



TED ANKARA COLLEGE FOUNDATION HIGH SCHOOL



IBDP 2024-2025

CONTENTS

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM AT OUR SCHOOL	1
IB DIPLOMA PROGRAM STRUCTURE	1
IB MISSION	3
TED ANKARA COLLEGE VISION	3
LEARNER PROFILE	5
GERMAN – FRENCH – SPANISH B (SL)	16
ESS (FIRST ASSESSMENT 2026)	18
ESS (LAST ASSESSMENT 2025)	19
ECONOMICS SL	20
CAS	25
APPROACHES OF TURKISH UNIVERSITIES TO THE IB DIPLOMA	27
TED UNIVERSITY	27
BİLKENT UNIVERSITY	29
BAHÇEŞEHİR UNIVERSITY	31
BAŞKENT UNIVERSITY	31
BEYKENT UNIVERSITY	32
BİLGİ UNIVERSITY	32
ÇANKAYA UNIVERSITY, ANKARA	32
DOĞUŞ UNIVERSITY	33
GELİŞİM UNIVERSITY	33
IŞIK UNIVERSITY	34
İSTİNYE UNIVERSITY	34
KADİR HAS UNIVERSITY	35
KOÇ UNIVERSITY	35
MALTEPE UNIVERSITY	36
MEF UNIVERSITY	36
OKAN UNIVERSITY	36
ÖZYEĞİN UNIVERSITY	37
SABANCI UNIVERSITY	37
ÜSKÜDAR UNIVERSITY, İSTANBUL	38
YEDİTEPE UNIVERSITY	38
UNIVERSITIES THEY HAVE BEEN PLACED IN BY YEAR	39
FACULTIES THEY HAVE BEEN PLACED IN BY YEAR	39
<i>Out of 120 graduates of the IB program, 115 students have taken the 2024 YKS. There are 34 students who did not apply or take the exam because they gained the right to register abroad. A total of 102 students have been placed in a higher education program.</i> IB PROGRAM 2024 EVALUATION RESULTS	39
IB LEARNER PROFILE	41

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM AT OUR SCHOOL

The International Baccalaureate (IB) Diploma Program was first approved in Turkey by the Ministry of National Education's Board of Education and Discipline in 1996 and came into effect after being published in the Official Gazette. It has been implemented in the high school section of our school since the 1999-2000 academic year.

The initiation of the IB Diploma Program at TED Ankara College was decided by our Foundation's Board of Trustees on November 26, 1998, with decision number 523-6/5524-5. An application was submitted to the International Baccalaureate Organization in November 1998. After the necessary evaluations were completed, authorization was granted to implement the program on July 7, 1999.

IB DIPLOMA PROGRAM STRUCTURE

The IB Diploma Program consists of six main subject groups, each offering various options. This program is represented schematically by a circle.



WHAT IS THE IBDP?

The International Baccalaureate Diploma Program (IBDP) was designed by the International Baccalaureate Organization (IBO), which was established in 1968 and has been a pioneer in international education. The program covers students in the final two years of secondary education.

The IB is the only educational program that carries the "international" designation and aims to prepare students for university and beyond in the best possible way. Students who meet the program's requirements and succeed in the centralized final exams acquire the self-discipline necessary for lifelong learning, both in university and later life.

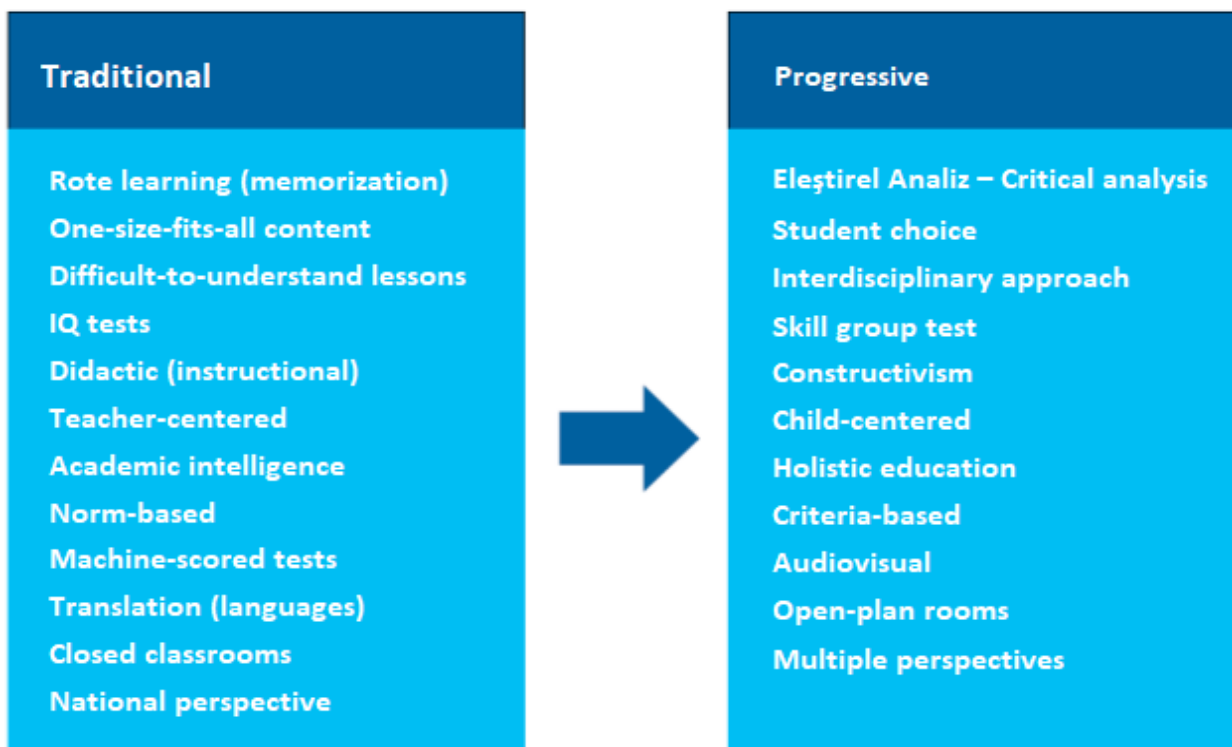
The Diploma Program is implemented in 165 countries and 3,603 schools. In Turkey, it is successfully implemented in 60 schools, adapted to meet the Ministry of National Education's (MEB) requirements.

AIMS OF THE INTERNATIONAL BACCALAUREATE PROGRAM

- Ensure students gain the necessary knowledge about the content and importance of the IB program.
- Help students develop the most effective study methods and techniques by using their time efficiently.
- Develop students' research skills.
- Support the development of writing skills, enabling students to write effective and fluent essays, articles, and papers, as well as deliver oral presentations.
- Enhance independent and critical thinking skills.
- Foster a sense of personal development and responsibility towards their schools, communities, and the environment.

The IB, as the only educational program with an international focus, aims to prepare students for university and beyond in the best way possible. Students who fulfill the program's requirements and succeed in the centralized final exams gain the self-discipline necessary for lifelong learning.

Beyond these advantages, the IB Diploma Program also fosters academic integrity and helps raise well-rounded, inquisitive, creative, responsible, and most importantly, literate individuals who value research and curiosity.



IB MISSION

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

To achieve this goal, the organization collaborates with schools, governments, and international institutions to develop challenging international education programs and rigorous assessment methods. These programs encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

TED ANKARA COLLEGE MISSION

As one of Turkey’s leading educational institutions, TED Ankara College aims to raise global citizens who contribute to humanity while remaining committed to Atatürk’s principles and the values of the Republic. Without compromising its core values, the school emphasizes respect for nature, science, and oneself, while fostering curiosity, research, critical thinking, and creativity.

TED ANKARA COLLEGE VISION

By our 100th anniversary, we aim to further strengthen our position as a pioneering institution that leads in academic, social, and innovative achievements.

TED ANKARA COLLEGE VALUES

Justice: Establishing systems that are balanced among students, teachers, parents, administrators, staff, and other stakeholders, with impartial rules that uphold ethical standards without compromise, earning and showing respect.

Scientific Approach: Creating pioneering projects by working with data-driven, analytical, innovative, inquisitive, and reliable methods that foster curiosity in the field and focus on solution-oriented approaches.

