IB DIPLOMA PROGRAMME

IB WORLD SCHOOL

With a Vision for the Future
IB Education at Gazi



Introduction Brochure

IB DIPLOMA PROGRAMME IB WORLD SCHOOL

For 15 years, we have been preparing our students for the world's most prestigious universities with academic excellence and international awareness.



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ABOUT IBDP

International Baccalaureate (IB)

The International Baccalaureate (IB) is a non-profit international educational foundation established in Geneva, Switzerland, in 1968. Its mission is to enable students living in different countries to prepare for university through a common and high-standard educational program. IB aims to develop intercultural understanding, support critical thinking, and raise students as global citizens.

The IB organization is implemented in many countries around the world today. Its programs consist of four main sections: Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP). In particular, the Diploma Programme (DP) is prepared for students aged 16-19 and is accepted as a prestigious and valid high school diploma by many countries and universities worldwide.

IB's activities in Europe are carried out through regional offices. The main center covering the Europe, Africa, and Middle East region is in The Hague, Netherlands. There is also a unit in Cardiff, United Kingdom, that manages assessment and exam processes. Thanks to these regional structures, IB works in close cooperation with schools in Europe; it carries out teacher training, program audits, and exam organizations regularly and in accordance with standards.



OUR EDUCATIONAL MISSION

The International Baccalaureate (IB) mission is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world.

IB values understanding and respect for different cultures. Through its programs, it aims to develop students' critical thinking, open-mindedness, and lifelong learning skills. In this regard, it works in cooperation with schools, governments, and international organizations to offer high-standard and challenging educational programs.

At the core of the IB mission is the belief that people can share common human values despite their differences. For this reason, IB aims to raise students not only as academically strong individuals; but also as responsible, principled, and globally conscious individuals.



FEATURES of IB SCHOOLS

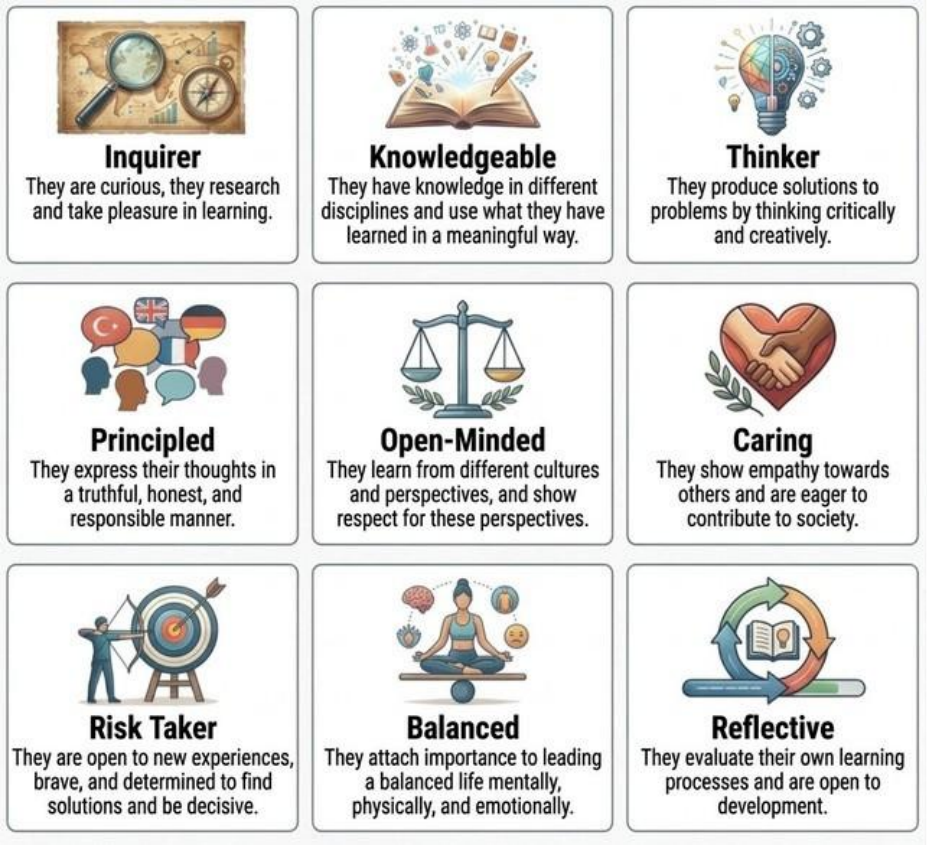
IB schools stand apart from other educational institutions with their high academic standards, internationally valid diploma, strong assessment system, and student-centered approach. Their goal is not only to raise successful students; but to gain inquiring, caring, open-minded, and responsible individuals. Lessons are handled with a concept-based and interdisciplinary approach, not by rote. Students learn to analyze by relating the information they learn to real life and to evaluate different perspectives.

