



# Nesibe Aydın Schools



Cambridge Assessment  
International Education

Cambridge International School



Diploma  
Programme

## INTERNATIONAL PROGRAMS IGCSE - IBDP



Cambridge  
Pathway



Learn • Discover • Achieve

# NESİBE AYDIN

## INTERNATIONAL PROGRAMMES

At Nesibe Aydın Schools, the Cambridge International General Certificate of Secondary Education (IGCSE) and the International Baccalaureate Diploma Programme (IBDP) are offered as academic programmes designed to prepare students for the future by developing their problem-solving, communication, critical thinking, and research skills in both written and spoken expression.

Students who successfully complete these programmes have the opportunity to graduate with a dual diploma—the national diploma and an internationally recognized diploma:

the International General Certificate of Secondary Education (IGCSE) at Grades 9–10 and the International Baccalaureate Diploma Programme (IBDP) at Grades 11–12.

The International Baccalaureate Primary Years Programme (PYP) is also implemented at our primary school level.

### **Opportunity to Obtain Both National and International Diplomas**

- 1) Both the IGCSE and IBDP are international programmes recognized by Cambridge Assessment International Education and the International Baccalaureate Organization.
- 2) Students begin the IGCSE Programme in Grades 9 and 10, which prepares them academically and personally for the IB Diploma Programme in Grades 11 and 12.
- 3) Those who successfully complete the IGCSE Programme and meet the school's academic and learning requirements proceed to the IBDP.
- 4) IBDP students who successfully complete the programme's requirements are awarded both the IB Diploma and the National Diploma, as they fulfill the requirements of the Ministry of National Education.

### **Personal and Academic Gains**

- 1) The IGCSE and IBDP programmes help students recognize different cultures while also developing a deep understanding of their own country's and region's culture.
- 2) These programmes encourage students to move beyond memorization, fostering inquiry-based learning, critical thinking, and self-discovery.
- 3) Through IGCSE and IBDP, students enhance their abilities in research, problem-solving, taking initiative, teamwork, and inquiry-based learning.
- 4) The programmes prepare students for university life both in Turkey and abroad by promoting independent learning skills.
- 5) With research-based learning, extended essays, projects, and experiential learning, students develop advanced academic and life skills. Graduates of the IBDP are known for being highly prepared, reflective, and confident in both academic and personal contexts.

## Easier Admission to National Universities

- IBDP graduates who also hold the Turkish Ministry of National Education diploma can benefit from additional recognition and easier access to universities in Turkey.

## Opportunity to Study Abroad

- 1) A student who completes the programme with a high achievement has the right to receive partial or full scholarships from international universities.
- 2) Universities in the United States consider both the academic performance and extracurricular involvement of students within the IBDP during their admission and scholarship evaluations.
- 3) Many universities in countries such as the United Kingdom, the Netherlands, Canada, and Australia offer admission based solely on the IB Diploma results.
- 4) Some of the courses taken within the IB Diploma Programme are recognized as university credits in Canada and the United States, allowing students to shorten their study period and reduce tuition costs.
- 5) Many international universities also consider the IGCSE certificate exam results taken in Grade 10 as part of their admission evaluations under certain conditions.



# CAMBRIDGE IGCSE PROGRAMME (9-10th GRADE)

## Cambridge IGCSE

The Cambridge International General Certificate of Secondary Education (IGCSE) is a certificate programme designed for students aged 14 to 16, recognized worldwide and with a history of over 150 years.

The IGCSE certificate programme, with its emphasis on inquiry and research rather than rote learning, enables students to be thoroughly prepared for the IB Diploma Programme.

## IGCSE Assessment System

IGCSE students take the Cambridge International Assessment exams for their courses in May of Grade 10.

To be eligible to continue into the IBDP, students must achieve a grade of C or above in the relevant IGCSE subject examinations administered by Cambridge Assessment.

Students who do not achieve the required grades continue their education in our Anatolian or Science High School programmes, based on their exam performance and academic results.