Transparency: Maintaining open communication in all processes by providing timely and accurate feedback within the framework of our rules, working with a reliable, accountable, and transparent approach.

Agility: Developing the ability to adapt to changes by taking initiative, prioritizing correctly, and responding to situations with flexible, dynamic, multifaceted, and resilient approaches instead of waiting for events to unfold on their own.

Corporate Citizenship: Creating value with teams that act with a holistic perspective and a compassionate commitment, demonstrating awareness, self-worth, and a strong sense of helpfulness, while being flexible and resilient beyond their assigned duties and responsibilities.

Influential Educators:



John Dewey

1859-1952

American philosopher, psychologist, and education reformer.

Main Concept: The importance of engaging students' natural curiosity.



A. S. Neill

1883-1973

Scottish progressive educator, author, and founder of Summerhill School.

Main Concept: Students develop in an environment free from restrictions.



Jean Piaget

1896-1980

Swiss psychologist and philosopher, Director of the International Bureau of Education

Main Concept: Academic intelligence develops in children through a cognitive cycle.

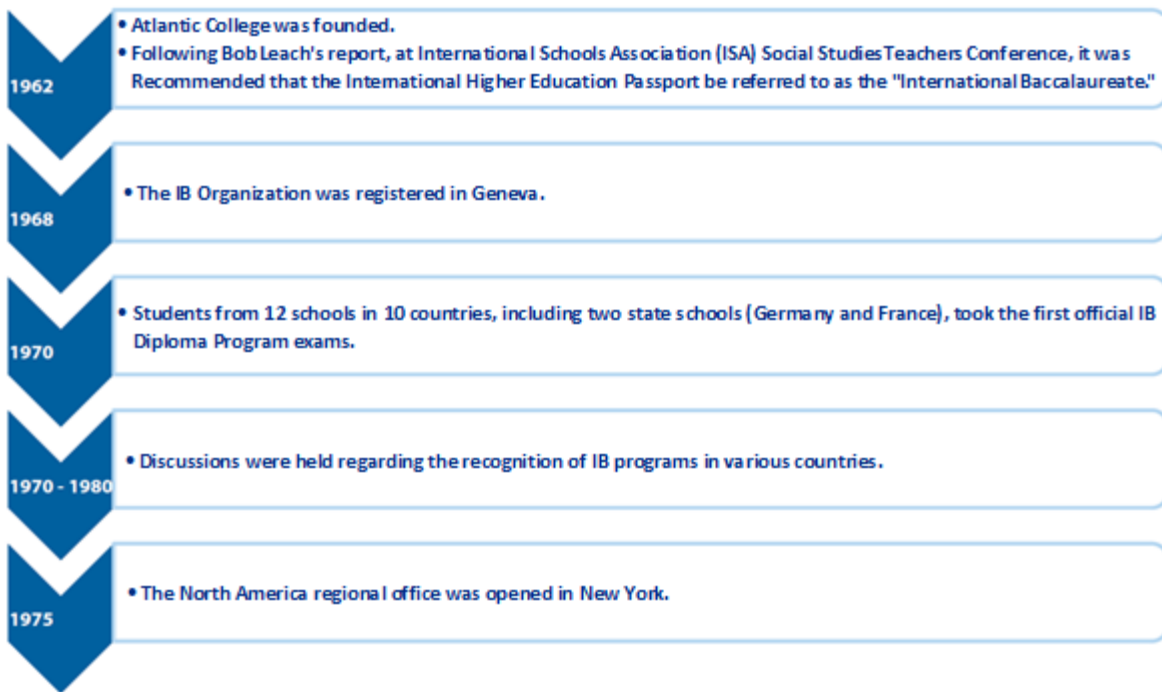


Jerome Bruner

1915-2016

American psychologist and author of Process of Education.

Main Concept: Learning by doing and self-discovery of knowledge help students become better problem-solvers.



LEARNER PROFILE



The International Baccalaureate (IB) Learner Profile defines a wide range of human competencies and responsibilities that go beyond academic success. It shows that learners are dedicated to helping all members of the school community show respect for themselves, others, and the world around them.

TED Ankara College Foundation High School aims to ensure that its students develop according to the IB Learner Profile and to carry out education and teaching in line with the ideals of Mustafa Kemal Atatürk, the founder of the Republic of Turkey.

We are working to ensure that our IB students possess the following qualities:



Inquirers

We nourish our curiosity by developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love for lifelong learning.

Knowledgeable

We develop and apply conceptual understanding by exploring knowledge across different disciplines. We engage with issues and ideas of local and global significance.

Thinkers

We use critical and creative thinking skills to analyze complex problems and take responsible actions related to them. We take initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language. We collaborate effectively by carefully listening to the perspectives of others and working together.

Principled

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

Open-minded

We value our own cultures and personal histories, as well as the values and traditions of others. We seek out, evaluate, and consider different perspectives, aiming to grow from our experiences.

Caring

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

Risk-takers

We approach uncertainty with forethought and determination; we work both independently and collaboratively 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 are aware of our interdependence with other people and the world in which we live.

Reflective

We carefully consider the world, our ideas, and experiences. We strive to understand our strengths and weaknesses in order to support our learning and personal development..

The information above about the International Baccalaureate is sourced from www.ibo.org.
<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

THEY ARE PART OF A COMMUNITY WHERE MORE THAN A MILLION STUDENTS GRADUATE EVERY YEAR WORLDWIDE

IB students possess international awareness through their open-mindedness and open hearts. All IB students learn a second language, along with skills to live and work with others both locally and internationally. However, being a global citizen with a truly international perspective does not require abandoning one's own language or culture. In fact, the key to appreciating another language or culture is to first have confidence in one's own language and culture. The IB Program is not exam-focused: while results are important, the best outcomes are achieved by enabling students to develop their learning and engage with the curriculum. IB students are at the heart of the program. Students learn to think for themselves and manage the learning process. Their teachers take pleasure in this, and students succeed this way. Above all, they view education as a lifestyle.

The IB experience is not just a learning style; it is a way of life. For more than a million students each year, it is the path to a better and more peaceful world.

WHY IB?

- **Focuses on learners:** The student-centered IB program emphasizes healthy relationships, ethical responsibility, and personal challenges.
- **Develops effective approaches to teaching and learning:** The IB program helps students develop the approaches and skills needed for both academic and personal success.
- **Works in global contexts:** The IB program enhances understanding of languages and cultures while exploring ideas and issues that are important worldwide.
- **Offers a broad curriculum:** The IB programs provide a wide, balanced, conceptual, and interconnected curriculum.

APPROACHES TO TEACHING AND LEARNING

Throughout the Diploma Program, the approaches to teaching and learning express the specific strategies, skills, and attitudes that permeate the teaching and learning environment. These approaches and tools, intrinsically linked to the learner profile attributes, enhance student learning and help students prepare for the Diploma Program assessments and the subsequent stages of their education.

The Goals of Approaches to Teaching and Learning in the Diploma Program are as follows:

- Ensure that teachers are both subject teachers and teachers of students.
- Enable teachers to create clearer strategies for facilitating learning experiences in which students engage more meaningfully in structured inquiry, critical thinking, and creative thinking.
- Strengthen the objectives of individual subjects (taking them beyond the course goals) and relate previously isolated knowledge (synchronous learning).
- Encourage students to develop a range of skills that will help them continue learning actively after leaving school, not only ensuring their acceptance into university with better grades but also helping prepare them for success in higher education and beyond.
- Increase the consistency and relevance of the Diploma Program experience by blending idealism and practicality, enabling schools to define the distinctive features of IB Diploma Program education.
- Cover five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills, and research skills) and six approaches to teaching (inquiry-based, concept-focused, contextualized, collaborative, differentiated, and assessment-informed teaching), which support the core values and principles of IB pedagogy.

ACADEMIC INTEGRITY

Academic integrity in the Diploma Program is defined by a set of values and behaviors that are determined by the attributes of the student profile. Academic integrity in teaching, learning, and assessment ensures the support of personal integrity, respect for others and their work, and equal opportunities for all students to demonstrate the knowledge and skills they acquire throughout their education.

