



GAZI UNIVERSITY FOUNDATION PRIVATE ANATOLIAN HIGH SCHOOL

**THE INTERNATIONAL
BACCALAUREATE
DIPLOMA PROGRAMME**

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THE IBO MISSION STATEMENT

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.

GAZI UNIVERSITY FOUNDATION PRIVATE ANATOLIAN HIGH SCHOOL MISSION STATEMENT

The mission of Gazi University Foundation Private High School is to provide an integrated and comprehensive education for the students to make them not only academically perfect, but also psychologically, emotionally, socially and physically balanced and healthy individuals through encouraging them to reach his or her highest potential.

The school aims at fostering the students who are devoted to the principles and reforms of Atatürk to become critical thinkers analyzing and evaluating facts, opinions and claims as responsible, active and caring citizens, thus understanding and respectful for the social, political, and cultural diversity of each society.

IB LEARNER PROFILE

INQUIRERS

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

KNOWLEDGEABLE

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

THINKERS

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

COMMUNICATORS

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

REFLECTIVE

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

PRINCIPLED

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

BALANCED

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

OPEN-MINDED

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

CARING

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

RISK-TAKERS

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

WHAT IS INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME?

International Baccalaureate Diploma Programme (IBDP) is a comprehensive and intensive academic programme to prepare the students for the final examinations in the last two years of high school. After the assessments of IBO, well-motivated students, who provide the official requirements, have an IB diploma. As a symbol of the reliability and intelligence, the programme was put into practice in 1970. The central office of the organization was established in Geneva and there are regional offices of the organization in New York, Buenos Aires and Singapore. Besides, the centre of the programme-assessment office is in Cardiff. The programme is offered in English, French or Spanish. All courses given in 11th and 12th grades included in the National Curriculum are also taught within the IB classes. IB students are examined and assessed by IBO. The international standards are executed equally in all IBDP schools and colleges over the world and the success of the IBDP students are evaluated preciously. Obtaining the IB diploma, apart from the high school diploma, provides students with facilities to be accepted by leading universities and to promote their career development because it has prestigious universal acceptance.

IB not only enables students to have a position in the intercultural world but it also has the potential to provide the opportunities such as being accepted by the universities and developing a career. To make a balance between knowledge and human values, education for life, meaningful learning aiming at the real world, interactive learning and critical thinking are among the aims of IB.

THE IBDP CURRICULUM

The IB Curriculum is prepared in order to encourage students to acquire the bases of critical thinking, intellectual perspective and intercultural sagacity. The aims are to educate intellectual and emotional young people to think critically, to ask profoundly, and to behave peacefully on the basis of the respect for the societies, individuals, cultures, environment, world and life. In order to achieve these aims, methods and strategies of the IBDP curriculum and assessment are constituted by the cooperation of the leading international institutions, organizations, schools and governmental offices. These programmes lead the students all over the world to be active, sensitive and lifelong learners. The IBDP presents abroad, congruent, balanced, active and actual alternative curriculum for students. Additionally, IBDP curriculum is not only designed to give an academic education but also admits and evaluates the reality that a student needs to have an individual improvement in a group and society. Therefore, it offers an education depending on the solidarity and unity; it provides a constructive range and deepness. Extracurricular activities are as significant as the ones included in the curriculum. IBDP students are encouraged and conducted by well-qualified teachers and advisers, who should uncover and strengthen the potential of students.

During the two-year programme, IB students study harder than the other students in national curriculum. The programme encourages the students to acquire the inquiry skills. Thus, apart from the courses, they also write an “extended essay”, take “theory of knowledge” class and take part in “CAS activities”. Along with their academic education, they are socially and culturally educated. The programme encourages students to acquire study skills. IBDP students present their works related to IB courses and take IB examinations in May of the IBDP Year 2.

On the basis of IBDP six courses are enclosed around a central core. Students have to study and successfully complete “Extended essay”, “Theory of knowledge” and “CAS” which are at the centre of the diploma programme model as well as the subjects elected amongst the six groups.

