



# Austrian High School Alumni Foundation PRIVATE ALEV SCHOOLS



## The International Baccalaureate Diploma Programme (IBDP) School Brochure

Istanbul – 2025



## IB learner profile

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

As IB learners, we strive to be:

### INQUIRERS

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

### KNOWLEDGEABLE

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

### THINKERS

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

### COMMUNICATORS

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

### PRINCIPLED

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

### OPEN-MINDED

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

### CARING

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

### RISK-TAKERS

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

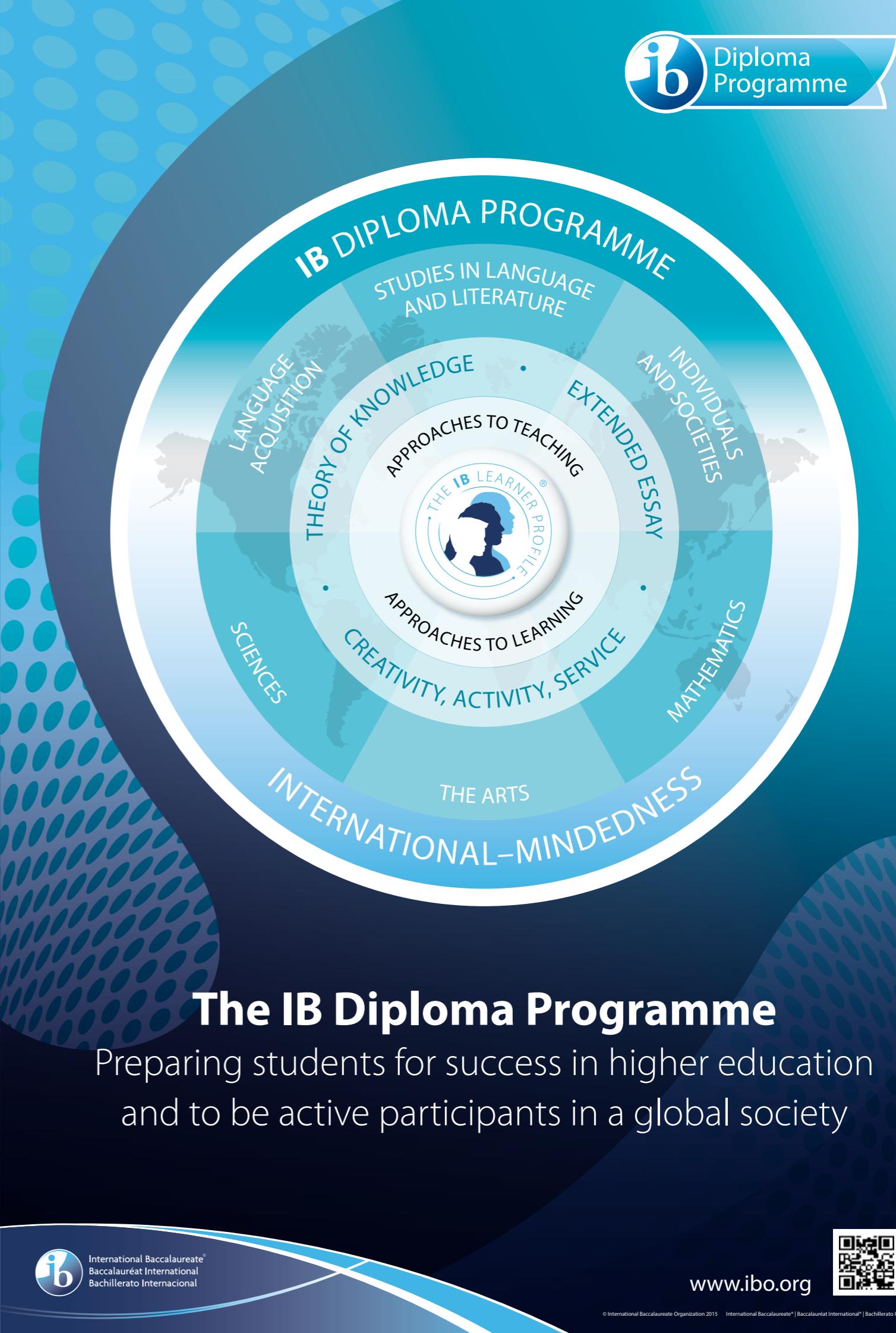
### BALANCED

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

### REFLECTIVE

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

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



## The IB Diploma Programme

Preparing students for success in higher education  
and to be active participants in a global society



Dear Parents, Dear Students,

The Austrian High School Alumni Foundation, known as ALV, is a foundation established in Istanbul in 1994 by graduates of St. Georg Austrian High School, who have gained significant recognition in the cultural sphere and business world. St. Georg Austrian High School offers a multicultural education in three languages: Turkish, German, and English. The common goal of St. Georg Austrian High School and ALV is to build a bridge between Turkey and other Western countries.

ALV members have made it their goal to pass on the solid and fundamental education they received to future generations and established the ALEV Private Schools in 1998. As ALEV Schools, our goal at our high school is to prepare our students for higher education institutions in Austria, Germany, the United States, and other countries where German or English is spoken, while crowning their success with an internationally recognized diploma. During this process, our ALEV students are educated as individuals possessing the 21st-century skills listed below, which are also included in the IB student profile.

Thinking globally,  
Self-aware,  
Inquiry-based and research-oriented,  
Active listeners and effective communicators,  
Risk-takers,  
Solution-focused,  
Balanced development in academic, social, and physical areas,  
Receiving education at the earliest age and in the most appropriate place,  
Able to relate to all cultures of the world,  
Living a life conscious of sustainable development goals,

In this century where we need generations that love and respect humanity and nature, we believe that as the ALEV family, we will embark on a path to a better life with the cooperation of you and your children.

## PRIVATE ALEV SCHOOLS SCHOOL MANAGEMENT

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## 1. OUR VISION

To be a globally focused institution that nurtures innovative, peaceful generations with high self-efficacy who make a difference in the world, through an education that combines universal perspective with social values and academic excellence – all in line with the goals of sustainable development.

## 2. OUR MISSION

To provide education at international standards that fosters critical thinking, creativity, and cultural competence; and to raise academically well-equipped individuals who can use their mother tongue and foreign languages effectively, and who act responsibly toward their community and the world.

## 3. OUR GOALS

- **Principled:** To raise self-confident individuals who are open to the world and guided by Atatürk's principles.
- **Inquisitive:** To ensure that our students become curious and questioning individuals who can access and apply accurate information.
- **Open-minded:** To cultivate individuals who are attached to their own culture and universal values, respectful of differences, sensitive to the needs of others, and guided by a sense of responsibility.
- **Caring:** To nurture individuals who are responsible toward the planet's natural resources, equipped with an understanding of sustainability, and who approach environmental issues with solution-oriented thinking.
- **Competent:** To enable our students to use their mother tongue effectively in academic and social life, while developing strong communication skills in two foreign languages.
- **Balanced:** To support students in becoming balanced, adaptable, resilient, and competent individuals by integrating academic achievement with artistic, athletic, and social development.
- **Self-directed:** From an early age, to instill in students the ability to take on everyday responsibilities, act independently, manage their own tasks, contribute effectively and constructively to their work, add value to their endeavours, and live in harmony with themselves and the world.

## 4. IB MISSION

"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" ("Our Mission").

## 5. IB Learner Profile

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

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



Source: "Learner Profile for IB Students."

## 6. International Baccalaureate and Diploma Programme General Information

### 6.1 IB, International Baccalaureate

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

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

### 6.2 DP, Diploma Programme

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

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

- They can handle a heavier workload, use their time more effectively, and fulfill their responsibilities more than others.
- Research conducted in Canada, the UK, and the US shows that thesis work helps students improve their learning methods during their university education ("Diploma Programme").



### 6.3 How is the IB Diploma Recognized in Different Countries?

According to 2023 data, there are schools awarding the IB diploma in 155 countries worldwide, and students graduating from these schools apply to higher education in an average of 90 different countries annually.



The IBDP prepares students for life and university at a very advanced level, so it is respected and accepted by universities around the world.

Due to the diversity of local education systems in different countries, the principles regarding the acceptance of the IB diploma in different countries may vary.

Many countries have specific country statements regarding the recognition of the IB diploma, and these statements can be reviewed on the IB's official website.

In addition, research conducted by the IB shows that DP graduates in both Türkiye and other countries have higher GPAs in their university education and are better equipped with the skills necessary to succeed at university. As similar research and results exist in the business world, the IBDP also has a distinct prestige beyond university life ("What is the DP?").

### 6.4 Which universities accept IB students?

Higher education institutions around the world establish specific admission policies and guidelines for IB students and accept students who graduate from the IB programme according to these principles.



Admission criteria can vary widely depending on the country, education system, and even the specific higher education institution chosen within the same country.

At this point, institutional reports containing policy information regarding the acceptance of the IB diploma, as reported by the universities themselves to the IB, should be examined. These reports are available on the IB's official website under the name "University Policy Index." By filtering by country in the "University Policy Index," you can view the IB diploma acceptance requirements for the country you are interested in in detail.

### 6.5 DP, Diploma Programme, and Turkish Universities

Due to the centralized examination and placement system in our country, it is not yet possible to enroll in Turkish universities directly using the IB diploma; however, private universities can offer significant scholarship opportunities based on candidates' IB scores. In addition, some Turkish universities may offer IBDP graduates the right to transfer between departments or be exempt from certain courses if they meet specific criteria.

## 6.6 DP Curriculum and Programme Model

The Diploma Programme curriculum and programme model consist of core subjects and six subject groups, aiming to broaden students' horizons and enable them to apply their knowledge and skills during their education. The programme is organized under an international awareness umbrella. Its core consists of TOK-Theory of Knowledge, Extended Essay, and CAS-Creativity, Activity, Service. The entire model is built on teaching and learning approaches.

The six subject groups are as follows, and details of the courses offered in each group can be found in the programme model on the following page of the brochure.



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

## 6.7 Bilingual – Bilingual DP

Students who meet one or both of the following criteria are eligible to receive a Bilingual IB Diploma.