## IGCSE Examinations

Exam fees are determined and announced annually by Cambridge IGCSE. The total exam fee for a student is approximately £400 (British Pounds). The full amount is paid by the parent/guardian, and the payment is made to Cambridge through the school. The exam schedule is determined by Cambridge and communicated to our school. Our school is responsible for conducting these exams according to the announced timetable and examination regulations. The exam papers are prepared in the United Kingdom and sent to our school in sealed packages. After being administered at the scheduled times, the completed papers are sent back to the UK for marking. The evaluation is carried out by Cambridge, and the results are announced in August.

After the evaluations, students receive grades on a scale from A\* to G. Student certificates are issued by the International Examination Centre and sent to schools.

## IGCSE Programme Subjects

Students at our school study seven subjects from the Cambridge IGCSE curriculum:

- 1) Cambridge IGCSE Global Perspectives (0457)
- 2) Cambridge IGCSE English as a Second Language (0511)
- 3) Cambridge IGCSE Turkish – First Language (0513)
- 4) Cambridge IGCSE International Mathematics (0607)
- 5) Cambridge IGCSE Biology (0610)
- 6) Cambridge IGCSE Chemistry (0620)
- 7) Cambridge IGCSE Physics (0625)

★ *All courses, except for Turkish as a First Language, are taught in English.*

★ **Students are required to take examinations in all of these subjects, as they form the foundation for the IBDP courses.**

## Admission of Students for the IGCSE Programme

Students who wish to participate in the IGCSE programme are expected to meet the following requirements:

- 1) To have achieved the required minimum passing score in both the Grade 8 mock exam averages and the High School Entrance Exam administered in February.
- 2) To have passed the **minimum** proficiency threshold in the **Foreign Language Exam** for International Programmes.
- 3) To have no disciplinary record during their middle school education.



# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

## (11th and 12th GRADE)

The International Baccalaureate (IB) Diploma Programme, which has gained increasing popularity since the 1960s and is now recognized in more than 70 countries worldwide, is a pre-university education programme of international standing. The IB Diploma Programme is designed to prepare students for success in university and beyond, offering an academically challenging curriculum while also considering students' intellectual, social, emotional, and physical development.

The International Baccalaureate Programmes aim to cultivate young people who are inquirers, knowledgeable, critical thinkers, effective communicators, risk-takers, principled, caring, open-minded, balanced, and reflective.

**INQUIRER:** They become individuals who can conduct scientific research, use the knowledge they acquire, take pleasure in learning, and see it as a lifelong process.

**KNOWLEDGEABLE:** Ulusal ve uluslararası konularda araştırma yapıp bilgi birikimine sahip olurlar. Bu konularda yorum yapabilme yeteneğine sahip olurlar.

**THINKERS:** They can make reasoned and ethical decisions and are able to generate solutions to complex problems they encounter.

**COMMUNICATORS:** They can express themselves confidently and effectively in more than one language, listen carefully to others, and share ideas and information in a clear and meaningful way.

**RISK-TAKER:** They can face unfamiliar situations without panic. They have confidence in themselves and an independent spirit when exploring new roles, ideas, and strategies. They act courageously and confidently in defense of their beliefs.

**PRINCIPLED:** They make honesty, fairness, and justice a part of their life philosophy and take responsibility for their actions and work.

**CARING:** They are sensitive to the needs of others and take pleasure in contributing positively to society.

**OPEN-MINDED:** While preserving their own values, they respect the culture, views, beliefs, and traditions of others. They are open to new ideas and innovations.

**BALANCED:** They are aware of the importance of maintaining physical, emotional, and intellectual balance for personal well-being.

**REFLECTIVE:** They thoughtfully consider their own learning processes and experiences. They can evaluate their strengths and limitations in order to support their personal development and growth.



