



IRMAK SCHOOLS

IB DIPLOMA PROGRAMME

2023-2025 HANDBOOK



Irmak High School is a Candidate School for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Irmak High School believes is important for our students.

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IB Mission Statement

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

Irmak Schools Mission Statement

Irmak Schools aim to raise conscientious and successful lifelong learners with ethical and aesthetic values, a strong sense of responsibility, and the courage to apply their knowledge and abilities towards the improvement of their local and global communities.

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A singular capacity for invigorating campus life

Informed by the International Baccalaureate (IB) mission to develop active, compassionate and lifelong learners, the IB programmes foster a distinctive set of attributes. These qualities—embodied in the IB learner profile—prepare IB students to make exceptional contributions on campus.

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

University faculties regularly note IB students' passion for discovery.

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

IB students are extraordinarily well prepared for the academic requirements of university coursework.

Thinkers. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking "why?"

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

IB students regularly deliver stimulating presentations and drive excellence in group assignments.

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

IB students are infused with the academic integrity that is a fundamental value of universities and colleges.

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

IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best tertiary institutions.

Caring. They 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 students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

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

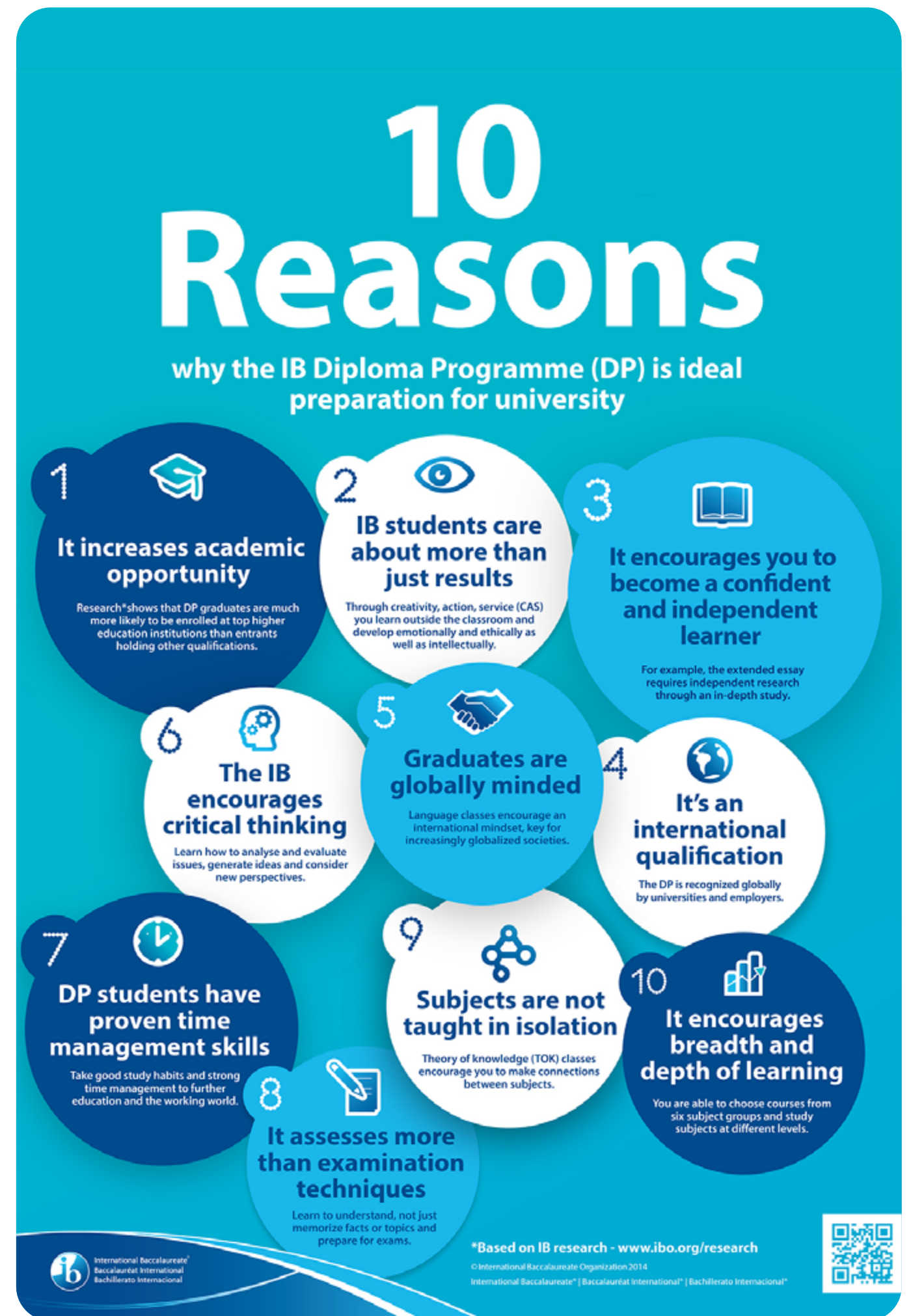
IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.