IB students are supposed to study a subject from each group. They have to study at least three High Level and three Standard Level courses. They study 240 hours for High Level courses and 150 hours for Standard Level courses.

- The students can study one of the Group 2, Group 3 or Group 4 subjects instead of a Group 6 subject according to their department choice at university.
- Standard level courses include basic knowledge and skills in parallel with the courses at the first year of university.
- High Level courses handle more subjects in depth when compared to the Standard level. These may enclose some of the subjects studied in the first year of university.

REQUIREMENTS TO COMPLETE THE IBDP

- Three High Level and three Standard Level courses must be chosen among the six subjects. High level courses must be 240 hours and Standard level courses must be 150 hours at least.
- 100 hours TOK course covering the examination of what the knowledge is and the examination of judgments and ideas in various areas as well as the examination of personal experiences of the students must be completed successfully.
- A minimum of 150 hours CAS (Creativity, Activity, Service) activities must be carried out.
- Students are supposed to present an extended essay of 4000 words planned and executed on a question or thesis subject by themselves.

THE IBDP SUBJECT GROUPS



GROUP 1

STUDIES IN LANGUAGE AND LITERATURE

Group 1 subjects are designed to promote academic studies through high level communication and language skills as well as aesthetic and social literacy. Studying texts actively, literature plays a significant role in promoting lifelong learning.

When choosing a Group 1 subject, students are expected to have an academic command of the language. Therefore, students in our country generally choose Turkish A1 as Group 1 subject. Turkish A1 is taught in Standard Level or High Level.

In our school, Turkish A1 is offered in Standard Level and High Level as Group 1 subject. In High Level Turkish A1, students examine 13 works, 3 of which are chosen from world literature. In Standard Level Turkish A1, on the other hand, students examine 10 works, 2 of which are chosen from world literature. Thus, students have the chance to compare works from their culture with those from different cultures and study these works with a personal and critical point of view.

Group 1 subjects are assessed and evaluated based on how students use the language in spoken and written forms. It is also taken into consideration how much the emotions and ideas in the works are understood and interpreted by students, to what extent literary terminology is grasped and how they are analysed, and if the language in the works is properly used.

GROUP 2

LANGUAGE ACQUISITION

Group 2 subjects enable students to learn a foreign language as well as their mother tongue and to improve it, thereby developing a personal and critical point of view regarding different cultures. In Group 2 subjects, students have the chance to improve their speaking, reading, writing and listening skills by studying written or oral texts about different topics such as social relationships, communication and media, global issues, health, cultural diversity, science and technology.

Our school offers English B in Standard and High Levels and German ab initio in Standard Level as Group 2 subjects. Students are required to examine two different literary works in High Level English B.

When Group 2 subjects are assessed and evaluated, it is taken into consideration how well students use the target language in writing and speaking, how much they adopt cultural communication elements and how well they express themselves with the improvement of writing, listening, speaking and reading skills.

GROUP 3

INDIVIDUALS AND SOCIETIES

Students systematically and critically examine human experiences and behaviors, the history and development of social and cultural institutions via physical, economic and social environment they live in. Students improve their ability and capacity to define and critically analyze nature as well as individual and social behaviors, and to evaluate theories, concepts and discourses. They learn various data collection methods, description and analysis, hypothesis testing, approaches to interpret complicated information and sources in social sciences. They comprehend the connection between what they learn and its relation to their own culture and to other cultures. They also realize that people have different ideas and approaches and therefore that a study related to society requires a broad perspective. Group 3 courses offered are as follows:

- Business Management,
- Economics,
- Environmental systems and societies,
- Geography,
- History,
- Philosophy,
- Psychology,
- Information Technology in a Global Society

Our school offers Turkey in the 20th Century (an interdisciplinary course including History, Economics and Sociology) as Group 3 subject.

Assessment Criteria:

- Two written exams externally assessed
- Internal Assessment Assignment assessed by the teacher and IBO.

