



ÖZEL ALEV OKULLARI

Sankt Georg Austrian College Alumni Trust PRIVATE ALEV SCHOOLS



The International Baccalaureate Diploma Programme (IBDP) School Brochure

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AYUSTURYA LİSELİLER VAKFI



AYUSTURYA LİSELİLER VAKFI KURULUŞUDUR.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.





Diploma Programme subject groups

Studies in language and literature

- Language A: literature—55 languages offered
- Language A: language and literature—17 languages offered
- Literature and performance (SL only) (also the arts subject group)—3 languages offered

Language acquisition

- Language B—23 languages offered
- Language ab initio (SL only)—12 languages offered
- Classical languages—2 languages offered

Individuals and societies

- Business management
- Economics
- Environmental systems and societies (SL only) (also sciences subject group)
- Geography
- Global politics
- History
- Information technology in a global society
- Philosophy
- Psychology
- Social and cultural anthropology
- World religions (SL only)

Sciences

- Biology
- Chemistry
- Computer science
- Design technology
- Environmental systems and societies (SL only) (also individuals and societies subject group)
- Physics
- Sports, exercise and health science (SL only)

Mathematics

- Further mathematics HL
- Mathematical studies SL
- Mathematics SL
- Mathematics HL

The arts

- Dance
- Film
- Literature and performance (also studies in language and literature subject group)
- Music
- Theatre
- Visual arts

Diploma Programme courses online

Students can enroll in a range of authorized DP courses online offered via their IB World School.



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Our Distinguished Parents and Dear our Students,

The Foundation of the Graduates of Austrian High School, also known with the acronym of ALV, is a foundation established in Istanbul in 1994 by the graduates of St. Georg Austrian High School that have taken an important place in the cultural and business world. St. Georg Austrian High School offers a multicultural training opportunity in three languages, i.e. Turkish, German and English, in Turkey. The common objective of St. Georg Austrian High School and ALV is to establish a bridge between Turkey and the other Western countries. Having embraced the goal of transferring the deep-rooted and essential training that they had received to the future generations, ALV members established **Private ALEV Schools** in 1998.

As ALEV Schools, our goal at our high school is to crown our students' success with an internationally-acceptable diploma while preparing them for the higher education institutions located both in our country and in German- or English-speaking countries. Through this process, our ALEV students grow as individuals having the skills of the 21st century listed below and also specified in the IB learner profile.

Universal thinking

Self-awareness

Inquirer

Researcher

Active listening and self-expression

Risk-taker

Solution-oriented

Balanced development in academic, social and physical areas

As ALEV family, we believe that we will head toward a more beautiful life with the cooperation of yours and our children in this century during which we need generations that can receive education at the earliest age possible and at the most correct place, closely appreciate all cultures of the world, lead a life with the awareness of sustainable development goals, and love and respect the people and nature.

**PRIVATE ALEV SCHOOLS
SCHOOL MANAGEMENT**

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1. ALEV Schools Mission Statement

Our mission is to provide our students with an international education throughout their whole educational life in a learning environment where students can grow to become a “World Citizen”.

This international education seeks to:

- develop their potential and their competences, with the consciousness of lifelong learning,
- make them use German and English according to the levels mentioned in the European Common Framework for Languages, beside their mother tongue Turkish,
- let them understand and internalize the connection between music, language, and activity through the Orff Approach
- deliver a well-rounded education that encourages the development of social, cultural, artistic competences and physical education, including social, moral, emotional, and physical growth,
- foster understanding and respect for others, freedom of thought and expression,
- prepare our students for global citizenship, as well as to teach them all of the very basic human values and the principles and reforms of Atatürk, the founder of the modern Turkish Republic,
- provide facilities to improve students’ IT skills
- support students’ self-consciousness, personal responsibility on their way to become tomorrow’s leaders.

2. IB Mission Statement

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

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

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

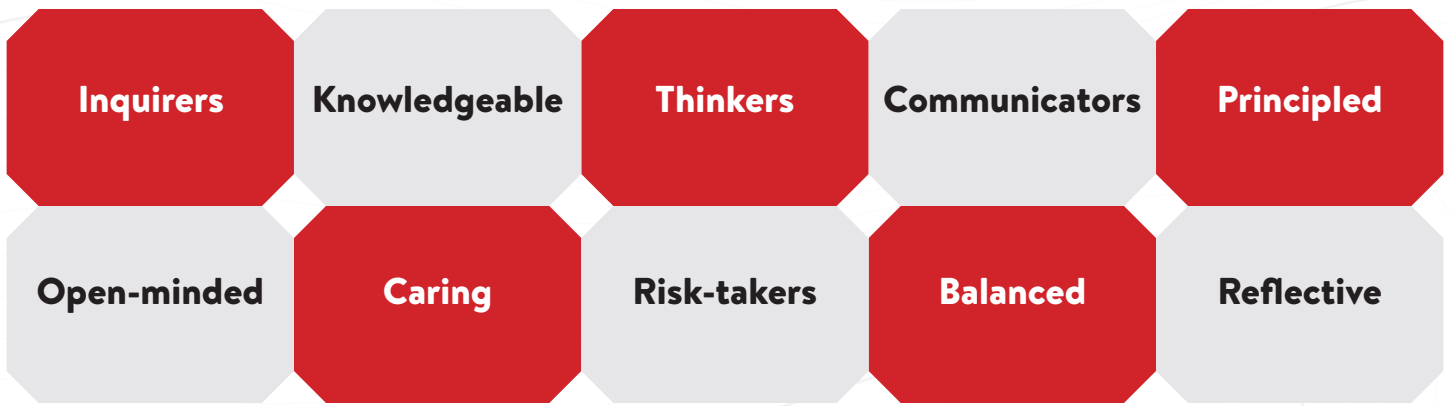


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3. IB Learner Profile

The IB learner profile is the IB mission statement, which has been transformed into a series of learning outcomes for the 21st century.

The following qualifications are IB learner profile. Detailed descriptions of these qualifications are given in the official “IB Learner Profile” introduction on the second page of the booklet.



4. International Baccalaureate and Diploma Programme General Information

4.1 IB, International Baccalaureate

The International Baccalaureate Organization (IBO) is an international, not-for-profit education foundation established and headquartered in Geneva, Switzerland in 1968. IB offers four educational programmes for children aged 3-19 and comprising four stages: IB Primary Years Programme (PYP), IB Middle Years Programme (MYP), IB Diploma Programme (DP), and IB Career-Related Program (CP).

IB's Assessment Center is located in Cardiff, Wales and the Curriculum Programmes Center is located in Den Haag (the Hague), the Netherlands.

4.2 DP, Diploma Programme

The International Baccalaureate Programme is a programme intended for students aged 16-19. DP is respected by many leading universities across the globe.

International researches show that the students aged 16-19 attending the Diploma Programme are better able than their peers;



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- to cope with demanding workloads, manage their time, and meet the expectations placed on them with respect to their responsibilities;
- Analyses of students in Canada, the UK and the USA have shown that the extended essay improves students' approach to learning in higher education.

(Kaynakça:www.ibo.org)

4.3 How is the IB recognized in different countries?

According to the data for 2019, there are schools issuing IB diplomas in 157 countries throughout the world and the students graduating from these schools apply for higher education in 90 different countries on average per year.

IBDP is highly recognized and accepted by universities across the world since it provides students with a very advanced level of preparation for life and university years.

The principles for acceptance of the IB diploma in different countries may vary due to the wide diversity of local education systems of the countries.

Many countries have specific country statements regarding recognition of the IB diploma and these statements can be reviewed on the IB's [official website](https://www.ibo.org).



In addition, the [researches](#) conducted by the IB indicate that DP graduates have higher GPA scores received in their university education and that they are more well-equipped in terms of the necessary skills required to achieve success in the university both in [Turkey](#) and the other countries. As there are also similar researches and outcomes achieved in the business world, the IBDP provides a different prestige for the life beyond the university.





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4.4 Which universities recognize IB programmes?

Higher education institutions around the world have specific admission policies and guidelines for IB students and admit students graduating from the IB programme based on such principles.

Admission criteria may vary widely across countries, their educational systems and even by the higher education institution selected within the same country.

At this point, the organizational reports containing policy details on recognition of IB diplomas as reported to the IB by universities should be reviewed. These reports are provided on the IB's official website under the heading of "University policy index". The requirements for recognition of the IB diploma in the country of interest may be searched in detail by making country-based filtering in the university policy index.



4.5 DP, Diploma Programme and Turkish Universities

It is not yet possible to enrol in Turkish universities by directly using IB diplomas due to the central examination and placement system currently in effect in our country. However, private universities may offer significant scholarship opportunities based on candidates' IB scores. In addition, some Turkish universities may grant the right of inter-departmental horizontal transfer or exemption from certain subjects if IBDP graduates meet specific criteria.

4.6 DP, Diploma Programme Model and Curriculum

The Diploma Programme curriculum and programme model is made up of the DP core and 6 subject groups and aims to broaden student's educational experience and challenge them to apply their knowledge and skills.

The programme is gathered around the structure of international awareness. Its core elements are comprised of TOK – Theory of Knowledge, the Extended Essay and CAS-Creativity, Activity, Service. The entire model is built on the basis of teaching and learning approaches.



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The 6 subject groups are as follows and the details of the courses offered within each group are provided in the programme model on the second page of the booklet.

- | | |
|---------------------------------------|----------------|
| 1. Studies in Language and Literature | 4. Sciences |
| 2. Language Acquisition | 5. Mathematics |
| 3. Individuals and Societies | 6. The Arts |



4.7 Bilingual Diploma

A bilingual diploma will be awarded to a successful candidate who fulfills one or more of the following criteria.

A) Completion of two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages.

B) Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate's nominated studies in language and literature language. The candidate must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups.



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4.8 GIB-The Gemischtsprachige IB Diploma

Under the agreement signed by the IB with the German government, history, biology, German A or B, chemistry, and TOK subjects may be provided in German. The IB programme with this feature is accepted as bilingual IB diploma for which courses are taught in German, i.e. GIB ((Gemischtsprachiges Internationales Baccalaureate). GIB may be stipulated as a requirement for application to or offer advantages to students in their applications at certain German universities or the departments in such universities.

In our school, biology and history subjects are taught in German within the scope of GIB and privileges are offered to our students that will apply for the universities in Germany.