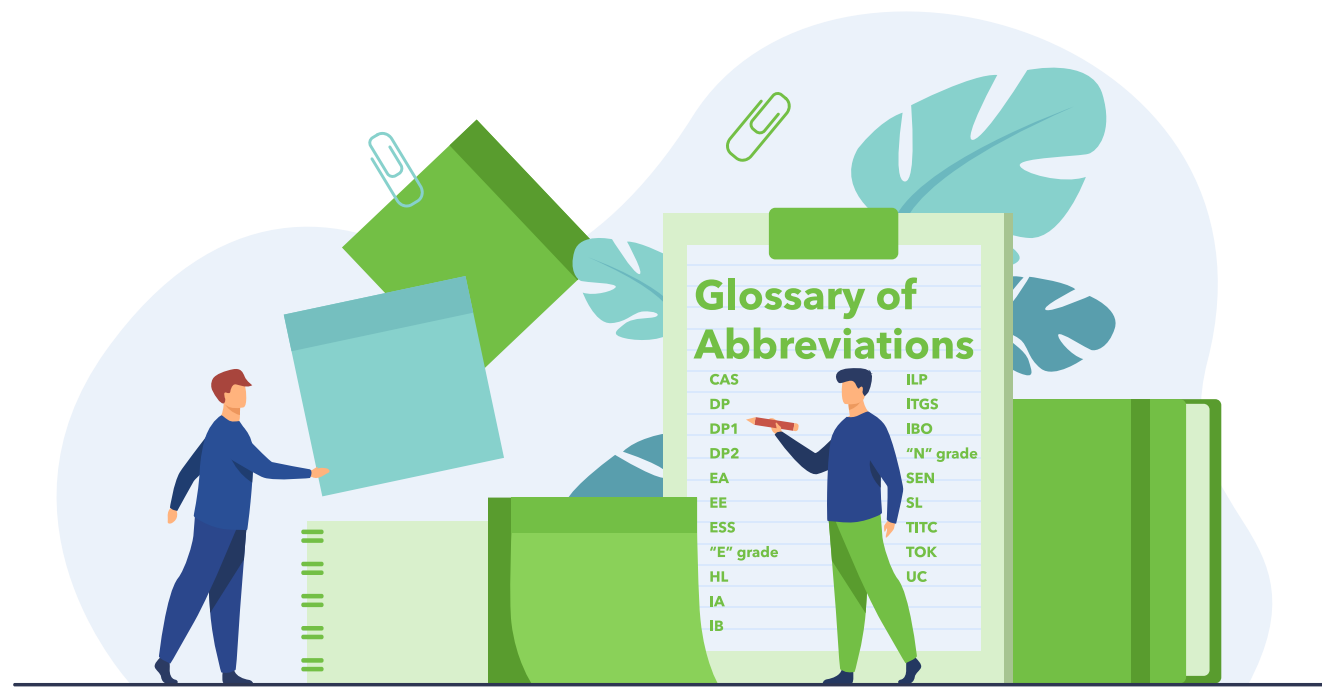
Balanced. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.

Reflective. They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.





Glossary of Abbreviations

CAS: Creativity, Activity, Service

DP: Diploma Programme

DP1: The first year of the Diploma Programme

DP2: The second year of the Diploma Programme

EA: External assessment

EE: Extended Essay

ESS: Environmental Systems and Societies

"E" grade: Elementary

HL: Higher level

IA: Internal assessment

IB: International Baccalaureate

ILP: Individual Learner Plan

ITGS: Information Technology in a Global Society

IBO: International Baccalaureate Organization

"N" grade: No submission

SEN: Special Educational Needs

SL: Standard level

TITC: Turkey in the 20th Century

TOK: Theory of Knowledge

UC: University Counsellor

Dear Students/Parents,

We are happy to welcome you to our **IB Diploma programme**, which we have designed with dedication and very intensive and detailed preparation. This handbook aims to give you a better understanding of how Irmak High School delivers the programme, what subjects we offer, and what policies are in place to support our students. We pride ourselves on our ability and professional expertise to cater the programme to our students' unique interests.

The Diploma programme is a rigorous pre-university course of study. Irmak High School is continuously working to help our graduates to pursue their studies in some of the best universities in the world. Our teachers have been certified from the IBO and are encouraged to develop professionally as they go.

We aim to develop active, compassionate, and responsible learners who approach everything they take on with great sincerity while promoting one's native language and preserving one's own heritage. Our programme is developed to encourage young people who are self-confident, caring, reflective, and understand their role as global citizens concerning other cultures and backgrounds.

Our **CAS programme**, for instance, is aimed to give our students contact with the local community and expand our students' understanding and open-mindedness to embrace different cultures and communities.

We hope that you take the time to read through this handbook and come to understand what makes the programme here at Irmak so unique. Section 1 of the handbook begins by looking at the diploma programme model and its basic features. Section 2 attempts to describe the policies which we hope will give each IB student meaningful access to the curriculum. Section 3 gives a brief description of the subjects offered, including important information about prior knowledge.

Finally, you can also find frequently-asked-questions with answers at the end of this handbook in Section 4.

We are confident that you will find something to accommodate your interests in our programme, but we are, of course, open to feedback about how we can further develop the programme we offer. We believe that the program's success is a shared responsibility between all stakeholders: the IBO, the school management team, parents, teachers, and students. Should you have any questions or queries about our IB programme, please do not hesitate to contact us. We look forward to welcoming you to our school.

Sincerely,

The IB DP Team

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The IB Diploma Programme

ABOUT THE IB

The International Baccalaureate (IB) is a non-profit educational foundation, motivated by its mission, focused on students. Founded in 1968, the IB currently works with 5,284 schools in 158 countries to develop and offer these four challenging programmes to students aged 3 to 19. The IB is more than its educational programmes and certificates. At its centre, it is motivated by a mission to create a better world through education. The IB promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century. 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.