GROUP 4

SCIENCES

When students study any one of the Group 4 courses, they learn how to apply “scientific method” properly, how scientists work and cooperate with one another. They understand interdisciplinary relationship among sciences as well as the nature of scientific method. They develop awareness of moral, ethical, social, economic and environmental implementations while using science and technology. They improve their knowledge of information technology and their scientific and experiential competence.

They also acquire, employ and evaluate scientific information through methods and technical implementations as well as passing it on. Groups 4 courses offered are as follows:

- Physics
- Chemistry
- Biology
- Design Technology
- Environmental Systems and Societies

Physics, Chemistry, Biology and Environmental Systems and Societies are offered as Group 4 subjects in our school.

Assessment Criteria for Physics, Chemistry and Biology

- Three written exams externally assessed
- Individual Investigation assessed by the teacher and IBO
- Interdisciplinary Group 4 Project

GROUP 5 **MATHEMATICS**

Students who wish to be awarded IB Diploma are required to take a Mathematics course. Mathematics both in Standard Level and High Level, Mathematical Studies and Further Mathematics are offered in IB Diploma Programme. In our school, we offer both Standard and High Level Mathematics. Students realize that Mathematics is a science which highlights Mathematics is a universal language, questions and improves reasonable and creative thinking, helps them understand the relationship between technology and Mathematics, and enables them to acquire problem-solving skills using necessary methods.

Mathematics courses in IBDP cover all the 11th- and 12th- grade topics required by Mathematic Curriculum of Ministry of National Education in Turkey. They also provide a basis for post-graduate education.

Assessment Criteria:

- A portfolio which includes mathematical modelling and examination.
- Written exams externally assessed by IBO.

All the assessments are carried out in accordance with IBO standards and instructions.

GROUP 6

THE ARTS

The Arts in itself is divided into different branches: music, theatre, visual arts and film. Students are offered Visual Arts in our school. IB Visual Arts course enables students to create process-oriented works of art. Within the course framework, students work in creation cycle (research-plan-product-evaluation). Students enhance their creativity by making connections between different disciplines based on the theme they choose. Along with the practice, they thoroughly examine theoretical knowledge such as Turkish and World Art, Aesthetics and The Necessity of Art, which enables students to appreciate universal values of art, to empathize, to develop creative and aesthetical perspective.

IB Visual Arts course includes three components: Comparative Study, Process Portfolio, and Exhibition. All the works are evaluated through individual and group criticisms. At the end of Year 2, student's works and Process Portfolio are displayed and they are evaluated by the teacher and IBO.

Those who do not wish to take Visual Arts can select an optional course from Group 2, 3, 4 (German Ab Initio, Environmental Systems and Societies, Physics, Chemistry or Biology) instead of a Group 6 course.

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME
CORES (CAS, TOK and EXTENDED ESSAY)

CREATIVITY, ACTIVITY, SERVICE
CAS

CAS is composed of the first letters of Creativity, Activity and Service. CAS takes part in the core of International Baccalaureate Diploma Programme and it is an indispensable part of IBDP.

IBDP encourages students not only to achieve all subject lessons but also to be successful in other fields as a whole. CAS offers students opportunities to acquire the sense of exploring a new thing, modesty and self-confident. CAS also fosters new skills and enables students to take responsibilities for other people in the world.

In order to graduate from IBDP, all students have to initiate and achieve a CAS project depending on his/her own ideas, and the students have to participate in different CAS activities for about 150 hours in two years.

Creativity	Activity	Service
Creativity: The activities like music, dance, theatre, playing an instrument are included in creativity part where the students are expected to plan and design something new via their creativity.	Action: Apart from daily activities, action includes physical activities contributing to healthy life. These activities may include team and individual sports, planting, environmental cleaning and so on.	Service: Community forms the basis of CAS program. It provides the students to have an interaction with the individuals and groups in the society. The society can be school, environment or national/international environment. Generally service aims at doing better the lives of people in need of help. The service activities are unrequited and they are performed together with those people. Thanks to these activities the students gain various values such as; respect for the others' rights, autonomy and equanimity.