- Taking two language courses from Group 1 and achieving a minimum grade of 3 out of 7,
- Taking one course from Group 3 or 4 in a language other than the mother tongue course in Group 1 and achieving a minimum grade of 3 out of 7.

## 6.8 GIB-The Gemischtsprachige IB Diploma

Under the agreement between the IB and the German government, history, biology, German A or B, chemistry, and TOK courses can be taught in German. The IB programme with this feature is recognized as a bilingual IB diploma, or GIB (Gemischtsprachiges International Baccalaureate), where courses are taught in German. GIB may be a requirement for applying to certain German universities or departments within these universities, or it may give students an advantage in their applications.

At our school, biology and history courses are also offered in German under the GIB programme, providing an advantage to our students who plan to apply to universities in Germany.

## 7. Recommended Courses for ALEV Bilingual

**Course Options Offered in the IB Diploma Programme at ALEV High School:**

Students choose 3 Standard Level (SL) and 3 High Level (HL) courses.

GROUPS	COURSES
GROUP 1	Turkish A Literature HL / Turkish A Literature SL
GROUP 2	German B HL
GROUP 3	TITC* (in Turkish) SL / History (in German) SL / Business and Management (in English) SL
GROUP 4	Biology (in German) SL / Biology (in German) HL / Physics (in English) SL / Physics (in English) HL / Chemistry (in English) SL
GROUP 5	Mathematics A&A (in English) SL / Mathematics A&A (in English) HL
GROUP 6/ELECTIVE	English B SL/ English B HL/ Visual Arts (in English) SL / Visual Arts (in English) HL / Physics (in English) SL / Biology (in German) SL / Chemistry (in English) SL

HL/SL: Standard Level (SL) courses are taught for a total of 150 hours over two academic years, while Higher Level (HL) courses are taught for a total of 240 hours.

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

### 7.1. Core Courses

**TOK:** Based on the central theme of "How do we know what we claim to know?", it addresses the nature of knowledge and the role of evidence.

**EE:** An independent research paper of 4000 words that the student will write on a subject of their choice.

**CAS:** Activities and projects that include "Creativity," "Activity," and "Community Service" work, in which students demonstrate performance beyond the curriculum.

## 8. Group Course Descriptions

### 8.1. Group 1: Language and Literature - Turkish A - Literature Higher Level/Standard Level (HL/SL)

#### 8.1.1. The Aims of the IB DP Mother Tongue Subject

- To enable students to view literary works of different genres, periods, and styles,
- To conduct in-depth and detailed analyses and establish connections through inference,
- To respect different cultural perspectives and understand how these perspectives create meaning,
- Show respect for works from a formal and aesthetic perspective,
- Be able to view literary works conceptually and establish connections between concepts,
- See how literary genres can relate to each other by establishing connections between texts,
- To be able to view the goal of creating a sustainable world through the lens of literature and to recognize that literary works can also serve this purpose,
- Ensuring that they enjoy literature and language-related studies throughout their lives is among the fundamental objectives of the course.

#### a) Approaches to Teaching and Learning Specific to the Course (ATT & ATL Skills):

The IB Diploma Programme is built on six teaching and five learning approaches based on contemporary educational research. These approaches are the fundamental elements that enable the IB philosophy to be implemented in the classroom. In the Turkish A: Literature course, these approaches play an important role in developing students' critical thinking, research, communication, self-management, and collaboration skills. Thus, students not only analyze literary texts but also become more equipped individuals by establishing interdisciplinary connections in their learning processes.

#### b) Teaching Approaches and Their Application in Our Course:

Turkish A: The approaches to teaching and learning in the literature course are as follows:

• **It is based on research and inquiry.** Students are encouraged to discover knowledge through their own research rather than receiving it ready-made, and to construct their own understanding during this process. To this end, research and presentations are conducted on the period in which the work was written, the author's life, and the fundamental information contained in the work. For example, researching the historical aspects of disease in Albert Camus' novel "The Plague" and questioning its social dimensions in conjunction with literature are among the tasks expected of students.

• **Focuses on understanding concepts.** Concepts are addressed both to deepen interdisciplinary understanding and to enable students to make connections between different contexts. These concepts are discussed at local and global levels, supporting students in transferring their learning to new contexts. For example, comparing the theme of "war" in Dino Buzzati's novel "Tatar Çölü" with today's perceptions and discussing the effects of wars on individuals and society through literature can be cited as an example.

• **It emphasizes teamwork and collaboration.** Students develop critical thinking and interpretation skills through group work both inside and outside the classroom. For example, dividing students into groups for poetry completion exercises or organizing interpretation activities based on paintings by artists strengthens collaborative learning.

• **It is inclusive and values diversity.** The course allows students to develop personal goals by considering their identities and individual differences. Students are asked to do personal interpretation work based on different texts; each student's perspective, strengths, and unique interpretations are valued in the classroom environment.

• **It uses assessment as a guide.** Assessment is not only a measuring tool but also a process that supports learning. Students are regularly assessed through midterms, mock exams, and interpretation exercises; they receive both written and verbal feedback. In addition, the "Assessment Criteria" are clearly shared so that students know what criteria they are being assessed on, enabling them to manage their learning processes more consciously.

#### c) Learning Approaches and Their Application in Our Course:

These approaches and skills support students in becoming self-regulated individuals who can ask the right questions, set effective goals, pursue their objectives with determination, and manage their own learning process. These skills are highlighted in the literature course as follows:

• **Research Skills:** The intertextual approach is used specifically to develop students' research skills. Students conduct in-depth analysis by examining the relationships between different texts and discovering the interdisciplinary nature of literature.

• **Communication Skills:** Students' ability to express themselves is developed using the possibilities of written and oral expression. Book readings, written analyses, presentations, and discussions form the basis of these activities.

• **Social Skills:** Students learn to collaborate through group work and interactive teaching techniques. For example, the "court technique" activity applied to Émile Zola's novel "Thérèse Raquin" promotes both teamwork and the evaluation of different perspectives.

• **Self-Management Skills:** Opportunities are provided for students to control their own learning processes. For example, in classroom activities, students grade their own work, which fosters a sense of responsibility and a habit of self-evaluation.



Poetry Reading



A Work from a Creative Activity

## 8.1.2. Process and Assessment

During the two-year education process, students read at least 10 Higher Level (HL) and at least 7 Standard Level (SL) works according to the IB curriculum updated in 2021 and work on these works. These works, representing different periods, geographies, and social perspectives, also form the basic sources in the measurement and evaluation process of students. Students demonstrate what they have gained from these texts in their individual presentations, written essays (for HL), and May exams.

In DP Year 1, emphasis is placed on learning theoretical foundations. During this period, students acquire and begin to apply the skills included in the ATL approaches mentioned above. At the end of the term, they begin preparing the products to be used in the assessment process. In this context, they determine the topics for their written essays in June-July.

In DP Year 2, students complete their written essays by November and prepare for the individual oral exams held in February. Following the oral exams, the process continues with intensive practice for the written exams to be held in May.

The table below shows the assessment tools used throughout the two years of the course, particularly at the end of the second year, and their total impact on the grade.

External Assessment	Standard Level	High Level
1st Exam (Guided Literary Analysis)	35% 1 hour 15 minutes	35% 2 hours 15 minutes
2nd Exam (Comparative Essay)	35% 1 hour 45 minutes	25% 1 hour 45 minutes
Individual Oral	30% 15 minutes	20% 15 minutes
High Level Essay	-	20%

## 8.1.3. Books to be Read

The works that students will read over the two-year period are selected by subject teachers from the list of authors and genres prepared by the IB. These selections take into account not only the students' levels, interests, and class dynamics, but also diversity in genre, period, geography, and gender. This gives students the opportunity to become acquainted with different literary traditions, cultures, and perspectives. The lists, prepared to support the development of both students and teachers, are updated annually with minor changes. Below is a sample list of works read as part of the course:

1	Gülten Akin - Şiir Seçkisi	6	Peyami Safa - Fatih Harbiye
2	Gabriel García Márquez - On İki Gezici Öykü	7	Albert Camus - Veba
3	Montaigne - Denemeler	8	Dino Buzzati - Tatar Çölü
4	Aziz Nesin - Öykü Seçkisi	9	Khaled Hosseini - Uçurtma Avcısı
5	Şinasi - Şair Evlenmesi	10	Émile Zola - Thérèse Raquin

## 8.1.4. Learner Portfolio

Students collect all their work over two years in a "Learner Portfolio." The portfolio is one of the core elements of the Turkish A course and is mandatory for all candidates. These files, which constitute an individual collection for our students, are archived via the ManageBac system; thus, the risk of work being deleted or lost is eliminated, and they become easily accessible to teachers.

The portfolio is not directly assessed by the International Baccalaureate (IB), but it forms the basis for preparation for internal and external assessment tools. It provides concrete evidence of students' progress and reflects the preparation process for the formal assessment components. In addition, portfolios may be reviewed to document academic integrity principles or to monitor the correct implementation of the curriculum. In this respect, the portfolio reflects not only the student's academic development but also the ethical and pedagogical principles of the IB programme.

## 8.1.5. Connection of the Subject with Theory of Knowledge (TOK)

Turkish A: Literature directly connects with Theory of Knowledge (TOK) to develop students' critical and inquiring thinking skills. Students approach literature not only as an aesthetic field but also as a process of knowledge production and cross-cultural meaning construction. In this context, they reflect on questions such as:

- How important is the cultural or historical context for the production and reception of a literary text?
- How do we approach literary texts from different periods and cultures?
- What depths can literary texts offer to another culture?
- How does the meaning and impact of a text change over time?
- How do literary works reflect or transform cultural practices?
- How does language represent identity and societal differences?
- How do genres and forms shape the formation of literary meaning?

Through these questions, students discover how literature shapes knowledge, what kinds of meanings intercultural interaction can produce, and how knowledge transform depending on context.

## 8.1.6. Connection of the Subject to CAS

The outcomes of Turkish A also inspire students' Creativity, Activity, Service (CAS) projects. The awareness they gain through literature is transformed into social responsibility. For example, based on the themes of war, migration, and minority issues highlighted in the novel, Uçurtma Avcısı, students can plan weekend activities for children facing similar problems in their own cities. Likewise, based on Gülten Akin's poem Kestim Kara Saçları, students can hold discussions on female identity, freedom, and individual choices.