Education for a better world

DIPLOMA PROGRAMME

The IB Diploma Programme (DP) is an academically challenging and balanced education program with final examinations that prepare students aged 16 to 19 for success at university and life beyond. It has been designed to address the intellectual, social, emotional, and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally, and ethically
- acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups

- develop the skills and a positive attitude toward learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- enhance their personal and interpersonal development through creativity, action, and service



CURRICULUM: DP SUBJECT GROUPS

IB DP students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), social sciences, experimental sciences and mathematics. Students can choose another subject from group 6 by choosing a subject that is not chosen from groups 3 and 4. At least three and not more than four subjects are taken at higher level (240 teaching hours), while the other subjects are taken at standard level (150 teaching hours). Students study and take examinations in English.

DIPLOMA PROGRAMME CORE

Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills. The three core elements are:

1. Theory of knowledge develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge. It is assessed through an exhibition and a 1,600-word essay. TOK is part of the International Baccalaureate® (IB) Diploma Programme (DP) core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.



TOK is composed almost entirely of questions into different kinds of knowledge. The most central of these is "How do we know?", while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions and develop an appreciation of the diversity and richness of cultural perspectives.

2. The extended essay asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying.

The extended essay is a required component of the International Baccalaureate® (IB) Diploma Programme (DP). It is an independent piece of research, culminating with a 4,000-word paper. The significance of the extended essay:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of personal interest to them relating to one of the student's six DP subjects



Through the extended essay's research process, students develop skills in formulating an appropriate research question, engaging in a personal exploration of the topic, communicating ideas, and developing an argument. Participation in this process develops the capacity to analyse, synthesise, and evaluate knowledge.

3. Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme (DP).

Creativity, activity, service (CAS) involves students in various activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. The activity seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable self-discovery journeys.

It is not formally assessed. However, students reflect on their CAS experiences as part of the DP and provide evidence of achieving the seven learning outcomes for CAS. Students can collect evidence in the following forms: photographs, videos, short movies, composing, blogs, written reflections, art performances or exhibitions, writing poems or songs, social media and channels, and so on.



Irmak School Policies

Irmak High School has developed a number of policies in order to help students achieve success in the diploma programme and beyond. We recognise that the IB curriculum is not 'one-size-fits-all', and we believe that each student should have meaningful access to the curriculum. This is achieved through the following five policies:

1. ADMISSION POLICY

Students from all nationalities can apply to the IB Diploma Program at Irmak High School. Admission of international students to the IB Diploma Program may require special conditions. For 10th grade students at Irmak High School, their level of English, motivation, academic achievement and study habits are taken into consideration. However, students who have fulfilled the prerequisites stated below can apply for this 2-year program. Application does not mean that students will be accepted to the IB Diploma Program.

If you do not want to participate in the entire diploma program, you can take only some of your courses, provided that it does not pose a problem for your weekly class schedule. In this case, you will receive an "IB Certificate" for those courses instead of an "IB Diploma". However, the IB Certificate should not be considered equivalent to the IB Diploma.

Application Prerequisites

- **Applications deadline:** by April 30, until the end of the working day
- 10th grade year-end English score of 70 and above out of 100
- As of the end of the 10th grade year, the year-end weighted score covering all courses must be 70 and above out of 100
- Not having responsible courses from lower grades
- No disciplinary action taken

Final Admission Requirements

- Positive evaluations of the students' personal and academic performance by class, counsellor and subject teachers,
- Positive evaluation of the English and Turkish interviews and exams by the Examination and Interview Commission,
- The school management's opinion and "consent" approval is required.

After Acceptance

- The student and parent must sign an agreement stating that they have read and accepted the conditions for enrolment in the Diploma Program, all high school registration requirements must be fulfilled and fees must be paid.
- The Diploma Program is an integrated 2-year program. IB courses taken in 11th grade are continuous. Therefore, it is not possible to change courses and grades from 11th to 12th grade.
- The student must not have received any disciplinary penalties while studying in the IB Diploma Program.

2. LANGUAGE POLICY

As Irmak Schools, our focus is on language as the primary element in raising well-equipped individuals in every aspect. The majority of Irmak Schools students are Turkish citizens, but our school offers education to students from every country, nation and culture. Although the ability of language varies from culture to culture, it unites all humanity and enables common understandings between cultures. Our school environment recognizes student diversity; visuals reflecting different languages and cultures are regularly displayed in all areas of our school. For students whose mother tongue is not Turkish, our school regularly provides one-to-one Turkish language support.



As Irmak Schools, we believe that language is not a lesson or a privilege but a part of life, that it plays a key role in the development of students' national and international identities, that it is the most important element in the transfer of cultural values from the past to the present and thus in the development of international awareness. For this reason, in our school environment, where we aim to ensure that a foreign language becomes a part of our students' lives, we focus on developing language skills (listening, speaking, reading, writing), emphasising respect for the cultural values of a foreign language, as well as their own identity and cultural values.

3. ASSESSMENT POLICY

The practice of assessing students has moved from what has traditionally been 'summative assessment' (which assesses students in end-of-year exams, for example) to 'formative assessment' (which assesses students with the main purpose of identifying areas for further improvement). To this extent, each subject in the IB programme comes with a set of marking criteria which show progression along different bands. The marking criteria for each subject is made known to students so that they know where they are at any given time, and what they need to improve on in order to reach the higher bands. The following are in place to ensure that teachers and students understand how assessment works in the IB programme:

- Students are given copies of the marking criteria for each component (including IAs, TOK and EE), which show them the indicators of each band
- Teachers regularly 'test' students by means of essays or structured tests, and subsequent teacher feedback allows students to gauge where they are along the marking scale
- Teachers attend workshops in their subjects and are encouraged to join local regional associations of IB schools, which allow them to better understand the marking criteria of the subjects they teach
- Teachers are sent subject reports for their subjects, which gives them valuable information on assessment as applied by the IB.