## IBDP Courses

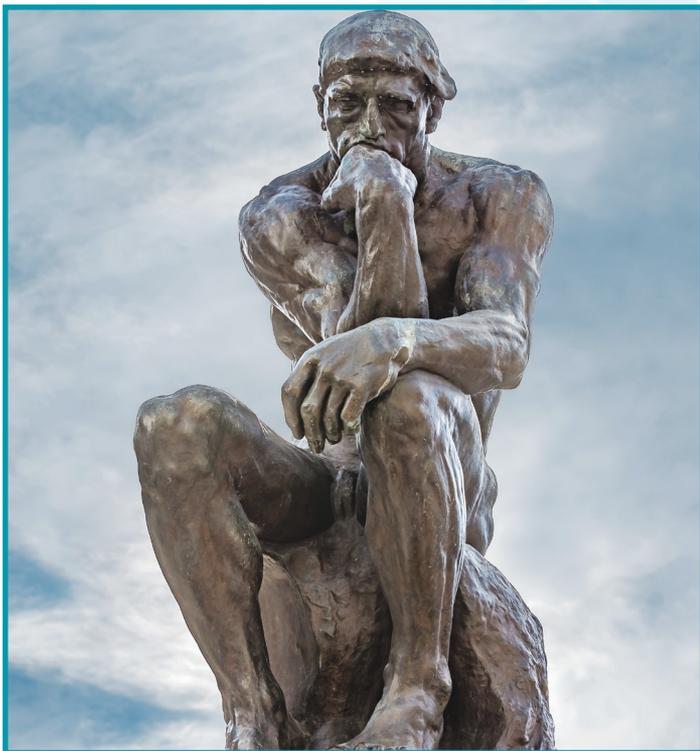
The International Baccalaureate Diploma Programme consists of six subject groups:

- 1) **Studies in Language and Literature:** This group includes courses in the student's native language. Each country offers this subject in its own national language.
- 2) **Language Acquisition:** These are language courses similar to those in the Studies in Language and Literature group, but only foreign languages are offered in this category.
- 3) **Individuals and Societies:** This group includes subjects from the social sciences. At our school, Economics is offered in this group.
- 4) **Sciences:** This group consists of experimental science subjects. Biology, Physics, and Chemistry can be taken at either Standard Level or Higher Level.
- 5) **Mathematics:** At our school, Mathematics: Analysis and Approaches is offered at both Standard Level and Higher Level.
- 6) **The Arts:** Visual Arts can be taken at either Standard Level or Higher Level at our school. Students who do not wish to take an arts course may choose another subject from one of the other groups.

According to school conditions, students choose one subject from each group. Three of these subjects are taken at Higher Level (HL), and the remaining three at Standard Level (SL). All subjects, except for the mother tongue, are taught in English.

Completion of the Theory of Knowledge (TOK) course, the Extended Essay (EE), and the Creativity, Activity, Service (CAS) requirements, which are at the core of the programme, is mandatory for earning the International Baccalaureate Diploma.

# THEORY OF KNOWLEDGE



The course content involves a critical examination of concepts that are defined as knowledge. It aims to help students understand what it means “to know” something as a scientist, artist, or historian, and to explore the relationship and interaction between different types of knowledge. One of the key goals of this course is to develop students’ understanding of critical thinking.

The course is built upon inquiry and investigation. The inquiry-based approach encourages students to develop habits of exploring subjects or issues in depth and forming their own responses through analysis and reflection. The Theory of Knowledge course helps students develop their own perspectives on what knowledge is. Students are expected to continue their learning as active and reflective thinkers.

**Assessment:** Each year, the IB determines six essay topics for the Theory of Knowledge (TOK) course. In Grade 12, students choose one of these topics and write a 1,200–1,600-word essay in which they are expected to relate TOK concepts and claims to their own personal experiences and perspectives. In addition to the essay, each student selects three objects and prepares an exhibition that explores and discusses how these objects are connected to knowledge and its interpretation. The TOK essay accounts for two-thirds of the total course grade, while the exhibition makes up the remaining one-third.



