

"TAKING RESPONSIBLE ACTION FOR THE FUTURE"

KARTAL ANADOLU İMAM HATİP LİSESİ

IB DP HANDBOOK

PIONEER IN TURKEY, MODEL FOR THE WORLD



EDUCATION FOR A BETTER WORLD



OUR MISSION

The mission of Kartal Anadolu İmam Hatip Lisesi is to guide students towards becoming wellrounded individuals through the 360° Well-being Model, which holistically supports their physical, cognitive-intellectual, spiritual, social-ethical, emotional-aesthetic and linguistic development. This approach seeks to nurture individuals characterized by physical well-being, sound judgement, purity of heart, moral integrity, refined aesthetic sensibility and eloquent expression.

In pursuit of this mission, our school aims to cultivate whole persons and exemplary leaders who unite health with discipline, knowledge with wisdom, science with spiritual insight, intelligence with conscience, academic achievement with high moral standards, self-confidence with humility, strength with compassion, leadership with a spirit of service, freedom with responsibility, aesthetics with meaning, and communication with eloquence. Above all, we aspire to nurture individuals who embrace contributing to the well-being of humanity as a guiding purpose in life.

OUR VISION

To become a pioneering educational institution in Türkiye and a model for the world through the 360° Well-being Model, which nurtures students' physical, intellectual, emotional, moral, aesthetic and linguistic development in harmony, cultivating whole persons and exemplary leaders.

SCHOOL PROFILE

Established in 1985, Kartal Anadolu İmam Hatip Lisesi (KAIHL) is a highly selective public secondary school in Istanbul, Türkiye, admitting students from approximately the top percentile of candidates in the national high school entrance examination (LGS). As Türkiye's first Anatolian Imam Hatip High School, KAIHL combines a longstanding tradition of academic excellence and values-based education with a commitment to international educational standards and the holistic development of its students.



The school's educational philosophy is articulated through its **360° Well-being Model**, which aims to nurture The Whole Person (Selîm İnsan)—well-rounded individuals who demonstrate intellectual soundness, physical well-being, spiritual awareness, ethical integrity, emotional and aesthetic sensitivity, and effective communication skills. The model encompasses six interconnected dimensions: cognitive-intellectual, physical, spiritual, social-ethical, emotional-aesthetic and linguistic well-being. Rather than viewing academic achievement as an isolated objective, KAIHL seeks to integrate knowledge with wisdom, intellectual ability with conscience, leadership with service, and personal freedom with responsibility. This philosophy reflects the school's aspiration to develop principled, compassionate and socially responsible individuals who contribute positively to their communities and the wider world.

KAIHL offers a distinctive five-year educational pathway that integrates the Turkish national curriculum with internationally recognized programmes. Students begin with an intensive preparatory year focusing on English and Arabic language development. In Grade 9, the Cambridge International General Certificate of Secondary Education (IGCSE) programme provides an academic foundation for students pursuing international qualifications. The International Baccalaureate Diploma Programme (DP), authorized in 2016, is integrated into the school's academic structure, with Pre-IB studies beginning in the first semester of Grade 10 and the formal Diploma Programme extending from the second semester of Grade 10 through Grade 11. Students sit their main DP examinations in the November session of Grade 12, allowing them to pursue university pathways both nationally and internationally.

Another distinguishing characteristic of KAIHL is its boarding provision, which brings together students from different regions of Türkiye. This geographical diversity enriches the school community through a variety of regional traditions, cultural experiences and family backgrounds. The residential environment also creates opportunities for students to develop independence, mutual respect, collaboration and a sense of belonging within a diverse learning community.

The school's dedicated teaching staff play a central role in sustaining its academic and educational culture. Beyond their instructional responsibilities, teachers serve as facilitators, mentors and guides, supporting students' intellectual curiosity, independent learning and personal development. Their commitment, including voluntary contributions to academic enrichment, extracurricular initiatives and individual student guidance, helps create a supportive environment in which students are encouraged to pursue ambitious goals while developing responsibility for their own learning.

Complementing its academic programmes, KAIHL offers a broad range of scientific, cultural, artistic, social and community-oriented opportunities. These experiences enable students to explore their interests, develop leadership and communication skills, engage with different perspectives and translate their learning into meaningful action.

