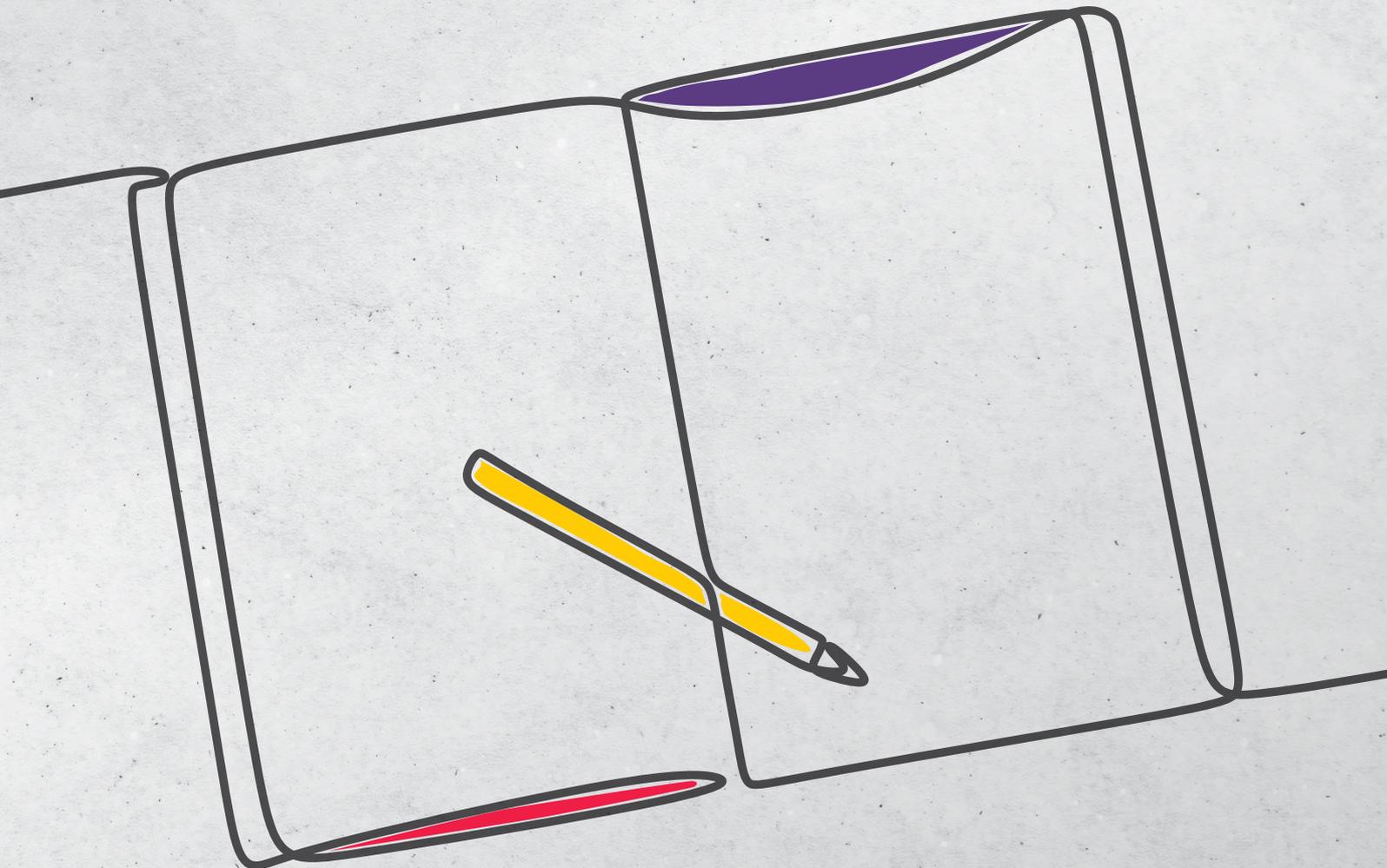




**IB STUDENTS & PARENTS**  
*handbook*





Maya Schools Antalya is a candidate school\* for the International Baccalaureate (IB) Diploma Programme (DP) and pursuing authorization as an IB World School.