THEORY OF KNOWLEDGE

TOK

TOK is a learning of thought that explicates the relation between knower subject and known object in terms of the origin, boundary and reliability of knowledge. The fundamental question of TOK can be formulated as how we know what we know.

As a core component of IBDP, TOK reflects an IBDP student in the centre and represents her/him as a knower subject; so the student presents at the centre of the core. Knower subject is the ground of the ways and the areas of knowledge that is why an IBDP student has to justify knowledge. During the IBDP, the development of the justification of knowledge and the thought process of proof or disproof of an idea will be established by TOK courses.

The epistemological questions, which are “how do we know?”, “what are the ways of knowing?”, “what is the most reliable way of knowing to acquire knowledge; i.e., which way can bring us to areas of knowledge?” etc., are investigated in TOK courses. More important, TOK provides a connection between knowledge and life; so it provides a basis to set the knowledge into life. In a literal sense, the IBDP student brings disciplinary knowledge into life; on the basis of this connection, the student can learn how to submit and improve the authenticity in his/her ideas.

Therefore, TOK sets out the reliability and borders of knowledge by asking the fundamental question of “how I know what I know”. The student is participated in what has been learned from one step back and poses over that what he/she has known; so he/she can start to recognise critically. Through critical thinking, the student, as a knower subject, learns how to think about the foundations of knowledge.

Here, the purpose is a reconstruction of knowledge by making a connection between knowledge issues and real life situations. There is a necessity to have interdisciplinary perspective and to be across the border of disciplines. TOK courses stimulate a wonder about how we gain true knowledge in disciplines. Through this wonder, the student can become an inquirer, a corroborant or a disconfirmer of a theory, a justifier, a thinker, a good listener and talker. Accordingly, TOK can be defined as a critical theory of knowledge about knowledge.

Additionally, the practical utility of TOK in IBDP is that it is a requirement to have an IB diploma. The student has to be successful in TOK. It is an obligation to take 100 hours TOK course. The achievement of the course is dependent on the success of the presentation which is about knowledge issues and the essay which must be the length of 1200-1600 words. The criteria of assessments are determined by IBO.

EXTENDED ESSAY

EE

Extended essay is compulsory for students to get an IB diploma. It is set as a kind of study to make the students work deeply on a definite topic of a subject.

The aim of extended essay is to provide the students with the opportunity of researching independently, acquiring the adequacy of executing a project individually and interpreting the knowledge and ideas logically and coherently. It also enables students to prepare an essay formally and fairly.

Extended essay fundamentally abuts on the students' own interpretations. The essay, written at the last year of the IBDP, includes 3000-4000 words. It is presented as a report and assessed by IBO.

ASSESSMENT IN THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The evaluation of students' performance in IBDP is variable. The evaluation and assessment of students is done in accordance with the objectives of each course. Whereas evaluation and measurement in some courses focus on knowledge and comprehension, in some courses the aim is to gain specific skills related to these courses.

Students are awarded IB Diploma based on the results of the assessment by IBO along with teacher's assessment. All the assessment is carried out in line with IBO standards and instructions.

Internal assessments vary depending on the course content. Students are assessed and evaluated through different studies they do. For instance, portfolio, lab work, projects and critical thinking are among the significant assessment criteria.

TOK and Extended Essay are not assessed with written exams; however, both are assessed and evaluated in accordance with IBO standards. Students are required to successfully complete a minimum of 150 hours of CAS in line with designated standards.

