



TED BURSA COLLEGE IB BOOKLET

This booklet has been prepared in order to guide November 2022 IBDP students.



TABLE OF CONTENTS

• WHAT IS IBDP?	3
• IB MISSION	3
• IB LEARNER PROFILE	3
• THE DP CURRICULUM	4
• ACADEMIC HONESTY	4
• CORE OF THE PROGRAM (CAS-TOK-EXTENDED ESSAY)	5
• GROUP 1- TURKISH A LITERATURE	11
• GROUP 2- ENGLISH B	14
• GROUP 2- LANGUAGE AB INITIO	15
• GROUP 3- TURKEY IN TWENTIETH CENTURY	18
• GROUP 4- SCIENCE	23
• GROUP 5- MATHEMATICS	29
• GROUP 6- VISUAL ARTS	32
• REFERENCES	34
• IBDP INTERNAL CALENDER (2021-2023)	35
• IBDP EXTENDED ESSAY CALENDER (2021-2023)	36

WHAT IS IBDP?

The International Baccalaureate® (IB) Diploma Programme (DP) is for students aged 16-19.

Research suggests that there are many benefits to choosing the DP. The programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.

IB MISSION

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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.

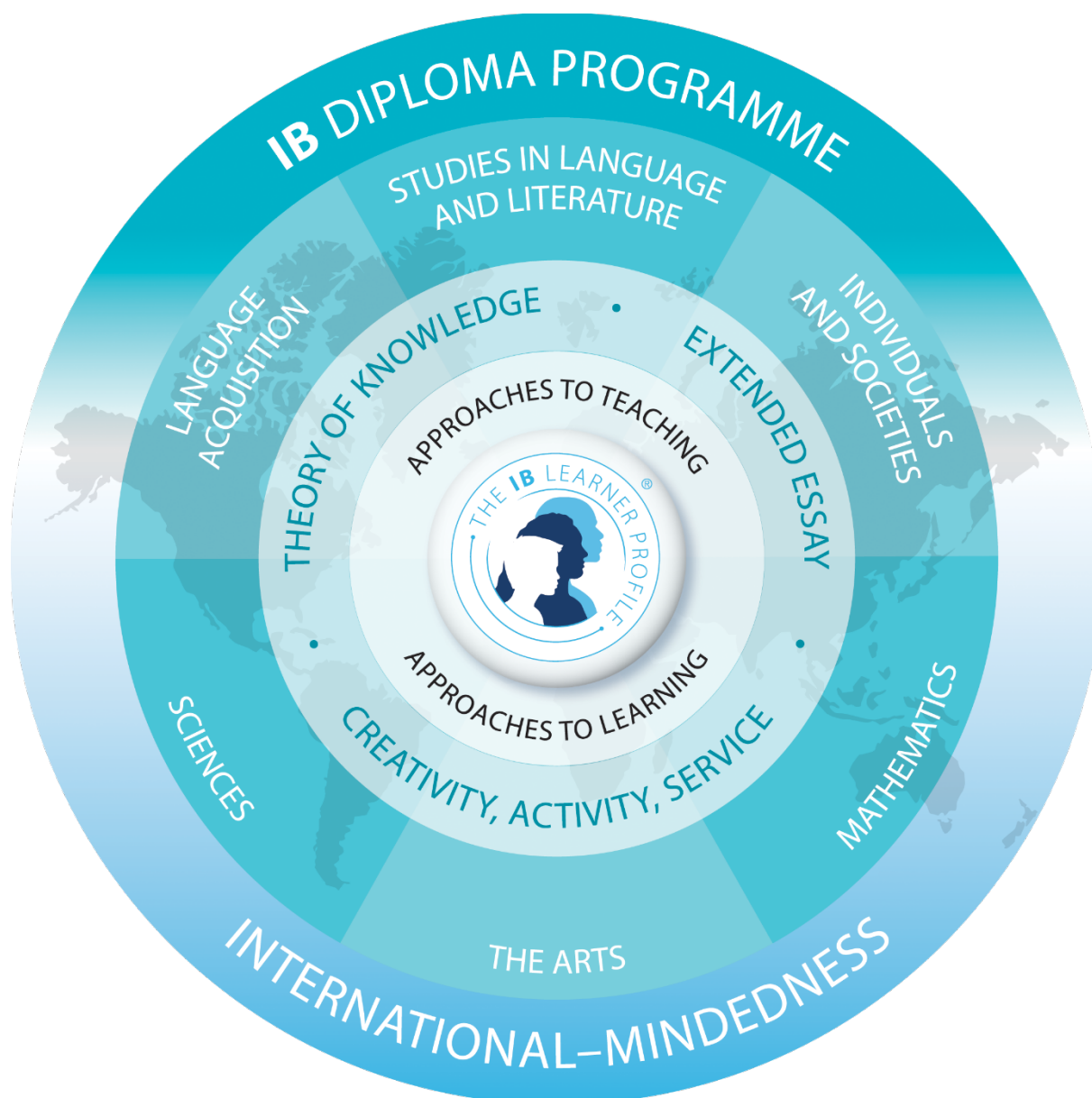
The profile aims to develop learners who are:

- | | |
|--|---|
| <ul style="list-style-type: none">• Inquirers• Knowledgeable• Thinkers• Communicators• Principled | <ul style="list-style-type: none">• Open-minded• Caring• Risk-takers• Balanced• Reflective¹ |
|--|---|

¹ <http://ibo.org/>

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.²



² <http://ibo.org/>

ACADEMIC HONESTY

Academic honesty in the Diploma Programme is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.

CORE OF THE PROGRAM (CAS-TOK-EXTENDED ESSAY)

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
--------------------	----------	---------------------	--------	-----------------

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.
- 10 marks

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.
- 10 marks

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

ÖLÇME VE DEĞERLENDİRMENİN AMAÇLARI

ÖLÇME VE DEĞERLENDİRMENİN AMACI	HANGİ ÖLÇÜM ARACI	ÖLÇÜM ARACININ KULLANIM ŞEKLİ VE İÇERİĞİ
<p>Bilgi sahibi olmak ve algılamak (anlamak)</p> <p>Analiz etmek, sentezlemek ve değerlendirmek</p> <p>Uygun sunum tekniklerini ve dil becerilerini kullanmak</p>	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
External assessment (3 hours 30 minutes) Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) 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 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.	75% 25% 50%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. 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.	25%

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.

20.YY'DA TÜRKİYE DERSİNİN AMAÇLARI

- 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.

