



“ 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**

MISSION & VISION



Our mission is to develop open-minded, reflective and principled individuals who accept an active role in seeking to make things better and prioritize change, set good role models for the society with moral sensitivity, contribute to the humanity, show leadership, and demonstrate risk-taking.

Our vision is to become a pioneering school in Turkey and a model for the world by developing individuals in the pursuit of leadership in academic, social and cultural aspects.

Our principles are

- to enable exploration of concepts, ideas and issues through an inquiry-based approach
- to engender respect for individuality and difference rather than stereotyping.
- to create an educational environment in which we foster tolerance, participation and collaboration.
- to encourage student-centered teaching and critical thinking.
- to follow up-to-date developments in both national and international education programs and establish balance between the need for change and fidelity to cultural and traditional values.

“

Our values
Quality
Reliability
Originality
Care, love and respect
Virtuousness
Establishing a safe and secure school environment
Commitment
Academic Integrity

”

SCHOOL PROFILE

Kartal Anadolu Imam Hatip High School is one of the top schools in Turkey admitting students within the 0.7% among approximately 2 million students in the national high school examinations. We offer a five-year education program with different options for different grades.



Year 1 starts with a preparatory programme in English language providing a scale of levels based on the CEFR. The students are tested with OPT (Oxford placement test) together with school subject examinations to have a pass degree after completing the first year.

In year 9, the students continue with either national programme or IGCSE which also acts as a pre-DP programme and whose results are used to evaluate the students' performances planning to study IB DP.

IB diploma programme starts in year 10 with a series of DP subjects on offer at different levels. Studying science subjects and mathematics in a language (English language) other than their mother tongue, the students get a bilingual diploma. The number of students studying abroad is increasing each year.

There is also a well-organized course programme after the class hours supporting the students, who prefer non-IB route, for the national university examinations.

We believe in the power of developing independent learners and the importance of life-long learning. Thus, we provide a lot of extra-curricular activities in which the students actively participate and so develop their social, communication, and organizational skills. These activities range from science fairs organized in different countries to symposiums in which each role, including leadership to events, is shared and carried out by students.

With 180 students graduating every year, we are contributing to build a better world and a better future through education.

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.

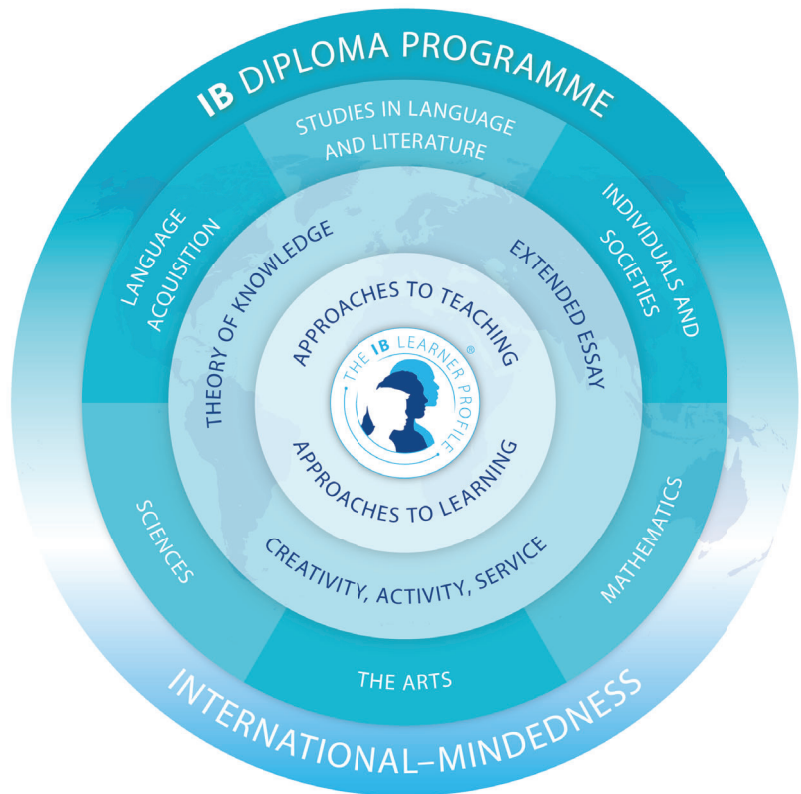
“ We are preparing students for success in higher education and to be active participants in a global society.

