algebra
- Functions
- Geometry and Trigonometry
- Probability and Statistics
- Calculus

Taking Mathematics: Analysis and Approaches HL online will enable you to:

- be supported by highly experienced IB teachers
- develop independence in learning and time-management
- develop their ability to work in a connected world
- become experienced in a wide range of online learning tools
- better cope with online learning demands in higher education

CONTENT OF THE COURSE

As you understand, dear IB student, you should love asking meaningful questions: “How will I cover these objectives?” To answer this question, you need to know about the content.

There we go:

In two years time, the topics you are going to learn are:

Algebra, Functions & Equations, Circular Functions & Trigonometry, Vectors, Statistics & Probability, Calculus. And finally, “**Mathematical Exploration**”!!! (I can hear your cheerings! Yes, have fun!)

That is to say, “*you are encouraged to apply your mathematical knowledge to **solve problems** set in a variety of meaningful contexts. Development of each topic should feature **justification** and **proof** of results. You 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. You are also encouraged to develop the skills needed to continue your*

mathematical growth in other learning environments. The internally assessed exploration allows you to develop **independence in mathematical learning**. You are encouraged to take a considered approach to various mathematical activities and to **explore** different mathematical ideas. The exploration also allows you to work without the time constraints of a written examination and to develop the skills you need for **communicating mathematical ideas**".

INTERNAL ASSESSMENT

In the following, you will find IB Assessment Criteria and Assessment Model that explains what you should demonstrate as an IB student. As you will see, internal assessment includes mathematical exploration which is graded as 20 percent of your final grade.

Beforehand, it is crucial to know that assessment is not just about products or grades, but a lifelong learning process. Through IB DP, all your efforts will be taken consideration by your teachers. As IB math teachers, we have some suggestions for you:

- Open up your mind and try to *think outside-of-the-box*. In time, you are expected to think critically and creatively.
- Be prepared for group works, discussions, and interdisciplinary projects. Communicate and collaborate effectively.
- Keep your TI Graphing Display Calculator always with you 😊 Play with it in your free time. Use other technology tools in an efficient way.
- Explore new mathematical ideas and reflect on your own learning. Mathematical discourse is the key element for your mathematical growth.
- Make a schedule, be careful about deadlines. Your time management skills will improve incredibly! 😊

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		5	80
Paper 1 (non-calculator)	Section A: Compulsory short-response questions based on the core syllabus. Section B: Compulsory extended-response questions based on the core syllabus.	2	30
Paper 2 (graphical display calculator required)	Section A: Compulsory short-response questions based on the core syllabus. Section B: Compulsory extended-response questions based on the core syllabus	2	30
Paper 3 (graphical display calculator required)	2 extended-response questions based on the core syllabus	1	20
Internal			20
Mathematical exploration	The individual exploration is a piece of written work that involves investigating an area of mathematics.		

EXTERNAL ASSESSMENT

As stated above, you will take three exams which are externally assessed by IB examiners. Besides the suggestions in the previous part, for external assessment there could be a few more suggestions:

- Examine your mathematical knowledge by solving past paper questions.
- Pay attention to the instructions such as “show, justify, draw, solve, find, determine”...
- Remember you should write your results in three-significant-figures.
- Use TI GDC fluently.



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