All classroom work, including assignments for assessment, must be original, based on the student's individual and original ideas, and fully acknowledge the ideas and work of others. Assessment tasks that require teachers to guide students or that require students to collaborate must be completed in strict adherence to the detailed guidelines provided by the IB for the relevant subjects.

OUR SCHOOL AND THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

The IB Diploma Program consists of six main subject groups, each offering various options:

Diploma Programme curriculum framework. 21 October 2013.
<https://ibo.org/programmes/diploma-programme/curriculum/>

Group 1 (A Language and Literature)

As part of the IB Organization's policy to encourage students to stay connected to their own culture, this course is offered in over 80 languages. The aim is to develop students' speaking, writing, reading, and listening skills while respecting the literary heritage of their mother tongue, complemented by an international perspective gained through world literature studies.

Group 2 (Foreign Language Courses)

In this group, students who can use the target language (e.g., English) fluently and have prior foreign language learning experience are offered B-level language courses. These courses focus on both written and spoken communication.

Group 3 (Individuals and Societies)

This group includes subjects like Business and Management, Economics, Geography, History, Islamic History, Communication Technology in a Globalizing Society, Philosophy, Psychology, Social Anthropology, and 20th Century Turkey.

However, students opting for the YKS-EA score type for university admission will take the "20th Century Turkey" course (an interdisciplinary combination of History, Geography, and Sociology).

Students opting for the YKS-SAY score type for university admission will take the "Environmental Systems and Societies" course, which is accepted both in Group 3 and 4.

Group 4 (Sciences)

Subjects in this group include Biology, Chemistry, Physics, Environmental Systems and Societies, and Design Technology. These courses support collaborative learning and help develop applied laboratory skills through an interdisciplinary approach. Students also explore nature, environmental awareness, and global values, enhancing their social responsibility.

Students opting for the YKS-SAY score type for university admission will take Physics, Chemistry, and Environmental Systems and Societies in Group 4.

Students opting for the YKS-EA score type will take Biology in Group 4.

Group 5 (Mathematics)

All diploma candidates must take a Mathematics course. Four options are available, catering to different skill levels and student interests: Mathematics Studies Standard Level, Mathematics Standard Level, Mathematics Higher Level, and Further Mathematics. The goal is to foster mathematical thinking and ensure students are comfortable using the language of mathematics to support their studies in the Sciences.

Students opting for YKS-SAY or YKS-EA score types for university admission will take either Mathematics Standard Level or Mathematics Higher Level.

Group 6 (The Arts and Elective Courses)

This group includes Visual Arts, Music, and Theatre. The focus is on practical application and exploring creative work in a global context. Students may choose not to take any of these courses and opt for other courses from the other groups.

Students opting for the YKS-SAY score type for university admission must take Physics/Chemistry in Group 4 instead of an Arts course to obtain the IB diploma. Students opting for the YKS-EA score type must take a Second Foreign Language (German/French/Spanish) from Group 2 instead of an Arts course.

In our school, the Second Foreign Language (French, German, Spanish) courses offered at the beginner/intermediate level have been part of the common general culture curriculum in all our programs since the 2005-2006 academic year. Therefore, students opting for YKS-EA score types for university admission may receive a B1/B2 level certificate if they continue the Second Foreign Language course taken in grades 9 and 10.

The Turkish A course in Group 1 and the Turkish Social Sciences course in Group 3 are taught in Turkish, while other courses are conducted in English.

COURSE - LEVEL SELECTIONS

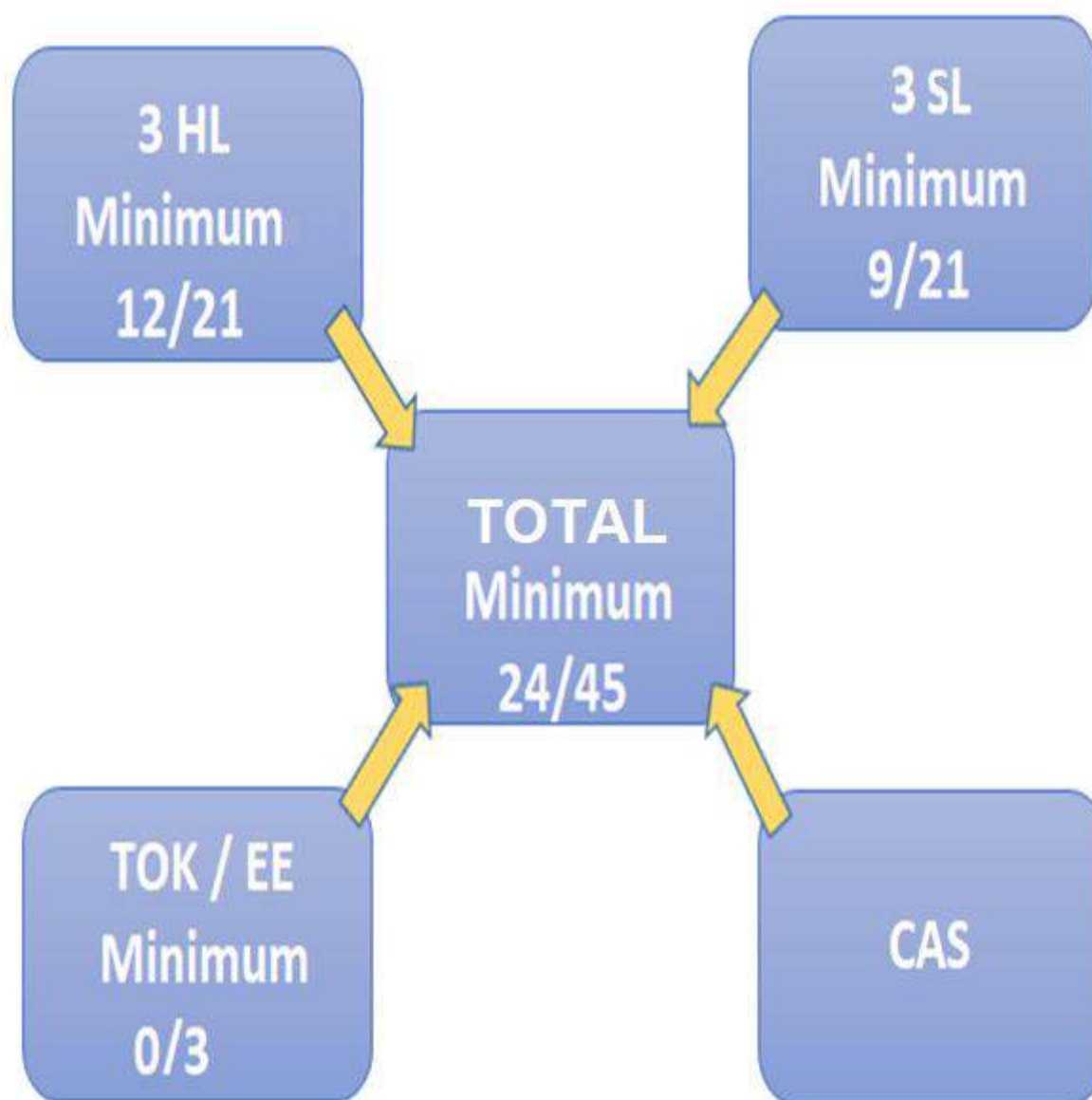
IB students are required to take:

- 3 Standard Level (SL) courses (Total 150 hours) covering essential knowledge and skills.
- 3 Higher Level (HL) courses (Total 240 hours) providing more in-depth knowledge.

IBDP MS		
Group1	Turkish A	SL (Standard Level) HL (Higher Level)
Group2	English B	HL (Higher Level)
Group3	Environmental Systems Economy	SL (Standard Level) SL (Standard Level)
Group4	Physics / Chemistry	SL (Standard Level) HL (Higher Level)
Group5	Mathematics	SL (Standard Level) HL (Higher Level)
Group4 instead of Grup6	Physics / Chemistry	SL (Standard Level) HL (Higher Level)

IBDP TM		
Group1	Turkish A	HL (Higher Level)
Group2	English B	HL (Higher Level)
Group3	TITC Economy	SL (Standard Level) SL (Standard Level)
Group4	Biology	SL (Standard Level) HL (Higher Level)
Group5	Mathematics	SL (Standard Level) HL (Higher Level)
Group2 instead of Group6	Spanish / French / German	SL (Standard Level)

IB COURSE PLANNING SL/HL AND ASSESSMENT



TOK and EE assessments must be at least a "D." Students receiving an "E" will lose their right to receive the diploma.