”

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.

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:

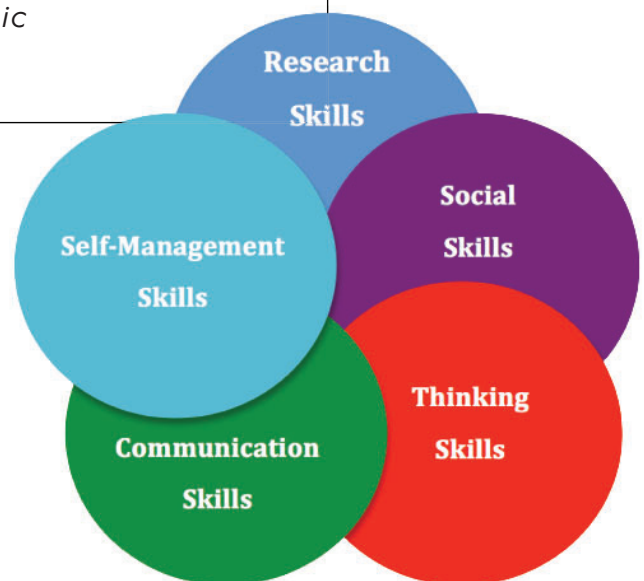
- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by assessment (formative and summative).

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.

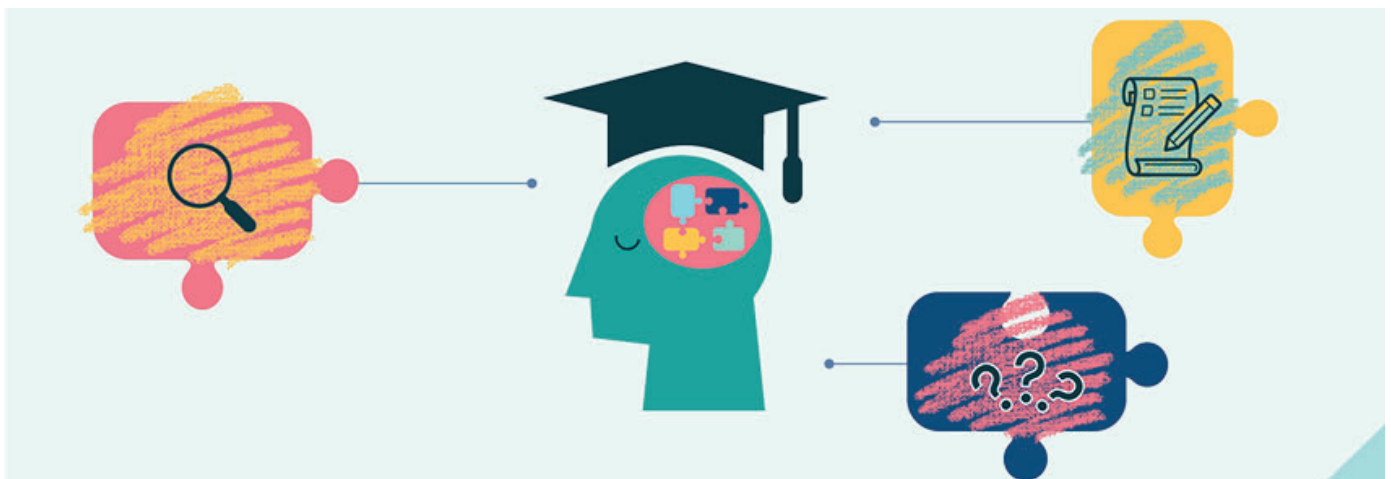
ACADEMIC INTEGRITY

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 evaluation 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 and TITC subjects.