5. ALEV Bilingual IB Diploma Subject Options

| Model | Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 | CORE |
|-------------------------------|------------------------------------|-------------|--|---|---------------------|--|------------------|
| Applied Sciences Model | Turkish Language & Literature (HL) | German (HL) | TITC (SL) / History (German) (SL) / Business Management (SL) | Biology (Ger.) (SL) / Physics (SL) | Mathematics (HL) | Physics (SL) / Chemistry (SL) | TOK CAS EE |
| Art and Social Sciences Model | Turkish Language & Literature (HL) | German (HL) | TITC (SL) / History (German) (SL) / Business Management (SL) | Biology (Ger.) (SL) / Physics (SL) / Chemistry (SL) | Mathematics (HL/SL) | English (SL / HL) Visual Arts (SL / HL) | TOK CAS EE |

HL/SL: Standard-level subjects (SL) take up 150 teaching hours and higher-level subjects take up 240 teaching hours during the two academic years.

5.1 Core

TOK: deals with the nature of knowledge and the role of evidence based on the main theme of “How we know what we claim to know?”.

EE: It is a 4000-word independent research paper to be prepared by students after selecting any of the subjects.

CAS: refers to the activities and projects comprising Creativity, Activity and Community Service efforts during which students display extracurricular performance.

German Cultural Ministers' Conference (KMK) (Agreement on the Recognition of the 'International Baccalaureate Diploma/Diplôme du Baccalauréat International' Resolution of the Conference of the Ministers of Education and Cultural Affairs of 10/03/1986, as amended on 07/03/2019)



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6. Subject Descriptions

6.1 GROUP 1: Studies in Language and Literature- Turkish A-Literature

The Aims of “IB DP Mother Tongue Subject”:

The primary aims of the subject include, inter alia, the following:

- Introduce students to a range of texts from different periods, styles and genres;
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections;
- Encourage an appreciation of the different perspectives of other cultures, and how these perspectives construct meaning;
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts;
- Enable students to review literary texts from a conceptual perspective and to make relevant connections between concepts;
- Allow students to see that literary genres may be interrelated with each other by making connections between texts;
- Allow students to look at the goal of building a sustainable world from the perspective of literature and to notice that literary works may also serve this purpose;
- Promote in students an enjoyment of, and lifelong interest in, language and literature.

Approaches to Teaching and Learning Specific to the Subject (ATL Skills):

The IB DP benefits from six approaches to teaching and five approaches to learning that are grounded in contemporary educational research. These approaches play a crucial role in ensuring that the aspirations of an IB education become a reality in the classroom. These approaches also take an important place specific to Turkish A: Literature subject.

a. Approaches to Teaching and Practices in our Subject:

***Based on Inquiry.** A strong emphasis is placed on students’ finding their own information and constructing their own understanding. To this effect, assignments are given to students to research and present the period that the related work that they have read was written in and describes, the author of the relevant work, and some specific information contained by the relevant work. For example; the research of the plague disease from a historical aspect and the questioning of the social dimension of the disease based on the relevant work in relation to Albert Camus’ novel entitled “The Plague”.

***Focused on conceptual understanding.** Concepts are explored in order to both deepen disciplinary understandings and to help students make connections and transfer learning to new contexts; and they are developed in local and global contexts. *For example; the comparison of the theme of “war” with the perceptions of today’s people with respect to the novel entitled “The Desert of the Tartars”, identification of the impacts of wars on people and literature.*



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***Focused on effective teamwork and collaboration.** This includes promoting teamwork and collaboration between students, both within and outside the classroom, in communication with each other. *For example; dividing students into groups in order to allow them to develop their interpretation skills and giving poetry integration assignments to students or forming student groups over the paintings of famous painters and giving them interpretation assignments.*

***Is inclusive and values diversity.** It affirms students' identities and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals. *For example; distributing different texts to students and giving them assignments to observe the personal interpretations of each of them and paying attention to the diversity of the relevant students in such selections.*

***Informed by assessment.** Assessment plays a crucial role in supporting, as well as measuring, learning. *Therefore, interpretation assignments are given to students and they are provided with frequent feedbacks. Students are tested with interim examinations and mock assessments. Written and verbal feedbacks are provided. "Assessment Criteria" are explained and such criteria are provided to students in order to allow them to learn by which criteria they are assessed.*

b. Approaches to Learning and Practices in our Subject:

The skills of these approaches aim to empower students to become self-regulated learners who know how to ask questions, set effective goals, pursue their aspirations and have the determination to achieve them.

- **To develop our students' research skills:** We especially make use of the issue of "intertextuality" and enable students to investigate the relationships between texts.

- **To develop our students' communication skills;** We benefit from written and oral communication capabilities and give works or assignments to the students that will allow them to express themselves verbally and in writing. The books that they read are at the heart of these activities.

- **To develop our students' social skills;** For example, we assign teamwork activities using the teaching techniques such as "court technique" applied to the novel entitled "Therese Raquin".

- **To develop our students' self-management skills;** we organize in-class activities during which they assess and grade their own assignments.

Process and Assessment: During their two-year education period, students read 13 books/works at higher level and 10 books/works at standard level and work on these books/works. These books/works that vary by period, gender and geography are the books/works that will also be used in the student's measurement and assessment process. They display their acquisitions related to these books both in their individual presentations and essays (for HL students) and in their examinations held in the period of May.

At the 11th grade level, theory is important and students acquire the skills involved in ATL approaches explained above during this period. By the end of the period, they start to prepare their measurement and assessment products that will be included in the



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assessment process. In this context, they will have determined the subjects of their written essays in the months of May-June.

At the 12th grade level, they both complete their essays (in November) and prepare for their individual oral exams and receive their exams (in December). After completion of individual oral exams, the process of practicing for written exams in the period of May is continued with acceleration.

The table below shows the measurement and assessment tools that will be applied for the subject during the two-year period and by the end of the second year as well the effects of the subject on the total grades to be received by students:

| External Assessment | Standart Level | Higher Level |
|---|-------------------------------------|-------------------------------------|
| Exam Paper 1 (Literary Analysis with Instructions) | %35 (20 p.) 1 hour 15 minutes | %35 (40 p.) 2 hour 15 minutes |
| Exam Paper 2 (Comparative Essay) | %35 (30 p.) 1 hour 45 minutes | %25 (30 p.) 1 hour 45 minutes |
| Individual Oral Exam | %30 (40 p.) 15 minutes | %20 (40 p.) 15 minutes |
| Higher Level Essay | - | %20 (20 p.) |

The Books assigned for Reading by Students: The books that student will read over the two-year process are selected by the subject teachers from the list of authors and genres prepared by the IB. In the selection of works/books, students' tastes and levels both as an individual and as a class are of importance. The lists prepared by our subject teachers are changed every year, albeit to a minor extent, in order to ensure the development of both students and teachers. A list prepared by our teachers is provided below as an example.

1. Gülsen Akın - Şiir Seçkisi (A Collection of Poems)
2. G.G. Marquez - On İki Gezici Öykü (Strange Pilgrims – Twelve Stories)
3. Montaigne – Denemeler (Essays)
4. Aziz Nesin - Öykü Seçkisi (Selected Short Stories)
5. Şinasi - Şair Evlenmesi (The Wedding of a Poet)
6. Turgut Özakman – Ocak (The Guild)
7. Peyami Safa - Fatih Harbiye (Fatih Harbiye)
8. Albert Camus – Veba (The Plague)
9. Buket Uzuner – Hava (Air)
10. Hakan Bıçakçı - Doğa Tarihi (Natural History)
11. Dino Buzzati - Tatar Çölü (The Desert of the Tartars)
12. Khalid Housseini - Uçurtma Avcısı (The Kite Runner)
13. Emile Zola - Therese Raquin (Therese Raquin)

Learner Portfolio: Students store every work and assignment that they complete throughout the two-year period under the “Learner Portfolio”. The Learner Portfolio is one of the fundamental elements of Turkish A subject and is required for all candidates.



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It refers to an individual collection of works compiled over the two-year period. Our students archive their learner portfolios in the “ManageBac” system. This archiving method eliminates the risk of deletion or loss of students’ files and also allows teachers to have ease of access to the files.

Although the learner portfolio will not be directly assessed or controlled by the IB, it constitutes the basis for preparation for internal and external assessment tools. It provides evidence of the candidate’s works and is a reflection of the preparations for assessment elements.

The submission of learner portfolios may be requested to document compliance with academic honesty principles or to assess whether the curriculum is correctly applied at school or not.

Connection of the Subject with the Theory of Knowledge (TOK): The subject of literature also makes connections with the Theory of Knowledge and CAS. It associates its content with these two areas. Within the scope of the “Theory of Knowledge”, students seek answers to the following questions and similar ones and evaluate the relevant answers:

- How important is the cultural or historical context for the production and acceptance of a literary text?
- How do we approach the literary texts of different times and cultures?
- How much depth do literary texts provide for another culture?
- How do the meaning and influence of a literary text change in time?
- How do literary texts reflect, represent, or constitute a part of cultural practices?
- How does language represent social differences and identities?
- How are literary texts connected with and different/distinct from the assumptions regarding literary genres or styles?
- How does the literary text develop within the system of traditions and references?

Connection of the Subject with CAS: Students perform CAS activities with their discoveries from the contents of the subjects. Provided below are the examples of activities that may be performed by students with their own knowledge, awareness and experience that they gain in two years:

- Students read the novel “The Kite Runner” dealing with racism, sectarianism, war and minority issue. Setting off from the desperation in the novel, they organize weekend events for children facing the same problems due to war.
- They support the production of audio books for the visually impaired. The stories dubbed by students are recorded and broadcast at ALEV Radio Club.
- Inspired by the novels “The Plague” (Veba) and “Fatih-Harbiye”, students go through the districts of the city that they live in and build up the social profile of the towns/districts that they have selected. They identify the unplanned urbanization issue and write presentation papers and may organize awareness-raising activities.



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6.2 GROUP 2: Language Acquisition

6.2.1 Language B-German High Level:

Sprache B Deutsch - Leistungskurs

Bei Deutsch LS handelt es sich um einen Spracherwerbskurs, der für Schüler mit einigen Vorkenntnissen der Zielsprache ausgearbeitet wurde. Die Schüler entwickeln im Unterricht ihre Fähigkeiten in der Zielsprache zu kommunizieren. Hierzu werden Themen und Texte benutzt was das begriffliche Verständnis fördert.