A key aspect of the IB programme is the IA. While the larger share of the assessment for the IB is carried out through external examinations (because of the greater degree of objectivity and reliability), the IB acknowledges that students should have the right to 'test' themselves through more project-like work. Hence the IA in each subject.

Finally, the EE and TOK (as discussed above) are also assessed and do not take the form of examinations. The EE is an extended project while TOK includes an essay and an exhibition. The TOK essay is marked by IB examiners. TOK exhibition is internally assessed by the teacher and externally moderated by the IB at the end of the course. The full assessment policy is sent to the parents via email.

4. INCLUSION / SPECIAL EDUCATIONAL NEEDS POLICY

Much like language backgrounds, students come to Irmak with a range of experiences and different learning styles or needs. An inclusive philosophy guides a school which endeavours to give meaningful access to such differences. The following are in place to enable the school to be inclusive:

- The IB DP Coordinator with the help of professionals to provide support to individual students who are identified as needing support
- If there is a student who needs special education support the IB DP coordinator invites special education specialists to give advice to teachers through workshops and on the most effective strategies to help learners achieve desired outcomes
- Much like the language policy, teachers are encouraged to plan for differentiating activities to take account learning styles and needs
- The IB Coordinator is able to request assessment access requirements from IBO if deemed necessary

Special provisions

The IB believes that all candidates must be allowed to undertake assessment under conditions that are as fair as possible. The IB has two forms of special provision

to ensure assessment is fair for candidates with inclusive access arrangements. A learning support requirement(s) often necessitates inclusive access arrangements. The IBO is able to authorise inclusive access arrangements for a candidate with inclusive access requirements.

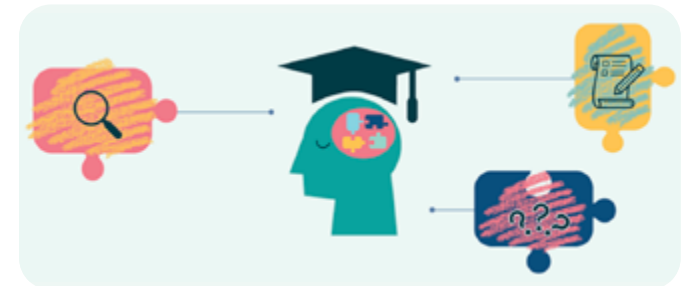
If a candidate needs inclusive access arrangements, the DP coordinator must make such arrangements and, where appropriate, request authorisation for inclusive access arrangements from the IBO.

Candidates with adverse circumstances

Adverse circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her assessment performance, including temporary illness or injury, severe stress, exceptionally difficult family circumstances, bereavement or events that may threaten the health or safety of candidates. Any application for special consideration in cases of adverse circumstances is subject to approval by the IBO and must be submitted by the school's DP coordinator on behalf of the candidate(s).

5. ACADEMIC INTEGRITY POLICY

- In order to be successful in an academic community, students need to be given an opportunity to experiment with ideas and to take risks.
- At the start of the IB programme students attend an introductory talk and engage in an activity on academic honesty
- Students return to the issue of academic honesty in the TOK class and during tutorials
- The Extended Essay class (mandatory for all DP1 students) will look at the issue of academic honesty and what students need to consider when writing a piece of work



- Prior to finalising their topics for the extended essay students are sent a manual which outlines a recommended referencing convention
- Prior to end-of-year examinations, mock exams and the IB examinations, the IB coordinator will send by email a poster which outlines expected conduct during examinations
- A designated notice board in the school will include information about examinations
- Parents are sent the document Academic honesty policy which gives important information about the IB programme including academic misconduct
- The full assessment policy is sent to the parents emails.

Academic misconduct

The IB defines academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper-based and on-screen. Academic misconduct is a breach of these regulations and includes, but is not restricted to the following:



- **plagiarism** - this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- **collusion** - this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another

- **duplication of work** - this is defined as the presentation of the same work for different assessment components and/or Diploma requirements
- **Any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate** (for example, taking unauthorised material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

Actions taken in the event of Academic Misconduct

As a candidate IB World School, Irmak embraces the mission and philosophy of the IB Organisation, which holds as a basic tenet, Academic Integrity. As it pertains to Academic Integrity, the IB Learner Profile states that each student must be 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."

If a breach of the Academic Integrity Policy is suspected the following will occur.

1. The teacher, invigilator, or fellow student will report suspected academic misconduct to the IB Coordinator
2. The IB Coordinator will investigate the incident and make a determination as to whether academic misconduct has occurred and the extent of the academic misconduct
3. If the IB Coordinator reaches the conclusion that academic misconduct has occurred, he/she will submit a report to the Principal. The assessment will be awarded a non-submission.
4. The student will face disciplinary consequences in accordance with the Responsible Behaviour Plan, General Regulations: Diploma Programme and Diploma Programme Assessment Procedures, including possible removal from the IB Diploma Programme and cancellation of enrolment at Irmak High School.

DP COURSE DESCRIPTIONS

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

LANGUAGE A: TURKISH LITERATURE

What is the nature of the subject?

Language A: Literature course is designed for students from a wide variety of linguistic and cultural backgrounds who have experience using the course language in an educational context. The language profile of students taking these courses will vary. Still, their receptive, productive, and interactive skills should be strong, and the expectation is that the course will consolidate them further. Students are expected to develop their proficiency, fluency, and linguistic range, particularly to acquire the vocabulary appropriate to the analysis of texts. They will also deepen their understanding of a wide variety of concepts explored through literary and non-literary texts to interpret, analyse, evaluate, and communicate this understanding in clear, organised, and developed products. (Language A: Literature guide, 2021)



What prior knowledge is needed?