In this process, they can produce creative works such as preparing posters on gender equality or shooting short films. These works show students that literature is not only an academic pursuit but also an experience that touches life.

## 8.2. Group 2 – Language Learning

### 8.2.1. Language B – German Higher Level (HL)

#### 8.2.1.1. Course Objectives and Language

The German HL programme is an international standard language development programme that aims to develop students' advanced language skills, analyze literary works, and understand cultural differences. The language of instruction is entirely German, and weekly schedule is organized according to IB criteria.

#### 8.2.1.2. General Course Objectives

- To develop communication, interpretation, analysis, and critical thinking skills at an advanced level.
- To be able to analyze literary techniques such as word choice, rhetorical devices, direct/indirect speech, irony, and personification.
- To discuss the symbolic meanings of characters, events, and settings in literary texts.
- To be able to analyze literature using research and new media.
- To recognize and evaluate cultural differences.
- To expand vocabulary and linguistic creativity.

#### 8.2.1.3. Course Assessment Criteria

HL students are assessed in the following skills according to the criteria set by the IB:

##### Comprehension Skills

- Understand and analyze personal, professional, and media texts.
- Analyze themes, plot, and characters in literary texts.
- Develop arguments and provide explanations to grasp meaning.

##### Communication Skills

- Expressing thoughts and ideas both in writing and verbally.
- Presenting arguments and examples with explanations.
- Defining, describing, comparing, persuading, and justifying.

##### Communication and Interaction Skills

- Being able to conduct discussions on various topics and expand the flow.
- Evaluating opposing ideas, taking an active role in debates and classroom interactions.
- Continuously encouraging linguistic communication.

#### Methods for Developing Language Skills

##### Writing:

- Students are encouraged to practice free writing using digital tools such as new media (e.g., Padlet, Quizlet, blogs, online forums).
- Questions can be asked via Padlet and discussed in class.
- Students are encouraged to write spontaneously and distinguish between question types (yes/no – research questions).
- The correct use of search engines (e.g., Google.de/at) is taught, and joint research is conducted on the web.

#### Reading and Comprehension:

- A distinction is made between detailed reading and skimming.
- The goal is to reduce the number of unknown words by not immediately consulting a dictionary.

#### Listening and Comprehension

- Listening exercises from the Deutsch im Einsatz book are supported by videos from the internet.
- Note-taking practice is done while listening.
- The “questioning” skill focuses on targeted questioning and getting the right answer.

#### Speaking:

- Oral work is done every lesson hour.
- Students reproduce texts through questions.
- The difference between everyday language and scientific language is discussed using introductory questions added via Padlet.
- The goal is to recognize the difference between the language of science and everyday language and to develop objective and unbiased expressions.

#### Working with Real Texts:

- Researching reliable sources and distinguishing between reliable and unreliable sources.
- Understanding the importance of quotations and learning to quote correctly.
- Understanding the difference between scientific language and everyday language.
- Developing strategies for verifying and proving claims.

#### Course Materials and Literary Works

- Deutsch im Einsatz – Coursebook & Workbook (Cambridge University Press)
- Friedrich Dürrenmatt: Die Physiker
- Friedrich Dürrenmatt: Der Besuch der alten Dame
- Franz Kafka: “Vor dem Gesetz” (Parables)

#### Interdisciplinary Collaboration

- History: Post-war Germany and social changes through Der Besuch der alten Dame.
- Psychology: Psychological analysis of the characters' behavior in Die Physiker
- Philosophy: Discussion of the concepts of free will, ethical responsibility, and justice.
- Art and Drama: Adaptation of the works for the theater stage and their connection to the visual arts.

#### TOK Connections

- Die Physiker: “Should knowledge always be used for the benefit of society?” / “Can scientific knowledge be independent of ethical values?”
- Der Besuch der alten Dame: “Is justice universal, or does it vary according to culture?” / “How does language shape social values?”

#### CAS Connections

- Cultural projects, literary events, and social service projects.
- Highlighting the function of language in intercultural communication.

## Sources

- Textbooks: Deutsch im Einsatz (Cambridge University Press)
- Literary works: Friedrich Dürrenmatt: Die Physiker, Der Besuch der alten Dame (Diogenes Verlag)
- Additional resources: Cornelsen: Aspekte neu B2/C1; Cornelsen: Literatur und Kommunikation; Cambridge: IB Skills German B
- Current media: Die Zeit, Der Spiegel, Süddeutsche Zeitung
- Online platforms: Padlet, Quizlet, Kahoot
- Audiovisual resources: DW podcasts, ZDF/ARD documentaries



## 8.2.2. Language B - English Higher/Standard Level (HL/SL)

### 8.2.2.1. English Language Acquisition within the IB Diploma Programme

English B is a course offered within Language Acquisition, one of the six subject groups of the IB Diploma Programme (DP). It aims to help students learn a second language in a cultural context and use that language effectively, creatively, and appropriately.

English B, offered at ALEV High School, is designed for students with intermediate proficiency in English (at least B1 CEFR level) and is available at both “Standard Level (SL)” and “Higher Level (HL)”. The structure and content of the course prepare students for academic success while also developing international awareness, multicultural understanding, and lifelong learning principles.

### 8.2.2.2. Course Objectives

The IB Diploma Programme aims to develop students not only academically, but also as ethical, thoughtful, caring, and open-minded individuals. In this context, the English B course is directly related to the following IB objectives:

1. Critical Thinking and Meaningful Communication: Students learn the functional aspects of language and gain the ability to use it critically and effectively in different social and cultural contexts.
2. Intercultural Understanding and Respect: Through different text types, literary works, and global themes, students learn about the lifestyles, value systems, and belief structures of other societies. This fosters tolerance, empathy, and cultural awareness.
3. Approaches to Learning (ATL): The course content continuously supports research, self-management, social interaction, communication, and thinking skills (ATL skills).
4. Connections with TOK (Theory of Knowledge): The relationship between language, knowledge, and reality is explored through themes such as the role of language in knowledge production, the subjective nature of literary interpretations, and the impact of cultural context on knowledge.
5. Responsible Citizenship with CAS Integration: The course content is linked to social responsibility projects, enabling students to use their acquired language skills to raise social awareness.

### 8.2.2.3. Course Content

The English B course is conducted within the framework of the following five main themes defined by the IB. These themes deepen students' understanding of both language and intercultural issues:

1. Identities: Personality, beliefs, health, subcultures, the relationship between language and identity
2. Experiences: Life events, travel, migration, leisure activities
3. Social Organization: Family, education, working life, social justice, communities
4. Human Ingenuity: Technology, media, art, cultural production, and communication
5. Sharing the Planet: Environment, global issues, ethics, equality, conflict, and peace

Through these themes, students grow into individuals who can view the world critically and are sensitive to global issues.

### 8.2.2.4. Course Assessment Criteria

Within the context of these themes, the following reading, writing, speaking, and listening skills are developed:

#### 1. Reading:

Students extract information, identify main ideas, analyze the author's intent, and make intertextual comparisons by working on different types of authentic texts (articles, blogs, literary texts, etc.). These activities develop both linguistic and cultural literacy.

#### 2. Writing:

Students develop creative, functional, and academic writing skills. They are expected to produce texts in the following genres:

- Personal letters, diaries, blogs
- Reports, speech texts, brochures
- Critiques, articles, application forms
- Letters to the editor, university application essays

#### 3. Speaking:

Students develop fluency, pronunciation, coherence, and interaction skills through individual presentations, debates, and spontaneous speaking exercises. SL and HL students receive 25% of their diploma grade through oral assessments (“Internal Assessment”).

#### 4. Listening:

Through listening texts with different accents and social contexts, students gain the ability to both understand content and make critical evaluations. They also work on active listening and note-taking strategies.

In addition, during the programme, they read two literary novels written in the original language and prepare both written analyses and oral presentations on them. In this process:

- Character and theme analysis
- Narrative techniques
- Cultural and historical context
- The author's use of language are developed, and strong connections are made with TOK. HL students complete their end-of-year oral assessments (Internal Assessment) based on selected passages from these two books.

## 8.2.2.5. Interdisciplinary Collaboration

English B course aims to develop not only the students' language skills but also their learning skills and collaborates with all other subjects. An example of this is when students study Of Mice and Men and To Kill a Mockingbird, they bring the topics they learn in history class to English B. In this context, students prepare presentations, hold discussions, and conduct debates using the historical background. In this way, they both gain a deep understanding of the context of literary texts and develop their interdisciplinary thinking skills.

## 8.2.2.6. Connection of the Subject with CAS

English B content can be directly linked to students' CAS projects in the areas of community service, creativity, and physical activity. Example CAS connection: Under the theme of "gender equality," students organize a fashion show at school. This event emphasizes the acceptance of differences and the importance of combating discrimination. The proceeds are donated to relevant NGOs.

## 8.2.2.7. Connection of the Subject with TOK (Theory of Knowledge)

Every literary analysis, every written production, and every discussion in English B is linked to the fundamental questions of TOK:

- "How does language shape knowledge?"
- "To what extent is the interpretation of a text subjective?"
- "How does cultural context affect the interpretation of knowledge?"

Particularly in novel analyses, students are encouraged to become individuals who question knowledge in the context of TOK and think from multiple perspectives.

## 8.2.2.8. Resources Used

- English B Course Companion (2nd Edition) – Oxford University Press
- John Steinbeck: Of Mice and Men – Penguin
- Harper Lee: To Kill a Mockingbird – Arrow Books
- Kognity Digital Learning Platform
- Booklets prepared by the Language B: English teachers



## 8.3. Group 3 – Individuals and Societies

### 8.3.1. Turkey in the 20th Century (TITC) (in Turkish) Standard Level (SL)

Turkey in the 20th century is a multidisciplinary, school-based curriculum that adopts an international perspective based on the requirements of the "Turkish National Education Curriculum" for history, geography, and sociology courses. Türkiye is geographically located at the intersection of two continents and culturally at the convergence of at least two major civilizations. This situation has influenced not only Türkiye's history and culture but also its neighbors.

The aim of the course is to examine the interplay of these influences using the concepts and analytical frameworks of each discipline (history, geography, and sociology) required in the "Turkish National Curriculum." It includes an international perspective to help students understand Türkiye's role in the region and the world, especially the historical convergence between "East" and "West."

