2023

IB BOOKLET

ANTALYA
TOPLUM
KOLEJİ

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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 PHILOSOPHY OF OZEL ANTALYA TOPLUM KOLEJI

Ozel Antalya Toplum Koleji prepares its students to be:

Responsible Citizens who:

a.exercise leadership,

b.collaborate successfully in a variety of settings,

c.settle issues peacefully

d.show social awareness,

e. make a positive contribution to the community.

Critical Thinkers who:

a. recognize the difference between facts and opinions,

b. define, examine, and resolve issues,

c. compile and examine data and resources,

d. integrate information and identify connections

e. apply comprehension and knowledge to brand-new, distinct challenges

f. have an open mind to new ideas, approaches, principles, and beliefs

Technologically Literate Individuals who:

a.demonstrate fundamental technological proficiency,

b. use technology ethically and effectively,

c. use it to communicate, and conduct research.

Tolerant Individuals who:

a.respect oneself and others,

b. recognize the diversity and connection of all people,

c. successfully resolve disputes resulting from differences in thoughts and beliefs,

d. respect the significance of gender, religion, culture, and ethnicity in the world.

Effective Communicators who:

a. effectively express their ideas in more than one language and in a variety of modes of communication, using a variety of communication skills.

b. show that they understand their audience,

c. show the ability that they can actively listen,

d. use a variety of communication skills.

Life-long Learners who:

a. show intellectual curiosity,

b. be self-directed,

c. appreciate the importance of lifelong learning,

d. consider and assess their learning in order to advance themselves.

IB LEARNER PROFILE

The aim of IB programme is to develop intellectually minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB Learners strive to be:

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.

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

Thinker: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and makereasoned, ethical decisions.

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.

Principled : 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 andthe consequences that accompany them.

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 views, and are willing to growfrom the experience.

Caring: They show sympathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference in the lives of others and in the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explorenew roles, defending their beliefs.

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

Reflective: They give thoughtful consideration to their own learning andexperience. They are able to assess and understand their strengths and limitations in order to support their learning and personaldevelopment.

The "definitions" above have been adapted from the IB Learner Profile Booklet.

THE DP CURRICULUM

The DP curriculum consists of six subject groups and the DP core, which includes the extended essay, creativity, activity, and service (CAS), as well as theory of knowledge (TOK).

Students engage in independent study, reflect on the nature of knowledge, and work on a project that frequently involves community service as part of the DP core.

ACADEMIC HONESTY

It is expected of every member of the Ozel Antalya Toplum Koleji to maintain and uphold essential principles in all facets of school life as a sign of respect for both themselves and others. Most importantly, the foundation for right conduct and accountability must be the spirit of humility, which must underpin these ethical and moral standards.

The main responsibility for academic honesty counseling lies with teachers. Students are taught the value of honesty in all forms of academic work with clear directions. Teachers, the counselor, and the principal are required to routinely reflect on, evaluate, and monitor student work.

Regardless of motive, offering or receiving any unlawful assistance on a task, test, or quiz is cheating. Copying someone else's work is considered cheating. Plagiarism is the presentation of someone else's ideas, thoughts, or words as one's own, regardless of motive. Lying is any misrepresentation of the truth or refusal to convey the truth with the intent to deceive.

Every high school student, as well as their parent or guardian, is asked to sign the Academic Honesty Form as a sign of understanding and acceptance of the values of academic honesty at our school.

In addition, teachers will be sending electronic copies of the essays to Turnitin.com, an online tool and database that will search and compare the essays to billions of other previously published works. Students and parents should be aware of this.

Teachers will inform their colleagues, the counselor, and the school administration if they notice any student behavior that goes against the aforementioned principles in an effort to more closely monitor student compliance. They will also inform the student's parents or guardians.

CORE OF THE PROGRAMME (CAS / EE / TOK)

CREATIVITY, ACTIVITY, SERVICE (CAS)

CAS is at the heart of the IB Diploma Candidate curriculum. It is a framework for experiential learning which emphasizes learning by participation and reflecting upon real events that have a significant impact on one's own life and the lives of others.

Studied throughout the Diploma Programme (18 months), CAS involves students in a range of activities alongside their academic studies. 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. These outcomes include: undertaking new challenges, planning and initiating activities, working collaboratively with others, showing perseverance and commitment, engaging with issues of global importance, considering ethical implications, and developing new skills.

CAS experiences might include being involved with music, dance, theatre, creative writing, managing a team, initiating a fund raiser, organizing a youth sports activity, or helping with any number of community volunteer projects. Documentation of CAS experiences and reflections is maintained in ManageBac, the IB Information System used at Ozel Antalya Toplum Koleji. All students are expected to abide by the IBO and Ozel Antalya Toplum Koleji deadlines for submission of experiences, forms and other components prescribed by the CAS Coordinator.