Im Leistungskurs entwickeln die Schüler ihren Wortschatz und ihre Grammatikkenntnisse weiter. Sie lernen wie Sprache funktioniert um Argumente zu einer Vielzahl von Themen zu analysieren.

Einige Stichpunkte der Unterrichtsziele sind:

- Untersuchung der sprachlichen Gestaltung: Wortwahl, rhetorische Stilmittel, direkte Reden als Dialog/Monolog, Ironie, Personifikation, formale Gestaltung des Textes.
- Symbol und Bedeutung von Figuren, Orten und Begebenheiten in der Literatur.
- Literaturanalyse in Verbindung mit der Recherche und der Verwendung von Neuen Medien.
- Kulturelle Besonderheiten entdecken.
- Wortschatz erweitern

Es werden verschiedene Kompetenzen angewendet um die Sprache im Leistungskurs zu erforschen und zu erweitern.

Rezeptive Kompetenzen: Hier verstehen und analysieren die Schüler persönliche, professionelle und mediale Texte. Sie verstehen Aspekte literarische Texte wie z.B. Thema, Handlung und Figuren. Argumente erarbeiten und Erklärungen zu verwenden um den Sinn zu erfassen, gehört auch zur Grundgestaltung des Unterrichts.

Produktive Kompetenzen: Die Schüler sind in der Lage ihre Gedanken und Meinungen zu verschiedenen Themen, sowohl mündlich als auch schriftlich vorzutragen. Argumentieren und Beispiele mit Erläuterungen zu geben ist Hauptziel des Unterrichts. Sie sind in der Lage zu beschreiben, zu erzählen, zu vergleichen, zu überzeugen und zu begründen.

Interaktive Kompetenzen: Im Leistungskurs sind die Schüler in der Lage Gespräche zu führen und aufrechtzuerhalten, den Diskussionsfluss zu einer Vielzahl von Themen zu erweitern. Die Förderung der sprachlichen Kommunikation ist ebenfalls eines der Hauptziele.



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Um die Sprachkompetenz zu erweitern werden folgende Strategien angewendet:

Schreibstrategien anwenden

Die Schüler bekommen die Chance mit Neuen Medien **das Freie Schreiben** zu üben. Sie dürfen auf der Plattform auch anonym Fragen an die Lehrkraft stellen und im Plenum beantworten lassen. (Padlet)

Die Schüler bekommen die Chance und den Mut, sich zum freien Schreiben zu improvisieren.

Fragen formulieren und diese von Ja/Nein- Fragen und Forschungsfragen unterscheiden können.

Neue Medien im Fernunterricht geben uns die Möglichkeit im Schriftverkehr den Unterschied zwischen Forschungsfragen und Ja/Nein-Fragen zu unterscheiden.

Diese Methode regt **das gelenkte Schreiben** an.

Auch die richtige Bedienung der Suchmaske muss gelernt werden.

Es ist nicht selbstverständlich, dass man eine Suchmaske (Google.de/at) richtig bedienen kann. Im Unterricht geben wir den Schülern die Chance, Fragen, die seitens der Schüler gefragt werden, gemeinsam im Web nachzuschlagen.

Ziel dieser Übung ist:

Richtige Verwendung der Suchmaske

Gezielt Fragen/Richtige Fragestellung, um effizienter recherchieren zu können.

Diese geben wir auch meistens als Vorbereitungsaufgabe für die nächste Stunde auf.

- **Lesestrategien anwenden**

Wir unterscheiden im Unterricht zwischen zwei Methoden.

Die Globale Lesestrategie von der intensiven Lesestrategie.

Ziel dieser Einheit ist : Nicht gleich zum Wörterbuch greifen und die unbekannten Wörter minimalisieren.

- **Hörkompetenz erweitern:**

Das Kursbuch Deutsch im Einsatz bietet zahlreiche Hörübungen, die wir mit zahlreichen Videos aus dem Web ausbauen und somit das Hören und das Sehen und Hören trainieren.

Zusätzlich wollen wir als Lehrkraft, dass auch das Hören und gleichzeitig Notizen nehmen, trainiert wird.

Wir als Lehrkraft wollen die Wichtigkeit der Fragestellung vor Augen bringen. Das zielgerechte Fragen muss trainiert werden, um auch effiziente Antworten zu erhalten, Sei es von der antwortenden Person, als auch von der richtigen Bedienung der Suchmaske.

(Siehe Schreibkompetenz)

- **Mündliche Kompetenz:**

Die Mündliche Kompetenz bauen wir in fast jede Stunde ein.



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Auch eine Textwiedergabe kann mündlich stattfinden. Dazu versuchen wir eine Textwiedergabe mündlich wiederzugeben, in dem wir Einleitungsfragen beantworten. Diese befestigen wir über Padlet(via Neue Medien), indem wir diese verschriftlichen.

Ein weiterer Vorteil ist hier auch, den Unterschied zwischen der Alltagssprache und Wissenschaftssprache zu erkennen. Diese Übung kann man wir für die Mündliche Kompetenz ,Lesekompetenz und auch für die Schreibkompetenz verwenden und dementsprechend anpassen.

Ziel dieser Übung ist:

Das Erkennen der Wissenschaftssprache.

Das Erkennen der Sachlichkeit eines Textes.

Das Schreiben von sachlichen Texten.

Im Allgemeinen möchten wie unsere Didaktik immer mit Neuen Medien in Verbindung bringen, weil wir die SchülerInnen auf folgende Punkte aufmerksam machen wollen:

Recherchieren nach vertrauenswürdigen Quellen

- Unterscheiden zwischen vertrauenswürdige/nicht vertrauenswürdige Quellen
- Das Zitieren bemerken/ ausprobieren und die Wichtigkeit erkennen
- Suchmasken richtig bedienen
- Wissenschaftssprache lesen und die Sachlichkeit erkennen.
- Behauptungen versuchen zu begründen.

Erkenntnistheorie ist eines der drei Elemente im Diplomprogramm. Die Schüler denken über die Frage nach, wie wir wissen, was wir wissen. Ziel ist es die eigene Sichtweise bewusster zu machen und ein Bewusstsein für mehrere Sichtweisen zu gewinnen.

In unserem Deutsch im Einsatz Buch sind TOK Links enthalten, die wir auch regelmäßig im Unterricht durchführen. Diese Fragen zum Weiterdenken werden einfach in die Lerneinheit eingebettet. In der ersten Lerneinheit "Identitäten" werden z.B. folgende Fragestellungen gestellt und im Unterricht diskutiert:

Schreiben Sie Adjektive auf, die einen typischen Menschen Ihrer Kultur beschreiben. Arbeiten sie anschließend mit einem Partner: Erklären Sie ihm, was für Sie einen Menschen aus Ihrer Kultur ausmacht.

Fühlen Sie sich als typischer Vertreter Ihrer Kultur?
Warum und warum nicht?
Warum denken wir in diesen Stereotypen? Was sind Vor- und Nachteile?

Es gibt viele Menschen, deren Eltern aus unterschiedlichen Kulturen kommen oder die in einem Land leben, dessen Kultur nicht ihre ursprüngliche ist. Welche Vor-und Nachteile hat ein Heranwachsen zwischen mehreren Kulturen?



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Durch solche Beispiele versuchen wir im Unterricht die Erkenntnistheorie einzubauen.

Kreativität, Aktivität und Dienst ist ein weiteres wichtiges Element im Diplomaprogramm. Die Schüler können durch aktive und zielgerichtete Nutzung ihre Sprache in bestimmten Kontexten nutzen und ihr interkulturelles Verständnis erweitern. Sie können Ihre persönlichen CAS-Erfahrungen in mündlichen und schriftlichen Übungen heranziehen. Auch im Unterricht wird natürlich im Rahmen der jeweiligen Themen Bezug auf allgemeine gesellschaftliche Phänomene, Menschenrechte, Organisationen usw. genommen.

Der umfangreiche Fachaufsatz bietet den Schülern die Gelegenheit einen Aspekt der Sprache genauer zu untersuchen und Ihr Verständnis von kulturellen Zusammenhängen zu vertiefen. Die eigenverantwortlich, recherchierte wissenschaftliche Forschungsarbeit ist eine weitere sprachliche Herausforderung für den Schüler. Das Entwickeln einer Forschungsfrage ist der erste Schritt eines langen und aufregenden Prozesses.

German B HL is a language acquisition course designed for students with some previous knowledge of the target language. During the lessons, the students develop their ability to communicate in the target language. For this purpose, topics and texts are used to promote conceptual understanding.

In the advanced course students develop their vocabulary and grammar skills. They learn how language works in order to analyze arguments on a variety of topics.

Some key points of the course objectives are:

- Investigation of linguistic design :

Choice of words, rhetorical stylistic devices, direct speech as dialogue/monologue, irony, personification, formal design of the text.

- Symbol and meaning of characters, places and events in literature.

- Literary analysis in connection with research and the use of new media.

- Discovering cultural characteristics.

- Expanding vocabulary

Different skills are used to explore and expand the language in the advanced course.

Receptive skills: Here students understand and analyze personal, professional and media texts. They understand aspects of literary texts such as theme, plot and characters. Developing arguments and using explanations to grasp the meaning is also part of the basic structure of the course.

Productive skills: Students are able to express their thoughts and opinions on various topics, both orally and in writing. To give arguments and examples with explanations is the main objective of the lessons. They are able to describe, tell, compare, convince and justify.



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Interactive skills: In the advanced course students are able to conduct and maintain conversations, broaden the flow of discussion on a variety of topics. The promotion of linguistic communication is also one of the main objectives.

The following strategies are used to enhance language skills:

Use writing strategies

The pupils get the chance to practice free writing with new media. They may also ask questions to the teacher anonymously on the platform and have them answered in the plenary session. (Padlet), the students get the chance and the courage to improvise to write freely, formulate questions and be able to distinguish them from yes/no questions and research questions, new media in distance learning give us the opportunity to distinguish the difference between research questions and yes/no questions in correspondence, this method stimulates guided writing, the correct use of the search engine must also be learned, it is not self-evident that one can operate a search mask (Google.de/at) correctly. In class we give the students the chance to look up questions that are asked by the students on the web together.

The aim of this exercise is:

Correct use of the search mask

Targeted questions/correct questioning to be able to research more efficiently.

We usually give these up as a preparation task for the next lesson.