#### 8.3.1.1. TITC Course Assessment Methods

##### First Exam: 24 points / Duration: 1 hour / Weighting: 30%

- Consists of questions based on any unit in the curriculum except Unit 6. (Units 1, 2, 3, 4, 5)
- Questions will be asked from a different unit each year.
- Candidates are given 4 sources.
- Candidates answer 4 structured questions using the given sources and their own knowledge.
- Assessment outcomes: AO1, AO2, AO3

##### Second Exam: 30 points / Duration: 1 hour 30 minutes /Weighting: 45%

- Based on the 5 units in the syllabus. Long-answer questions will be asked from the other 5 units, excluding the unit covered in the "Paper-1" exam that year.
- Candidates will answer one long-answer question each from two different units they choose.

##### Internal Assessment: 25 points / Weighting: 25%

Section 1. Identification and evaluation of sources: Max=500 words/Max Points=6

Section 2. Research: Max =1,300 words/ Max Points=15

Section 3. Critical thinking: Max=400 words/ Max Points=4

Note: References are not included in the word count.

Total (maximum word limit): 2,200 words

Total: 25 points

#### 8.3.1.2. TITC and Theory of Knowledge (TOK)

As in other fields of knowledge, there are various ways of acquiring knowledge in the humanities. Methods such as experimentation and observation, inductive and deductive reasoning, data and evidence collection, and debate can be used to understand and explain patterns of human behavior. In courses related to individuals and societies, students should evaluate their information demands by exploring questions regarding validity, reliability, credibility, and certainty, as well as the individual and cultural perspectives related to these questions.

### 8.3.1.3. TITC and CAS

#### I Tell My Sibling About Atatürk

Every November, 11th grade IB students tell their siblings in kindergarten and elementary school about Mustafa Kemal Atatürk, the founder of our Republic, as part of the “November 10 Atatürk Week Activities.” The young people convey to their younger siblings the lesser-known aspects of Atatürk, beyond his well-known roles as statesman, leader, and soldier, through various presentations and performances. They plan the entire week themselves.

### 8.3.1.4. Supporting Resources for the Course

In addition to the booklets prepared by the course instructor, the following resources are also used during the course.

#### History:

1. Nutuk- Atatürk, Turkish Historical Society Publication (Atatürk Research Center Publication)
2. 20th Century Political History, Fahir Armaoğlu
3. Political History 1- 2 / Prof. Dr. Oral Sander, İmge Publishing House
4. Atatürk- Lord Kinros
5. Turkish Foreign Policy I, II, III. Baskın Oran (Ed.)
6. The History of Modern Turkey, Erich J. Zürcher
7. The Emergence of Modern Turkey, Bernard Lewis
8. Feroz Ahmad, The Formation of Modern Turkey and Feroz Ahmad, İttihat Terakki
9. History of Civilization, Server Tanilli, Cumhuriyet Publishing House
10. The Establishment of Single-Party Rule, Mete Tunçay
11. The Era of the National Leader in Turkey I, II, Cemil Koçak
12. Modern History - An Atlas of Europe from 1815 to 2000, Sabancı University Press
13. 19th Century Political History, Fahir Armaoğlu
14. The Grand Chessboard, Z. Brzezinski
15. The Anatolian Revolution, Sabahattin Selek

#### Geography:

1. The War of Independence in Economics, L. Hilal Akgül
2. The Turkish Economy Through Events, Yalın Alpay-Emre Akın
3. From Feudal Society to the Twentieth Century, Leo Huberman, İletişim Publications
4. Turkey's 200-Year Economic History, Şevket Pamuk
5. The Economic History of the Republic, Oktay Yenal
6. Ottoman Turkey Economic History, Şevket Pamuk, İletişim Yayıncılıarı
7. Turkey Economic History, Korkut Boratav, İmge Yayınevi
8. History of Civilization, Server Tanilli, Cumhuriyet Publishing
9. Turkey's Economy from the Tanzimat to the 21st Century, Gülten Kazgan, Bilgi University Press
10. Human Geography – People, Culture, Space, Prof. Dr. Nazmiye Özgür- Prof. Dr. Erol Tümerterkin
11. Economic Geography Prof. Dr. Nazmiye Özgür- Prof. Dr. Erol Tümerterkin
12. The First Industrial Revolution, Phyllis Deane, Turkish Historical Society Publications
13. Economic History of World Population, Cipolla, Ötüken Publishing House
14. From Wheels to Chips in 75 Years, History Foundation Yurt Publications
15. Regional Inequality and Regional Planning in Turkey, İlhan Tekeli, History Foundation Yurt Publications
16. Industrial Writings for an Industrial Society, İlhan Tekeli, History Foundation Yurt Publications

#### Sociology:

1. Modernization in Turkey, Niyazi Berkes, Yapı Kredi Publications
2. The Formation of Modern Turkey, Feroz Ahmad, Kaynak Publications
3. The World Economy in Historical Perspective, Mahfi Eğilmez, Remzi Bookstore
4. Turkey in the Process of Change, Mahfi Eğilmez, Remzi Bookstore
5. Turkish Modernization Essays, Şerif Mardin, İletişim Publications
6. Thinking Sociologically, Zygmunt Bauman, Ayrıntı Publications
7. Homo Sapiens, Yuval Noah Harari, Kollektif Kitap
8. History of Civilization, Server Tanilli, Cumhuriyet Publishing House
9. Main Topics in Sociology, Baykan Sezer, Kızılelma Publishing
10. Change, Modernization, and Nationalization in the Ottoman Empire, Kemal Karpat, İmge Publishing
11. Ziya Gökalp, Turkification, Islamization, Modernization, (Various Publishers)
12. Yusuf Akçura, Three Styles of Politics (Various Publishers)

### 8.3.2. History (in German) Standard Level (SL)

#### 8.3.2.1. General Information

The history course included in the IB diploma programme is planned for a total of 150 hours in grades 11 and 12. The history course is offered at the “standard level.” The course, which allows for the study of the past in an exciting, challenging, and intellectual framework in German, is a world history course that examines the political, economic, social, and cultural aspects of different periods of the past. The course, which teaches students to think historically, develop scientific skills, and acquire factual knowledge, focuses on the development of critical thinking and understanding different interpretations of history. The aim is to enable students to internalize a deeper understanding of human nature and today's world.

#### 8.3.2.2. Approaches to Learning (ATL)

In connection with ATL, students learn the learning techniques/methods used by historians. Students learn to research, select, and evaluate works and sources, quote from texts, and work with bibliographies. They also gain the ability to compare, evaluate, and interpret sources. These “sources” include not only texts, but also historical cartoons, photographs, maps, films, and audio recordings. Students who can apply historians’ methods in history classes can also use these techniques in their future academic work. Furthermore, engaging with history provides students with an excellent opportunity to learn how to understand whether facts, data, sources, etc. are real or fake or propaganda. This skill is timeless and can therefore be applied today, for example, when examining current events.

#### 8.3.2.3. TOK (Theory of Knowledge)

“Theory of Knowledge (TOK)” is closely related to history. In almost every history class, questions related to TOK are asked about where knowledge comes from, how it is produced, and how existing knowledge is verified. The aim is to show students ways of critical thinking and encourage them to do so. Students develop the courage and ability to acquire new knowledge, question what seems fixed, avoid blindly trusting authorities, and learn by researching and verifying information. Another focus of the connection with TOK is for students to gain different perspectives on an issue or question. Understanding different perspectives also fosters tolerance towards other cultures.

Students who learn critical thinking in 11th grade through various activities in class learn the reasons and contexts in which terms such as “ethnic cleansing,” “genocide,” “resettlement,” and “deportation” are used by comparing them with historical and current sources, and they reach a conclusion.

### 8.3.2.4. Grade 11 History Lessons

In 11th grade history classes, emphasis is placed on the introduction to history, “The Road to Global War,” and the selection of topics for internal assessment. Students learn to use the methods of historians independently. They learn what historical sources are and research examples of written sources and categories such as maps, photographs, and cartoons. This gives students a comprehensive idea of the “craft” of the historian. Gradually, they learn what resources a historian has and what they need, their ability to reconstruct history, and the limits of historical science. In “The Road to Global War,” students explore the background of World War II using sources such as books, newspaper articles, and documentaries. In addition to the historical events themselves, they develop a broad perspective on the economic, political, and ideological causes and consequences of this war. By comparing these developments with events around the world, the history course helps students clarify their views on current events. Students prepare a research question within the scope of a scientific research paper and write their articles.

### 8.3.2.5. Grade 12 History Lessons

The focus points of the 12th grade lessons are the “Cold War,” the topic of “Authoritarian States,” and the completion of historical research studies. Regarding the “Cold War,” comprehensive information is provided about the events, causes, and consequences, as well as the economic, political, and ideological characteristics of this conflict. Students integrate the consequences/events in Europe and the world into the topic of the “Cold War”; they compare these with current political and economic processes and discuss the results. Within the same scope, the literary work taught in German class, *Der Besuch der alten Dame* (The Visit of the Old Lady), addresses the social changes that took place in post-war Germany. Lessons on “Authoritarian States” focus on Hitler’s dictatorship and Cuba under Fidel Castro. The reasons for the emergence of this dictatorship, the measures taken to consolidate it, and the oppression and suppression of the opposition, the social policies of the dictators, their impact on young people, women’s policies, and the effectiveness of propaganda are also examined. Towards the end of 12th grade, students complete their historical research projects and prepare for the final exams for the IB diploma.

### 8.3.2.6. Features

In history class, students do not work with a textbook, and teaching is not done in a traditional manner. Students develop independently with their knowledge and skills, and the teacher generally acts as a consultant and provides self-compiled reading material on individual topics. Work primarily draws on German books, newspapers, libraries, magazines, and the internet. In history classes taught exclusively in German, students develop different perspectives on all kinds of topics, learn to express themselves objectively in writing and speech, and formulate their own views on historical events. These valuable skills will also benefit them in their future studies and careers.