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.\*\*

*\*Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.*

For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)

*\*\*Mission Statement from the IB The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

## IB MİSYONU - IB MISSION

Kültürler arası anlayış ve saygı yoluyla daha iyi ve daha huzurlu bir dünya yaratmak isteyen, sorgulayan, bilgili ve duyarlı gençler yetiştirmeyi amaçlar.

Bu amaçla organizasyon, uluslararası geçerliliği olan üstün eğitim programları ve titiz ölçme-değerlendirme programları geliştirmek için okullar, hükümetler ve uluslararası kuruluşlarla işbirliği yapar.

Bu programlar, dünyanın her köşesinden öğrencileri, kendinden farklı olanların görüşlerinin de doğru olabileceğini anlayan, aktif, sevecen ve yaşam boyu öğrenen kişiler olmaya teşvik eder.

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

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

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

## MİSYONUMUZ - OUR MISSION

**TR** Büyük Atatürk'ün manevi mirası olan bilimi temel kriter olarak alan, yaşam boyu öğrenen gençler yetiştirmek. Nitelikli, kendine güvenen ve topluluk ile kendileri arasında birey olarak bir denge oluşturan gençleri yeniden bütünleştirmek. Kendinden farklı olana aynı iç duygularla saygı duyan, hoşgörülü ve seven gençlik yetiştirmek. Kendisiyle ve çevreyle barışık, kendini tüm yönleriyle değerlendirebilen, hoşgörülü ve başkalarının düşüncelerine değer veren gençler yetiştirmek. Başarı ve mutluluğun, değişime ayak uydurmak ve çaba sarf etmekle geldiğini bilen, araştırarak sorgulayarak öğrenmeyi bilen, bilgiye ulaşmada kendi öğrenme modelini oluşturabilen gençler yetiştirmek. Temel değerlerimizi evrensel değerlerle dengeli bir şekilde harmanlayan, kültürlerarası anlayışı gerçekleştirip barışçıl bir dünya hedefinde olan gençler yetiştirmek.

**EN** To raise lifelong learners who take science, which is the spiritual heritage of Great Atatürk, as the basic criterion. Reintegrating young people who are qualified, self-confident and create a balance between the community and themselves as individuals. To raise tolerant and loving youth who respect the different with the same inner feelings. To raise young people who are at peace with themselves and the environment, who can evaluate themselves in all aspects, are tolerant and value the opinions of others. To raise young people who know that success and happiness come with adapting to change and making efforts, who know how to learn by inquiring, and who can create their own learning model for reaching information. To raise young people who blend our core values with universal values in a balanced way, realize intercultural understanding and aim for a peaceful world.

**DE** Lebenslange Lernende zu erziehen, die die Wissenschaft, das spirituelle Erbe des großen Atatürk, als Grundkriterium heranziehen. Wiedereingliederung junger Menschen, die qualifiziert und selbstbewusst sind und ein Gleichgewicht zwischen der Gemeinschaft und sich selbst als Individuen schaffen. Toleranzvolle und liebevolle Jugendliche zu erziehen, die die Anderen mit den gleichen inneren Gefühlen respektieren. Junge Menschen zu erziehen, die in Frieden mit sich selbst und der Umwelt sind und sich in allen Aspekten bewerten können, tolerant sind und die Meinungen anderer schätzen. Junge Menschen zu erziehen, die wissen, dass Erfolg und Glück durch Anpassung an Veränderungen und Anstrengungen entstehen, die wissen, wie man durch Nachfragen lernt, und die ihr eigenes Lernmodell für das Erreichen von Informationen erstellen können. Junge Menschen zu erziehen, die unsere Grundwerte auf ausgewogene Weise mit universellen Werten verbinden, ein interkulturelles Verständnis verwirklichen und eine friedliche Welt anstreben.