Students who choose Language A: literature course should have acquired the habit of quality reading, be eager to develop their social, aesthetic and cultural literacy, be intellectual, productive and open to interaction, have literary language and expression competence appropriate to their level, have a deep vocabulary to analyse texts, and be equipped to express their thoughts clearly in oral and written form. In this course, where student production and the act of textual creation, analysis and response are prominent, the learner profile of this course is expected to have a predisposition to discovery and research in order to evaluate the works to be examined; to be determined to plan, manage and finalise the process, to take an active role in transformational thinking and developing new strategies.

SECTION 3

What is the distinction between SL and HL?

The model for language A: literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study 9 works, while HL students are required to study 13.

In paper 1, both SL and HL students are presented with two previously unseen literary extracts or texts from different literary forms, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both literary extracts or texts.

In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied literary text or work. The outcome is an essay of 1,200–1,500 words in which HL students are expected to demonstrate a deeper understanding of the nature of literary study.

GROUP 2: LANGUAGE ACQUISITION

LANGUAGE B: ENGLISH

What is the nature of the subject?

Language B is a language acquisition course designed for students with some previous learning of that language. This may be studied at either SL or HL. The main focus of this course is on language acquisition and development of language skills through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and will be related to the culture concerned. SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.



Course Focus and Topics

The five prescribed themes for Language B, both standard and higher level courses are:

- **Identities** - the nature of the self and what it is to be human.
- **Experiences** - the stories of the events, experiences and journeys that shape our lives
- **Human ingenuity** - the ways in which human creativity and innovation affect our world
- **Social organisation** - the ways in which groups of people organise themselves, or are organised, through common systems or interests
- **Sharing the planet** - the challenges and opportunities faced by individuals and communities in the modern world

The themes allow students to compare the target language and culture to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.

What prior knowledge is needed?

Prior knowledge is not necessary but students entering the Language B English course should be able to read, write, speak and understand the English language fluently. Only ESL students are allowed to enroll in IB Language B English courses.

What is the distinction between SL and HL?

At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

GROUP 3: INDIVIDUALS AND SOCIETIES

TITC-TURKEY IN THE 20TH CENTURY

What is the nature of the subject?

Turkey in the 20th century is a multidisciplinary and school-based course that adopts an international perspective, based on the requirements of the Turkish national education curriculum for history, geography and sociology courses. The aims of Turkey in the 20th century are to enable students to:

1. Understand the political, social and cultural structures of Turkey in the 20th century
2. Recognize the impact on Turkey of political, economic and cultural developments that occurred in Europe and the rest of the world in the 20th century
3. Apply understanding of Turkish history, geography and culture in order to reflect on personal and national identity in a global context

The program incorporates an international perspective to help students understand the role Turkey plays in the region and the world, especially its historical confluence between "east" and "west"

What prior knowledge is needed?

All Turkey in the 20th century Diploma Program students should be able to have the following skills:

- critical thinking
- ability to evaluate evidence
- ability to evaluate contradictory comments
- the ability to write logically
- ability to develop different perspectives
- ability to approach historical events objectively



- to know the terms of history, geography and sociology courses
- understanding cause and effect relationships across disciplines

What is the difference between SL and HL?

Turkey in the 20th century (TITC) is an interdisciplinary course offered only at standard level.

ESS-ENVIRONMENTAL SYSTEMS AND SOCIETIES

What is the nature of the subject?

Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfill either the individuals and societies or the sciences requirement. Alternatively, this course enables students to satisfy the requirements of both subjects simultaneously while studying one course. ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world.



The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.

What prior knowledge is needed?

Past experience shows that students will be able to study ESS successfully with no background in, or previous knowledge of, environmental studies but students entering the ESS course should be able to read, write, speak and understand the English language. Their approach to learning, characterized by the IB learner profile attributes, will be significant here.



All Diploma Programme ESS students should be able to:

- perform the basic arithmetic functions: addition, subtraction, multiplication and division
- carry out calculations involving means, decimals, fractions, percentages, ratios, approximations and reciprocals
- use standard notation
- use direct and inverse proportion
- solve simple algebraic equations
- plot graphs including two variables that show linear and nonlinear relationships
- interpret graphs, including the significance of gradients, changes in gradients, intercepts and areas
- interpret data presented in various forms (for example, bar charts, histograms and pie charts).

What is the difference between SL and HL?

Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level.

GROUP 4: EXPERIMENTAL SCIENCES

BIOLOGY

What is the nature of the subject?

As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyze data, collaborate with peers, and reflect, evaluate and communicate their findings. DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.



What prior knowledge is needed?

Prior knowledge is not necessary but students entering the DP Biology course should be able to read, write, speak and understand the English language and be familiar with Biology terminology. Their approach to learning, characterized by the IB learner profile attributes, will be significant here. However, for most students considering the study of a group 4 subject at HL, while there is no intention to restrict access to group 4 subjects, some previous exposure to formal science education would be necessary.

All Diploma Programme biology students should be able to:

- perform the basic arithmetic functions: addition, subtraction, multiplication and division
- carry out calculations involving means, decimals, fractions, percentages and ratios
- represent and interpret frequency data in the form of bar charts, graphs and histograms, including direct and inverse proportion
- plot graphs (with suitable scales and axes) involving two variables that show linear or non-linear relationships
- plot and interpret scatter graphs to identify a correlation between two variables, and appreciate that the existence of a correlation does not establish a causal relationship
- determine the mode and median of a set of data, calculate and analyse standard deviation
- select statistical tests appropriate for the analysis of particular data and interpret the results

What is the difference between SL and HL?