Through its combination of academic selectivity, multilingual education, international qualifications, a geographically diverse residential community, committed educators and a distinctive philosophy of holistic well-being, KAIHL seeks to prepare students not only for examinations and higher education, but also for purposeful, responsible and meaningful lives.



WHAT IS AN IB DP EDUCATION?

The IB Diploma Programme (DP) was established in 1968 to provide an international education that would enable young people to better understand and manage the complexities of our world, and to provide them with the skills and attitudes to take action to improve it. Such an education was grounded in the more progressive educational thinking of the time but also in the belief that the world could be made better through an education that focused on concepts, ideas and issues that crossed disciplinary, cultural, national and geographical boundaries.

The DP sought to provide students with a truly international education—an education that encouraged an understanding and appreciation of other cultures, languages and points of view.

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

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

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

"We are preparing students for success in higher education and to be active participants in a global society."

THE PROGRAMME MODEL

The Diploma Programme provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are required to study six subjects and a curriculum core concurrently over two years.

The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession. Additionally, the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life.



The learner profile and the core are positioned at the centre of the programme, reflecting the priority given to affective disposition as well as cognitive development, and a concern with developing competent and active citizens as well as subject specialists. The core requirements of theory of knowledge (TOK), the extended essay and creativity, activity, service (CAS) broaden the educational experience and challenge students to apply their knowledge and understanding in real-life contexts.



THE DIPLOMA PROGRAMME CORE

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

Theory of knowledge (TOK) develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

Creativity, activity, service (CAS) emphasizes helping students to develop their own identities in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need).

EE





TOK

CAS



INTERNATIONAL-MINDEDNESS

The aim of all IB programmes is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet. Central to this aim is international-mindedness.

International-mindedness is a multifaceted concept that captures a way of thinking, being and acting characterized by an openness to the world and a recognition of our deep interconnectedness to others.

To be open to the world, we need to understand it. IB programmes therefore provide students with opportunities for sustained inquiry into a range of local and global issues and ideas. This willingness to see beyond immediate situations and boundaries is essential as globalization and emerging technologies continue to blur traditional distinctions between the local, national and international.

An IB education fosters international-mindedness by helping students reflect on their own perspective, culture and identities, as well as those of others. By engaging with diverse beliefs, values and experiences, and by learning to think and collaborate across cultures and disciplines, IB learners gain the understanding necessary to make progress towards a more peaceful world.

An IB education further enhances the development of international-mindedness through multilingualism. All IB programmes require students to study, or study in, more than one language. This is because we believe that communicating in more than one language helps students to appreciate that his or her own language, culture and world view are just one of many. In this way, it provides excellent opportunities to develop intercultural understanding and respect.
International-mindedness is also encouraged through a focus on global engagement and meaningful service with the community. These elements challenge students to critically consider power and privilege, and to recognize that they hold this planet and its resources in trust for future generations. They also highlight the focus on action in all IB programmes: a focus on moving beyond awareness and understanding to engagement, action and bringing about meaningful change to make a more peaceful and sustainable world for everyone.

The components of an IB education described in this document work together to support the IB's overarching aim of developing international-mindedness.



THE 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:

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.

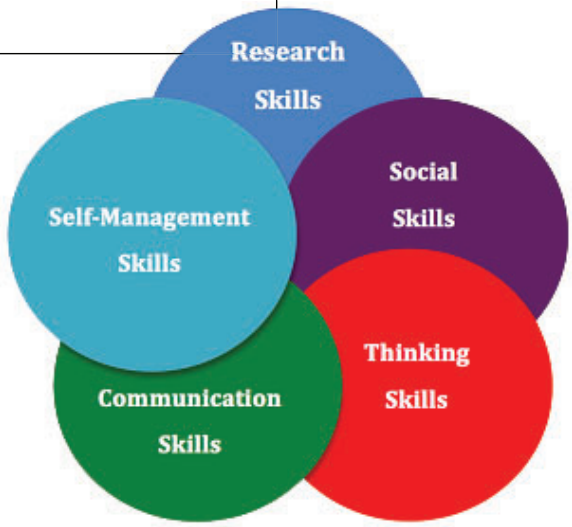
Reflective:
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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

IB learner profile

APPROACHES TO TEACHING AND LEARNING

IB programmes are taught by teachers who explicitly help students learn how to develop the attitudes and skills they need for both academic and personal success.