## CAS (CREATIVITY- ART- SERVICE)

The aim of CAS activities is to help students, throughout their educational journey, strengthen their social aspects alongside their academic studies, discover and express their different talents, and gain a deeper understanding of the community they live in..

### Examples of CAS Activities:

- **Creativity:** Developing skills through artistic and creative activities such as dance, theatre, photography, and painting.
- **Activity:** Engaging in physical activities beyond daily routines, including team or individual sports.
- **Service:** Activities that enable students to communicate and collaborate with individuals and groups in their community; for example, visiting elderly or disabled people, organising charity and fundraising events, volunteering with aid organisations, and conducting campaigns to raise awareness about environmental protection.



### Assessment:

**ManageBac Online Platform:** Students upload their CAS activities to their ManageBac accounts, providing evidence such as photos. For each activity, they describe what they have learned and gained from the experience and complete a self-evaluation. The reflection entries they upload are written in English and reviewed by the CAS Coordinator at the end of each term. When the Diploma Programme is completed, and if requested by the IB, these records are submitted to IB officials for evaluation.



## EXTENDED ESSAY

Students conduct an in-depth research study on a specific topic from one of the six IB subject groups and write an essay of approximately 4,000 words (excluding footnotes and bibliography). To complete the essay, students spend around 40 hours and receive guidance from a supervising teacher who supports them throughout the process. The supervisor meets with the student for about 4–6 hours in total, providing feedback and helping the student evaluate their findings and interpretations. The main goal of the Extended Essay is to help students develop their research skills and learn to express their ideas in an appropriate academic format and language.

**Assessment:** The Extended Essay is assessed by an examiner appointed by the International Baccalaureate (IB). The school's supervising teacher provides feedback to the student through meetings but does not make direct changes to the essay. The Extended Essay must be the student's original and independent work. The student is informed about the assessment criteria by their supervisor and is guided on how to structure and meet those expectations. The supervisor also monitors the progress of the essay and verifies the authenticity of the student's work. While the supervisor discusses the topic and research question with the student, the final decision about the topic belongs entirely to the student. At the end of the process, the student participates in a Viva Voce (oral interview) with the supervisor to reflect on the research experience. Afterward, the completed essays are submitted to an external examiner appointed by the IB for final evaluation.

## ASSESSMENT IN THE DIPLOMA PROGRAMME

The assessment system of the International Baccalaureate (IB) Diploma Programme is based on the criteria outlined in the IB subject guides. These criteria are applied consistently across all IB schools worldwide. Grades reflect the student's knowledge, understanding, and skills according to established international standards.

Assessment is conducted in two main ways:

**Internal Assessment:** This type of assessment is carried out within the school and moderated by the IB through sample submissions. Each subject has its own specific internal assessment requirements that must be completed.

**External Assessment:** In the final year (Grade 12), students take at least two and up to three written examinations for each subject. These exams, prepared and sent by the IB, measure the students' achievements over the two-year programme. Examinations are held during the first three weeks of May each year.

A student can receive a score between **1 (minimum)** and **7 (maximum)** for each subject. The highest possible total from six subjects is **42 points** ( $6 \times 7 = 42$ ). Up to 3 additional points can be earned from the Theory of Knowledge (TOK) and Extended Essay (EE) components. However, students who fail to meet the requirements of the Creativity, Activity, Service (CAS) programme are not eligible to receive the diploma. The maximum total score for the IB Diploma is **45 points**, while the minimum passing score required to earn the diploma (provided all other requirements are met) is **24 points**.

# DIPLOMA PROGRAMME REQUIREMENTS

## IB Diploma Programme Admission Requirements:

- 1) At the end of Grade 10, students must have achieved a grade of C or above in at least **six out of eight** IGCSE subjects. If the student wishes to take a Higher Level (HL) subject in the IBDP, the school may grant permission provided that the student has achieved an A or A grade in the same or a related IGCSE subject\*.
- 2) Students wishing to begin the IGCSE group in Grade 9 must have scored at least 70 out of 100 on the English Proficiency Exam administered to Grade 8 graduates.