Apply reading strategies

We differentiate between two methods of teaching.

The global reading strategy from the intensive reading strategy.

The aim of this unit is: Don't pick up the dictionary right away and minimize the unknown words.

Expand listening skills:

The course book Deutsch im Einsatz offers numerous listening exercises, which we expand with numerous videos from the web to train listening and seeing and hearing.

In addition, we as teachers want to train listening and taking notes at the same time.

We as teachers want to make the importance of the question clear. Target-oriented questioning must be trained in order to receive efficient answers, both from the person answering and from the correct use of the search mask.

(See writing skills)

Oral competence:

We build the Oral Competence into almost every hour.



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A text can also be reproduced orally. We try to reproduce a text orally by answering introductory questions. We attach these questions via padlet (via new media) by writing them down. Another advantage here is to recognize the difference between everyday language and scientific language. This exercise can be used for the Oral Competence, Reading Competence and also for the Writing Competence and can be adapted accordingly.

The aim of this exercise is:

To recognize the language of science.

The recognition of the objectivity of a text.

The writing of factual texts.

In general, we always want to associate our didactics with new media, because we want to make the students aware of the following points

- Researching for trustworthy sources
- Distinguish between trustworthy/untrustworthy sources
- noticing/trying the citation and recognizing the importance
- Using search masks correctly
- Read scientific language and recognize the objectivity.
- Try to substantiate assertions.

TOK is one of the three elements of the diploma program. Students think about how we know what we know. The goal is to make the students more aware of their own point of view and to gain an awareness of multiple perspectives.

Our Deutsch im Einsatz book contains TOK links, which we also use regularly in class. These questions for further thinking are simply embedded in the learning unit. In the first learning unit “Identities”, for example, the following questions are asked and discussed in class:

- Write down adjectives that describe a typical person of your culture. Then work with a partner: Explain to him what makes a person from your culture special to you.
- Do you feel like a typical representative of your culture? Why and why not? Why do we think in these stereotypes? What are pros and cons?
- There are many people whose parents come from different cultures or who live in a country whose culture is not their original one. What are the pros and cons of growing up between different cultures? Through such examples we try to incorporate epistemology in the classroom.

CAS is another important element of the diploma program. Students can use their language in specific contexts and broaden their intercultural understanding through active and purposeful use. They can draw on their personal CAS experience in oral and written exercises. In class, too, reference is naturally made to general social phenomena, human rights, organizations, etc. within the framework of the respective topics.

Extended Essay gives students the opportunity to examine an aspect of the language in more detail and deepen their understanding of cultural contexts. The independently researched scientific research work is another linguistic challenge for the student. Developing a research question is the first step in a long and exciting process.



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6.2.1 Language B-German High Level:

1. THE NATURE OF THE COURSE PROGRAM

Language B is a language acquisition course designed for students with some previous experience of the target language. In the Language B Course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understanding of how language works, as appropriate to the level of the course.

Students become better communicators in the languages they study when their abilities to read, write and speak about course content are reinforced and extended by an understanding of why and how people use language to communicate. The students will use receptive, productive and interactive skills to demonstrate understanding.

At Private Alev High School, English is taught at Standard and High level. The main focus of the course is on language acquisition and development in four primary skills which are listening, speaking, reading and writing. Towards the end of the course program, our students are expected to communicate in the target language fluently and accurately, improve their debating skills on global issues as well as their ability to write different text types, which have different lay-outs, styles, registers and conventions. In addition, they will also have developed themselves in terms of doing a literary analysis of the original novels that have been studied during the 2-year course program.

2. INTRODUCTION TO THE COURSE

During the two-year IB DP the students will be exposed to 5 main themes, which are listed as follows:

1. IDENTITIES – Lifestyle, Health and Well-Being- Lifestyle, Health and Well-Being

2. EXPERIENCES – Migration, Leisure and Travel- Life Stories, Rites of Passage, Customs and Traditions

3. HUMAN INGENUITY – Artistic Expression, Communication and Media, Scientific Innovation, The Future of Humanity- Media and Communication, Entertainment

4. SOCIAL ORGANISATION – Social Relationship, Community, Social Engagement- Education, The Working World, Higher Education

5. SHARING THE PLANET – The Environment, Urban and Rural Environment, Meeting the Challenge - Human Rights, Equality and Ethics



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The main objective of this course program is to improve the students' four basic skills within the frame of 5 main themes. In addition, doing a literary analysis of the original novels also play a major role in this course program.

2.1 Improving Reading Skill:

The students will read different types of texts, which have been designed in accordance with the requirements of the five main themes. These texts are associated with different types of reading comprehension questions, which are also the question types in paper 2 section of the actual English B HL exam. Therefore, the students will have improved their conceptual understanding of the reading texts.

2.2 Improving Writing Skill:

The students will be exposed to different text types, which are listed as follows:

- | | |
|--------------------------------|---------------------|
| 1. Personal letters and emails | 8. Speech |
| 2. Travel/Personal Blogs | 9. Editorials |
| 3. Interviews | 10. Newsletters |
| 4. Reviews | 11. Brochures |
| 5. Instructions / Guidelines | 12. Essays |
| 6. Reports | 13. Opinion Columns |
| 7. Proposal | 14. Diary Entries |

By the end of the course program, the students will have learned the lay-out, style, register and conventions of the text types and they will be able to communicate effectively in the target language.

2.3 Improving Speaking skill:

The students will be exposed to speaking topics, which have been designed in accordance with 5 main themes. The purpose of this skill is to improve the students' debating skills and enable them to engage in global issues, which will help them to express their ideas freely.

2.4 Improving Listening Skill:

The students will be exposed to a variety of audio scripts, which have been designed in accordance with 5 main themes. Thanks to the listening skill which they will acquire, they will be exposed to different accents of English. Therefore, they will familiarize themselves with different accents of English and get to learn similarities and differences.



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2.5 Doing a Literary Analysis:

During the two-year IB Diploma Program, the students will read two original novels. The most important fact is that these two novels will not be graded. Therefore, the students will get to chance to learn how the authors used the language in their novels. Thanks to doing a literary analysis, the students will have a deep insight into the perspective of the author, the themes of the novel, characterisation, plot outline, symbols, motifs and metaphors.

3. ATL Skills within the frame of the course program

ATL skills play a major role in terms of delivering the components of the course program. How ATL skills are integrated into the course program can be given by showing an example from the course program.

Example: There is an article called “ Research shows 25% of teenagers think playing computer games is exercise”. Through this article, the students’ transfer and self-management skills are intended to be improved. Students’ organization and investigation skills as well as their communication skills are aimed to be developed. In order for the students to improve these ATL skills, students are encouraged to use the sources in the libraries and reach electronic data bases, on line encyclopedias and articles. Soon after the completion of this process, students are assigned to make a presentation about the article that they have analysed. Students make a presentation for middle-school students explaining both the benefits of physical exercise and the dangers of a lack of exercise.

4. How the content of the course program supports CAS

CAS plays a major role in terms of delivering the components of the course program. How CAS activities are integrated into the course program can be given by showing an example from the course program.

During the IB DP course program, the concepts of “ stereotyping-gender discrimination-racism-inequality” are analysed in details. Soon after the analysis of these concepts, in order to make the students fully understand the bad impacts of these concepts, the students are asked to organise a CAS activity in the school environment. An example for the CAS activity is indicated as follows: Having gained permission from your school principal, organise a fashion Show which aims to

5. How the content of the course program supports TOK

All of the implementations that are carried out within the frame of Language B are closely related to TOK activities. In Language B course program doing a literary



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analysis plays an important role and doing a literary analysis as well as writing a review of a novel can be linked with the components of TOK course program as in the following example:

A good book review must be more than a simple summary of the story. The list below indicates some of the purposes of a book review.

- It can inform the reader of the title of the book and the name of the author
- It can explain what the book is about
- It can describe the setting
- It can narrate the plot
- It can describe the central characters
- It can describe the supporting characters
- It can describe a special moment in the book
- It can describe the style of the book
- It can indicate whether the readers should read the book or not as a recommendation

6. Specific academic implementations that are carried out during the 1st year of the course program

During the 1st year of the academic course program, the 11th graders are supposed to finish doing a literary analysis of two original novels. The first novel is expected to have been analysed within the 1st semester and the 2nd novel is expected to have been analysed within the second semester of the 1st year of the course program. Furthermore, During the 1st year of the course program, the students are expected to have learned the requirements of the conduct of the individual oral activity. In the 2nd year of the course program, the students are supposed to reflect their knowledge in the actual individual oral recordings to the best of their degree.

7. Specific academic implementations that are carried out during the 2nd year of the course program

Within the frame of the Language B course program, the students will have finished dealing with their extended essays, individual oral recordings along with the recommended text types designed for the writing section of the exams.

8. Course materials

2nd Edition English B Course Companion (Oxford University Press)

Of Mice and Men (Longman Pearson)

To Kill a Mocking Bird (Longman Pearson)

Successful Writing Upper Intermediate (Express Publishing House)

Unlock 4 (Cambridge University Press)

Unlock 5 (Cambridge University Press)

Inthinking website



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6.3 GROUP 3: Individuals and Societies

6.3.1 Turkey in the 20th Century (TITC) Standard Level:

Turkey in the 20th century is a school-based syllabus provided as a multidisciplinary offering based on the requirements of the Turkish national education curriculum for history, geography and sociology subjects, and incorporating an international perspective. Turkey is located geographically at the junction of two continents, and culturally at the confluence of at least two great civilizations. This has influenced the history and culture of Turkey as much as it has enabled it to influence its neighbours.

The purpose of the subject is to explore this interchange of influences, using concepts and analytical frameworks from each of the separate disciplines (history, geography, and sociology) required in the Turkish national curriculum. An international perspective is included to make students aware of the role that Turkey plays in the region and the world, and especially to help them understand the historical confluence between the “East” and the “West”.

TITC Subject Measurement and Assessment Methods

» Exam Paper 1: 24 points / Time: 1 hour / Weighting: 30%

- It is comprised of the questions based on any of the units included in the curriculum, except for the unit 6 (i.e. units 1, 2, 3, 4, and 5).
- Questions shall be asked from a different unit every year.
- Four resources are given to candidates.
- Candidates answer the 4 structured questions, using the resources provided and their own knowledge.
- Assessment outcomes: AO1, AO2, A03

» Exam Paper 2: 30 points / Time: 1 hour and 30 minutes / Weighting: 45%

- It is based on the 5 units in the curriculum.
- Candidates answer one extended-response question selected from 2 different units each.