### 8.3.3. Business Management (in English) Standard Level (SL)

The Business Management course aims to provide students with the fundamental theoretical knowledge and analytical skills necessary to understand the dynamic and global business world of the 21st century. The course enables students to understand a business’s internal and external environment, its basic functions (marketing, finance, human resources, operations management), and the strategic relationship between these functions.

### 8.3.3.1. Key Competencies Our Students Will Acquire

**Students who successfully complete this course will:**

- Master the basic concepts and principles of the business world,
- Acquire the ability to analyze business problems they encounter and develop solutions,
- Learn to make strategic decisions by interpreting quantitative and qualitative data,
- Develop a sense of business ethics and corporate social responsibility.

### 8.3.3.2. Assessment Process and Criteria

Assessment Component	Weighting	Description
Internal Assessment	25%	A written research report prepared by the student focusing on a specific issue within a real business or organization. This task assesses the student’s research, analysis, and reporting skills.
External Assessment	75%	Consists of two separate exams: <b>Paper 1:</b> Involves answering structured questions based on a pre-released case study. <b>Paper 2:</b> Includes structured questions covering the entire syllabus, incorporating both quantitative and qualitative data.

The Business Management course provides a solid foundation for our students to develop the critical thinking and problem-solving skills they will need in their university life and future careers.

This course connects TOK’s abstract questions with concrete business scenarios. Students:

- Question **the ethical assumptions** behind business decisions.
- Discuss **the extent** to which marketing strategies and financial models represent reality.
- Analyze how the concept of “success” **can have different meanings** for a shareholder, an employee, or society.

The Business Management course provides the practical skills required for CAS projects. Students:

- **Creativity and Service:** Directly apply project management, budgeting, and marketing skills by designing a marketing campaign for a non-profit organization or developing a social entrepreneurship project.
- **Event and Organization:** Develop leadership skills by using resource planning and operations management principles when organizing a tournament or event at school.

### 8.3.3.3. Course Support Resources

- Business Management for the IB Diploma Coursebook with Digital Access-Cambridge University Press
- Harvard Business Review
- The Economist

## 8.4. Group 4: Science

### 8.4.1. Biology (in German) Standard/ Higher Level (SL/HL)

The fundamental goal of the IB programme is to educate students who are thoughtful, inquisitive, open-minded, principled, risk-taking, socially aware, balanced, and communicative as citizens with an international mindset. The biology curriculum presents itself with a complex structure with 4 themes and 4 levels of organization. In addition, approaches such as TOK (Theory of Knowledge), ATT and ATL (Approaches to Teaching and Learning), and NOS (Nature of Science) integrated into the course support our goal.

Biology is the science that studies the structure of living things and their interactions with each other and their inanimate environment. The biology course is offered at two levels, SL-Grundstufe and HL-Leistungstufe, for students to choose from. The biology curriculum outlined above applies to both levels, although the HL level provides a more in-depth look at the subject. Our topics include cells, molecular biology, genetics, the structure and functioning of living organisms, ecology, evolution, and the classification of living organisms.

Students who choose biology in the IB programme reinforce and develop their knowledge of biology. Activities such as discussion, research, graph and article analysis are an important part of the course. Carefully completing the practical work done during the course will guide students in preparing their theses (IA/Internal Assessment). Practical work includes laboratory experiments as well as virtual experiments, simulations, or the use of databases.

The ability to use knowledge and the skills acquired are important for success. These skills can be developed through reinforcement and practical work, as well as through the integration of elements such as TOK (Theory of Knowledge) and NOS (Nature of Science) into the course. Examples of this integration include studies on the formation of scientific developments, the collaborative work of scientists, and comparisons of similar and different reactions to scientific discoveries in different eras and countries. These studies and discussions also inspire students for CAS (Creativity-Activity-Service) activities.

Another goal of the biology programme is to provide students with a global perspective by establishing connections between science courses. The “Collaborative Sciences Project,” planned for the end of the second semester, serves this goal by developing students’ social and communication skills. This project allows all students to demonstrate the knowledge and skills they have acquired in physics, chemistry, and biology courses.

The language of instruction for the biology programme is German. IB students must be able to use the language of their courses fluently to convey their knowledge comfortably and express themselves. Science courses have their own language. In these courses, the meanings of some words used in everyday language may differ and may also be expressed with symbols. Through this globally established language and symbols, scientists can communicate easily among themselves without any misunderstandings. While following the biology programme, our students develop scientific language and learn to express themselves in this language.

At the end of the two-year programme, students are evaluated through two exams and an experiment report-IA. This evaluation results in a grade out of 7 points, which contributes to the total graduation score. Our students have a great responsibility in preparing for these exams. Teachers are also there for their students during this process and support them.

There is no German textbook available for IB Biology. Lecture notes, experiment reports, and worksheets are prepared by ALEV High School biology teachers and shared with students. During lesson preparation and in-class activities, books such as Pearson and Oxford; portals such as Kognity and InThinking; and websites such as The Simple Biology Club and Bioninja are used.

Although IB biology topics do not correspond exactly to national system biology topics, they can be considered 70% related. Differences from the national system are also noticeable in the way the topics are covered. The IB programme expects teachers and students to be open-minded, inquisitive, and to take a critical approach by observing themselves and their surroundings. The IB biology course is also taught in line with these objectives.

### 8.4.2. Physics (in English) Higher and Standard Level (HL/SL)

The main goal of the physics course offered as part of the IB Diploma Programme is to prepare students academically for IB exams and support them in achieving the “IB Student Profile.” This course aims to equip students with the analytical thinking, problem-solving, and experimental research skills necessary to understand the fundamental principles of physical concepts. Students can use these principles to analyze various physical phenomena and develop solutions.

As one of the cornerstones of scientific thought, physics plays an important role in shaping the scientific, economic, and social structure of the world, as well as technological developments. The IB physics course will be taught for a total of 150 hours at the Standard Level (SL) within the programme, while the High Level (HL) course will be taught for 240 hours. The HL course will enable students to learn physical concepts comprehensively with more in-depth content and advanced applications. The course includes lectures supported by sample question solutions, visual materials, models, and simulations. In addition, both virtual and real-time laboratory work allows students to observe experimental processes, collect data, and analyze it. During the course, students also benefit from online resources such as Kognity, Save My Exams, and Revision Village. A list of recommended reference books is also shared for interested students.

The course content covers the following five main themes:

- Theme A: Space, Time, and Motion
- Theme B: Particle Nature of Matter
- Theme C: Wave Behaviour
- Theme D: Fields
- Theme E: Nuclear and Quantum Physics

The use of graphing calculators is encouraged in all topics.

The Turkish Physics Curriculum (2024) and the IB Physics Curriculum (2025) share common aspects such as experimental learning, scientific thinking, and relating to everyday life, targeting physics education at the high school level. While the Turkish curriculum focuses on values education, digital literacy, and national projects within a local context, the IB programme stands out for its compliance with international standards, conceptual clarity, and diversity of assessment methods. The overall similarity rate is approximately 67%.

The assessment process is conducted through various learning outputs such as classroom participation, assignments, projects, exams, worksheets, and mock exams. Students also conduct experimental work by collecting and analyzing data within the framework of a research question they determine individually. This internal assessment work is prepared to be sent to the IB and constitutes 20% of the course grade.

Each semester, students take two physics exams prepared in accordance with the IB exam format. In 12th grade, the IB exam preparation process intensifies, and students have the opportunity to test their knowledge level, identify their weaknesses, and adjust their study plans accordingly through mock exams.

Throughout the course, students' ATL (Approaches to Learning) skills, such as social, thinking, communication, self-management, and research skills, are supported through various activities. For example, as part of the energy unit, students research a specific topic and give presentations to their classmates; during this process, their communication, research, and self-management skills develop.

Booklets specially prepared for each theme of the IB Physics course are created by ALEV High School physics teachers and shared with students. The following resources are used in the preparation process and in-class work:

- **For textbooks and assignments:** Kognity platform
- **For simulations:** PhET Colorado
- **For virtual experiments:** Virtual Lab application (VrLab)
- **For past exams and mock exams:** Revision Village and Save My Exams
- **To support individual learning:** Worksheets and experiment reports prepared by teachers

These resources enable students to both reinforce their theoretical knowledge and develop their experimental skills.

The physics course also contributes to CAS (Creativity, Activity, Service) activities. Students can prepare brochures or web pages aimed at raising public awareness by analyzing the advantages and disadvantages of energy sources. TOK (Theory of Knowledge) connections are also an important part of the course. Students are encouraged to think about topics such as scientific knowledge production, scientific methods, and the role of intuition and imagination. In addition, advisory support related to the field of physics is provided for TOK essays.

#### 8.4.3. Chemistry (in English) Standard Level (SL)

Chemistry is an experimental science that combines academic study with practical applications and the development of research skills. It is called a “central science” because it is based on fundamental principles that explain both the physical environment and biological systems. Chemistry is not only a discipline worthy of study in its own right; it is also a fundamental prerequisite for many fields such as medicine, biology, and environmental science.

In this course, students learn about the nature of science and the research processes of scientists, use scientific communication effectively, and discuss scientific ethical principles. In the 21st century, scientific skills are approached not only with technical competence but also with social responsibility, sustainability, and ethical awareness.

The aim of the IB Chemistry course is to develop students' scientific thinking skills to understand, model, and analyze chemical systems. Students make explanations using chemical models and experimental evidence, evaluate data, and express their conclusions in an evidence-based manner.

The Standard Level (SL) Chemistry course has a minimum teaching time of 150 hours and consists of two main themes: Structure and Reactivity.

The Structure theme covers the particulate nature of matter, bonding forms, and matter classifications; the Reactivity theme covers the causes, rates, and mechanisms of chemical changes. In this context, students cover topics such as atomic models, the periodic table, bond types, energy changes, reaction rates, equilibrium, acid-base, and redox systems.

Chemistry education is conducted with an experimental approach. Students discover chemical processes by conducting experiments both in the laboratory and on virtual platforms. At the end of each unit, they write detailed reports containing their observations, data, and conclusions, thereby acquiring fundamental skills such as measurement accuracy, error analysis, graph interpretation, data organization, variable control, and model creation. Critical thinking is at the forefront in the processes of designing experiments, interpreting findings, and drawing scientific conclusions. In addition, scientific communication skills are strengthened through activities such as posters, presentations, reports, and peer assessment.