IB COURSE CURRICULA

TURKISH

TURKISH A COURSE ASSESSMENT OUTLINES FIRST ASSESSMENT 2021

	STANDARD LEVEL (SL)	HIGHER LEVEL (HL)
EXTERNAL ASSESSMENT	<p>PAPER 1 GUIDED LITERARY ANALYSIS</p> <p>EXAM DURATION: (1 hour 15 minutes)</p> <p>PERCENTAGE OF TOTAL ASSESSMENT: 35%</p> <p>The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it.</p>	<p>PAPER 1 GUIDED LITERARY ANALYSIS</p> <p>EXAM DURATION: (2 hour 15 minutes)</p> <p>PERCENTAGE OF TOTAL ASSESSMENT: 35%</p> <p>In the exam, students are given two texts from different literary genres. They write a critique for each of the texts.</p>
	<p>PAPER 2 COMPARATIVE ESSAY</p> <p>EXAM DURATION: (1 hour 45 minutes)</p> <p>PERCENTAGE OF TOTAL ASSESSMENT: 35%</p> <p>The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.</p>	<p>PAPER 2 COMPARATIVE ESSAY</p> <p>EXAM DURATION: (1 hour 45 minutes)</p> <p>PERCENTAGE OF TOTAL ASSESSMENT: 25%</p> <p>The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.</p>
		<p>HIGHER LEVEL ESSAY</p> <p>PERCENTAGE OF TOTAL ASSESSMENT: 20%</p> <p>Students write an essay of 1200-1500 words on a work studied in the IB courses.</p>
INTERNAL ASSESSMENT	<p>INDIVIDUAL ORAL</p> <p>PRESENTATION DURATION: 15 Minutes</p> <p>PERCENTAGE OF TOTAL ASSESSMENT: 30%</p> <p>Students choose a work studied in the IB courses, one Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.</p>	<p>INDIVIDUAL ORAL</p> <p>PRESENTATION DURATION: 15 Minutes</p> <p>PERCENTAGE OF TOTAL ASSESSMENT: 20%</p> <p>Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.</p>

ENGLISH B HL (Higher Level)

THEMES

- Identities
- Experiences
- Human ingenuity
- Social organization
- Sharing the planet.

LITERATURE: Literary works will be examined and will form the foundation of this oral presentation.

ASSESSMENT CRITERIA:

Students will be evaluated based on the four core skills: reading comprehension, writing, listening, and speaking.

PAPER 1	PAPER 2	INTERNAL ASSESSMENT
Writing	Listening-reading	Individual oral assessment
1 hour 30 min	Listening comprehension (1 hour) Reading comprehension (1 hour)	12-15 min (20 min preparation)
%25	%50	%25

PAPER 1 – WRITING		INDIVIDUAL ORAL ASSESSMENT
Criterion A	Language	Language
Criterion B	Message	<i>B1: Message</i> —literary extract <i>Criterion B2: Message</i> —conversation
Criterion C	Conceptual understanding	Interactive skills—communication

GERMAN – FRENCH – SPANISH B (SL)

THEMES

- Identities
- Experiences
- Human ingenuity
- Social organization
- Sharing the planet.

As seen in the assessment criteria, the four language skills (listening, reading, writing, speaking) are comprehensively addressed in the program. When compared with the Common European Framework of Reference for Languages (CEFR), this level corresponds to B2. Reaching this level enables students to gain admission to some universities in Europe.

CEFR Level	English B		English A: Language and Literature		English A: Literature		English Literature and Performance
	SL	HL	SL	HL	SL	HL	SL
C2							
C1		7	7	7	7	7	
B2+	7	6	6	6	6	6	
B2	6 5	5 4	5	5 4	5 4	5 4	5
B1	4	3					
A2	3	2					
A1	2						

PAPER 1	PAPER 2	INTERNAL ASSESSMENT
Writing	Listening-reading	Individual oral assessment
1 hour 15 minutes	Listening comprehension (45 min) Reading comprehension (1 hour)	12-15 min + 15 min preparation
%25	%50	%25

DEĞERLENDİRME KRİTERLERİ:

	PAPER 1 – WRITING	INTERNAL ASSESSMENT
Criterion A	Language	Language
Criterion B	Message	B1 Message —visual stimulus B2 Message —conversation
Criterion C	Conceptual understanding	Communication

TITC - Turkey in the 20th Century

We aim to raise students' awareness, sensitivity, and ability to apply concepts and techniques by approaching historical, sociological, and geographical developments in Turkey and the world from past to present through interdisciplinary collaboration. This approach helps students use language suitable for social research and develop the skills to present arguments and interpretations based on solid evidence by linking topics together.

The 2000-2200 word projects, which students start in 11th grade and must complete by the end of the first semester of 12th grade, account for 30% of their IB grades as part of internal assessment.

The Paper 1 exam will cover the first five themes of the program and will consist of questions with four subtopics from a theme selected by the IB.

Paper 2 will consist of a single question from a theme chosen by the student among the five themes, excluding the theme covered in Paper 1.

PAPER 1	PAPER 2	INTERNAL ASSESSMENT
Themes 1, 2, 3, 4, 5 Time 60 minutes	Time 1 hour 30 minutes	Project
%30 + %45		%25

PROGRAM THEMES (GEOGRAPHY / SOCIOLOGY / HISTORY)

1. Turkey at the Dawn of the 20th Century
2. Transformation and Change in the Republic of Turkey (1923-1945)
3. Global Changes Between the World Wars and Their Impact on Turkey (1918-1939)
4. World War II and Turkey (1939-1945)
5. Reconstruction, Democracy, Developments in Turkey and the Region (1945-1991)
6. A Globalizing World and Dialogue with Europe (1991-2000)

ESS (FIRST ASSESSMENT 2026)

For internal assessment, the student conducts an experimental activity on a topic of their choice and prepares a report on this work.

This activity, which consists of 10 hours, begins in the 11th grade. The report, completed in the second semester of the 12th grade, is graded by the subject teacher based on the following criteria.

This score constitutes 25% of the student's final grade in this subject.

A: Research question and inquiry	B: Strategy	C: Method	D: Treatment of data	E: Analysis and conclusion	F: Evaluation	Total
4	4	4	6	6	6	30

In the external assessment, at the end of the two years, students take two separate exams.

The weight, duration, and descriptions of each exam are provided in the table below.

Exam	Percentage (%)	Time (hour)	Explanation
Paper 1	25	1	Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory.
Paper 2	50	2	Section A: is made up of short-answer and data-based questions. Section B: requires students to answer one structured essay question from a choice of two.

ESS (LAST ASSESSMENT 2025)

For internal assessment, the student conducts an experimental activity on a topic of their choice and prepares a report on this work.

This activity, which consists of 10 hours, begins in the 11th grade. The report, completed in the second semester of the 12th grade, is graded by the subject teacher based on the following criteria.

This grade constitutes 25% of the student's final grade in this subject.

Identifying the context (CXT)	Planning (PLA)	Results, analysis and conclusion (RAC)	Results, analysis and conclusion (RAC)	Applications (APP)	Communication (COM)	Total
6 (%20)	6 (%20)	6 (%20)	6 (%20)	3 (%10)	3 (%10)	30

In the external assessment, at the end of the two years, students take two separate exams.

The weight, duration, and descriptions of each exam are provided in the table below.

Exam	Percentage (%)	Time (hour)	Explanation
Paper 1	25	1	Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All of the questions are compulsory.
Paper 2	50	2	Section A: is made up of short-answer and data-based questions. Section B: requires students to answer two structured essay questions from a choice of four.

ECONOMICS SL

For internal assessment, Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. This grade constitutes 30% of the student's final grade in this subject.

Criterion A Diagrams	Criterion B Terminology	Criterion C Application and Analysis	Criterion D Key Concepts	Criterion E Evaluation	Total
3	2	3	3	3	14

In the external assessment, at the end of the two years, students take two separate exams. The weight, duration, and descriptions of each exam are provided in the table below.