GRADING SYSTEM IN THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The system used for internal purposes during the course is employed by the International Baccalaureate Organisation in the award of the Diploma. Each of the six subjects studied is graded on a 1-7 scale as follows:

Grade Description for Groups 1 to 6			
7	Excellent	3	Mediocre
6	Very Good	2	Poor
5	Good	1	Very poor
4	Satisfactory		

THEORY OF KNOWLEDGE						
<i>EXTENDED ESSAY</i>	A*	B*	C*	D*	E*	<i>Not submitted</i>
A	3	3	2	2	1	N
B	3	2	1	1	0	N
C	2	2	1	0	0	N
D	2	1	0	0	0	N
E	1	0	0	0	Failing condition	N
<i>Not submitted</i>	N	N	N	N	N	N

*Each is graded on one of five bands:	
A	Work of an excellent standard
B	Work of a good standard
C	Work of a satisfactory standard
D	Work of a mediocre standard
E	Work of an elementary standard

Students who get an “E” from both Extended Essay and TOK are not awarded a diploma.

IBDP courses are graded on a scale of 1 to 7. Internal assessments for each subject are assessed by the teacher, which comprises 20-40% of the overall grade. Teacher's grading is also externally evaluated by IBO in accordance with their standards and norms. Students can get an extra 3 points for their Extended Essay and TOK studies. The highest diploma grade to obtain is 45. Students who deserve a diploma receive an official IB Diploma as well as total diploma grade, grades per course and a document showing Extended Essay and TOK grade.

IB Diploma Programme examinations take place in May. Each examination is held in separate sessions. Those who cannot pass exams in May have the right to take those exams in November.

UNIVERSITIES AND ADMISSION REQUIREMENTS

IB Diploma Programme is conducted with 1,010,000 students in 3371 distinguished schools in 141 countries. Thousands of distinguished universities across the world have admitted students based on their IB Diploma grade since 1968. Besides the universities which directly admit students, some universities impose admission requirements for different departments. These admission requirements vary from university to university. For current and further information, please go to www.ibo.org. You can find details in English, French and Spanish. You can also find more information on universities' websites.

NATIONAL UNIVERSITIES

Many foundation universities in Turkey such as Koç University, Bilkent University and Sabancı University award scholarships to IB graduates with different ratios depending on their diploma grade as well as other opportunities.

WHY IBDP?

IBDP helps students to acquire a sense of inquiring and thinking critically. Thus, the students are enabled with more permanent knowledge. It helps the students to enhance their success in the university exams. A student graduated from IBDP and going up a university acquires studying skills on the highest level which is required in graduate studies. The students may even be exempted from the courses that he/she is successful in IBDP at university.

In Turkey, students graduated from IBDP compose a small group from prestigious schools. It is highly likely in the short run that employers wish to hire amongst this prestigious group. Most of the foundation universities in Turkey such as Koç University, Bilkent University and Sabancı University award scholarships to IB graduates with different ratios depending on their diploma.

Students graduated from IBDP previously have the same point of view. That the students improve themselves both academically and sensitively via this programme, take the advantage of the skills required at university and enhance their success in English are their point. They emphasize that the skills, acquired from IBDP, facilitate them through the rest of their lives.

FREQUENTLY ASKED QUESTIONS

1. What is the International Baccalaureate Organization?

The International Baccalaureate Organization is an international non-profit educational foundation founded in Geneva, Switzerland in 1967. It aims to provide high schools with a globally acknowledged curriculum and a diploma, thereby enabling student mobility between the countries. (www.ibo.org)

2. What is the IBO mission statement?

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.

3. What features does the IB World Schools have?

- Internationally qualified curricula
- Internationally qualified teachers and administrators
- International students in and outside the school
- International institution philosophy

4. Why should students take part in the IB?

- The IBDP creates an interdisciplinary environment by studying topics extensively and thoroughly and comparing it with the nature of knowledge.
- The IBDP encourages students to have an international point of view based on their own language and culture.
- The IBDP prepares students for university entrance exams as well as developing a positive attitude to learning.
- The IBDP provides universities with a qualified structure thanks to its elaborate external assessments and international standards.
- The IBDP put stress on student's development as a whole- physically, mentally, emotionally and morally.
- Students are in an excellent command of English when they graduate, simply because the education in the Program is in English.
- Students have flexibility when choosing courses.
- IB graduates are awarded a **globally recognized diploma**. The IB Diploma is beneficial for acceptance to many universities worldwide. Therefore, the IB graduates have special privileges in universities in the USA, England, Canada, Australia, New Zealand and many other European countries. Furthermore, most of the private, non-profit universities in Turkey award the IB students different scholarship amounts.