**RU** В качестве основного критерия -воспитывать учащихся на протяжении жизни принимать науку,как духовное наследие Великого Ататюрка. Реинтеграция молодых людей, обладающих высокой квалификацией, уверенных в себе и создающих баланс между обществом и собой, как личностями. Воспитывать толерантную и любящую молодежь, уважающую мнение и чувства других. Воспитывать молодых людей, которые могут оценивать и рецензировать себя во всех аспектах, быть в мире с окружающей средой,относится терпимо и уважительно ко мнению других людей,ценить каждого ,как личность. Воспитывать молодых людей, знающих, что успех и счастье приходят через адаптацию к изменениям и прилагая усилия,это молодые люди, которые учатся, задавая вопросы, создавая свою собственную систематизированную модель обучения и развития. Воспитывать молодых людей, которые сбалансированным образом сочетают наши основные культурные ценности с универсальными ценностями, реализуют межкультурное понимание и стремятся к мирному миру.

**ES** Formar aprendices de por vida que tomen la ciencia, que es la herencia espiritual del Gran Atatürk, como criterio básico. Integrar a jóvenes calificados, seguros de sí mismos y que creen un equilibrio entre la comunidad y ellos mismos como individuos. Promover jóvenes tolerantes y amorosos que respeten a los diferentes con los mismos sentimientos internos. Educar a jóvenes que estén en paz consigo mismos y con el entorno, que se autoevalúen en todos los aspectos, sean tolerantes y valoren las opiniones de los demás. Formar jóvenes que sepan que el éxito y la felicidad vienen con la adaptación al cambio y el esfuerzo, que sepan aprender investigando, que puedan crear su propio modelo de aprendizaje para llegar a la información. Educar a los jóvenes para que combinen nuestros valores fundamentales con los valores universales de una manera equilibrada, que logren el entendimiento intercultural y aspiren a un mundo pacífico.

# IB LEARNER PROFILE

## 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.

## 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.

## 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.

## RISK-TAKER



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.

## THINKER



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

## 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.

## 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.

## 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.

## 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.

## WHAT IS IB PROGRAMME?

The IB international education scale for 3 to 19-year-olds is unique in its academic and personal discipline. We encourage students to excel in their studies and personal development. We aim to inspire the pursuit of lifelong learning shaped by enthusiasm and empathy.

The IB helps schools develop well-rounded students of character who respond to challenges with optimism and open-mindedness, have confidence in their own identities, make ethical decisions, embrace our shared humanity with others, and are ready to apply what they have learned in the real world, in complex and unpredictable situations.

The IB offers high-quality international education programs that share a strong vision. IB education is expressed in the values defined in the learner profile:

- focuses on learners – IB's student-centered programs emphasize healthy relationships, ethical responsibility, and personal challenge
- develop effective approaches to teaching and learning – IB programs help students develop the approaches and skills they need for both academic and personal success.
- works in global contexts – IB programs increase understanding of languages and cultures and explore ideas and issues that matter to the world
- offer broad content – IB programs offer a broad and balanced, conceptual and connected curriculum. IB strives to make learners inquiring, knowledgeable, thinking, communicative, principled, open-minded, sensitive, risk-taking, balanced, and reflective individuals. These characteristics represent a wide range of human competencies and responsibilities that go beyond intellectual growth and academic achievement.

## WHAT IS THE IB DIPLOMA PROGRAM (DP)?

The IB Diploma Program (DP) is an academically challenging and balanced educational program with final exams that prepares students aged 16 to 19 to be successful at university and beyond. It is designed to ensure the intellectual, social, emotional, and physical well-being of students. The program is appreciated and respected by the world's leading universities. The Diploma Program enables students to participate effectively in a rapidly evolving and increasingly global society:

- develop them physically, intellectually, emotionally, and ethically,
- will enable them to gain breadth and depth of knowledge and understanding by taking lessons from six subject groups,
- will enable them to develop skills and positive attitudes towards learning that will prepare them for higher education,
- will enable them to develop their understanding of all cultures, including their own, by learning at least two languages,
- will enable them to make connections with traditional academic disciplines and to explore the nature of knowledge through the unique theory of knowledge course in the program,
- will enable them to conduct in-depth research on their field of interest from the perspective of one or more academic disciplines in a long essay,
- prepare them to support their personal and interpersonal development through creativity, action, and service.