Exam	Percentage (%)	Time	Explanation
Paper 1	30	1 h 15 min	Students answer one question from a choice of three. The questions are each subdivided into two parts, (a) and (b). The command terms used in each question indicate the depth required. Marks are allocated using a combination of an analytic markscheme and markbands.
Paper 2	40	1 h 45 min	Students answer one question from a choice of two. The questions are each subdivided into seven parts, (a), (b), (c), (d), (e), (f) and (g). Parts (a) and (b) both have subparts showing (i and ii) Students are expected to demonstrate the following assessment objectives. The command terms used in each question indicate the depth required. Marks are allocated using a combination of an analytic markscheme and markbands. Maximum marks are available per part and per subpart. Questions in (b) may be further subdivided into parts (i) and (ii) with 3 marks allocated in the first part and up to 2 marks in the other, or vice versa. The maximum for part (b) is 5 marks.

PHYSICS – CHEMISTRY – BIOLOGY

In our school, students in the 11th and 12th grades enrolled in the IB program take Physics, Chemistry, and Biology courses at two different levels: **Standard Level (SL)** and **Higher Level (HL)**. These levels have both common and different aspects.

The IB program requires a minimum of 240 hours of instruction at the Higher Level and a minimum of 150 hours at the Standard Level for Physics, Chemistry, and Biology courses over the two years.

I. INTERNAL ASSESSMENT:

In the internal assessment, the student conducts an experimental study on a topic of their choice. At the end of this research and practical work, the student prepares a research report that is composed of maximum 3000 words. Students' internal assessment performances are evaluated based on criteria established for each level and are scored out of 24. These experimental reports, graded by school teachers, are then audited by the IBO. This score constitutes 20% of the student's total IB subject score.

Additionally, when determining performance scores in Physics, Chemistry, and Biology courses, the student's performance in the IB internal assessment is also taken into account.

Research design	Data analysis	Conclusion	Evaluation	Total
6 (%25)	6 (%25)	6 (%25)	6 (%25)	24

II. EXTERNAL ASSESSMENT:

Students at both levels take two separate exams (*Paper 1 and 2*) for each of the Physics, Chemistry, and Biology courses, which take place in different sessions.

The weights of these exams are as follows:

PAPER 1		PAPER 2	INTERNAL ASSESSMENT
PAPER 1 A	PAPER 1 B		
Multiple-choice questions	Data-based questions	Short-answer and open-ended questions	Individual Investigation Project
%80			%20

MATHEMATICS

In our school, the IB Mathematics Program implemented in 11th and 12th grades is offered at two different levels: "Mathematics: **Analysis and Approaches**" Standard Level (SL) and Higher Level (HL).

In terms of course content, the Higher Level (HL) Mathematics Program includes additional topics beyond those covered in the Standard Level (SL). This difference at the higher level contributes to the studies planned at the university level.

Mathematics courses require a minimum of 240 hours of instruction for the higher level and a minimum of 150 hours for the standard level over two years.

At both levels, students are required to complete a mathematical investigation and/or study on a topic of their interest, known as the "Mathematical Exploration," with assessment criteria determined by the IB.

The Mathematics Program requires the use of technology, and students are expected to be proficient in using graphing calculators. Additionally, IB-approved international resources are used in this program.

The table below outlines the assessment criteria according to the students' levels.

STANDARD LEVEL

PAPER 1 (%40)	PAPER 2 (%40)	EXPLORATION (%20)
90 minutes 80 points (Calculator not allowed)	90 minutes 80 points	20 points

HIGHER LEVEL

PAPER 1 (%30)	PAPER 2 (%30)	PAPER 3 (%20)	EXPLORATION (%20)
120 minutes 110 points (Calculator not allowed)	120 minutes 110 points	75 minutes 55 points (Two problem-solving questions)	20 points

THEORY OF KNOWLEDGE (TOK)

Theory of Knowledge (TOK) is at the core of the IB Diploma Programme.

The TOK course provides students with the opportunity to explore and reflect on the nature and process of knowledge. As a central component of the DP, TOK is taught for a minimum of 100 instructional hours in schools.

In the TOK course, students are encouraged to reflect on the knowledge, beliefs, and ideas they have acquired during their education and outside the school environment. This course is both challenging and thought-provoking while aiming to empower students.

It focuses on the investigation of open-ended questions related to knowledge, which serve as essential tools for students. These questions are open to interpretation, such as: "What counts as good evidence for a claim?", "Are some types of knowledge less open to interpretation than others?", or "What limitations should exist in the pursuit of knowledge?"

TOK plays a significant role in the DP by offering students opportunities to reflect on the nature, scope, and limitations of knowledge and the process of knowing. It focuses not on acquiring new knowledge but on helping students think about and evaluate what they already know.

The TOK course supports and connects with other DP subjects. It encourages students to critically consider how knowledge is constructed in various disciplines and to identify both similarities and differences between fields. This holistic approach deepens and enriches inquiry across different areas of knowledge.

The course enables students to engage in interesting discussions beyond individual disciplines and helps them reflect on the knowledge they have acquired both within and outside the school environment. Students are encouraged to examine and reflect on the evidence for claims, such as distinguishing between reality and perception or evaluating the reliability of media sources. They use various methods and tools of inquiry while also considering their effectiveness and limitations.

The TOK course addresses the tensions, limitations, and challenges related to knowledge and knowing.

However, it also inspires students to appreciate the richness of human knowledge and to reflect on the value added by different types of knowledge.

Students are assessed in TOK through an exhibition where they apply TOK concepts and a TOK essay. To be eligible for the diploma, students must score a grade of D or higher in both assessments.

EXTENDED ESSAY (EE)

- A topic is chosen from one of the six main subjects.
- It is completed individually under the supervision of a mentor teacher.
- The essay consists of a maximum of 4,000 words (excluding footnotes and bibliography).
- Both the structure and content are developed according to specific criteria.
- It is first assessed by the mentor teacher and then by expert examiners abroad.
- To be considered successful, the student must achieve a grade of D or higher.

		Theory of knowledge (TOK)					
Extended essay	Grade awarded	A	B	C	D	E or N	
	A	3	3	2	2	Failing condition	
	B	3	2	2	1	Failing condition	
	C	2	2	1	0		
	D	2	1	0	0		
	E or N	Failing condition					

CAS

CAS includes creativity, physical activity, and community service activities, which must be sustained for 18 months during the 11th and 12th grades.

By the end of the two years, students must complete creativity, physical activity, and community service activities in a balanced manner. These activities are not graded or scored.

However, during the second semester of the 12th grade, all required documents must be submitted in both written and electronic forms to CAS advisors. Failure to do so will result in the student being ineligible for the IB diploma.

Students can engage in these activities independently or participate in school clubs, national and international events organized within TED Ankara College, as directed by CAS advisors.

If students choose to participate in individual off-campus activities, they and their parents are responsible for all aspects, including transportation.

The IB program at TED Ankara College High School does not sponsor any CAS activities. Instead, it provides guidance, direction, and support, which is facilitated by the CAS Coordinator.

The CAS Coordinator assists students in categorizing and documenting their projects.

Students must complete a "CAS Reflection Form" at the end of each CAS activity and submit it to the CAS office. They must also register on the Toddle system, create a "CAS Journal," and regularly document their activities on the platform.

Students must provide evidence of their achievements in areas such as awareness, acquiring new skills, initiative, responsibility, collaboration, perseverance, global values, and ethics, as specified in the "CAS Reflection Form."

Detailed information about students' CAS responsibilities will be shared at the beginning of the 11th grade through a booklet and a seminar conducted by CAS advisors.

APPROACHES OF UNIVERSITIES TO THE IB DIPLOMA

UNIVERSITY	SCHOLARSHIP PERCENTAGE (%)											Tuition fee discount	Transfer right	Course exemption
	10	15	20	25	30	35	50	60	75	95	100			
TED					X		X				X	X		
BİLKENT													X	
KOÇ														X
AREL				X			X							
BAHÇEŞEHİR				X										
BAŞKENT				X										
BEYKENT					X	X	X							
BİLGİ												X		
ÇANKAYA				X			X				X			
DOĞUŞ					X	X	X							
GELİŞİM												X		
IŞIK					X			X						
İSTİNYE	X	X	X											
KADİR HAS							X		X		X			
MALTEPE							X			X				
MEF				X										
OKAN							X				X			
ÖZYEGİN		X												
SABANCI	X													
ÜSKÜDAR				X										
YEDİTEPE				X										

The table provided above is intended exclusively for students holding an **"International Baccalaureate Diploma."**

It is a projected table regarding scholarship and transfer opportunities. The details of the scholarship and transfer rights offered by each university for International Baccalaureate Diploma Program graduates are elaborated on the following page.