## IB Diploma Programme Graduation Requirements:

A total of 24 points is required to be eligible for the IB Diploma. However, universities in Türkiye and around the world usually require **30 points or above** for admission and scholarship opportunities.

- 1) The student must not have received a grade of 1 (the lowest grade) in any subject.
- 2) The student must not have received more than two grades of 2 (either at Higher Level or Standard Level).
- 3) The student must not have received more than three grades below 4 (either at Higher Level or Standard Level).
- 4) The total points from Higher Level subjects must be at least 12.
- 5) The total points from Standard Level subjects must be at least 9.
- 6) The student must not have been penalized for academic misconduct by the IB Final Award Committee.
- 7) Students who complete the Creativity, Activity, Service (CAS), Extended Essay (EE), and Theory of Knowledge (TOK) components but fail to meet the minimum diploma criteria **will not be eligible** to receive the IB Diploma, even if they have passed all exams and assessments.
- 8) Students have the right to take retake (resit) examinations once. Those who apply for the diploma but score **below 24 points** will be awarded course certificates for individual subjects. Some universities may accept students based on these certificates. For example, some universities may accept students with a grade of **5 or above** in Mathematics HL/SL even if they do not receive the full diploma.
- 9) The diploma examination registration fee is determined and announced annually by the IB Organization. IB students and their parents are informed of the amount, and the fee must be paid by parents. Students who fail to pay the examination fee are not eligible to take the exams or receive the diploma.



## FREQUENTLY ASKED QUESTIONS

### 1) Does the IGCSE programme in Grades 9 and 10 provide any advantage for university admissions?

Many international universities value candidates who have achieved A or A grades in IGCSE exams\*. For example, in some universities, the grades obtained in five IGCSE subjects are considered equivalent to the points earned from one Higher Level subject in the IB Diploma Programme (IBDP).

### 2) How compatible is the IGCSE programme in Grades 9 and 10 with the Turkish MoNE (Ministry of National Education) curriculum?

While the IGCSE programme shares many common learning outcomes and content areas with the MoNE curriculum, it differs in its assessment approach. IGCSE focuses on conceptual understanding and open-ended, criterion-based assessments, whereas the MoNE system primarily relies on multiple-choice questions.

### 3) Will IGCSE students also participate in national mock (practice) exams?

IGCSE students **will not take** the multiple-choice mock exams designed for Anatolian and Science High School students. Instead, they **will take IGCSE** mock exams specifically aligned with the structure and assessment style of the IGCSE programme, administered on the same dates.

### 4) If my child wants to transfer to the national curriculum at the end of Grade 10, will there be any academic loss?

Students who start the IGCSE programme and meet the necessary requirements by the end of Grade 11 and 12 can continue with the IB Diploma Programme (IBDP). Although efforts are made to align IGCSE content with the MoNE curriculum, if a student wishes to return to the national system, minor differences in content coverage **may be observed** due to differing assessment approaches.

### 5) If an IBDP student fails any subject in Grades 11 or 12 and cannot receive the diploma, can they retake the exam for that subject?

If a student fails a subject or does not meet one or more of the diploma requirements, they may retake the exams held in **November** and/or **May** of the following exam session. If they achieve a passing score in those exams, they become eligible to **receive the diploma**.

### 6) What is the highest possible diploma score an IBDP student can achieve?

The **highest** possible IB Diploma score is **45 points**. Each subject is graded on a scale from 1 (lowest) to 7 (highest). Up to 3 additional points may be awarded for the Extended Essay (EE) and Theory of Knowledge (TOK) combined. Therefore, a student who earns the top grade of 7 in all six subjects and the maximum 3 bonus points from the core components can achieve a total of 45 points.

### 7) What is the minimum score required to obtain the IB Diploma?

To receive the IB Diploma, a student must achieve at least **24** points. However, even if a student attains 24 points, they will not be awarded the diploma if they fail to meet all programme requirements.