» Internal Assessment: 25 points / Weighting: 25%

2000- to 2200-word research essay

Turkey in the 20th Century and the Theory of Knowledge (TOK)

As with other fields of knowledge, there are various ways to acquire knowledge in human sciences. The methods such as experimentation and observation, inductive and deductive reasoning, data-evidence gathering and discussion can be used to understand and explain the patterns of human behaviours. In the subjects related with individuals and societies, students must research the questions about their validity, reliability, credibility and certainty as well as their individual and cultural perspectives and assess the requests for information that they have acquired. The students receiving courses on individuals and societies must be able to critically reflect on various methods of knowing and the methods



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used in human sciences and thus become inquiring, knowledgeable and caring young people as stated in the IB learner profile.

TITC Subject: Example TOK Questions

1- Why do you have to value your past? What are the dangers likely to arise from obsession with the past and what kind of hazards may arise from ignorance of your past?

2- How reliable is the fact that memory is a guide for the past?

3- To what extent do people learn from their mistakes and to what extent do they repeatedly make mistakes?

The TITC Subject and CAS

Kardeşime Atatürk'ü Anlatıyorum (I'm Telling Atatürk to my Brother/Sister)

The 11th-grade IB students tell their brothers and sisters at the kindergarten and primary school about Mustafa Kemal Atatürk, the founder of our Republic, within the scope of the "November 10 Ataturk Week Events" organized in the month of November every year. Conveying Atatürk's many other lesser-known characteristics through various shows and presentations as well as his well-known characteristics as a statesman, leader and soldier to their younger brothers and sisters, the young students completely organize and plan the whole week all by themselves.

<https://alev.k12.tr/haberler/kardesime-ataturku-anlatiyorum/>

6.3.2 History (in German) Standard Level:

1.Allgemeines:

Das Fach "Geschichte" im IB-Diplomprogramm umfasst eine wöchentliche Stundenzahl von 4 Stunden á 40 Minuten in der 11. und 12.Klasse. Das sind insgesamt im IB-Programm mindestens 160 Stunden. Das Fach Geschichte im IB Diplomprogramm wird im "Standard-Level" angeboten und bietet eine spannende und anspruchsvoll-intellektuelle Auseinandersetzung mit der Vergangenheit in deutscher Sprache. Es ist ein Weltgeschichte-Kurs, in dem u.a. politische, wirtschaftliche, soziale und kulturelle Aspekte unterschiedlicher Epochen der Vergangenheit untersucht werden. Die Schüler werden angeleitet, historisch zu denken, wissenschaftliche Fähigkeiten zu entwickeln und Faktenwissen zu erwerben. Im Zentrum des Faches steht die Entwicklung kritischen Denkens und eines Verständnisses vielfältiger Interpretation von Geschichte. Im Ergebnis des Kurses werden die Schüler ein tiefer gehendes Verstehen der menschlichen Natur und der heutigen Welt verinnerlicht haben.

2.ATL (Ansätze zum Lernen)

Bezüglich ATL eignen sich die Schülern Lerntechniken/Methoden an, die der Arbeit eines Historikers entsprechen. Die Schüler beherrschen die Recherche von Literatur und Quellen, die Auswahl und Auswertung derselben, das Exzerpieren von Texten und das Bibliographieren. Darüber hinaus können sie Quellen vergleichen, bewerten und interpretieren. Diese "Quellenkunde" umfasst nicht nur Schriften,



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sondern auch historische Karikaturen, Fotos, Karten, Filme und Tondokumente. Die Schüler sind im Verlauf des Geschichtsunterrichts in der Lage, Methoden eines Historikers anzuwenden. Der Wert des Ganzen liegt darin begründet, dass die Schüler diese Techniken auch im künftigen Studium, egal welcher akademischer Fächer, nutzen können.

3.TOK (Erkenntnistheorie)

Das Fach Erkenntnistheorie (TOK) steht in engem Zusammenhang mit dem Fach Geschichte. Beinahe in jeder Geschichtsstunde wird analog zu TOK hinterfragt, woher Wissen stammt, wie man Wissen generiert und wie man vorhandenes Wissen überprüft. Ziel ist es, den Schülern Wege zum kritischen Denken aufzuzeigen und sie zu ermuntern, dies auch zu tun. Die Schüler entwickeln den Mut und die Fähigkeit, sich neues Wissen anzueignen, scheinbar feststehende Weisheiten zu hinterfragen und Autoritäten nicht einfach zu vertrauen, sondern selbst zu forschen und zu prüfen. Ein weiterer Schwerpunkt in der Verbindung zu TOK besteht darin, dass Schüler verschiedene Perspektiven auf ein Problem, eine Fragestellung usw. einnehmen. Dadurch soll gewährleistet werden, Verständnis für unterschiedliche Sichtweisen zu erlangen und Toleranz gegenüber anderen Kulturen aufzubauen. Ein Beispiel für kritisches Denken ist z.B. die Beschäftigung mit Euphemismen in der 11.Klasse. Die Schüler vergleichen Begriffe wie "ethnische Säuberung" – "Völkermord" oder "Umsiedlung" und "Vertreibung" und schlussfolgern, warum und in welchem Zusammenhang in historischen und in aktuellen Quellen mal der eine oder andere Begriff gebraucht wurde.

4. Geschichtsunterricht in der 11.Klasse

Im Geschichtsunterricht in der 11. Klasse stehen die Einführung in die Geschichtswissenschaft, das Thema "Der Weg in den globalen Krieg" und die Themenauswahl für das Internal Assessment im Vordergrund. Die Schüler erlernen, selbstständig Methoden des Historikers anzuwenden. Sie erkennen, was historische Quellen sind und forschen selbst nach Beispielen für Kategorien wie Schriftquellen, Landkarten, Fotos, Karikaturen usw. Dadurch erhalten die Schüler umfassenden Einblick in das "Handwerk" des Historikers. Nach und nach erfahren sie, welche Möglichkeiten ein Historiker hat, welche Fähigkeiten es braucht, Geschichte zu rekonstruieren, aber auch, welche Grenzen die Geschichtswissenschaft hat. Beim "Weg in den globalen Krieg" erforschen die Schüler mithilfe von Büchern, Zeitungsartikeln, Dokumentarfilmen usw. die Vorgeschichte des 2. Weltkrieges. Neben rein historischen Ereignissen erarbeiten sie sich eine multiperspektivische Sicht auf ökonomische, politische und ideologische Ursachen und Folgen, die mit der Entstehung dieses Krieges in Verbindung standen. Interessant für die Schüler sind darüber hinaus Vergleiche damaliger Entwicklungen mit heutigen Ereignissen in der Welt, wodurch der Blick auf das aktuelle Zeitgeschehen geschärft wird. Im Zuge des Geschichtsunterrichts



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der 11.Klasse formulieren die Schüler eine Forschungsfrage, auf deren Basis sie ihre Historische Untersuchung (Internal Assessment) schreiben.

5. Geschichtsunterricht in der 12.Klasse

Im Fokus des Unterricht in der 12.Klasse steht das Thema “Der Kalte Krieg” und die Fertigstellung der Historischen Untersuchung (Internal Assessment). Hier erarbeiten sich die Schüler neben umfassenden Kenntnissen zu Ereignissen des Kalten Krieges, deren Ursachen und Folgen, auch Wissen zu ökonomischen, politischen und ideologischen Besonderheiten dieser Auseinandersetzung. Durch die Einbindung heutiger Ereignisse/Geschehnisse in Europa und der Welt in das Thema Kalter Krieg, ziehen die Schüler Vergleiche und Schlussfolgerungen zu aktuellen politischen und ökonomischen Prozessen. Zum Ende der 12.Klasse stellen die Schüler ihre Historische Untersuchung fertig und bereiten sich auf die Abschlussprüfungen zum IB-Diplom vor.

6.Besonderheiten

Im Fach Geschichte wird nicht mit einem Lehrbuch gearbeitet und auch nicht ständig klassischer” Unterricht durchgeführt. Die Schüler erarbeiten sich ihr Wissen, und Fähigkeiten selbstständig, der Lehrer fungiert oft als Berater und liefert selbst zusammengestelltes Lesematerial zu den einzelnen Themen. Gearbeitet wird mit vor allem deutschsprachigen Büchern, Zeitungen, Zeitschriften aus Bibliotheken sowie aus dem Internet. Der Unterricht erfolgt ausschließlich auf Deutsch. Während des Geschichtskurses entwickeln die Schüler unterschiedliche Perspektiven zu Themen aller Art, sie lernen, sich schriftlich und mündlich objektiv zu äußern, sowie, begründete eigene Meinungen zum historischen Geschehen zu formulieren. Diese wertvollen Fähigkeiten nützen ihnen beim kommenden Studium und im späteren Beruf.

6.3.3 Business Management (in English) Standard Level:

The business management course is designed to develop students’ knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts



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(change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

The aims of the business management course at 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.

6.4 GROUP 4: Sciences

6.4.1 Biology (in German) Standard Level:

Biologie Grundstufe (biology in german-SL)

Das Ziel des IB Programms ist es fragende, wissende, denkende, Prinzip treue, vorurteilsfreie, sozial engagierte, risikobereite, ausgewogene, kommunizierende Schüler als Mitmenschen mit internationaler Denkweise heranzubilden. Biologie trägt zu diesem Ziel des IB Programms bei, indem es neben den Kenntnissen der 6 Hauptthemen und einem Wahlbereich ET/TOK (Erkenntnistheorie/theory of knowledge), ATL (Lernansätze/ approaches to teaching and learning), BN/NOS (Beschaffenheit der Naturwissenschaften/nature of science) in den Unterricht integriert.

Biologie ist das Wissen der Lebendigen und ihrer Beziehung zueinander und zu ihrer Umwelt. In den beiden Jahren des 11. Und 12. Jahrganges, in dem die Schüler die Möglichkeit erhalten das Fach der Biologie im IBDP-Programm zu wählen, werden die Biologiekenntnisse und Kompetenzen der Schüler aufgebaut bzw.



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erweitert. Die Schüler übernehmen eine große Rolle in der Vorbereitung zur Prüfung, während die Lehrkraft als Leitperson ständig dem Schüler zur Seite steht.