EXTENDED ESSAY (EE)

The extended essay is a comprehensive examination of a single, narrowly focused subject chosen from a list of Diploma Program subjects deemed acceptable, typically one of the student's six IB Diploma subject options.

It aims to foster advanced research and writing abilities as well as creative thinking. It gives students the chance to do independent research on a subject of their choice with the help of a supervisor.

This leads to a major piece of formally presented and structured writing in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

THEORY OF KNOWLEDGE (TOK)

The Theory of Knowledge course holds everything together. It brings in a student's work in other courses and encourages students to question what and how they are learning and especially to participate by speaking up, something all students must learn to do. The course is taught concurrently with the other subjects, and it is expected that it will influence the quality and quantity of student participation in those other classes, just as material from those other courses will enrich the TOK discussions.

TOK has a new curriculum rolled for May 2022 examinations. It has this new structure: Core Theme, Optional Themes, and five compulsory areas of knowledge.

The new core theme is "knowledge and the knower". With this, the students are given the opportunity to reflect on themselves as knowers and thinkers. This also provides strong links to the IB Learner Profile. It is also hoped that having a more approachable structure, it will make the students more engaged in the topics of the course and find them relevant. These are the questions the students will face:

What shapes my perspective?

Where do our values come from?

How can we navigate the world?

How can we tell when we are being manipulated?

The optional themes are given and the teacher with the class can choose two:

- Knowledge and technology
- Knowledge and language
- Knowledge and indigenous societies
- Knowledge and politics
- Knowledge and religion

https://resources.ibo.org

With these optional themes, the students are given a space for a more in-depth discussion that is not rooted in AOKs.

These are the Areas of Knowledge to be discussed throughout the course: History, Human Sciences, The Natural Sciences, Mathematics, and The Arts.

The Six Big Questions will also be explored in the context of the AOKs and/or a Theme. (theoryofknowledge.net)

● BQ1(Foundations) What is theory of knowledge, and why do we study it?

● BQ2(Values) How does our knowledge about the world inform the way we construct our values?

● BQ3(Spin) How is our understanding of the world influenced by the way knowledge is communicated?

● BQ4(Perspectives) How do our perspectives and biases shape our knowledge of the world?

● BQ5(Creativity) How is new knowledge about the world created?

● BQ6(Experts) How do we become discerning knowers?

There are two major assessments for the course.

1. The TOK Essay: The titles are knowledge questions from which students are asked to choose one. They will address the question in their essay. The student will be assessed on how they are able to "provide a clear, critical and coherent exploration of the essay title."

2. The TOK Exhibition: For this task, the students will create an exhibition of 3 objects that show how TOK manifests in the world.

There are high level questions such as:

Are some types of knowledge more useful than others?

What counts as good evidence for a claim?

Are some types of knowledge less open to interpretation than others?

The students will showcase their work to an audience. It can be to parents and other members of the school community. The students can also have a "virtual exhibition" of their work.

GROUP 1 – STUDIES IN LANGUAGE AND LITERATURE

The Group 1 courses have their own identity and are designed to support future academic study or career-related paths by developing social, aesthetic and cultural literacy, as well as improving language competence and communication skills. For each course, the syllabus and assessment requirements are identical for all languages offered. The teaching and assessment of any particular studies in language and literature courses will be conducted in that language

Studies in language and literature aims:

The aims of all subjects in studies in language and literature are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures

2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing

3. develop skills in interpretation, analysis and evaluation

4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings

5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings

6. develop an understanding of the relationships between studies in language and literature and other disciplines

7. communicate and collaborate in a confident and creative way

8. foster a lifelong interest in and enjoyment of language and literature.

Syllabus component	Teaching hours*	
	SL	HL
Readers, writers and texts Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and literary works are chosen from a variety of literary forms. The study of the non-literary texts and literary works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.	50	80
Time and space Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.	50	80
Intertextuality: connecting texts Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.	50	80
Total teaching hours	**150**	**240**

GROUP 1- LITERATURE

Literature aims at exploring the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

Syllabus component	Teaching hours	
	SL	HL
Readers, writers and texts Works are chosen from a variety of literary forms. The study of the works could focus on the relationships between literary texts, readers and writers as well as the nature of literature and its study. This study includes the investigation of the response of readers and the ways in which literary texts generate meaning. The focus is on the development of personal and critical responses to the particulars of literary texts.	**50**	**80**
Time and space Works are chosen to reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of literary texts and the variety of ways literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.	**50**	**80**
Intertextuality: Connecting texts Works are chosen so as to provide students with an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships between literary texts with possibilities to explore various topics, thematic concerns, generic conventions, literary forms or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among literary texts.	**50**	**80**
Total teaching hours	**150**	**240**

GROUP 2: LANGUAGE ACQUISITION

Language acquisition (English or German) is an additional language-learning course designed for students with some previous learning of that language. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed 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 should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.