The course is available at both SL (110) and HL (180), and therefore accommodates students who wish to study biology as their major subject in higher education and those who do not. Biology students at SL and HL undertake a common core syllabus and a common internal assessment (IA) scheme where they only differ in further knowledge. Weighting of IA is different for SL (%10) and HL (%20). There are some extra topics such as "Gene expression, chemical signalling and Origin of cells". Standard Level has 40 hours of experimental work where High Level has 60 hours. There are two external assessment types; Paper 1 and Paper 2 in both SL and HL. SL students will have 3 hours, but HL students will have 4.5 hours for external assessments.

CHEMISTRY

What is the nature of the subject?

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. International



Baccalaureate (IB) offers a Chemistry Diploma Program that includes the essential principles of the subject to meet the needs of their students to whom may have interest in working in both the public and private sectors of chemistry and industrial fields related to chemistry.

What prior knowledge is needed?

All Chemistry Diploma Program students should be able to:

- perform the basic arithmetic functions: addition, subtraction, multiplication and division
- carry out calculations involving means, decimals, fractions, percentages, ratios, approximations and reciprocals
- use direct and inverse proportion
- solve simple algebraic equations
- use scientific notation
- solve linear simultaneous equations
- plot graphs
- express uncertainties to one or two significant figures, with justification
- analyze data
- have general laboratory skills
- writing a lab report with conclusion and evaluation
- understand scientific literature
- collaborative in teamwork

- have communication skills
- use technology and numeracy literacy
- handle academic writing
- be a researcher

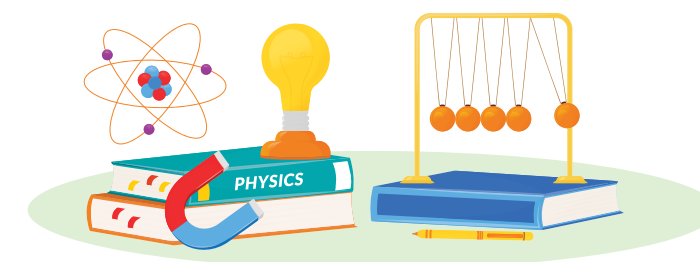
What is the difference between SL and HL?

The course is available at both SL(110) and HL(180), and therefore accommodates students who wish to study chemistry as their major subject in higher education and those who do not. Chemistry students at SL and HL undertake a common core syllabus and a common internal assessment (IA) scheme where they only differ in further knowledge. Standard Level has 40 hours of experimental work where High Level has 60 hours.

PHYSICS

What is the nature of the subject?

DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understanding, skills and techniques which can be applied across their studies and beyond.



Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory. The DP physics course promotes concept-based teaching and learning to foster critical thinking.

What prior knowledge is needed?

All Diploma Programme physics students should be able to:

- perform the basic arithmetic functions: addition, subtraction, multiplication and division

- carry out calculations involving means, decimals, fractions, percentages, ratios, approximations and reciprocals
- carry out manipulations with trigonometric functions
- carry out manipulations with logarithmic and exponential functions (HL only)
- carry out manipulations with radians
- use scientific notation (for example, 3.6×10^6)
- use direct and inverse proportion
- solve simple algebraic equations
- solve linear simultaneous equations
- plot graphs (with suitable scales and axes) including two variables that show linear and non-linear relationships
- interpret graphs, including the significance of gradients, changes in gradients, intercepts and areas
- draw lines (either curves or linear) of best fit on a scatter plot graph
- on a best-fit linear graph, construct linear lines of maximum and minimum gradients with relative accuracy (by eye) taking into account all uncertainty bars
- interpret data presented in various forms (for example, bar charts, histograms and pie charts)
- represent arithmetic mean using \bar{x} notation (for example, \bar{x})
- express uncertainties to one or two significant figures, with justification

What is the difference between SL and HL?

The Diploma Programme physics course includes the essential principles of the subject to meet the needs of their students. The course is available at both SL and HL, and therefore accommodates students who wish to study physics as their major subject in higher education and those who do not.

DP Physics students at standard level (SL-150h) and higher level (HL-240h) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. While the skills and activities of DP Physics subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

GROUP 5: MATHEMATICS

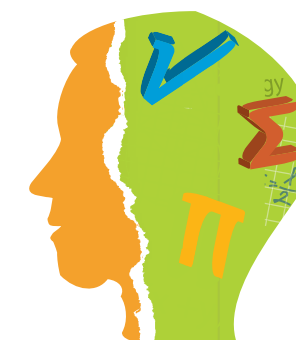
MATHEMATICS: ANALYSIS & APPROACHES

What is the nature of the subject?

This subject focuses on algebraic, graphical and numerical approaches and the construction of mathematical thinking.