5. What does IB Diploma Program include?

The IB Diploma Program (DP) is run in 11th and 12th grade. Our school has pre-IB class in 9th grade so that our students will get prepared for IB Diploma Program. Students study Math and Science in English in 9th and 10th grade. The IBDP Model involves six subjects groups, from each of which students are required to select one subject. Diploma candidates are required to complete at least three higher-level (two-year) courses and three standard-level (one-year) courses during the junior and senior years. In addition to completing these courses, Diploma candidates must successfully complete the core components of the IB program: Extended Essay (EE), Theory of Knowledge (ToK), Creativity, Action, Service (CAS). Diploma candidates must also complete 240 hours of higher-level courses and 150 hours of standard-level courses. The students select IB courses of their choice with regard to their career plans, and the school designs their weekly schedule accordingly.

6. Are all the courses in the program English?

The IB Diploma Program is carried out only in English, French and Spanish. We, as Gazi University Foundation Private Anatolian High School, run the program in English. Therefore, students must have a high level of English in order to pursue the program successfully. Such courses in the program as Math, Biology, Physics and Chemistry are in English. As Language B is English in our school, students in 9th and 10th grade are given intense English courses focused on different skills. All the other courses such as Turkish, History, Geography, Philosophy, Religious Culture and Ethics are in Turkish.

7. How are the IB DP Candidates assessed?

The IB Diploma Program uses both internally and externally assessed components to assess student performance. Internal assessment is made for each IB course by the IB teacher of that course at school. The internal assessment results are sent to the IBO and are inspected by the IBO. These internal assessments usually make up 20-40% of the assessment. External assessment, on the other hand, is the exams sent at the end of May by the IBO. These exams are done for each course on the same day at the same time in each and every IBDP schools. All the exam papers and answer sheets for external assessment are sent by the IBO in order to ensure the standardization. After the exams, answer sheets are sent back to the IBO. The IBO evaluates the exams and the results are sent to the IB coordinator. There are not any written exams for Extended Essay, Theory of Knowledge and Creativity, Action, Service; however, the IBO set rigid achievement criteria for these three core component.

8. How is IB DP scored?

In the DP, students are graded on a scale from 1 to 7, with 7 being highest. Students receive a grade for each DP course attempted.

7= Excellent

6= Very good

5= Good

4= Satisfactory

3= Mediocre

2= Poor

1= Very poor

A student's final Diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points. Up to three additional points are awarded depending on the grades achieved in the extended essay and theory of knowledge. The maximum possible point total in the IB DP is 45.

9. What is the role of the IB Diploma in Turkey's university entrance procedure?

The Turkish Ministry of National Education has not recognized the IB Diploma as academically equivalent to the national diploma; therefore, all the high schools in Turkey run the IB Program as an additional program. The students who have both the national diploma and the IB Diploma must take the university entrance exams conducted by ÖSYM. The national diploma is attached significance in the university entrance in Turkey; however, those with the IB Diploma can get scholarship after attending the university and can be exempt from the courses they have taken in the IB curriculum. Some of the private universities in Turkey such as Sabancı University, Doğuş University, Bilgi University, Bahçeşehir University, Koç University and Başkent University award the students different scholarship amounts. Moreover, Bilkent University admit those with the IB Diploma and minimum score of university entrance exam into Bilkent and allow them to study in any department they would like to.

10. What are the requirements to complete the IB Diploma Program?

- Students must choose three higher-level courses and three standard-level courses and they must complete at least 240 hours for higher-level and 150 hours for standard-level courses.
- Students must complete 100 hour-Theory of Knowledge which covers examining ideas and judgments on different topics and students' own experiences.
- Students must complete 150 hours of CAS.
- Students must complete an extended essay, the topic or question of which is chosen by the candidate themselves, which is a maximum of 4000 words.

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