Language acquisition aims:

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

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

Syllabus Content:

Theme	Guiding principle	Optional recommended topics	Possible questions
Identities	Explore the nature of the self and what it is to be human.	• Lifestyles • Health and well-being • Beliefs and values • Subcultures • Language and identity	• What constitutes an identity? • How do we express our identity? • What ideas and images do we associate with a healthy lifestyle? • How do language and culture contribute to form our identity?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	• Leisure activities • Holidays and travel • Life stories • Rites of passage • Customs and traditions • Migration	• How does travel broaden our horizons? • How does our past shape our present and our future? • How and why do different cultures mark important moments in life? • How would living in another culture affect our worldview?

Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	• Entertainment • Artistic expressions • Communication and media • Technology • Scientific innovation	• How do developments in science and technology influence our lives? • How do the arts help us understand the world? • What can we learn about a culture through its artistic expression? • How do the media change the way we relate to each other?

Theme	Guiding principle	Optional recommended topics	Possible questions
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	• Social relationships • Community • Social engagement • Education • The working world • Law and order	• What is the individual's role in the community? • What role do rules and regulations play in the formation of a society? • What role does language play in a society? • What opportunities and challenges does the 21st-century workplace bring?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	• The environment • Human rights • Peace and conflict • Equality • Globalization • Ethics • Urban and rural environment	• What environmental and social issues present challenges to the world, and how can these challenges be overcome? • What ethical issues arise from living in the modern world, and how do we resolve them? • What challenges and benefits does globalization bring? • What challenges and benefits result from changes in urban and rural environments?

LANGUAGE AB INITIO – SPANISH

Spanish AB Initio is designed for students with little or no prior experience of the language they wish to study. The aims of the ab initio course reflect those of group 2 but are defined within the parameters of the language ab initio syllabus. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each themes provides the students with opportunities to practice and explore the language as well as to develop intercultural understanding.

Syllabus Content:

Theme	Guiding principle	Prescribed topics	Possible questions
Identities	Explore the nature of the self and how we express who we are.	• Personal attributes • Personal relationships • Eating and drinking • Physical well-being	• How do I present myself to others? • How do I express my identity? • How do I achieve a balanced and healthy lifestyle?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	• Daily routine • Leisure • Holidays • Festivals and celebrations	• How does travel broaden our horizons? • How would my life be different if I lived in another culture? • What are the challenges of being a teenager? • How are customs and traditions similar or different across cultures?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	• Transport • Entertainment • Media • Technology	• How do science and technology affect my life? • How do I use media in my daily life? • What can I learn about a culture through entertainment?
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	• Neighbourhood • Education • The workplace • Social issues	• What purpose do rules and regulations have in society? • What is my role in society? • What options do I have in the world of work?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	• Climate • Physical geography • The environment • Global issues	• What can I do to help the environment? • How do my surroundings affect the way I live? • What can I do to make the world a better place?

GROUP 3 - INDIVIDUALS AND SOCIETIES

The aims of all subjects in the individuals and societies are to:

1. encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions

2. develop in the student the capacity to identify, analyse critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society

3. enable the student to collect, describe and analyse data used in studies of society, and to test hypotheses and interpret complex data and source material

4. promote the appreciation of the way in which learning is relevant to both the culture in which the student lives and the cultures of other societies

5. develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity

6. enable the student to recognize that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the tolerance of uncertainty.

BUSINESS MANAGEMENT

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profitmaking, risk-taking and operating in a competitive environment characterize most business organizations.

Although business management shares many skills and areas of knowledge with other humanities and social sciences, it is distinct in a number of ways. For example business management is the study of decisionmaking within an organization, whereas economics is the study of scarcity and resource allocation, both on micro and macro levels. Business management examines the use of information technology in business contexts, whereas information technology in a global society (ITGS) critically examines its impact on other fields, such as health and government.

Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability.

Business management is, therefore, perfectly placed within the individuals and societies subject area: aiming to develop in students an appreciation both for our individuality and our collective purposes.

The aims of the business management course at HL and SL are to:

1. encourage a holistic view of the world of business

2. empower students to think critically and strategically about individual and organizational behaviour

3. promote the importance of exploring business issues from different cultural perspectives

4. enable the student to appreciate the nature and significance of change in a local, regional and global context

5. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations

6. develop an understanding of the importance of innovation in a business environment.