In der Grundstufe sind 6 Themen und ein Wahlthema zu untersuchen. Zellbiologie, Molekularbiologie, Genetik, Ökologie, Evolution und Biodiversität und Humanphysiologie sind die Pflichtthemen. Als Wahlthema wird Humanphysiologie vorgesehen. Diskussionen, Recherchen, Analysieren von Diagrammen und Berichten, schauen von Dokumentarfilmen sind wichtige Komponente des Unterrichts. Die praktischen Arbeiten sind eine wichtige Richtlinie für die Schüler, damit sie ihre individuelle Untersuchung (IA-internal assessment) später problemlos durchführen können. Es wird von den Schülern erwartet, dass sie diesen praktischen Arbeiten tadellos folgen. Bei den praktischen Arbeiten werden sowohl Versuche und Untersuchungen im Labor durchgeführt als auch virtuelle Versuche und Simulationen oder Daten aus Datenbanken benutzt.

Neben dem Erwerb der Biologiekenntnisse sind Kompetenzen und Anwendungsformen des erlernten Materials wichtig, diese werden unter anderem mit dem praktischen Arbeitsprogramm, der Integration der Erkenntnistheorie (ET) und der Beschaffenheit der Naturwissenschaften (BN) in den Unterricht gefördert. Diskutieren wissenschaftlicher Entwicklungen, untersuchen der Zusammenarbeit von Wissenschaftlern, vergleichen und kontrastieren von Reaktionen gegenüber wissenschaftlichen Funden in verschiedenen Zeitaltern und Ländern sind einige Beispiele für diese Integration in den Unterricht. Auch wird den Schülern für ihre CAS Aktivitäten Weg gewiesen, während im Unterricht diese Diskussionen und Untersuchungen stattfinden.

Ein Ziel der Biologie ist es auch Beziehung zu den anderen wissenschaftlichen Fächern zu knüpfen, um ein größeres Blickfeld der Wissenschaft zu erhalten. Das Projekt der Gruppe 4, dass Ende zweiten Semesters vorgesehen wird, dient dazu die wissenschaftlichen Fächer zu verknüpfen und Kommunikationskompetenzen und soziale Kompetenzen gemäß den fünf Kategorien von Lernansätzen zu fördern. Es ist ein gemeinsames Untersuchungsprojekt für alle Schüler der Gruppe 4 in den Fächern Biologie, Chemie und Physik.

Die Bildungssprache des Faches Biologie ist Deutsch. IB-Schüler müssen die Bildungssprache der von ihnen gelernten Fächer fließend beherrschen, damit sie sich hundertprozentig einsetzen und ihre Kenntnisse demonstrieren können. Die Naturwissenschaften haben ihre eigene Sprache, in der viele alltägliche Wörter eine andere und oft präzisere Bedeutung haben. Diese Sprache enthält auch mathematische Symbole und Darstellungsweisen, die verstanden und interpretiert werden müssen. Durch die zwischen Wissenschaftlern weltweit vereinbarten Bedeutungen können sie miteinander kommunizieren und kooperieren und bei der Erforschung der Welt Fortschritte machen. Bei der Entwicklung ihrer naturwissenschaftlichen Kenntnisse erwerben die Schüler die Bildungssprache (CALP -Cognitive Academic Language Proficiency).



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Am Ende des 2-jährigen Programms werden Studenten mit 3 Klausuren und einem persönlichen Bericht (interne Bewertung) bewertet. Daraus entsteht dann eine Biologie-Note über 7P, die dann einen Teil der Gesamtnote darstellt.

| 1. Klausur (%20) | 2. Klausur (%40) | 3. Klausur (%20) | Interne Bewertung (persönlicher Aufsatz) (%20) |
|---|---|--|---|
| *30 Test Fragen über Pflichtteil (30P) *kein Taschenrechner *45 Minuten | *Datenorientierte Fragen (50P) *Kurz-und Langantworten zum Pflichtteil *Taschenrechner gestattet *75 Minuten | *Fragen über Pflicht- und Wahlpflichtbereich (35P) *Teil A: Fragen zu Experimentellen Kompetenzen *Teil B: Fragen zum Wahlpflichtbereich *Taschenrechner erlaubt *60 Minuten | *Praktische Arbeit des Schülers (24P) *Zusammenfassen eines Protokolls *wird intern bewertet und extern moderiert |

Es gibt kein Lehrbuch für IB-Biologie auf Deutsch. Die Lehrerhandreichungen, Laborprotokolle und Arbeitsblätter, die während des Programms benutzt werden, werden von den Biologielehrern unserer Schule erstellt. Quellen zum Gestalten des Unterrichts sind unter Anderem Bücher wie Pearson, Oxford, Programme wie Kognity, InThinking, verschiedene WEB Seiten wie the simple biology club, bioninja, ...

Die Themen des IB-Biologie Programms stimmen nicht zu 100% mit dem staatlichen Biologie-Lehrplan überein, aber überkreuzen sich zu 70%. Ein anderer Unterschied wäre die Behandlung der Themen des IB Programms, es wird von Lehrer und Schüler erwartet einen offenen Gedanken zu bewahren, sich selber und seine Umwelt zu analysieren, zu recherchieren und zu diskutieren.

6.4.2 Physics (in English) Standard Level:

The purpose of this course is to prepare students for IB examinations. This course provides students the necessary skills required for understanding the basic principles of physical concepts so that the students can make use of these principles for the solution of problems.

Physics generates fundamental knowledge needed for future technological advances that will continue to drive the economic engines of the world.

Physics SL is an elective course for IB students who have completed the 10th grade. IBDP Physics Lesson is given 4 hours a week. In these lessons, subject contents are explained and sample questions are solved. This course also includes lab (virtual simulated and realtime) lessons. Throughout the lessons, the contents



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of the course are explained through visuals, models, simulations. Some example questions are also solved to provide a better understanding. In addition to this, these class hours consist of lab (virtual simulated and realtime) studies in relation to the subject of the unit. These lessons provide students with the opportunity to observe an experimental process, store, and analyze data. There is no necessary book to follow throughout the course. Instead, online sources such as Inthinking and Kognity are used for preliminary studies or assignments in. For students that are interested a recommended book list will be shared.

This course covers the following 9 topics: Measurements and Uncertainties, Mechanics, Thermal Physics, Waves and Oscillations, Electricity and Magnetism, Circular Motion and Gravitation, Atomic, Nuclear and Particle Physics, Energy Production, and Imaging. The graphing calculator is used throughout the course. Assessments are based on learning behavior such as class participation, completion of the outside classwork and worksheets, quizzes, projects, assignments, pre-mock exams and summative midterm exams. As a part of the in school course-work, which will be sent to the IB but marked in school, each student will do an internal assessment that consists of a physics experimental work designed by the student, in which he/she collects and analyzes data for an exploration of a certain topic that he/she is interested in. Afterward, he/she will write a formal paper on the subject. This paper will be between 6 and 12 pages long and forms 20 % of the IB grade. Except this, students take 2 physics exams each semester which are prepared according to model IB questions.

Students prepare their first drafts during their Internal Assessment in 11th grade. At this level, students decide on the subject they will put into practice, write the research question, search the available sources on the subject, and determine the variables by creating hypotheses.

When students are in 12th grade, they improve their Internal Assessments and complete their assignments at the end of January. The studies for the IB examination are identified in the 12th grade and students take a mock exam. With the help of these mock exams, students find the opportunity to test their knowledge and determine their shortcomings to organize their study programs according to these deficiencies.

- The ATL skills (social, thinking, communication, self-management, and research) that are required throughout the course and how and which kind of activities are used for this purpose.

Students prepare a presentation about the section given to them in the Energy Production unit in the 12th grade every year and explain the subject to their classmates. In this assignment, students' communication skills, research skills, and self-management skills are supported.



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- How the course supports CAS (The opportunities for students (The opportunities for the student to extract CAS activities or projects from specific topics/activities in the course)

When students are in the 12th grade, they learn about the energy sources used in the world in the Energy Production unit. They are asked to list the advantages and disadvantages of these resources. Students can prepare brochures or web pages to inform the school community or the larger community about this issue. Physics lesson provides support to Cas experience in this respect.

- How the course supports TOK (TOK links and applications shared in the TOK coordination meetings we hold are good examples)

During the course of physics lessons, Theory of Knowledge TOK connections are often used. Generally, when a new topic begins or ends, it is discussed with students through questions like the following,

- How do we distinguish science from pseudoscience?
- When performing experiments, what is the relationship between a scientist's expectation and perception?
- How does scientific knowledge progress?
- What is the role of imagination and intuition in sciences?
- What are the similarities and differences in methods in natural sciences and human sciences?

6.4.3 Chemistry (in English) Standard Level:

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

It is often called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Through studying a science subject 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, the emphasis is on a practical approach. In addition, through the overarching theme of the "Nature of Science" this knowledge and skills will be put into the context of way science and scientists work in the 21st century and the ethical debates and limitations of creative scientific endeavour.

The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students develop the skills to work independently on their own design,



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but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

Chemistry syllabus outline:

Standard level (150 hours)

- Internal assessment (individual investigation): 20%
- External assessment: 80%

Key features of the curriculum and assessment models

- The minimum prescribed number of hours is 150 for SL
- Students are assessed both externally and internally
- Chemistry students at SL and HL undertake a common core syllabus and a common internal assessment (IA) scheme. The distinction between SL and HL is one of breadth and depth.
- A practical approach to the course delivery is emphasised through the interdisciplinary group 4 project and a mixture of both short-term and long-term experiments and investigations.
- Internal assessment accounts for 20% of the final assessment and this is assessed through a single individual investigation. This investigation may involve a hands-on approach, use of data-bases, modelling, simulation or a hybrid. Student work is internally assessed by the teacher and externally moderated by the IB.

The external assessment of chemistry consists of three written papers. In paper 1 there are 30 (at SL) multiple-choice questions. Paper 2 contains short-answer and extended-response questions on the core. Paper 3 has two sections; Section A contains one data-based question and several short-answer questions on experimental work on the core. Section B contains short-answer and extended-response questions from each of the four options.

Through studying chemistry SL in Private ALEV schools, students find different opportunities to accommodate and improve their ATL skills. Research assignments, mini group tasks and projects, in-class discussions, hands-on and simulation based practical activities and experiments and so on provide students with a lot of areas to express themselves in different ways through their ATL skills.