KONU	TARİH	COĞRAFYA	SOSYOLOJİ
ÜNİTE 1 20. YÜZYIL DOĞARKEN TÜRKİYE 20. YÜZYIL DOĞARKEN	1871'den 1914'e Kadar Avrupa Ve Osmanlı Devletindeki Gelişmeler <ul style="list-style-type: none"> • 1839 Gülhane Fermanı • 1856 Osmanlı Islahat Fermanı • Bloklar • İlk Anayasadan Osmanlı İmparatorluğu • Monarşiden Birinci Dünya Savaşına • Birinci Dünya Savaşı Dış Ticaret Sözleşmeleri • Savaşın Nedenleri • Savaşın Ortaya Çıkışı Ve Yayılışı • Osmanlı Devletinin Savaşa Girişi Ve Savaştığı Cepheler • Avrupa'da Doğu Ve Batı Cephelerindeki Gelişmeler • 1917 Bolşevik Devrimi Ve Rusya'nın Savaştan Çekilmesi • Askeri Teknolojideki Değişiklikler Ve Savaşa Etkileri • ABD'nin savaşa girişi • Almanya'nın Askeri Ve Ekonomik Çöküşü • Savaşın Sonu • Savaşın Sonuçları Ve Özellikleri SAVAŞ SONRASI ANTLAŞMALAR <ul style="list-style-type: none"> • Paris Barış Konferansı • Versay Antlaşması • Mondros Ateşkes Antlaşması Ve Osmanlı Devletinin Durumu	Sanayi Devrimi <ul style="list-style-type: none"> • Feodal Üretim Tarzından Coğrafi Keşifler Ve Sanayi Devrimine • Sanayi Devrimi • Sanayi Devrimini Hazırlayan Koşullar • Sanayi Devriminin Demografik Ve Ekonomik Sonuçları • 1838 Ve 1923 Arasındaki Ekonomik Gelişmeler <ul style="list-style-type: none"> ◦ Dış Ticaret Sözleşmeleri ◦ Dış Borç ◦ Yabancı Yatırımlar • Osmanlı'nın Türkiye Cumhuriyeti'ne Bıraktığı Ekonomik Miras • Savaş Ekonomisi Politikaları • Önlemler • Uygulamalar • Birinci Dünya Savaşının Demografik Ve Ekonomik Etkileri 	Sosyolojik Bakış Açısı Geliştirme Sosyolojinin Doğuşu <ul style="list-style-type: none"> • Auguste Comte • Emile Durkheim • Karl Marx • Max Weber Sınıfsız Bir Toplumdan Sınıf Temelli Bir Topluma Geçiş Süreci <ul style="list-style-type: none"> • Avcı Toplayıcılardan Yerleşik Hayata Geçiş • Kapitalizm • Kapitalizm Eleştirileri <ul style="list-style-type: none"> ◦ Sosyalizm ◦ Komünizm ◦ Anarşizm Sanayi Devriminin Sosyal Etkileri <ul style="list-style-type: none"> • Sanayi Devrimi Ve Toplumsal Tabakalaşma <ul style="list-style-type: none"> ◦ Acık Tabakalaşma • Sistemleri <ul style="list-style-type: none"> ◦ Sosyal Hareketlilik ◦ Birey, • Vatandaşlık Ve Haklar Gibi Kavramların Gelişimi • İş Gücü Hareketleri <ul style="list-style-type: none"> • Paris Komunu • Cartizm Hareketi • Sanayi Devrimi Ve Kadın Hakları • Sanayi Devriminin Sanata Etkisi