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

- Turkey in the 20th century (TITC) (SL only)
- Psychology SL

Sciences

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

Mathematics

- Mathematics Analysis and Approaches (AA) HL/SL

Diploma Programme courses online

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

Please, note that

1. we do not offer group 6 subjects,
2. the minimum number of students to offer a level is 4.

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. Please, note that TITC, Psychology and Arabic ab initio exams are administered in the 2nd term of year 11.

Summary of the Assessment cycle

- Registrations are accepted until the end of June before the start of year 10.
- Candidates take 3 HL and 3 SL subjects according to the availability of the subject/level at specified hours.(HL 240 hours, SL 150 hours, TOK 100 hours)
- Pre-IB starts in September in the 1st term of year 10/ Official DP lessons start in the 2nd term of year 10.
- The candidates submit IAs & EE & subject specific requirements by the second term of year 11 (by June in the 2nd term of year 11)
- The candidates take TITC, Psychology and Arabic ab initio exams in May in the 2nd term of year 11.
- Main Examination session is in November in the 1st term of year 12.
- The issue of results is in the 1st week of January.
- Diplomas arrive in the 1st week of March.
- The candidates who couldn't get a diploma point or who want to raise their points may retake any subject (There is a fee applied for retake)

LANGUAGE A: LITERATURE - TURKISH A

In this course, 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 9 works, while HL students are required to study 13.

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

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

LANGUAGE ACQUISITION: ENGLISH B / ARABIC AB INITIO (SL ONLY)

Language ab initio and language B are 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 :

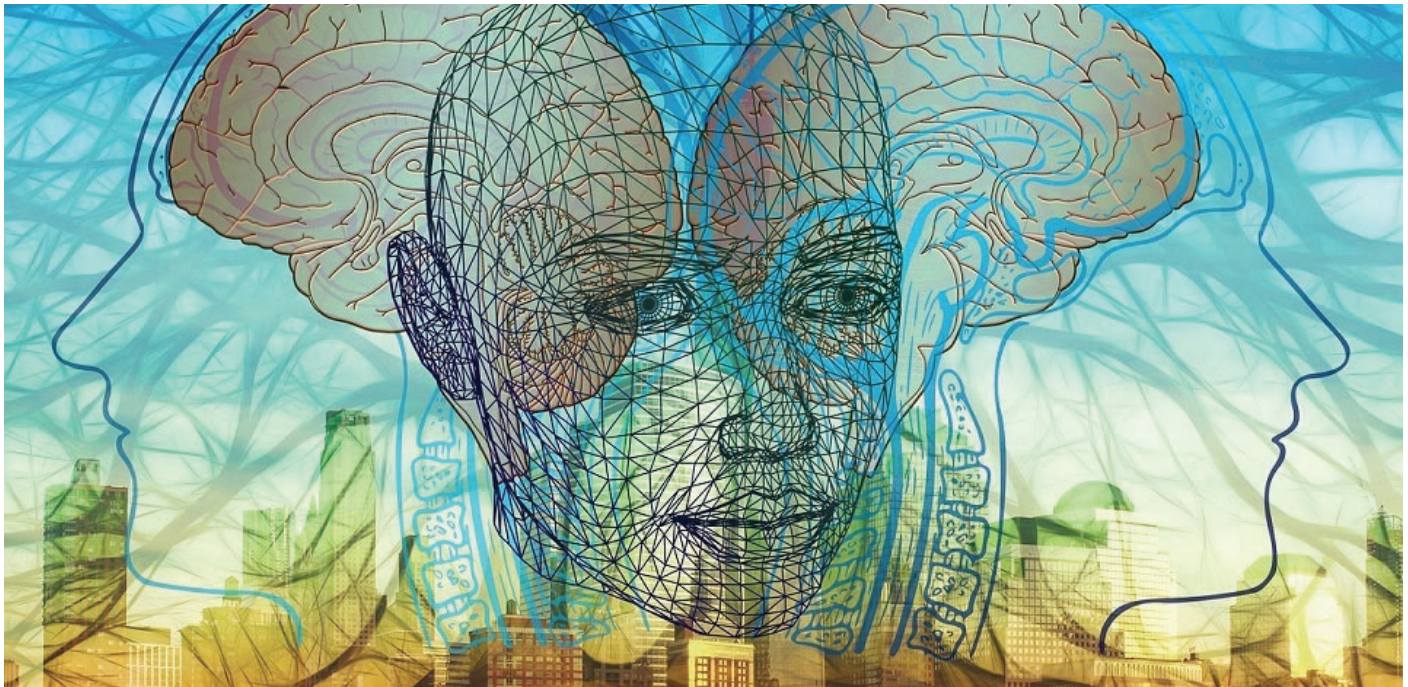
At both levels of Language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. 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 described below.