Syllabus Content:

SL/HL content	Depth of teaching	HL only	Depth of teaching
1.1 Introduction to business management			
The role of businesses in combining human, physical and financial resources to create goods and services	AO2		
The main business functions and their roles: • human resources • finance and accounts • marketing • operations	AO2		
Primary, secondary, tertiary and quaternary sectors	AO2		

SL/HL content	Depth of teaching	HL only	Depth of teaching
The nature of business activity in each sector and the impact of sectoral change on business activity	AO2		
The role of entrepreneurship (and entrepreneur) and intrapreneurship (and intrapreneur) in overall business activity	AO3		
Reasons for starting up a business or an enterprise	AO2		
Common steps in the process of starting up a business or an enterprise	AO2		
Problems that a new business or enterprise may face	AO2		
The elements of a business plan	AO2		
1.2 Types of organizations			
Distinction between the private and the public sectors	AO2		
The main features of the following types of for-profit (commercial) organizations: • sole traders • partnerships • companies/corporations	AO3		
The main features of the following types of for-profit social enterprises: • cooperatives • microfinance providers • public-private partnerships (PPP)	AO3		
The main features of the following types of non-profit social enterprises: • non-governmental organizations (NGOs) • charities	AO3		

SL/HL content	Depth of teaching	HL only	Depth of teaching
1.3 Organizational objectives			
Vision statement and mission statement	AO2		
Aims, objectives, strategies and tactics, and their relationships	AO3		
The need for organizations to change objectives and innovate in response to changes in internal and external environments	AO3		
Ethical objectives and corporate social responsibility (CSR)	AO1		
The reasons why organizations set ethical objectives and the impact of implementing them	AO3		
The evolving role and nature of CSR	AO3		
SWOT analysis of a given organization	AO3, AO4		
Ansoff matrix for different growth strategies of a given organization	AO3, AO4		
1.4 Stakeholders			
The interests of internal stakeholders	AO2		
The interests of external stakeholders	AO2		
Possible areas of mutual benefit and conflict between stakeholders' interests	AO3		
1.5 External environment			
STEEPLE analysis of a given organization	AO2, AO4		
Consequences of a change in any of the STEEPLE factors for a business's objectives and strategy	AO3		
1.6 Growth and evolution			
Economies and diseconomies of scale	AO2		
The merits of small versus large organizations	AO3		

SL/HL content	Depth of teaching	HL only	Depth of teaching
The difference between internal and external growth	AO2		
The following external growth methods: • mergers and acquisitions (M&As) and takeovers • joint ventures • strategic alliances • franchising	AO3		
The role and impact of globalization on the growth and evolution of businesses	AO3		
Reasons for the growth of multinational companies (MNCs)	AO3		
The impact of MNCs on the host countries	AO3		
1.7 Organizational planning tools (HL only)			
		The following planning tools in a given situation: • fishbone diagram • decision tree • force field analysis • Gantt chart	AO2, AO4
		The value to an organization of these planning tools	AO3

DIGITAL SOCIETY:

This course invites young people to better understand this changing world and to imagine where we might go next. As partners in inquiry, students and teachers explore the impacts and implications of digital systems for people and communities in diverse real-world contexts. Rooted in the interdisciplinary perspectives and skills of the social sciences and humanities, the course develops attributes of the IB learner profile while preparing students for further study in a variety of fields and professions. The passions, interests and experiences of young people are central to the course, which aims to empower them to become citizens who not only participate in digital society but lead it as well.

The digital society course invites SL and HL students to develop as ethical, empathetic and creative people who address the world with individual and shared understanding, imagination and action.

The course aims indicate important milestones on a student's learning journey as they:

- focus inquiry using course concepts, content and contexts as well as real-world examples
- explore diverse sources relevant to digital society
- investigate impacts and implications of digital systems for people and communities

- reflect on emerging trends, future developments and further insights
- share discoveries about digital society with others.

Syllabus Outline:

The digital society syllabus includes the following topics along with the inquiry project component.

Introduction
1.1 What is digital society?
SL and HL teaching hours: 10–15 hours

Concepts	**Content**	**Contexts**
2.1 Change	3.1 Data	4.1 Cultural
2.2 Expression	3.2 Algorithms	4.2 Economic
2.3 Identity	3.3 Computers	4.3 Environmental
2.4 Power	3.4 Networks and the internet	4.4 Health
2.5 Space	3.5 Media	4.5 Human knowledge
2.6 Systems	3.6 Artificial intelligence	4.6 Political
2.7 Values and ethics	3.7 Robots and autonomous technologies	4.7 Social
SL and HL teaching hours: 105–110		

Inquiry project (internal assessment)	**HL extension: challenges and interventions**
An inquiry project into impacts and implications of digital systems for people and communities. The requirements are common to SL and HL students.	5.1 Global well-being 5.2 Governance and human rights 5.3 Sustainable development
SL and HL teaching hours: 30	*HL teaching hours: 90*

Note: The total teaching time is 150 hours to complete SL courses and 240 hours to complete HL courses. Allocated teaching hours are **recommendations only** based on the requirement to integrate course topics and components in a balanced manner. Teachers may adjust this allocation.

GROUP 4 – SCIENCES

The experimental sciences offered in this group provide opportunities for scientific exploration and creativity within global contexts. Each subject contains a body of knowledge, methods and techniques which students are required to learn and apply. In their application of scientific method, students develop an ability to analyze, evaluate and synthesize scientific information. A compulsory group 4 project encourages students to appreciate environmental, social and ethical implications of science. This is a collaborative experience emphasizing on the processes involved in scientific investigations rather than the products of investigation.