<p>ÜNİTE 2 TÜRKİYE CUMHURİYETİ: DEĞİŞİM VE DÖNÜŞÜM (1923-1945)</p>	<p>Türkiye Cumhuriyeti'nin Kuruluşu Sürecindeki Gelişmeler</p> <ul style="list-style-type: none"> • Kurtuluş Savaşı Organizasyon / Hazırlık Donemi • Sevr Antlaşması • Kurtuluş Savaşının Cepheleri Ve Mudanya Mütarekesi • Lozan Barış Antlaşması <p>1923–1938 Atatürk Dönemi</p> <ul style="list-style-type: none"> • Siyasi Gelişmeler • Devrimler <ul style="list-style-type: none"> ◦ Siyasi ◦ Sosyal ◦ Ekonomik ◦ Kültürel Ve Eğitimsel 	<p>1923 Ve 1929 Arasındaki Ekonomik Politikalar</p> <ul style="list-style-type: none"> • İzmir Ekonomik Kongresi • Lozan Antlaşmasının Ekonomik Maddeleri • Ekonomik Devrimler <ul style="list-style-type: none"> ◦ Tarım ◦ Sanayi ◦ Ticaret ◦ Maden ◦ Ulaşım ◦ Bankacılık • Girişimci Sınıfının Oluşturulması • Ekonomide Millileştirme Cabaları • 1927-1945 Arasında Türkiye'nin Demografik Yapısı 	<p>Kültürel Ve Sosyal Değişim</p> <ul style="list-style-type: none"> • Maddi Ve Manevi Kültür • Kültürel Gecikme • Kültürel Yozlaşma • Asimilasyon • Zorla Kültürel Asimilasyon • Kültürel Etkileşim • Kültür Şoku • Osmanlı'dan Türkiye Cumhuriyeti'ne Aktarılan Sosyal Yapı <ul style="list-style-type: none"> ◦ Tanzimat Ve İkinci Meşrutiyet Döneminde Değişen Toplumsal Yapı • I. Dünya Savaşı Ve Türk Kurtuluş Savaşı Yıllarında Toplumsal Yapı • Devrimlerin Toplumsal Etkileri • Eğitimde Yenilikler <ul style="list-style-type: none"> ◦ Hukuk Alanındaki Yenilikler ◦ Cumhuriyet Kadınları Ve Çocukları • Kurumsallaşma Cabaları <ul style="list-style-type: none"> ◦ Türk Dil Kurumu ◦ Türk Tarih Kurumu ◦ Halk Evleri ◦ Üniversite Reformları ◦ Basın Ve Radyo
<p>ÜNİTE 3 İKİ DÜNYA SAVAŞI ARASINDAKİ KÜRESEL DEĞİŞİMLER VE TÜRKİYE'YE ETKİLERİ (1918-1939)</p>	<p>Dünyadaki Siyasi Gelişmeler</p> <ul style="list-style-type: none"> • 1929 Büyük Buhranı • Totaliter Rejimler <ul style="list-style-type: none"> ◦ Almanya ◦ İtalya ◦ SSCB ◦ İspanya ◦ Japon Militarizmi <p>Türkiye'deki Gelişmeler</p> <ul style="list-style-type: none"> • 1929 Büyük Buhranının Türkiye'ye Etkileri • İki Savaş Arası Donemde Türkiye'nin Dış Politikası <ul style="list-style-type: none"> ◦ Musul Sorunu ◦ Mübadele Türkiye'nin Milletler Cemiyeti'ne Girişi ◦ Balkan Antantı ◦ Montrö Boğazlar Sözleşmesi ◦ Sadabad Pakti-◦ Hatay 	<p>Ekonomik Gelişmeler</p> <ul style="list-style-type: none"> • 1929 Büyük Buhranı • 1929 Büyük Buhranının Türkiye'ye Etkileri • 1929 - 1939 Arasında Türkiye'nin Ekonomisi • İlk Beş Yıllık Sanayi Planı <ul style="list-style-type: none"> ◦ Tarım ◦ Ticaret ◦ Maden ◦ Ulaşım ◦ Bankacılık • İkinci Beş Yıllık Sanayi Planı • İkinci Dünya Savaşının Ekonomik Nedenleri <ul style="list-style-type: none"> ◦ A.B.D ◦ İngiltere ◦ Almanya ◦ Fransa-İspanya ◦ İtalya- Japonya 	<p>Sosyal Gelişmeler</p> <ul style="list-style-type: none"> • 1929 Büyük Buhranının Sosyal Etkileri <p>20. Yüzyıl İdeolojileri</p> <ul style="list-style-type: none"> • Demokrasi Ve Zayıf Yonleri <ul style="list-style-type: none"> ◦ Totaliter Rejimler ◦ Irkçılık ◦ Nazizm ◦ Falanjizm • Totaliter Rejimlerin Yükselişi Ardındaki Sosyal Nedenler • Totaliter Toplumlarda Kadınların Rolü • Türkiye'de Totaliter Rejimlerin Sosyal Etkileri