INDIVIDUALS AND SOCIETIES: TURKEY IN THE 20TH CENTURY (SL ONLY)

Turkey in the 20th century is a multidisciplinary school-based syllabus based on the requirements of the Turkish national curriculum for history, geography and sociology, 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 Turkey's history and culture 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 required in the Turkish national curriculum: history, geography and sociology. An international perspective is included to help students understand the role that Turkey plays in the region and the world, in particular its historical juxtaposition between "east" and "west".





PSYCHOLOGY

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour:

- biological approach to understanding behaviour
- cognitive approach to understanding behaviour
- sociocultural approach to understanding behaviour.

The knowledge, concepts, theories and research that have developed the understanding in these fields will be studied and critically evaluated to answer some of the questions being asked by psychologists today.

The options provide an opportunity to take what is learned from the study of the approaches to psychology and put it into the context of specific lines of inquiry, broaden students' experience of the discipline and develop the students' critical inquiry skills.

Distinction between SL and HL :

There are three main distinctions between this course at SL and at HL. The following extensions to the core approaches are studied at HL only.

The role of animal research in understanding human behaviour

Cognitive processing in a technological (digital/modern) world

The influence of globalization on individual behaviour

This differentiation is reflected in paper 1 section B of the external assessment.

- SL students are required to study one option while HL students study two options. This differentiation is reflected in paper 2 of the external assessment.
- Both SL and HL students will be expected to show their understanding of approaches to research in the internal assessment and for criterion D (critical thinking) in paper 1 section B and paper 2 responses. Additionally, HL students will be directly assessed on their understanding of approaches to research in paper 3 of the external assessment. This will cover both qualitative and quantitative research methods.

SCIENCES: BIOLOGY / CHEMISTRY / PHYSICS

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution 4 billion species could have been produced. Most of these flourished for a period of time and then became extinct as new, better adapted species took their place. There have been at least five periods when very large numbers of species became extinct and biologists are concerned that another mass extinction is under way, caused this time by human activity. Nonetheless, there are more species alive on Earth today than ever before. This diversity makes biology both an endless source of fascination and a considerable challenge.

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 a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies.

Distinction between SL and HL :

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the “Assessment objectives” section of the guide.

While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

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

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on TOK and the EE. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the CAS requirement. The highest total that a DP student can be awarded is 45 points. Assessment is criterion-related, which means student performance is measured against specified assessment criteria based on the aims and objectives of each subject's curriculum, rather than the performance of other students taking the same examinations.

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.