APPROACHES OF UNIVERSITIES TO THE IB DIPLOMA

These details are updated annually by universities and may vary. Therefore, it is strongly recommended to obtain information directly from the universities' **Student Affairs Office**.

Students who wish to obtain information about the application process for studying abroad can visit the website below to learn about the application and admission requirements of various countries. Additionally, they can schedule an appointment with our international consultant, Hacer Demircan, to get further guidance on their procedures.

https://recognition.ibo.org/en-US/?utm_source=ib+public+website&utm_medium=web&utm_campaign=recognition+statements+referral

APPROACHES OF TURKISH UNIVERSITIES TO THE IB DIPLOMA

TED UNIVERSITY



International Baccalaureate Scholarship

The International Baccalaureate Scholarship is awarded to students who are admitted to TED University through the YKS (university entrance exam) and meet the specified diploma results and score requirements listed below.

IB Score	Scholarship percentage(%)
29 – 33	30
34 – 37	50
38 or higher	100

The International Baccalaureate Scholarship is valid for a maximum of six years for students who begin their studies at the English Language School and for a maximum of five years for students who start directly in the first year. There is no academic performance condition for the continuation of the scholarship.

For the recognition of prior learning according to global standards, some exemptions from TEDU courses are granted to IB graduates who will enroll at TEDU in the fall of 2024. The IB courses, their grades, and the corresponding TEDU courses and grades are listed below.

IB Diploma Program			
A total score of at least 29 out of 45		Equivalent TEDU courses and grades	
IB Subject	IB level/score	TEDU course	TEDU grade
Physics	HL 7	PHYS 101, PHYS 102	AA
	HL 6, SL 7	PHYS 101	AA
	SL 6	PHYS 101	BB
Mathematics	HL 7, SL 7	MATH 101, MATH 111, MATH 113, MATH 115	AA
	HL 6	MATH 101, MATH 111, MATH 113, MATH 115	BA
	SL 6	MATH 111, MATH 115	BB
Chemistry	HL 7, SL 7	CHEM 100	AA
	HL 6	CHEM 100	BA
	SL 6	CHEM 100	BB
Computer Science	HL 7, SL 7	CMPE 113, TEDU 109	AA
	HL 6, SL 6	CMPE 113, TEDU 109	BA
Economy	HL 7, SL 7	ECON 101, ECON 102, ECON 110	AA
	HL 6	ECON 101, ECON 102, ECON 110	AA
	HL 5	ECON 101, ECON 102, ECON 110	BA
English	Candidates will be exempt from the English Language School. The request of accepted students will be evaluated on a case-by-case basis.		

<https://aday.tedu.edu.tr/burslar-ve-ucretler>

Conditions for Internal Transfer to Undergraduate Programs

For Turkish students, the conditions for applying for and being accepted into an internal transfer program with an IB (International Baccalaureate) Diploma are outlined below:

- Students transferring internally with an IB diploma will not be able to benefit from the OSYM scholarship for the program they are transferring to. The student's IB scholarship continues. The student's registration will be made on a paid basis. If the student does not meet the academic requirements by the end of one semester and returns to the initial program, the relevant scholarship will continue.
- Students wishing to apply for an internal transfer must have an IB diploma with a minimum score of 29. For students who retake the IB exams after graduating from high school, their new IB diploma score will be considered.
- Transfers can only be made between programs with the same type of score. For Engineering, Architecture, and Teaching programs, the student must meet the success ranking condition in the central placement score type.
- Undergraduate students who have registered at TED University and meet the necessary application conditions may apply for a pre-application to transfer to another department where their ÖSYS (Higher Education Transition Exam) score is insufficient for placement.
- Pre-application can only be made after the student's final registration at the university and after the English Preparatory Program exemption status is determined. Students who do not meet the English proficiency requirements will not have their pre-application accepted.
- The student's registration remains in the program they were placed in via ÖSYM. However, with the approval of the relevant Faculty Board, the student can register for the first semester courses of the program they wish to transfer to. If the student has additional courses from their initial

program, those courses will be removed. If the student is exempt from courses in the first semester curriculum, similar-level courses must be taken to meet the required course load.

g. After the first semester, students who achieve a passing grade (DD) in all courses in the program they applied for and have a cumulative GPA of 2.80 or higher will have their pre-application accepted. These students will register for the courses of the program they wish to transfer to in the following semester. Success is not required for the courses taken in the second semester.

h. Internal transfer applications are finalized at the end of the second semester with a decision by the relevant Faculty Board, and credit transfers are made. If the success condition is not met by the end of the first semester, the pre-application will be canceled. In this case, the student will continue in their original program, and the credit transfer for courses taken in the program they wished to transfer to will be made based on the program they were placed in by ÖSYM.

https://registrar.tedu.edu.tr/sites/default/files/inline-files/kys-yn-28_ibdiplomasiilekurumiciyataygecिसusulveesasları.pdf

BİLKENT UNIVERSITY



Students who are placed in a department under the Faculty of Bilkent University in the year of their high school graduation or the following year, or those who transfer within the university under Article 2(b) of the Undergraduate Programs Horizontal and Vertical Transfer Regulation and can be directly exempt from the English Preparatory Program after final registration, may apply for horizontal transfer to another department if they hold an International Baccalaureate (IB) diploma and their diploma score is equal to or higher than the IB threshold of the relevant faculty. The IB threshold is 32 points for the Faculty of Engineering and the Faculty of Law, and 30 points for all other faculties. The department the student wishes to transfer to can be under their own faculty or another faculty.

The pre-application can only be made after the student's final registration at the university, once their exemption status from the English Preparatory Program has been determined, and either in the year of their high school graduation or the following year. Pre-applications from students who do not meet the English proficiency requirements will not be accepted. The new IB diploma score of students who retake the IB exams after graduation will not be considered.

Students who make a pre-application will register for the courses of the department they wish to transfer to in the first semester following their final registration; they must take all the courses in the first semester of the curriculum of the department they wish to transfer to. If the student has been exempted from any courses in the first semester curriculum, they must take similar level and quality curriculum courses in place of those courses to ensure they meet the normal course load. At the end of the first semester, students who pass all the courses in the curriculum and maintain a

weighted GPA of 2.80 or higher will be considered to have applied for the transfer to the relevant department. These students will also register for the courses of the department they wish to transfer to in the following semester. The inter-departmental transfer applications will be finalized at the end of the second semester when approved by the faculty or school board of the department the student wishes to transfer to. If a student's weighted GPA is below 2.80 or if they fail at least one curriculum course at the end of the first semester, their pre-application will be canceled, and inter-departmental transfer applications will not be accepted. Re-admission to Bilkent University or meeting the English proficiency requirements does not grant a new application or pre-application right.

Transitory Article 1 - The amendments made on 11.12.2023 to paragraph 2(b) of this regulation will be implemented starting from the Fall Semester of the 2025-2026 academic year. Until the beginning of the 2025-2026 academic year, the IB diploma score threshold will remain 30 for all faculties.

<https://w3.bilkent.edu.tr/www/universite-ici-bolumler-arasi-gecis-yonergesi/>

AREL UNIVERSITY, ISTANBUL



International Baccalaureate scholarship

Students who are placed in the university through the YKS (Higher Education Institutions Exam) or transfer from another higher education institution with YKS scores, and have an International Baccalaureate (IB) diploma score between 32 and 37, will be exempt from 25% of their tuition fees. Students with an IB diploma score of 38 or higher will be exempt from 50% of their tuition fees.

IB Score	Scholarship percentage
38 or higher	%50
32 – 37	%25

The International Baccalaureate (IB) Scholarship is valid for a maximum of 6 years for students starting in the English Preparatory Program and a maximum of 5 years for students starting directly in the first year. There is no academic performance requirement for the continuation of the scholarship.

Students placed in the university's paid or partially funded programs who have an IB diploma and a total grade point average (GPA) of 32 or above will receive a 20% discount on their required tuition fees.

