



**iyiler
hep
kazanır.**

IB International
Baccalaureate



ZAFER COLLEGE MISSION

By prioritizing the individual differences, interests and diversity of needs of our students with our contemporary scientific and democratic identity; To be the leading educational institution of Turkey and the world by raising world citizens who have high academic and social skills, are aware of the age and the future, have a leading spirit and constantly support their intellectual knowledge, in our educational environments equipped with a scientific understanding, with our competent teachers in their fields.

GENERAL INFORMATION ABOUT THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Founded in 1968, the International Baccalaureate Organization, IBO, is a world-renowned and respected educational institution in the field of international education, headquartered in The Hague, Netherlands.

It has regional offices in USA-New York, Argentina-Buenos Aires and Singapore for Asia. There is also an Examination and Assessment Center in Cardiff, UK.

The international diploma program is a program applied in 11th and 12th grades and provides students with an international diploma.

IBDP encourages and supports young people studying in the international programs it develops to become active, caring, and understanding other people - cultures - who continue to learn throughout the world.

IBDP curricula are successfully applied to 1,950.000 students in approximately 5600 schools in 159 countries around the world.

IB programs enable students to get to know different cultures and at the same time enable the youth of the country and region to adopt their own cultural identity very well.

IBDP was recognized and approved by our Ministry of National Education as of December 2000.

One of the main objectives of the International Baccalaureate Organization is to provide students with a comprehensive education, facilitate geographical and cultural mobility, and improve international understanding among similar academic programs.

While studying these courses, IBDP students are equipped with the necessary information for both the IB Diploma and the National Education Diploma (hence the YKS).

Every student who fulfills the IBDP requirements is entitled to receive an internationally valid IB diploma, in addition to a high school diploma.

IB STUDENT PROFILE

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

Each of the IB's programme is committed to the development of students according to the IB learner profile.





The profile aims to develop learners who are:

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

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

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

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

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

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

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

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

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

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



IB DIPLOMA PROGRAMME MODEL

- One lesson is selected from each group.
- Three courses selected must be at advanced level (HL) and the other three at standard level (SL).
- Completion of Theory of Knowledge, Graduation Thesis and Creativity-Bodily Activity-Social Work is mandatory in order to receive the IB Diploma.



GROUP 1: Studies in language and literature (TURKISH LITERATURE)

The student reads and analyzes 10-13 literary works (SL: 10, HL: 13) in 2 years and interprets them verbally and in writing. IBDP mother tongue course; It aims to develop students' ability to express their feelings and thoughts verbally and in writing, to gain artistic pleasure in the field of literature, to use scientific methods while evaluating literary works, and to express consistent views on the works they deal with with the method of critical analysis. In line with these purposes, students evaluate and compare the works produced both in their own culture and in different cultures; They reach a universal perspective by developing a positive perspective towards the different.



2. GROUP: Language Acquisition: ENGLISH B

They are foreign language lessons learned later. In our school, English B course is given at a high level. Themes to be covered in this course:

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

Various sample texts from world literature are examined in the course. These texts include different types from poems to songs, from articles to diaries, from columns to letters. Students will read and understand these texts, interpret them orally or in writing, and produce their own similar texts. They will listen to different English conversations, songs, and watch movies. Students

will share and interpret what they read, listen and write by speaking correctly and fluently. At the end of the program, students will be able to use English at the level required by a bilingual individual for their personal development and relations with the international community.



GROUP 3: Individuals and Societies

In the social sciences group, the Turkish History course in the 20th century is taught in our school. This course is given as a standard level. IB social science courses; aims to educate individuals as people who read, think, interpret, question and use analysis and synthesis methods. In this direction, students use visual materials to examine the events in our country and the world from an intellectual point of view and establish a cause-effect relationship.

The Turkish lesson in the 20th century consists of 2 parts.

I. Year: XX. Türkiye at the dawn of the century, I. The political reasons for the developments related to the World War II and the establishment of Modern Turkey are given in the history lesson. I. The economic race, market searches, and the country borders that changed after the war, which were among the reasons for the outbreak of World War II, are examined in the geography course. At the same time L. The effects of the developments that emerged at the end of the World War II on the society are discussed in the sociology course. This program begins with the history of the Industrial Revolution. Later Westernization movements, I. The years of World War II and the National Struggle are discussed. Atatürk's Revolutions, which took place during the establishment of modern Turkey, are meticulously emphasized. II. Year: This is part I and II. It covers the global changes between World Wars and their effects on Türkiye. II. After the World War II, Turkey's place and its effects on world politics are emphasized. It deals with the socio-cultural changes that Turkey has experienced from its past to the present, geographically and politically.