## RELEVANT CONTACTS

### Head of School

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### Deputy Principal

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### IB DP Coordinator

Mrs. Janset Aykaya

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## IB PROGRAMME PROCESS at MAYA

- Students attending the Oxford AQA Program in Years 9 and 10 at Maya High Schools take a student survey in the first half of Year 10. Students who want to continue the IB process and student interests are determined.
- The requirement to pursue education in all six parts of the Diploma Program Model provides the breadth of curriculum required by some national university systems. The selection of appropriate Higher Level (HL) and Standard Level (SL) courses enables students to obtain the required specialization for university entrance. Course selections are completed by taking into account the student's request/preference and ability.
- In order to gain access to the full IB Diploma at MAYA students are required to study six (6) subjects from the IB Diploma Program Model.
  - three (3) subjects must be studied at Higher Level (HL)
  - three (3) subjects must be studied at Standard Level (SL)
  - Theory of Knowledge (TOK)
  - Creativity, Activity, & Service (CAS)
  - Extended Essay (EE)
- In the first semester of the 10th grade, the students who will continue the IB program become clear through the interviews with the parents and students. Details on this subject are available in the Maya Acceptance Policy.
- All courses are selected with the students whose IB program process is completed in the 2nd semester of the 10th grade.
- Students who want to change a course or level at the beginning of 11th grade should notify their reasons until the second week of September. If approved, students can make changes to the courses until the first week of October of the 11th Grade.
- According to the report card given at the end of the 11th grade, the situation of the students is evaluated. This situation is shared with parents and students. The transition of the student from the Diploma Program to the Certificate Program can only be made at the beginning of the 12th grade with the advice and approval of the teacher and the administration.
- IB mock exams (MOC Exams) start from the beginning of the 2nd Term of the 12th Grade. Students are taken to the exams completely according to IB procedures and the grades received are recorded in the e-school report cards in the national program.
- IB external exams are held in May. Students and parents confirm their exam entries at the beginning of 12th Grade November.



## PAYMENTS

The IB Program fee is announced to the parents in the 10th Grade. It is forwarded to the school accounting during class 11 registration.

The fees for the reading books that students must take within the scope of Turkish and English courses and the graphing calculator they will use for the mathematics course are not included in the program cost.

Students pay the fees for the exams they will take in the 12th grade themselves. These fees are collected at the beginning of the 12th Class during registration. Exam fees are determined by the IB and may change over time. The exam fee they have stated for this year is given below as an example.

### 1 September 2021 – 31 August 2022 (May and November 2022 sessions)

Fee	USD	GBP	CHF	EUR	SGD
Candidate subject fee	119	70	119	85	140

### 1 September 2021 – 31 August 2022 (May and November 2022 sessions)

	USD	GBP	CHF	EUR	SGD
Extended essay	91	55	91	65	108
Theory of knowledge	46	28	46	33	55
Creativity Activity and Service	10	6	11	7	11

Fees will be paid for each lesson. At the same time, the cost of core courses is added to this price. IB can also request a registration fee. These fees are updated annually by the IB and published on the website.



## IB COURSES at MAYA

SUBJECT GROUP	SUBJECT	LEVEL
1	LANGUAGE A	HL / SL
2	LANGUAGE B	HL / SL
3	GLOBAL POLITICS	SL
4	PHYSICS / CHEMISTRY/ BIOLOGY	HL / SL
5	MATHEMATICS – A & A	HL / SL
6	CHEMISTRY	HL / SL

The Turkish A course in the first group is taught in the mother tongue (Turkish), while the other courses are taught in English.

## SCIENCE SUBJECTS

### PHYSICS / CHEMISTRY / BIOLOGY

By studying science in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. Through the overarching theme of the nature of science, the aims of the DP science course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.