Approaches to teaching

There are six key pedagogical principles that underpin all IB programmes. Teaching in IB programmes is:

- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by assessment (formative and summative).

Approaches to learning

This area develops essential skills that include skills of behaviour and emotional management, skills that allow the students to monitor their own effectiveness in their learning and skills that allow them to process information effectively (often called "study skills" in a school environment). Although these skills may be in use when developing a certain natural ability or talent, they are different from both ability and talent themselves because proficiency in any skill can be increased through the deliberate use of techniques and strategies, feedback and challenge. Skills are therefore highly teachable.
Teaching and learning in the Diploma Programme (DP) therefore incorporates the development of:

- thinking skills
- communication skills
- social skills
- self-management skills
- research skills.

Although these are presented as distinct categories, there is some overlap and close connections between them. These categories should be seen as interrelated, as well as linking closely with the attributes highlighted in the IB learner profile. IB students work to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

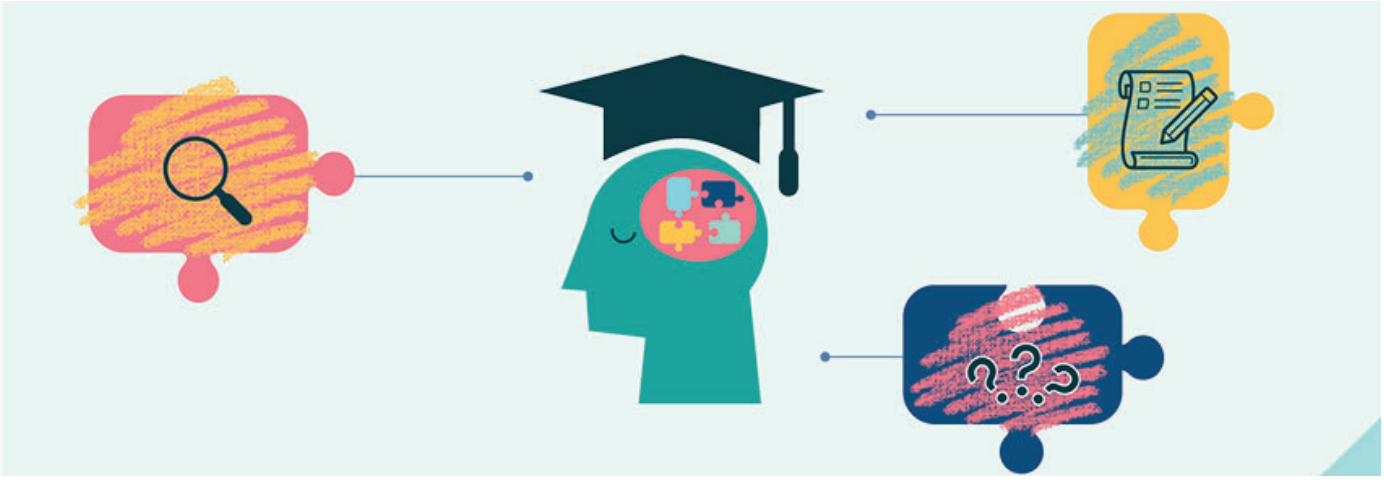
ACADEMIC INTEGRITY

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

All IB students should understand:

- their responsibility for producing authentic and genuine individual and group work
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
- how to observe and adhere to ethical and honest practice during examinations.

During the learning journey, academic integrity is fundamental in students' development into responsible and caring world citizens of the future.



The key educational reasons to take such a strong line on academic integrity are:

To maintain fairness. IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules.

To maintain trust and credibility. Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

To develop respect for others. Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged.



BENEFITS OF THE IB

BENEFITS FOR STUDENTS

Students at International Baccalaureate® (IB) World Schools are given a unique, challenging and diverse education.

IB learners are:
- encouraged to think critically and solve complex problems,
- drive their own learning,
- a core part in educational programmes that can lead them to some of the highest-ranking universities around the world,
- more culturally aware,through the development of a second language,
- able to engage with people in an increasingly globalized, rapidly changing world.