The aims enable students, through the overarching theme of the Nature of science, 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 analyse, 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.

BIOLOGY:

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques.

Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. By studying biology in the DP 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 sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP biology 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 analyse, 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.

Syllabus Content

Year 1	
Unit 1- Chemistry of Life 2.1 Molecules to metabolism 2.2 Water *8.1 Metabolism* 2.3 Carbohydrates and lipids 2.4 Proteins 2.5 Enzymes Unit 2 – The Cell 1.5 The origin of cells 1.1 Introduction to cells 1.2 Ultrastructure of cells 1.3 Membrane structure 1.4 Membrane transport Unit 3 – Cell Respiration and Photosynthesis 2.8 Cell respiration *8.2 Cell respiration* 2.9 Photosynthesis *8.3 Photosynthesis*	Unit 4 – Molecular Biology 2.6 Structure of DNA and RNA *7.1 DNA structure and replication* 2.7 DNA replication, transcription and translation 1.6 Cell division *7.2 Transcription and gene expression* *7.3 Translation* Unit 5 – Genetics 3.1 Genes 3.2 Chromosomes 3.3 Meiosis *10.1 Meiosis* 3.4 Inheritance *10.2 Inheritance* 3.5 Genetic modification and Biotechnology Unit 6 – Evolution 5.1 Evidence for evolution 5.2 Natural selection *10.3 Gene pools and speciation* 5.3 Classification of biodiversity 5.4 Cladistics

Year 2	
Unit 1 - Ecology 4.1 Species, Communities, and Ecosystems 4.2 Energy flow 4.3 Carbon Cycling 4.4 Climate Change *Topic 9 (9.1 to 9.4) Plant Biology* Unit 2 – Human Physiology part 1 6.1 Digestion and absorption 6.2 The blood system *11.3 The Kidney and Osmoregulation* 6.3 Defense against Infectious Disease *11.1 Antibody Production and vaccination*	Unit 3 – Human Physiology part 2 6.4 Gas Exchange 6.6 Hormones, Homeostasis, and Reproduction *11.4 Sexual Reproduction* 6.5 Neurons and Synapses *11.2 Movement* Unit 4 – Neurobiology and Behavior A1 Neural development A2 The Human brain A3 Perception of stimuli *A4 Innate and Learned behavior* *A5 Neuropharmacology* *A6 Ethology*

***Additional HL topics.

PHYSICS

Physics is a natural science based on experiments, measurements, and mathematical analysis to find quantitative physical laws for everything from the nanoworld of the microcosmos to the planets, solar systems, and galaxies that occupy the macro cosmos.

Physics helps us to understand how the world aroundus works, from can openers, light bulbs, and cell phones to muscles, lungs, and brains; from paints, piccolos, and pirouettes to cameras, cars, and cathedrals; from earthquakes, tsunamis, and hurricanes to quarks, DNA and black holes. From the prosaic... to the profound… to the poetic….

Majoring in physics provides excellent preparationfor graduate study not just in physics, but in all engineering and information/computer science disciplines; in the life sciences including molecular biology, genetics, and neurobiology; in earth, atmospheric and ocean science; in finance and economics; and in public policy and journalism.

More options, in fact, than almost any other college subject. Conversely,not taking physics closes the door to more career options. You can't become an engineer or a doctor without physics; you're far less likely to get a job in teaching; your video games will be boring, and your animated movies won't look realistic; your policy judgments on global warming will be less compelling.

There are a variety of approaches to the teaching of physics. By its very nature, physics lends itself to an experimental approach, and it is expected that this will be reflected throughout the course. The order in which the syllabus is arranged is not the order in which it should be taught, and it is up to individual teachers to decide on an arrangement that suits their circumstances. Sections of the option material may be introduced within the core or the additional higher level (AHL) material if desired, or the option material can be taught as a separate unit.

Content	**Prescribed** practices	
	Year 1	
Topic 1: Measurements and uncertainties*	Measurements in Physics(SL) Uncertainties and errors(SL) Vectors and scalars(SL)	
Topic 2: Mechanics	Motion(SL) Forces(SL) Work, Energy, and Power(SL) Momentum(SL)	Determining the acceleration of free-fall
Topic 3: Thermal physics	Temperature and energy changes(SL) Modeling gas(SL)	Applying the calorimetric techniques of specific heat capacity or specific latent heat Investigating at least one gas law
Topic 4:Oscillations and Waves	Oscillation(SL) Traveling waves(SL) Waves characteristics(SL) Wave behavior(SL) Standing waves(SL)	Investigating the speed of sound Determining refractive index
Topic 5:Electricity and magnetism	Electric fields(SL) Heating effect of an electric current(SL) Electric cells(SL) Magnetic effect of electric current(SL)	Investigating one or more of the factors that affect resistance Determining internal resistance
Topic 6: Circular motion	Circular motion(SL) Newton's law of gravitation(SL)	
Group 4 project		