One of the most important features that distinguishes IB schools from other schools is that they provide an international perspective. Respect for different cultures, multilingualism, and global awareness are the fundamental elements of the program. Students receive an education aimed at understanding the world, not just their own countries. This approach makes them better-equipped individuals both academically and socially.



IB LEARNER PROFILE

The IB Learner Profile defines 10 core attributes that are at the center of IB education and are targeted to be developed in students. This profile aims for students to be balanced individuals not only academically but also socially, emotionally, and ethically. According to the IB, these attributes form the basis of a more understanding and peaceful world.



Bu özellikler, IB öğrencilerinin hem akademik başarıya hem de güçlü bir karakter gelişimine ulaşmasını destekler.

IBDP CURRICULUM

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

The International Baccalaureate Diploma Programme (IBDP) is an international high school program designed for students aged 16–19. The aim of the program is to develop students' academic knowledge while also enabling them to gain critical thinking, research, and respect for different cultures skills.

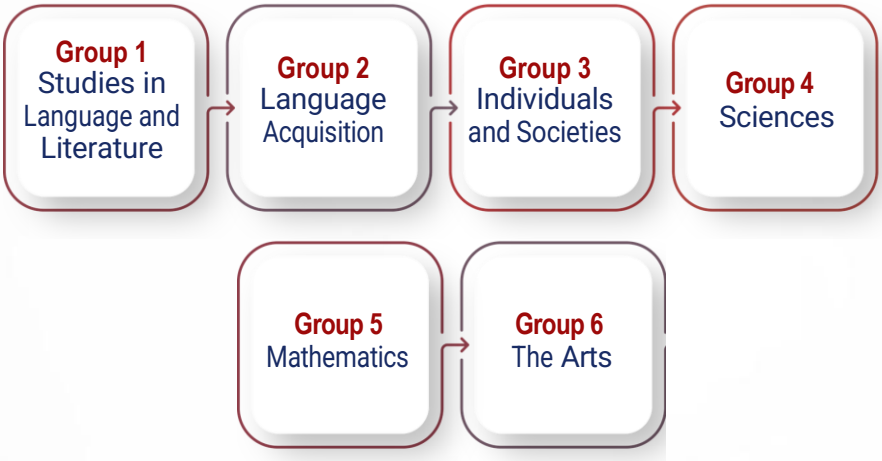
In IBDP, students take their courses as Higher Level (HL) and Standard Level (SL), and the program usually lasts two years. The curriculum encourages interdisciplinary thinking and helps students relate knowledge to real life. At the end of the program, students are evaluated through both internal assessments and written exams conducted at international standards. Thus, the IBDP diploma is accepted as a qualification recognized and respected by many universities worldwide.

The IBDP curriculum consists of subjects chosen from six different subject groups, as well as three core components: Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity, Service (CAS). This structure ensures that students focus not only on academic success but also on their personal and social development. These studies develop students' research, academic writing, time management, and social responsibility skills. In this respect, IB schools prepare students not just for exams, but for university life and future academic studies.