IB students develop strong academic, social and emotional characteristics. They are also likely to perform well academically – often better than students on other curricula.

BENEFITS FOR TEACHERS

The International Baccalaureate® (IB) offers many benefits to teachers.

- High quality professional development that encourages critical thinking, self-reflection and dedication to lifelong learning and continuous improvement.
- Innovative and diverse education frameworks, unit planners, teaching resources and evalua tion tools.
- Certification and degree programmes offered by highly respected universities worldwide.
- A pedagogy known to produce students who are motivated to continue inquiry and lifelong learning, beyond school study.

BENEFITS FOR SCHOOLS

- High quality programmes of education, which support development of knowledgeable and inquiring students.
- Professional development that supports effective educators and collaborative professional learning communities.
- A worldwide network of highly respected IB World Schools, working together to share best practice.

THE CURRICULUM

IB Diploma Programme is a detailed and developmentally appropriate curriculum or curriculum framework that is broad, balanced, conceptual and connected.

The programme emphasizes the importance of making connections, exploring the relationships between academic disciplines, and learning about the world in ways that reach beyond the scope of individual subjects. It also focuses on offering students authentic opportunities to connect their learning to the world around them.

IB Diploma Programme students must choose one subject from each of the five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Students must also choose either an arts subject from group 6, or a second subject from groups 1 to 5.



DP subjects can be taken at higher level or standard level. At least three and not more than four subjects are taken at higher level (240 teaching hours), while the other subjects are taken at standard level (150 teaching hours). Students study and take examinations in English except for Turkish A.

In addition to disciplinary study, the Diploma Programme features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.



KAIHL DIPLOMA PROGRAMME SUBJECTS

Studies in language and literature

- Language A: literature—Turkish A HL/SL

Language acquisition

- Language B—English B HL/SL
- Language Arabic ab initio (SL only)

Individuals and societies

- Global Politics SL
- Psychology SL

Sciences

- Biology HL/SL
- Chemistry HL/SL
- Physics HL/SL

Mathematics

- Mathematics Analysis and Approaches (AA) HL

At KAIHL, DP candidates are first admitted to pre-IB programme in the 1st term of year 10 during which candidates are assessed holistically through their competency, ability to use different skills, adaptation to the programme, and grades. The pre-IB course is not a formal part of the DP programme, but acts as equivalent to the first term of the IB Diploma Programme.
The Diploma Programme starts at the 2nd term of year 10 at KAIHL and finishes at the 1st term of year 12 after sitting DP examinations in November. This enables the students to allocate necessary time to study for the national university examinations.

Summary of the Assessment cycle

- Registrations are accepted until the end of June.
- Candidates take three Higher Level (HL) and three Standard Level (SL) subjects, based on their academic interests and subject availability. (HL: 240 hours, SL: 150 hours, TOK: 100 hours)
- Pre-IB begins in September in the first term of Year 10. Official DP courses commence in the second term of Year 10.
- Candidates submit their Internal Assessments (IAs), the Extended Essay (EE), and other subject-specific requirements by the end of the second term of Year 11.
- The main examination session takes place in November of Year 12. Students who take Arabic ab initio complete their examination in May of Year 11.
- Results are released in December.
- Diplomas are issued in March.
- Candidates who do not obtain the diploma or who wish to improve their results may retake one or more subjects in a subsequent session.

STUDIES IN LANGUAGE AND LITERATURE:

Turkish A: Literature:

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

Distinction between SL and HL:

The model for language A: literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study 7 works, while HL students are required to study 10. In paper 1, both SL and HL students are presented with two previously unseen literary extracts or texts from different literary forms, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both literary extracts or texts.
In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied literary work. The outcome is an essay of 1,200–1,500 words in which HL students are expected to demonstrate a deeper understanding of the nature of literary study.

LANGUAGE ACQUISITION:

English B:

Language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

Distinction between SL and HL :

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

Arabic ab initio (SL only):

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only. Because of the inherent difficulty of defining what constitutes “very limited exposure” to a language, it is not possible to list specific conditions such as the number of hours or the nature of previous language instruction; however, it is important to note that any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio.