## BIOLOGY SL / HL

### Course description and aims

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

COMPONENT	
<b>Core</b> <ol style="list-style-type: none"> <li>1. Cell biology</li> <li>2. Molecular biology</li> <li>3. Genetics</li> <li>4. Ecology</li> <li>5. Evolution and biodiversity</li> <li>6. Human physiology</li> </ol>	<b>Additional higher level (AHL)</b> <ol style="list-style-type: none"> <li>7. Nucleic acids</li> <li>8. Metabolism, cell respiration and</li> <li>9. Photosynthesis</li> <li>10. Plant biology</li> <li>11. Genetics and evolution</li> <li>12. Animal physiology</li> </ol>



## CHEMISTRY SL / HL

### Course description and aims

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

COMPONENT	
<b>Core</b> <ol style="list-style-type: none"> <li>1. Stoichiometric relationships</li> <li>2. Atomic structure</li> <li>3. Periodicity</li> <li>4. Chemical bonding and structure</li> <li>5. Energetics/thermochemistry</li> <li>6. Chemical kinetics</li> <li>7. Equilibrium</li> <li>8. Acids and bases</li> <li>9. Redox processes</li> <li>10. Organic chemistry</li> <li>11. Measurement and data processing</li> </ol>	<b>Additional higher level (AHL)</b> <ol style="list-style-type: none"> <li>12. Atomic structure</li> <li>13. The periodic table—the transition metals</li> <li>14. Chemical bonding and structure</li> <li>15. Energetics/thermochemistry</li> <li>16. Chemical kinetics</li> <li>17. Equilibrium</li> <li>18. Acids and bases</li> <li>19. Redox processes</li> <li>20. Organic chemistry</li> <li>21. Measurement and analysis</li> </ol>

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.



## PHYSICS SL / HL

### Course description and aims

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

COMPONENT	
<b>Core</b> <ol style="list-style-type: none"> <li>1. Measurements and uncertainties</li> <li>2. Mechanics</li> <li>3. Thermal physics</li> <li>4. Waves</li> <li>5. Electricity and magnetism</li> <li>6. Circular motion and gravitation</li> <li>7. Atomic, nuclear and particle physics</li> <li>8. Energy production</li> </ol>	<b>Additional higher level (AHL)</b> <ol style="list-style-type: none"> <li>9. Wave phenomena</li> <li>10. Fields</li> <li>11. Electromagnetic induction</li> <li>12. Quantum and nuclear physics</li> </ol>

## LANGUAGE A: LANGUAGE AND LITERATURE



### Course description and aims

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

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature.

**Curriculum Model Overview**

**SYLLABUS COMPONENT**

Readers, writers and texts  
 Time and space  
 Intertextuality: connecting texts  
 Total teaching hours  
 Readers, writers and texts

**MATHEMATICS: ANALYSIS AND APPROACHES SL / HL**



**Course description and aims**

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach.

The aims of all DP mathematics courses are to enable students to:

1. develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
2. develop an understanding of the concepts, principles and nature of mathematics
3. communicate mathematics clearly, concisely and confidently in a variety of contexts
4. develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
5. employ and refine their powers of abstraction and generalization
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
7. appreciate how developments in technology and mathematics influence each other
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course
11. develop the ability to reflect critically upon their own work and the work of others
12. independently and collaboratively extend their understanding of mathematics.

**Curriculum Model Overview**

**SYLLABUS COMPONENT**

Number and algebra  
 Functions  
 Geometry and trigonometry  
 Statistics and probability  
 Calculus



**LANG B: ENGLISH SL / HL**



**Course description and aims**

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: **identities, experiences, human ingenuity, social organization and sharing the planet.**

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

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

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

**GLOBAL POLITICS SL**



**Course description and aims**

The DP global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

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

1. understand key political concepts and contemporary political issues in a range of contexts
2. develop an understanding of the local, national, international and global dimensions of political activity
3. understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
4. appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

**COMPONENT**

**Core units: People, power and politics**

Four compulsory units:

1. Power, sovereignty and international relations
2. Human rights
3. Development
4. Peace and conflict

**HL extension: Global political challenges**

Political issues in two of the following six global political challenges are researched and presented through a case study approach.

1. Environment
2. Poverty
3. Health
4. Identity
5. Borders
6. Security

**CORE**

**CAS (CREATIVITY / ACTION / SERVICE)**

**Description and aims**

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP).

CAS is organized around the three strands of creativity, activity and service defined as follows.

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

CAS aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

**EXTENDED ESSAY**

**Description and aims**

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

## THEORY of KNOWLEDGE

### Description and aims

The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.