Assessment consists of two main components: Internal Assessment (IA) and External Assessment.

- IA (20%) is an experimental, modeling, or data analysis-based research project conducted individually by the student. The process begins in the second quarter of 11th grade with the selection of a topic; drafts are completed at the end of 11th grade and the beginning of 12th grade, with the final submission in the first term of 12th grade.
- External Assessment (80%) consists of two written exams:
  - Paper 1 (1 hour 30 minutes): Paper 1A consists of multiple-choice questions, while Paper 1B consists of data analysis and application-based questions. Calculators are permitted, and the IB Chemistry Data Booklet is provided to students.
  - Paper 2 (1 hour 30 minutes): Contains short-answer and extended-response questions; assesses conceptual knowledge, data interpretation, and scientific reasoning. Calculators are permitted, and the IB Chemistry Data Booklet is provided to students.

The Collaborative Sciences Project, which is compulsory for all students, is an important learning experience that develops interdisciplinary thinking and inter-science collaboration, although it is not included in the assessment. Projects typically focus on themes such as sustainability, environmental chemistry, energy conversion, or biochemistry.

Chemistry education at ALEV Private Schools focuses on developing students' Approaches to Learning (ATL) skills. Critical thinking, problem solving, creativity, and collaboration skills are supported through group work, discussions, experiments, and digital simulations. Chemistry lessons are conducted in an integrated manner with Creativity, Activity, Service (CAS), Theory of Knowledge (TOK), and the Collaborative Sciences Project.



In TOK-related activities, students question the nature of knowledge through questions such as “To what extent do the development of atomic models influence each other?” or “How can we be sure of the accuracy of a scientific model?” Throughout the course, the effects of chemistry on the environment, energy, sustainability, and society are evaluated. Students develop environmental awareness through topics such as renewable energy, green chemistry, and waste management; they gain a responsible scientist’s perspective by paying attention to safety, data privacy, and ethical principles in experiments.

The course’s digital tools include ManageBac, Kognity, InThinking, Turnitin, and VR Lab. Thanks to VR Lab applications, students conduct experiments in a virtual environment, observe chemical processes in three dimensions, and gain safe laboratory practice. Oxford and Cambridge IB Chemistry SL textbooks are used as resources, along with original materials prepared by teachers. All resources are selected to cater to different learning styles, and the content is regularly updated according to the IB’s latest Chemistry Subject Guide.

## **8.5. Group 5 - Mathematics: Analysis and Approaches (in English) Higher / Standard (HL/ SL)**

### **8.5.1. Course Objectives, Language, and Hours**

The aim of the IB DP mathematics course is not only to prepare students for the IB exams, but also to enable them to understand the world through mathematics and to develop their problem-solving, critical thinking, and analytical skills.

The course is conducted in English and consists of 150 hours for SL and 240 hours for HL. Classes are held in mixed SL (Standard Level) and HL (High Level) classrooms. While HL topics are covered, SL students are supported with specialized work appropriate to their level.

### **8.5.2. Core Topics of the Course**

The course curriculum consists of five main topics that enable students to learn mathematics in both its theoretical and practical dimensions and to understand the university curriculum:

#### **1. Number & Algebra**

- Irrational numbers, logarithms, exponential expressions
- Sequences and series
- Complex numbers (HL)

#### **2. Functions**

- Definition, graphs, and transformations of functions
- Polynomial, exponential, logarithmic, trigonometric functions
- Partial functions, inverse functions

#### **3. Geometry & Trigonometry**

- Plane geometry, analytic geometry
- Trigonometric ratios, equations, and identities
- Vectors (HL)
- Advanced trigonometry for HL

#### **4. Statistics & Probability**

- Data analysis, measures of central tendency and dispersion
- Probability rules, combinatorics
- Binomial and normal distributions
- Regression (SL)

#### **5. Calculus**

- The concept of limits
- Derivatives and their applications (maximum-minimum, rates of change)
- Integrals and area calculations
- Differential equations (HL)

The aim is to complete 60% of the topics in the first year of the two-year programme and 40% in the second year. The second half of the second year focuses more on topic review and mock exams to prepare for the final assessment.

### **8.5.3. Course Assessment Criteria**

#### **External Assessment:**

- SL: Two written exams (80%)
  - Paper 1 (40%)
  - Paper 2 (40%)
- HL: Three written exams (80%)
  - Paper 1 (30%)
  - Paper 2 (30%)
  - Paper 3 (20%)

#### **Internal Assessment:**

A mathematical research assignment prepared individually by each student (20%). Students learn to adhere to the principles of academic integrity and develop their independent thinking skills during the research process.

### **8.5.4. Resources and Books Used**

No single textbook is followed in the lessons. Booklets prepared by the school’s own teachers contain exercises from many IB mathematics books from different publishers, as well as having a differentiated lesson plan feature. Thus, students participate in a richer learning process by seeing different approaches. In addition, students reinforce their learning by using digital platforms such as:

- Kognity
- InThinking
- Exam Mate
- Save My Exams
- Revision Village, along with other digital platforms, is utilized to consolidate their learning.
- TI technologies, Desmos, and GeoGebra are also actively used in lessons.

### **8.5.5. Interdisciplinary Collaboration**

Mathematics supports learning in collaboration with different disciplines. For examples:

- Can the sum of an infinite sequence be finite? This question arises at the beginning of the definitions of convergent and divergent geometric sequences and series, and interdisciplinary collaboration is also carried out with the English expression “Black Swan”.
- “Are numbers real? Where do complex numbers fit into our lives? Does mathematics lie?” These questions are discussed under the heading of statistics, along with misleading graphs.
- “How did trigonometry affect human life, what kinds of inventions did it pave the way for?” This question turns into an interdisciplinary study with the history department, examining the impact of trigonometry on the invention of gunpowder and the development of war tactics.
- Collaboration with the physics class occurs on the topic of differential equations through Newton’s “Cooling Law.”
- Statistics topics are addressed in collaboration with the Business and Management class.

## 8.5.6. Theory of Knowledge (TOK) Connections

Students are encouraged to think about questions related to the nature of mathematics and the formation of knowledge. Examples of TOK connections:

- Is mathematics a discovery or an invention?
- Can the sum of an infinite series be finite?
- Are numbers real? Where do complex numbers appear in our lives?
- Does mathematics lie? – Misleading graphs in statistics.

## 8.5.7. CAS (Creativity, Activity, Service) Connections

CAS lessons complement mathematics lessons in many ways and promote the development of social skills.

Mathematical knowledge is an important key to understanding the world we live in. The mathematical skills and techniques students learn in math classes enable them to evaluate the world around them in the following ways by helping them develop, plan, and present their CAS experiences or projects:

- Modeling topics such as food consumption and air pollution using exponential and logarithmic functions,
- Techniques for explaining mathematical topics to the visually impaired,
- Supporting younger students with difficult mathematical topics,
- Drawing attention to calculations to reduce paper waste

## 8.6. Group 6- Visual Arts

### 8.6.1. Visual Arts (in English) Higher/Standard Level (HL/SL)

#### 8.6.1.1. Course Objectives

The IB visual arts course aims to develop students' artistic expression skills, analyze artworks from different cultures and periods, and present their own artistic productions in a disciplined manner. Students gain depth in both theoretical knowledge and practical work. The Visual Arts course is taught in English. SL is planned for 150 hours, and HL for 240 hours.

#### 8.6.1.2. Course Assessment Criteria

##### a. SL – Standard Level

###### – External Assessment (graded by IB examiners): 60%

###### • 40% – Art Production Research Portfolio

Students are expected to present evidence of their artistic research and production process in a curatorial manner.

###### • 20% – Connections Project

Students must select a previously created work of art and analyze it by establishing connections with two different artists.

###### – Internal Assessment (conducted by the teacher, moderated by the IB): 40%

###### • 40% – Completed Works

The student must present a selection of 5 complementary artworks. Assessment is based on technical skill, materials used, and conceptual depth

##### b. HL – High Level

###### – External Assessment (graded by IB examiners): 60%

###### • 30% – Art Production Research Portfolio

Selected evidence of the artistic research and production process must be presented in a curatorial manner.

###### • 30% – Artist Project

An independent work of art based on contextual and artistic research on two or more artists is expected

###### – Internal Assessment (conducted by the teacher, moderated by the IB): 40%

###### • 40% – Selected Arranged Works

The student must present a portfolio consisting of 5 related artworks selected from 8 works. Assessment is based on technical skill, materials used, artistic context, and conceptual integrity.

#### 8.6.1.3. Books and Resources Used

There is no specific textbook required for IB visual arts courses. The course is supported by academic articles selected from different areas of visual arts, art history resources, artist monographs, and current art publications. In addition, student-centered research, museum/gallery visits, and online art archives are utilized.

#### 8.6.1.4. Interdisciplinary Collaboration

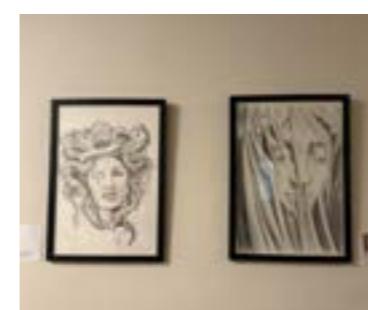
- The visual arts course collaborates with literature, history, music, and science courses.
- Students develop their research and interpretation skills by transferring their knowledge from different disciplines to artistic production processes.
- For example, the cultural context of a period covered in history class can be a project topic in visual arts class.

#### 8.6.1.5. Visual Arts & TOK (Theory of Knowledge) Connection

Students question the nature of knowledge production in art; they establish intellectual connections with questions such as "Who determines meaning in art?" and "Is art universal?".

#### 8.6.1.6. Visual Arts & CAS Connection

Students develop artistic projects that benefit society. Organizing exhibitions, using art in social responsibility projects, and workshop activities are evaluated within the scope of CAS.