INDIVIDUALS AND SOCIETIES

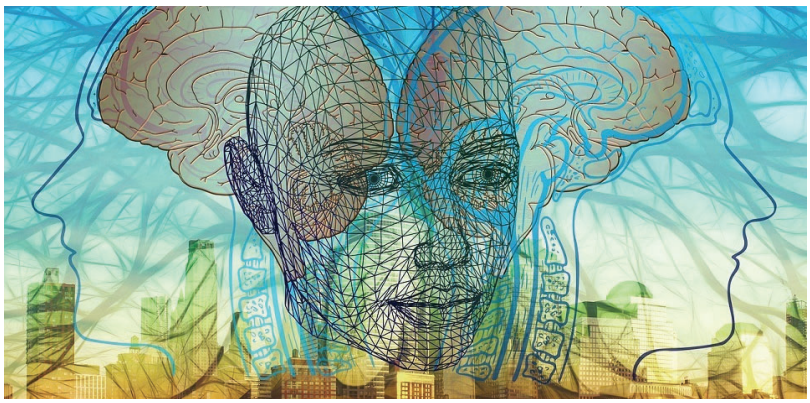
Global Politics:

Global politics is a course for students who want to understand more about how the world they live in works, what makes it change, or what prevents it from changing. The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding by critically engaging with contemporary political issues and challenges that interest them. They also develop their understanding of political concepts and their knowledge of specific content by exploring and researching real-world case studies and examples. Developing an understanding of power is critical for analysing how political systems work and how they change. Global politics students encounter the complexity and nuances of power from the beginning of the course. They build their understanding of how power works across multiple and interconnected dimensions, affecting the everyday lives of people around the world.

Distinction between SL and HL:

The global politics course includes a common syllabus with prescribed content that both standard level (SL) and higher level (HL) students are expected to cover. This comprises a set of core topics and three thematic studies: rights and justice, development and sustainability, and peace and conflict. Both SL and HL students must also undertake an engagement project, which requires identifying and analysing a political issue in a community or local setting through research and active engagement. HL students engage in extended inquiries focused on global political challenges. This is done through independent research in case studies selected by students. As part of their engagement project, HL students are additionally expected to conduct complementary research and formulate recommendations to address the identified political issue.

Psychology:



In the DP psychology course, students will develop knowledge and understanding of psychological concepts, content and contexts, as well as the models and theories associated with these areas. Through the course, students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge. They acquire the ability to seek fresh information and generate understanding by employing research methodologies. The goal of the DP psychology course is not to create psychologists, but to promote psychological literacy. The goal of psychological literacy is "personal, social, and cultural awareness, which requires critical reflection extending beyond the purely cognitive … it is not external but an essence of ourselves, our thoughts, feelings, and behaviours. This realization has profound implications for the importance of psychological literacy to oneself and one's fellow human beings" (Cranney, Dunn, 2011). The DP psychology course has been designed to develop students' psychological literacy and improve their conceptual understanding through applying psychology in different contexts that are all relevant to their lives.

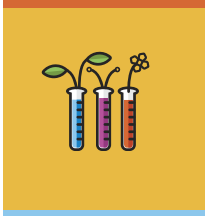
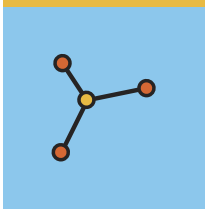
Distinction between SL and HL:

SL and HL students will investigate four contexts using psychological content and concepts relevant to that area of study. In each of the contexts, students will engage in a teacher- and/or student-led class practical. Reading empirical research and everyday claims in the media provide opportunities to identify concepts and further the knowledge of psychological content applied within a context. Students will be required to think critically about data analysis and interpretation in psychological research and everyday claims (i.e. in social media, etc.); however only HL will be directly assessed on data analysis and interpretation. Finally, SL and HL students will engage in an internal assessment task requiring the development of a research proposal on a topic of interest. HL extensions require students to further investigate the role of culture, motivation and technology on human behaviour. The extensions are not standalone units but rather they allow additional inquiry into content within the four contexts (health and well-being, human development, human relationships, learning and cognition). In terms of external assessment, paper 1 and paper 2 are common for both SL and HL students, while paper 3 is for HL students only.