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

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



DP Mathematics: Analysis and Approaches is offered at Standard Level (SL) and Higher Level (HL). The topics in the curriculum and the content of assessment tools slightly differentiate between SL and HL levels. Math AA course at SL level covers core topics planned to be taught in 150 hours of class time whereas HL level covers the topics of SL together with an additional 90 hours of class time dedicated for advanced topics in algebra, calculus and statistics. Though an individual mathematical exploration designed for an in depth research about a topic of interest is compulsory and common for both course levels, the external assessment is quite different in content and number of exams. At SL course level, the external assessment is composed of Paper 1 and Paper 2 including short response and extended response questions, respectively. Math AA at HL level has an additional Paper 3 exam that is composed of extended response

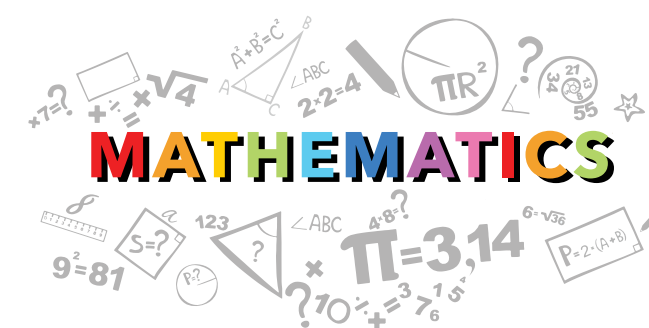


questions based mainly on the syllabus options. The durations and weighting of the papers in each test and the content of questions are all different between SL and HL papers.

MATHEMATICS: APPLICATION AND INTERPRETATION

What is the nature of the subject?

IB DP Mathematics: Application and Interpretation (MATH AI) recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, the course focuses on using Maths to solve practical problems, with an emphasis on applied Maths, interpreting results in context, and using technology. This course is suitable for students who want to study subjects such as Social Sciences, Natural Sciences, Statistics, Business, Psychology or Design.



What prior knowledge is needed?

Most of the prior learning topics of DP Math AI require students to have some background in arithmetic, algebra, geometry, trigonometry, probability and statistics whose contents are already covered by national curriculums of grade 9 and grade 10 mathematics courses. In addition to the content of these courses, the students are expected to be familiar with three-dimensional shapes, simple geometric transformations (translation, reflection, rotation and enlargement) and arc, length and area properties of circles. The course makes extensive use of technology to allow students to explore and construct mathematical models. The students who choose this course therefore should be comfortable in using technology and manipulation of algebraic expressions.

What is the difference between SL and HL?

DP Mathematics: Application and Interpretation is offered at Standard Level (SL) and Higher Level (HL). The topics in the curriculum and the content of

assessment tools differentiate between SL and HL levels. Math AI course at SL level covers core topics planned to be taught in 120 hours of class time whereas HL level covers the topics of SL together with an additional 90 hours of class time dedicated for advanced topics in algebra, calculus and statistics. Though an individual mathematical exploration designed for an in depth research about a topic of interest is compulsory and common for both course levels, the external assessment is quite different in content and number of exams. At SL course level, the external assessment is composed of Paper 1 and Paper 2 including short response and extended response questions, respectively. Math AI at HL level has an additional Paper 3 exam that is composed of two extended response problem-solving questions. The timings of the papers, number of problems in each test and the content of questions are all different between SL and HL papers.

GROUP 6: ARTS

PSYCHOLOGY

What is the nature of the subject?

This subject aims to enable learners to:

- develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior
- apply an understanding of these factors to at least one applied area of study
- develop an awareness of how psychological research can be applied to address real-world problems and promote positive change
- understand the importance of ethical practice in psychological research and observe ethical practice in their own studies
- understand diverse methods of inquiry
- ensure that ethical practices are upheld in all psychological inquiry and discussion



- gain a greater understanding of themselves and appreciate the diversity of human behavior
- develop an understanding of what all humans share, as well as the immense diversity of influences on human behavior and mental processes

Topics

- **Research methods** - quantitative and qualitative methods, sampling, and ethical considerations
- **Biological psychology** - Brain hemispheres, lobes and localization, neurons, neurotransmitters
- **Cognitive psychology** - models of memory
- **Sociocultural psychology** - Social identity, social learning, conformity, obedience, stereotypes

What prior knowledge is needed?

In order to be able to understand the course content students should be able to read, write and understand the English language at a fluent level. Students should have an open-mind and an interest in studying human behavior, a love for asking questions, researching to find the answers and learning.

What is the difference between SL and HL?

Everything is the same for SL and HL except that HL students are required to replicate 2 experiments and write 3 papers, as opposed to SL where students only replicate 1 experiment and write 2 papers.

HL and SL students have the same Internal Assessment (IA) requirement to submit an Experimental Study Report after replicating a published study. The report is 1800-2200 words explaining the methodology, results and evaluation processes. The External Assessment (EA) consists of 2 Papers. Paper 1 consists of 3 short answer questions (SAQ). Paper 2 is 1 essay response question (ERQ). For HL there are 3 Papers and 2 Experimental studies. The Internal Assessment is due at the end of the 2nd year. The External Assessment exams take place at the end of May.

FAQ

What, in brief, is the Diploma Programme?

- Students choose 6 subjects: 3 subjects at Standard Level (SL) and 3 subjects at Higher Level (HL). It is possible to take two subjects at SL and 4 subjects at HL.
- SL subjects take up 150 teaching hours; HL subjects take up 240 teaching hours.
- The six subject groups are: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; arts.
- Students may opt to take additional sciences, individuals and societies, or languages courses instead of studying the arts.
- Students follow a Core program including Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Action, Service (CAS)



SECTION 4

What is Creativity, Activity, Service? (CAS)

- CAS involves students in a range of activities alongside their academic studies.
- It is not formally assessed. However, students reflect on their CAS experiences and provide evidence of achieving the seven learning outcomes for CAS (these are to identify own strengths and develop areas for growth; demonstrate that challenges have been undertaken; demonstrate how to initiate and plan a CAS experience; show commitment to and perseverance in CAS experiences; recognize the benefits of working collaboratively; demonstrate engagement with issues of global significance and recognise and consider the ethics of choices and actions).
- Students must undertake a CAS project, which challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision making.
- The school provides a CAS coordinator for guidance and assistance.