### 8.6.1.7. Visual Arts Resources

- IB Visual Arts Guide (2025–2027)
- Academic books on the history of visual arts (e.g., Art Since 1900, The Story of Art)
- Digital museum archives (MoMA, Tate, Louvre)
- National and international art magazines
- Materials used for student workshops and online art platforms

## 8.7. Core Courses

### 8.7.1. Extended Essay

The Extended Essay is one of the three core components of the IB Diploma Programme, alongside the six groups of courses, and allows students to conduct in-depth research on a specific topic related to one of their chosen subjects. Its structure is designed to guide students toward independent research. Students select a topic that interests them and prepare a comprehensive research paper, working with a thesis supervisor who guides them throughout the process. The thesis is assessed and graded by examiners appointed by the IB. The length of the work is limited to 4,000 words, excluding the cover page, table of contents, bibliography, and footnotes. This limit includes the introduction, main body, conclusion, and direct quotations (“Extended Essay guide”).

At Private ALEV High School, the thesis process is supervised by the EE coordinator and the IBDP coordinator. A detailed two-year schedule is prepared, outlining all activities that students will undertake with their advisors throughout the process. The EE book prepared by Oxford University Press is used in classes, and one class hour per week is allocated for the extended essay in each class’s weekly schedule.

During the process, students are guided to design a research question. In the process of formulating the research question, students apply question patterns based on different articles and then begin their research. At this point, the school librarian and coordinator work together to provide students with support on the use of primary and secondary sources, access to academic databases such as JSTOR, MLA 9 citation format, and academic integrity principles. Within the scope of academic integrity, students are made aware of plagiarism and originality issues using [www.turnitin.com](http://www.turnitin.com). This gives students the opportunity to apply both academic ethics rules and proper source usage in their writing.

Students are also informed about assessment and evaluation criteria and learn to distinguish good work from poor work by applying these criteria to various sample theses. Students grade the theses they review, and these grades are then compared to the grades given by the exam graders. This work helps students better understand the assessment process. By the end of the first year, students have acquired a solid knowledge base in both theory and practice.

During the process, students submit a draft research question and approval request via ManageBac before selecting the group course they will work on. After receiving approval, they develop their research questions, prepare their research plans, and identify their sources. Advisors monitor students’ progress via ManageBac. When students wish to revise their research questions or make changes to their methods, they communicate this to their advisors via ManageBac. At the end of the first year, students participate in a check-in session before the summer break (Extended Essay Cafe Presentations), presenting the knowledge they have acquired and their research plans to the school administration, coordinators, and advisors.

Upon returning from summer vacation, students submit their first drafts and receive open-ended feedback from their advisors. The advisors’ role is limited to guiding students; no direct corrections are made to the text. Students participate in check-in sessions to discuss the advisor feedback. Final papers are submitted via Turnitin and undergo an originality check. At our school, work with a similarity rate below 20% is considered original. However, all sources used must be cited in the bibliography in accordance with MLA 9 format. If the similarity rate exceeds 20% or if there is suspicion that the work does not belong to the student, the work will not be submitted to the IB.

The reflection process is also an integral part of the final thesis. Students participate in three mandatory reflection sessions, during which they evaluate their process with their advisors. The final session is called the “viva voce” and lasts approximately 10–15 minutes. At the end of these sessions, students write a 500-word “Reflective Planning and Reflection (RPPF)” form, which is an important part of the process evaluation.

With the new guidelines coming into effect in 2025, some updates have also been made. Firstly, while the scope and structure of the thesis remain unchanged, minor revisions have been made to the evaluation criteria, particularly in the “Research Focus” and “Engagement” sections, where students are now expected to more clearly reflect their personal contribution. Furthermore, the emphasis on academic integrity has been strengthened, and additional warnings regarding the responsible use of artificial intelligence tools have been added to the guidelines. Students are expected to devote approximately 40 hours of work to their thesis, and advisors are recommended to provide a total of 3–5 hours of guidance to each student. With these adjustments, the importance given to student independence in the process has increased, and the advisor’s role has been limited to a guiding and supervisory framework.

As a result, the final thesis is a fundamental piece of work at the heart of the IB Diploma Programme, which aims to develop students’ academic research, critical thinking, and academic integrity skills. With the 2025 updates, the process has become more transparent, student-centered, and emphasizes independence.

### 8.7.2. Theory of Knowledge (TOK) (in English)

#### 8.7.2.1. General Definition

The Theory of Knowledge (TOK) course is one of the core courses in the IB programme that invites students to think about the question, “How do we know what we claim to know?” and aims to develop a critical perspective. Throughout the programme, students explore the nature of knowledge, methods in different fields of knowledge, cultural perspectives, and the ethical dimensions of knowledge (“TOK Guide”).

#### 8.7.2.2. Course Objectives

Encourage students to question nature and limits of knowledge.

- Develop critical thinking, inquiry, and analysis skills.
- Support open-mindedness by evaluating different cultural and individual perspectives.
- Be able to relate knowledge to daily life, academic disciplines, and global issues.

#### 8.7.2.3. Course Content

- The Nature of Knowledge: The definition, source, and limits of knowledge.
- Fields of Knowledge: Natural sciences, humanities, arts, history, and mathematics.
- Approaches and Perspectives: Personal and shared knowledge, intercultural perspectives.
- Methods and Tools: Evidence, accuracy, methods, and processes used in knowledge production.
- Ethical Dimension: Ethical questions related to the use and sharing of knowledge.

#### 8.7.2.4. Course Assessment Criteria

**TOK Exhibition:** In Grade 11, students select three objects and relate them to one of 35 guiding questions, reflecting knowledge in everyday life through a 950-word written commentary.

**TOK Essay:** In Grade 12, students write a 1,600-word academic essay on one of six questions specified by the IB. Throughout the process, students share their work with their teachers via the ManageBac platform and receive feedback.

#### 8.7.2.5. Interdisciplinary Collaboration

TOK is not only an independent course but also connects to all courses in the diploma programme. Subject teachers support students in questioning knowledge across different disciplines by establishing TOK connections specific to their courses. This collaboration helps students gain a more holistic perspective and not view knowledge as limited to a single field.

#### 8.7.2.6. Resources Used

- Digital Platforms: Kognity, ManageBac, InThinking
- Books and Publications: TOK books from Oxford and Cambridge publishers
- Other Materials: Articles relevant to the course content, sample case studies, visual and interactive resources

#### 8.7.3. Creativity – Activity – Service (CAS)

CAS is one of the three core components of the IB Diploma Programme, along with TOK and the Extended Essay, and is mandatory for obtaining the diploma. Through CAS, students have the opportunity to develop their creativity, gain awareness of healthy living through physical activities, and strengthen their personal and social skills through community service projects. This process allows students to discover their strengths and areas for development. Projects can be carried out individually or in groups; students overcome the challenges they encounter to gain new skills. CAS is not a course assessed by examination.

Seven learning outcomes must be met to succeed in CAS. Students participate in various experiences over 18 months and complete a CAS project lasting at least one month. They demonstrate their learning outcomes by sharing their experiences and important feedback in their CAS portfolios on ManageBac. CAS plans are presented to students at the beginning of each year. Starting in September, weekly CAS lessons cover portfolio preparation and the requirements of the process.

After the basic information is conveyed, discussions are held with students via Google Forms about which activities can be assessed within the scope of CAS, and examples of evidence for the learning outcomes are worked on. In October, students carry out their first experiences together; the following process is regularly monitored by the CAS Coordinator and advisors.

#### Requirements for Students to Fulfill for the IB Diploma:

- Participate in CAS activities for 18 months,
- Engage in at least three experiences in each of the areas of Creativity, Activity, and Service,
- Take part in at least one CAS project conducted as a group and lasting at least one month,
- Provide evidence related to CAS's seven learning outcomes,
- Upload reflections and evidence of experiences to ManageBac,
- Attend three interviews conducted by the CAS Coordinator ("CAS Guide").

#### The three main components of CAS are:

- **Creativity:** Original works that foster art and imagination.

At our school, this area is supported through MUN activities, exhibitions using recycled materials, performing arts, school concerts, original work for the "Winter Fest," and debate events.

- **Activity:** Activities that support physical and mental well-being.

This area at our school is enriched by participation in sports such as football, basketball, and gymnastics, as well as science, art, and cultural competitions.

- **Service:** Supported through voluntary and community-benefiting activities that contribute to society.

#### Some CAS Examples from Our School:

- **"Explaining Atatürk to My Sibling" Project**

As part of their history course, IB students organize a theatrical event where they introduce Atatürk to their younger peers in elementary and middle school.

- **CNN Call to Earth Day**

Led by 11 IB students from Private ALEV High School, this initiative focuses on intergenerational knowledge sharing. Every year, students participate in activities as part of CNN's Call to Earth Day. The Şile visit, organized within this initiative, allows students to engage with local environmental issues and make meaningful contributions to nature. (Creativity-Activity)

- **Animal Protection Week**

In October, the school organizes food and beverage sales to support cat and dog food and veterinary needs as part of "Animal Protection Week." The proceeds from the event are used to help meet the needs of stray animals in our community. (Service)



An Artwork Made from Waste Collected in Şile

- **March 8 – International Women's Day**

To raise awareness for International Women's Day, students organize a seminar and a concert. Donations from the sales are transferred to "Mor Çatı," a women's shelter foundation. (Creativity-Service)

- **October 8 – Dyslexia Day**

ALEV High School organizes activities to raise awareness and support for children with dyslexia. These include informative sessions about dyslexia and reading/writing activities mimicking dyslexic experiences. (Creativity-Service)

- **November 2–8 – Children with Leukemia Week**

To raise awareness about leukemia and support children undergoing treatment, 11th-grade IB students start the day by distributing orange ribbons. The school's music group holds a mini concert to raise funds, and 10th-grade students prepare motivational notes and drawings to uplift children with leukemia. (Creativity-Service)

## 9. ALEV IBDP Application Process

The selection process for students who wish to participate in the International Baccalaureate Diploma Programme (IBDP) at our school proceeds in the following order:

- Preparatory class IB information meetings for students and parents
- Grade 9 IB information meetings for students and parents
- Grade 9 IB Placement Exam – May (*Mathematics and/or additional courses chosen by the committee*)
- Grade 10 course selection interviews with the guidance counselor and vice principal
- Presentation introducing both the National (YKS) and IB Diploma Programmes (for all levels – students and parents)
- Student inventories for Grade 10 course selection
- Grade 10 course selection meetings for students and parents
- Grade 10 IB Placement Exam – February (*Mathematics and/or additional courses chosen by the committee*)
- Collection of German and English language certificates – March
- IB course introduction presentations – April
- Second Grade 10 Mathematics Placement Exam – April (for students who failed the first exam)
- Selection between National and IB Diploma Programmes – April
- IB Diploma Programme application and course selection – May

### Admission to the IB Diploma Programme at ALEV High School:

The IB Diploma Programme is a rigorous academic programme. It is crucial that students and families understand the programme's demands, as well as the academic and future benefits of obtaining a high diploma score, for the programme to function effectively and serve its purpose.