6 DIFFERENT SUBJECT GROUPS

The IBDP divides courses into six different subject groups to ensure that students receive a balanced and comprehensive education.



Students generally choose one subject from each group, taking a total of six subjects; however, in some cases, a second subject from another group can be chosen instead of an arts subject.

Three of these subjects are taken at Higher Level (HL) and three at Standard Level (SL). HL courses are handled more comprehensively and in-depth, while SL courses are handled at a more basic level.

Thanks to the subject groups, students gain knowledge in different areas such as language, social sciences, sciences, and mathematics, and follow an academically balanced program. This structure aims to prepare students for university and develop their thinking skills in different disciplines.

CORE COMPONENTS

TOK (Theory of Knowledge)

TOK is a course within the IBDP that aims to have students question the nature of knowledge. In this course, students focus on the question "How do we know?" and critically examine different areas of knowledge (science, history, art, etc.) and ways of knowing (perception, reason, language, etc.). The goal of TOK is to develop students' critical thinking skills and enable them to evaluate knowledge from different perspectives.

CAS (Creativity, Activity, Service)

CAS is the part of IBDP that aims to support students' personal and social development alongside their academic development. Within the scope of CAS, students participate in various activities in the fields of creativity (artistic activities), activity (sports and physical activities), and service (voluntary work that contributes to society). This process contributes to students' development as individuals who take responsibility, cooperate, and are sensitive to society.

Extended Essay (EE)

The Extended Essay is an IBDP work in which students conduct independent research in an academic field of interest and write an academic essay of approximately 4,000 words. In this process, students determine a research question, analyze using academic sources, and apply scientific research methods. The Extended Essay helps students develop their research, writing, and critical thinking skills and serves as preparation for university-level academic studies.

ASSESSMENT AND EVALUATION SYSTEM

Internal Assessment (IA)

Internal Assessment (IA) covers the work that students prepare within the school and that are evaluated by their teachers. These studies can vary according to the type of course; for example, experiment reports and research projects in science classes, mathematical discovery studies in mathematics, oral presentations or analyses in language classes can be done. The grades given by teachers are then examined by the IB using a sampling method and moderation is applied when necessary.

External Assessment (EA)

External Assessment (EA) includes written exams and some academic studies prepared by the IB and conducted at the end of the program. These evaluations are usually carried out in May or November exam sessions and the exam papers are scored by international evaluators appointed by the IB. Within the scope of external assessment, students' written exam performance, analysis and interpretation skills, and academic writing abilities are measured. This system ensures that IB students worldwide are evaluated with the same standard.

Assessment and evaluation in the IB program is a multi-faceted system that aims to measure not only students' knowledge levels but also their analysis, interpretation, and critical thinking skills. The evaluation process in IB consists of two main parts: Internal Assessment (IA) and External Assessment (EA).

Thanks to this system, both the students' work during the course process and the exams they take at the end of the program are evaluated together.

IBDP AT OUR SCHOOL

STUDENT ADMISSION TO THE IB PROGRAM

Our school admits students to the IB program based on entrance exams held at the end of grades 8, 9, and 10, as well as their LGS ranking. These exams comprehensively assess students' academic knowledge at their grade level and their English language skills.

Candidates are admitted to the IB program based on their performance in the exam.

⚠ **Due to the structure of the IB Diploma Programme, new students are not admitted in grades 11 and 12. Therefore, it is of great importance for students to participate in the admission processes held at the specified grade levels in order to be included in the program.**



PREPARATION PROCESS
IB GRADES 9 AND 10

At Gazi University Foundation Schools, the IB program begins with a preparation process within the scope of the MEB curriculum in grade 9. In this process, while students continue their lessons according to the Ministry of National Education (MEB) curriculum in grades 9 and 10, they also prepare academically and linguistically for the IB Diploma Programme, which will start in grade 11. Especially raising English proficiency to the highest level is of great importance, and our school carries out comprehensive and systematic work in this direction.
In addition, it is aimed for students to build a solid academic foundation in the fields of science, mathematics, Turkish and social sciences. The foundations of critical thinking, research and analysis skills required by the

IB program are laid in this period; our students are provided with all the academic support they need. Thus, students transition to the IB process, which will start in grade 11, in an equipped and ready manner.