<p>ÜNİTE 4 İKİNCİ DÜNYA SAVAŞI VE TÜRKİYE (1939–1945)</p>	<p>İkinci Dünya Savaşı</p> <ul style="list-style-type: none"> • Birinci Dünya Savaşı İle Benzerlikler Ve Farklılıklar • Nedenleri (3.Konuya Bağlantı: Totaliter Rejimler) • Savaşın Ortaya Çıkışı, Yayılışı Ve Cepheleri • Savaş Teknolojisindeki Gelişmeler • Savaşın Sonuçları <p>İkinci Dünya Savaşı Ve Türkiye 1938–1945 İnönü Dönemi</p> <ul style="list-style-type: none"> • Milli Şef Yönetiminin Kurulması • Türkiye'nin Savaşın Dışında Kalma Politikası • 1939–1945 Türkiye'nin Savaş Sırasında Ülke İçindeki Stratejileri Ve Uygulamaları 	<p>Birinci Dünya Savaşı'nın Türkiye Ekonomisine Etkileri</p> <ul style="list-style-type: none"> • Savaşın Demografik Etkileri • Milli Korunma Kanunu • Geçim • Varlık Vergisi • Toprak Mahsulleri Vergisi • Arazi Dağıtım Kanunu 	<p>İkinci Dünya Savaşının Toplum Üzerindeki Etkileri</p> <ul style="list-style-type: none"> • Savaşın Yansımaları: <ul style="list-style-type: none"> ◦ Edebiyat ◦ Felsefe ◦ Sanat. • Varlık Vergisinin Sosyal Etkileri • Köy Enstitüleri
<p>ÜNİTE 5 YENİDEN YAPILANMA, DEMOKRASİ, BÖLGEDEKİ GELİŞMELER VE TÜRKİYE (1945–1991)</p>	<p>Soğuk Savaş Ve Özellikleri</p> <ul style="list-style-type: none"> • Doğu Ve Batı Blokları Arasındaki Uzak Doğudaki Gelişmeler • Kıbrıs Ve Ortadoğu'daki Gelişmeler • Sömürgecilik Ve Bağlantısızlar Hareketi • 1960–1990 Yumuşama Sureci <p>1945 - 1991 Yılları Arasında Türkiye'deki Siyasi Gelişmeler</p> <ul style="list-style-type: none"> • 1945–1960 Çok Partili Sistem Ve Demokrat Parti Dönemi • 1960-1970 Dönemindeki Gelişmeler Ve 1961 Anayasası • 1970-1991 Dönemindeki Gelişmeler Ve 1982 Anayasası • Perestroyka Ve Glasnost • Soğuk Savaşın Sonu Ve SSCB'nin Çöküşü 	<p>Türkiye'de Ve Gelişmekte Olan Ülkelerdeki Değişiklikler</p> <ul style="list-style-type: none"> • Demografik Değişiklikler <p>1945 Ve 1990 Arasında Dünyanın Demografik Değişimi</p> <ul style="list-style-type: none"> ◦ 1945 Ve 1990 Arasında Türkiye'nin Demografik Yapısı • Şehirleşme • Türkiye Ekonomisindeki Değişiklikler Ve Ekonomik Kalkınma <p>1945 - 1960 Dönemi</p> <ul style="list-style-type: none"> • Marshall Planı • Truman Doktrini • Bretton Woods • Uluslar Arası Para Fonu(IMF) • Dünya Bankası • Gümrük Tarifeleri ve Ticaret Genel Anlaşması (GATT) <p>1960 - 1980 Dönemi</p> <ul style="list-style-type: none"> • Avrupa Ekonomik Topluluğu'ndan (AET) Avrupa Birliği'ne (AB) • Yeşil Devrim • Petrol İhraç Eden Ülkeler Örgütü (OPEC)-İslam İşbirliği Teşkilatı • Ekonomik İşbirliği Ve Kalkınma Teşkilatı (OECD)- Petrol Krizi <p>1980 - 1990 Dönemi</p> <ul style="list-style-type: none"> • Neoliberalizm 	<p>Yeniden Yapılanma Döneminde Sosyal Ve Kültürel Gerçekler</p> <p>Demokratikleşme Ve Toplumdaki Yansımaları</p> <ul style="list-style-type: none"> • Kırsal Alanlardan Kentsel Alanlara Göç Ve Almanya'ya Göçmen Göçmen İşçiler • Teknoloji Ve Günlük Yaşam • Arabesk Kültürü • 1968 Kuşağı • 6-7 Eylül 1955 Olaylarının Sosyal Sonuçları • Kadın Hakları Ve Feminizm