Year 2		
Topic 7: Atomic, nuclear, and particle physics	Discrete energy and radioactivity(SL) Nuclear reactions(SL) Structure of matter(SL)	Investigating half-life
Topic 8: Energy production	Energy Sources(SL) Thermal Energy transfer(SL)	
Topic 9: Wave Phenomena	Simple Harmonic Motion (HL) Single-slit diffraction (HL) Interference (HL) Resolution (HL) Doppler Effect (HL)	Investigating Young's double-slit
Topic 10: Fields	Describing Fields (HL) Fields at Work (HL)	
Topic 11: Electromagnetic induction	Electromagnetic Induction (HL) Power generation and transmission (HL) Capacitance (HL)	Investigating a diode bridge rectification
Topic 12: Quantum and nuclear physics	The interaction of matter with radiation (HL) Nuclear Physics (HL)	

	Internal assessment/Individual investigations	
Option B: Engineering Physics	Rigid Bodies and rotational dynamics Thermodynamics Fluids and Fluid dynamics(HL) Forced vibration and resonance(HL)	

CHEMISTRY:

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics.

It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century. By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject.

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 analyse, 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.

Syllabus Content

Year 1	
Unit 1 – Topic 1 Quantitative Chemistry 1.1 Introduction to the particulate nature of matter and chemical change 1.2 The mole concept 1.3 Reacting masses and volumes Measurement and data processing 11.1 Uncertainties and errors in measurement and results 11.2 Graphical techniques Unit 2 – Atomic Structure 2.1 The nuclear atom 2.2 Electron configuration *12.1 Electrons in atoms* Unit 3 – Periodicity 3.1 Periodic table 3.2 Periodic trends *13.1 First-row d-block elements* *13.2 Coloured complexes*	Unit 4 – Chemical Bonding and structure 4.1 Ionic bonding and structure 4.2 Covalent bonding 4.3 Covalent structures 4.4 Intermolecular forces 4.5 Metallic bonding *14.1 Covalent bonding* *14.2 Hybridization* Unit 5 – Energetics/Thermochemistry 5.2 Hess's Law 5.3 Bond enthalpies *15.1 Energy cycles* *15.2 Entropy and spontaneity* Unit 6 – Chemical kinetics 6.1 Collision theory and rates of reaction *16.1 Rate expression and reaction mechanism* *16.2 Activation energy* Unit 7 – Equilibrium 7.1 Equilibrium *17.1 The equilibrium*

Year 2	
Unit 1- Acids and Bases 8.1 Theories of Acids and Bases 8.2 Properties of Acids and Bases 8.3 The pH scale 8.4 Strong and weak acids and bases 8.5 Acid deposition *18.1 Lewis acids and bases* *18.2 Calculations involving acids and bases* *18.3 pH curves* Unit 2 – Redox processes 9.1 Oxidation and Reduction 9.2 Electrochemical cells *19.1 Electrochemical cells* Unit 3 - Organic Chemistry 10.1 Fundamentals of Organic Chemistry 10.2 Functional group Chemistry *20.1 Types of Organic Reactions* *20.2 Synthetic Routes* *20.3 Stereoisomerism*	Unit 4 - Measurement 11.3 Spectroscopic identification of Organic compounds *20.3 Spectroscopic identification of Organic Compounds HL* Unit 5 - Medicinal Chemistry D1 Pharmaceutical products and drug action D2 Aspirin and Penicillin D3 Opiates D4 pH regulation of the stomach D5 Antiviral medications D6 Environmental impacts of some medications D7 Taxol - a chiral auxiliary case study D8 Nuclear medicine D9 Drug detection and analysis

GROUP 5 – MATHEMATICS – ANALYSIS AND APPROACHES

The new courses in IB Mathematics prepare students to acquire and be equipped with the necessary Mathematical knowledge and understanding as well as the use of technology to solve different problem-solving applications. The topics covered are both traditionally part of pre-university mathematics course. Since students differ individually in terms of strengths and weaknesses as well as interests and passions, the new courses in IB Mathematics are so designed to cater to the students' pre-university needs and are classified into two: Applications and Interpretations(AI)andAnalysis and Approaches (AA).

Analysis and Approaches has a strong emphasis on developing analytical expertise, the ability to construct, communicate and justify correct mathematical arguments. It is more appropriate for students who are very comfortable in manipulating algebraic expressions and have very keen eyes in recognising and using mathematical patterns in different contexts, situations and applications. The students who would take this course would be more likely to pursue highly technical courses such as Pure and Applied Mathematics, Engineering, Architecture and other professions that will require precise analytical skills and a good understanding of simple proofs in University.