The requirements of the programme may not be suitable for every student, and not all students may be able to fulfill them. Furthermore, the programme may not align with the career plans and goals of some students. Therefore, students who apply to the programme undergo a careful evaluation process.

In Grade 10, students submit their IB/National programme preference forms to the Counselor Department. All relevant information about the student is collected by the guidance office, and additional data may be requested if needed.

Then, the IB Diploma Programme Admission Committee, chaired by the school principal, reviews all applications. During this evaluation, the committee also considers input from Grade 10 teachers.

Applications from students who do not receive positive feedback from teachers and/or fail to meet the required academic performance standards are deemed invalid (Admission Policy).

ALEV High School IB Diploma Programme Admission Criteria to the IB Diploma Programme is based on the following academic and behavioral criteria. Applicants are expected to meet these requirements:



- Placement in the school according to institutional regulations and LGS percentile ranking,
- Grade 9 and 10 year-end subject averages of at least 70 points per year,
- Minimum B1 level in both German and English according to the CEFR (Common European Framework of Reference for Languages) at the end of Grade 10, Students are encouraged to document their language proficiency through internationally recognized certificates under the CEFR framework. The accepted exams are:
  - English: Cambridge PET, FCE, TOEFL, IELTS
  - German: DSD I, ÖSD B1, TELC B1, Goethe Institut Fit in Deutsch B1, or Zertifikat B1
- Success in Grade 9 placement exams with no failed subjects,
- Success in Grade 10 placement exams with no failed subjects,
- Consistent completion of assignments and responsibilities on time during Grades 9 and 10,
- Demonstrating attitudes and behaviors consistent with the IB Learner Profile,
- No disciplinary warnings or penalties according to the School Discipline Policy,
- Commitment to academic honesty,

#### Additional subject-specific criteria:

- Students wishing to take History in German must have at least B2 level German proficiency,
- Students wishing to take Business Management must have B2 level English certification.

#### Evaluation Authority and Final Decision

Considering all the above criteria, the IB Diploma Programme Committee has made the final admission decision.

Each application is evaluated holistically in terms of academic competence, attitude, responsibility, and suitability for the programme. Failure to meet any criteria may influence the final decision. Meeting all listed criteria does not guarantee acceptance into the programme. The Committee reserves the right to reject an application even if all academic and administrative requirements are fulfilled. All Committee decisions are final.

#### Additional Information:

Students admitted to the IB Diploma Programme agree to pay the annual IB fee set according to the Ministry of National Education's Regulation on International Diploma and Certificate Programmes. This fee covers expenses such as payments to the IB organization, exam registration and submission costs, online platform memberships, course materials, and other implementation costs. Payment conditions are announced by the school administration.

### 9.1. Transfer Students (Mid-Year Admission)

Transfer students must meet the following criteria:

- A minimum score of 70 in all subjects of the ALEV transfer exam,
- Successful performance in an interview conducted by the admission committee, demonstrating alignment with the IB Learner Profile,
- B1+ proficiency level in both German and English.

To verify language proficiency, the Foreign Languages Department conducts written and oral exams measuring the required levels. Students holding German DSD I or English FCE certificates are exempt from these exams.

## 10. IB Diploma Programme Assessment and Evaluation

- The assessment methods and criteria in the Diploma Programme are determined by the IB Organization for each subject and outlined in the Subject Guides. Details can be found in the “Group Course Introductions” section.
- In general, IB assessments are divided into External and Internal evaluations.
- External assessments include the Extended Essay (EE), Theory of Knowledge (TOK) Essay, Language A Written Assignments, and May examination papers.
- Internal assessments consist of coursework and oral assessments conducted over approximately 18 months.
- Course grades are awarded on a 1–7 scale, where 7 is the highest and 1 is the lowest.
- The total maximum score combining six subjects ( $6 \times 7 = 42$ ) and three core points (EE + TOK) is 45 points.
- Students can earn up to 3 additional points from the TOK-EE matrix, depending on their performance in these core components.
- Students who fail either EE or TOK or do not complete CAS are not eligible for the IB Diploma, regardless of their total score.

Students must also adhere to the rules outlined in the Academic Honesty Policy.

### 10.1. Diploma Award Conditions

To be awarded the IB Diploma, students must:

- Achieve a minimum of 24 out of 45 points from final exams and externally assessed coursework,
- Take at least three Higher Level (HL) and three Standard Level (SL) subjects,
- Earn a minimum of 12 points from HL subjects,
- Earn a minimum of 9 points from SL subjects,
- Not receiving a grade 2 in more than two subjects,
- Not receiving a grade 3 in more than three subjects,
- Not receiving a grade 1 in any subject,
- Not receiving an E grade in either TOK or EE,
- Fulfill all CAS requirements in content and timing,
- Maintain academic integrity and avoid plagiarism,
- Complete all Internal and External Assessments as required,
- Submit all coursework by the interim and final deadlines set by the school and supervising teachers,
- Meet diploma requirements within a maximum of three non-consecutive examination sessions.

### 10.2. Progression from Grade 11 IB to Grade 12 IB

ALEV Schools expect IBDP students to meet the following requirements when progressing from 11 IB to 12 IB:

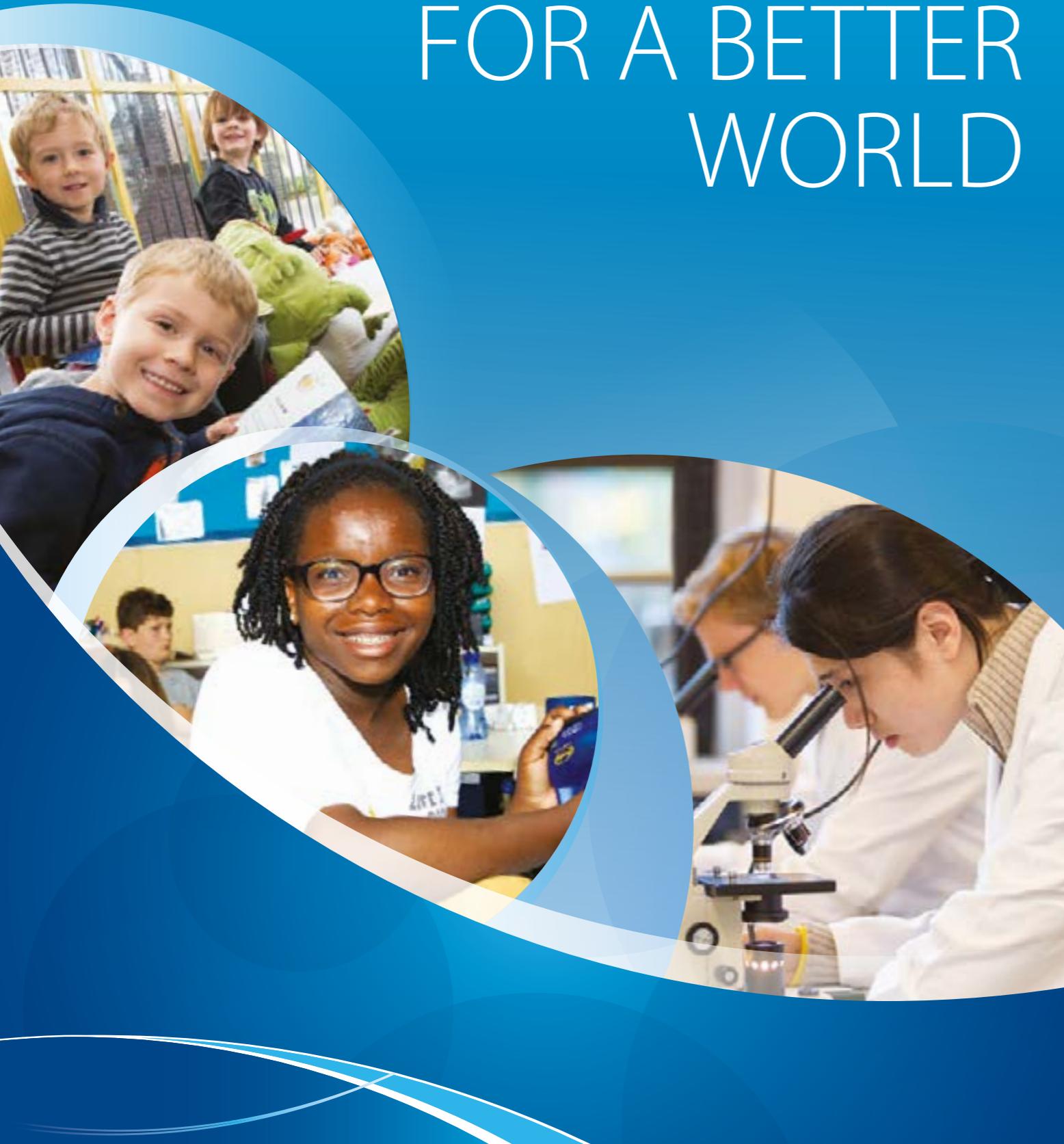
- Submit the Pre-First Draft of the Extended Essay (EE) to the assigned supervisor by the due date in June of Grade 11,
- Submit all Internal and External Assessments according to the announced Assessment Calendar at the beginning of Grade 11,
- Regularly record CAS reports on ManageBac,
- Demonstrate sufficient **academic performance** and meet the minimum diploma requirements at the end of Grade 11 (see Section 10.1).

At the end of Grade 11, the IB Diploma Programme Committee and subject teachers re-evaluate students' academic performance, attitudes, and ability to meet programme requirements. If it is determined that a student cannot continue in the programme, the school administration may recommend transferring the student to the National Programme, provided there is space available. All decisions made by the committee in this process are final.



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