ÜNİTE 6 KÜRESELLEŞEN DÜNYA VE TÜRKİYE'NİN DÜNYA VE AVRUPA İLE DİYALOGLARI (1991-2000)	AB'nin Gelişim Süreci Türkiye'nin AB'ye Üyelik Süreci	Küresel Dünya Ekonomisi Ve Türkiye'ye Etkileri <ul style="list-style-type: none"> • Dünyada Ve Türkiye'de İnsani Gelişim Endeksleri merkez-Çevre Etkisi • Jeopolitik • Çok Uluslu Şirketler • Sermaye • Emek-Ticaret Akışkanlığı • Küreselleşmenin Sonuçları • Küresel Eşitsizlik • Kuzey-Güney İlişkileri • Yeni Göç • Dünya Şehirlerinin Teknolojik Boyutları • Çevre • Türkiye'nin Küresel, Bölgesel Ve Ekonomik Organizasyonlara Yeni Üyelikleri 	Küreselleşme Ve Kültürel Boyutları <ul style="list-style-type: none"> • Kültürel Bütünleşme Cabaları Ve Sonuçları <ul style="list-style-type: none"> ◦ Radikalizm ◦ Laiklik ◦ Oryantalizm • Küresel Terör • Bilgi Teknolojileri Ve Bilgi Toplumu • Medya Ve Popüler Kültür • Kültürel Kimlik Sorunu

2021-2022 TITC müfredatında tüm konular belirtilen yedi kavram “Nedensellik, Değişim, Kültür, Kimlik, Bakış Açıları, Yerler Ve Güç” vurgulanarak işlenecek ve etkinlikler düzenlenecektir.

OKUL-DIŞI DEĞERLENDİRME (EXTERNAL ASSESSMENT)	AĞIRLIĞI
1.sınav 1,2, 3, 4, 5.üniteleri kapsar. Bu ünitelerden bir tanesinden 4 soru gelir. Sınavda adaylar 4 soruyu da yanıtlamak zorundadırlar. Sınavın süresi 1 saattir. Bu sınavda 6. Üniteden soru sorulmayacaktır.	%30
2.sınav TITC dersinin 6 ünitesinden de sorumlu olan adaylar, seçtikleri farklı iki üniteden birer soru cevaplamak zorundadırlar. Sınav süresi 1 saat 30 dakikadır.	%45
OKUL-İÇİ DEĞERLENDİRME (INTERNAL ASSESSMENT) Müfredatta yer alan herhangi bir konu üzerine araştırma tezi yapılabilir. Adaylar en az 2 disiplini kapsayan bir tez çalışmasında bulunurlar Çalışmanın uzunluğu en fazla 2200 kelime arasındadır. Ödev, kaynakların tanımlanması ve değerlendirilme, araştırma ve yansıtma olarak 3 kısımdan oluşacaktır.	% 25

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.”³

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

³ IBO DP Physics Guide, *First Assessment 2016*, p.12

10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.⁴

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;

CORE	OPTIONS
<ol style="list-style-type: none">1. Measurements and uncertainties2. Mechanics3. Thermal physics4. Waves5. Electricity and magnetism6. Circular motion and gravitation7. Atomic, nuclear and particle physics8. Energy production	<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 Phenomena10. Fields11. Electromagnetic Induction12. 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.

⁴ IBO DP Physics Guide, *First Assessment 2016*, p.17

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.⁵

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	A. Materials B. Biochemistry C. Energy D. Medicinal Chemistry

⁵ <http://www.ibo.org/globalassets/publications/recognition/chemistryhl2016englishw.pdf>

10. Organic chemistry	
11. Measurement and data processing	

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 environment⁶.