The aims of mathematics courses in Group 5"

1. enjoy and develop an appreciation of the elegance and power of mathematics
2. develop an understanding of the principles and nature of mathematics
3. communicate clearly and confidently in a variety of contexts
4. develop logical, critical and creative thinking, and patience and persistence in problemsolving
5. employ and refine their powers of abstraction and generalization
6. apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
7. appreciate how developments in technology and mathematics have influenced each other
8. appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
9. appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course

Syllabus Outline

Syllabus component	Suggested teaching hours	
	SL	HL
Topic 1—Number and algebra	19	39
Topic 2—Functions	21	32
Topic 3— Geometry and trigonometry	25	51
Topic 4—Statistics and probability	27	33
Topic 5 —Calculus	28	55
The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	**150**	**240**

GROUP 6 – THE ARTS - THEATRE

The subjects in group 6 are interpretative in approach and allow for significant choice of content. This feature allows a high degree of adaptability to different cultural contexts, and to the strengths and interests of teachers and their students. The emphasis in all the subjects is on creativity: the making of art, the making of music and the making of theatre in the context of disciplined, practical research into the relevant genres.

The aims of the theatre course at SL and HL are to enable students to:

1. explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)

2. understand and engage in the processes of transforming ideas into action (theatre processes)

3. develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)

For HL only:

4. understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre)

Syllabus Outline:

Theatre in context

This area of the syllabus addresses the students' understanding that theatre does not occur in a vacuum. Students examine the personal, theoretical and cultural contexts that inform theatre-making and the ways in which these affect and influence creating, designing, directing, performing and spectating. Through the theatre in context area, students will:

• understand the contexts that influence, inform and inspire their own work as theatre-makers and that determine the theatre that they choose to make and study

• experience practically and critically appreciate the theoretical contexts that inform different world theatre practices

• be informed about the wider world of theatre and begin to understand and appreciate the many cultural contexts within which theatre is created.

Theatre processes

This area of the syllabus addresses the students' exploration of the skills, techniques and processes involved in theatre-making. Students reflect on their own creative processes and skills acquisition as well as gaining a practical understanding of the processes of others; creators, designers, directors and performers. Through the theatre processes area, students will:

• be informed about the various processes involved in making theatre from the perspectives of the specialist theatre roles (creator, designer, director and performer)

• observe and reflect on processes used in different theatre traditions and performance practices

• develop a range of skills required to make and participate in theatre.

Presenting theatre

This area of the syllabus addresses the staging and presentation of theatre as well as the presentation of ideas, research and discoveries through diverse modes of presentation, both practical and written. Students consider the impact theatre can have on the spectator. They are encouraged to think about their own artistic intentions as creators, designers, directors and performers and the impact they wish to have on an audience. Through the presenting theatre area, students will:

• apply their practical theatre skills, either individually or collaboratively, through a range of formats

• present their ideas about theatre and take part in theatre performances

• understand and appreciate how artistic choices can impact on an audience.

		THEATRE IN CONTEXT	THEATRE PROCESSES	PRESENTING THEATRE
SL and HL	Working with play texts	Students research and examine the various contexts of at least one published play text and reflect on live theatre moments they have experienced as spectators.	Students take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action.	Students direct at least one scene or section from one published play text which is presented to others.
SL and HL	Examining world theatre traditions	Students research and examine the various contexts of at least one world theatre tradition.	Students practically examine the performance conventions of at least one world theatre tradition and apply this to the staging of a moment of theatre.	Students present a moment of theatre to others which demonstrates the performance convention(s) of at least one world theatre tradition.
SL and HL	Collaboratively creating original theatre	Students reflect on their own personal approaches, interests and skills in theatre. They research and examine at least one starting point and the approaches employed by one appropriate professional theatre company, and consider how this might influence their own personal approaches.	Students respond to at least one starting point and engage with the process of transforming it collaboratively into an original piece of theatre.	Students participate in at least one production of a collaboratively created piece of original theatre, created from a starting point, which is presented to others.

IB DP DIPLOMA PROGRAMME REQUIREMENTS

To participate as a diploma candidate the IB student must fulfill the following requirements starting in the 11th grade:

1. CAS requirements have been met

2. The candidate's total points are 24 or more

3. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject

4. There is no grade E awarded for theory of knowledge and/or the extended essay

5. There is no grade 1 awarded in a subject/level

6. There are no more than two grade 2s awarded (HL or SL)

7. There are no more than three grade 3s or below awarded (HL or SL)

8. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count

9. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)

10. The candidate has not received a penalty for academic misconduct from the Final Award Committee

FAILING CONDITIONS: A student will NOT receive an IB Diploma if one or more of the following occur:

1.CAS requirements have not been met.