Assignments in chemistry are designed very strategically to establish links with CAS, TOK and Group 4 project such as working on sustainable development goals which are related to DP chemistry topics. For instance students are invited to work in groups on a chosen global issue, formulate a research question, gather data, analyse and share the results with school community as infographic, short films, panels, radio programs, posters as a output of the assignment. At the presentation stage, different student groups are encouraged to discuss the reliability of their findings and results. Besides such assignments, in-class activities students are encouraged to discuss topic based TOK questions like: To what extent did the



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atomic models developments affect each other? How did this effect contribute to finding of the right model? How can we be sure we've found the right model?

Chemistry IA proceeds as follows. Students choose their topic and formulate their research question in the first quarter of the program (11th grade-first term). They are expected to write an overview of their investigation throughout 11th grade and they submit the first draft at the end of 11th grade. Students submit the second draft at the beginning of 12 th grade where they submit the final version at the end of first term of 12th grade.

Managebac, Kognity, Inthinking, Turnitin are main tools of the IB Chemistry course in ALEV and teacher made notes and presentations are used during the classroom activities which are supported by Oxford, Cambridge IB Chemistry SL Course Books and some chosen web 2.0 tools.

6.5 GROUP 5: Mathematics

6.5.1 Mathematics: Analysis and Approaches (in English) High/Standard Level:

The aim of the course is not only to prepare students for IB examinations but also describe our world through mathematics and develop their problem solving skills. Mathematics is used in a diverse range of disciplines as both a language and a tool to explore the universe; alongside this its applications include analyzing trends, making predictions, quantifying risk, exploring relationships and interdependence.

Individual students have different needs, aspirations, interests and abilities. For this reason mathematics lesson is available at SL(Standart Level) and HL (High Level) in two branches within combined classes for 7 class hours per week. When we are working on only HL topics ,SL students are given individual assignments to work on.

This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction,differential equations at HL. Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns.They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important and it is also a part of the assessment.TI Thecnologies , Demos,Geogebra are often used for improving their communication and thinking skills.

Mathematics: analysis and approaches have five main Topics. During the two year program, in year one we are planing to cover %60 of the topics and %40 for the



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second year. In the second term of the second year mostly review exercises and MOCK exams take place. The course is taught via our own booklets and there is no need to keep a definite book. Also we have Kognity and Inthinking digital platforms supporting student's learning.

In year one students are also introduced with mathematical IA (mathematical exploration). Students are encouraged to find out what their interest areas are and what they would like to investigate through their IA's. In this period students improve their research skills. At the end of the first year students will be ready to choose the research question and hand in the first draft.

While the students are enriching their mathematical knowledge also they learn to question that knowledge during the class discussions and with TOK links. The theory of knowledge course provides an opportunity for students to reflect on questions about how knowledge is produced and shared, both in mathematics and across different areas of knowledge. Students' attention is drawn to questions relating theory of knowledge (TOK) and mathematics. Kognity and Inthinking digital platforms which are very rich source for TOK relations are used.

Students are also encouraged to raise questions themselves in both their mathematics and TOK classes with the questions such as:

- ◆ Can infinite sum of positive numbers be finite? (At the beginning of the topic converging and diverging geometrical series)
- ◆ Are the numbers real? What about imaginary numbers?
- ◆ Black Swan idiom and mathematical induction relation
- ◆ Are there any ways that math can lie? Misleading graphs

CAS and mathematics can complement each other in a number of ways. Mathematical knowledge provides an important key to understanding the world in which we live, and the mathematical skills and techniques students learn in the mathematics courses will allow them to evaluate the world around them which will help them to develop, plan and deliver CAS experiences or projects. And students improve their social skills such as:

- ◆ Drawing attention to food consumption, air pollution by exponential and logarithmic modeling
- ◆ Explanation of math topics for the blind
- ◆ Teaching younger children to overcome mathematics challenges.
- ◆ Create awareness with calculations for analysing how to reduce paper consumption



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6.6 GROUP 6: The Arts

6.6.1 Visual Arts (in English) High/Standard Level

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding.

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

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

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



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6.7 Core

6.7.1 Extended Essay (EE):

It is one of the core components of the curriculum mode. The Extended Essay, can be defined as the research done by an IB student into a specific topic of interest pertaining to one of the six subjects. It is designed in order to steer the students towards an independent way of research.

The Extended Essay is a comprehensive piece of writing presented by the student on a chosen topic. It should be related to one of the IB group subjects as well as be a topic of interest for the student. Each student works with an Extended Essay supervisor.

Once the Extended essay is completed, it is assessed and scored by an examiner assigned by the IB. The extended essay should not exceed 4000 words in length, excluding footnotes, references and sources.

In Private Alev High School, the Extended Essay studies are organized under the supervision of the Extended Essay and DP coordinators. A two-year Extended Essay Timeline is prepared by the Extended Essay and DP Coordinators so that every Extended Essay supervisor as well as the students can see which particular Extended Essay studies are to be carried out in each month and week of the year. The Extended Essay Book, produced by Oxford University Press, is used in Extended Essay hours allocated for each IB DP Class every week. In addition to this, one and a half hours is allocated for office hours after school every week so that the students can brush up on their knowledge regarding the Extended Essay. Furthermore, the students find the chance to go over the subjects which they have not been able to understand and ask their questions freely to their Extended Essay Coordinator to clear about the points, which are challenging for them to understand.

The subjects which are covered in respect of EE studies are listed as follows:

- | | |
|--|-------------------------------|
| 1. The basics | 4. Research |
| 2. Designing a Research question | 5. Writing The Extended Essay |
| 3. Locating, organizing and evaluating | 6. Assessment |

During the conduct of the Extended Essay lessons, the students are given a comprehensive guidance about how to formulate a research question based on reading articles. Then, they are asked to do a detailed research about the research question that they have already formulated through using online resources such as EBSCO, Virtual Libraries, Electronic Databases, Online Encyclopedias, Books and Magazines.

In addition to these studies, the school librarian works in coordination with the Extended Essay Coordinator. She assists the Extended Essay Coordinator as to



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giving information about primary and secondary sources, Ebsco, Britannica database systems, formulating good research questions, MLA citation style and academic honesty, which have already been gone over by the Extended Essay Coordinator. Thanks to this policy, the students can find the chance to put their theoretical knowledge into practice with the help of the school librarian.

The fundamentals of www.turnitin.com, which is an essential tool to check plagiarism that is used in our school, are also delivered by librarian to the IB DP students during the EE lessons. Therefore, the students understand the importance of academic honesty and reflect this policy in their extended essays.

The students are also engaged with the assessment criteria of EE, which helps them to have a deep insight into distinguishing a good Extended Essay from a bad Extended Essay. Within the frame of EE studies, the students find the chance to look through the contents of high-quality Extended Essay samples chosen from each group subject. With the help of this implementation, the students familiarize themselves with different kinds of Extended Essays and get to learn what sort of stages a student goes through while writing the Extended Essay. The students are also involved in activities which lead them to mark the extended essays that they are given and compare their marks with those of the IB DP examiners, who have already marked these extended essay papers. Apart from this activity, the students are instructed to write reflection forms through the sample questions that they are given. What is more the students prepare themselves for the viva-voce via the sample questions that they have been provided with. Most important of all, the students finish analyzing the contents of EE in the first term, which helps them to save important amount of time before they get started with the EE journey.

The subjects which are covered in respect of EE studies are completed in the last week of January, which is the end of the 1st term. Before the students choose a group subject, they formulate a draft research question based on a group subject, which the students are keen on studying. Then, the students send a proposal with their draft research question to the attention of the supervisors through managebac stating that they demand an approval for their choice of extended essay study. In our school, supervisor teachers can be responsible for the Extended Essays of at most seven or eight students in order to have enough time for supervision and to follow students' progress effectively. The supervisors approve the proposals depending on the subject related criteria, and then they start to meet with students in the reflection sessions. After the first reflection sessions, students immediately go about refining the RQs and research plan, preparing the ultimate version of their research question, compiling their primary and secondary sources, and determining their methodology and the final sources. The students are expected to submit everything into writing related to their EE studies through managebac, a digital platform at which the supervisors can make a track of their students' progress on Extended Essays.

It is expected from students to formulate the final research question and final plan which will both satisfy student and supervisor before the interim reflection. As the



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interim reflection sessions take place and if the student or supervisor is not satisfied that the goals of the research are being met, final adjustments are made before the submission of the second student comment section of the Reflections on planning and progress form. Students who find that they need to change direction in their research or adjust the formulation of their research question demonstrate the thinking that led them to these decisions in their second reflection on the Reflections on planning and progress form. If the students revise/change research question or research plan, they consult their supervisors and send this piece of information via managebac.

Once the final adjustments are completed by the students, at the end of the 1st year, which is the second week of June, the students are expected to make a presentation based on their topic and research question of their Extended Essays to the principal of the school, IB coordinator, Extended Essay Coordinator and their supervisors. This supervision session is to have a check-in before the summer holiday starts and students complete and submit their first draft of extended essays. This holistic approach also provides DP staff with an opportunity to evaluate the year one students' overall IB progress.

After summer holiday students submit their first draft of the extended essays and start to receive comments from supervisors. The supervisors only annotate open-ended comments on the first draft of the extended essays in terms of the way the work could be improved. These comments are not involve editing the text or the draft must not be heavily annotated. Comments are shared with students via managebac. Students get prepared for the check-in sessions after receiving the comments and meet with their supervisors to discuss on the comments in the check-in sessions.

As the students finalize their extended essays, they submit the final version to the Turnitin system. The supervisors obtain the similarity reports from Turnitin to evaluate the authenticity of the work. The essays with the similarity below 20% are considered as authentic course works. Even if the similarity is 20% and/or below this value, it is important to cite all the resources used in the course work in accordance with MLA8 in the bibliography and to make it clear that the work is original, fully owned and not written by anyone else. Students ensure the authenticity of the work with the commitment shared with them. If the student's work has a similarity of over 20%, or if there is a suspicion that the work is original or written by the student himself, this work is not sent to the IB.

The three mandatory reflections sessions are scheduled as shown and explained in the EE Timeline. They are supervised by the supervisors through "EE Progress Reports", "ALEV IB DP Extended Essay Entry Form", "RPPF Sample Questions", "Sample Viva Voce Questions" which are given to them. The check-in sessions other than the mandatory reflections sessions are supervised by the supervisors as explained in the Extended Essay timeline.