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 are⁷:

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.

⁶<http://oli.cmu.edu/courses/free-open/cc-oli-biology-course-details/>

⁷ IBDP(2016) Biology guide

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:
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.⁸

INTERNAL ASSESSMENT FOR GROUP 4 LESSONS

⁸ IBO DP Physics Guide, *First Assessment 2016*, p.130

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.

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.⁹

⁹ http://www.ibchem.com/root_pdf/Chemistry_guide_2016.pdf

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

GROUP 5 – MATHEMATICS

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

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.

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have sociopolitical impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

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

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

The Arts Aims

The aims of the arts subjects are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.

Visual Arts Aims

In addition, the aims of the visual arts course at SL and HL are to enable students to:

7. make artwork that is influenced by personal and cultural contexts
8. become informed and critical observers and makers of visual culture and media
9. develop skills, techniques and processes in order to communicate concepts and ideas

Having followed the visual arts course at SL or HL, students will be expected to:

Assessment objective 1: demonstrate knowledge and understanding of specified content

- a. Identify various contexts in which the visual arts can be created and presented
- b. Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
- c. Recognize the skills, techniques, media, forms and processes associated with the visual arts
- d. Present work, using appropriate visual arts language, as appropriate to intentions

Assessment objective 2: demonstrate application and analysis of knowledge and understanding

- a. Express concepts, ideas and meaning through visual communication
- b. Analyse artworks from a variety of different contexts
- c. Apply knowledge and understanding of skills, techniques, media, forms and processes related to art making

Assessment objective 3: demonstrate synthesis and evaluation

- a. Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
- b. Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
- c. Demonstrate the use of critical reflection to highlight success and failure in order to progress work
- d. Evaluate how and why art-making evolves and justify the choices made in their own visual practice

Assessment objective 4: select, use and apply a variety of appropriate skills and techniques

- a. Experiment with different media, materials and techniques in art-making
- b. Make appropriate choices in the selection of images, media, materials and techniques in art-making
- c. Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
- d. Produce a body of resolved and unresolved artworks as appropriate to

IBDP Biology guide (2016)
IBO DP Physics Guide, First Assessment (2016)
IB DP Subject Brief: Mathematics: Mathematics – Higher Level
IB TITC Guide (2020)
IB AB Initio Guide (2019)
IB Visual Arts Guide (2017)
IB Survival Forum: Helpful IB Tips and Advice! www.ibsurvival.com/topic/22822-helpful-ib-tips-and-advice
<http://ibo.org/>
<http://oli.cmu.edu/courses/free-open/cc-oli-biology-course-details>
<http://www.ibo.org/globalassets/publications/recognition/chemistryhl2016englishw.pdf>
<http://www.ibo.org/globalassets/publications/recognition/chemistryhl2016englishw.pdf>
http://www.ibchem.com/root_pdf/Chemistry_guide_2016.pdf
www.ibo.org/globalassets/publications/recognition/5-mathhl.pdf
www.ibo.org/programmes/diploma-programme/curriculum/mathematics/mathematics
wikiHow Article: How to Survive the International Baccalaureate-Diploma Programme
www.wikihow.com/Survive-the-International-Baccalaureate-Diploma-Programme