The aims of the TOK course are:

- to encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge

## CONDITIONS FOR THE AWARD OF THE IB DIPLOMA

### Description and aims

The final Diploma grade of the IB student is formed by the combination of the grades he/she has taken from each course. A student who scores at least 24 is eligible for the IB Diploma provided that he/she has fulfilled the requirements of the core courses.

		Theory of Knowledge				
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E
Theory of Knowledge	Excellent A	3	3	2	2	1
	Good B	3	2	1	1	0
	Satisfactory C	2	1	1	0	0
	Mediocre D	2	1	0	0	0
	Elementary E	1	0	0	0	Diploma will not be awarded

- Core courses of Theory of Knowledge (TOK) and Extended Essay (EE) can contribute 3 points to the Diploma grade. Although the third core course, Creativity-Activity-Service (CAS), is not graded, it is an essential component that must be completed in order to receive the diploma. Students can achieve up to 42 points in the IBDP for completing their 6 subjects at a Level 7.

In addition, a maximum of 3 Core points may be gained from a candidate’s combined Extended Essay and Theory of Knowledge grades.

Maximum number of possible points to be obtained on an IB Diploma:

6 subjects x 7 points + 3 core points = 45 points

Cannot achieve a failing grade on either the Extended Essay or TOK course  
Must complete CAS requirements.

## IB ASSESSMENT CRITERIA

### 1. Internal Assessment

It is based on the assessment made by the course teacher. The teacher’s evaluation is made through the criteria set by IB. Submitted by students can be reviewed by IB examiners at will. Assessed work typically accounts for approximately 20-25% of a course’s final grade.

### 2. Oral Exams – In Languages

These exams are administered by the subject teacher and recorded so that they can be presented to IB examiners for moderation.

### 3. Theory of Knowledge

Students work on an Exhibition and an Article. The student, who chooses one of the subjects determined by the IB for the exhibition, examines the 3 objects determined by himself within the framework of this title. The exhibition work is evaluated by the teacher.

Students are given a choice of six article titles. Titles are determined by the IB. They choose a topic on which to study. All Theory of Knowledge Essays are evaluated by examiners appointed by the IBO.

### 4. Extended Essay

In this course content, students will write an article from a course of their choice. Depending on the chosen course, each student is assigned a mentor/teacher who supervises the student throughout the research process. These 4000-word Extended Essays are assessed by IB-appointed examiners.

### 5. Creative Activity and Service Activities

Together with their CAS coordinator, students complete self-assessments of the activities they set at the beginning of the year, and then the activity supervisors write a short review. These are then discussed with the CAS Coordinator. The student must have achieved all 7 learning outcomes. If a student is judged not to meet the CAS requirements, it is likely to result in failure of the Diploma.

### 6. External Assessment

External assessment of the IB Diploma Program is the written exams held in May of Year 12. Exams are held in accordance with the IB rules, on the day and time determined by the IB. Exam papers are sent to the IB after the exam and all evaluation is done by IB officials. It constitutes approximately 75-80% of the final grade of each course.

## CLASS 11 MINISTRY OF NATIONAL EDUCATION REQUIRED COURSES

All 11th grade students must take the following courses;

- Religious Culture and Moral Knowledge
- History Lesson
- Philosophy
- 2.Foreign Language
- Guidance

Note: If they have not chosen it as an IB course, they have to take the following courses as compulsory.

- Physical Education
- Visual Arts/Music

## CLASS 12 MINISTRY OF NATIONAL EDUCATION REQUIRED COURSES

All 12th grade students must take the following courses;

- Religious Culture and Moral Knowledge
- Republic of Turkey Revolution History
- 2.Foreign Language
- Guidance
- Physical Education
- Visual Arts/Music

The content of the MEB courses to be completed are the course outcomes that the Ministry of National Education envisages to be taught in 11th and 12th grades.