2. Candidate's total exam & core points are fewer than 24.

3. An N has been given for theory of knowledge, extended essay or for a contributing subject.

4. A grade E has been earned for the Theory of Knowledge oral exam and/or the Extended Essay.

5. There is a grade 1 earned in any subject/level.

6. A score of 2 has been earned three or more times (HL or SL).

7. A score of 3 or lower has been earned four or more times (HL or SL).

8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

IB DP COURSE - CERTIFICATE STUDENTS

Students who do not wish to undertake the full IB Diploma programme or do not meet entrance requirements can take the IB Certificate programme. Course Candidates are not required to complete the Extended Essay, CAS Hours, or the Theory of Knowledge class.

ÖZEL ANTALYA TOPLUM KOLEJİ
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM
STUDENT CALENDAR 2023-2024

Academic Year 2022 - 2023 -	2023 COHORT (12th grades)	
Teaching Week	Start Date	Holiday/ Deadline
1	5th Sep 2022	CAS
2	12th Sep 2022	EE
3	19th Sep 2022	TOK
4	26th Sep 2022	TOK Exhibition (4 students are left)
5	3rd Oct 2022	CAS 2nd Interview
6	10th Oct 2022	EE
7	17th Oct 2022	EE
8	24th Oct 2022	EE Final Meeting
9	31st Oct 2022	ITGS IA Complete (3)
10	7th Nov 2022	CAS
	14th-18th Nov 2022	Half Term Holiday
11	21st Nov 2022	EE
12	28th Nov 2022	EE Complete
13	5th Dec 2022	Lang B: Individ. Oral IA Complete (2)
14	12th dec 2022	TOK Essay 1st Session
15	19th Dec 2022	Theatre IA Complete (6)
	26th-30th Dec 2022	Christmas Holiday
16	2nd -6th Jan 2023	MEB Exam 1 & 2
17	9th Jan 2023	TOK Essay Final Draft Complete
18	16th Jan 2023	CAS
	23rd Jan - 3rd Feb - 2023	End of Term 1 Holiday
19	6th Feb 2023	TOK Essay Complete
20	13th Feb 2023	CAS Final Interview
21	20th Feb 2023	TITC IA Complete (3)
22	27th Feb 2023	Maths IA Complete (5)
23	6th Mar 2023	Revision
24	13th Mar 2023	Revision
25	20th Mar 2023	Revision

26	27th Mar 2023	Revision
27	3rd Apr 2023	Revision
28	10th Apr 2023	Revision
	17th-23rd Apr 2023	Half Term Holiday / Ramadan Festival
29	24th Apr 2023	Revision
30	1st May 2023	Labour Day / Exams
31	8th May 2023	MEB Exam 3 & 4
32	15th May 2023	19th May - Youths' & Sport Day Holiday
33	22nd May 2023	Exams
34	29th May 2023	
35	5th Jun 2023	

		2024 COHORT - Students (11th grades)	**Teachers**	
Academic Year 2022 - 2023			**EE**	**CAS**
Teaching Week	**Start Date**	**Holiday/ Deadline**		
1	5th Sept 2022	CAS Orientation Week		
2	12th Sept 2022	CAS 1st Interview	Serah De Zoeten	
3	19th Sept 2022	EE introduction	Safoora Intro to Teachers	
4	26th Sept 2022	EE	Ts help students with deciding topic	
5	3rd Oct 2022			
6	10th Oct 2022	CAS meetings to be held with ss individually		
7	17th Oct 2022	EE + supervisor allocated	EE Supervisor Allocated	
8	24th Oct 2022	EE 1st Interview		
9	31st Oct 2022	EE 1st Interview		
10	7th Nov 2022	CAS		
	14th - 18th Nov 2022	Half Term Holiday		
11	21st Nov 2022	EE		
12	28th Nov 2022	CAS		
13	5th Dec 2022	CAS		

14	12th Dec 2022	CAS		
	19th Dec 2022	CAS		
15	26th - 30th Dec 2022	Christmas Holiday		
16	2nd Jan 2023	EE		
17	9th Jan 2023	CAS		
18	16th Jan 2023	CAS		
	23rd Jan -3rd Feb 2023	End of Term 1 Holiday		
19	6th Feb 2023	EE		
20	13rd Feb 2023	EE		
21	20th Feb 2023	CAS		
22	27th Feb 2023	CAS		
23	6th Mar 2023	2nd EE interview		
24	13th Mar 2023	2nd EE interview		
25	20th Mar 2023	CAS		
26	27th Mar 2023	CAS		
27	3rd Apr 2023	EE		
28	10th Apr 2023	EE		
	17th - 20th Apr 2023	Half Term Holiday		
	20nd-23rd April 2023	Ramadan Festival		
29	24th Apr 2023	CAS		
31	8th May 2023	CAS		
32	15th May 2023	EE 1st Draft complete		
33	22nd May 2023	EE		
34	29th May 2023	CAS		
35	5th Jun 2023	Group 4 project IA		
36	16th Jun 2023	11th + 12th -End of the school year		