<https://aday.arel.edu.tr/ucretlerburslar/>

BAHÇEŞEHİR UNIVERSITY**International diploma partial scholarships**

Partial scholarships will be provided to students who register through central placement (except DGS) and horizontal transfer, and who have graduated from high schools in Turkey and hold International Diplomas (IB, Abitur, etc.):

A partial scholarship of 25% of the tuition fee to be paid, as announced on the date of registration, will be applied to those with an IB diploma score of 32 or higher. (Students must apply with their IB diploma or an equivalent document.)

IB Score	Scholarship percentage
32 or higher	%25

The partial scholarships mentioned in this article are valid for the maximum duration of the Preparatory Program and the following program, but are not applicable during the summer term.

<https://bau.edu.tr/icerik/2983-burslar-ve-ucretler>

BAŞKENT UNIVERSITY**Baccalaureate Diploma Program (IB) Graduates Scholarship**

Awarding of a 25% incentive scholarship on the tuition fee will be given to candidates who have graduated from secondary education institutions offering the International Baccalaureate (IB) Diploma Program and are placed at Başkent University based on the Student Selection Examination results, with an IB score between 40 and 45.

IB Score	Scholarship percentage
40 - 45	%25

If a student receiving the IB incentive scholarship has their registration suspended in the preparatory school, associate, or undergraduate programs, receives two reprimands or fewer, or a disciplinary penalty higher than one reprimand, or if their academic grade point average falls below 2.00 in their current program, or if their semester (class) grade in the Faculty of Medicine or their semester success grade in the Faculty of Dentistry falls below 60, the incentive scholarship will be revoked, and the student will not be eligible for the scholarship again, even if they are successful.

https://www.baskent.edu.tr/belgeler/mevzuat/yonerge/ogr_burs_yong.pdf

BEYKENT UNIVERSITY**International Diploma Scholarships**

Students who have graduated from high schools in Turkey and are enrolled in the university's fee-paying undergraduate programs as IB International Baccalaureate students will receive a tuition fee discount according to their diploma score at the rates specified below.

IB Score	Scholarship percentage
40 or higher	%50
35 – 39	%35
30 – 34	%30

<https://www.beykent.edu.tr/aday-ogrenci/kayit-kabul/burs-olanaklari>

BİLGİ UNIVERSITY**International Baccalaureate (IB) and High School Discounts**

Students who have graduated from high schools offering English IB, Abitur, Matura, French IB and Baccalaureate, Maturita programs and have been placed through the ÖSYM exam, as well as students benefiting from high school preference discounts in accordance with institutional agreements, will receive tuition fee discounts throughout their studies at Istanbul Bilgi University (2 years of English Preparatory, 4 years of the major for undergraduate programs, and 2 years of English Preparatory and 2 years of the major for associate degree programs) at the rates determined by the Board of Trustees. These discounts do not apply to the Summer Term. If a student's GPA falls below 2.00, if they complete the normal study period, and/or if they receive a disciplinary penalty, their scholarship will be revoked.

<https://www.bilgi.edu.tr/tr/yasam/ogrenci/ogrenci-destek-merkezi/burslar/>

ÇANKAYA UNIVERSITY, ANKARA**International Baccalaureate (IB) Diploma Score Discount**

Students who have completed their secondary education by graduating from IB programs and are enrolled in Çankaya University's associate and/or undergraduate programs (including English Preparatory Class) will receive a tuition fee discount according to the success in the International Baccalaureate (IB) programs at the rates specified below.

IB Score	Scholarship percentage
40 or higher	%100
35 or higher	%50
30 or higher	%25

The IB discount is unconditional, and will continue as long as the student attends classes at Çankaya University during the normal duration of their studies and their cumulative GPA at the end of each semester remains above 2.80/4.00. If the student's GPA falls below 2.80/4.00 at the end of a semester, the discount will be suspended until the student raises their GPA back to this level.

In internal horizontal transfers, when transferring between programs of the same score type, the IB discount will continue to apply at the same rate in the new department.

<https://oim.cankaya.edu.tr/indirimler/>

DOĞUŞ UNIVERSITY



International Diploma Scholarship

IB International Baccalaureate students who will register for the university's full-fee undergraduate programs will receive a discount on the tuition fee they will pay for the relevant academic year, according to the rates specified below, based on their diploma score. The discount will be revoked if the student exceeds the duration or receives a disciplinary penalty.

IB Score	Scholarship percentage
40 or higher	%50
35 – 39	%35
30 – 34	%30

<https://www.dogus.edu.tr/aday/imkanlar/burslar>

GELİŞİM UNIVERSITY



International Baccalaureate (IB) Support Scholarship

Students who hold an International Baccalaureate (IB) diploma with a score between 35 and 45 are granted a scholarship. The scholarship provided to students placed in the scholarship programs covers only the tuition fees. Other expenses, such as accommodation, meals, transportation, books, etc., are not covered by the scholarship. The scholarships are unconditional and will not be revoked during the normal duration of study. However, if the normal duration of study is exceeded or if a disciplinary penalty is imposed, the relevant scholarships will be revoked from the date the disciplinary penalty is finalized. Students who receive a 100% ÖSYM scholarship are not eligible for these scholarships.

<https://aday.gelisim.edu.tr/aday-ogrenci/burs-imk%C3%A2nlari>

IŞIK UNIVERSITY**International Baccalaureate Discount**

Students who have graduated from educational institutions offering the International Baccalaureate (IB) program and are enrolled in a fee-paying program at IstinYE University will receive a discount at the rates specified below.

IB Score	Scholarship percentage
30-37	%30
38 or higher	%60

https://www.isikun.edu.tr/i/content/534_1_14119_1_Burs-Yonergesi_R10.pdf

İSTİNYE UNIVERSITY**International Diploma Scholarship**

Students with an IB diploma score between 24 and 28.99 will receive a 10% discount, those with a score between 29 and 31.99 will receive a 15% discount, and those with a score of 32 or higher will receive a 20% discount on the amount they are required to pay.

IB Score	Scholarship percentage
24 - 28,99	%10
29 - 31,99	%15
32 or higher	%20

The discount entitlement earned during the initial placement according to the quotas and rates (%100 and %50) listed in the 2024 Higher Education Programs and Quotas Guide published by ÖSYM. This discount is not affected by the student's GPA (AGNO) and is granted for the maximum duration of study. The total amount of scholarships a student can receive cannot exceed 20% of the amount they are required to pay after the ÖSYM quota discount.

These scholarships/discounts are provided during the normal duration of study. If the normal duration is exceeded, they will be revoked (the preparatory class is not included).

Scholarships/discounts are limited to the fall and spring semesters during the normal duration of study and do not cover summer term course fees.

<https://aday.istinye.edu.tr/burslar>

KADİR HAS UNIVERSITY

Students placed in faculties who have an International Baccalaureate (IB) diploma with a total score between 32 and 37 will receive a 50% discount on the tuition fee; those with a score of 38 or higher will receive a 75% discount.

This discount cannot be combined with any other discount.

IB Score	Scholarship percentage
38 or higher	%75
32 – 37	%50

<https://aday.khas.edu.tr/burslar/>

KOÇ UNIVERSITY

Students who have completed the 'International Baccalaureate (IB) Higher Level' exams during their high school education may request exemption for up to three courses, according to the rules listed below.

Subject	Required Exam Score for Exemption	Relevant Course
Physics	7	PHYS 101
Mathematics	7	MATH 102/MATH 106
Chemistry	7	CHEM 101

- Students who have succeeded in the second stage of the TÜBİTAK National Science Olympiads in Physics and earned a national-level medal are entitled to exemption from the mandatory core courses PHYS 101 and PHYS 102 in their major or double major programs. This exemption does not apply to the courses PHYS 101L and PHYS 102L, and does not alter the total credit requirements the student must fulfill.
- Exemption requests for topics not listed will be evaluated by the Faculty offering the course and will be submitted to the University Academic Board for a decision.

https://adaylar.ku.edu.tr/aday-ogrencilerimiz/nasil-koc-universiteli-olunur/#tid_66c79e8dde00

MALTEPE UNIVERSITY

IB International Baccalaureate Discount and Graduation Success Discount: Students who have graduated with an IB diploma from all private and public schools across Turkey, with a diploma score between 32 and 41, will receive discounts of up to 50%, while those with a diploma score of 42 or higher will receive discounts of up to 95%.