## UNIVERSITY APPLICATION PROCESS

### Universities Abroad

Private Maya Schools work in coordination with the International Office, headquartered in Ankara. Periodically, both offices give information about education abroad. At the beginning of each academic year (preferably in October), the International Counseling office in Ankara Headquarters and the overseas counseling office in Antalya on a local basis inform students and teachers, primarily parents. Within the scope of the IB program, support can be provided to both students and parents under the following headings:

- About the application processes to foreign universities
- The relationship between IB course choices and the departments they want,
- University admissions to departments based on IB diploma grades,
- General admission policies of universities
- General information on how to survive in a foreign country
- Regarding the IB Diploma admission process;
- IB grades range from 1 to 7. Estimated grades are sent to the universities that request the application process before the external evaluation exams. The transcript of the Turkish diploma is sent together with the clarified notes.
- There may be diploma grades determined by universities in order for students to be accepted.
- The university may request more detailed information about the student.
- Universities have the right to accept or reject students.

### Universities in Turkey

If they want to enroll in schools in Turkey after the IB Programme, they are informed about the IB options of the schools in our country together with the International Programs Office and the Guidance Unit. This can happen in different ways;

- In some universities, if the student who presents the IB diploma at the time of application has received the diploma grade specified for the department he/she wants, he/she can gain a scholarship at a determined rate.
- Some universities may be exempt from some courses taken in the IB Program depending on the level of the course.
- In addition, some universities can approve the transfer to another department by looking at the diploma grade if they fulfill certain conditions in the relevant field.

While applying to universities in general, the weight status of some courses according to the department can facilitate the application processes. Examples of the recommended course weights of a few department courses that can serve as an example in this sense are given below. Students can benefit from these tables depending on their interests and career preferences.

Example 1: ENGINEERING	
SUBJECTS	CORE REQUIREMENTS
LANG A (SL)	TOK EE CAS
LANG B (SL)	
GLOBAL POLITICS (SL)	
PHYSICS (HL/SL)	
CHEMISTRY (HL/SL)	
BIOLOGY (SL)	
MATHEMATICS: A & A (HL)	

Example 2: MEDICINE, PHARMACY	
SUBJECTS	CORE REQUIREMENTS
LANG A (SL)	TOK EE CAS
LANG B (HL/ SL)	
GLOBAL POLITICS (SL)	
PHYSICS (SL)	
CHEMISTRY (HL/SL)	
BIOLOGY (HL)	
MATHEMATICS: A & A (HL)	

Example 3: ECONOMICS, BUSINESS	
SUBJECTS	CORE REQUIREMENTS
LANG A (HL /SL)	TOK EE CAS
LANG B (HL/SL)	
GLOBAL POLITICS (HL/SL)	
PHYSICS (SL)	
CHEMISTRY (SL)	
BIOLOGY (SL)	
MATHEMATICS: A & A (HL)	

# IMPORTANT CONCEPTS FOR IB

## LEARNING PROFILE

The IB learner profile is the mission statement in action; It is central to the IB definition of what it means to be internationally minded and encourages schools to focus on learning.

An IB education is holistic in nature – it is about the whole person. Besides cognitive development, IB programs deal with the social, emotional and physical well-being of students. (this part is the definition of the IB website)

For this reason, the learner profile is placed at the beginning of each of our official documents. In different corners of the school, there are learner profile studies, which are e-students' own work. Each of our teachers does the necessary work to reinforce this profile in their lessons. With their profile features, the target of students who have many deep qualifications beyond just academic success is underlined.

## INTERNATIONAL MINDEDNESS

International-mindedness is a multifaceted concept that captures a way of thinking, being and acting that is characterized by openness to the world and recognition of our deep connectedness with others. It is at the center of both the culture and the curriculum at IB World Schools—the hub that connects the different elements of an IB education.

International-mindedness recognizes similarities and affirms differences between communities, peoples and nations. Similarity knowledge and understanding enables the building of common foundations; Recognition and acknowledgment of diversity encourages the appreciation and celebration of diversity. (this part is the definition of the IB website)

As a school, we work to encourage and expand students' international awareness within each course. Every year, the activities continue to increase in order to guide and encourage each student's work in and out of the classroom.

## REFERENCES

**DIPLOMA PROGRAMME ASSESSMENT PROCEDURES 2021**

**COURSE SELECTION GUIDANCE**

(<https://www.ibo.org/university-admission/support-students-transition-to-higher-education/course-selection-guidance/>)

**WHAT IS AN IB EDUCATION? SUPPORT MATERIAL WHAT IS AN IB EDUCATION?**





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