GROUP 4: EXPERIMENTAL SCIENCES

Courses in this group are biology, chemistry, physics, environmental systems and design technology. In the content of the courses, experimental applications as well as theoretical knowledge must be completed. IB science programs give students the opportunity to comprehend theoretical concepts and laws with experimental applications; It is a program that provides students with the skills of understanding by interacting between disciplines in the field of science, making observations in the process of scientific thinking, examining, questioning, collecting data and evaluating results.



GROUP 5: MATHEMATICS

Standard (SL) and higher level mathematics (HL) courses are offered in our school. IB mathematics courses, besides requiring extensive study with different methods and approaches that students will use in mathematical subjects; It aims to train students who interpret, question, develop logical and creative thinking, are aware of the relationship between technology and mathematics and use it efficiently. The IB mathematics courses program covers most of the courses in the 10th and 11th grade mathematics curriculum of the National Education, and also creates a more solid foundation for the mathematics courses that students will take at the university with its different subjects.



6th GROUP: ARTS / ELECTIVES

Visual Arts, Music, 2nd, 3rd or 4th group can be taken as an elective course.

**Zafer College also provides the students with the opportunity to take online courses offered by IB-approved institutions. More information can be found via [QR code](#).



IB DP Curriculum: THE CORE

1) EXTENDED ESSAY

- A topic is determined from one of the six courses,
- It is done under the supervision of a consultant teacher,
- It consists of 4000 words. (excluding footnotes and bibliography)
- Form and content are developed according to certain criteria.
- It is evaluated by experts in the subject at home or abroad.

2) TOK/INFORMATION THEORY

The Theory of Knowledge course is at the center of the educational philosophy of the IB Diploma Programme. This course is specific to the IB Diploma Programme and is spread over the two-year curriculum. Theory of Knowledge is an epistemology course designed to encourage critical thinking for IBDP courses.

In this course, the student learns to develop a personal perspective on the discovery and creation of knowledge.

It teaches students ways of knowing.

In this course, students actively research, question, think and analyze.

Inquiry-inquiry is aimed at developing the habit of examining different topics in depth and forming an answer.

The Theory of Knowledge course consisted of questions and basically "How do we know?" seeks an answer to the question.

In the Theory of Information course, the origin and validity of various forms of knowledge are examined.

To qualify for the diploma, students must have taken 100 hours of Theory of Knowledge course within two years.

In this course, students have to make a 10-minute presentation with an assignment of 1200—1600 words.

3) CAS / CREATIVITY, ACTIVITY, SERVICE

WHAT IS CAS?

CAS; It is an indispensable part of the IB Diploma Program, consisting of the initials of the words Creativity, Action and Service. It is a value-centered program that aims to educate students by living and gaining experience, apart from their academic studies.

As the basis of the IB philosophy is the view of "education of the individual as a whole", every diploma candidate must take part

in the CAS study and engage in this study regularly for 18 months within two years. When planning CAS activities, students are expected to allocate equal time for all three areas.



Creativity: Activities such as music, theatre, dance, playing an instrument, photography, and social services and other activities that require creative thinking in planning art activities are within this scope.

Action: It includes activities that contribute to a healthy lifestyle, including physical activity and outside of normal daily activities, and physical activities performed during community services such as team and individual sports, tree planting or environmental cleaning.

Service: Community service activities form the basis of the CAS program. It enables the student to interact with individuals and groups in the society. Here the society; It can be school, living environment, national or international environment. They are generally free-of-charge activities aimed at improving the lives of the needy and with them. Thanks to these activities, the student; learns many values such as self-management, respect for the rights of others, dignity.

Evaluation of CAS Activities:

Each student will keep a CAS diary and at the end of each activity, they will note what they have experienced and learned that day. They will periodically take this diary to the CAS consultant and conduct auditing and feedback. The student will present audio or video recordings and printouts of their blogs/networks on the internet as proof of their activity alongside the diary they keep.