What is the IB learner profile?

- The IB learner profile serves as the lynchpin of the DP. It is a collection of 10 attributes that inform a student's behavior throughout the programme and beyond because they serve to promote personal integrity. IB learners strive to be: inquirers; knowledgeable; thinkers; communicators; principled; open-minded; caring; risk-takers; balanced; and reflective.

How is the IB assessed?

- Students receive grades ranging from 7 to 1, with 7 being the highest.
- All subjects, except for the core, are assessed through final examinations.
- All subjects have an Internal Assessment (IA) component, which counts towards 20-25% of the final grade.
- A student's final result is made up of the combined scores of each subject. The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance and the successful completion of the core.

What is the Theory of Knowledge? (TOK)

- TOK is a compulsory course in practical philosophy, designed to provoke critical reflection on the nature of knowledge and on how we know what we claim to know.
- There is no exam in TOK, but the IB requires that they complete a 1,600-word essay and prepare for an examination on which students are graded by the IBO.

What is Extended Essay? (EE)

- Each Diploma candidate writes an 'Extended Essay', which is a maximum 4,000-word self-directed piece of research on a topic which they are interested in.
- The topic would normally fall within one of their subject choices and is due in the first term of the second year.
- The school provides a suitable adviser.

- Students can achieve a maximum of three additional points for their diploma from a combination of TOK and EE (see diploma points matrix below). It is important to note that students cannot obtain the diploma if they achieve an "E" grade in either TOK or the EE.

What are the responsibilities of the school?

The responsibilities of the school are found in the General Regulations of the Diploma Programme. According to this document, the school:



- is responsible for informing candidates and legal guardians about the general characteristics of the DP and how the school implements it must comply with the
- details, deadlines, and procedures stated in the Diploma Programme Assessment procedures for the Diploma Programme for the relevant examination session is responsible for ensuring that candidates comply with all assessment requirements for the DP

Note: While the school will do everything in its power to prepare candidates for the examination, it is the individual teacher's discretion to follow the syllabus requirements as reflected in the subject guide for that subject.

- will communicate to candidates and parents in good time if students have not met the first-year requirements so that students/parents can look for suitable alternatives.
- will provide candidates and parents with predicted grades prior to submitting university applications. These normally will be provided in early October of the second year but will be updated following mock examinations.

Are there any internal examinations?

Irmak holds mock examinations at the end of each term (1) to gauge what a student has learned and what still needs to be learned; (2) to give students the experience of taking examinations in authentic exam conditions. Towards the end of the first year, Irmak holds end-of-year exams to assess whether or not a student should be recommended for progression to the IB programme's final year. Students must achieve a total score of 20 points regarding the end-of-year exams and progress to the final year.

What subjects are offered at Irmak in the school year 2023/2024?

The subjects offered are based around the subject interests of our graduates and teaching staff capability of Irmak high School. For this academic year, we are offering Language A: Turkish Literature, English B, TITC, ESS, Psychology, Biology, Chemistry, Physics, Mathematics: Analysis and Approaches, Mathematics: Application and Interpretation the DP core - CAS, EE, TOK.

How do I choose my subjects?

The choice of subjects is determined by interest, ability, university-entrance requirements, etc. It is essential that students make an informed decision about this as changing subjects in the middle of the programme is 'costly' as students will have to catch up on what has been missed. The IB coordinator will discuss the subject choice with each prospective student to guide students, but it is equally important to discuss this at home.

How can I find out more about each subject?

- See section 3 in this handbook for a brief introduction to each subject.
- Our teachers would be happy to answer any questions about their subjects. Please see page 7 of this document for their email addresses and contact details.

What are the failing conditions for the DP?

- If a student has not met CAS requirements
- If a student's total points are fewer than 24
- If an N has been given for TOK, EE, or a contributing subject
- If a grade E has been awarded for one or both of TOK and the EE
- If there is a grade 1 awarded in a subject/level
- If grade 2 has been awarded three or more times (HL or SL)
- If grade 3 or below has been awarded four or more times (HL or SL)
- If a student has gained fewer than 12 points on HL subjects
- If a student has gained fewer than 9 points on SL subjects

What can I do to ensure that I am successful?

- It is key that students communicate their thoughts or concerns to their teachers and develop a trusting relationship with them. It is never good to shrug off difficulties because this can have deleterious consequences for the student.
- To be successful in the DP, one needs to develop study skills (e.g., note-taking, prioritizing; working to deadlines). This is because the IB is as much about growing in maturity as it is about academic ability
- It is partly the student's responsibility to take advantage of the programme and what it has to offer. There is a lot of flexibility in the DP (e.g., in the CAS project; in the chosen topic for the EE; in chosen topics for IAs; in the TOK exhibition and essay), and with a little reflection, a student can turn the DP into a custom-made programme to suit their own interests and talents



What support is available to help me succeed?

- Irmak has established several policies (see Section 2 for details), all of which aim to support students in their studies.
- Students can meet with the coordinator to discuss further assistance or any concerns

What is the timeline of key events in the school's DP?

The calendar is sent to students and parents at the start of the programme. Any changes will be emailed to students and parents.



Some of the information given in this handbook was taken from www.irmak.k12.tr and www.ibo.org.

References:

www.ibo.org

www.irmak.k12.tr

DP Assessment Procedures 2023 (Published September 2022)

Programme Standards and Practices 2014

DP Subject Briefs

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