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6.7.2 Theory of Knowledge (in English) (TOK):

Theory of knowledge lesson has a special function in Diploma Programme by offering the nature of knowledge. It promotes critical thinking and discovers what knowledge is. The purpose of the lesson is helping students perceive the relationships between areas of knowledge, their own perspectives and the ideas of the society they live in. The lesson aims students to find answers to 'How do you know?' question so that different opinions emerge. It provides students to see the nature of the knowledge from their own culture and other cultures by different approaches. The lesson needs to be completed in two years by 100 lesson hours. At the end of the 11th grade, students prepare an exhibition containing a 950 word commentary explaining the three objects they choose. On the other hand, 12th graders write a 1600 word essay on a topic they choose among the topics given by the IB.

Students have two TOK lessons a week. There is not a definite lesson material. However, online platforms such as Kognity, Managebac, Inthinking and Weebly are frequently used in terms of assignments and content. Plus, TOK books from Oxford and Cambridge publishing houses are used when needed.

The curriculum includes the scope, perspectives, methods and tools, ethics of the knowledge and knowledge's place in different areas of knowledge.

Exhibition and Essay processes take place in Managebac system. Students upload their materials and drafts in the system and work according to the feedback from their teachers.

TOK and subject teachers generate TOK links to subject lessons in order to enrich the lessons and provide collaboration. By providing this link, a stronger comprehension is achieved.

6.7.3 Creativity – Activity – Service (CAS):

CAS is one of the three components of the IB Diploma Program, along with the Theory of Knowledge and the Extended Essay and requirement for the award of the IB Diploma. CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. So it is not kind of a lesson which they would have an exam.

CAS's completion depends on the individual success of the seven CAS learning outcomes. Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

There is a CAS schedule for year1 and year2 which is introduced at the beginning of the year one.



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In the first year, starting from September students are introduced with CAS in a weekly allocated hour and its requirements to complete the CAS portfolio.

To complete the CAS portfolio and accomplish the IB Diploma, students have to perform the following requirements:

- They have to engage with CAS studies for 18 months
- At least 3 experiences in each CAS Strand (Creativity, Activity and Service)
- At least 1 CAS Project that utilizes all CAS Stages and stems from at least a month of teamwork
- Providing evidence that presents the achievement of all CAS learning outcomes.
- Equivalence of C/A/S and in and out of school work
- Reflections and evidences related to the experiences
- They have to attend 3 interviews with CAS Coordinator

After sharing the definitions and examples we work on a google form about what counts as CAS or not. And also individual examples to find out evidence of what learning outcome has been covered. All entries are done over ManageBac system which allows to keep logs of their experiences and reflections. In October we are entering students first experiences all together to make them familiar to use ManageBac effectively. Students entries are checked by CAS coordinator and adviser regularly.

The three strands of CAS, which are frequently joined with specific exercises, are identified as follows:

Creativity – arts and other forms of imaginative thinking and originality.

In our school in Creativity strand demonstrated in MUN, Art exhibitions with recycled objects, stage performances, live school concerts, Alev in sesi radio, New year fair of Alev, debate in Turkish lessons

Activity – physical effort contributing to a solid way of life, complementing scholarly work within the DP.

In our school in Activity strand demonstrated in football, basketball, gymnastics and also students participate in scientific, artistic or cultural competitions.

Service – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

In our school in Service strand demonstrated in Projects like “defterden deftere”, “volunteer at traditional school’s events Christmas/Easter Charity Fairs” where students can do community service projects for the poor, tutor younger students, visit the elderly.



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7. ALEV IBDP Application Process

The selection process for our students intending to attend the “International Baccalaureate Diploma Programme” at our School proceeds in the following order:

- Prep classes IB introductory parent meetings
- Prep classes IB introductory student meetings
- 9th grade IB introductory parent meetings
- 9th grade IB introductory student meetings
- 10th grade students-counselling and vice principal field selection meetings
- 10th grade field selection parent meetings
- 10th grade field selection student meetings – 1st phase
- National programme (YKS) and IB diploma programme introductory presentation
- 10th grade field selection student meetings – 2nd phase
- IB subjects introductory presentations and delivery of interview files to students
- National programme and IB diploma programme selection
- Application to IB diploma programme (students meeting admission criteria)
 - i. Preparation and submission of the interview file (first week of February)
 - ii. 1st Interviews (February-March) (Possible results: Admission/Conditional Admission/Second Interview)
 - iii. 2nd Interviews (last week of May) (Attendants: candidates failing to pass from the first interview)

7.1 ALEV IBDP Admissions Policy

According to ALEV IB DP admissions policy, students must have the following qualifications for admission to the IB Programme, ALEV

1. IB learner profile,
2. No grade lower than 70 in any subject at the end of grade 9,
3. No grade lower than 70 in any subject at the end of grade 10,
4. No grade lower than 70 in German at the end of grade 9 and 10,
5. To be at least in 8% as a result of the LGS (national high school examination)
6. A language level of B1+ in German and English according to the Common European Framework at the end of grade 10, (Almanya üniversitelerini hedefleyenlerin DSDI’de başarılı olmaları gerekmektedir)
7. Active contribution to lessons,
8. Positive reference by subject teachers,
9. Successful time-management skills in assignments or any kind of responsibilities,
10. Strong and extensive contents in assignments,
11. Strong research and information literacy skills,
12. Disciplined and principled working,
13. Successful self evaluation interview which will be held in the first term of 10th grade (jury Admission Committee- IB Coordinator, Language B teachers)



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7.1.1 Transfer Students

The following conditions are required for interim transfer students:

- The total points taken from all subjects in ALEV interim transfer exam must be at least 70.
- The candidate student must successfully pass the interview made by the admission committee and meet the IB learner profile criteria.

The students coming through interim transfer must have B1+ foreign language level in German and English. To this effect, the foreign languages department makes a written and verbal exam assessing the specified level during the interim transfer exam. The students having DSD I certificate in German and FCE certificate in English are not required to take these exams again.

7.1.2 Students do not Meet Requirements

The status of students who want to apply to the Diploma Program but do not meet the above admissions criteria is discussed by the admissions commission at the date of application and at the end of the 10th grade. Students who have fulfilled the admission requirements at the end of the 10th grade are interviewed again. The student who is successful in the interview at the end of the 10th grade can be conditionally accepted to the program if he/she will provide the missing admission qualifications until the IB program starts. In the interview, first, the attitude of the student for the Diploma Program, then the grades and language levels are considered.

7.2 IB DP Candidate Selections

The students researching the admission criteria for students with IB diplomas as applied by the universities abroad, deciding to attend the IB Diploma Programme in line with their fields of interests and family planning and meeting the criteria specified in “ALEV IB DP Registration Admission Policy” are interviewed on appointment basis at the beginning of the second semester.

1. Students are required:
 - to prepare the interview file delivered during the IB subject introductory presentations in accordance with the criteria and to timely submit it within the given period in order to attend the interview;
 - to read the guide provided in the interview file and to make the preliminary preparations and researches in relation thereof; and
 - to be present at the school on the day and time of the interview.
2. Interviews are made by a committee comprising the DP coordinator, German teacher and English teacher. The results are determined during the higher committee assessment made with the school management.



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7.2.1 Interviews “Type of Results”

- Admission: The students meeting all the criteria and successfully passing the interview in all aspects.
- Conditional Admission: The students having deficiencies in terms of satisfaction of the criteria, which can be improved in the short run, and/or failing to successfully pass the interview at the desired level. The interview result letter and the terms of the specifications expected to be improved are delivered to these students and the improvement is followed up and relevant feedback is provided at the end of the year.
- Second Interview: The students having deficiencies in terms of satisfaction of the criteria, which can be improved in the long run, and/or failing to successfully pass the interview at the desired level. The interview result letter and the terms of the specifications expected to be improved are delivered to these students and the application of the relevant student’s application is re-evaluated with a second interview made at the end of the year.

8. The Assessment and Awarding Model For The Diploma Programme

- The assessment methods and criteria of the Diploma Programme have been separately determined by the IB for each subject and are provided in the IB subject guides. The details of these methods and criteria are provided in the section “Group Subject Briefs”.
- In general, the assessments in IB are divided into two categories such as external and internal assessments.
- While external assessments refer to the Extended Essay, TOK Essay, Mother Tongue Subject Essay and the examinations held in May; Internal assessments refer to the subject essay written by students for each subject taken within a period of nearly eighteen months and the oral (language) examinations for language subjects.
- The subjects included in the groups are assessed with a 1-7 grading scale. The highest grade/score is 7 and the lowest grade/score is 1 in the grading scale.
- The maximum of total points that can be received from the total of group and core subjects is 45 (6 group subjects x 7 = 42 + 3 points for core subjects = 45).



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- Students successfully completing the Extended Essay (EE) and Theory of Knowledge (TOK) subjects can receive minimum 0 and maximum 3 points according to TOK-EE matrix table.
- The students failing in any of the EE and TOK elements of the core subjects and not completing the CAS programme are not eligible to receive the IB diploma, regardless of their total points.
- In addition to the conditions specified above, students should also consider the requirements specified in the academic honesty policy.

8.1 Award of the IB Diploma

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- 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).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.
- All CAS requirements must be completed in a timely manner with necessary qualification.
- All assessment components (internal-external) for each of the six subjects and the additional Diploma requirements must be completed in a timely manner with necessary qualification.
- A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.



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8.2 Transition Year Requirements (Assessment and Awarding Requirements from 11IB to 12IB)

ALEV schools IB DP students are expected to meet the following conditions while they are awarded to pass from the grade 11 IB to the grade 12 IB:

- To deliver the “pre-first draft” of EE assignment to the relevant advisory teacher on the specified date in June in the 11th grade;
- To submit the completion assignments (internal assessments, external assessments) prepared in line with their contents to the relevant advisory teacher on the specified date (Assessment calendar is announced at the beginning of the grade 11 IB).
- To regularly record CAS reports in the ManageBac system;
- To meet the satisfactory minimum achievement level and specific conditions to get a diploma from IB subjects by the end of the 11th grade (See 8.1).

For the students failing to meet the conditions provided above:

- a) A reference letter or a “Predicted Grade” transcript is not issued during the early university application period.
- b) They are not recommended to continue with the IB programme in the 12th grade.



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