DIPLOMA PROGRAMME
IB GRADE 11

At the beginning of grade 11, students choose the HL (Higher Level) and SL (Standard Level) courses they want to take in line with their interests and academic goals.

These course selections are of great importance for students' university goals and career plans, and the same courses are continued in grade 12. Thus, students have the opportunity to gain in-depth knowledge and skills in their chosen fields. In addition, students' academic progress is closely monitored by regular monthly IB practice exams throughout the 11th grade, and exam preparation processes are supported systematically.

GRADUATION PREPARATION

IB GRADE 12

The grade 12 IB Diploma Programme is the most important and decisive stage of our students' two-year academic journey. In this process, while students deepen the knowledge and skills they have acquired in the HL (Higher Level) and SL (Standard Level) courses they have chosen, they also focus on completing the core components of the IB such as Internal Assessment (IA), Extended Essay (EE) and Theory of Knowledge (TOK). Throughout the year, our students' progress is closely monitored through practice exams and academic follow-up studies, and individual and academic support is provided in the areas they need.

In this intensive and disciplined process, student-parent-school cooperation is of great importance. Our students' maintaining regular study habits, using time management effectively and being in constant communication with their teachers directly affect success. Our parents' supporting our students in terms of motivation and guidance in this process will contribute to them having an academically and emotionally balanced year. Our goal is for our students to successfully complete the IB Diploma Programme and prepare for national and international universities with a strong academic background.



OUR COURSES

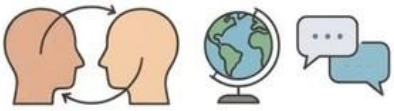
IB COURSES OFFERED AT OUR SCHOOL

A wide range of courses students can choose according to their interests and university goals.



Group 1: Language and Literature

- Turkish A (SL-HL)



Group 2: Language Acquisition

- English B (SL-HL)
- German (SL)







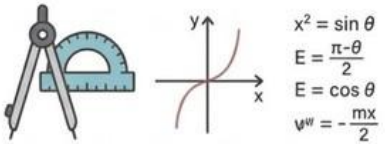
Group 3: Individuals and Societies

- 20th Century Turkey History (SL)
- Digital Society (SL-HL)
- Psychology (SL-HL)
- Global Politics (SL-HL)



Group 4: Sciences

- Biology (SL-HL)
- Physics (SL-HL)
- Chemistry (SL-HL)



Group 5: Mathematics

- Mathematics (SL-HL)

OUR ACTIVITIES

May 21-22,2026

IB Week 2026

Having become an annual tradition, "IB Week" was held on May 21–22, 2026. Conducted entirely in English, students shared their scientific experiments and presentations across various academic disciplines.



OUR ACTIVITIES

May 18, 2026

TOK Exhibition

On May 18, 2026, our 1 Ith-grade IB students organized a TOK exhibition.



OUR ACTIVITIES

April 21, 2026

TÖMER Meeting

We hosted international students from Gazi TÖMER at our school. Through an ebru (Turkish marbling) art workshop and discussions, our students gained valuable intercultural communication experiences.







OUR ACTIVITIES

April 2, 2026

Cooking Workshop

Conducted as part of the IBDP CAS Programme in our Life Skills Classroom, this workshop allowed students to develop teamwork, planning, and practical everyday skills in a collaborative environment.



IB DIPLOMA PROGRAMME IB WORLD SCHOOL

Being a Gazi Alumnus Is a Privilege