CAS advisors will fill out a CAS development form for each student throughout the diploma program. Progress will be observed at the end of the interviews with the consultants at certain intervals every year. At the end of each CAS project, the student will complete a self-assessment form and indicate what he has learned at the end of the activity. At the end of the diploma program, the student will write an essay describing what they have learned at the end of these activities. With the CAS completion report that the CAS coordinator will write at the end of the two-year diploma program, the student will have successfully completed the CAS activities.

BENEFITS OF THE IB DIPLOMA PROGRAMME FOR THE STUDENT

As a program that directs students to question, IB DP provides students with critical approach, learning by experience and research skills.

Being entitled to an internationally valid diploma benefits the student in many ways. For example, a student who finishes the program with a high degree has the right to receive partial or full scholarships at foreign universities.

Many foundation universities in our country provide scholarship opportunities to IBDP graduates at various rates according to their diploma scores.

Courses taken at IBDP help students cope with many challenges in university life. Thanks to IBDP, students have the opportunity to develop themselves in thesis, homework, essay writing and in-depth research while they are still in high school, and they become more knowledgeable and experienced in university life than students who did not graduate from this program.

The student may be exempted from the courses in which he/she is successful in the IBDP in the first year of some universities. Since IBDP is a program that aims to make the knowledge permanent by completely removing the student from memorization, the student has the opportunity to improve himself in many subjects.

Having an internationally recognized diploma in addition to the MEB diploma will also provide the student with privileges in business life.

SUCCESS IN THE DIPLOMA PROGRAMME

Students should:

- Have work ethic and time management skills,
- Follow the curriculum and extra-curricular studies,
- Be prone to group work and cooperation,
- Question and analyze,
- Have an understanding of international mindset,

IBDP ASSESSMENT SYSTEM

This evaluation system, which covers the students of all schools that implement IBDP, consists of two main parts as Internal and External Evaluation:

Internal Evaluation:

Includes oral presentations of Product Files (Group4: Physics, Chemistry, Biology, Environmental Systems and Society and Group 5: Mathematics), Mother Tongue and Foreign Language Lessons (A, B and ab initio), and Theory of Knowledge.

The evaluation of these studies, which make up approximately 25% of the IB Diploma grade, is made primarily by the teacher of the relevant course.

External Evaluation:

It covers the Graduation Thesis, Literature Written Assignments, English B Written Assignments, Theory of Knowledge Article and Diploma Exams.

IBDP students complete their studies in 11th and 12th grades and deliver them to their advisor teacher according to the deadlines given to them in the study calendar.

The Theory of Knowledge Article is uploaded as an electronic document to the website of the IB Organization in the time period determined by the IB Organization, under the supervision of the advisor teacher. The student has the right to make corrections in his/her article within 24 hours following the upload. At the end of 24 hours, the system is closed to student intervention.

Diploma Exams:

Diploma Exams are held in three weeks in May of 12th grade. Exams are sent by the IB Organization to our school's IB Coordinator in a sealed envelope along with other exam materials. All IBDP students in our country take the exams simultaneously and the exam documents are checked and enveloped at the end of the exam and sent for evaluation to the examiners designated by the IB Organization within 24 hours.

Rights of candidates who cannot obtain a diploma:

Students who fail to fulfill all the conditions to receive an IB Diploma and receive an IBDP Certificate only for the courses they have been successful in have the right to repeat the exam two more times.

Students who are missing in their studies such as TOK, CAS, and EE can also receive a diploma if they are successful as a result of the evaluation of the authorities determined by the IB Organization after completing such studies.

However, the IB Organization is charged once again for the evaluation of incomplete studies and for retaking the exams for the courses they want to increase their grades.

Criteria for Obtaining the International Baccalaureate Diploma:

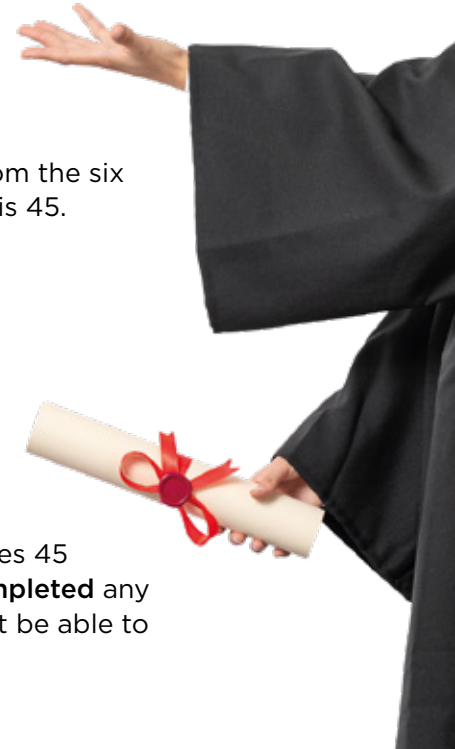
Grade scale for each course ranges from 1 (minimum) to 7 (highest). The grading scales of Theory of Knowledge and Graduation Thesis range from A (highest) to E (minimum). The highest diploma score is 45. The combined highest grade of Theory of Knowledge and Graduation Thesis is 3.

Article 13:

13.1 Completion of all evaluation elements of 6 courses and additional diploma requirements,

13.2 Fulfillment of the following conditions;

- a. Completion of CAS Studies,
- b. The candidate's total diploma score is 24 or higher,
- c. Not getting an invalid grade of "N" from the Theory of Knowledge, Graduation Thesis and any of the selected courses,
- D. Not having received an E from Graduation Thesis and/or Theory of Knowledge
- to. Not having taken 1 from any course at any level
- f. Not more than two courses with a score of "2" (HL/SL)
- g. Not more than three courses with a score of "3" or less (HL/SL)
- h. A total of at least 12 points from Advanced Level courses
- l. A minimum of 9 points in total from Standard Level courses.
- j. Not behaving against the principles of academic honesty.



SCORING

The full score that can be obtained from each course in the IB Diploma Program is 7. The total score from the six courses is $6 \times 7 = 42$. The total score of the articles (TOK and EE) is 3. Thus, the highest diploma score is 45.

6 lessons (7x6) 42 points

Thesis + Theory of Knowledge 3 Points

Total 45 Points

The highest grade in each IB course is 7 and the lowest is 1. The passing grade is 4. The total grades taken from 6 courses must be at least 24.

If the student gets 7 from all courses, the total score becomes 42, and then the graduation score reaches 45 with +3 points from the Graduation Thesis and Theory of Knowledge course. If the student **has not completed** any of the core courses, namely Graduation Thesis, Theory of Knowledge and CAS activities, he/she will not be able to receive the diploma no matter how high he/she has achieved in all courses.

FREQUENTLY ASKED QUESTIONS

1. If an IBDP student fails a course and cannot get a diploma, can he/she retake the exam for the failed course?

Students who cannot get a diploma because they fail a course or do not fulfill one or more of the diploma conditions are entitled to receive a diploma by taking the exams held in November and/or May following the first exam period.

2. What is the highest diploma score that IBDP students can get?

The highest diploma score in the IB program is 45. The highest grade that can be taken from the courses is 7 and the lowest grade is 1. High grades from the graduation thesis and the Theory of Knowledge theses are added to the student's average as a maximum of 3 points. In this case, the student who achieves 7 out of 6 courses and high success in the theses can get a maximum of 45 points.

3. What is the minimum score required to obtain an IB diploma?

A student must have achieved a minimum of 24 points in order to receive an IB diploma. However, students who do not fulfill all the requirements of the diploma program despite receiving 24 points cannot receive a diploma.

4. Does the IB diploma provide a privilege to students at domestic universities?

Most of the foundation universities provide scholarships or the opportunity to change departments at certain rates according to their IB diploma score.

5. What is an IB certification?

Students who take the exam and succeed in one or more of the IB courses receive an IB certificate from the course they are successful in.

6. Do IBDP students see a different curriculum from the National Education Curriculum?

IBDP students see all the courses taught in the 11th and 12th grades of the National Education Program. The IBDP and the National Education Program are similar in many ways. The 6 courses that IBDP students have to take are also compulsory courses in the National Education Program.

7. What is the most important issue that a student studying in the IB program should pay attention to?

The IB student should definitely be aware of their responsibilities. The most important condition of this program is that the student knows well what to do and submits assignments and projects without delaying the deadlines given to him. It should adopt the principles of academic honesty in all assignments, projects and internal evaluations. The student should seek information from the IB Coordinator on matters of which he is unsure or hesitant.