SCIENCES

Biology



The word "biology" was introduced by German naturalist Gottfried Reinhold in 1802. Since then, our understanding of living organisms has expanded considerably with the advent of techniques and technologies such as imaging and molecular sequencing methods. Of all the sciences, biology is a study that takes more of a pragmatic view than a theoretical approach. The earliest evidence of life on Earth dates from at least 3.5 billion years ago. Through reproduction and natural selection, life has diversified tremendously, occupying a wide variety of niches. This diversity makes biology both a deeply fascinating and significantly challenging study. The study of life makes progress through not only advances in techniques, but also pattern recognition,
controlled experiments and collaboration between scientists. Unifying themes provide frameworks for interpretation and help us make sense of the living world: Form and function, Unity and diversity, Continuity and change, and Interaction and interdependence are four of the themes around which this biology syllabus is constructed.

Distinction between SL and HL

Students at SL and HL share the following.
* An understanding of science through a stimulating experimental programme
* The nature of science as an overarching theme
* The study of a concept-based syllabus
* One piece of internally assessed work, the scientific investigation
* The collaborative sciences project

The SL course provides students with a fundamental understanding of biology and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, and so provides a solid foundation for further study at university level. Some of the HL content is conceptually more demanding and explored in greater depth. The distinction between SL and HL is therefore one of both breadth and depth. The increased breadth and depth at HL result in increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus.

Chemistry

Chemistry is primarily concerned with identifying patterns that allow us to explain matter at the microscopic level. This then allows us to predict and control matter's behaviour at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. Given the pattern-seeking nature of chemistry, the development of generalized rules and principles also plays an important part in knowledge production, as do the concrete statements provided by mathematical laws. The Diploma Programme chemistry course supports teaching through approaches to learning, nature of science, skills in the study of chemistry. Chemistry course supports learning in several ways.
* It offers a balanced experimental programme—Students are encouraged to become familiar with traditional experimentation techniques, as well as the application of technology where possible. These opportunities help them to develop their investigative skills and evaluate the impact of error in scientific inquiry.
* The scientific investigation—This places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge.
* The collaborative sciences project—This extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of one specific syllabus.

Distinction between SL and HL

Students at SL and HL share the following.
* An understanding of science through a stimulating experimental programme
* The nature of science as an overarching theme
* The study of a concept-based syllabus
* One piece of internally assessed work, the scientific investigation
* The collaborative sciences project

The SL course provides students with a fundamental understanding of chemistry and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, including additional mathematical skills, and so provides a solid foundation for further study at university level. Some of the HL content is conceptually more demanding and explored in greater depth.The distinction between SL and HL is therefore one of both breadth and depth. The increased breadth and depth at HL result in increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus.

Physics

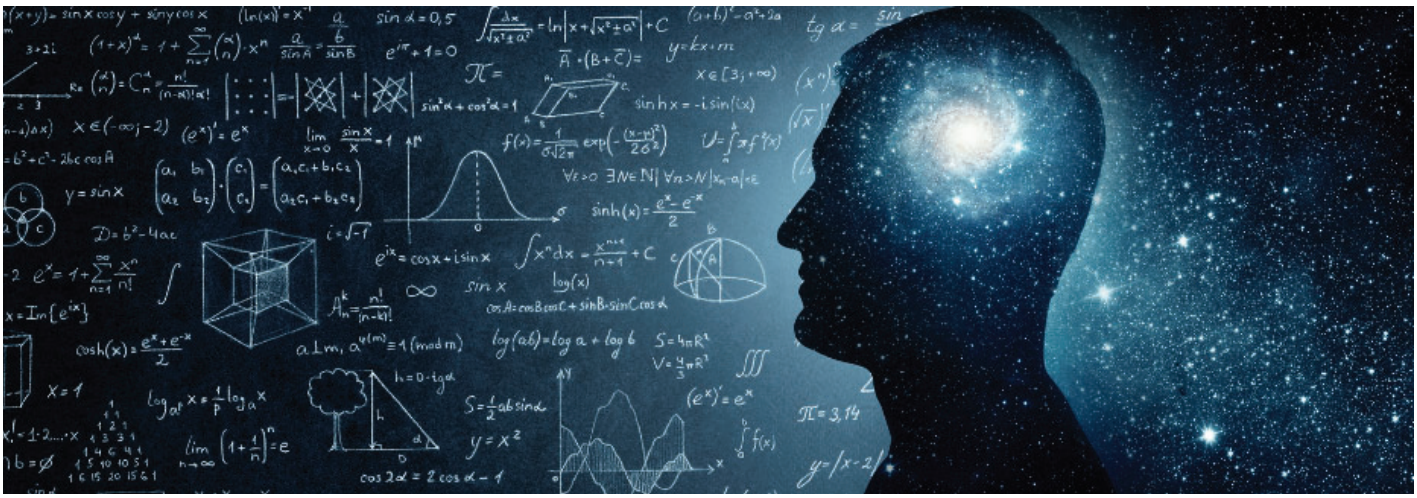
To study physics is to attempt to understand the nature of the universe itself. Some of the greatest discoveries in history have been made by physicists and these discoveries have revolutionized our world—and physicists are continuing to change the way we think today. Physics encompasses everything that we do as human beings. The very meaning of the word is "the study of nature". However, physics is not just about staring into the vastness of space or scrutinizing the tiniest particles that make up the fabric of the universe. The fact is that discoveries in physics are the root of ideas that revolutionize the technology used in our daily lives. It is an everyday, grounded science encompassing advances in communication, medical technology and renewable energy. It is above all a creative discipline. Physics requires solid knowledge of basic principles and a willingness to put them to the test in new ways. It requires curiosity and an appetite to explore what might be.