TED BURSA COLLEGE
INTERNATIONAL BACCALAUREATE DIPLOMA
PROGRAM STUDENT CALENDAR
2021-2023



September 2021	First Week	Beginning of the school year 2021-2022
January 2022	First Week	Group 4 project presentation
	Third Week	End of 1 st semester first year
February 2022	First Week	Beginning of 2nd Semester 1st year Math Exploration First Draft
	Third Week	Group 4 project presentation&Reflection Session
April 2022	Third Week	CAS Journal 1st draft
June 2022	Second Week	End of first year
September 2022	First Week	Support Classes
	Second Week	Beginning of Second Year 2022-2023
	Last Week	Turn in Turkish A WA first draft
	Third Week	CAS Journal 2nd draft
October 2022	Third Week	Submit TITC Project 1st draft
	Last Week	Parents pay registration fees for TITC for May 2023 exams
	Last Week	Distribution of candidate numbers to students
November 2022	Third Week	Turn Final Turkish A WA works to teachers
	Last Week	Submit TITC Project 2nd draft
December 2022	Fourth Week	Submit TITC Project 3rd draft
January 2023	Second Week	Submit TITC Project final draft
	Last Week	End of 1st semester 2nd year
February 2023	Second Week	Beginning of 2nd semester 2nd year Math Exploration Final Draft
March 2023	First Week	November 2023 students are supposed to sit for TITC Mock exams Math Exploration Second Draft
	Second Week	Turn in English B written assignment
April 2023	First Week	Parents pay registration fees for November 2023 exams for Group 1, 2, 4 and 5 Subject courses.
	Third Week	TOK presentations
	Last Week	May 2023 TITC Exams
May 2023	Second Week	Turkish A Oral Presentation
	Third Week	English B Oral Presentations
June 2023	First Week	CAS Journals final
	Second Week	Students turn in TOK essays
	Last Week	Turkish A and English B Oral presentation records submit to IBC
	Last Week	Students receive password to access May exam results
	Last Week	End of second year
	Last Week	Support Classes
September 2023	First Week	School begins
	Second week	Group 1, 2, 4 and 5 Teachers Submit predicted grades to IBC
October 2023	First Week	Students sit for November 2023 Mock Exams
November 2023	November 2023 Exams	
	Students receive password to access November exam results	

*This calendar is only for events and tasks monitored or performed by the IBDP Coordinator. Individual teachers will have additional deadlines for specific subjects.



**TED BURSA COLLEGE
INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME STUDENT
EXTENDED ESSAY CALENDAR
2021-2023**



September 2021	Second Week	Beginning of the school year 2021-2022
	Last Week	Extended Essay presentation given to students
October 2021		Students will be attending Extended Essay work sessions in each subject. Students will decide which two subjects to complete an EE portfolio on
January 2022	Last Week	End of 1st Semester first year
February 2022	First Week	Beginning of 2nd Semester first year
February 2022	Second Week	Students will turn in their portfolio's. After portfolio's have been reviewed, students will be assigned their EE subject and supervisor
March 2022	Third Week	Students will check-in with their supervisors to discuss their EE questions.
May 2022		First Reflection Session Completed
		First Reflection Comments written on to ManageBac
		Students will continue their EE work according to their supervisor's deadlines.
		Students will complete their EE Summer Plan form with their supervisor and turn it in to the EE Coordinator.
June 2022	Second Week	End of the school year 2021-2022
Summer 2022		Students will continue their EE work according to their supervisor's deadlines.
September 2022		Beginning of the school year 2022-2023
		Extended Essay Café
September 2022 October 2022 November 2022		Students will continue their EE work according to their supervisor's deadlines.
December 2022	Last Week	Interim Reflection Session Completed
January 2023	Second Week	Interim Reflection Comments written on to ManageBac
January 2023		End of 1st Semester second year
February 2023	First Week	Beginning of 2nd Semester second year
February 2023	Last Week	Students will complete their 11IB EE Progress form with their supervisor and turn it in to the EE Coordinator.



**TED BURSA COLLEGE
INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME STUDENT
EXTENDED ESSAY CALENDAR
2021-2023**



March 2023 April 2023		Students will continue their EE work according to their supervisor's deadlines.
May 2023	First Week	Students will turn in their complete EE rough draft to their supervisors.
June 2023	Second Week	End of the school year 2022-2023
June 2023		Students will turn in their complete final draft to their supervisor and to the EE Coordinator.
		Viva Voce Session Completed
		Viva Voce Comments written on to ManageBac
June 2023	Last Week	EE Supervisor's will complete their Viva Voce comments on ManageBac for their EE students.