### 8) Does holding an IB Diploma provide advantages for students applying to universities in Türkiye?

Most foundation (private) universities in Türkiye offer **scholarships** or opportunities to **change majors** based on IB Diploma scores. In the coming years, with new regulations, public universities in Türkiye are also expected to begin accepting IB Diploma holders through similar pathways.

### 9) Do IBDP students follow a different curriculum from the Turkish National Curriculum?

While there are many similarities between the IBDP and the Turkish National Curriculum, there are also significant differences in approach.

In the IBDP:

Students write literary analyses in Language and Literature courses,

- Provide proofs in Mathematics,
- Write lab reports in sciences, and
- Produce extended analytical essays in Social Sciences.

These requirements emphasize research, critical thinking, and independent inquiry beyond the standard national curriculum.

### 10) What is the most important thing an IB student should pay attention to?

An IB student must be fully aware of their responsibilities. One of the key expectations of the programme is that students submit assignments and projects on time and take responsibility for their own learning.

Students must adhere to academic integrity rules when completing homework, projects, and assessments. If they are unsure about any task, they should consult the IB Coordinator for guidance.

### 11) Can applications to foreign universities be made after the first year of graduation?

The answer to this depends on the specific university and its admission policies. Some universities evaluate IB students in the year they graduate, while others also accept applications in later years based on the student's IB Diploma results.

### 12) Can the IB Diploma be used for university applications in Germany?

Yes. The Conference of Ministers of Education and Cultural Affairs (Kultusministerkonferenz – KMK), which operates under the German government, accepts IB Diplomas for students wishing to pursue higher education in Germany, provided that certain additional requirements are met — such as demonstrating the required level of German proficiency, achieving the necessary high school grades, and in some cases, meeting entry qualifications equivalent to those of the Turkish national university entrance exam (YKS) for their intended field of study.

## NESIBE AYDIN IS A WORLD SCHOOL!



**Nesibe Aydın is an IB PYP School! (School Code: 062505)**

**International Baccalaureate Primary Years Programme (IB PYP)**

The Primary Years Programme (PYP) encourages students to be curious, inquisitive, and reflective learners who explore their surroundings both physically, socially, and intellectually. It helps them engage meaningfully with their environment and develop a love of learning.

The PYP, which forms the foundation of the IB continuum, is implemented in our schools from ages 4–5 through Grades 1–4.



**Nesibe Aydın is a Cambridge Assessment International Education IGCSE School! (School Code: TR 961)**



**Cambridge International General Certificate of Secondary Education (IGCSE)**

The Cambridge International General Certificate of Secondary Education (IGCSE) is one of the world's most recognized and respected international qualifications.

All Nesibe Aydın campuses offer English-medium instruction, where students take English as a Second Language (ESL) courses.

Students in Grades 9 and 10 follow the IGCSE curriculum, and those who continue to the IB Diploma Programme (IBDP) build upon this foundation.

Students not continuing to the IBDP take IELTS-based English proficiency assessments to determine their language level.



**Nesibe Aydın is an IB DP Candidate School!**

**International Baccalaureate Diploma Programme (IBDP)**

The International Baccalaureate (IB) Diploma Programme prepares students for higher education and global citizenship by promoting intellectual, personal, emotional, and social growth.

The IBDP, implemented over Grades 11 and 12, encourages students to think critically, conduct independent research, and develop an international mindset, ensuring they are well-prepared for universities both in Türkiye and abroad.



**NAMUN and JNAMUN - Nesibe Aydın Model United Nations Teams!**

**Nesibe Aydın Model United Nations (NAMUN) - Junior Nesibe Aydın Model United Nations (JNAMUN)**

Model United Nations (MUN) is an educational simulation in which high school and middle school students represent different countries, discuss global issues, and produce collaborative resolutions.

Through participation, students develop leadership, diplomacy, and communication skills.

Teachers act as advisors, and activities include conferences, panels, workshops, and forums conducted in a professional MUN format.