IB Score	Scholarship percentage
42 or higher	%95
32 – 41	%50

<https://maltepe.edu.tr/Content/Media/TopMenu/08072024041334027-maltepe-universitesi-burs-ve-indirim-yonergesi.pdf>

MEF UNIVERSITY**Diploma Scholarship**

Students who hold internationally recognized diplomas such as the International Baccalaureate (IB), Matura, Abitur, Maturita, AP, or French Baccalaureate, and have listed MEF University as one of their top three choices in the foundation university program rankings and are accepted to study at MEF University, or who have placed MEF University as their first choice among all foundation universities, both Turkish and international students, will receive a 25% education scholarship on the remaining tuition fee after the ÖSYM placement scholarship is applied, provided they meet the required diploma score.

This scholarship, for students placed in the program, is valid for a maximum of 6 (six) years, including the Preparatory Program. For students exempt from the English Preparatory Program, this duration is 5 (five) years. This scholarship is not applicable to students who are awarded a full scholarship.

<https://www.mef.edu.tr/tr/genel-sekreterlik/2024-2025-girisli-ogrenciler-icin-burs-yonergesi>

OKAN UNIVERSITY**International Baccalaureate (IB) Scholarship**

Students who have graduated from institutions offering the International Baccalaureate (IB) diploma program and are placed at Okan University based on the ÖSYS results will receive a 50% discount on tuition fees for those with an IB score between 33 and 39, and a 100% discount for those with a score of 40 or higher.

These discounts are valid for the legal duration of their studies.

IB Score	Scholarship percentage
40 or higher	%100
33 – 39	%50

<https://aday.okan.edu.tr/burslar/>

ÖZYEĞİN UNIVERSITY**International Diploma Scholarship**

Students who are placed in Özyeğin University's undergraduate programs (either with partial scholarship or no scholarship) based on the results of the 2024 YKS first placement and have selected Özyeğin University as one of their top five (5) preferences, and who hold the international diploma listed below and meet the conditions outlined below, will be granted an additional 15% tuition fee exemption. This scholarship does not cover any program-specific additional fees (e.g., knife set, uniform, flight fee, etc.).

IB Score	Scholarship percentage
32 or higher	%15

Students who meet the conditions and wish to benefit from this scholarship must submit a petition explaining their situation, along with an approved copy of the relevant document, to the Student Services Directorate after the placement results are announced. Information about the duration and continuation conditions of the scholarships can be found under the title 'Duration and Continuation Conditions of Provided Scholarships and Discounts.

<https://www.ozyegin.edu.tr/tr/ogrenci-hizmetleri/burs-ve-finansal-destek/yks-giris-burslari>

SABANCI UNIVERSITY**Diploma Contribution Scholarship**

Students who are placed at Sabancı University through ÖSYM and register for any program group with a discounted or non-scholarship status, and who are within the top 20,000 in their YKS ranking in the score type they were placed in, will receive the 'Diploma Contribution Scholarship' if they have an IB diploma score of 34 or higher (excluding full scholarship students) at the time of their first registration. As part of the Diploma Contribution Scholarship, an additional 10% tuition fee exemption will be provided.

IB Score	Scholarship percentage
34 or higher	%10

<https://www.sabanciuniv.edu/tr/lisans-programlari-burs-ve-ucretleri>

ÜSKÜDAR UNIVERSITY, İSTANBUL**International Baccalaureate Scholarship**

Students who register for the undergraduate programs at Üsküdar University and have an International Baccalaureate diploma score of 32 or higher will receive a 25% discount on the tuition fee.

IB Score	Scholarship percentage
32 or higher	%25

<https://uskudar.edu.tr/tr/burslar>

YEDİTEPE UNIVERSITY**International Baccalaureate (IB)**

Students with an IB diploma score of 32 or higher, who list Yeditepe University's fee-paying programs among their top 5 preferences and are placed, will receive a 25% discount on the relevant tuition fee. Based on the grades the students have received in their core courses, exemptions may be defined for certain first-year courses in the program they are placed in.

IB Score	Scholarship percentage
32 or higher	%25

<https://yeditepe.edu.tr/tr/aday-ogrenci/burs-olanaklari>

UNIVERSITY SUCCESS OF IB PROGRAM STUDENTS

UNIVERSITIES THEY HAVE BEEN PLACED IN BY YEAR

Üniversite	2020		2021		2022		2023		2024	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
Boğaziçi U.	1	1,92	0	0	0	0	0	0	0	0
METU	4	7,69	7	9,46	3	5,77	7	8,05	0	0
TED U.	1	1,92	3	4,05	10	19,23	5	5,75	11	16,18
Bilkent U.	29	55,77	38	51,35	23	44,23	38	43,68	23	33,82
Hacettepe U.	4	7,69	2	2,70	2	3,85	3	3,45	2	2,94
Ankara U.	1	1,92	4	5,41	3	5,77	3	3,45	6	8,82
Gazi U.	0	0	1	1,35	1	1,92	3	3,45	2	2,94
ITU	2	3,85	1	1,35	1	1,92	0	0	0	0
TOBB ETU	0	0	2	2,70	0	0	4	4,60	0	0
Sabancı U.	1	1,92	1	1,35	0	0	0	0	2	2,94
Koç U.	3	5,77	4	5,41	0	0	2	2,30	0	0
Başkent U.	2	3,85	4	5,41	2	3,85	6	6,90	5	7,35
Others	4	7,69	7	9,46	7	13,46	16	18,37	17	25,01
Total	52	100	74	100	52	100	87	100	68	100

FACULTIES THEY HAVE BEEN PLACED IN BY YEAR

Faculty	2020		2021		2022		2023		2024	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
Engineering / Architecture	26	50	28	37,84	27	51,92	49	56,32	34	50,00
Economics and Administrative Sciences	13	25	18	24,32	12	23,08	11	12,64	10	14,71
Law	4	7,69	3	4,05	1	1,92	5	5,75	5	7,35
Medicine / Dentistry / Pharmacy	1	1,92	1	1,35	0	0	1	1,15	0	0
Science - Literature and Education	7	13,46	23	31,08	11	21,15	17	19,54	17	25,00
Other	1	1,92	1	1,35	1	1,92	4	4,60	2	2,94
Total	52	100	74	100	52	100	87	100	68	100

Out of 120 graduates of the IB program, 115 students have taken the 2024 YKS. There are 34 students who did not apply or take the exam because they gained the right to register abroad. A total of 102 students have been placed in a higher education program.

IB PROGRAM 2024 EVALUATION RESULTS

	OVERALL	Math and science	Turkish and Math
Number of IB Program Students	120		
Number of Students Participating	123	96	27
Number of Students Who Received a Diploma	102	80	22
Number of Students Who Did Not Receive a Diploma	21	16	5
Number of Students Who Scored 30 or Above	51	42	9
Highest Score	41	41	40
Percentage of Students Who Scored 30 or Above	%50	%53	%41
Average Grade	31	31	30
School-wide Average Score	4,85		
Success Percentage	%83	%83	%81

IB PROGRAM EVALUATION RESULTS BY YEAR

	2020	2021	2022	2023	2024
Number of Students Who Applied for Evaluation	80	108	103	142	127
Number of Students Who Participated in the Evaluation	80	108	98	137	123
Number of Students Who Received a Diploma	73	104	85	114	102
Percentage of Students Who Received a Diploma	%91	%96	%87	%82	%83
Average Grade of Students Who Received a Diploma	33	34	31	31	31
Highest Diploma Score	42	45	44	40	41
Average Score of Students Who Received a Diploma	5,20	5,25	5,02	4,90	4,85
Number of Students with a Diploma Score of 30 or Above	56	77	55	73	51
Percentage of Students with a Diploma Score of 30 or Above	%70	%71	%56	%53	%50

IB LEARNER PROFILE

As IB students, we are working to have the following qualities:

I

INQUIRERS
OPEN-MINDED

K

KNOWLEDGEABLE
CARING

T

THINKERS
RISK-TAKERS

C

COMMUNICATORS
BALANCED

P

PRINCIPLED
REFLECTIVE