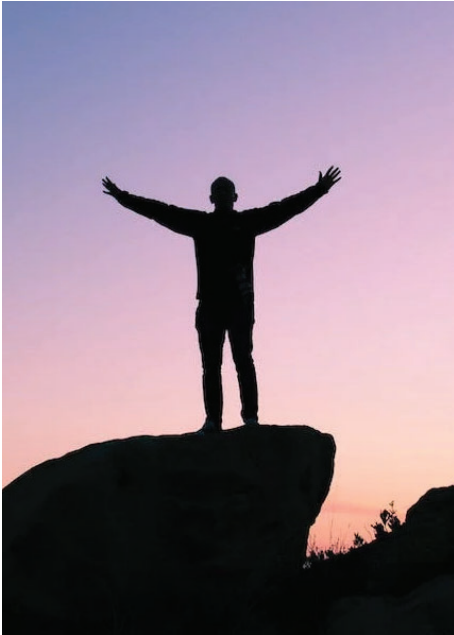
- TOK and the EE are graded A-E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.
- 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. IGCSE 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 overall 'B' from IGCSE programme and their IGCSE teachers give positive feedback 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 IB marks. Additionally, they will have to attend more lessons than national curriculum students who study 40 hours a week. For DP, there will be up to 45 lesson hours in a week, so DP candidates automatically accept 43-45 lesson hours in a week.

KAIHL 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 KAIHL 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 COUNSELLING

What does an IB counselor do?

- advises on correct course placement for university admissions and uses IB language in application support.



- provides knowledge about IB program to support students and parents

- knows IB friendly universities, scholarships and application requirements



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

IB DP TEACHERS AT KAIHL...

have all received official professional development trainings provided by IB



are experienced in teaching IB curriculum at least for five years

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

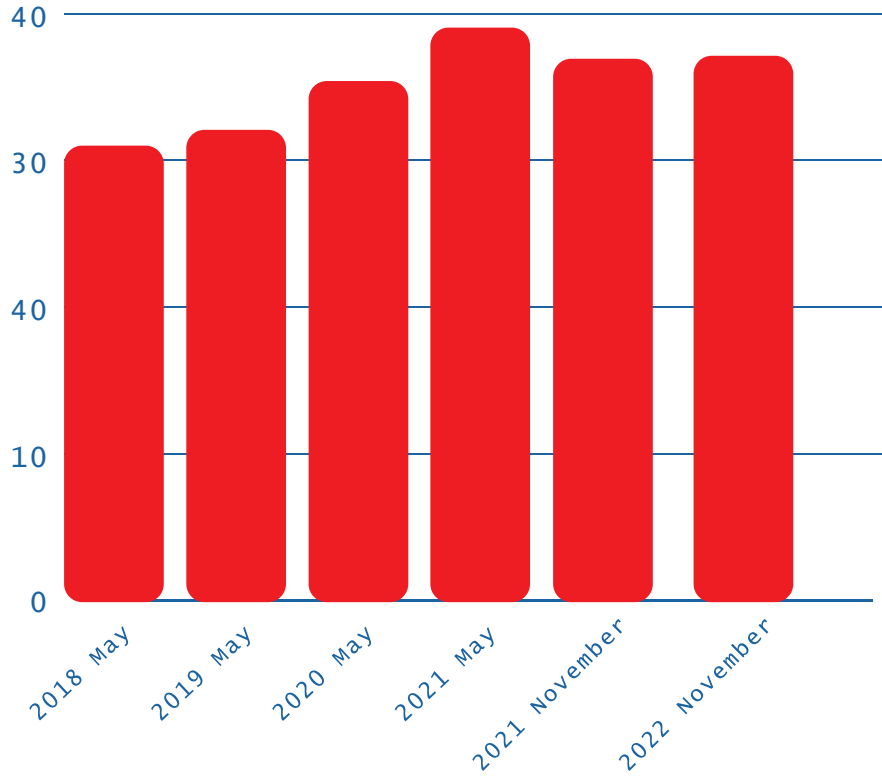
design projects, workshops or events that provide opportunities for students to carry out CAS and develop their skills



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

Our historical data

FIGURES & STATISTICS



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During our five-year journey in the IB DP, we proudly state that we have a success graph which is above the world average and continues to increase every year. In 2018, we graduated our first IB Diploma program students, and since then we increased our success average from 31 out of 45 to 36,14 in 2022.

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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, Hararyana, 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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