Distinction between SL and HL

Students at SL and HL share the following.

* An understanding of science through a stimulating experimental programme
* The nature of science as an overarching theme
* The study of a concept-based syllabus
* One piece of internally assessed work, the scientific investigation
* The collaborative sciences project

The SL course provides students with a fundamental understanding of physics and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, and so provides a solid foundation for further study at university level. Some of the HL content is conceptually more demanding and explored in greater depth. The distinction between SL and HL is therefore one of both breadth and depth. The increased breadth and depth at HL result in increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus.



MATHEMATICS:

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. 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 at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Distinction between SL and 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. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

ASSESSMENT



In the Diploma Programme, students complete a combination of external and internal assessments. At the end of the programme, students sit written examinations that are externally assessed by IB examiners.
In addition, students complete internal assessment tasks as part of their coursework. These assessments are marked by subject teachers and subsequently moderated by the IB, or in some cases submitted directly to external examiners.
Each subject is graded on a scale from 1 (lowest) to 7 (highest). Students may earn up to three additional points based on their combined performance in Theory of Knowledge (TOK) and the Extended Essay (EE).
The IB Diploma is awarded to students who achieve a minimum of 24 points, provided that all additional diploma requirements are met, including satisfactory completion of Creativity, Activity, Service (CAS) and the fulfillment of minimum performance conditions across Higher Level and Standard Level subjects. The maximum possible score in the Diploma Programme is 45 points.
Assessment in the IB Diploma Programme is criterion-related. This means that student performance is measured against clearly defined assessment criteria aligned with each subject's aims and objectives, rather than in comparison to the performance of other candidates.

AWARD OF THE DIPLOMA

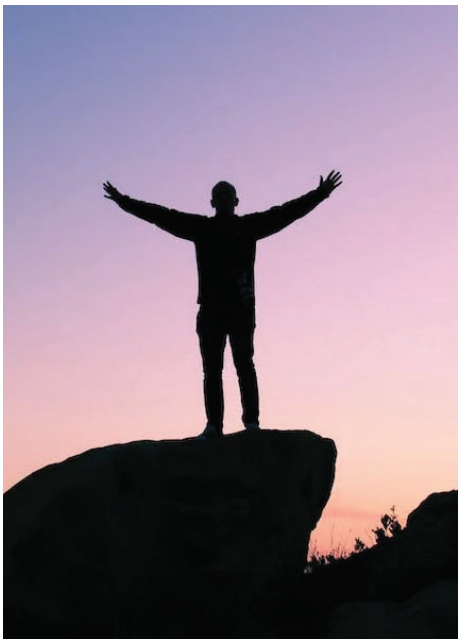
• DP candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. • They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
• Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.
• Each subject is graded 1–7, with 7 being the highest grade.

• TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
• CAS is not assessed but must be completed in order to pass the diploma.
• The overall maximum points from subject grades, TOK and the EE is therefore 45: ((6 × 7) + 3).
• The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.
• There is no grade E awarded for TOK and/or the EE.
• There is no grade 1 awarded in a subject/level.
• There are no more than two grade 2s awarded (SL or HL).
• There are no more than three grade 3s or below awarded (SL or HL).
• The candidate has gained 12 points or more on HL subjects.
• The candidate has gained 9 points or more on SL subjects.
• The candidate has not received a penalty for academic misconduct from the Final Award Committee.

ADMISSION

Students who want to study IB DP must study IGCSE which is offered in year 9 at KAIHL. IGSCE students and their parents are informed about DP and the subjects offered for the diploma programme at KAIHL. They are also informed about the requirements for the IB DP. Students are admitted to IB DP in year 10 on condition that they get a minimum score of 70 in the Foreign Language Proficiency Examination administered by the Turkish Ministry of National Education and their IGCSE teachers give positive recommendation on the students' academic skills. In addition, students should not have any disciplinary case and meet the conditions in Admission Policy and accept the terms of the agreement.

REQUIREMENTS TO CONTINUE IN THE IB DP



At KAIHL, DP candidates have to sit exams for the Ministry of Education (MEB) as well. This will enable them to get a high school diploma which otherwise would not be possible in any other way as IB diploma never replaces a high school diploma. Although the IBDP examinations are at the end of the 2nd year of the programme, official MEB exams might comprise DP subjects' content and act as mock exams for DP subjects as well as deciding for students' high school subject grades.

During the two-year course, students have to work on projects, take part in oral examinations, write essays or papers for the DP subjects all of which are internally assessed and will add up to their final IBDP marks. Additionally, they will have to attend more lessons than national curriculum students who study 40 hours a week. For DP, there will be 45 lesson hours in a week, so DP candidates automatically take 9 lesson hours in a day.

KAİHL aims to find the best link between the requirements of the two diplomas (IBDP and MEB), however, students need to be willing to accept this extra workload. That means not only good or excellent academic performance is necessary to be accepted as an IBDP student at KAİHL but also willingness to accept a greater workload than those students who only attend classes for the Turkish National Education. Furthermore, they must show interest in the core of the DP; Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) projects and Extended Essay (EE).

Students must develop and show competency in thinking skills, social skills, communication skills, self-management skills, and research skills all of which are supported through DP classes by the teachers. Especially, excellent time-management skills and independent learning skills will be critically important for students' studies and all DP students must be aware of their importance.

Besides, students need to be good speakers of English in order to be successful in the IB DP exams as majority of subjects are instructed in English.



IB DP TEACHERS AT KAIHL...

have all received official professional development trainings provided by IB





are supportive and devoted in any area that they believe will improve students and encourage curiosity and creativity



build collaborative work that engages students with inter-disciplinary teachings



design projects, workshops or events that provide opportunities for students to carry out CAS and develop their skills



contribute to a friendly learning environment while challenging students by helping them think what they haven't thought before



IB DP STUDENTS AT KAIHL...

have the ability to inquire and research independently





are able to understand comprehensive and balanced topics according to their fields, are knowledgeable, and use initiative to make rational and ethical decisions by recognizing complex problems

are principled who attach importance to academic honesty as well as an understanding of accuracy





are able to contribute to the society positively, care for their country and the world

are open-minded and understand and value their own culture as well as other people's and communities' values and tradition





are able to understand and evaluate their own strengths and limitations in order to support their education and personal development

PERCEPTIONS OF UNIVERSITY OFFICIALS

What do university admission officials and IB graduates say about the DP?

"It's the most secure foundation available for successful college graduation." Jonathan Burdick, Dean of College Admission, University of Rochester, USA

"This is an invaluable experience for a liberal arts education that emphasizes critical thinking."
Madhavi Menon, Director, Center for Studies in Gender and Sexuality and Professor of English, Ashoka University, Harayana, India

"When I entered my new college environment, my experience in IB gave me the foresight to understand the power of hard work and pushing through difficulty."
Alumnus Rachon Sweiss received his IB diploma from Granada Hills Charter High School in 2015.

"Learning in an IB environment involves critical thinking and depth of understanding, skills that are invaluable to making informed decisions in higher education and the workplace."
–Alumnus Byron Dolon received his IB diploma from the Shanghai American School, China.

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